

**Region 10 Guided Reading Lesson Plan  
Grades Kindergarten – 2<sup>nd</sup> Grade**

Students' Names in Today's Group:	<p><b><u>Teaching Point</u></b></p> <p><i>What is the teaching point of today's lesson?</i>  <i>What will students learn?</i>          TEKS Correlation _____</p>
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Guided Reading Level	Today's Date
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<p><b><u>Materials Needed</u></b></p> <p>Text _____</p> <p>_____ plastic letters          _____ teacher dry erase board          _____ individual student dry erase boards          _____ sticky notes          _____ reading "phones"          _____ pointers</p>	<p><b><u>Word Work</u></b></p> <p><i>Which word(s) will you use for study?</i>  <i>What methods will you use to instruct?</i></p>
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**LITERACY BEHAVIORS: What literacy behaviors did you see during reading?**

Emergent (K-1)	Early (Grades 1-2)	Transitional (Grades 2-3)
<ul style="list-style-type: none"> <li>○ uses pictures to check meaning</li> <li>○ makes return sweep/directionality</li> <li>○ uses one to one matching/uses finger</li> <li>○ "gets mouth ready" for unknown words</li> <li>○ working on concepts of print</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ does not use finger when reading</li> <li>○ increasingly self-monitoring and self-correcting</li> <li>○ rereads to confirm meaning</li> <li>○ reads with some prosody</li> <li>○ reads across words</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ looks for parts within unknown words</li> <li>○ reads longer texts with increasing fluency and prosody</li> <li>○ uses wide repertoire of self-monitoring and self-correcting strategies</li> <li>○ uses information in different contexts (maps, charts, etc.)</li> <li>○</li> </ul>

**BEFORE READING: Introduction to Lesson**

*How will you hook students into the text?*

Suggestions:

- Draw on the children’s experience and knowledge
- Explain important concepts and ideas
- Discuss the plot or theme of the whole story
- Say language patterns that are unfamiliar and are critical to the story
- Talk about the illustrations and help children discover information from them
- Draw children’s attention to the structure of the text and help them understand “how the book works”
- Occasionally address letter-sound relationships or clusters in the pronunciation of unfamiliar words (ex. proper names)

HOOK:

**DURING READING: Observing as students read**

<i>Student</i>	<i>Observable Literacy Behaviors</i>	<i>Fluency Rate</i>	<i>Accuracy Level</i>
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1.

2.

3.

4.

5.

**DURING READING: Stopping to think and discuss**

*Where will you stop during the text to discuss what has been read and for predictions?*

*What specific questions will you ask?*

**AFTER READING: Extending and reinforcing**

*How will readers demonstrate understanding? What did you learn today that will help you become a better reader?*

