

Levels A-C Emergent Guided Reading Lesson Plan (*Lesson Preparation & Delivery*)

Title _____ Strategy Focus (*Objectives, Comprehensible Input, Strategies*)

“*I can (CO)* _____ *by (LO)* _____” CCSS: _____ Level _____ Lesson# _____

Day 1 Date: Sight word review-writing (<i>Practice/Application</i>) 1-2 min. _____ _____ _____	Day 2 Date: Sight word review-writing (<i>Practice/Application</i>) 1-2 min. _____ _____ _____
Introduce New Book (<i>Building Background</i>) 3-4 min. <i>This book is called...and it's about</i> _____ _____ _____ _____ New vocabulary: _____	Rereading of Yesterday's Book (<i>Practice/Application</i>) (and other familiar books) 8 min. Observations (Lesson Delivery) or running record on one student:
Text Reading With Prompting (<i>Strategies</i>) 5-8 min.: <ul style="list-style-type: none"> • <i>Check the picture. What would make sense?</i> • <i>Get your mouth ready for the first sound.</i> • <i>Get your mouth ready and check the picture.</i> • <i>Could it be _____ or _____?</i> • <i>Show me the word _____.</i> (use for sight words) • <i>Check the word with your finger. Are you right?</i> • <i>Try reading without pointing.</i> • <i>How would the character say that?</i> (expression) • <i>What happened on this page (in the story)?</i> (retell) 	
Teaching Points After Reading (<i>Strategies, Comprehensible Input</i>) (choose one or two each day) 1-2 min.: <ul style="list-style-type: none"> • One-to-one matching (Practice pointing to each word as you read a sentence together. At level C, discourage pointing.) • Use picture clues (Practice using the picture to figure out challenging words.) • Monitor with known words – (Have students locate words on a page as you say them.) • Get mouth ready for initial sound – (Point to a word and ask students to say the first sound.) • Cross-check picture & 1st letter – (Show a page from the story but hide the picture. Prompt students to sound the 1st part of a challenging word before you show the picture.) • Visual scanning - (Show students how to slide a finger across a word to check the ending sound.) • Fluency and expression – (Read a page together; model appropriate expression.) • Comprehension – <i>What did you read today?</i> (Do a shared retelling where each student contributes something.) 	
Discussion Prompt (<i>Interaction</i>) (if appropriate):	Discussion Prompt (<i>Interaction</i>) (if appropriate):
Teach 1 Sight Word (<i>Comprehensible Input, Practice & Application</i>) 1-2 min. : _____ What's missing? Mix & Fix Table writing Writing on a whiteboard	Teach Same Sight Word (<i>Comprehensible Input, Practice & Application</i>) 1-2 min.: _____ What's missing? Mix & Fix Table writing Writing on a whiteboard
Word Study (<i>Comprehensible Input, Practice & Application</i>) 3-5 min. (Choose 1): <ul style="list-style-type: none"> • Picture sorts: _____ • Making words: _____ • Sound boxes: _____ 	Guided Writing (<i>Review/Assessment</i>) 8-10 min.: Dictated or open-ended sentence