

## The Guided Reading Lesson Planner

Making the most of limited time with a small group requires careful planning and organization.

### Three-Day Lesson Cycle

Day 1: Testing the Waters: Introduce the text and have students read it independently to get the gist of it.

Day 2: Diving Deeper: Do a closer reading of the text to focus on interpreting content, building metacognition, and reading critically.

Day 3: Dipping Back In: Skim, scan, or closely reread the text to focus on vocabulary, word-solving, fluency, and writer's craft.

The planner shown here uses a three-day lesson cycle. Reading on the first day is like dipping a toe in a pool to get the temperature; i.e., it is generally dedicated to introducing the text and “first-draft” reading. In texts that stretch a reader, the first reading often enables us just to navigate the print and get a sense of what it's all about. If we want to understand more thoroughly, we usually need to read it again. Therefore, on the second day, we dive more deeply into the text to talk about what the author has said and how he/she has said it. We might reread with a focus on one or more comprehension strategies. Finally, on a third reading, we dip back into certain sections of the text to practice word-solving strategies, to reread for fluency, to focus on text features, or to analyze literary elements.

The Small-Group Lesson Planner on page 24 is a lesson planning template that you can use to set goals for instruction, prepare a text introduction, and plan a three-day cycle of instruction, guided reading, and must-do practice.

### Sample Small-Group Lesson Cycle

The text used for the sample lesson cycle on page 23 is Chapter 1 from *Ghost House* by Paul Kropp; see Appendix A, pages 142–143 for excerpted pages. The reading level of this chapter (and the entire book) is mid-Grade 3.

# Sample Lesson Plan

<p><b>Learning Focus</b></p> <p><b>Comprehension:</b> Drawing inferences about characters</p> <p><b>Word/Language Study:</b> Apostrophes for possessives and contractions</p>	<p><b>Text</b></p> <p><i>Ghost House, Chapter 1</i></p>
<p><b>Preview:</b> <i>This is a book about three boys who dare each other to spend the night in an old house that they think is haunted.</i></p> <p><b>Prior Knowledge:</b> <i>TTYN (Talk to your Neighbor) about what story elements you might expect to find in a book about a haunted house.</i></p> <p><b>Purpose:</b> <i>We know that there are three ways we learn about characters when we read: from what the author says directly about them, from what they say and do, and from what others say to and about them. In this chapter, we learn about the four main characters: Tyler, Zach, AJ, Hammy. As you read, think about each of the characters. At the end, we're going to talk about what we know about each character—and how we learned about them.</i></p>	
<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>- Book introduction</li> <li>- Read pages 3–4 aloud while students follow. Talk about what has been learned about the characters so far and how this information is conveyed. (Zach: little brother; Hammy: good skateboarder; Tyler: big brother, smart mouth, not afraid; AJ: real name Alexander; All four characters: like to laugh, friends, hang out together.) Create a character chart, sorted as <i>In the Book</i> (literal) and <i>In My Head</i> (inferential). Require students to find evidence in the text.</li> <li>- Put a stop sign at the end of page 7 and have students read silently. (Teacher taps on a student's book as a signal for that student to raise his/her voice, and listens to each student in turn for a few seconds.)</li> <li>- Stop and talk: <i>What can we add to the character chart?</i></li> </ul>	<p><b>Must-Do</b></p> <ul style="list-style-type: none"> <li>- Finish reading the chapter.</li> <li>- Create your own character chart from paper folded in half with columns labeled <i>In the Book/In My Head</i>. Jot 2–3 things learned about each of the three main characters.</li> </ul>
<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>- Revisit must-do task. Be sure students understand the difference between a trait (good skateboarder) and evidence from the text ("Hammy did a 180 ollie that looked pretty slick."). Add new ideas to the group character chart.</li> <li>- Review the characteristics of good oral reading: volume, expression, phrasing, pacing. Have students reread the chapter aloud in pairs, taking turns reading half-pages; listen in on individual students and take anecdotal notes.</li> <li>- Discuss: What do you think of the dare? Are the stakes equal? Which characters do you predict will stay in the house? Why do you think so?</li> </ul>	<p><b>Must-Do</b></p> <p>Create a Venn diagram to compare the characters of Tyler and Hammy.</p>
<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>- Invite students to read their must-do responses aloud.</li> <li>- Language/Word study: apostrophes. Have students scan the text for examples of words with apostrophes and use highlighting tape to mark them. Create a chart labeled <i>Possessives</i> and <i>Contractions</i> to sort the words.</li> <li>- Discussion: <i>How do you think the boys should prepare for the night in the haunted house? What should they do to let someone know where they are in case something happens to them?</i></li> </ul>	<p><b>Must-Do</b></p> <p>Extended Response: As Tyler, write a note to your mom, explaining what you are doing and why you feel you have to do it. Your response should have three parts:</p> <ol style="list-style-type: none"> <li>1) where you are going to be overnight</li> <li>2) why you decided to stay overnight in the haunted house</li> <li>3) why she shouldn't be angry with you</li> </ol>

# Small-Group Lesson Planner

<b>Learning Focus</b>	<b>Text</b>
<b>Preview:</b> <b>Prior Knowledge:</b> <b>Purpose:</b>	
<b>Day 1</b>	<b>Must-Do</b>
<b>Day 2</b>	<b>Must-Do</b>
<b>Day 3</b>	<b>Must-Do</b>

