Small Group Guided Reading Lesson Plan
Book Title: Baby Bear goes fishing   **Book Level: E**   **RW: 107**
Video: http://viewpure.com/0NcJ_63z-mA?ref=search – bears fishing from water fall
http://viewpure.com/OpKNlOF7vcg?ref=search – first two minutes – single bear fishing in stream

BEFORE	BEFORE	DURING	AFTER
		Observe reading behaviors and prompt for student action.	
Word/s for Fluent Writing:	**Orientation to New Book:**		**Teaching Point(s):**
can		Lesson 1- Habituated Word	
have	In this story, *Baby Bear goes fishing.*, Baby Bear goes fishing with Father Bear.	Solving L to R.	
went		Prompt for word solving. "What do you know/see that can help you?"	
	Co-construct meanings with the students as you preview the book.		
Word Work/Phonics:			**Discussion Prompts:**
When you read a book, you need to solve words and think about the story. We are going to work on three words that you will have to solve while you read. Blends	While you are reading think about the text and when you get to a tricky word remember to look for something you know that can help you solve the word.	Lesson 2 – reread, retell. Writing Prompt:	**What did Baby Bear want to show Mother Bear?**
			DRA PROWMPTS:
			What part did you like best in this story? Tell me why you liked that part.
Word Journals: **Consonant Digraphs**	**Relevancy:** SWBAT use meaning, structure and visual information to solve words in order to gain the meaning of the text.		
Where **Mother** **Father** **shouted** **Fish**			**What did this story make you think of? What connections did you make while reading this story?**

TLWBAT demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, letter sequence, MSV, etc.)

TLWBAT demonstrate competent, active word solving while reading at a good pace-less overt problem solving

TLWBAT use context and pictures to derive the meaning of unfamiliar vocabulary

TLWBAT use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)

Samantha Bryson	Guided Reading Plus Lesson Plan-Phase 2	Date:	Day:

Assessment: Running Record	Writing About Reading	Reading and Writing Group Analysis
Book Title: Baby Bear's Present **Book Level: F** **RW: 206** **Student's Name:** **Accuracy Rate:** **SC Ratio: 1:** **Student's Name:** **Accuracy Rate:** **SC Ratio: 1:**	<u>**Writing Strategy Lesson or Writing Prompt:**</u> What does Baby Bear do when he comes home from fishing with Father Bear? OR What is Baby Bear so proud of? OR **How is Baby Bear feeling at the end of the story? Why?** Retelling Practice with visual aid. |				| As the student retell, check boxes left to right to support sequence.	<u>**Retelling:**</u> Students will retell the story as a group and use transitional words to guide thinking, using character names, listing events in order with details. <u>**Fluency:**</u> students will reread the story either alone or with a partner to practice reading the words in phrases, at a good rate, attending to punctuation and using expression.

TLWABT to make predictions, generate questions, make inferences, and identify important details

TWLBAT retell the story using transitions to guide thinking