

Emergent Guided Reading Lesson Plan—Day 1

Levels A-C

Title: _____ Level: _____ Lesson # _____

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| <p>Day 1 Date: _____</p> | <p>Observations:</p> |
| <p>Sight Word Review—Writing</p> <p>_____</p> <p>_____</p> <p>_____</p> | |
| <p>Introduce New Book: This book is called _____ and it's about _____ _____ _____</p> <p>New vocabulary:</p> <p>_____</p> <p>_____</p> <p>_____</p> | |
| <p>Text Reading With Prompting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check the picture. What would make sense? <input type="checkbox"/> Get your mouth ready for the first sound. <input type="checkbox"/> Get your mouth ready and check the picture. <input type="checkbox"/> Could it be or ? <input type="checkbox"/> Show me the word . <input type="checkbox"/> Check the word with your finger. Are you right? <input type="checkbox"/> Try reading without pointing. <input type="checkbox"/> How would the character say that? (show expression) | |
| <p>Teaching Points After Reading (choose one or two each day):</p> <ul style="list-style-type: none"> <input type="checkbox"/> One-to-one matching (at level C, discourage pointing) <input type="checkbox"/> Use picture clues (meaning) <input type="checkbox"/> Monitor with known words <input type="checkbox"/> Get mouth ready for initial sound <input type="checkbox"/> Cross-check picture and first letter <input type="checkbox"/> Visual scanning (check the word left | |
| <p>Discussion Prompt (if appropriate):</p> | |
| <p>Teach One Sight Word:</p> <ul style="list-style-type: none"> • What's missing? • Table Writing • Mix & Fix • Writing on a whiteboard | |
| <p>Word Study (Choose just one):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Picture sorts: _____ <input type="checkbox"/> Making words: _____ <input type="checkbox"/> Sound boxes: _____ | |

Emergent Guided Reading Lesson Plan—Day 2

Title: _____ Level: _____ Lesson # _____

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| Day 2 Date: _____ | Observations: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sight Word Review—Writing _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rereading of Yesterday’s Book (and other familiar books) Titles of Books to Read: 1. _____ 2. _____ 3. _____ | <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> Student _____ Book _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Text Reading With Prompting: <input type="checkbox"/> Check the picture. What would make sense? <input type="checkbox"/> Get your mouth ready for the first sound. <input type="checkbox"/> Get your mouth ready and check the picture. <input type="checkbox"/> Could it be or ? <input type="checkbox"/> Show me the word . <input type="checkbox"/> Check the word with your finger. Are you right? <input type="checkbox"/> Try reading without pointing. <input type="checkbox"/> How would the character say that? (show expression) | Cont’d notes about reading-- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Discussion Prompt (if appropriate): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teach Same Sight Word: • What’s missing? • Table Writing • Mix & Fix • Writing on a whiteboard | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Guided Writing: Dictated or open-ended sentence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |