

# **Components of guided reading lessons:**

Story introduction

Picture walk

Strategy reminder

First reading

Strategy reinforcer

Second reading

Discussion

Mini Language lesson

Independent practice

Follow-up activity

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## **Finding an Appropriate Space**

The teacher will need to evaluate the classroom arrangement:

\*Set aside a specific area for meeting with your guided reading groups.

\*Have the quietest reading centers or activities closest to the guided reading area and the noisier or more interactive activities farther away.

\*Position yourself to best observe the entire classroom.

\*Have your guided reading books and materials convenient for easy access.

## Schedule

It is better to have a larger block of time built in to your schedule than to have to try and build it in later. If you have extra time built in, you can use this time to do extra work with targeted students, take running records, record your anecdotal notes. The emergent stages of readers do not often take but 10–15 minutes at first. But later, as they develop as readers, you will need more time with them.

\*Emergent and struggling readers will need to be met with ***every day***. Fluent readers may often be met with just every other day, finishing their assigned work on the off day.

\*No particular sequence of events is better than any other. The teacher must decide what is best for her, her students' needs, her school schedule and her own working style.

## Ideas for Classroom Management

### \*Listing a series of tasks

–Some teachers will write a series of literacy tasks for the students to do independently.

#### Example #1

- \*Read a book independently.
- \*Respond to the book in your reading journal.
- \*Share your response with a friend.
- \*Add the title to your record sheet of books read.

#### Example #2

- \*Read several books from the browsing box.
- \*Listen to a story at the listening center.
- \*Read something old.
- \*Read something new.
- \*Read around the room.
- \*CHOICE: art, library corner, partner reading

## **Using a work board or other management charts**

*(see Guided Reading Good First Teaching for icons)*

The work board is a large diagram that includes:

- \*The names of the children in the groups.

These are not ability groups or even guided reading groups, but heterogeneous groups of children who have the same schedule for the day. These groups are flexible also.

- \*Names and pictures of routine tasks in the classroom.

These tasks usually involve literacy.

- \*Flexible ways of rotating tasks and children's names on the board.

The work board should be located at a central spot in the room so that all children can view it and refer to it easily. The children find their names and then follow the routine listed for their group. They complete the first task, then look below to find the next task. They will make their way through the list until work time is over.

While the children are working, the teacher will meet with guided reading groups. The teacher will signal when she/he is ready for the next group. The students will leave whatever center they are at and go to the guided reading group. The student will then return to the same center that they left and continue on from there.

## **What should be going on in the room with other students while I am working with a guided reading group?**

Meaningful activities:

### Writing

–various forms (observation logs for science, poetry, making books, writing words from the word wall, etc.)

### Word Study

–Word study activities (Making Words/Phonics Kits lessons/word sorts, etc.)

### Reading:

- Partner
- Individual
- Bookmarks (showing something from the book, or title, etc.)
- Books on tape
- Choral reading practice
- Overhead projector (poems, sentences, putting events from a story in order with the pictures, etc.)

### Using Text:

- Evaluating the author's purpose
- Graphic organizers
- Personal response to books

## **A few center ideas:**

*drama:	puppets, reading plays, role-playing a story
*poem box:	This is a collection of poems that the teacher has read. A teacher may enlarge or photocopy a poem and put it in this box or in a notebook.
*overhead projector:	Place the overhead on the floor where it will be safe. The children can use poems, short stories, other children's writing samples and plastic letters.
*buddy reading:	Students can read with a partner.
*reading journals:	Each child may have his own small notebook in which he records titles of books he has read independently.
*pocket chart:	Teachers can use sentence strips to copy poems, chants, word families or names. Students can use word cards to manipulate their own messages.
*listening center:	This center contains a variety of books and tapes to be listened to.
*writing center:	This center will have a variety of writing materials and a place for the children's writing journals. Children can write responses, letters, lists, directions, labels, etc.
*browsing box:	A box of familiar or previously read guided reading books for the students to reread.
*choice:	The teacher can designate a few choices for the students to do when they have finished their other centers for the day. Choices may often grow out of classroom themes.
*word wall:	Using words from the word wall for activities.
*Making Words:	Manipulating letter cards to form words from the word wall or spelling.
*Pocket Chart:	Letter cards, poems, cut up sentence strips, names, matching pictures to sounds, rhyming words, making word families.
*Magnetic letters:	Sight words, word wall words, theme words, word families.
*Kinesthetic Words:	Playdough, macaroni, paint, straws, toothpicks, shaving cream.

\*No matter what system the teacher uses, or what the children are doing, they are expected to join their guided reading group when the teacher is ready for them.

# **Guided Reading: Early Emergent**

## **Story Introduction**

### **Picture Walk**

- \* Implant language
- \* Highlight key concepts
- \* Evaluate children's prior knowledge

### **First Reading**

- \* Model the language pattern
- \* Use cloze technique
- \* Model the concepts of print
- \* Use strategy awareness

### **Second Reading**

- \* Use simultaneous oral reading
- \* Prompt and praise concepts of print and reading strategies

### **Discussion**

- \* Discuss ideas and feelings about the story
- \* Connect story to students' lives
- \* Retell story

### **Mini Language Lesson**

- \* Highlight concepts of print
- \* Highlight sight words

### **Independent Practice**

- \* Use independent/paired reading
- \* Use choral reading (optional)
- \* Use teacher modeling (optional)

### **Follow-up Activity**

# **Guided Reading: Upper Emergent Format #1**

Story Introduction

Picture Walk

- \* Cover up words
- \* Clarify concepts
- \* Implant unusual language structures
- \* Prompt for reading strategies

STRATEGY REMINDER

First Reading

- \* Use simultaneous oral reading (kids read at the same time but at their own pace)
- \* Prompt/praise to support strategy development

Discussion

- \* Discuss literary elements
- \* Connect story to students' lives
- \* Retell story

Second Reading

- \* Use independent/paired reading
- \* Use choral reading or teacher modeling (optional—for fluency)

Mini Language Lesson

- \* Discuss print concepts, vocabulary, and language structure

Independent Practice/Follow-up Activity (extend the meaning of the book)