# **Emergent Guided Reading Lesson Plan (with prompts)**

# **Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level \_\_\_\_\_\_\_ Lesson #\_\_\_\_**

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| **Day 1 Date:** | **Day 2 Date:** |
| **Sight word review-writing**  \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Sight word review-writing**  \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ |
| **Introduce New Book** *This book is called…and it’s about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*    New vocabulary: ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Rereading of Yesterday’s Book (and other familiar books)**  Observations or running record on one student: |
| **Text Reading With Prompting:**  • *Check the picture. What would make sense?*  *• Get your mouth ready for the first sound.*  *• Get your mouth ready and check the picture.*  *• Could it be \_\_\_\_\_ or \_\_\_\_\_?* • *Show me the word \_\_\_\_\_.* (use for sight words)  • *Check the word with your finger. Are you right?*  *• Try reading without pointing.*  *• How would the character say that?* (expression)  *• What happened on this page (in the story)?* (retell) |
| Teaching Points After Reading (choose one or two each day): • 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 – *What did you read today?* (Do a shared retelling where each student contributes something.) | |
| Discussion Prompt (if appropriate): | Discussion Prompt (if appropriate): |
| **Teach 1 Sight Word:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  What’s missing?  Mix & Fix  Table writing  Writing on a whiteboard | **Teach Same Sight Word:**\_\_\_\_\_\_\_  What’s missing?  Mix & Fix  Table writing  Writing on a whiteboard |
| **Word Study** (Choose 1):  • Sound sorts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • Making words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • Sound boxes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Guided Writing**: Dictated or open-ended sentence |