# **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 & FixTable writingWriting on a whiteboard | **Teach Same Sight Word:**\_\_\_\_\_\_\_What’s missing?Mix & FixTable writingWriting on a whiteboard |
| **Word Study** (Choose 1):• Sound sorts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_• Making words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_• Sound boxes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Guided Writing**: Dictated or open-ended sentence |