

Guided Reading Lesson Outline

Group: Wallabies

Text: [REDACTED]

Level: 19

19

Date: [REDACTED]

<p>LI & SC SC: Is co-constructed but guided by the teacher</p>	<p>LI: We are learning to monitor our reading SC: I can: Ask myself</p> <ul style="list-style-type: none"> - Does it look right? - Does it sound right? - Does it make sense? - If it doesn't I can use strategies to fix my mistakes and self correct 	
<p>Familiar Read</p>	<p>Book previously read by student to 'warm up' to reading</p>	
<p>Book Intro</p>	<p>Overview of the book provided to students - Use the names of the characters in the book and the language that students will encounter in the context of the story. At the start Emily is a bit upset because her older sister gets to go into town and get new shoes but she has to stay at the farm.</p> <p>Picture walk (Levels less than-L10) What elements will you discuss during the picture walk? breakfast, chickens, on a farm, Farm truck Emily is feeling grumpy and upset - body language</p> <p>Tricky Structures- oral rehearsal - Elements in the text that will need unpacking and rehearsing before reading 'Emily was puzzled' p13</p> <p>Unfamiliar vocabulary - Words to be unpacked before reading including people's names. Bianca, Emily, Bella, questions (qu sound), Scales, family room(lounge room), horseshoes Pony Moonlight</p>	
<p>Ind Reading</p> <ul style="list-style-type: none"> - Fluency (Speed of reading) - What is a student getting stuck on - Evidence of SC in the reading time 	<p>Record student names and notes during reading:</p> <ol style="list-style-type: none"> 1. [REDACTED] - absent 2. [REDACTED] - Needs prompting to look at each word to see if it looks right. Often replacing words (that make sense) but not the word on the page. Encouraged him to finger point for a couple of sentences to make sure what he reads matches the words on the page 3. [REDACTED] - re-reading to self correct occasionally needs prompting to look at the words on the page and not replace words 4. [REDACTED] - looking at T to check if what he is reading is correct even if he is. Often forgets names even if discussed before. Needs help with using strategies like chunking sounds and sliding words together. Very slow - too hard? Lower level? 5. [REDACTED] - re-reading to self correct 	
<p>Explicit Teaching</p>	<p>Visual strategies:</p> <ul style="list-style-type: none"> • Breaking words • Bringing high freq words to fluency • Letter/sound work <p>Grammatical structures:</p>	<p>Conversation about the text: Comprehension Questions:</p> <p>Literal - eg: who/what/where? What was Emily's surprise?</p> <p>Inferential - eg: why/what? Why do you think Emily had to stay at home?</p> <p>Evaluative - eg: How? How was Emily feeling at the start of the book? How was Emily feeling at the end of the book?</p>
<p>Follow Up</p>	<p>Try Level 20 - with explicit teaching and extra group practice and reflection of monitoring</p>	