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**Group:**

	Mon.	Tues.	Weds.	Thurs.	Fri.
Book					
Pre-reading activity					
Background Knowledge					
Vocabulary					
Concepts To be covered					
Post-Reading Assignment					



Grouping, Scheduling, and fitting it all in!



## Guided Reading Plans

	Round One 12.40-1.05	Round Two 1.05-1.25	Round Three 1.25-1.45
Monday	<b>Pink</b> Reread basket books for Fluency Trick Words #63 The Soccer Game (Level I)	<b>Yellow</b> Reread basket books for Fluency Trick Words Mel at School Long vowels (Shady e) words	<b>Blue</b> Trick Words 2 <sup>nd</sup> Grade The Wind and the Sun -Read and retell a few pages at a time. -Circle inferences we can make as we read
Tuesday	<b>Pink</b> Reread basket books for Fluency Trick Words # 70 Fly Five Series (Level I)	<b>Yellow</b> Reread basket books for Fluency Trick Words The Broken Clock (L) -long a word work	<b>Green</b> Reread basket books for Fluency Trick Words At the Beach (S) Relating - a pair of a time
Wednesday	<b>Pink</b> Reread basket books for Fluency #12 Hiding Man (Level I)	<b>Green</b> Reread basket books for Fluency Trick Words The Play Date (S) -ay words	<b>Blue</b> Reread basket books for Fluency Trick Words 2 <sup>nd</sup> Grade The Wind and the Sun -Explain and prove the lesson of the story with examples from the text. -Start prefix/suffix map
Thursday	<b>Yellow</b> (Pink - Headspout) Trick Words The New Roof (S) -oo word work	<b>Green</b> Reread basket books for Fluency Trick Words The Great Big Enormous Turnip (H) Pater - 2 pages at a time Synonyms (big, enormous, huge, giant)	<b>Blue</b> Reread basket books for Fluency Trick Words 2 <sup>nd</sup> Grade Continue and finish prefix/suffix map as a flip book to take home
Friday	<b>Weekly Assessment</b> (See Weekly Lesson Plans)	<b>AIMSweb PM</b> Pink-Headspout	<b>Individual Conferences</b>

Pink: 3-4      Yellow: 6-8      Green: 8-12      Blue: 12-16

### Guided Reading Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Pink	Pink	Pink	Yellow	Assessment
Yellow	Yellow	Green	Green	Ambleweb
Blue	Green	Blue	Blue	Conferences

Guided Reading Lesson Plans (2 Days)	
Group Focus <b>Day 1</b>	Test Level(s) <b>Day 2</b>
<p>Materials Needed</p> <p>Introduce 3rd Strategy</p> <p>Pre-Reading Activity</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Build Background Knowledge</li> <li><input type="checkbox"/> Preview Non-Vocabulary</li> <li><input type="checkbox"/> Preview (Picture/Text Features)</li> <li><input type="checkbox"/> Make a Prediction</li> <li><input type="checkbox"/> Ask Questions</li> <li><input type="checkbox"/> Retrace Concept</li> <li><input type="checkbox"/> Set a Purpose</li> </ul> <p>Notes</p>	<p>Additional Materials Needed</p> <p>Review Day 1 3rd Strategy</p> <p>Continue During Reading Activity</p> <p>After-Reading Activity</p> <p>Evaluative Extension</p>
<p>During Reading Activity</p> <p>Stopping Time</p>	
<p>Student Observations &amp; Evaluations/teaching Points</p>	

## Guided Reading Planning Sheet

<p align="center"><b><u>Book Introduction</u></b></p> <p><b>MEANING</b></p> <ul style="list-style-type: none"> <li>✓ Title and synopsis</li> <li>✓ Develop interest</li> <li>✓ Draw upon prior knowledge</li> <li>✓ Introduce new vocabulary</li> <li>✓ Discuss pictures to build meaning</li> </ul> <p><b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>✓ Let students practice new and challenging language patterns</li> <li>✓ Support unfamiliar language structure</li> </ul> <p><b>VISUAL</b></p> <ul style="list-style-type: none"> <li>✓ Point out unusual text layout</li> <li>✓ Preview unfamiliar punctuation</li> <li>✓ Draw attention to new/important words that will be difficult to decode</li> </ul>	
<p align="center"><b><u>Guided Practice</u></b></p> <ul style="list-style-type: none"> <li>• Students read independently</li> <li>• Teacher coaches using prompts to support skills, strategies, habits for:             <ul style="list-style-type: none"> <li>• decoding print</li> <li>• fluency</li> <li>• comprehension</li> </ul> </li> </ul>	
<p align="center"><b><u>Quick Teach (common need)</u></b></p> <p>"I want to teach you one thing that readers do..."</p> <ul style="list-style-type: none"> <li>• State teaching point</li> <li>• Demonstrate and/or Coach</li> </ul>	
<p align="center"><b><u>Word Work (optional)</u></b></p> <ul style="list-style-type: none"> <li>• 3 minutes or less to support decoding</li> <li>• Doesn't have to connect to the words in the book</li> </ul>	
<p align="center"><b><u>Link (when and why)</u></b></p> <p>"So from now on, whenever you..."</p>	

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