# **Emergent Guided Reading Lesson Plan**

Levels A-C; DRA 1-4

# **Title: \_\_\_Playground Play\_\_\_\_\_\_\_\_\_\_\_\_ Level:\_B\_\_\_ Group #\_1\_\_ Lesson #\_17**

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| **Day 1 Date: 3/26/12** | **Day 2 Date: 3/27/12** |
| **Sight word review-writing**:  \_\_\_has\_\_\_\_ \_\_\_\_\_in\_\_\_\_\_\_ \_\_\_\_\_like\_\_\_\_\_ | **Sight word review-writing**  \_\_\_like\_\_\_\_\_ \_\_has\_\_\_\_\_\_ \_\_\_on\_\_\_\_\_ |
| **Introduce New Book:** *This book is called \_\_\_Playground Play\_\_*  *It’s about 2 girls playing at the playground. What do you like to play on at the playground? These girls have something special they enjoy playing with on at the playground. What could it be?*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*    *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  New vocabulary: pole  \_\_\_\_\_\_\_\_\_\_\_\_\_ | **Reread Yesterday’s Book (and other familiar books): Observations**  D.F. - made connection “see” in see-saw  A.C. – noticed silent “e” on pole  C. – is it fish or whale? How do you know? |
| **Text Reading with prompting:**  ***“****Get your mouth ready.”*  *“Does that make sense? Check the picture.” “Does that sound right and look right?”*  *“Show me the word \_\_play\_\_.” (for sight words)* |
| Teaching Points after Reading:  * One-to-one matching (Discourage pointing @ level C.) * Use picture clues (Meaning) * Monitor with known words * Use 1st letter cues * **Crosschecking picture & 1st letter (always do with levels A & B)** | Teaching Points after Reading:  * One-to-one matching (Discourage pointing @ level C.) * Use picture clues (Meaning) * Monitor with known words * Use 1st letter cues * **Crosschecking picture & 1st letter** |
| Discussion Prompt What do you think the girls enjoyed most at the play-  Ground? Why? Find that part in the text. | Discussion Prompt Why is Danny sleeping at the end of the story? Explain your thinking. |
| **Teach 1 Sight Word:\_\_\_on\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  *What’s missing?*  *Mix & Fix*  *Table writing*  *Writing on a whiteboard (do all 4 steps both days)* | **Teach Same Sight Word:**\_\_on\_\_\_\_  *What’s missing?*  *Mix & Fix*  *Table writing*  *Writing on a whiteboard* |
| Word Study (Pick only 1):  * Sound sorts:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Making words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * **Sound boxes**: on, my, can, see, like | **Guided Writing**: Dictated or open-ended sentence  We play on the \_\_\_\_\_\_\_\_\_\_. |