# **Early Guided Reading Lesson Plan**

Levels D-I; DRA 5-16

# **Title: \_Bandages\_\_\_\_\_\_\_\_\_\_ Level: \_F\_ Group: #\_\_\_\_ Lesson #\_\_\_\_\_\_**

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| **DAY 1 Date: \_\_\_\_\_\_\_\_\_\_\_\_** | **DAY 2 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Sight word review-writing** (optional after 8/E)  \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ | **Sight word review-writing**  \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ |
| **Introduce New Book:** *This book is called Bandages\_\_\_ and it’s about\_Alex the Alligator getting hurt during the week. He was so hurt, he needed bandages.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **New vocabulary: \_**bandages (bandaids),  Merry-go-round\_\_\_\_\_\_\_\_\_\_\_\_\_\_  P/L: sister’s, open | **Reread Familiar Books: (NOTES)** |
| **Prompts for Early Readers:** (Use for Day 1 and Day 2)   * *Check the picture and think what would make sense. Does it look right and make sense? Reread the sentence.* * *Check the end (or middle) of the word. What would look right and make sense?* * *Cover the ending. Is there a part you know? Try that again. What would make sense?* * *Chunk the word and think what makes sense.* * *Do you know another word that looks like this one? (use analogy with rhyming word)* * *What can you try? What can you do to help yourself?* | |
| **Select one or two teaching points after reading.**  **Word-solving strategies**: **Fluency: Comprehension**:   * Self-monitor w/M, S &V Attend to bold words. Recall information. (B-M-E) * Reread at difficulty. Attend to punctuation. Retell. (5 finger) * Attend to endings. Read with phrasing. Make predictions. * Use known parts. Read it like the character. Make connections. * Contractions. Make inferences. * Use analogies. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Chunk big words. | |
| **Discussion Prompt: What made Friday the best day of the week for Alex?** | **Discussion Prompt: What could Alex do next week to not get bandages?** |
| **Teach 1 Sight Word:** (optional after level E)  *What’s missing? Mix & Fix*  *Table Writing White Board* | **Teach 1 Sight Word:**  down |
| **Word Stud**y:   * Sound sorts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Making words: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Sound boxes: \_went, swing, left\_\_\_\_ * Analogy Chart: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Guided Writing**:  *Levels D-E: Dictate two sentences*  *Level E- F: Beginning-Middle-End (3 sentences)*  *Level G-I: BME (4-5 sentences)*  *Level G-I: Somebody, Wanted, But, So (SWBS)*  **Alex got hurt.**  **He needed bandages on many days.**  **Alex did not need a bandage on Friday.** |