**Transitional Guided Reading Lesson Plan**

For students reading at levels J-P who need to improve decoding, fluency and retell.

Title:\_\_\_**Boundless Grace\_**\_\_\_\_\_\_\_ Level: \_M\_ Group: \_\_\_\_Strategy Focus:\_\_\_\_\_\_\_\_\_\_\_\_ Lesson #\_\_\_\_

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| **Day 1** Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages\_\_\_\_\_  **Introduce New Book:** *This book is about* \_a young girl who visits her father and his “new family” in Africa. Grace feels as though she does not have the perfect storybook family. She learns that a family is what **you** make it.  New vocabulary:  p.6 Gambia( Locate on a map)  p.8 compound  p.11 benechin  p.12 jackfruit  p16 stall\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Day 2** Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages\_\_\_\_\_  (Continue first reading) Notes/Observations  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **­­­­­Teaching Points: Choose 1 or 2 each day** | **­­­­­Teaching Points: Choose 1 or 2 each day** |
| **Decoding strategies**: **Vocabulary Strategies:**   * Reread & think what would make sense. Reread the sentence and look for clues. * Cover (or attend to) the ending. Check the picture or visualize. * Use a known part. *(e.g. shouted)* Use a known part. (e.g. compound words) * Use analogies. *(e.g. saw – jaw)* **Comprehension Strategies:** * Chunk big words. (re-mem-ber) Fiction: Nonfiction:   **Fluency & Phrasing** BME Recall information   * Phrasing. 5-finger Retell Write key words * Attend to bold words. S-W-B-S Compare/contrast * Dialogue, intonation & expression. Compare characters Ask questions * Attend to punctuation. Track character’s feelings Summarize w/support   Flag the V.I.P Main Idea/Details | |
| **Discussion Prompt:**  *Have any of you ever experienced the feelings that Grace was having?* | **Discussion Prompt:**  *Why was Grace comparing her family to “storybook” families?* |
| **Word Study (if appropriate)**   * Sound boxes Analogy chart * Make a big word | **Word Study (if appropriate)**   * Sound boxes Analogy chart * Make a big word |
| **Day 3 Reread the book for fluency (5-10 min.) & Guided Writing (10-15 min.)**   * Beginning-Middle-End 5-finger retell SWBS Character Analysis * Problem – solution Compare or contrast Event – detail Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **­­­­**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |