



Planning Guided Reading Lessons

(originally posted October 30, 2009)

Once you have formed your Guided Reading groups and created a schedule for meeting with groups (see Tip of the Week — Oct. 23), then you are ready to concentrate on the actual lesson provided for each group. During a guided reading session, you introduce the text by activating background knowledge, discussing supports and challenges in the text, and setting a purpose for reading. Then individual students read the text, either aloud (Kindergarten and Grade 1) or silently (later Grade 1 to Grade 3), while you monitor student progress. The lesson concludes with a review of the purpose for reading, a discussion of comprehension, a clarification of challenges and a review of successful strategy use.

Teaching Plans

The Guided Reading teaching plans provided in the *Literacy Place for the Early Years* resource are extensive in nature. As you read the teaching plan for the text you have selected, decide to highlight no more than two or three strategies (one comprehension strategy and one or two text features or Working with Words strategies) during each lesson.

Students need to have a clear focus for the session. Guided Reading acts as a bridge between Shared Reading and Independent Reading. It is during small group Guided Reading instruction that students are able to 'try out' the comprehension strategy you have been modelling and teaching, prior to applying it independently. You may want to use the attached Planning Sheet to record specific areas from the *LPEY* plan (see below).

Before Reading

Before students begin reading, provide a brief, focused lead-in that supports the readers. The aim of this introduction is to motivate students to read. The introduction usually consists of the following framework:

- activating and building prior knowledge
- introducing supports and challenges
- setting a purpose for reading by connecting to the comprehension focus
- providing a task for students who finish early (e.g., re-reading the text again)

Recording the purpose for reading on chart paper or a white board provides a reference for students during and after reading.

During Reading

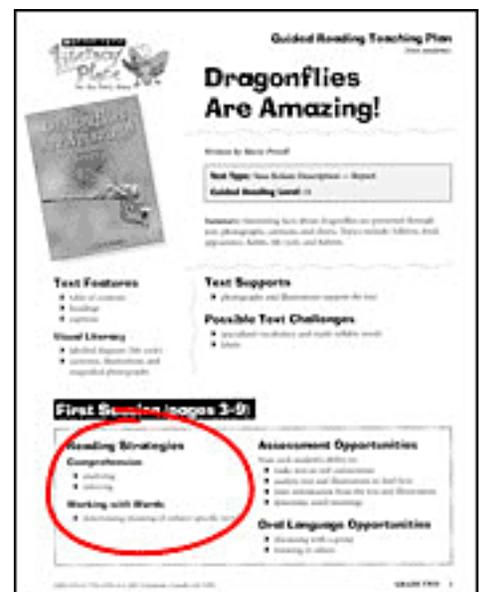
As students read silently, you can monitor student progress by having individuals read a section of the text aloud or by observing students' reading behaviours. It is important to provide one or two students with specific feedback on their successes or areas for growth. Check out the Reading Assessment Tools in the *Reading Guide* for various assessment strategies. Of particular note are the Reading Behaviours to Notice and Support sheets for each level of text within your Guided Reading collection.

After Reading

Once students have completed the assigned reading, repeat the purpose for reading and discuss the text with the group. This discussion accomplishes many things: it helps to clear up any misconceptions or confusions about what was read, it guides students to the reading strategies they used or need to use and it leads students to experience different levels of comprehension, not just the basic content of the text. You may wish to set a focused rereading follow-up activity; however, this is optional.

Attached is a blank template of a Planning Guided Reading Lessons sheet.

If you have a question you would like answered, please email your request to: workshops@scholastic.ca.



Planning a Guided Reading Lesson

Text: _____

Text-type: _____ Level: _____

Students: _____

Text Supports:

Text Challenges:

Purpose:

Before Reading:

During Reading:

After Reading:

Follow-up Activities (if appropriate):

Reflection and Evaluation: