

Albright College Guided Reading Plan

Student Teacher Emma Tutino Date 11/15/11

Supervisor Dr. Seidenstricker Grade Level 1st

Pre-assessment:

Jeremy- uses visual cues at the beginning of words; needs reminders to look at the pictures to get meaning cues; sometimes skips or adds words so one-to-one matching is inconsistent.

Deyna- uses some beginning letter sounds but no meaning; will stop and wait for help at difficult words

Lianne- knows many high frequency words but does not use beginning visual cues consistently; she looks at pictures and make up a story.

Steven- has difficulty with structure of text; uses meaning and sounds of letters to help his reading.

Dana- beginning to use beginning visual cues and a few letter chunks; working to combine meaning and visual cues.

Jonah- points to familiar words and wants help; identifies his letters and uses beginning visual cues with teacher help; uses the pictures to provide meaning cues with prompting.

Text: The Sky is Falling	Author: Katie Knight
Text level: D	Meeting Time: 9:15-9:30am
Group members: Jeremy Deyna Lianne Steven Dana Jonah	Objectives SW use picture clues to help them comprehend the text. SW use one to one correspondence while reading by pointing to the words as they read. SW decode by identifying beginning letter sounds by using pictures. SW use syntactic clues to comprehend text as they read. SW read the following sight words: from, the, to, is. SW identify and read the words says, tell, and run by finding and framing the words. SW identify quotation marks and their purpose by speaking in the animals voice.
Warm up Allie and Ollie, Level C Feelings, Level C Birthday Party, Level C Going Away, Level C We Make a Snowman, Level C I'll take Running Records on Deyna and Jeremy on the reading of We Make a Snowman.	Book Orientation "Have any of you every thought the sky was falling? In this story, a nut falls from a tree onto a Rabbit. Rabbit runs to tell another animal and that animal run to tell another animal that the sky is falling. We are going to read this book to see if the sky is actually falling. Picture Walk- "Let's look at the picture to see who Rabbit runs to tell." Use the set up an animal runs to tell another animal that the sky is falling. I'll talk about each picture with the students. Students will locate the phrases "runs to tell" and "The sky

	<p>is falling”.</p> <p>We will generate the words we will be reading.</p> <p>I will introduce talk marks to the children by telling the students the words in these talking marks is what the animal says. For instance, the Rabbit says, “The sky is falling.” I will ask the student what kind of voice they would use with each animal. Then, ask them to speak in that voice when they have the talking marks for that animal.</p>
<p>Teaching Points:</p> <p>Touch the words as you read.</p> <p>Look at the pictures. What is in the picture? What sound do you hear at the beginning of...? What letter makes that sound? Let’s see if we can find the word that begins with that letter.</p> <p>Does that sound right? Would we say it that way?</p> <p>Help me find our new word wall word on this page. Can you find...? Let’s frame it.</p>	
<p>After Reading:</p> <p>Discuss: Why did Rabbit think the sky was falling? Was the sky actually falling?</p> <p>Extension:</p> <p>Draw a picture of what would happen if the sky was falling.</p> <p>Use the sentence frame:</p> <p>_____ runs to tell _____.</p> <p>“The sky is falling,” says _____.</p>	