**Albright College Guided Reading Plan**

Student Teacher _____Emma Tutino_____ Date__11/15/11_____

Supervisor _____Dr. Siedensticker_____ Grade Level ___1st_____

<table>
<tr><td colspan="2">Pre-assessment:<br>Rachel- sees words parts easily; doesn't always use the meaning as she reads; doesn't reread very often; learns words easily by analogy.<br>Timothy- uses letter chunks; some insertions are words that look similar; beginning to work to correct inappropriate attempts.<br>Michelle- works to read the precise message; afraid to ask for help; knows how to combine cues and usually does so silently.<br>Allyson- works to read precise message; rereads consistently but has difficulty with meaning; always working to combine the meaning with the visual aspects of print.<br>Thomas- use only visual parts; look at the endings of words without checking through the entire word; does not remember what he has read.</td></tr>
<tr><td>Text: How is the Weather Today?</td><td>Author: Cheryl Ryan</td></tr>
<tr><td>Text level: F</td><td>Meeting Time: 9:30-9:45am</td></tr>
<tr><td>Group members:<br>Rachel<br>Timothy<br>Michelle<br>Allyson<br>Thomas</td><td>Objectives:<br>SW look at the pictures to comprehend the text.<br>SW reread text in order to understand the text better.<br>SW use semantic, syntactic, and graphophonemic cues in order to comprehend the text and decode the text.<br>SW will decode by indentifying beginning letter sounds and using the pictures.<br>SW will look for familiar chunks in words to help them decode.<br>SW read the following high frequency words: how, about, know, says, will, and weather.</td></tr>
<tr><td>Warm up:<br>Hugs, Level E<br>Maddy Loves to March, Level E<br>Places, Plants, and Animals Live, Level E<br>Time for Bed, level E<br>Too Much Work!, Level E<br><br>I will take Running Record on Michelle and Allyson on *Too Much Work*!</td><td>Book Orientation:<br>"What is it like outside today?  How did you dress for school?  What are you going to do after school?  Today, we are going to read How is the Weather Today?  It is about a little girl that watches the weatherman on TV so she knows what to wear outside and what to do during her day. "<br><br>Before we start our picture walk, I want to introduce a new word that just made it on our word wall.  This is the word weather.  Say it with me weather.  This word shows up a few times in the book.<br><br>Picture Walk- "Let's look at the pictures to see how the weather is and what she is wearing and</td></tr>
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| | doing." We will talk about what season it is and how the weather is in each picture. I will have the students find the phrases "I want to know if" and How is the weather today? I will also have them look for the word weather on multiple pages and the word weatherman. We will talk about what the girl will wear and what the girl will do. |
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Teaching Points
Does that match the picture?
Does that sound right?
Would you say it that way?
Do you see a familiar chunk?
What did you do?
What could you do?
How many words are in that sentence?  How many should you say?

After Reading:
Discussion about the different seasons, what the person wore, and what the person did in each season.
What seasons did you read about?  What did she wear when it rained/snowed/etc?  What did she do in the rain/snow/etc?

Extension:
Draw a picture about what you wear and do in a certain season.  Use the sentence frames:
It is (season).
The weatherman says it will _____.
I will wear my _____.
I will _____.