

### Albright College Guided Reading Plan

Student Teacher Emma Tutino Date 11/15/11

Supervisor Dr. Siedenstricker Grade Level 1st

<p>Pre-assessment:</p> <p>Nicole- understands meaning of the story, reads at a slower pace, gets message beyond literal; some trouble with vowel sounds; uses meaning to help herself</p> <p>Celeste- reads everything in the room; uses expression when she reads orally and comprehends what she reads</p> <p>Gabrielle- reads with expression, inserts words, but understands story; enjoys reading silently; very confident reader</p> <p>Ryan- reads with expression, inserts words, but understands story; enjoys reading silently; a very confident reader</p>	
Text: Beanie and the Missing Bear	Author: Cheryl Ryan
Text level: G	Meeting Time: 9:45-10:00am
<p>Group members:</p> <p>Nicole</p> <p>Celeste</p> <p>Gabrielle</p> <p>Ryan</p>	<p>Objectives:</p> <p>SW use semantic, graphophonemic, and syntactic cues to decode text.</p> <p>SW read with expression.</p> <p>SW self monitor and self check by using different decoding strategies for words.</p> <p>SW read the following high frequency words: chair, under, behind, blanket, mystery.</p>
<p>Warm up</p> <p>How is the Weather Today?, Level F</p> <p>Fishing with Grandpa, Level F</p> <p>The Three Little Pigs, Level F</p> <p>Does it Sink or Float?, Level F</p> <p>Animal Eyes, Level G</p> <p>I will do Running Record on Gabrielle and Ryan on <i>Animal Eyes</i>.</p>	<p>Book Orientation</p> <p>"Have you ever had to solve a mystery before? Today, we are going to read a book about a girl who is a detective and she solves her first mystery about a missing bear."</p> <p>To begin, we will find the word detective and mysteries on page 3. These words may be hard for them to decode. To help decode, we will talk about the beginning letter sound and the ending sound. Then, we will try to figure out some middle sounds. We will look at the picture to see what makes her a detective, such as the fingerprint kit and the magnifying glass. We will find the word mystery on page 4. Then, we will find it again on page 11 and detective on page 12. As we find these words, we will talk about what they mean. We will discuss and frame the words Beanie, Clare, Danny, and Chomps because those are important names in the story. We will also find words in the talking marks and re-talk about what talking marks mean.</p>
Teaching Points	

Would you say it that way?

Do you see a familiar chunk?

How do you help yourself?

What else could you do?

Does it match what's happening in the picture?

What were you thinking?

After Reading:

Discussion: How did Beanie find the bear? Where did she look? Where was the bear?

Extension:

Draw a picture of when you were a detective. Then write about your picture telling how the object went missing, what the object was, and how you found it.