Sample Guided Reading Lesson 1: Kindergarten (Emergent Readers)


**OVERVIEW OF THE TEXT:** This highly patterned text tells readers the various colours of maple leaves, and it has a surprise ending.

**PURPOSE:** This lesson provides an opportunity for students to recognize and read predictable sentence patterns.

**TIME FRAME**
- 1 day
- 10 minutes

**MATERIALS**
- a copy of the text for each student in the group
- samples of maple leaves, if available

**ONTARIO CURRICULUM EXPECTATIONS (KINDERGARTEN PROGRAM)**

*Students will:*

**Language**
- demonstrate awareness of some conventions of written materials;
- use language patterns and sound patterns to identify words and to predict the next word;

**Personal and Social Development**
- express their own thoughts and share experiences.

**ASSESSMENT OPPORTUNITIES**

The teacher observes, and notes students' ability to:
- apply their knowledge of print concepts;
- use initial consonants to predict or confirm vocabulary;
- use background knowledge to predict the words in a text.

(An example of a completed anecdotal record is provided at the end of this sample lesson.)

**REFLECTIONS FOR STUDENTS AND TEACHER**

*Students:*
- What strategies did I use to read this text?
- What surprised me in this text?
Teacher:
• What strategies is this student able/almost able to apply independently?
• What independent reading books will enhance this student’s reading abilities?

Note: The teacher’s responses to these questions should be recorded with other assessment data for this group.

PROCEDURE

Before reading
The teacher looks at a student’s diagnostic assessment, analyses the student’s strengths as a reader, and chooses a strategy the student appears ready to apply independently (in this case, recognizing and reading a predictable sentence pattern). A text is selected (in this case, A Maple Leaf), based on this information and on the interests or background knowledge of the student. The teacher determines, on the basis of collected data, whether other students are also ready to apply this strategy. (At this developmental reading stage, the teacher can introduce the book to an individual student or to a small group of two or possibly three students.)

The teacher’s observations and collected data indicate that two students can independently read the high-frequency words is, a, and on.

The text, A Maple Leaf, is selected because:
• the book contains these high-frequency words, and one other, here;
• the text employs predictable sentence structures;
• the students can both recognize and name colours, but cannot yet read all of the words for colours;
• the students are familiar with maple leaves because the theme “changing colours of leaves” was introduced to the class previously.

Challenges for students in this text will be as follows:
• reading the word here;
• recognizing the colours of the leaves depicted in the book, and inserting the word for that colour into the sentence while reading;
• cross-checking to see if the word they read starts with the correct initial letter;
• reading a single non-repetitive sentence at the end of the story.

Before-reading discussion
The teacher uses the cover of the book and a small assortment of fall leaves to engage the students in a discussion about their own background knowledge of fall leaves. Shapes and colours are noted and talked about. The students are guided into creating a mental image of the variety of maple leaves so that they feel very familiar with the topic prior to the reading.

Introduction of the text
The students are given individual copies of the book and are asked not to open them until told to do so. The teacher reads the title and asks what the students think the book may be about. This brief activity helps students anticipate concepts and vocabulary that they may encounter. The teacher guides the discussion to the idea that a maple leaf comes from a maple tree (tree is a word in the text). The teacher also reads the names of the author and the photographer, and a brief discussion about the way the book has been illustrated follows.
The students are asked to open the book, turn to the title page, and read the title of the book with the teacher. The teacher again reads the names of the author and the photographer, and then proceeds as follows.

Teacher: "Let's turn to pages 2 and 3. Here is a tree. What kind of tree is it?"
Student: "It's a maple tree."
Teacher: "Yes, here is a maple tree. . . . Let's turn the page. What is here? What colour is it?"
The teacher continues the picture walk for a few more pages, and then asks the students to check the letters of one of the colour words to see if it "looks right" (an independent reading strategy).

During reading
The teacher tells the students that there is a surprise at the end of the book. They are invited to read the whole book (independently) to find out what the surprise is. The students read quietly but not silently, so that the teacher can intervene with a strategy if difficulties arise. In particular, the teacher listens for evidence of the effective use of reading strategies when the students are challenged by a word or when they self-correct an error. If a student tries to read the last page by following the familiar pattern established in the previous pages, he or she is asked to "point" and read. One-to-one matching of words in the text to words read should help the student identify the error.

While the students are reading, the teacher notes observations about their progress on a Guided Reading Anecdotal Record sheet (see Appendix 6-3). An example of a completed anecdotal record follows this sample lesson.

After reading
The teacher engages the students in a discussion about what they have read and any difficulties they may have encountered. The students are encouraged to share strategies that helped them in their reading.

The book is now made available for these two students to reread by being placed in their individual or group browsing boxes. During a subsequent lesson, the teacher may choose to revisit the text and discuss the high-frequency words encountered in the text, perhaps also asking the students to point to (using a pointer) and read words on the classroom walls, while looking for the high-frequency words from the text.

After-reading activities
- The teacher may choose to introduce the students to a brief onset-and-rime activity involving the word red, providing the magnetic letters r, e, d, b, and f so that the students can make and then record the words red, bed, and fed. The same activity can be done with the word tree.
- The teacher may ask the students to make a leaf-print book by placing paper over leaves and rubbing gently on the paper with wax crayons. The students can then print the words for the colour of each leaf on the page.
Example of a Completed Anecdotal Record for Sample Guided Reading Lesson 1

<table>
<thead>
<tr>
<th>Student name(s):</th>
<th>Belinda and Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Nov. 15</td>
</tr>
<tr>
<td>Text read:</td>
<td>A Maple Leaf</td>
</tr>
<tr>
<td>Focus:</td>
<td>Reading predictable sentence patterns</td>
</tr>
<tr>
<td>Observations:</td>
<td>Belinda – Consistently leaves out “a”. Will work on this during interactive writing and shared reading. Max – Understood the pattern and read accurately. Appropriate choice of text for this group; both students used appropriate strategies to decode unfamiliar words. Next text should contain simple, but slightly more complex, repetitive sentence patterns.</td>
</tr>
</tbody>
</table>
Sample Guided Reading Lesson 2: Grade 1 (Early Readers)

TEXT: The Three Little Pigs by Sarah Prince (Markham, ON: Scholastic Canada, 2001). ISBN 077910627X.

OVERVIEW OF THE TEXT: This retelling of the traditional tale of the three pigs uses a modern setting.

PURPOSE: This lesson provides students with an opportunity to use background knowledge to predict and read new text.

TIME FRAME
- two guided reading sessions and some independent practice
- approximately 10-15 minutes per session

MATERIALS
- a copy of the text for each student in the group

ONTARIO CURRICULUM EXPECTATIONS (GRADE 1)

Students will:
- use their knowledge and experience to understand what they read;
- use their knowledge of sentence structure in speech to understand written sentences;
- use pictures and illustrations to determine the meaning of unfamiliar words.

ASSESSMENT OPPORTUNITIES

The teacher observes and makes notes as follows:
- listens to the before-reading discussion and notes each student’s ability to make logical predictions about the story line and vocabulary;
- looks for evidence that students who are unfamiliar with the tale’s traditional dialogue understand the language in the book, and draws students’ attention to the wolf’s words and the pigs’ words;
- listens to the individual readings of the text and notes the problem-solving strategies used by each student;
- listens to the after-reading discussion to ensure that each student is able to comprehend the text, and engages students in a discussion about the strategies used to read complex, unfamiliar text.

REFLECTIONS FOR STUDENTS AND TEACHER

Students:
- What strategies did I use when I encountered challenges in the text?
- Which strategies worked best?

Teacher:
- What strategies were used by individual students as they read unfamiliar text? What strategies were used consistently and effectively? What strategies need to be taught again or reinforced so that the students can apply them independently?
• What made this text appropriate for this group? Did some students have difficulty with it? Do they require an easier text? Are any of the students able to read this text easily and, therefore, do they require a more complex text?
• What would be good choices for next readings for these students?
• Should changes be made to group composition at this time?

Note: The teacher’s responses to these questions should be recorded with other assessment data for this group.

Before reading
The teacher ensures that students in this group:
• know many of the high-frequency words that appear in the text;
• have strategies for decoding unfamiliar words;
• are beginning to read with phrasing and fluency.

Before-reading discussion
The teacher shows students other versions of *The Three Little Pigs* and explains that there are many versions of the story. The teacher further explains that, when a traditional tale is retold, the storyteller and the illustrator often make changes to the story or pictures to make the story seem new, but that the main events of the story and some of the same vocabulary are found in most or all versions. The teacher talks about phrases that are associated with the traditional tale, such as “I’ll huff and I’ll puff till I blow your house down!”.

Introduction of the text
The teacher shows students the cover of the book and page 3, focusing attention on how the wolf and the pigs are dressed.

The teacher asks, “Where does the original story take place? Where does this story take place? What does the picture tell us about where the pigs’ houses are? What do you think the wolf will do to these houses?”

The teacher invites students to do an independent picture walk of the complete text.

During reading
Following the picture walk, the teacher asks students to read the book to themselves (quietly, but aloud), a few pages at a time. The number of pages should be determined on the basis of how difficult the text is likely to be for the particular group of readers.

The teacher observes the students reading and is prepared to intervene with a strategy if difficulties arise (e.g., suggest that students look at the picture, read ahead, point to words as they read to match them one-to-one, read the initial letter). In particular, the teacher listens for evidence of the effective use of reading strategies when students are challenged by a word or when they self-correct an error.

While students are reading, the teacher also notes observations about their progress on a Guided Reading Anecdotal Record sheet (see Appendix 6-3).
After reading
The teacher discusses the story with students to ensure that they understood it. He or she offers praise for appropriate reading behaviours. The teacher selects a reading strategy to reinforce, based on the observed needs of the students. The text is made available in individual or group browsing boxes for rereadings.

During a subsequent session with the group, the teacher may briefly take up a different strategy to reinforce. The choice could include:

- comprehension strategies, reinforced by discussing how the pigs got rid of the wolf, how safe the pigs’ houses were, or how smart the wolf was;
- graphophonic cues, reinforced by engaging students in make-and-break activities (see glossary), using the rimes *uff*, *in*, or *ig*;
- semantic cues, reinforced by focusing on grammatical features, such as the adjectives *little*, *big*, and *bad*, or the past tense, as in *huffed*, *puffed*, and *blew*;
- all three cueing systems, reinforced by engaging students in a cloze activity (e.g., covering key words with sticky notes and asking students to use the cueing systems to guess at the covered words).

**After-reading activities**
The teacher may engage students in any of the following activities:

- working in a group to prepare and perform a readers’ theatre of the text;
- rereading and comparing this and other versions of the story;
- preparing a list of words that start with a letter or sound frequently found in the text, such as *ch*, or reading words posted around the room to locate words that begin with that letter or sound;
- writing a retell of what happened to the pigs, in a small group, with a partner, or as an individual activity;
- writing reflections about their reading in their response journals (if appropriate).
Sample Guided Reading Lesson 3: Grade 3 (Fluent Readers)

TEXTS:

OVERVIEW OF THE TEXT: "Investigating Plants" is a factual text that demonstrates three different ways of organizing and presenting information: procedures (experiments), categories (a classification chart), and definitions (a glossary).

CONTEXT: This text is most appropriate for use during a study of plants or prior to another unit of study that will require knowledge of procedural writing.

PURPOSE: This lesson provides an opportunity for students to locate and understand key information using three different types of factual text.

TIME FRAME
• 2 days
• 15-20 minutes per day

MATERIALS
• one copy of the text for each student in the group
• a chart containing the following specific vocabulary: stalks, chlorophyll, nutrients, deciduous, classification, transparent, coniferous, carbon dioxide
• sticky notes

ONTARIO CURRICULUM EXPECTATIONS (GRADE 3)
Students will:
Reading
• use conventions of written materials to help them understand and use the materials;
• distinguish between fact and fiction;
• use their knowledge of the organization and characteristics of different forms of writing as a guide before and during reading;
• use a variety of strategies to determine the meaning of unfamiliar words;
• understand frequently used specialized terms in different subject areas;

Science and Technology
• classify plants according to visible characteristics;
• ask questions about and identify some needs of plants, and explore possible answers to these questions and ways of meeting these needs.
ASSESSMENT OPPORTUNITIES

The teacher observes and makes notes as follows:

- listens to each student’s responses to before-, during-, and after-reading questions and discussions, asking himself or herself:
  - What is the student’s understanding of the purpose and features of text that sets out procedures, categorizes information, and defines words or phrases?
  - How well could the student determine the meaning of the words investigate and experiment?
- records responses to questions asked directly of students (e.g., “How did the bolded text help you make sense of the text?”)
- notes any difficulties encountered by students as they read the text
- notes strategies used by students to decode unfamiliar words.

REFLECTIONS FOR STUDENTS AND TEACHER

Students:

- How well did I understand the purpose and features of the procedural text? The classification chart? The glossary?
- Could I conduct the experiment now?
- Did I understand all of the words?

Teacher:

- How well did students understand the concepts introduced?
- How well did each student from this group read? Was the text too difficult/easy for any of these students? What would be a good choice for the next text?
- What other text samples of procedures, categories, and definitions can be made available to students? Are there appropriate examples in the classroom collection?
- Should changes be made to group composition at this time?

Note: The teacher’s responses to these questions should be recorded with other assessment data for this group.

PROCEDURE

Day 1

Before reading

The teacher asks students to think of other experiments they have done and asks, “What was the purpose of the experiment? What steps were followed? What questions were asked?”

The teacher focuses the discussion on the following points:

- Experiments are designed to answer questions.
- Experiments follow a common procedure.

The teacher may record responses on chart paper so that each step can be highlighted.

During the reading, the teacher asks students to read the “Reading Tip” on page 74 of the text, and explains that it was written by the author to help them better understand how to read this type of information.
The teacher further explains that, as they read the text, they will be asked to write the action words on sticky notes, and that these words will focus their attention on the different parts of the procedure.

The teacher asks students:
- to read the title out loud and to discuss the meaning of the word *investigate*;
- how the activities of *investigating* and *experimenting* are alike;
- to identify text features such as headings, bolded text, and coloured/highlighted sections;
- to predict what they think this investigation will be about;
- to explain why it is important to list the materials needed for the investigation at the beginning of the experiment;
- to explain why the phrases *coniferous trees* and *deciduous trees* are bolded;
- to locate *coniferous* and *deciduous* in the glossary on page 79 of the text;
- to explain the purpose of a glossary;
- to look at the "Leaf Classification" chart on page 78 of the text and to describe the kind of information it provides.

**During reading**

Students read pages 74 to 77 to themselves, quietly but aloud, and stop to write the action words on sticky notes as they read.

**After reading**

The teacher asks students:
- to refer to their sticky notes and discuss the action words they found in the text (Students can take turns listing these words on chart paper.);
- to say how many experiments they read about;
- to explain how finding the action words helped them sort out the different parts of the procedure;
- to explain the different parts of the procedure, and to identify each part by drawing lines between the parts or by numbering them;
- to identify the action words used for each part of the procedure, and to circle these words;
- to say if they have seen these words before (The teacher could remind students of other procedures in Science and Technology, Mathematics, Arts, etc.);
- to say whether the bolded text helped them understand the information, and, if so, how.

**After-reading activity**

Students work within their group to conduct experiments, while the teacher works with the next guided reading group.

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**Day 2**

**Before reading**

The teacher reviews with students the information about experiments that they learned on Day 1 of the guided reading lesson. He or she asks students to talk about the text supports (e.g., bolded text, important action words, format) that helped them understand the information. The teacher then explains that information can be organized using a number of different formats, and that formatting helps readers better understand different types of information.
During reading
The teacher:
- asks students to turn to page 78 of the text and read the title on that page;
- tells students that the format of today’s text is different from the format of the information they read on Day 1, which involved two experiments, and notes that today’s reading is not about experiments;
- asks students what the title says about the format of today’s text;
- asks students to discuss the word classification, and further asks what we do when we classify information (e.g., set it out into different categories, identify differences);
- asks why a chart format is well suited for a classification (e.g., the visual organization makes it easy to pick out individual pieces of information, columns and rows facilitate comparisons);
- asks students to read page 78 quietly, but not silently;
- asks students to look at page 79, prompting them through questioning to note how a glossary is different from a classification chart (e.g., a glossary has no lines, is set out in two columns, and has text but no pictures);
- discusses how the glossary’s format lends itself well to the purpose of defining or explaining words or phrases (e.g., in a glossary, as in a dictionary, information is generally read from one column to the next column; glossaries have no need for lines or other aspects of the chart format, as the purpose of a glossary is not to compare different pieces of information);
- asks students to read page 79 quietly, but not silently.

After reading
The teacher discusses the factual information on pages 78 and 79 with students to ensure that they have understood it. The teacher then asks students to share their strategies for reading text from these two pages: “When working with factual information, do we need to read line by line, left to right across the page, or can we move from one section of a chart to another or from one page to another to retrieve information?” “What strategies helped you read challenging words?” “What did you find interesting/different/easy/difficult about reading text set out in these formats, instead of reading text in a story?”

After-reading activities
- Students can develop their own classification charts related to a theme/unit previously studied. When the task is complete, they are invited to share their charts with other members of their group as a follow-up activity.
- Students can write their reflections or responses in their response journals.