## Early Guided Reading Lesson Plan—Day 1

Levels D-I

Date: Sight Word Review—Writing (optional)  Introduce New Book: This book is called	Title: Level: Strate	egy Focus:	Lesson #
Sight Word Review—Writing (optional)  Introduce New Book:  This book is called	Date:	Observations:	
Introduce New Book:  This book is called		_	
Introduce New Book:  This book is called			
This book is called		_	
This book is called	Introduce New Book:		
New vocabulary:	introduce New Book.		
New vocabulary:	This book is called		
New vocabulary:  Text Reading With Prompting: Check the picture. Does it look right and make sense? Reread the sentence. Check the end (or middle) of the word. What would look right and make sense? Check the end (or middle) of the word. What would look right and make sense? Cover the ending. Is there a part you know? Break the word into parts. Do you know another word that looks like this one? What can you try? What can you do to help yourself? Put some words together so it sounds smooth. (fluency) Read it like the character. (expression) What did you read? What's the problem? How might the characters solve it? (comprehension)  Select one or two teaching points each day after reading. Word-Solving Strategies: Fluency & Expression: Monitor Attend to bold words Reread at difficulty Reread page for expression Comprehension: Use known parts Recall information Use known parts Retell events in sequence Use analogies Five-finger retell Chunk big words: Discussion Prompt:  Teach One Sight Word: (optional after level E) What's missing? Table Writing Mix & Fix Word Study (Choose just one): Picture sorts: Making words: Sound boxes:			
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Mix & Fix			
Word Study (Choose just one):  Picture sorts:  Making words:  Sound boxes:			
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Analogy chart:	U Sound hoves:	-	
	Analogy chart:	-	

## Early Guided Reading Lesson Plan—Day 2

Levels D-I

Title: Level:	Strategy Focus:	Lesson #
Date:	Observations:	
Sight Word Review–Writing (optional)  Continue Reading Yesterday's Book (and other familiar  1.  2.  3.		
Text Reading With Prompting:  Check the picture. Does it look right and make sense Reread the sentence.  Check the end (or middle) of the word. What would be right and make sense?  Cover the ending. Is there a part you know?  Break the word into parts.  Do you know another word that looks like this one?  What can you try? What can you do to help yourself:  Put some words together so it sounds smooth. (fluer Read it like the character. (expression)  What did you read? What's the problem? How might characters solve it? (comprehension)	e? ook ? ncy)	%:
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