Figure 4.2   Suggested Times for Guided Reading Lessons

⏱	20-Minute Guided Reading Lesson	30-Minute Guided Reading Lesson
Familiar reading and discussion	3 minutes	5 minutes
Book introduction	1 minute	1 minute
Student reading	6 minutes	10 minutes
Word work	3 minutes	5 minutes
Questioning/discussing	4 minutes	4 minutes
Writing	3 minutes	5 minutes

Figure 1.6   Lesson Plan Template

Assessed Need: I have noticed that my students need:
Standard(s) Addressed:
Text(s) I Will Use:
Learning Intention for This Lesson:
Success Criteria for This Lesson:
Direct Instruction: Model: Strategies/skills/concepts to emphasize Guide and Scaffold: Questions to ask Assess: These are the students who will need further support
Dialogic Instruction: Teacher-Directed Tools (e.g., anticipation guides, 4 Corners activity, K-W-L, to spark discussion) Student-Enacted Tools (e.g., literature circles, reciprocal teaching, debate, Socratic seminar, that are primarily driven by students) Assess: These are the students who will need further support
Feedback Opportunities:
Independent Learning and Closure:

Figure 3.3   Lesson Plan for First Grade Inferring the Emotions and Motivations of Characters Using Multiple Clues

Assessed Need: I have noticed that my students need: To infer characters' feelings using words, actions, and pictures.
Standard(s) Addressed: RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Text(s) I Will Use: Music Over Manhattan (Karlins, 1998)
Learning Intention for This Lesson: We will look for word clues and picture clues in this book to figure out how Bernie and Herbert are feeling.
Success Criteria for This Lesson: I can find and explain evidence of these characters' feelings on my graphic organizer.

Direct Instruction:

Model: Strategies/skills/concepts to emphasize

Use the first page of the book to model my thinking about the word and visual clues I find about Bernie's feelings. Since we read the entire book yesterday, this will be a closer inspection of the text.

Name the strategy, state its purpose, explain its use: Authors don't explain every detail of a story. If they had to tell us everything, the story would be really long! They expect the reader to infer the character's feelings by using the character's words, actions, and pictures. I am going to look closely at the first page of the story to find these clues.

Analogy: When I read, I am always looking for clues like this, just like a detective does when she's solving a mystery. I gather up the clues to figure out what might be happening.

Demonstration:

Words to model: grumpy, perfect Cousin Herbert (sarcasm)

Actions: "Bernie mashed [the potatoes] harder."

Visual: Bernie's frown, creased forehead, and sideways glance

Errors to avoid: If I don't match my tone of voice with the character's feelings, I might miss the inference the author wants me to make.

Assess the skill: Read the passage again using the correct vocal tone.

Guide and Scaffold: Questions to ask

(pp. 3-4): What are the words, actions, and picture clues that tell us how Bernie is feeling?

(pp. 11-12) What clues can we find that show us how Herbert's feelings have changed? Why do we think they have changed?

(pp. 14-17) Herbert's behavior is awful now. But why? What words, actions, and pictures help us understand this?

Figure 4.3 Considerations for Picture Walks in Guided Reading

Teacher's Role	Examples of Questions and Prompts
Examine the cover	What do you see on the cover?
	Use vocabulary from the story to describe the scene.
	Based on this picture, what do you think the book will be about?
	This picture reminds me of _____. Has that happened to you?
State the theme	This book is about _____.
	The characters in this story learn about _____.
View illustrations	Point out important details in the pictures.
	State the names of the characters.
	Ask for personal connections.
	Ask questions about prior knowledge. (Remember when we learned about _____?)
Practice unfamiliar language	When _____ happens, the main character says, _____. Let's all say that together.
	Invite students to locate new vocabulary words on the page.
Pose a question to be answered by reading	What will _____ do to solve his problem?
	How do _____?
	I wonder how _____?

Figure 4.4   Guided Reading Lesson Plan for *Baby Bear's Present*

Guided Reading Lesson Plan

Students: *Tony, Catrina, Maggie*   Classroom Teacher: *Mr. Michaels*   Date: *December 12*

New Book: *Baby Bear's Present (Randall, 1994)*   Level: *10*
Targeted skills for this lesson: *Fluency and expression, using short and long-a sounds in words*
Standards: *KF.I.I.a Know the spelling-sound correspondences for common consonant digraphs. KF.I.I.b. Decode regularly spelled one-syllable words. KF.I.4 a–c: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

Book Introduction: *Picture walk using some of the pictures and discuss Baby Bear's problem when his father wants to buy him a toy he doesn't want. How will he solve it?*

Word Work: *Word sort of short and long-a sounds in book—sort words by sounds, especially /ai/*	Writing: *Students will write a sentence describing the story in their journals.*

Student Reading: *Students whisper-read while I listen in (pay attention to Tony's reading)—look out for choral reading. Reinforce expressive voices for dialogue, especially noting the punctuation.*

Questions: *Have students retell the story by talking with partner—I pair with Tony to gauge comprehension. Ask: How did Baby Bear solve his problem? How would the story be different if Baby Bear had gotten the toy?*

Figure 4.6   Lesson Plan for *The One and Only Ivan*

Assessed Need: I have noticed that the students need: *Experiences analyzing the word choices in text to infer meaning.*
Standard(s) Addressed: *Language Variation and Change: Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)* *Responding to Literature: Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)*
Text(s) I Will Use: *The One and Only Ivan* (Applegate, 2012), pp. 172–173
Learning Intention for This Lesson: *We will zoom in on the words and phrases used in this chapter to describe a character's change of perspective.*
Success Criteria for This Lesson: *I will be able to make a prediction and support it with evidence from text and discussion about changes in Ivan's attitudes and beliefs. (Use vocabulary and persuasive techniques portion of NAPLAN writing rubric to self-assess.)*
Direct Instruction: Model: Strategies/skills/concepts to emphasize *Ask students to read the text silently, and then I will read it aloud, using expression and prosody.* Guide and Scaffold: Questions to ask *Are there any words or phrases that are confusing to you?* Assess: These are the students who will need further support *Akina and Joseph have been absent this week; give them time to catch up with the story prior to the lesson.*
Dialogic Instruction: Teacher-Directed Tools *Close reading questions for discussion:* *What does the text say? (literal)* *In what ways does Ivan describe who he usually is, in contrast to the hidden Ivan?* *Is his image on the billboard closer to the Ivan we have known, or another Ivan? What is your evidence?* *How does the text work? (structural)* *What does Ivan compare the red paint on his fingers to? In what ways does this metaphor give you insight about how Ivan is changing?* *What other words and phrases help you realize his change of attitude?* *What does the text mean? (inferential)* *The author says, "In the flicker of time it takes a snake's tongue to taste the air, he could taste revenge" (p. 172). How does this comparison to time help you to understand the depth of Ivan's reaction?*