

GUIDED READING LESSON PLAN

Teacher Carla Huston School _____ Date _____ Book Wow! Look at This! Level 3

Focus/Strategy/Intended Learning (Go to [Developmental Stages of Reading](#) and select an appropriate strategy based on students' needs)

The learner will use sight words ("look") as a way to monitor their reading, which will lead to self-correcting behaviors.

Standard(s) Addressed

Standard 1: Print/Sound Code—reading words

Standard 2: Getting the Meaning—self-monitoring and self-correcting

Language Objective (Go to [Language Objectives for ELLs](#))

The learner will use an oral and written exclamation to name (function) what can be seen with the magnifying glass, using the structure of "Look at the ____" and will learn new vocabulary of the text (look at, beetle, magnifying glass...).

Resources Needed (e.g., books, visuals and realia, strategy charts, magnetic letters, alphabet charts, word walls, whiteboards)

- Six copies of *Wow! Look at This!*
- A magnifying glass for concept of "look" and a plastic beetle
- Magnetic letters to make "look" six times (one set per child)
- White boards

Text Features that will Support ELLs

- Pictures clearly match text
- One line of print
- Pattern of text
- Known words—"at," "the"
- Redundancy of focus word "look"

Potential Text Challenges for ELLs

(e.g., vocabulary, text features, concepts)

- Exclamation—"Wow!"
- Vocabulary—beetle
- Concept: Little things look big under a magnifying glass

Introducing the Text

• **Overview Statement and Connections to Background Knowledge**

"This book is about things you might see when you look through a magnifying glass. What little things would you want to look at?"

• **Picture Walk** (early and upper emergent) **OR Chunking the Text** (early fluent)

Predict and locate "Wow!"

Spend time on beetle page. Allow each student to handle and connect prior knowledge with plastic beetle.

Implant language of the book as they look at pictures.

Discussion Questions

What little tiny things have you seen? Are there any things in our room we might see better when we look through the magnifying glass?

Skills and Strategies (e.g., comprehension strategy, word-solving strategies, shared writing)

Word study: Make and break "look" with magnetic letters.

Shared writing: "Let's make a little book about what we saw through the magnifying glass. Let's tell others to look at them—"Look at the _____!"

Extensions (optional)

GUIDED READING OBSERVATION NOTES

Teacher _____ School _____ Date _____

Take notes on students' reading, use of strategies, ability to express themselves in discussing the book, interactions with each other, confusions, etc. These notes will support you in using evidence to analyze student learning during Guided Reading lessons.

Introducing the Text and Making Connections to Background Knowledge

This went okay, although as I went along, I began to realize that the magnifying glass concept was bigger and newer than I had anticipated. We needed lots of time to talk about this. I definitely needed more than one magnifying glass!

Reading the Text

Elena:

✓ ✓ ✓ ✓
 See /SC
 Look ✓ ✓ ✓

 See /R /SC
 Look ✓ ✓ ✓
 ✓ ✓ ✓ ✓
 ✓ ✓ ✓ ✓
 ✓

Other students read at 90% accuracy or higher during re-readings. My prompting focused on using known words ('at,' 'the') to monitor.

Discussing the Text

Animated—lots of oral language here. Kids especially seemed to enjoy the active involvement of looking at items around the room through the magnifying glass. At first, comments were unstructured and spontaneous. It seemed to work well to move from this “exploration” to the guided structure of the Shared Writing.

Learning Skills and Strategies (e.g., comprehension strategy, word-solving strategies, shared writing)

All were successful with “make and break”—“look” seemed like a strong visual and content word for all learners. Will need to follow up in subsequent books and in writing so learning becomes cemented.

Extending the Text (optional)

More work with magnifying glasses during science!

Students' Names	Strengths/Needs/Future Teaching Focus
Daisy	!:! secure; strong use of sight words; took on “look”
Carlos	Confusing see/look; needs more oral language practice
Alejandro	“Look” not secure; needs follow-up in Writing Workshop
Aaron	100%; move to a higher group?
Elena	Some evidence of self-correcting with see/look
William	!:! secure, used “look” to self-monitor