

Guided Reading Plan: A-Z Books

Title: *Coral Reefs*

Level: N

Date:

Lesson Objectives	Reading Strategies	Use a variety of strategies to decode words and bring meaning to print, use one to one correspondence while reading, and recognize high utility words. Use context clues to help gain an understanding of what the book is about. Retelling of story. Closed syllables, prepositions, multiple-syllable words
	Word & Print Skills	
	Vocabulary	Context Words: atoll, barrier reef, bleaching, crevices, crustaceans, erosion, fringing reef, lagoon, polyps, runoff
	Comprehension	Cause and effect
Before Reading	Book Introduction	Talk about the cover, title page, author and illustrator. What do you think the book will be about? Will it be fact or fiction? Is the title page different than the cover? What do the pictures tell you? Ask: What predictions do you have regarding what the book may be about?
	Background Knowledge	Talk about the cover, title page, author and illustrator. What do you think the book will be about? Will it be fact or fiction? Is the title page different than the cover? What do the pictures tell you? Based on the title who do you think the book is about? What do you know about coral reefs? Do you know where you would find one? What kind of life would you expect to find in and around a coral reef? Do KWL chart for this book.
	Book Walk	Walk students through each page, implicit language and vocabulary on each page. Discuss each page. Explain how the picture clues help them understand the words. Point out difficult vocabulary.
	Reading strategies	Discuss reading strategies that will help them read. Focus on comprehension strategies. How will the pictures help you understand the text? How does what you read connect to what you already know? What can you do when you come to a word you do not understand? What can you do if you don't understand a part you have just read?
During Reading	Model Reading	Begin book together and fill out KWL chart as you go. Give student book, remind them to point to each word and use strategies point to each word as they read, sound out words, look at pictures for clues, if word makes sense, make connection between picture and the words. Discuss what you do when you see a period at the end of the sentence.
	Student Reading	Remind students what the purpose of reading this book is and that they will be looking for the main ideas and details of the book. As students are reading have them highlight, circle, or write on post-it notes, the main ideas and supporting details of the text.
After Reading	Comprehension	Review KWL chart. Ask whether questions were answered that were on the chart? Page 13-14 cross section diagram. Explain to them that it is a drawing of what an object might look like if it were sliced, giving a view of the internal structure. Review cause and effect and do worksheet.
	Word & Print Skills	Phonics: Closed syllables Words that end with a consonant are closed syllables, usually vowels in a closed syllable make their short vowel sound. Cat, catnip. This will help you sound out words. Do worksheet on closed syllables. Grammar: Prepositions show relationships between things, give us information such as where, when, how, why, and with what. Example—"I'll do this after lunch." The word after is a preposition because it tells us when I will do something. "See anemones hid in shallow crevices." The word in tells me where the sea anemones hide. Find other prepositions in text. Multi-syllable words: Find words in text that are more than one syllable, clap them out. Worksheet Write about a day in the life of a coral neighborhood.
	Extension	

Group Teaching Record

Group Members	Observations

Guided Reading Lesson Plans 1st Grade

Debbie Diller



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