

**I'm not robot!**



Day	Objectives	Procedures and Assessments	Assessments
Monday Grade 2 1:30	<ul style="list-style-type: none"> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss the text.</li> <li>Identify the main idea and supporting details.</li> <li>Write a short paragraph about the text.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Student Work</li> <li>Peer Review</li> </ul>
Tuesday Library 1:30	<ul style="list-style-type: none"> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss the text.</li> <li>Identify the main idea and supporting details.</li> <li>Write a short paragraph about the text.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Student Work</li> <li>Peer Review</li> </ul>
Wednesday Math 1:30	<ul style="list-style-type: none"> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss the text.</li> <li>Identify the main idea and supporting details.</li> <li>Write a short paragraph about the text.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Student Work</li> <li>Peer Review</li> </ul>
Thursday Health 1:30	<ul style="list-style-type: none"> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss the text.</li> <li>Identify the main idea and supporting details.</li> <li>Write a short paragraph about the text.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Student Work</li> <li>Peer Review</li> </ul>
Friday Computer (PAID) 1:30 - 12:30	<ul style="list-style-type: none"> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> <li>Identify the main idea and supporting details of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss the text.</li> <li>Identify the main idea and supporting details.</li> <li>Write a short paragraph about the text.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observation</li> <li>Student Work</li> <li>Peer Review</li> </ul>

**Guided Reading Lesson Guide**  
1st - 4th grade

The aim of guided reading is to develop independent readers who apply strategies to new text as they seek meaning. Guided reading is the "heart" of your reading block. It is differentiated, very focused and rigorous.

**DAY 1**

<b>Warm-up Activity</b> (2 min)	<ul style="list-style-type: none"> <li>Phonemic Awareness/phonics as needed</li> </ul>
<b>Strategy Focus</b>	<ul style="list-style-type: none"> <li>Teacher identifies prior to reading</li> <li>Use Houghton Mifflin strategy focus or skill</li> </ul>
<b>Book Introduction</b> (1 min)	<ul style="list-style-type: none"> <li>Teacher orally states an introduction that helps create a focus for reading. (i.e. Today you are going to read a book called... In this book, you are going to read a story about a bear who...)</li> <li>Can use the introduction to pre-teach or model the strategy/skill</li> <li>Use vocabulary, oral introduction and title to make reasonable predictions</li> <li>Picture Walk/building background - quick, chunk sections, minimize and "let the author do the talking"               <ul style="list-style-type: none"> <li>Identify sticky pictures or concepts that may interfere with comprehension during the reading of the text.</li> <li>Use selected pictures to predict outcomes</li> </ul> </li> <li>Use misrecognition thinking stems</li> <li>Identify connections that students are able to make.</li> <li>Focus on higher level thinking skills/comprehension.</li> </ul>
<b>Activate prior knowledge</b> (2-3 min)	<ul style="list-style-type: none"> <li>Explicitly teach vocabulary words in curriculum guide (i.e. context cards)</li> <li>Focus on word meaning</li> </ul>
<b>Explicit vocabulary instruction</b> (3-5 min)	<ul style="list-style-type: none"> <li>Explicitly teach vocabulary words in curriculum guide (i.e. context cards)</li> <li>Focus on word meaning</li> </ul>

**CANDY-GRAMS** 

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