

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*

<p>New Book: <i>Baby Bear's Present</i> (Randall, 1994) Level: <i>10</i></p> <p>Targeted skills for this lesson: <i>Fluency and expression, using short- and long-a sounds in words</i></p> <p>Standards: <i>RF.1.1.a. Know the spelling-sound correspondences for common consonant digraphs. RF.1.1.b. Decode regularly spelled one-syllable words. RF.1.4 a-d. 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.</i></p>	
<p>Book Introduction: <i>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?</i></p>	
<p>Word Work: <i>Word sort of short- and long-a sounds in book-sort words by sounds, especially /ai/</i></p>	<p>Writing: <i>Students will write a sentence describing the story in their journals.</i></p>
<p>Student Reading: <i>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.</i></p>	
<p>Questions: <i>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?</i></p>	

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