

GUIDED READING

Level 7		<i>My Haircut</i> by Lynea Bowdish			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials read <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	Where do you get your haircut? Who cuts your hair? Do you get to choose what kind of a hair cut you will get?			
3	Word Work	Word(s) = <i>clip, snip</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
4	Picture Walk	Walk through EVERY page, introducing the character names. Ask students what the characters are doing on each page. Create story structure by responding and using the story's language (always, sometimes).			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	"Explain what happened in this book." "What was your best hiding spot when you have played hide and go seek?"			
9	Word Work	Word(s) = " <i>ip</i> " WORD FAMILY <input type="checkbox"/> brainstorm " ip" words (spell, read, & write them) <input type="checkbox"/> add new " ip" words to response notebooks			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: What kind of hairstyle or cut would you like to have most? Write about it in your response log. Illustrate your response.			

<1 min	Warm Up Read - - - kids bring their own books, or you have a basket of books for them.
<1 min	Introduction - - - keep it brief, don't allow kids to get into story telling and making long drawn out connections at this point.
~2 min	Word Work - - - teacher directed, students don't really talk during this point, just follow your instructions and make words, answer briefly.
<1 min	Picture Walk - - - below level readers really need this, higher level readers not so much. Below level readers comment verbally, there's more discussion.
<1 min	Strategies Reminder - - - use the chart when referring to this, I usually say, "what can readers do when they come to a tricky part/word (show chart & let students quickly name them).
~ 8 min	1st Reading - - - Lower Level kids I often read with them one at a time (then reconvene). Higher level kids whisper read all at the same time. Really high level readers can read the first few pages, then read independently - do some 1:1 work with a student (low level), then when the reader is finished, continue.
< 1min	Strategies Review - - - Very quick, usually I just do the talking, but sometimes, I ask, "____ when you came to this part on page 7 (show part/book) what did you do?" - - otherwise I just point it out.
~ 4 min	Comprehension Discussion - - - verbal discussion, teacher poses questions, students answer, discuss, have discourse about the book. If the discussion takes a different course than your preplanned questions and it is relevant, great!
~2 min	Word Work - - - teacher directed, students don't really talk during this point, just follow your instructions and make words, answer briefly.
AT HOME	Second Reading - BUT if a child/group had a particularity hard time with the book, it won't be sent home and we work on it for a 2nd day. Parents are given support/ideas as to what to look/listen for when their child reads to them (fluency, decoding, etc). See the "parents guide to the book levels" download.
~ 5 min	Extended Response - - - I spend about 2 minutes with them as they begin their response, and then they complete the rest independently, while I get the next GR group going. And the cycle starts all over again!