

Guided Reading Teaching Plan Outline

You may modify any Guided Reading teaching plan to focus on any appropriate comprehension strategy. For example, you may wish to change the comprehension focus for a first reading if you think students need practice with a particular strategy.

Changing the comprehension focus is an easy task. You need to modify the original lesson in three areas:

- **Before Reading:** Set a new purpose for reading that focuses on the comprehension strategy you have selected.
- **During Reading:** Add a prompt that focuses on the new comprehension strategy when you hear selected students read aloud for diagnostic purposes. You may also wish to assess the selected strategy when you monitor.
- **After Reading:** When you revisit the purpose for reading, focus on the modified comprehension purpose you established in the Before Reading phase.

Example of a Guided Reading Lesson (First Reading) with a New Comprehension Focus

An example of a modified teaching plan with a new comprehension focus is provided. Read the original lesson and then look over the alternate teaching plan below.

Text: *The Spider and the Honey Tree* (Level K)

Original Comprehension Focus: predicting

New Comprehension Focus: evaluating

BEFORE READING

Making connections

Activating and Building Background Knowledge

- Show the students the comic book, an African folktale called *The Spider and the Honey Tree*. Read the title aloud. Ask them to look at the first page and the title and think what they might find in the book.
- Offer prompts to help students connect with the comic's format.
- Hand out copies of the comic book and ask students to look at the first page and to flip through the other pages.

What do you know about spiders? Have you seen one like this spider? Have you heard of a "honey tree"?

Is a story usually written like this? Why does it remind you of a comic book? What do you usually find in comics? How will the characters talk to each other?

Do you see what you expected to see in a comic? Was there anything that surprised you?

Making connections/
evaluating

Discussing Supports and Challenges

Inferring

- Point to the print between the title and the comic frame on the first page and ask students to infer its purpose.

Why do you think the author might have written this sentence here, before the boy and the spider talk to each other?

Text features/ visual literacy

- Identify and talk about the various parts of the comic, e.g., the linking narrative text, illustrations, and speech balloons, and ensure that students know who's talking at any given time.

We've got two speech balloons in this first illustration (pointing to the first frame on page one). Who do you think is speaking first? Why do you think that?

Print concepts

- Ask students to skim-read down the first page to find an exclamation mark, and ask why the author might use it.

What does an exclamation mark tell you about how the storyteller or speaker feels?

Evaluating

Setting a Purpose

- Focus students on the comprehension purpose. Tell the students that the author has pretended that the spider talks like a person and you want them to read the comic and think about what the spider is like.

The spider talks just like a person. I want you to think about what the spider says and how he acts, because they will tell you about his personality. Read and think, "What is this spider like? How do I know that?"

ELL Note:

Ensure that students understand the meaning of the word "greedy," and elicit examples of greedy behaviour. Post the word on the word wall.

DURING READING

Evaluating Inferring Self-monitoring

- Ask each student to read the comic independently, keeping in mind the purpose for reading.
- Observe and listen to students as they read quietly, giving support as needed. Some may require help navigating comic features or self-monitoring for ongoing comprehension, vocabulary, and word solving. Offer problem-solving prompts such as:
 - Page 2: What's your opinion of the spider right now? Why are you thinking that?
 - Page 3: Why do you think it's called the "honey tree"?
 - Page 3: When I asked you about your opinion of the spider, I noticed you went back and checked the first two pages. That was a good idea because you could give me examples about the spider's selfishness and greediness from all of the pages you've read.

Teaching Tip:

You may wish to assess the new reading comprehension strategy during reading.

- Remind early finishers to check for examples to support their opinions about the spider.

- Note successful reading strategies and any remaining reading challenges.

AFTER READING

Revisit the Purpose for Reading

Evaluating

- Ask the students to give their opinions of the spider and to support their views with examples from the text. Offer prompts to elicit the change in the spider’s personality after he got stuck in the beehive.

So did he stay greedy and selfish all through the story? How did he change? Why do you think he changed?

Evaluating Self-monitoring

Synthesizing/ evaluating Predicting/infering

- Extend comprehension by offering prompts to initiate discussion:
 - What’s your opinion of the boy? Why do you think that?
 - Did anything puzzle you? (For example, why didn’t the bees sting the spider? Did his body block the hole in the beehive?)
 - This story seems to have a lesson about how people behave. What do you think the lesson is?
 - What do you think would happen if the boy and the spider met again?

ELL Note:

Using visuals of fruit and other items, build a word family chart focusing on comparatives/superlatives with the vocabulary from the text (e.g., *juicy, juicier, juiciest; sweet, sweeter, sweetest*). Then have students add “greedy” to the chart.

- Comment on effective reading strategies that you observed. For example: On the last page I noticed that Brad read “Oh my aching stomach” (aching pronounced with the “ch” sound as in “chill”). Then he fixed the word and told me it made sense with “aching” (pronounced as a “k’ sound). Brad used a good reading strategy. He went back and checked if a word he wasn’t sure about made sense in the sentence.

Teaching Tip:

You could also compare “aching” and “stomach” in the same sentence as the “ch” sound says “k” in both words.

Note:

Many texts can be modified to fit a selection of comprehension strategies. However, choose your comprehension strategy carefully as some texts lend themselves to particular strategies, for example, a “How to…” text usually asks a reader to sequence information and a text that requires a reader to visualize may lend itself to a focus on inferring.

Use the [Guided Reading Teaching Plan Outline BLM](#) to jot down changes you will make in modifying a lesson. It can also be used to jot down ideas for a Guided Reading lesson using materials you already have in your classroom.