

Guided Reading Lesson Plan (Levels A-L)

Title: On the Seashore

Level: B

ISBN: 978-0-7635-6978-5

Publisher: Rigby

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. here
2. is

Word Building (3 min.)

- use magnetic letters to make the word "here"
- ell: bell, fell, sell, tell, well, shell
- ab: cab, dab, jab, lab, tab, crab, grab

Before Reading: (5-7 min.)

- Book Introduction:

We're going to be reading a book called "On the Seashore." What do you think it might be about? That's right, it's about things or animals that might be on the seashore. Where is the seashore? (next to the water) What kinds of things or animals do you think we might find/see on the seashore? Let's look through our book and see what we will be reading about. (During your picture walk, be sure to point out the text pattern. You will also want to discuss the animals on each spread. Have students identify these if possible. If they need assistance, help them use the picture and beginning sound to try and figure out the tricky word. Also, point out that each hand-drawn illustration has a label in it. Ask students to identify what the arrow/label is in each picture.) Read to find out what we might see on the seashore.

- Difficult Words/Vocabulary: p2 shell, p4 crab, claw, p6 seagull, beak, p8 turtle, head, p10 pelican, foot, p12 seal, flipper
- Suggested Teaching Point: (refer to Behaviors to Notice and Support)
Readers use pictures and the first letter of a word to help them figure out tricky words.

During Reading: (5-10 min.) *Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense?*

After Reading: (5-7 min.)

- Discuss the story
 - What animals/things did we see on the seashore? What was the label that went with each picture?
 - Compare the pictures on each page. What do you notice? (one is a photo and one is a drawing)
 - Are there other things that you might expect to see on the seashore? What else might we see? (seaweed, starfish, sand dollars, dead fish...)
 - Why do the animals in this book live on the seashore?
 - Discuss what the index is and how to use it.
- Return to Teaching Point: Where did you use the picture and beginning sound to help you figure out a tricky word?
- Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

Use a different environment (playground, backyard, park, zoo) and have students write a sentence about what they would see there. Examples are in the inside back cover of the book. Encourage students to spell the words "Here is a..." without your help. You may assist with the spelling of the animal names, but have students tell the letters for the sounds they are able to identify. If using this book for more than one day, model or do a group writing on day #1 and have students complete their own sentence on day #2.