

Guided Reading Lesson Plan (Levels A-L)

Title: A Rainbow Party Level: H ISBN: 978-1-61672-569-3 Publisher: Kathy Furgang Benchmark: Unit 2

Familiar Read: (3 min.)	
Familiar Writing: (3 min.) 1. said 2. plan 3. found	Word Building (3 min.) R- controlled vowels - Write the words “party”, “her” and “for” on the board and then read the words with the students - Then explain to the students that when a vowel is followed by an “r” the vowel does not stand for a short or long sound, it stand for the “r” sound. Have students repeat the words on the board by emphasizing the “r” in each word -
Before Reading: (5-7 min.) <ul style="list-style-type: none"> Book Introduction: (include meaning, structure, visual) Read the title “A Rainbow Party” Ask students <ul style="list-style-type: none"> “What is the rainbow, can you name some colors in the rainbow” (Bring a colorful picture of a rainbow for a visual) Look at the pictures Ask students <ul style="list-style-type: none"> “What are the children doing in the pictures?” “Have you ever gone shopping for a party?” “What do you think will be the color of Sara’s party?” <ul style="list-style-type: none"> Difficult Words/Vocabulary Rainbow (3) Candles (7) Balloons (10) Suggested Teaching Point: (refer to Behaviors to Notice and Support) Summarizing the story - Tell students “Sometimes at the end of a story we are asked to tell what the story was about and that is called summarizing the story. It means that you don’t tell every single detail of the story but you tell the main part of the story. When you are reading I want you to focus on what is happening in the story.” 	
During Reading: (5-10 min.) *Revisit the teaching point as needed. Prompts to Support readers: <i>Does it match? Does it sound right? Does it make sense?</i>	
After Reading: (5-7 min.) <ul style="list-style-type: none"> Discuss the story 	

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Ask students

- “What were some of the colors that you saw and read in the book” (re- read page 5)
 - “Why do you think Sara wanted every color of the rainbow at her party”
 - “Who was Sara’s friend”
 - “Why did Sara, Emily and the mom go to the store?”
 - “What did Sara give her friends that came to her party?”
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- Return to Teaching Point
Summarizing
 - Tell students “Turn to a partner and talk about the main points in the story. Can someone summarize the story for me?”
 - Share with class and restate what summarizing a story means
 - Comprehension Strategy Focus: connections, questions, inferences, visualizing, **summarizing**, synthesizing, determining importance
 - “Can someone summarize the story for me?”

Writing Connection: (5 min.)

Let’s write a short summary of the story.