

Guided Reading Lesson Plan (Levels A-L)

Title: Trains on the Rails Level: K ISBN:0-7635-7438-4 Publisher: Nelson Thomson Learning

Familiar Read: (3 min.)	
Familiar Writing: (3 min.) 1. the 2. in 3. and	Word Building (3 min.) 1. Ea- Heavy 3. Steam 4. Cleaner 5. Seats
<p>Before Reading: (5-7 min.)</p> <ul style="list-style-type: none">• Book Introduction: (include meaning, structure, visual)<ul style="list-style-type: none">- Today we are going to read a book about trains. We are going to learn about different kinds of trains- Have you ever ridden on a train before?- What was the train like that you rode on?• Difficult Words/Vocabulary<ul style="list-style-type: none">Another (5)Distances(7)Museums (8)Electricity (10)Monorails (22)• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers use text features to help them understand nonfiction	
<p>During Reading: (5-10 min.) *Revisit the teaching point as needed. Prompts to Support readers: <i>Does it match?</i> <i>Does it sound right?</i> <i>Does it make sense?</i></p>	
<p>After Reading: (5-7 min.)</p> <ul style="list-style-type: none">• Discuss the story<ul style="list-style-type: none">Where are most trains located?Trains also have different usesAccording to the book, what are some of the uses of trains?Trains have tracks to help them stay on the right pathHow do the trains stay on the tracks?• Return to Teaching Point<ul style="list-style-type: none">I like the way you used the different parts of the text to determine what the book was telling you about trains.• Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance	
<p>Writing Connection: (5 min.)</p> <p>If I was on a train I would like to be on a... train.</p>	