



Sample Guided Reading Lesson Grade One Reading Level

D-1/ Lexile 200-400/ DRA 4-16

Grade One Equivalent



Lesson 1

Strategy: Do you see a word that you know inside the word?

Do you know a word that ends with the same letters?

Before Reading: Do a picture walk. Introduce sight word vocabulary on flash cards. Don't do more than 3-5.

Think-Aloud:

Model with *The Chick and the Duckling*. Show how to chunk words with a dry erase marker and white board.

The **Duckling** came out of the shell. "I am out," he said.

Hmmmm.... One of those words is tricky for me. Let's see... I know the word duck. (Put a box around the word duck)

Ask: Which word did I know inside the word?

Hmm... Do I know a word that ends with the same letters? I know the word thing. (Write that word down under 'ling'). They both end in the same way: ing.

Ask: Do you know any words that also end in the same letters?

(Continue thinking-aloud) Duck-l-ing... Duckling!

During Reading:

Students continue to read-aloud *The Chick and the Duckling* or a book that is on their level. Teacher conferences.

After Reading: (process share) What words did you see inside a word? Did you find any other tricky words? Do you know a word that ends with the same letters?



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Lesson 2

Strategy: Good readers retell stories making sure to use character names.

Before Reading: Look at the picture on the cover of the book. Ask students to make a prediction about what the book will be about. Do the same thing with a picture from the middle and end of the book.

Think-Aloud:

Stories do not make sense if aren't specific. (Tell a familiar story, like *The Three Little Pigs* only using pronouns or "they".) When you do a retell, it's really important to use character names. Avoid using words like "he", "she", or "they" unless you are 100% sure that your audience knows who you are talking about.

During Reading:

As students read, pause them 2-4 times one-on-one to do a retell checking that they are doing the strategy.

After Reading: (non-example) First, I want you to retell what we just read but without character names. How can we make it really confusing? (Do together as a group). Now, let's make it awesome being really specific with names. (Do together as a group).