



Sample Guided Reading Lesson Grade Two Reading Level

J-M / Lexile 300-600/ DRA 18-30

Grade Two Equivalent



Lesson 1

Strategy: When good readers make a blunder as they read out loud, they realize it, and use a strategy to fix the blunder.

Before Reading: Do a picture walk of *The Gingerbread Boy*. What is gingerbread? When do we normally eat gingerbread?

Direct Instruction Using a Non-Example: Model a poor reader making a blunder.

“Once upon a time there lied (lived) an old woman and a little old man. They had no boys or girls of their all (own), so they lived by their (themselves) in a little old house.”

Why didn’t that make sense?

Model re-reading the sentence, using a variety of strategies (including reading for meaning cues*) to determine the meaning of the three unknown words.

During Reading: Students read a book on their level aloud while the teacher listens in and conferences. Particularly look to hear students self-correcting or identifying when they miscue.

After Reading: Summarize why this strategy is important in five words. Now three words. Now one word.

* See Chapter Four for more word attack strategies. Also check out [Guiding Readers and Writers](#) by Fountas and Pinnell.



Sample Guided Reading Lesson Grade Two Reading Level

J-M / Lexile 300-600/ DRA 18-30

Grade Two Equivalent



Lesson 2

Strategy: Good readers look at pictures to get more information and re-read the pictures when they get confused.

Before Reading: Choose 4-5 words from the glossary to go over both how to pronounce and meaning.

Think-Aloud: Content texts, such as science or social studies texts usually contain considerable graphic support. This support consists of pictures, drawings, charts, tables, and text boxes. A good reader when reading a nonfiction text skims the graphic support first to get information. After they do that, they do a quick paraphrase in their head. Once they have done the paraphrase they are then prepared to start reading that page. If they get confused as they are reading the page, they reread the graphic support on the page.

Model with a nonfiction text each of the above steps.

- First skim the graphic support (pictures, drawings, charts, tables, text boxes)
- Read the caption to get more information.
- Paraphrase what the graphic support is about
- Identify when you are confused, why you are confused, and re 'read' the graphic support

During Reading: Children are more likely going to notice when they make a decoding blunder over a comprehension blunder. In order to push them to be aware of comprehension blunders, ask

- What was that about?
- How would you retell that paragraph?
- What was confusing? Why was it confusing?
- What details do you remember the best? The least? What details does the author want you to remember?

After Reading: Hunt: Students find an example of different nonfiction text graphic supports.