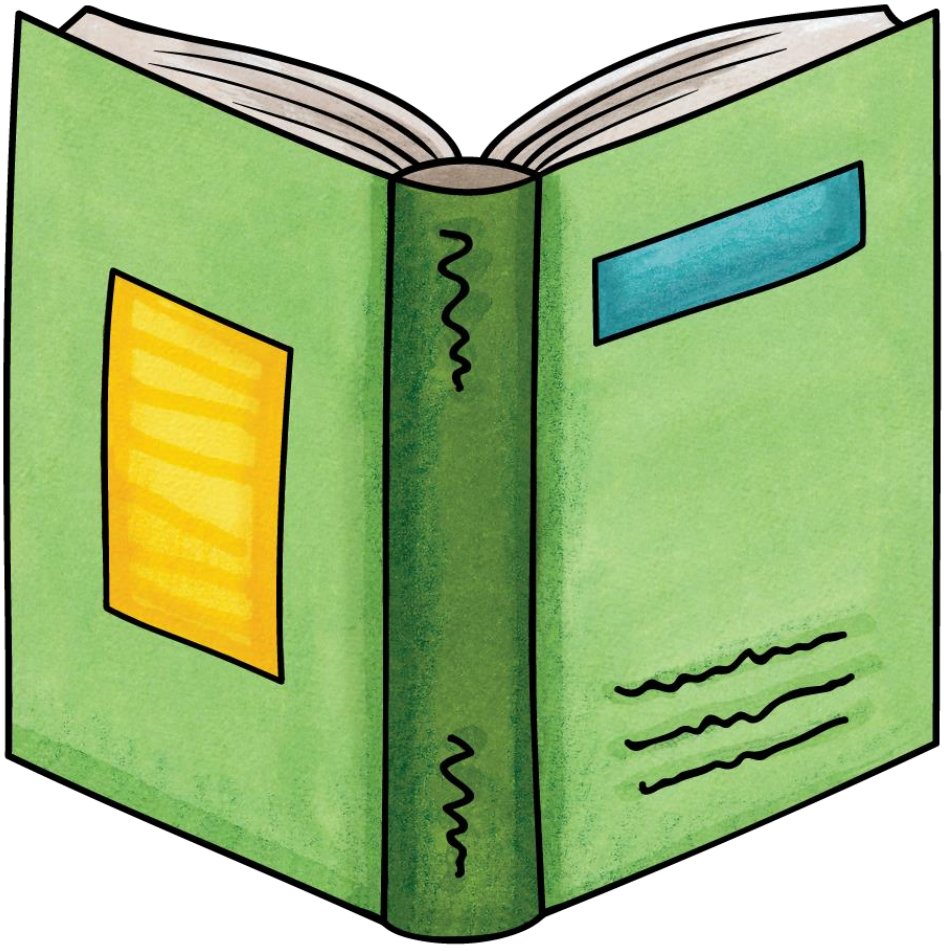
GUIDED READING IDEAS & ACTIVITIES

★ LEVEL F ★



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FOR EACH LEVEL (C-J):

In each leveled guided reading activity unit, you will find:

- What level ___ readers are typically working on
- What level ___ books typically look like
- Some example titles of books at that level
- An example guided reading lesson template
- Example teacher prompts for readers at that level
- Warm ups for word work and sight words
- 2 different guided reading stories (1 fiction, 1 nonfiction) for students with lesson plan
- 3 different strategy activities

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Example Guided Reading Lesson:

- <u>A few notes</u>:
  - My independent reading block is, on average, 20-30 minutes long. That gives me time for *two* guided reading groups per day at 10-15 minutes each.
  - Many times, a modeled whole group lesson will be sho[illegible] t[illegible]n anticipated – or I will stop it short if its going on t[illegible]lo[illegible] – [illegible]ch gives me more time to meet with groups.
  - When I had 20 students that meant I saw [illegible] lo[illegible] two g[illegible]ups three times per week (MWF) and my two hi[illegible]er gr[illegible]os t[illegible]e per week (TuTh).
  - When I had 30 students, that mean[illegible] saw [illegible] lower four groups 2 times per week (MW) an[illegible] Tu[illegible] my two higher groups on Fridays.
  - ***Most importantly – if [illegible]inu[illegible]es is just too short for you, have students inde[illegible]ndently r[illegible] for a longer period of time!! Take some time fro[illegible] modeled lesson and spend time here!***

2-3 minu[illegible]	Sight Word or Word Work Warm Up
5 minutes	<u>Introduce and Read Book:</u> Students whisper read to themselves while teacher checks in and takes notes.
2-3 minutes	Skill review then take book and put in book bin to read throughout the week.

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WARM UP ACTIVITIES

Sight word and word work warm ups:

At the beginning of each guided reading lesson, I start with a quick warm up using either a few sight words or a phonics pattern.

I typically use one of the following activities:

- Flip, Say, Spell: students flip the pic[illegible]e card, sa[illegible] the word, and write it down on their mini w[illegible]ebo[illegible]s. I choose about 5 words at a time and we check [illegible]en[illegible]ll aft[illegible]ards.

- Word ladders: studen[illegible] use [illegible]eme manipulation to complete their lad[illegible] as you read the words aloud. I laminate the ladder boa[illegible] and [illegible]ude[illegible]ts write the words with dry erase markers.

- Qui[illegible] Se[illegible]es: st[illegible]dents take the 10 words/pictures and sort them b[illegible]ed on the headers provided.

- Flip it, Say it, Use it in a Sentence: students flip the sight word, say it aloud and use it in a sentence.

- Sight Word Cover Up: each student in the small group receives a sight word gameboard. Read aloud the sight words and students will cover the correct one with a cube or counter of some kind. See who fills their board first!

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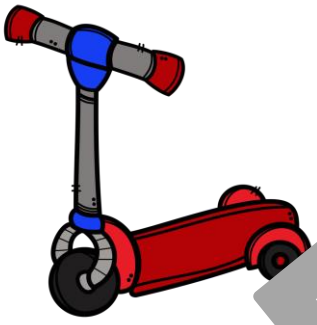
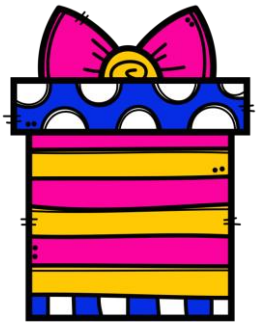
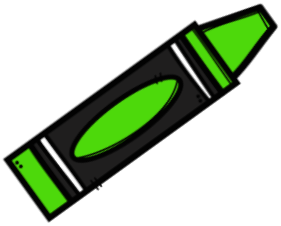
initial blends	final blends



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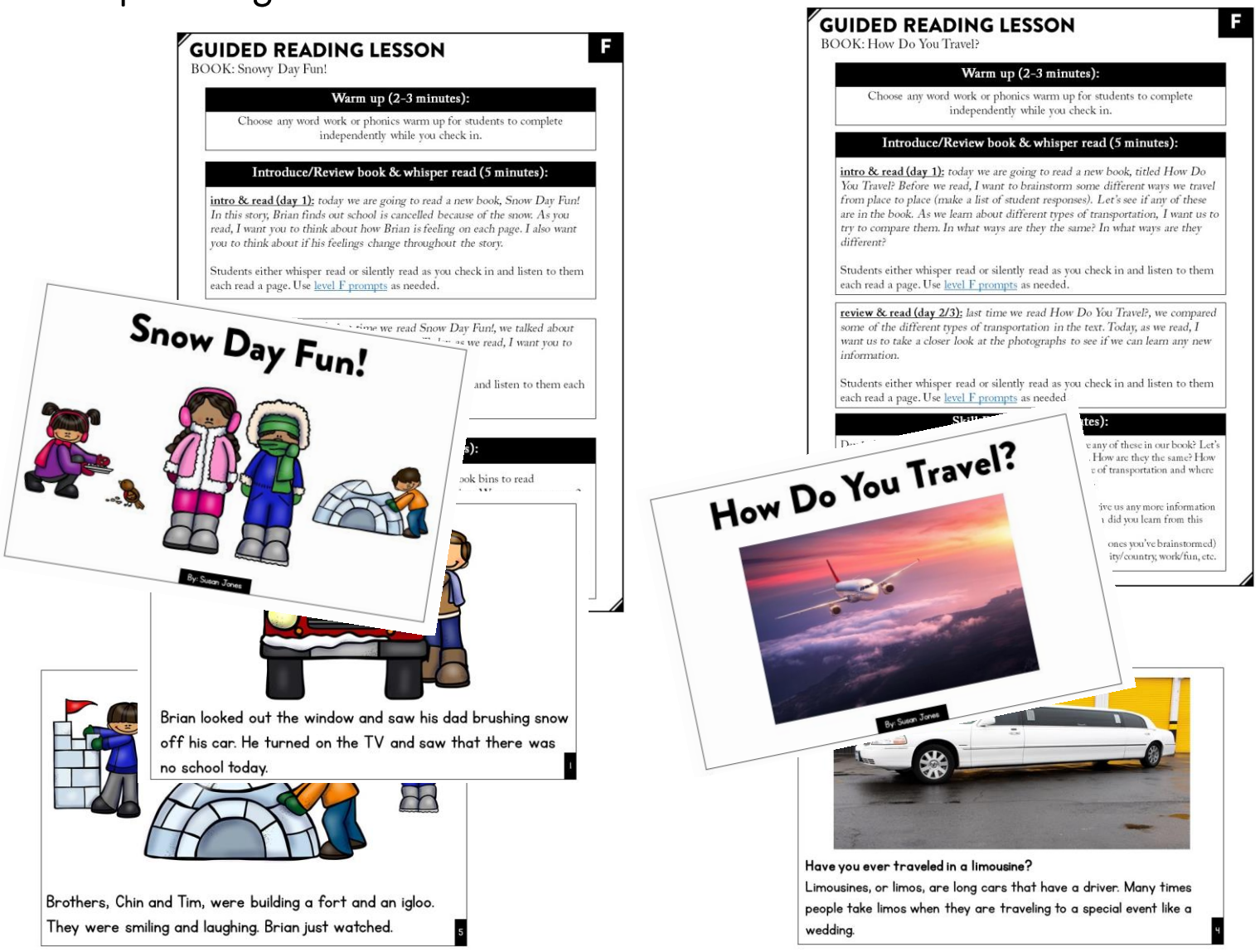
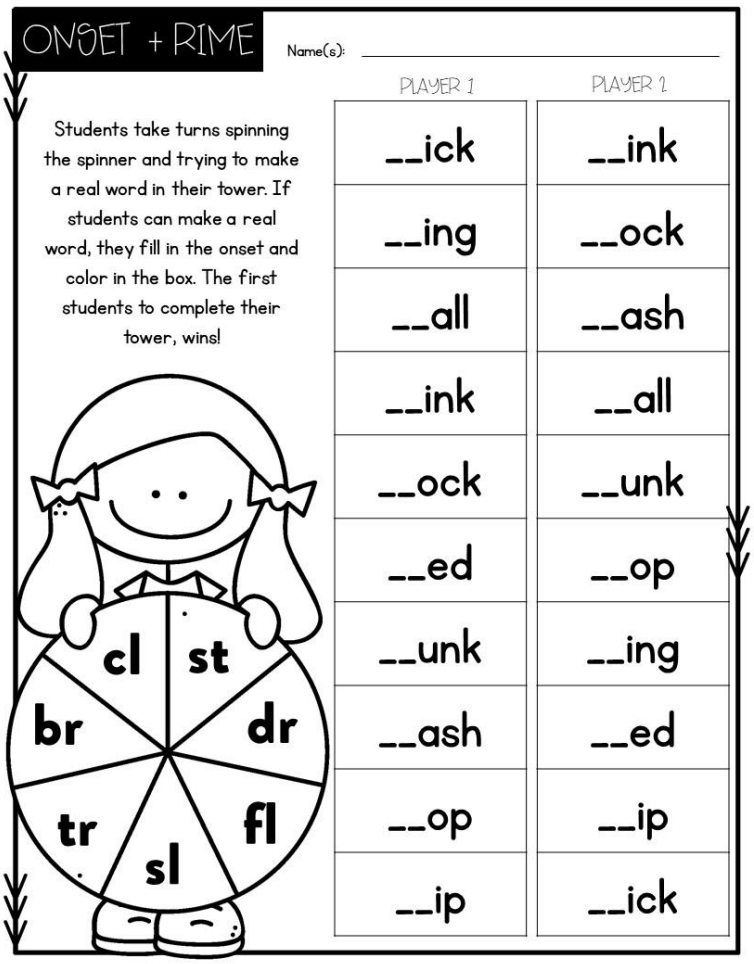
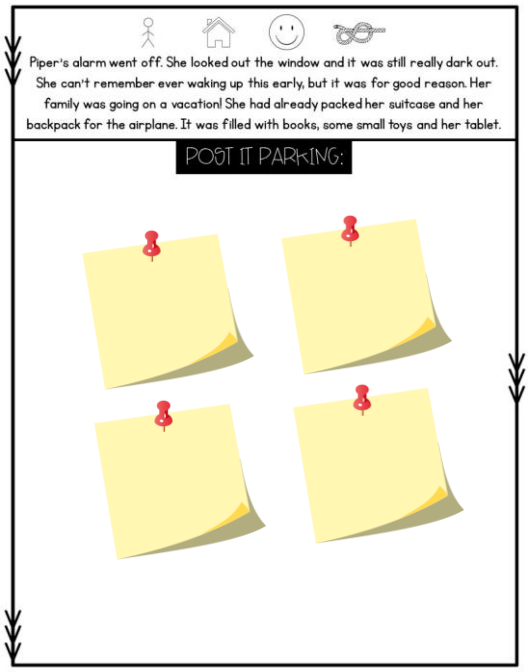
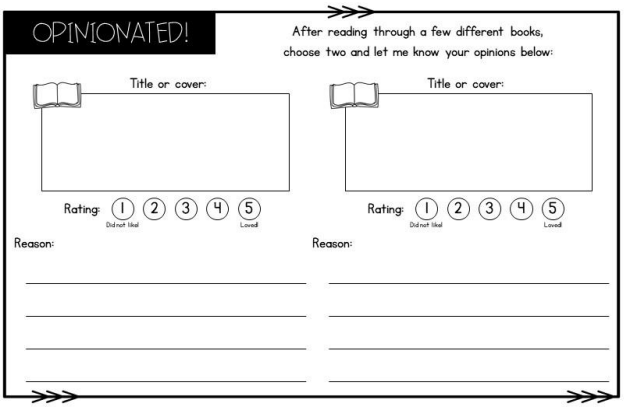
GUIDED READING STORIES:

- While I always suggest using books, I wanted to provide you with a couple different short stories in case you are in a pinch or looking for something new. Each story has some teaching suggestions for you to use, so your lesson will be ready-to-go!
- There is 1 fiction and 1 nonfiction book for each guided reading level
- Just copy each page of the story back-to-back, cut paper in half, staple and go!



ADDITIONAL ACTIVITIES:

- When looking at many level F books and working with level F readers, there are quite a few common skills and strategies to work on with these students.
- I created a different activity for each of the following skills/strategies:
  - Onset + rime practice
  - Making personal connections
  - Expressing opinions