



COMPONENTS:

- 6 leveled texts (3 fiction & 3 nonfiction)
- professionally illustrated fiction texts
- standards-based Lesson Plans
- word work instruction
- running records for each text
- teaching instructional guides



GUIDED READING

GETTING STARTED

Thank you so much for purchasing my
Guided Reading Curriculum

Reach, teach, & **LEARN**

This unit incorporates all of the research-based best practices that must take place during your Guided Reading instruction for the maximum learning to be achieved by your students. The unit includes 6 J-levelled readers to help REACH and ENGAGE your students and help teach them the essential skills and strategies that they need to LEARN to become critical readers! We have to help our students grow into students who are learning to read into students who are reading to learn.

That is the ultimate goal of guided reading; helping our students to become independent critical readers where they can utilize their reading skills and strategies to succeed in all areas of their lives inside and outside of school!

UNIT COMPONENTS

- ✓ 6 leveled readers for level J
- ✓ professionally illustrated fiction books in color and black and white
- ✓ full-color vivid photographs in all non-fiction readers
- ✓ leveled texts in TWO printing formats: one-sided and double-sided books
- ✓ fully developed 3-day lesson plans for each book
- ✓ digital books to use on tablets/iPads via QR code
- ✓ running records for each book
- ✓ reading strategy fans in 2 orientations - portrait & landscape
- ✓ 6 instructional trifolds to help guide your reading instruction
- ✓ guided writing booklet for comprehension responses and dictation
- ✓ text-dependent interactive notebook templates
- ✓ word work workmats and letters for each book
- ✓ guided reading binder cover and spine

TABLE OF CONTENTS

Book	Sight Words	Word Work	Page Number
<u>Jo-Jo on the Loose</u>	being always down	Vowel Teams	pages 56-111
<u>Sweet Apples</u>	than help find	Vowel Teams	pages 113-162
<u>Happy Valentine's Day, Mr. Bear!</u>	been year about	Vowel Teams	pages 164-211
Non-Fiction Texts			
<u>A Show for Every Dog</u>	their then could	Vowel Teams	pages 213-246
<u>Who is Clara Barton?</u>	may her rights	Vowel Teams	pages 248-281
<u>Snowflake Magic</u>	seem each other	Vowel Teams	pages 284-315

LEVELED BOOKS

Professionally Illustrated Fiction Texts

6 texts per level

3 fiction & 3 non-fiction

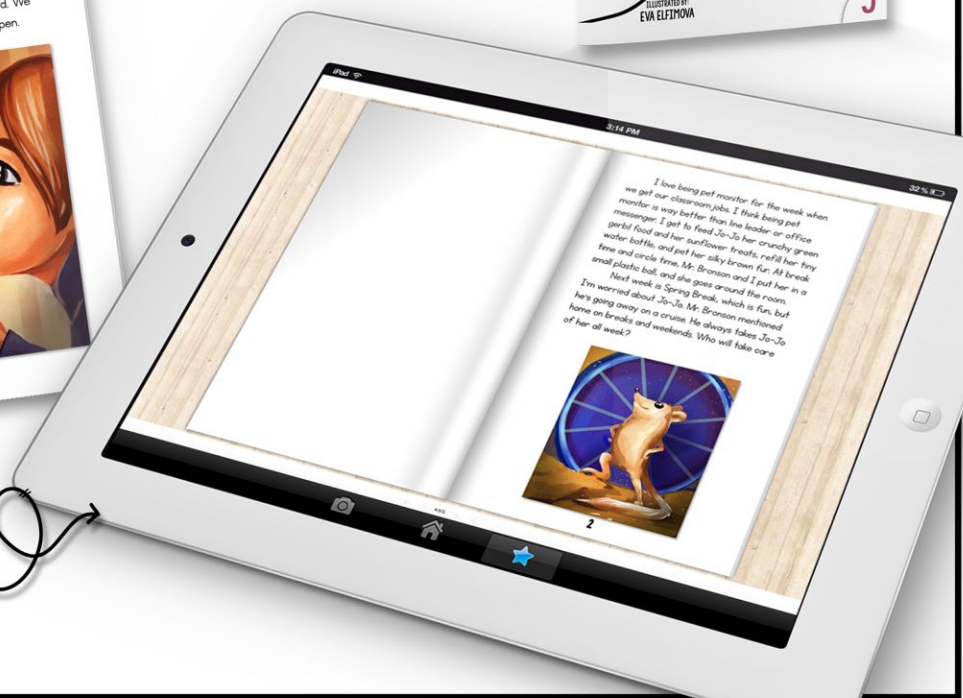
color & black/white fiction texts

printable book

"Don't worry, Jo-Jo," I whispered. "You are going to have an awesome time this week. We'll play together, all the time!"
"Just be careful, honey. We have stairs and lots of little nooks and crannies. If Jo-Jo's ball were to roll down there or get stuck someplace..." my mom and I both shuddered. We didn't want to think about what could happen.

On Friday afternoon my mom came to school early to pick me up. She and I carried Jo-Jo's cage, her food, her straw bedding, and her plastic ball to the car. Jo-Jo sat on my lap in her cage, of course, all the way home. She looked at me with her bright black eyes and wiggled her tiny brown ears at me.

digital book on tablets or iPads via QR code scan



LESSON PLANS

Day 1

Digital Book QR Code



Sight Word Instruction

Book Intro

Preview & Predict

Vocab Instruction

Active Reading w/ Strategy Prompting

Discussion Prompts

Strategy Instruction

Word Work Instruction

DAY 1			DAY 2					
<p>SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold.</p> <p>thing too line</p>			<p>SIGHT WORD REVIEW: Follow the procedures in the Sight Word Instruction Trifold. Review sight words from the day prior or focus on a specific sight word that your student/s are having difficulty with.</p>					
<p>BOOK INTRODUCTION: This story is about a girl who gets to take her class pet home during Spring Break. Read this story to find out what happens to Jo-Jo, the pet gerbil.</p> <p>PREVIEW & PREDICT: (Do the Prediction question below.) After introducing the text, allow the students to preview the pictures and make predictions. Help students understand difficult concepts or to explain specific illustrations. (Review non-fiction text features in expository texts.)</p> <p>VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold. Introduce the following words: (The page numbers are next to each word.) opinion 1, gerbil 1, mentioned 2, cruise 2, nooks and crannies 6, shuddered 6, wading 7, considering 11, peering 12</p> <p>READ & PROMPT: Students will whisper-read the text independently while you listen in and prompt them with strategic, problem-solving actions. Use the Guided Reading Instructional Guide to help prompt your students for decoding, fluency, comprehension and/or vocabulary. This is the time to differentiate your instruction based on students' needs.</p> <p>DISCUSSION PROMPTS: Discuss the story using open-ended questions and focus on a comprehension strategy.</p> <p>COMPREHENSION FOCUS: What do you predict this story will be about?</p> <p>COMPREHENSION FOCUS: Describing Characters: How would you describe Jo-Jo? What words did the author use to describe Jo-Jo?</p> <p>STRATEGY INSTRUCTION: Choose 1 or 2 reading strategies to teach and practice. Use the Strategy Instruction fans to help you teach the skill. Choose the strategy based on your anecdotal notes from the students' reading.</p> <p>WORD WORK INSTRUCTION: Choose one or more Word Work activities to complete.</p>			<p>RE-READ & PROMPT: Students will re-read the text by whisper-reading while you listen in and prompt them with strategic, problem-solving actions. Use the Guided Reading Instructional Guide to help prompt your students for decoding, fluency, comprehension and/or vocabulary. Continue to differentiate your instruction based on students' needs. Refer to your anecdotal notes from the day prior to review specific skills/strategies based on students' needs.</p> <p>DISCUSSION PROMPTS: Discuss the story using open-ended questions and focus on a comprehension strategy.</p> <p>COMPREHENSION FOCUS: Retell: What happened in the beginning, middle, and end of the story? Understanding Central Message: What lesson did the author want you to learn from this story?</p> <p>STRATEGY INSTRUCTION: Review the strategies taught yesterday or use your anecdotal notes to focus on a specific strategy that students are struggling with. Use the Strategy Instruction fans to help you teach the skill.</p> <p>SENTENCE DICTATION: Point of View: Who is telling the story? What point of view is this? How do you know? Prepare a Guided Writing Booklet or use your students' notebooks.</p> <p>1 Did you see the moose and goose become loose at the zoo? 2 There will be a really cool show at my school at noon!</p> <p>OPTIONAL GUIDED WRITING: If time allows, ask students to write 3 words in their Guided Writing booklet that describes Amy. They must provide evidence from the story to support their answers. Example: Amy is very responsible because on page ___ she _____</p>					
<p>BOX-ITS Read the Box-Its Trifold to follow the process and procedures to use Sound Boxes. You need a Box-Its workmat with the correct number of boxes.</p> <p>1 moose 2 drool 3 broom 4 spool 5 lagoon</p>			<p>MAKE-ITS Read the Make-Its Trifold to follow the process and procedures to do a Making Words lesson. You need the Make-Its workmat & the recording sheet with the letters.</p> <p>1 broom 2 bloom 3 loose 4 moose 5 moon 6 spoon</p>			<p>MATCH-ITS Read the Match-Its Trifold to follow the process and procedures to work on word analogies. You need the Match-Its workmat & dry-erase markers. Words for the top of the T-Chart.</p> <p>home moon 1 hope 1 spoon 2 slope 2 tooth 3 code 3 goose 4 robe 4 scoop 5 bones 5 school 6 rose 6 stool</p>		
<p>DAY 3</p> <p>GUIDED WRITING: 1 Discuss Cause and Effect relationships that are seen in this book. Ask the students to tell the group one thing that happened in a simple sentence. (Ex. Jo-Jo ran away.) Then, ask students why that happened using the word "because". It happened because Amy fell asleep with Jo-Jo in her lap. Now, ask the students to put the two sentences together. Jo-Jo ran away because Amy fell asleep with Jo-Jo in her lap. Then ask the students to turn the sentence around using the connector "so". Amy fell asleep with Jo-Jo in her lap so, Jo-Jo ran away. Have students find/write more cause and effect relationships on the INB. 2 (Additional Activity) Answer the text-dependent questions.</p>								

Teach-ITS

TITLE: Jo-Jo on the Loose

LEVEL: J

STRATEGY FOCUS:



DIGITAL BOOK:

COMPREHENSION FOCUS:

- Point of View
- Describing Characters
- Cause and Effect relationships

DAY 1

DAY 2

SIGHT WORD INSTRUCTION: Follow the procedures in the Sight Word Instruction Trifold.

SIGHT WORD REVIEW: Follow the procedures in the Sight Word Instruction Trifold.

thing

too

line

Review sight words from the day prior or focus on a specific sight word that your student/s are having difficulty with.

BOOK INTRODUCTION:

This story is about a girl who gets to take her class pet home during Spring Break. Read this story to find out what happens to Jo-Jo, the pet gerbil.

PREVIEW & PREDICT: (Do the Prediction question below.)

After introducing the text, allow the students to preview the pictures and make predictions. Help students understand difficult concepts or to explain specific illustrations. (Review non-fiction text features in expository texts.)

VOCAB INTRO: Follow the procedure in the Vocabulary Instruction Trifold.

Introduce the following words: (The page numbers are next to each word.) opinion 1, gerbil 1, mentioned 2, cruise 2, nooks and crannies 6, shuddered 6, wading 7, considering 11, peering 12

READ & PROMPT:

Students will whisper-read the text independently while you listen in and prompt them with strategic, problem-solving actions. Use the Guided Reading Instructional Guide to help prompt your students for decoding, fluency, comprehension and/or vocabulary. This is the time to differentiate your instruction based on students' needs.

DISCUSSION PROMPTS:

Discuss the story using open-ended questions and focus on a comprehension strategy.

COMPREHENSION FOCUS: What do you predict this story will be about?

COMPREHENSION FOCUS: Describing Characters: How would you describe Jo-Jo? What words did the author use to describe Jo-Jo?

STRATEGY INSTRUCTION:

Choose 1 or 2 reading strategies to teach and practice. Use the Strategy Instruction fans to help you teach the skill. Choose the strategy based on your anecdotal notes from the students' reading.

WORD WORK INSTRUCTION: Choose one or more Word Work activities to complete.

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DISCUSSION PROMPTS:

Discuss the story using open-ended questions and focus on a comprehension strategy.

COMPREHENSION FOCUS:

Retell: What happened in the beginning, middle, and end of the story?

Understanding Central Message: What lesson did the author want you to learn from this story?

STRATEGY INSTRUCTION:

Review the strategies taught yesterday or use your anecdotal notes to focus on a specific strategy that students are struggling with. Use the Strategy Instruction fans to help you teach the skill.

SENTENCE DICTATION:

Point of View: Who is telling the story? What point of view is this? How do you know?
Prepare a Guided Writing Booklet or use your students' notebooks.

- 1 Did you see the moose and goose become loose at the zoo?
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OPTIONAL GUIDED WRITING:

If time allows, ask students to write 3 words in their Guided Writing booklet that describes Amy. They must provide evidence from the story to support their answers.

Example: Amy is very responsible because on page ___ she _____

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2 (Additional Activity) Answer the text-dependent questions.

LESSON PLANS

Teach-ITS

TITLE: Jo-Jo on the Loose

LEVEL: J

STRATEGY FOCUS:



DIGITAL BOOK:

COMPREHENSION FOCUS:

- ☞ Point of View
- ☞ Describing Characters
- ☞ Cause and Effect relationships

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① Did you see the moose and goose become loose at the zoo?

② There will be a really cool show at my school at noon!

OPTIONAL GUIDED WRITING:

If time allows, ask students to write 3 words in their Guided Writing booklet that describes Amy. They must provide evidence from the story to support their answers.

Example: Amy is very responsible because on page ___ she _____

DAY 3

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① Discuss Cause and Effect relationships that are seen in this book. Ask the students to tell the group one thing that happened in a simple sentence. (Ex. Jo-Jo ran away.) Then, ask students why that happened using the word 'because'. It happened because Amy fell asleep with Jo-Jo in her lap. Now, ask the students to put the two sentences together. Jo-Jo ran away because Amy fell asleep with Jo-Jo in her lap. Then ask the students to turn the sentence around using the connector 'so'. Amy fell asleep with Jo-Jo in her lap so, Jo-Jo ran away. Have students find/write more cause and effect relationships on the INB.

② (Additional Activity) Answer the text-dependent questions.

Day 2

ell

Sight Word Review

Active Re-Reading w/ Strategy Prompting

Discussion Prompts

Strategy Instruction

Sentence Dictation

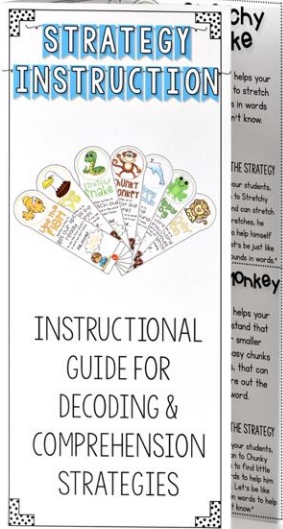
Guided Writing (if time allows)

Day 3

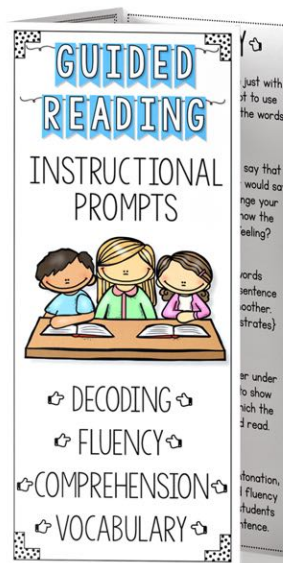
Guided Writing

INSTRUCTIONAL TRIFOLDS

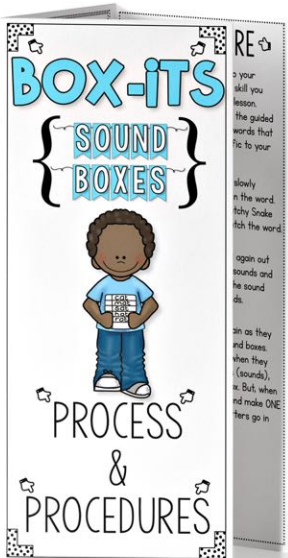
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



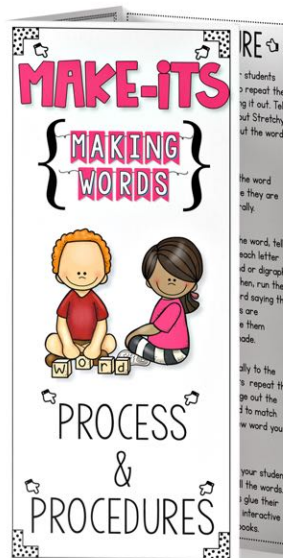
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



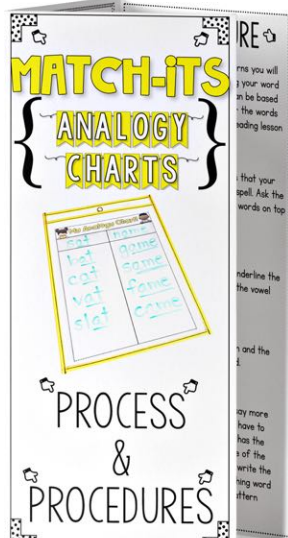
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



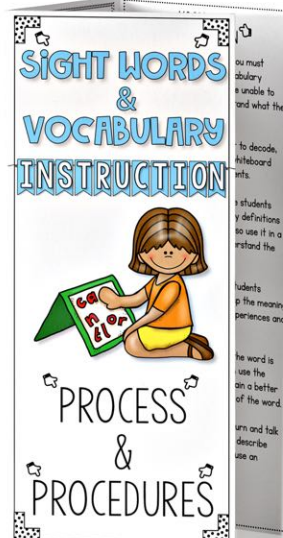
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



Make-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for conducting a Making Words activity.



Match-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Analogy Charts during word study.



Sight Words & Vocabulary Instructional Trifold provides the teacher with step-by-step lesson procedures sight word instruction and vocabulary acquisition.

STRATEGY FANS

These Strategy Fans will give your students the support they need as they begin to learn and use their decoding and comprehension strategies while they read.



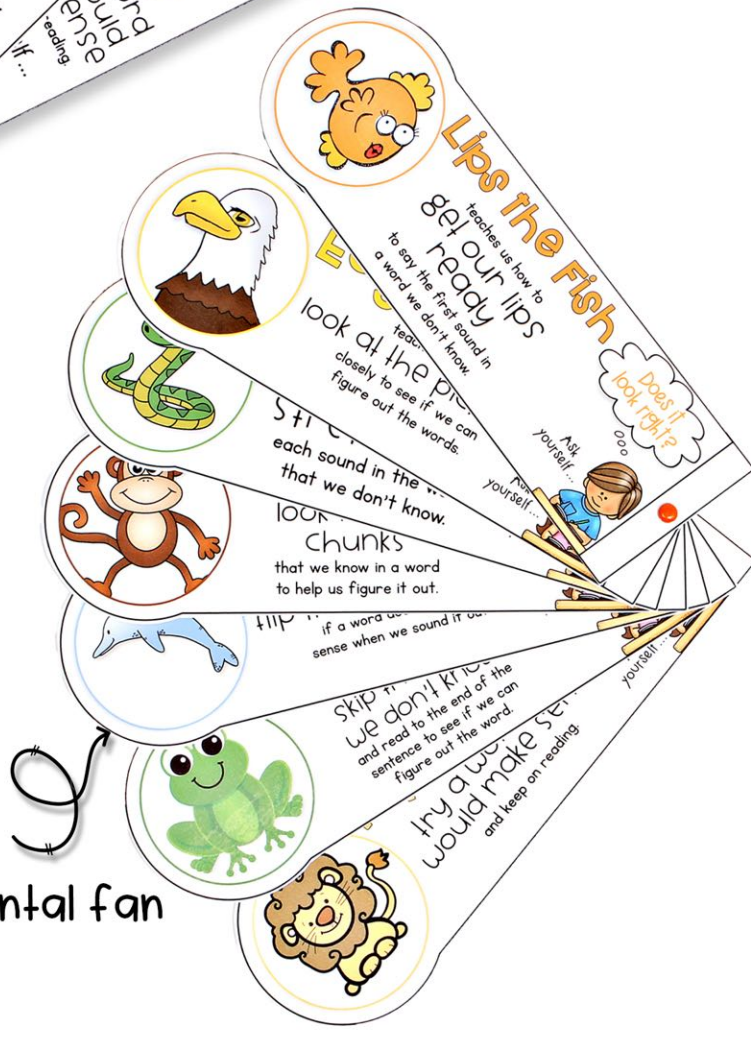
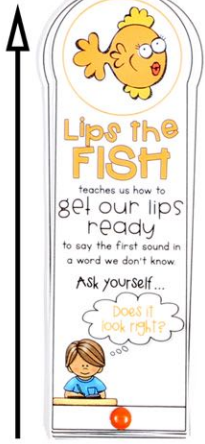
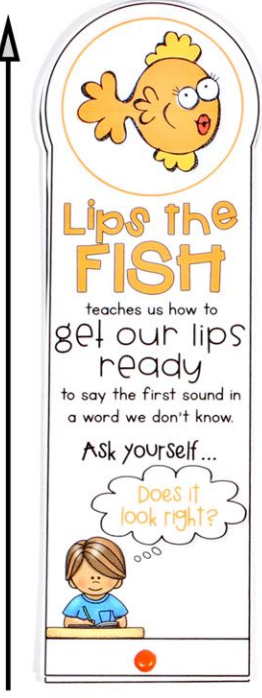
vertical fan

paper fastener

10 inches tall

If you print 2-sets to a page, they will print smaller

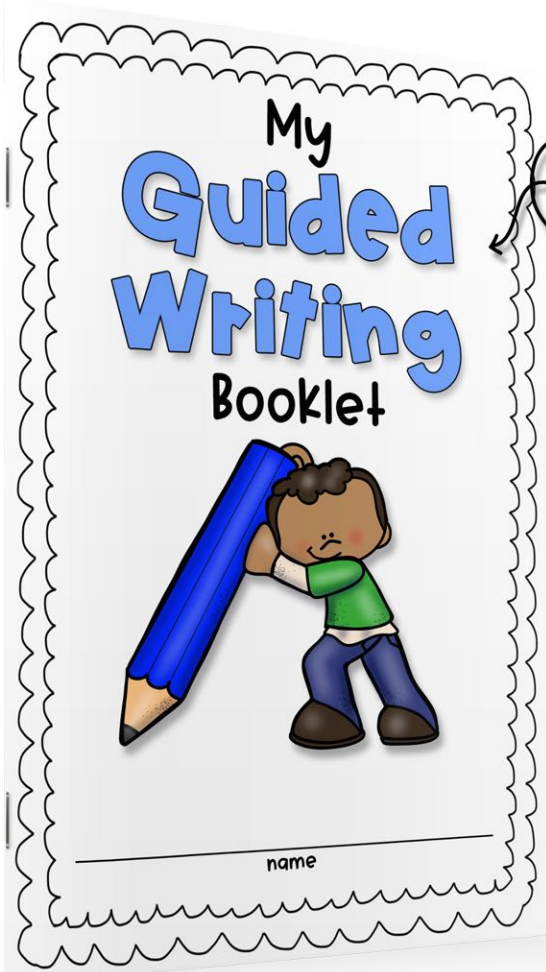
6.5 inches tall



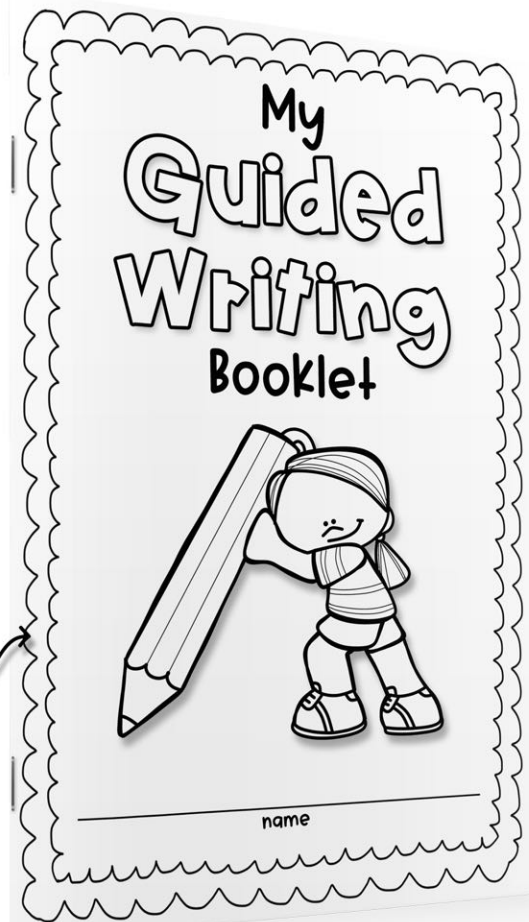
horizontal fan

GUIDED WRITING

These Guided Writing Booklets provide a place for your students to respond to the books they are reading. They can also be used for the sentence dictation practice that the students will do while working through Reading Levels D-G.



full color
booklet covers



black and white
booklet covers

INTERACTIVE NOTEBOOKS

NOT ALL SHOWN

OPINION

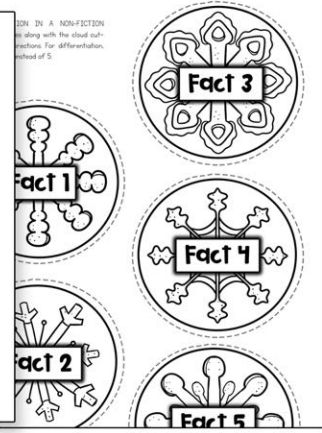
FACT

OPINION

FACT

OPINION

CHARACTER TRAITS: Cut around each heart shape. Then fold on the dashed line and glue under the flap portion as the heart flaps into a flap. Students will write down key words or sentences to show the different traits of Mr. Bear and Mrs. Bear in the story *Happy Valentines Day, Mr. Bear*.



DETERMINING IMPORTANCE IN A ORGANIZED/BOOK THEM IN ORDER (Class Flip Book). Students use the book to learn about the author's accomplishments.

What are some key details of her adulthood accomplishments?

FAMOUS FOR

CHILDHOOD

ADULTHOOD

CLARA BARTON

BIRTH & DEATH

AUTHOR'S PURPOSE: A Show for Every Dog

have fun participating in shows, but the money raised helps other dogs. Everyone should enter their dog into a dog show.

A Mutt Strut is a show welcome to all dogs, with prizes given for things like "Ugliest" and "Best Dressed".

Mr. Bones was ready for his big event - the doggie dash! He panted as he passed his way to the starting point. "I can't do it!" He was so nervous he started barking a loud sound of triumph when he finished.

What is the Author's Purpose?

Circle one

PERSUADE INFORM ENTERTAIN

What is the AUTHOR'S PURPOSE in the story A Show for Every Dog?

Use clues from the text to draw your conclusion.



FAIRY TALE STORY ELEMENTS: Students will cut out around the thick black lines, and in between each flap to the table top. They will glue under the table top so that each flap can lift up. Students write about each of the fairy tale story elements found in *Sweet Apples*.

SETTING When and where does this story take place?	MAGICAL ELEMENTS Describe the magic in this story.
GOOD CHARACTERS Who were the nice or helpful characters in this story?	EVIL CHARACTERS Who were the mean or harmful characters in this story?
PROBLEM What was the main problem that had to be solved?	SOLUTION How was the problem solved?

Fairy Tale Story Elements: Sweet Apples

Directions: Read the story *Jo-Jo on the Loose*. Cut out the strips below. Glue the strip into your notebook. Write your answer in a complete sentence. Reread your notebook and you have earned participation!

What tasks does a pet monitor do in Mr. Bronson's class?	What is the problem in this story?	Describe the trap Sophia and Mom built to catch the gerbil.	Can you think of a different way to get Jo-Jo to come out of hiding?
Why was Sophia chosen to take care of the class pet?	On page 6, Mom is warning Sophia about the "stairs" and "little nooks and crannies" in their house. Why might these places cause trouble for a small pet?	On page 6, Mom is warning Sophia about the "stairs" and "little nooks and crannies" in their house. Why might these places cause trouble for a small pet?	On page 6, Mom is warning Sophia about the "stairs" and "little nooks and crannies" in their house. Why might these places cause trouble for a small pet?

JO-JO ON THE LOOSE

What tasks does a pet monitor do in Mr. Bronson's class?

Why was Sophia chosen to take care of the class pet?

On page 6, Mom is warning Sophia about the "stairs" and "little nooks and crannies" in their house. Why might these places cause trouble for a small pet?

What is the problem in this story?

Describe the trap Sophia and Mom built to catch the gerbil.

Can you think of a different way to get Jo-Jo to come out of hiding?

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