

## 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



# 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 K-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!

# TABLE OF CONTENTS

Book	Word Work	Page Number
<u><i>Time to Get Those Tonsils Out!</i></u>	Vowel Teams & Multisyllabic Words	pages 47-92
<u><i>Leading the Parade</i></u>	Vowel Teams & Multisyllabic Words	pages 94-141
<u><i>Stone Soup</i></u>	Vowel Teams & Multisyllabic Words	pages 143-188
<b>Non-Fiction Texts</b>		
<u><i>The Running Club</i></u>	Vowel Teams & Multisyllabic Words	pages 190-221
<u><i>Birds of a Feather</i></u>	Vowel Teams & Multisyllabic Words	pages 223-261
<u><i>Sloths</i></u>	Vowel Teams & Multisyllabic Words	pages 263-295

# UNIT COMPONENTS

- ✓ 6 leveled readers for level K
- ✓ 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

# LEVELED BOOKS

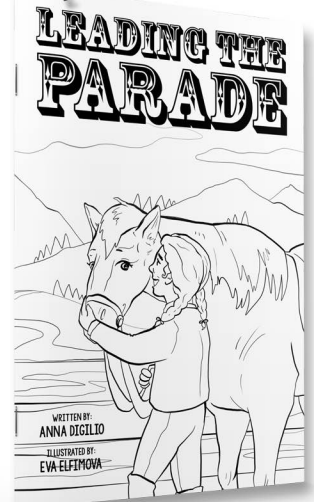
Professionally Illustrated Fiction Texts

6 texts per level

3 fiction & 3 non-fiction



color & black/white fiction texts



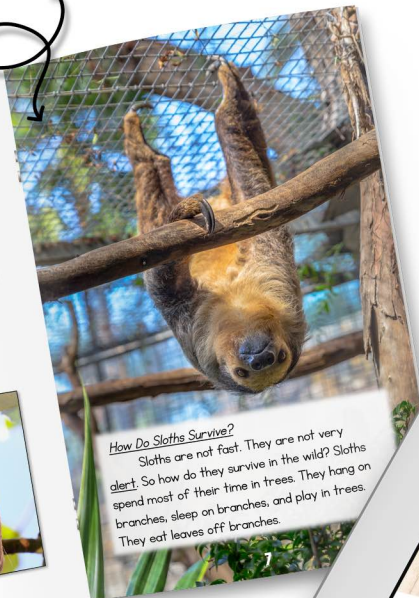
printable book



Sloths sleep so much to save the little energy they get from their simple diet. In the wild, sloths sleep about nine hours a day. That's only a little more than humans. But in captivity, they may sleep closer to twenty hours a day!



6



How Do Sloths Survive?

Sloths are not fast. They are not very alert. So how do they survive in the wild? Sloths spend most of their time in trees. They hang on branches, sleep on branches, and play in trees. They eat leaves off branches.

digital book on tablets or iPads via QR code scan



# LESSON PLANS

Day 1

Digital Book QR Code

TITLE: Sloths					LEVEL: K													
STRATEGY FOCUS:	self-monitoring	word solving	fluency	vocabulary	retelling	DIGITAL BOOK:	COMPREHENSION FOCUS: Ask and Answer Questions Inferencing Fact & Opinion											
DAY 1				DAY 2														
<b>BOOK INTRODUCTION:</b> This story is about the slow-moving sloths of the world. Read to learn more about why these furry little animals are slow, and much more.				<b>RE-READ &amp; PROMPT:</b> 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.														
<b>PREVIEW &amp; PREDICT:</b> 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.)				<b>DISCUSSION PROMPTS:</b> Discuss the story using open-ended questions and focus on a comprehension strategy.														
<b>VOCAB INTRO:</b> Follow the procedure in the Vocabulary Instruction Trifold. Introduce the following words: (The page numbers are next to each word.) mammals & nutrients 3, stamina 4, carbohydrates & adequate 5, camouflage 8				<b>COMPREHENSION FOCUS: Determining Importance:</b> <i>How do the pictures in this story help you understand the topic better?</i>  <b>COMPREHENSION FOCUS: Synthesizing:</b> <i>Why is it important to know that sloths only have one baby at a time? Is this different from any other animals you know about?</i>  <b>COMPREHENSION FOCUS: Questioning:</b> <i>What questions do you still have about sloths?</i>														
<b>READ &amp; PROMPT:</b> 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.				<b>WORD WORK INSTRUCTION:</b> Choose one or more Word Work activities to complete.														
<b>DISCUSSION PROMPTS:</b> Discuss the story using open-ended questions and focus on a comprehension strategy.				<b>Make-It and Break-It activity:</b> - Choose 1-3 multisyllabic words from the book you are reading with your group. Have the students build the words one at a time using magnetic letters or letter tiles. Say the word you want the students to build. Have the students clap out and/or tap out the syllables they hear in the word. Then build the word using the magnetic letters and separating the syllables.														
<b>COMPREHENSION FOCUS: Analyzing:</b> <i>Name some ways in which sloths are like humans</i>  <b>COMPREHENSION FOCUS: Inferencing:</b> <i>Why do you think sloths sleep more in captivity than they do in the wild?</i>				Read the Match-Its Trifold to follow the process and procedures to work on word analogies. You need the Match-Its workmat. Words for the top of the T-Chart: <table border="1"> <tr> <td>rough</td> <td>noise</td> </tr> <tr> <td>tough</td> <td>choice</td> </tr> <tr> <td>void</td> <td>young</td> </tr> <tr> <td>poison</td> <td>enough</td> </tr> </table>			rough	noise	tough	choice	void	young	poison	enough				
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void	young																	
poison	enough																	
<b>SHARED RETELLING:</b> If retelling is a skill that your group needs to practice, have your students participate in a short oral retelling activity. Students can do a 5-finger retell, discuss words to describe the character in the beginning and if/how they changed by the end of the story, discuss the overall plot (BME), the problem/solution, or conduct a SWBST retelling.				<table border="1"> <tr> <td>1 in•de•pen•dence</td> <td></td> </tr> <tr> <td>2 en•er•ge•tic</td> <td></td> </tr> <tr> <td>3 vit•a•mins</td> <td></td> </tr> <tr> <td>4 pre•da•tor</td> <td></td> </tr> <tr> <td>5 at•tack•ing</td> <td></td> </tr> <tr> <td>6 con•fus•ing</td> <td></td> </tr> </table>			1 in•de•pen•dence		2 en•er•ge•tic		3 vit•a•mins		4 pre•da•tor		5 at•tack•ing		6 con•fus•ing	
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<b>STRATEGIC TEACHING:</b> After you work on your discussion points and a retelling activity, choose a specific teaching point that is directly related to what you observed when your students were reading. TEACH the skill, MODEL it for your students, and allow them to PRACTICE the skill.				<b>DAY 3</b>  <b>GUIDED WRITING:</b> 1 Use the Fact and Opinion guided writing activity. Discuss with students that facts are statements everyone agrees on because they can be proven to be true. Opinions are the way a person feels about something. Students complete the fact and opinion activity by writing three facts about sloths, and three opinions they have about the new information they've learned.  2 (Additional Activity) Answer the text-dependent questions.														
1	2	3	4	5	6	7	8											

Sight Word Instruction

Book Intro

Preview & Predict

Vocab Instruction

Active Reading w/ Strategy Prompting

Discussion Prompts

Shared Retelling

Strategic Teaching

# LESSON PLANS

Teach-ITS

**TITLE:** Sloths

**LEVEL:** K

**STRATEGY FOCUS:**



self-monitoring

word solving

fluency

vocabulary

retelling

**DIGITAL BOOK:**



**COMPREHENSION FOCUS:**

- 👉 Ask and Answer Questions
- 👉 Inferencing
- 👉 Fact & Opinion

Day 2  
Jell

## DAY 1

**BOOK INTRODUCTION:**

This story is about the slow-moving sloths of the world. Read to learn more about why these furry little animals are slow, and much more.

**PREVIEW & PREDICT:**

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.)

mammals & nutrients 3, stamina 4, carbohydrates & adequate 5, camouflage 8

**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:** Analyzing: *Name some ways in which sloths are like humans*

**COMPREHENSION FOCUS:** Inferencing: *Why do you think sloths sleep more in captivity than they do in the wild?*

**SHARED RETELLING:**

If retelling is a skill that your group needs to practice, have your students participate in a short oral retelling activity. Students can do a 5-finger retell, discuss words to describe the character in the beginning and if/how they changed by the end of the story, discuss the overall plot (BME), the problem/solution, or conduct a SWBST retelling.

**STRATEGIC TEACHING:**

After you work on your discussion points and a retelling activity, choose a specific teaching point that is directly related to what you observed when your students were reading. TEACH the skill, MODEL it for your students, and allow them to PRACTICE the skill.

1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8
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## DAY 2

**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.

**DISCUSSION PROMPTS:**

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

**COMPREHENSION FOCUS:** Determining Importance: *How do the pictures in this story help you understand the topic better?*

**COMPREHENSION FOCUS:** Synthesizing: *Why is it important to know that sloths only have one baby at a time? Is this different from any other animals you know about?*

**COMPREHENSION FOCUS:** Questioning: *What questions do you still have about sloths?*

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

**Make-It and Break-It activity:** - Choose 1-3 multisyllabic words from the book you are reading with your group. Have the students build the words one at a time using magnetic letters or letter tiles. Say the word you want the students to build. Have the students clap out and/or tap out the syllables they hear in the word. Then build the word using the magnetic letters and separating the syllables.

Read the Match-Its Trifold to follow the process and procedures to work on word analogies. You need the Match-Its workmat.

Words for the top of the T-Chart:

	rough	noise
1 in•de•pen•den•ce		tough
2 ener•get•ic		choice
3 vit•a•mins		void
4 pred•a•tor		young
5 at•tack•ing		poison
6 con•fus•ing		enough

Jell Active Re-Reading w/ Strategy Prompting

Jell Discussion Prompts

Jell Word Work Instruction

## DAY 3

**GUIDED WRITING:**

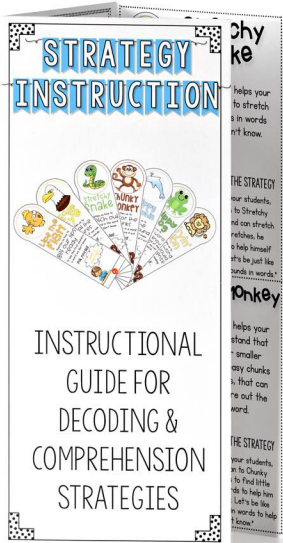
1 Use the Fact and Opinion guided writing activity. Discuss with students that facts are statements everyone agrees on because they can be proven to be true. Opinions are the way a person feels about something. Students complete the fact and opinion activity by writing three facts about sloths, and three opinions they have about the new information they've learned.

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

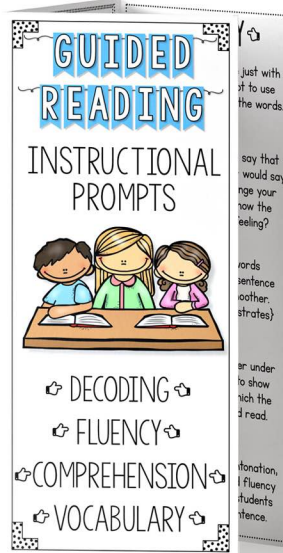
Day 3  
Jell  
Guided Writing

# INSTRUCTIONAL TRIFOLDS

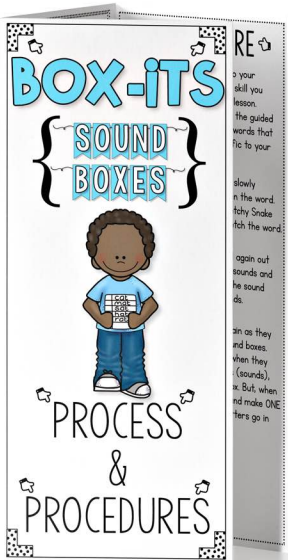
These Instructional Trifolds are your teaching guides. They provide you with the process and procedures for conducting lessons within your reading instruction.



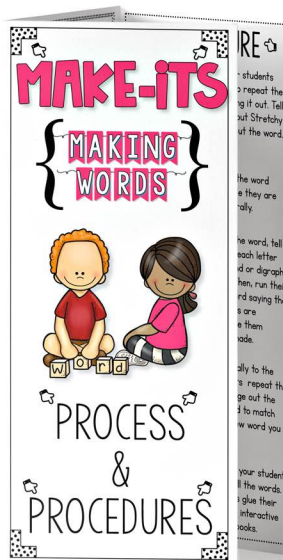
Strategy Instructional Trifold correlates to the Strategy Fans and provides detailed lessons for teaching reading strategies.



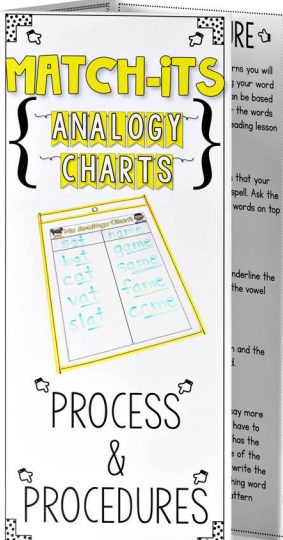
Guided Reading Instructional Trifold provides the teacher with verbal prompts for fluency, decoding, comprehension and vocabulary while students whisper read.



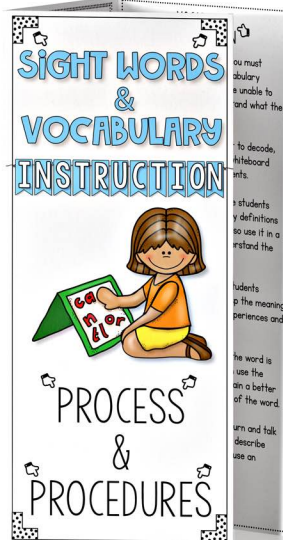
Box-Its Instructional Trifold provides the teacher with step-by-step lesson procedures for using Sound Boxes during word study.



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.



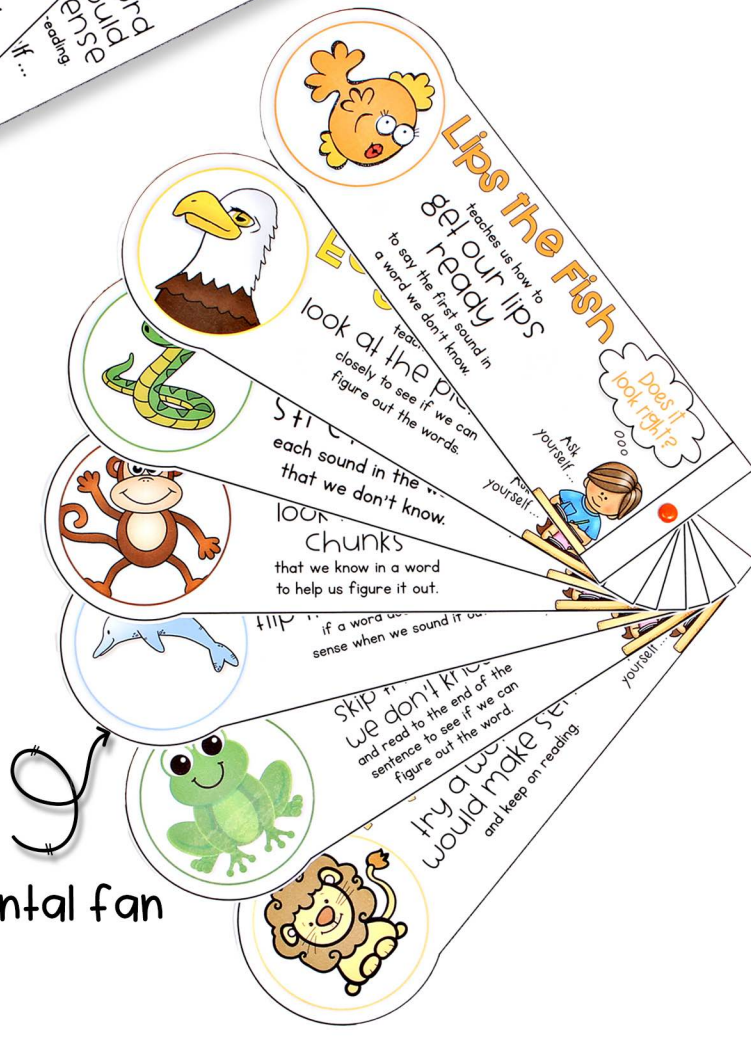
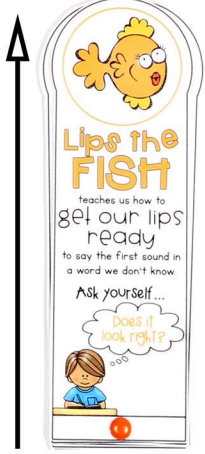
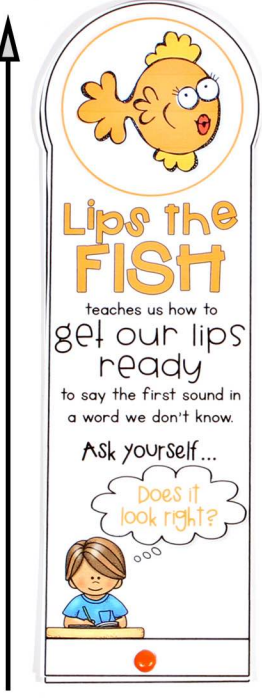
vertical fan

paper fastener

10 inches tall

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

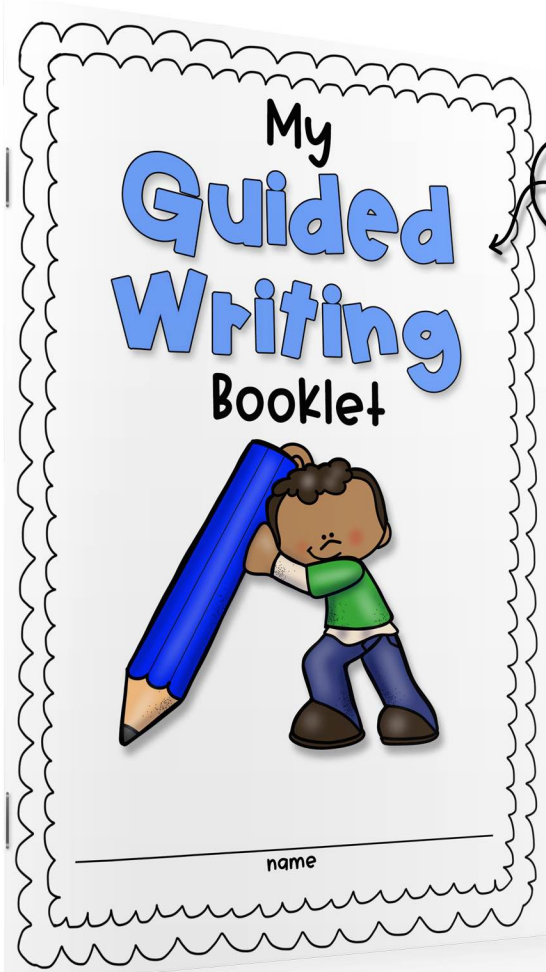
6.5 inches tall



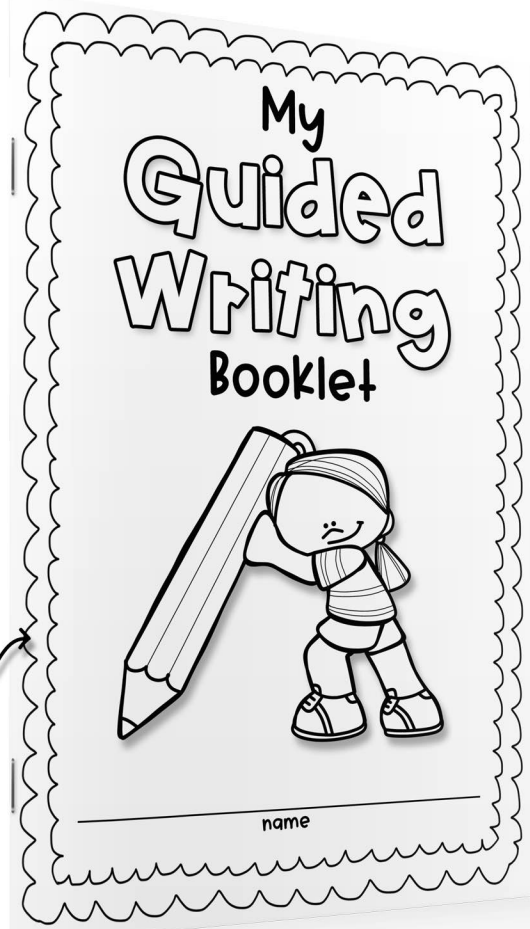
horizontal fan

# 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

