**Activity # 8: Guided Reading Protocol**

### Guided Reading Lesson

<table>
<thead>
<tr>
<th>Text</th>
<th>Level: I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td>Non-fiction/Informational</td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td>Follet, Katherine</td>
</tr>
<tr>
<td><strong>Pages</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Word Count</strong></td>
<td>253</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Individual books, writing notebooks, T-charts, markers, pencils.</td>
</tr>
<tr>
<td><strong>HFW</strong></td>
<td>are, as, fast, run, than, they</td>
</tr>
<tr>
<td><strong>Content Words</strong></td>
<td>amazing, compared, faster, sprint, speed, pray</td>
</tr>
<tr>
<td><strong>Vocabulary Building Words</strong></td>
<td>Cheetahs, gazelle, tiger beetle, sailfish, falcon</td>
</tr>
<tr>
<td><strong>Focusing Skill and Strategies</strong></td>
<td>Main Idea and Details</td>
</tr>
<tr>
<td><strong>Other Skills and Strategies</strong></td>
<td>Making predictions, using schema, make connections, compare and contrast, and non-fiction text features</td>
</tr>
</tbody>
</table>

**Before Reading**

**Building Background Knowledge**: Using the T-Chart on chart paper, the teacher will write the word ‘Fast” in one column and “Slow” in the other. Students will brainstorm different things/animals/people that can go into each column. The teacher will write the information onto the chart and explain that the book they will be reading today will be about things that go fast.

**Introduce the book**: The teacher will give a copy of the book to each student. The teacher will ask the students to look at the cover and read the title. The teacher will ask the questions:
- What animals do you think would be in this book? Why?
- What other fast things could there be in the book? Why does it make you think that?
Afterwards, the students will do a quick picture walk to familiarize themselves with the text. The teacher then will ask the students to recall one thing they saw and that they believe seems interesting.

**Introduce the Skill/Strategy and Purpose:** The teacher will explain that good readers can differentiate between what the general or whole text is about and what are the special/small parts that refer to specific things in the text.

**Introduce HFW and Vocabulary:** The teacher will show the focused HFW using flashcards. However, for today’s lesson, the teacher will only inform the students that there are very important words that will be discussed during the reading, and will not introduce the words until after reading. For today’s lesson, the teacher expects the students to connect the meaning with words after reading instead of words with the meaning.

**During Reading**

**Students’ Reading:** Since this is non-fiction text the teacher will ask the students to begin reading and to stop in a certain locations of the book (pg. 5, 8, and 12) to check for understanding.

The teacher will hear students reading and will have her monitoring book to make notations about the students reading.

Because of the kind of text and reading, after each stop, the teacher will ask students to summarize by giving the main ideas of what the short chapter or section was about: Explain very briefly what you just read? Can you provide some main ideas? Also, the teacher will help readers if she notices that they are struggling or need extra support in the following elements: *monitoring and self-correction, solving words, and maintaining fluency.*

**After Reading**

**Discussion:** After the students finish reading their books, the teacher will initiate a general discussion in which the students will state the main ideas and details of the story. During this discussion, the students will talk about the different animals or things they found in the book and a list will be made. The teacher will use a chart with a column for Animal/Thing, and a second column for Details. Sts. will share, discuss, and compliment others input, and teacher will guide and recall information.

**Questions:** What animals were running/swimming/flying?

What did the book say about the___________________?
What were some details about the animals that were running/swimming/flying?  
What was the main idea of the text?  
How is _____________ similar to _________________?  
What other animals/things could be faster than _________________?

Also, there will be a space in the chart to record the intended vocabulary words and explain meaning to clarify understanding.

**Assessment:** Informal: student responses, teacher observations, reading behaviors and errors (semantic, syntactic, and graphophonic).

**Building Fluency:** If time allows, students will re-read the book independently to build fluency and voice.

**Writing Connection:** The students will talk with a partner about how humans use different things to move faster. After, using their writing notebook they will write about that discussion, mentioning what humans use to move faster in land, air, and water.
References


Follet, K. (N/D) *Fast and Faster, Level Book I*. Retrieved from
