Sample Guided Reading Lesson for Early Readers

Text: *The Lost Mittens*, by Shari Schwaartz, Helen Tomassini, and Linda Widenmaier. (Curriculum Plus)

Overview of Text: This is the story of Jason, who wants to play outside in the snow but cannot find his mittens.

Timeframe:
- Two guided reading sessions and some independent practice
- Each lesson approximately 10 to 15 minutes

Other Materials:
- Individual copies of the text for each member of the group

Ontario Curriculum Expectations:
Students will:
- use their knowledge of sentence structure in speech to understand written sentences
- use pictures and illustrations to determine the meaning of unfamiliar words
- use their knowledge and experience to understand what they read

Assessment Opportunities:
- Listen to the pre-reading discussion and note each student’s ability to make logical predictions about story line and vocabulary.
- Listen to the independent reading of the text and note problem-solving strategies used by each student.
- Listen to the post-reading discussion and ensure that each student is able to comprehend the text. Engage students in a discussion on strategies used to read complex, unfamiliar text.

Reflections for Teacher and Students:
Teacher:
- What strategies did individual students use as they processed unfamiliar texts? What strategies were used consistently and effectively? What strategies need to be re-taught or reinforced so that students can apply them independently?
- What made this text appropriate for this group? Are some students having difficulty? Do they require an easier text? Are there children who are able to read this text easily and require a more complex text?
- What might be good choices for next readings for these students? Should changes be made to group composition at this time?

Note: Teacher responses to these questions should be recorded with other assessment data for this group.

Students:
- What strategies did I use when I encountered challenges in the text?
- Which strategies worked best?
Procedure:

Before Reading
Ensure that students in this group:
- Know many of the high-frequency words
- Have visual code-breaking skills
- Are beginning to learn to read with phrasing and fluency

Pre-Reading Discussion
Discuss with students what they have to do to get ready to go outside to play in the snow. Ensure that the clothing items mentioned in the story have been included in this discussion.

Introducing the Text
Show students the cover of the book and discuss what they think may be the problem and perhaps the solution in this text. Ask them to connect personally to the story by sharing a time when they lost their own mittens and where they found them.

Invite students to do independent picture walks up to page 12, leaving the conclusion of the story as a surprise.

During Reading
Following the picture walk, ask students to read the book independently.

Students read quietly but not silently, so that if difficulties arise, the teacher can intervene with a strategy (e.g., look at the picture, read ahead, one-to-one matching, initial letter). In particular, the teacher listens for evidence of effective use of reading strategies when students are challenged by a word or when they self-correct an error.

After Reading
The teacher discusses the story with the students to ensure comprehension. Praise is offered for appropriate reading behaviours that students were observed using. Based on the observed needs of the students, the teacher selects a reading strategy to reinforce. The text is made available in student or group browsing boxes for further re-readings.

During a subsequent session, the teacher meets with the group to briefly discuss an alternate strategy. The choice could be based on:
- comprehension strategies
- graphophonics such as make-and-break activities with the rimes ook, at, or ent
- grammatical features such as prepositions to, in, or the compound word bedroom

After-Reading Activities
- working in pairs to prepare and perform a Readers’ Theatre of the text
- rereading the text during independent reading time
- preparing a list of words that start with a letter or sound frequently found in the text, such as m. (students may also read around the room, locating m words)
- creating a recount of what happened to Jason, using pictures and words to retell the story (this could be done in a small group, with a partner, or as an individual activity)