

Guided Reading

Activities for Guided reading
groups & strategy groups
By Deanna Jump



Dear Teachers,

It is my hope that the activities in this packet will breathe new life into your Guided Reading groups and /or strategy groups. I noticed that some of my kids were getting bored with our small group lessons and when I started reflecting on what was working and what wasn't I realized that they were bored because we were doing the same old thing!

I created a variety of activities to use during our group time and now they are excited when I call their name and they LOVE doing word work. We all have different ways of doing things so I also tried to give you a variety of ways to use the materials. If you have any questions or suggestions about any of the following activities please let me know.

Happy Reading!

Deanna

In order to become Good Readers children need to use the three cuing systems.

Graphophonic

Visual

Does it look right?

Syntax

Structure

Does it sound right?

Semantic

Meaning

Does it make sense?

Graphophonic/visual: Readers use letter-sound relationships to figure out words by looking at the letters and using the sounds they make. Reinforce this cueing system by asking, "Does it look right?"

Structure/syntax: Readers use grammar and knowledge of how language goes together to identify words. Readers who use this cueing system would choose a noun to replace a noun, instead of choosing a verb to replace a noun, because it would sound right to them. Reinforce this cueing system by asking, "Does it sound right?"

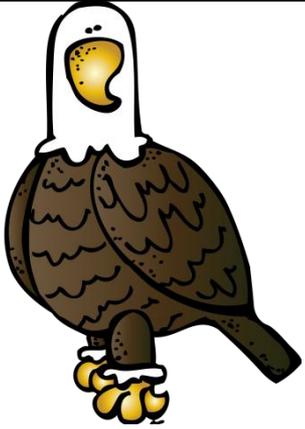
Meaning/semantic: Readers use meaning to predict the message of text. Reinforce this cueing system by asking, "Does it make sense?"

Readers must learn to use many strategies in order to become independent readers. Children can be taught the three cueing systems through mini-lessons and teacher modeling. The three cueing systems tie in perfectly with the beanie baby reading strategies. I have no idea who originally created the idea behind the beanie baby strategies but they really help the little ones understand the reading process.



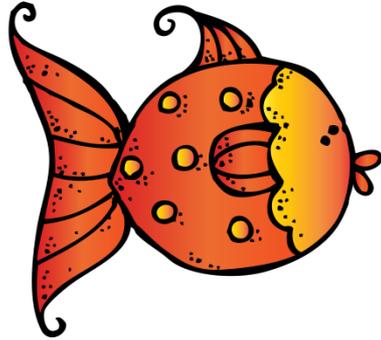
Be a Word Detective!

When you come to a word you can't figure out use your strategies!



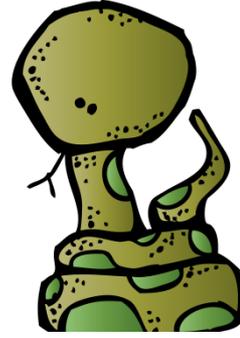
Eagle Eye

Look at the picture



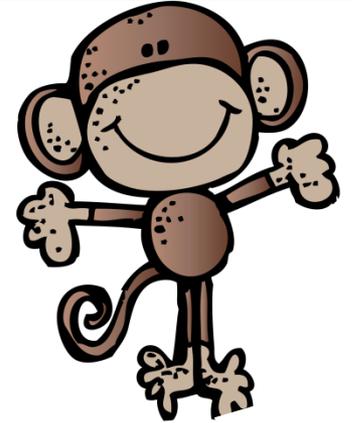
Lips the Fish

Say the first sound



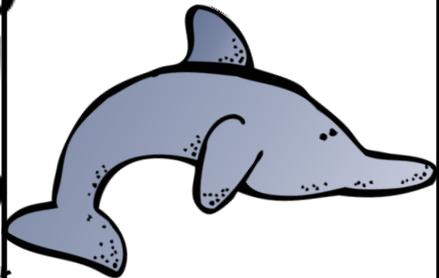
Stretchy the Snake

S-t-r-e-t-ch it out



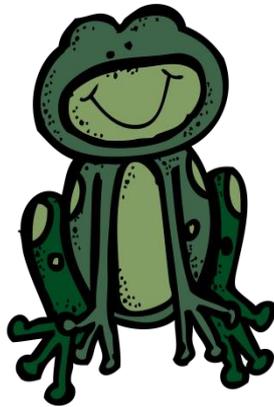
Chunky Monkey

Look for chunks



Flippy Dolphin

Flip the vowel sound



Skippy Frog

Skip over the word



Tryin' Lion

Try a word that makes sense

Ask Yourself:

Does it make sense?



Does it sound right?



Does it look right?

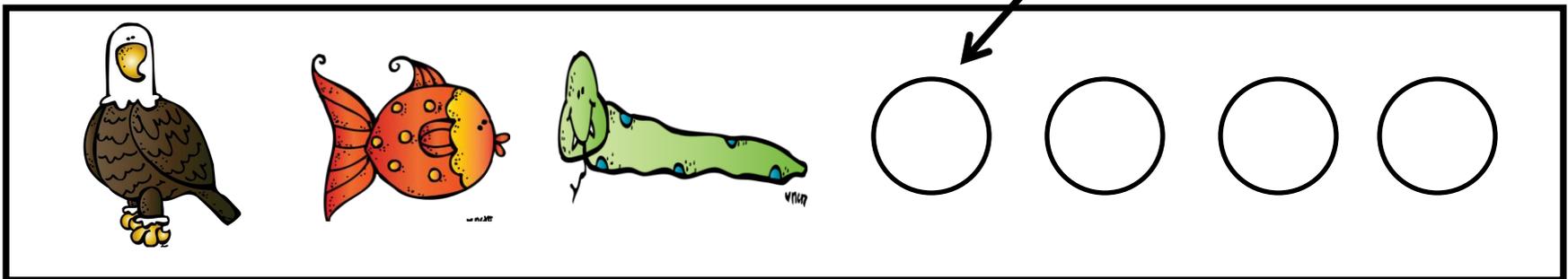


Which strategies are you working on?

I teach the word detective strategies one or two at a time depending on the level of my group. As soon as they are ready I teach and model another strategy. The strategies are taught in the order shown on the previous page.

In order to keep up with what strategies each group is working on we have our Strategy board. I use Velcro to attach the strategy or strategies that the group is currently working on. Before we begin reading each day we review the strategies we've been working on. It is important for the kids to be able to vocalize the strategy they used to figure out a word.

Velcro dots



Strategy Cards

Decide how you will use them. Do you want each student to have their own or will you just have one per group? (I usually have one per group since the whole group is ability grouped and they are usually all working on the same strategies).

Print on cardstock and laminate and cut out.

Put 7 velcro dots on the strip and a dot on the back of each strategy card.

Teaching with the Strategy Cards

Before we start a new lesson we NAME and talk about the strategies we have been using in our reading. It would sound something like this,

Me: "Boys and girls let's look at the strategy card for your group.

Who can tell me which strategies we've learned so far?"

Student: "Eagle eye!"

Me: "How does eagle eye help us read?"

Student: "He reminds us to look at the pictures."

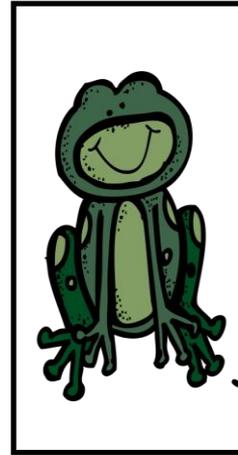
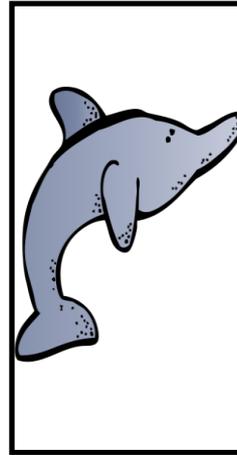
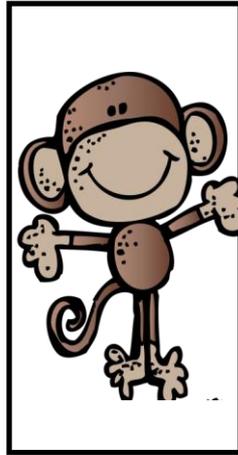
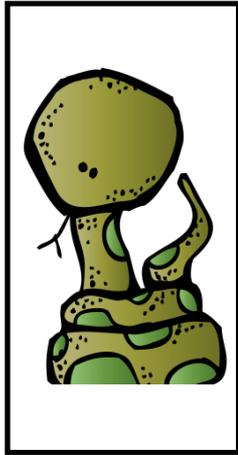
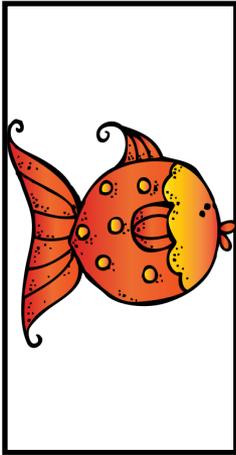
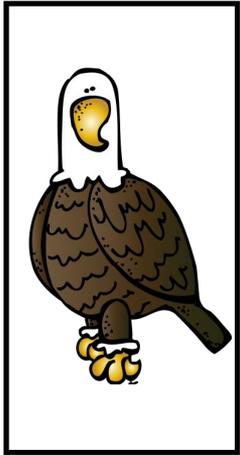
After we've reviewed the strategies I would introduce a new strategy IF they are ready

Me: "Today I'm going to teach you a new strategy. This is....."

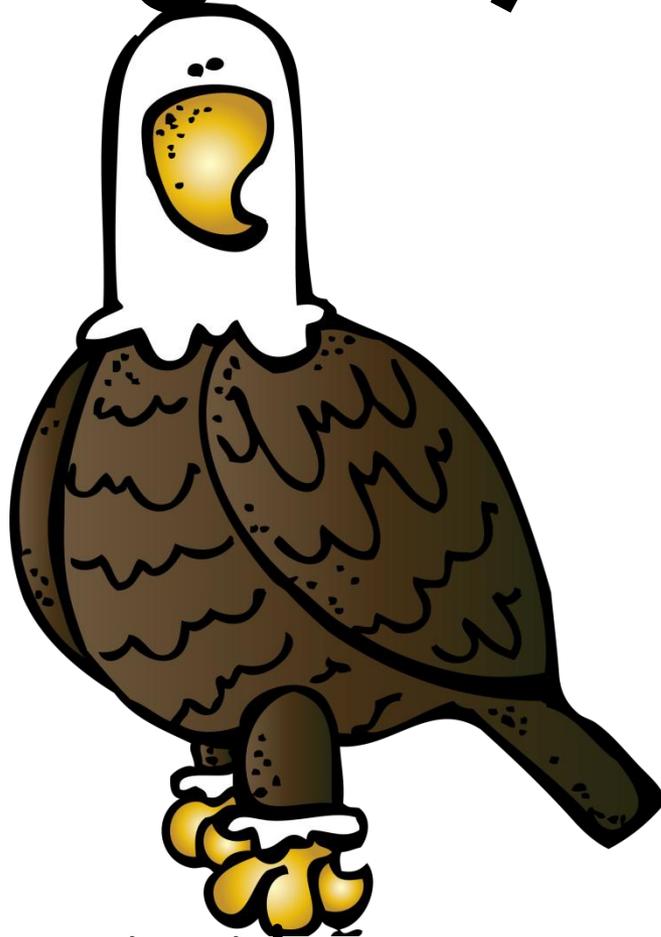
IF DESIRED SEND HOME THE READING STRATEGY CARD YOU TAUGHT

(see page 16)

Strategies I'm working on



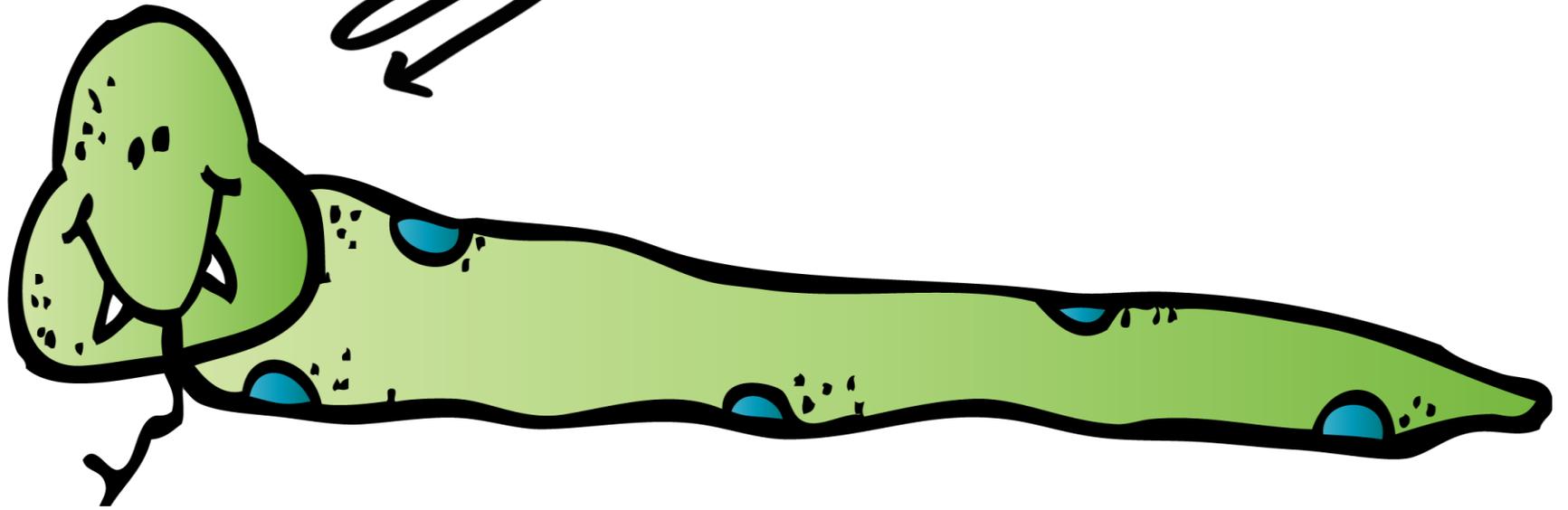
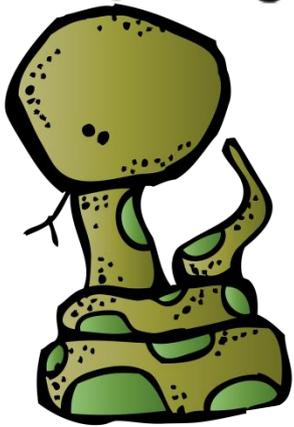
Eagle Eye



Look at the picture.

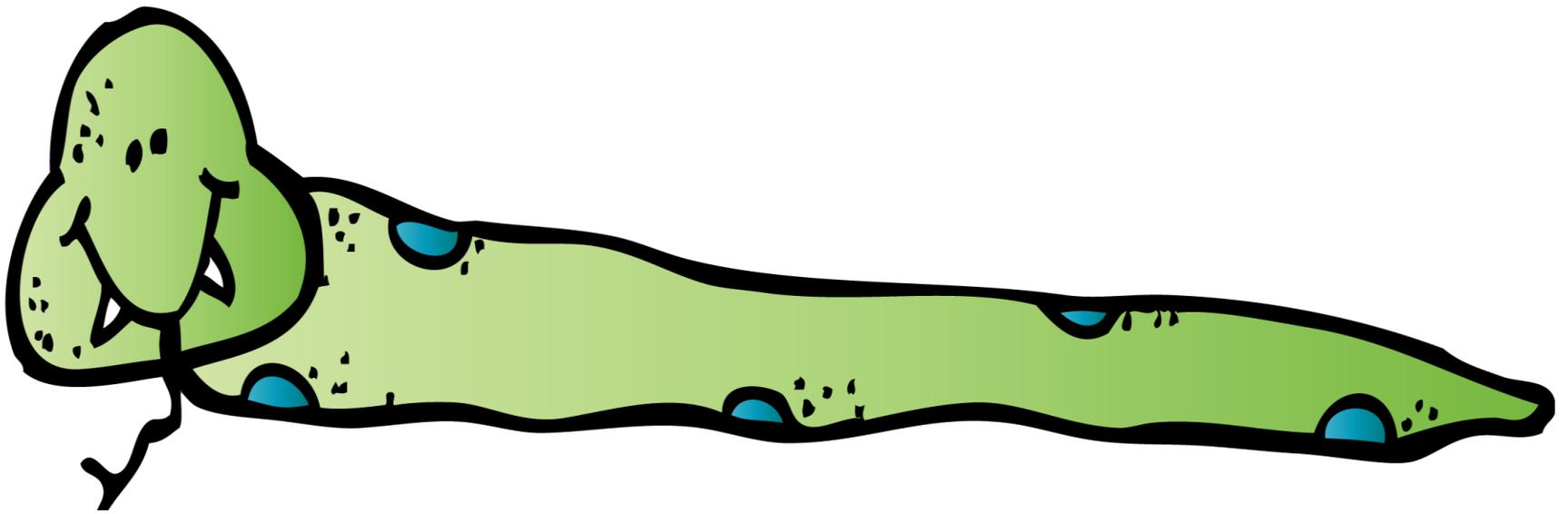
Note: Two versions of Stretchy Snake are included. Choose the one that you like best.

Stretchy Snake



S-t-r-e-t-ch it out.

Stretchy Snake



S-t-r-e-t-ch it out.

Lips the Fish

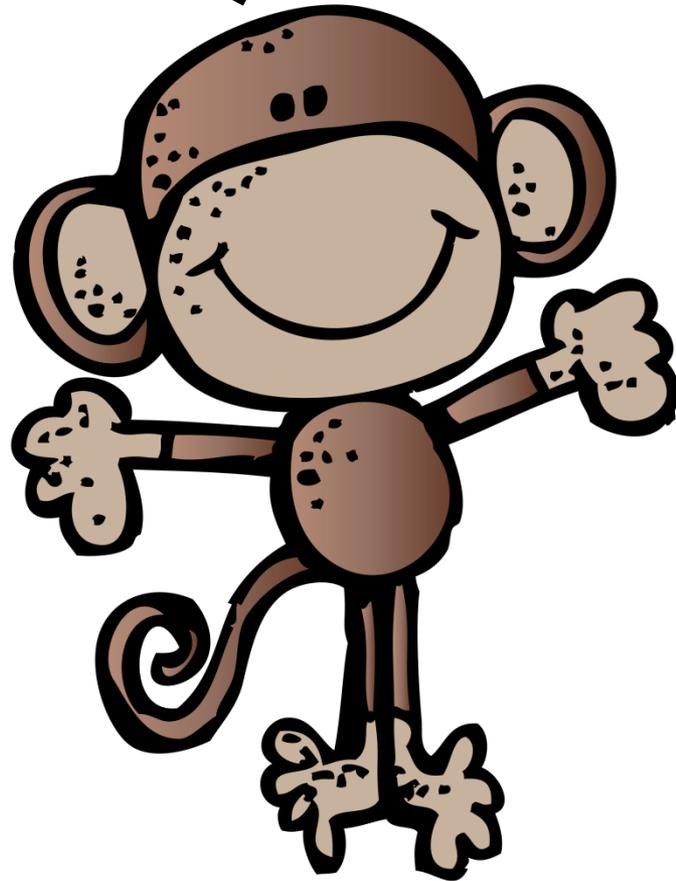


Say the first sound.

Chunky Monkey

fling

stand

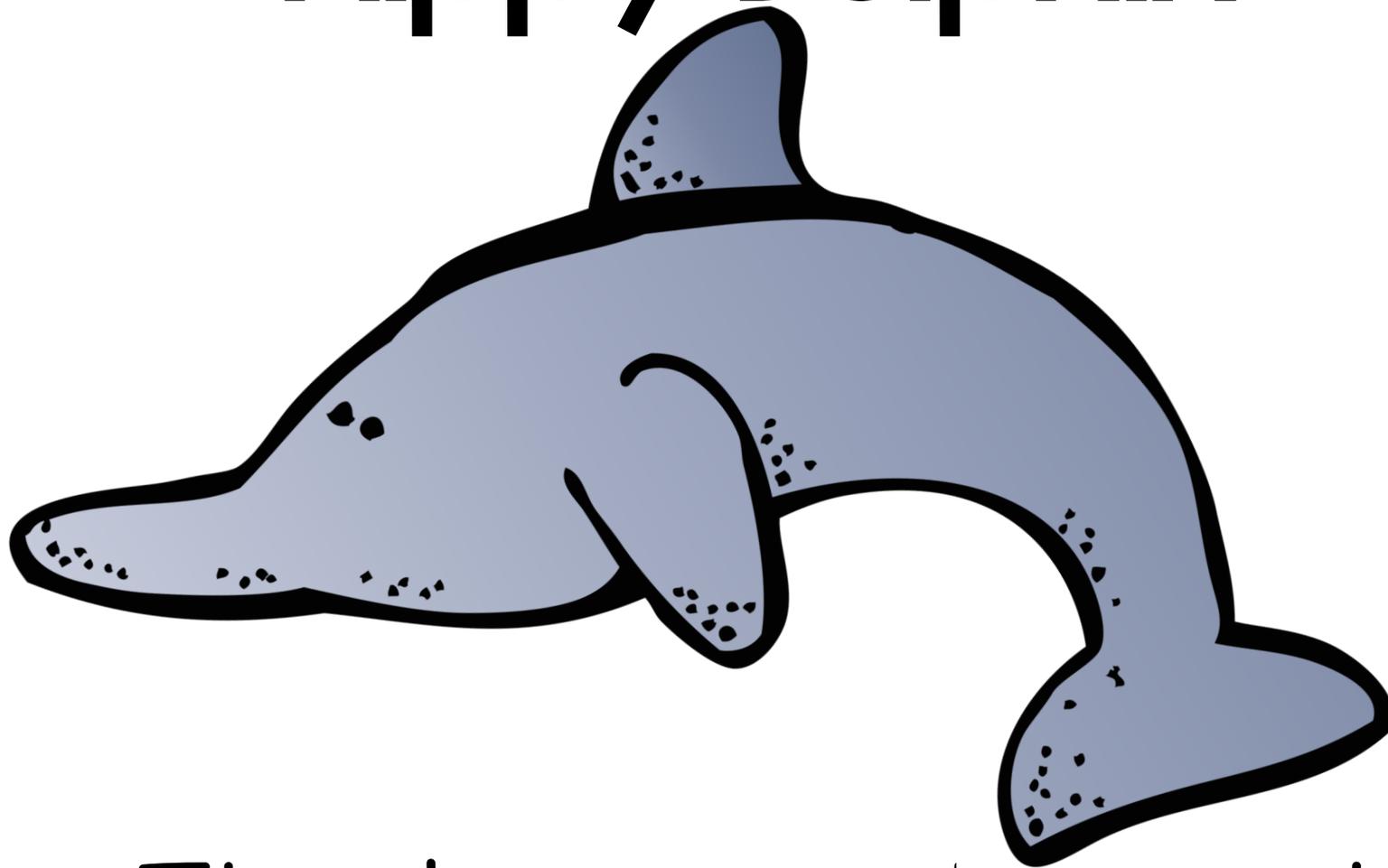


skate

sprout

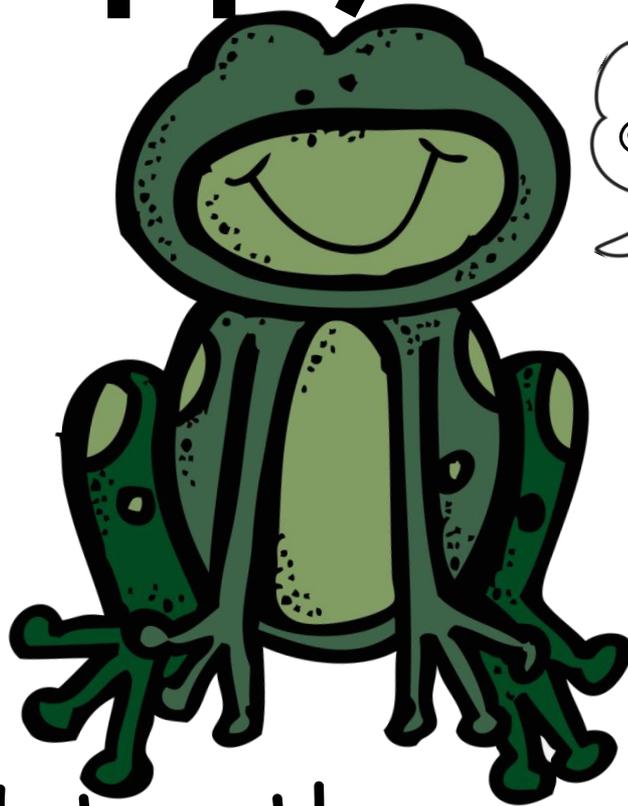
Look for chunks you know.

Flippy Dolphin



Flip the vowel sound.

Skippy Frog



Read to the end and
come back.

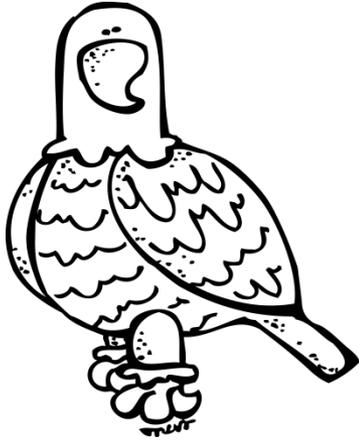
Tryin' Lion



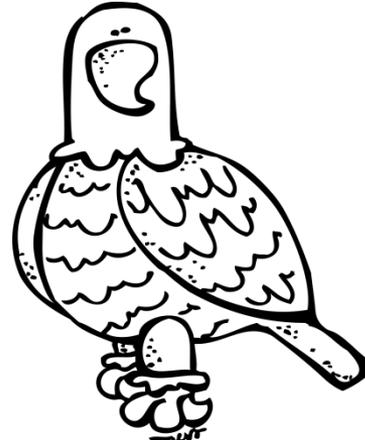
Try a word that
makes sense.

As you teach a new strategy send the cards on the following pages home to keep parents involved in the reading process. This will give your Littles practice with explaining the strategies they are learning.

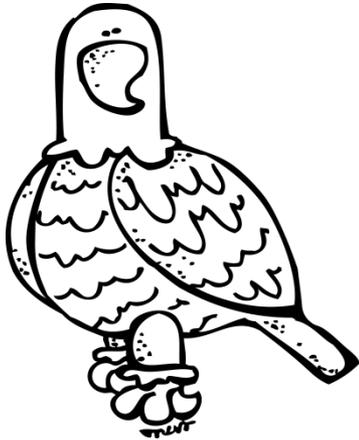
I learned a new reading strategy today! Ask me how Eagle Eye can help me read.



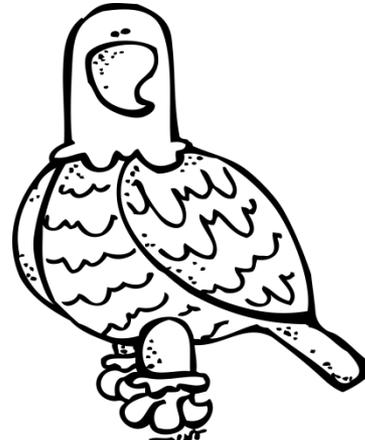
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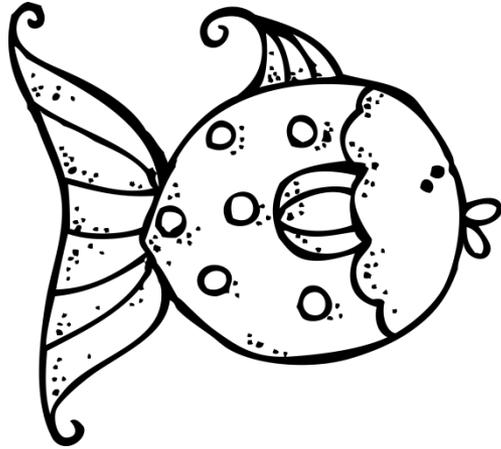
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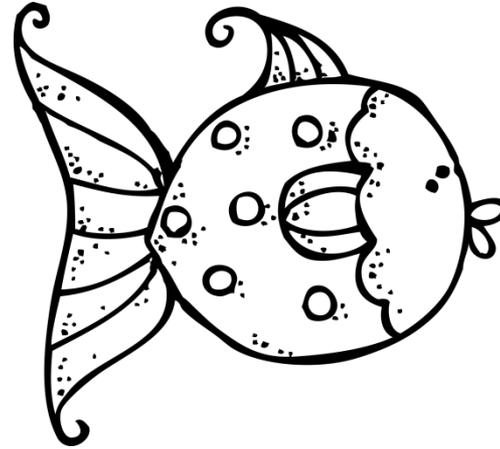
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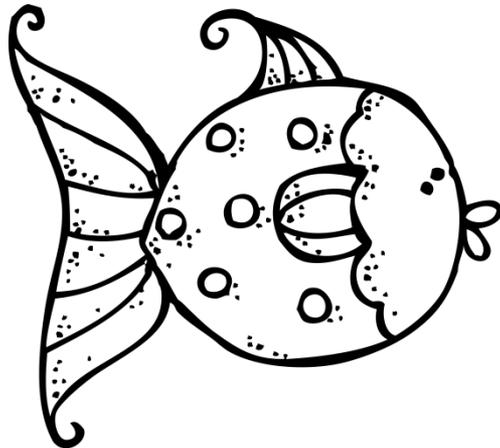
I learned a new reading strategy today! Ask me how Lips the Fish can help me read.



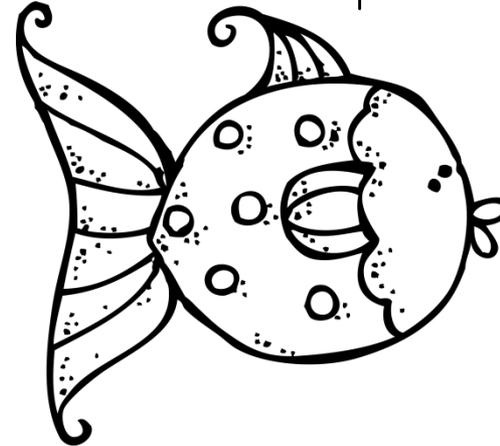
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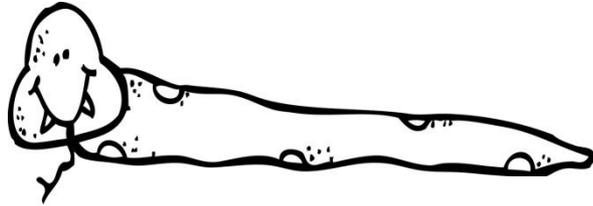
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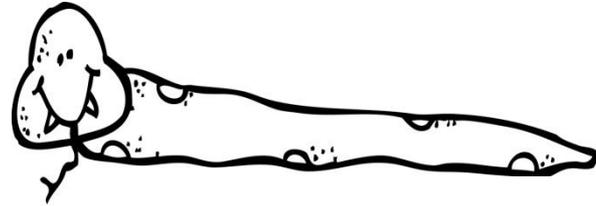
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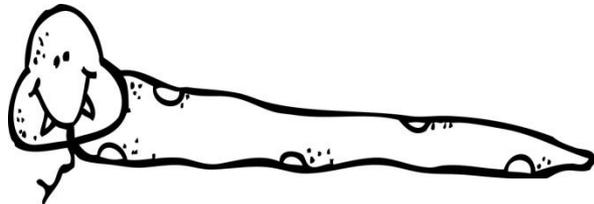
I learned a new reading strategy today! Ask me how Stretchy Snake can help me read.



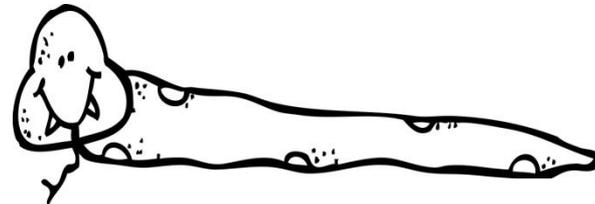
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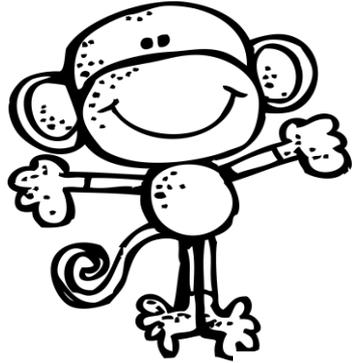
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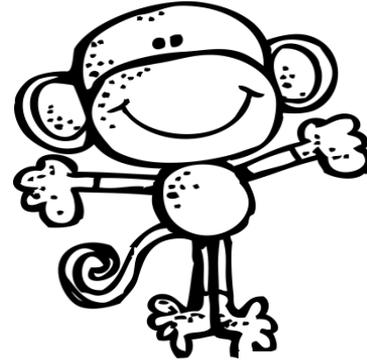
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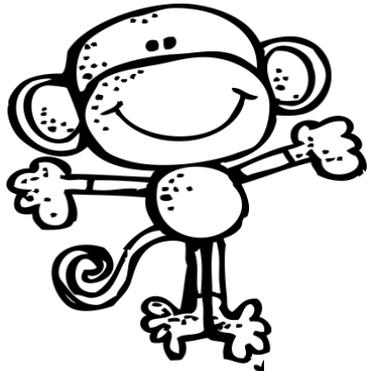
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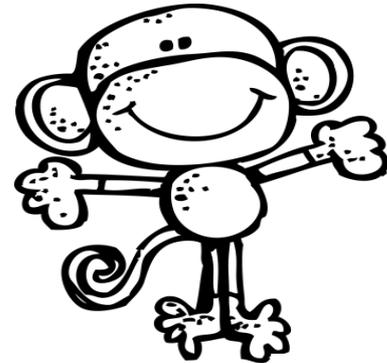
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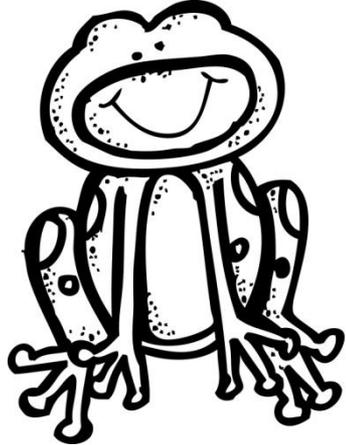
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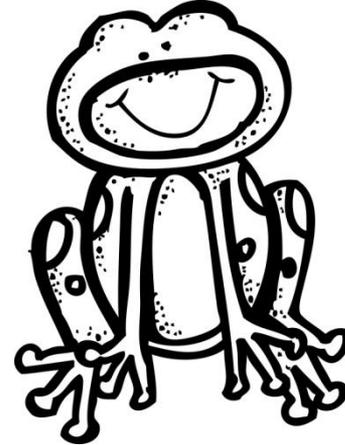
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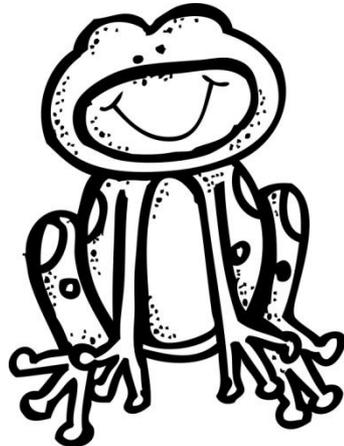
I learned a new reading strategy today! Ask me how Skippy Frog can help me read.



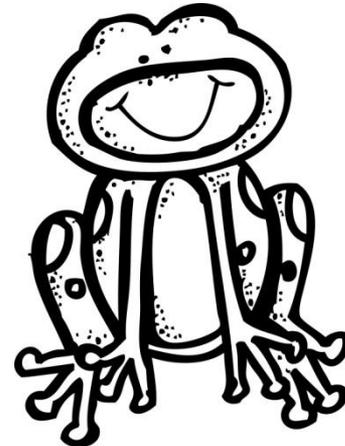
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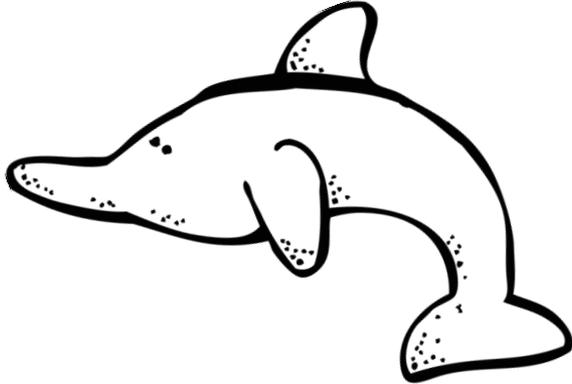
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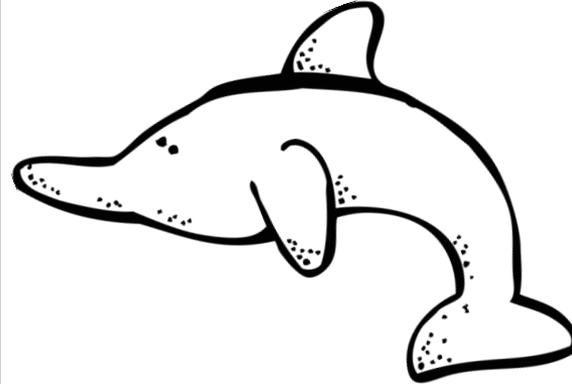
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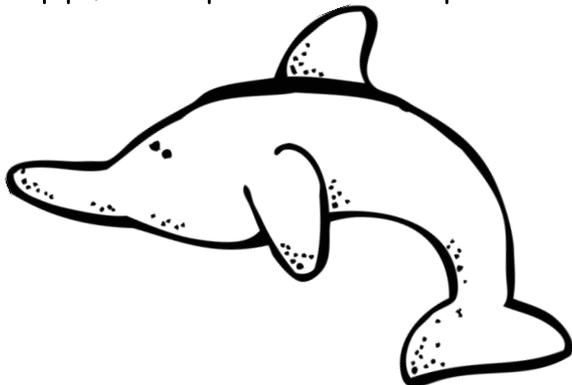
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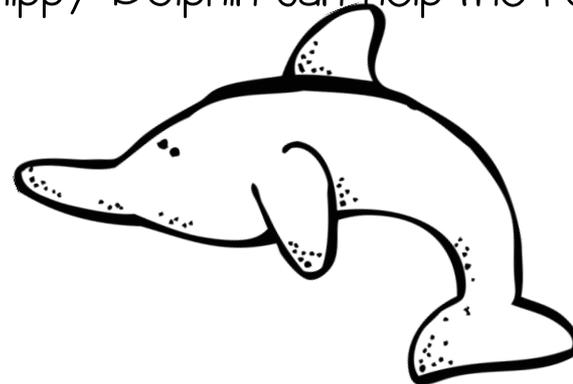
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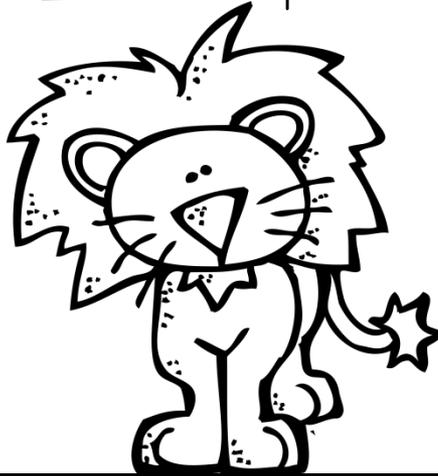
I learned a new reading strategy today! Ask me how Tryin' Lion can help me read.



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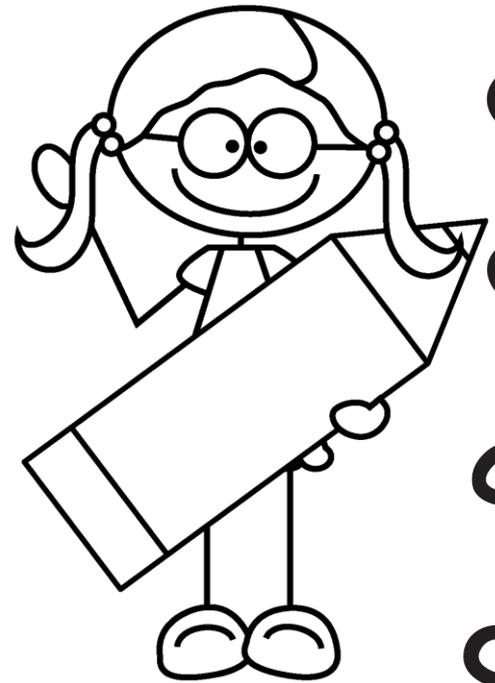
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WORD WORK

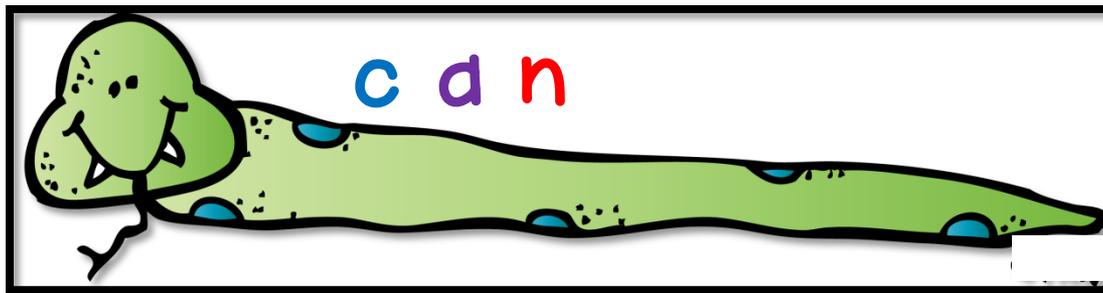
ACTIVITIES &

PRINTABLES



Stretchy the Snake

and Rub a Dub Sub Word Mats and Activities



f r p m

Give each child a work mat and magnetic letters or use the included *letter tiles to make the words that you have planned. For example, the lesson above needs the letters m, a, n, c, f, r, p

If your kids still need some help with letter sounds you may want to go over the letter sounds first.

For example, it might sound like this.

“Show me the letter that makes the /p/ sound.”

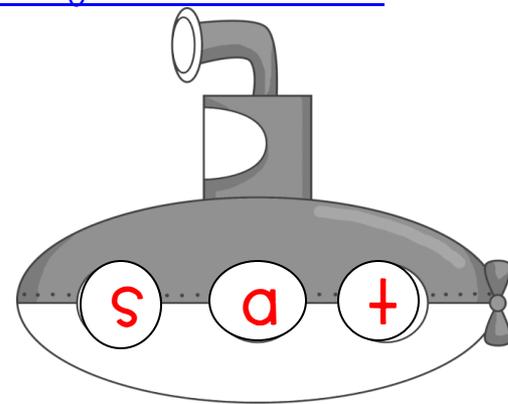
The making words portion would sound like this,

“Make the word can. /c / /a/ /n/ can.” Continue with pan, fan, ran. I end with man so that I can throw in a word that requires them to substitute the ending sound. “Now that you have the word man, can you make the word map?” If desired complete the Stretchy the Word Snake making words book.

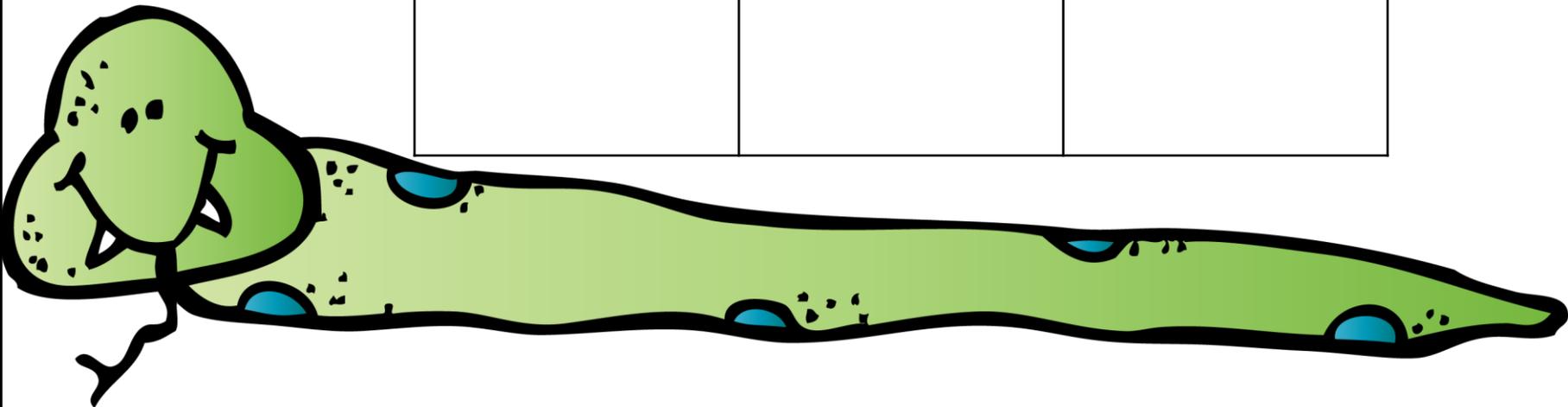
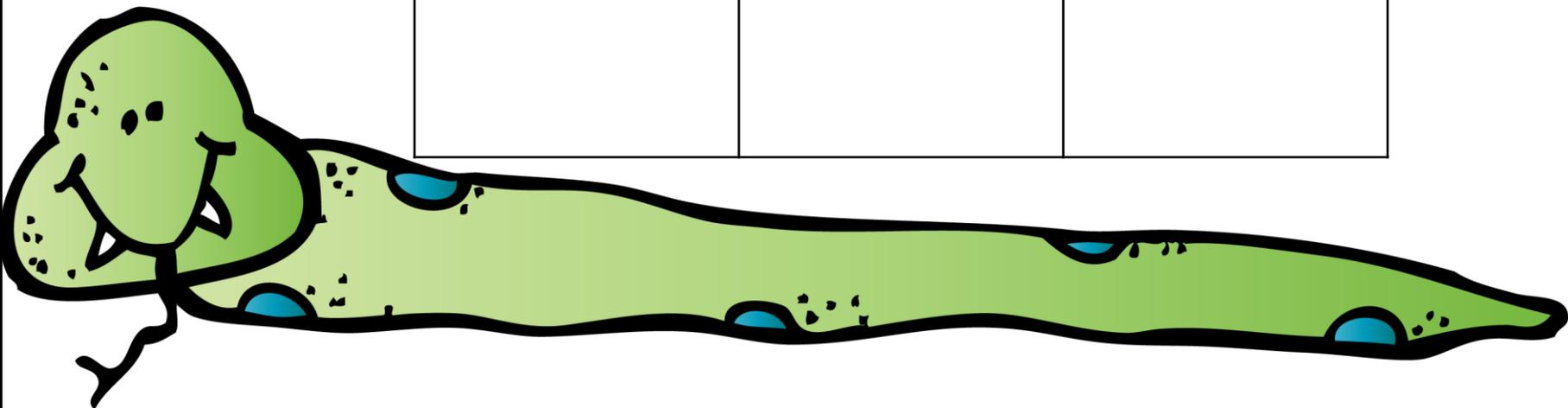
Elkonan boxes are a great way to help students build phonological awareness by segmenting words into sounds.

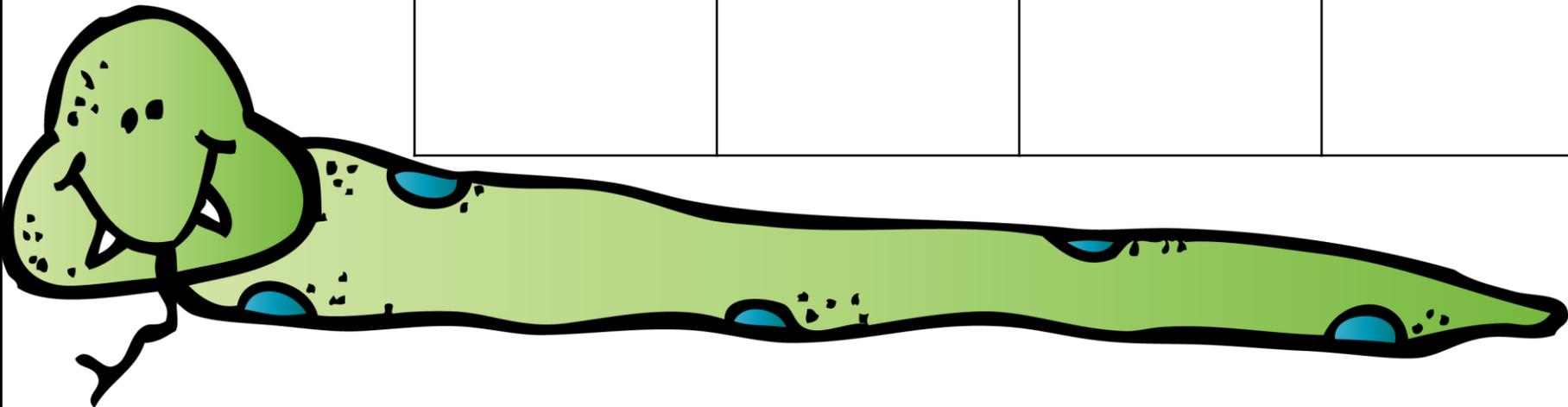
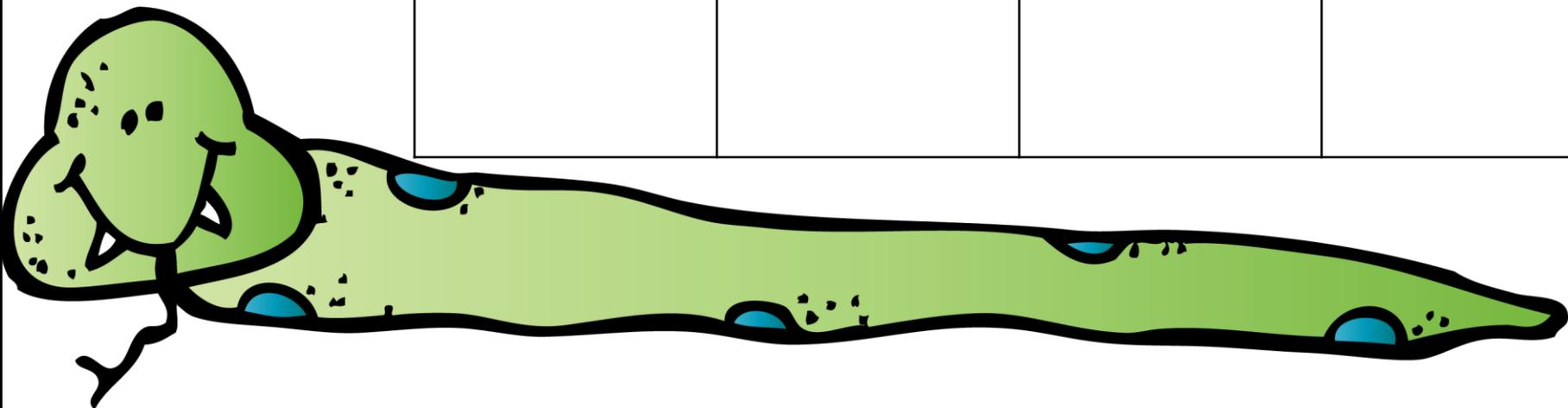
They teach students how to count the number of phonemes in the word (not always the number of letters). For example, the word shop has 4 letters but it only has three sounds /sh/ /o/ /p/ They help students better understand the alphabetic principle in decoding and spelling.

You can read more about them here: http://www.readingrockets.org/strategies/elkonin_boxes/ and watch an amateur teacher tube video here: http://www.teachertube.com/viewVideo.php?video_id=107363



**If you are using the letter tiles you may want to copy on cardstock and laminate.





d

d

e

e

i

i

o

o

u

u

b

c

d

f

g

h

i

j

k

l

m

n

p

q

r

s

t

v

w

x

y

z

f

l

a

e

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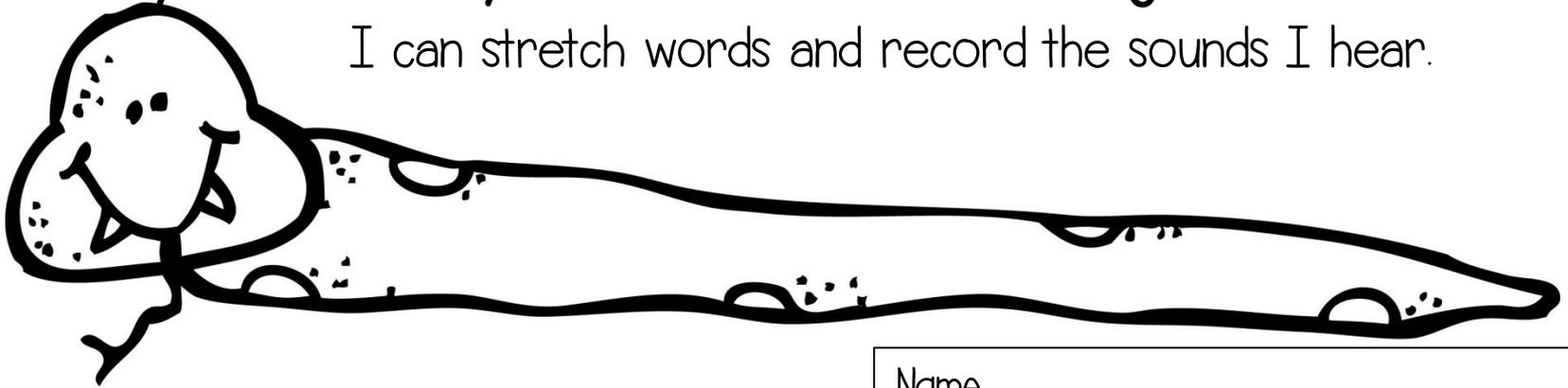
x

y

z

My Stretchy the Snake Making Words Book

I can stretch words and record the sounds I hear.

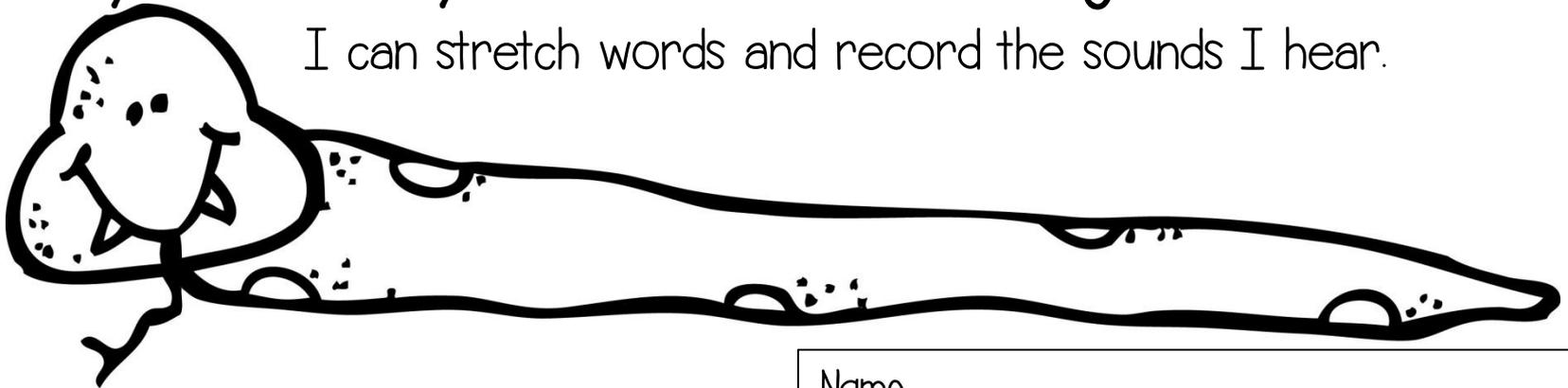


Name

©djump2011

My Stretchy the Snake Making Words Book

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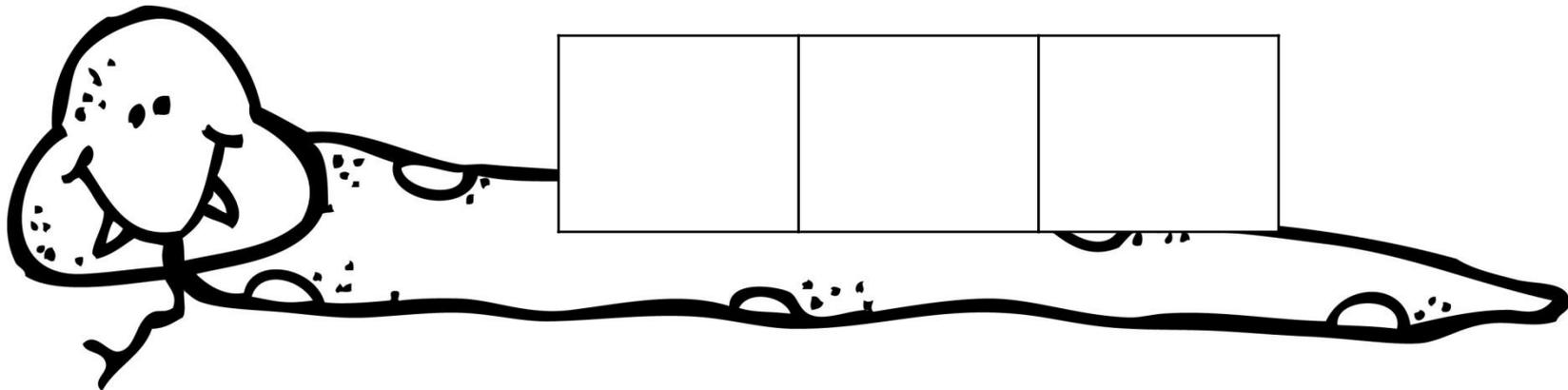


Name

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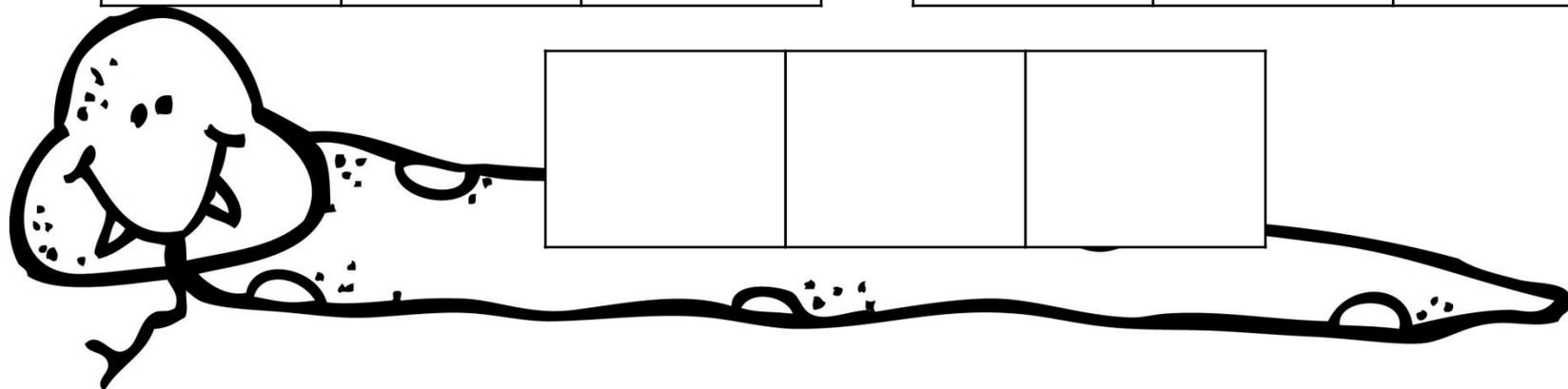
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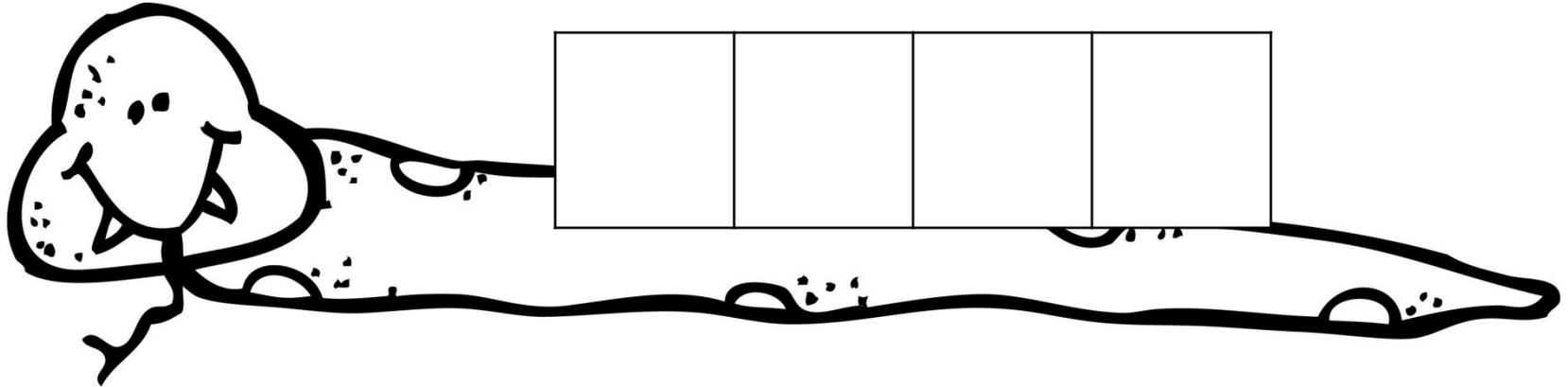
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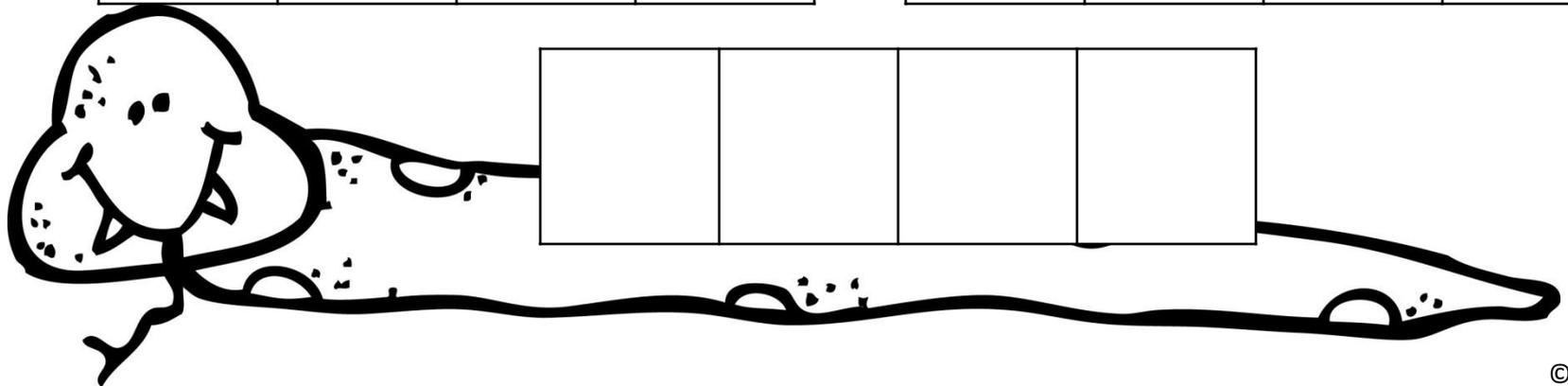
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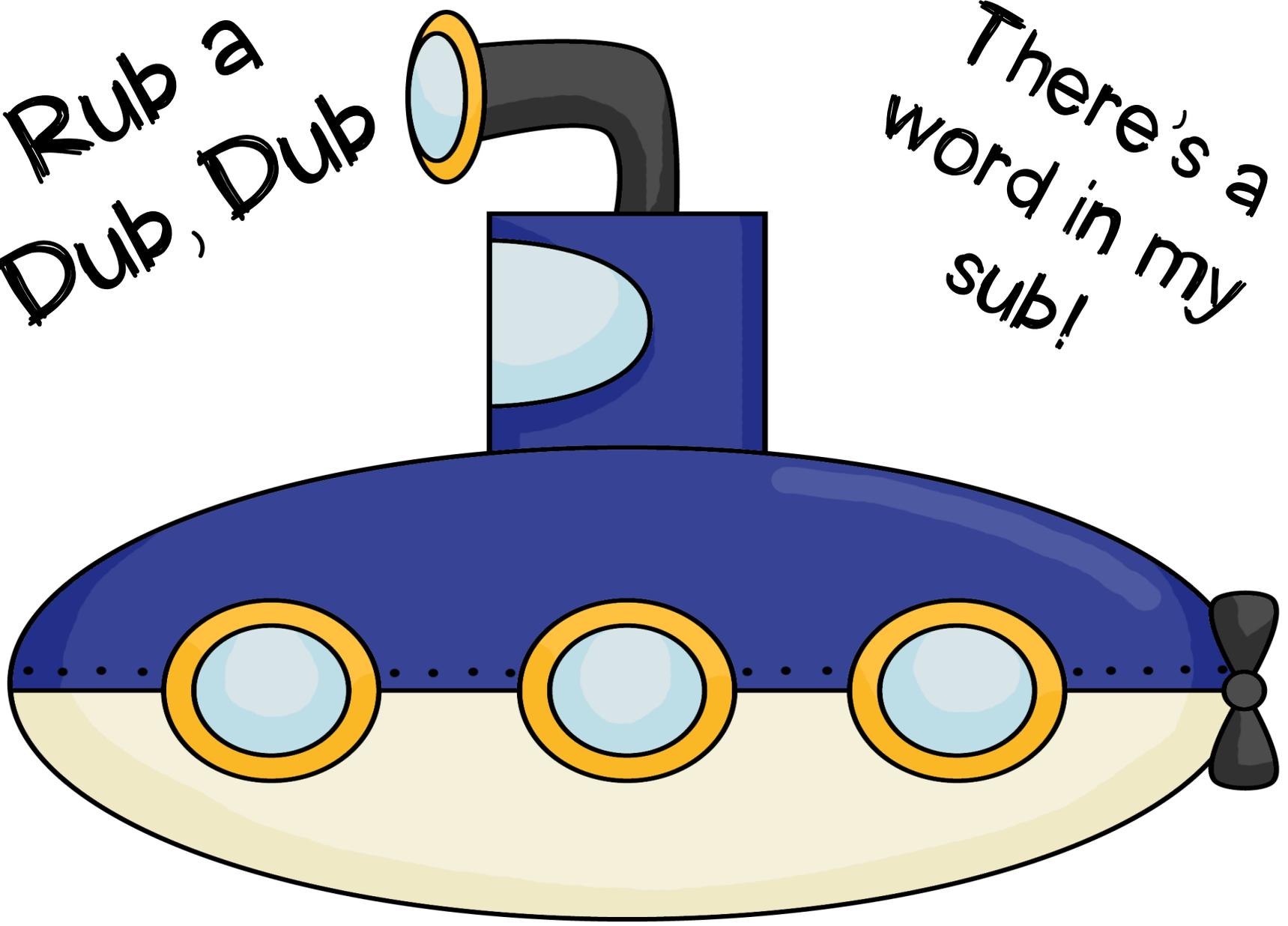
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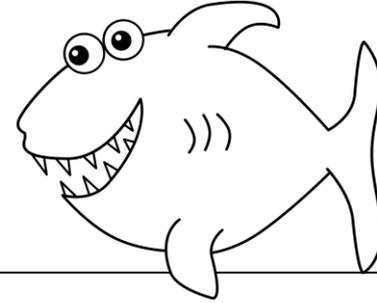
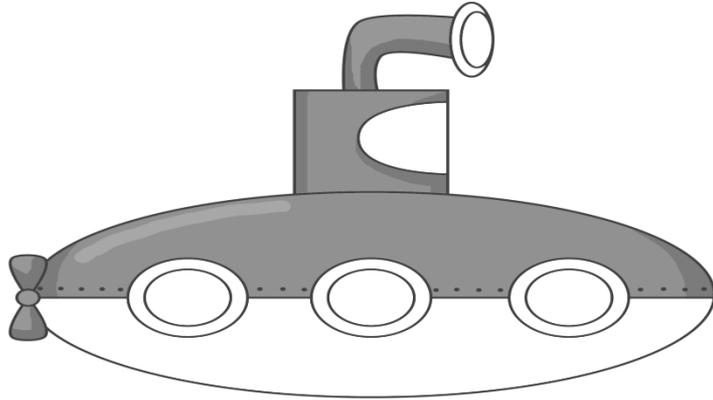
Rub a
Dub, Dub

There's a
word in my
sub!



My Rub a Dub Sub Word Book

I can record the sounds I hear in words and write sentences using the words.

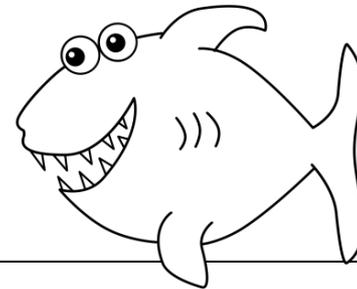
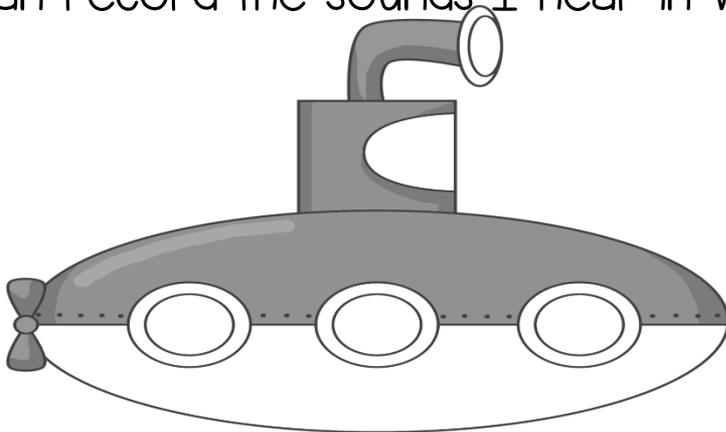


Name

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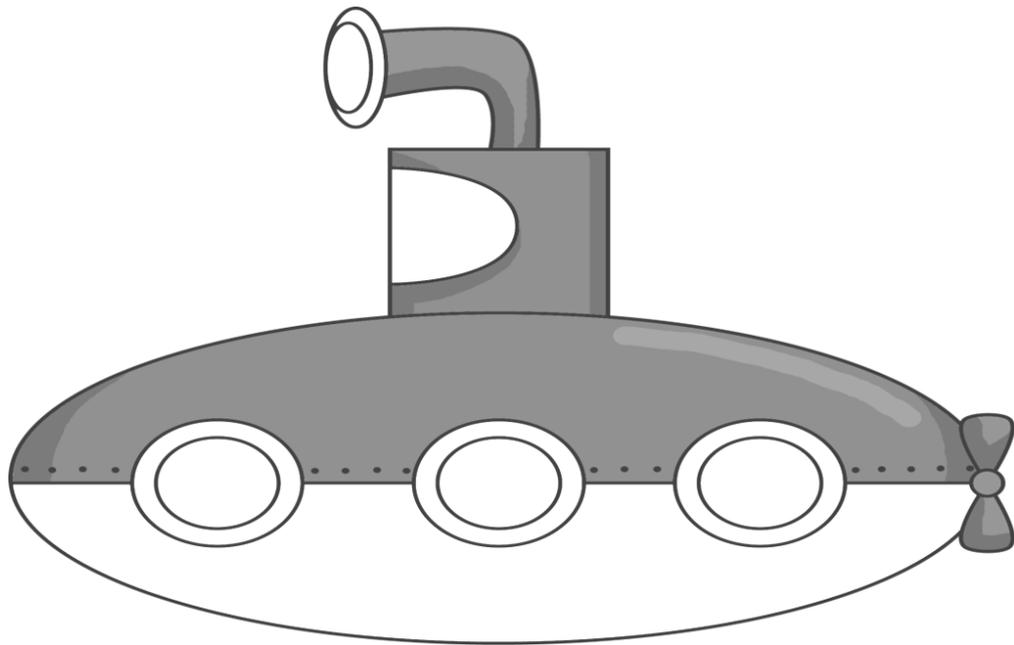
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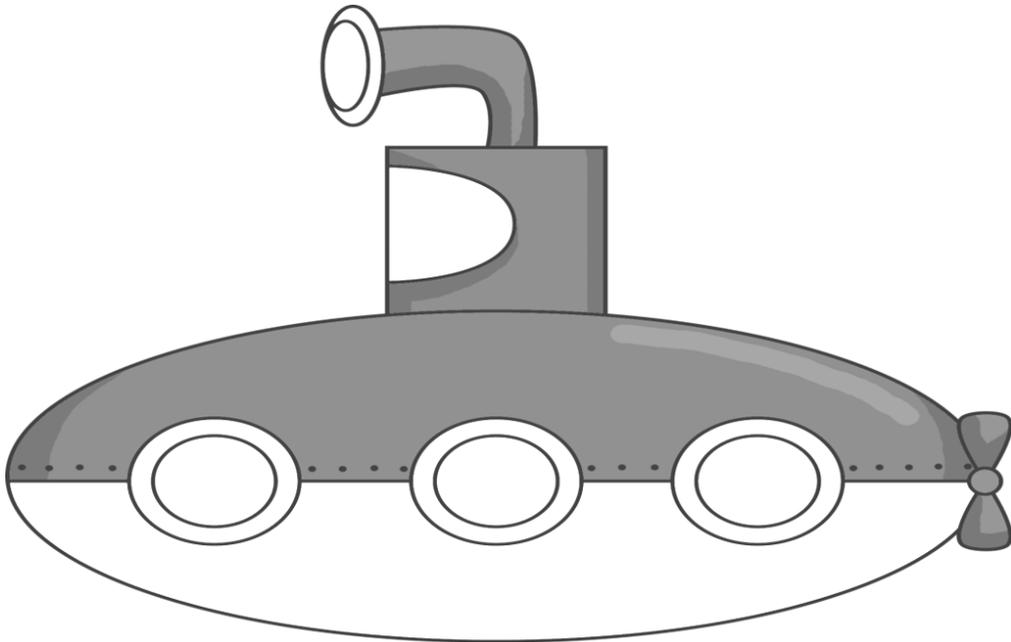


Name

©djump2011

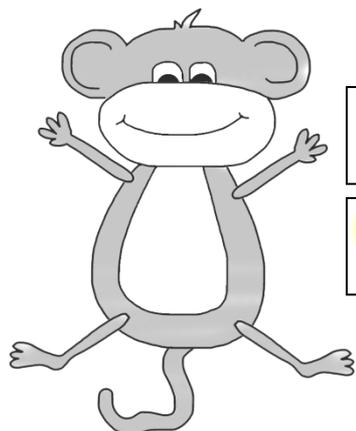
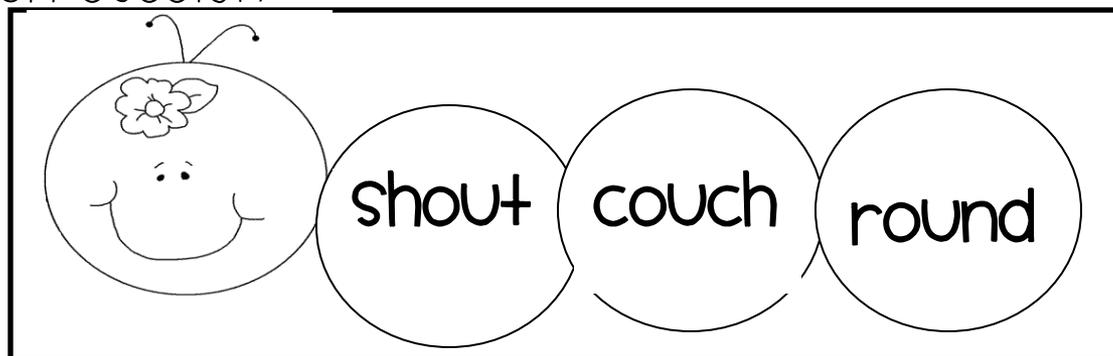


I can write a sentence using the word I made.



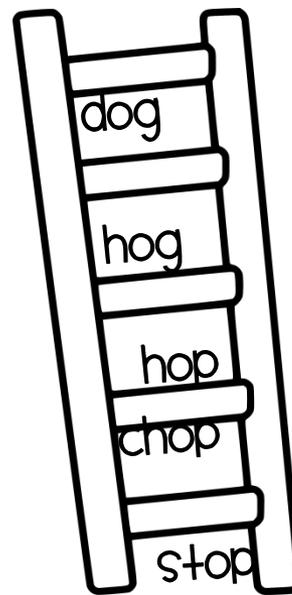
I can write a sentence using the word I made.

The following activities can be used when teaching word families and the chunky monkey strategy. Choose the book you want to use and staple them together. Have the kids use them to record the words you work on during word work. You will probably only want to do one page each session



stand

shake



My Word Ladder

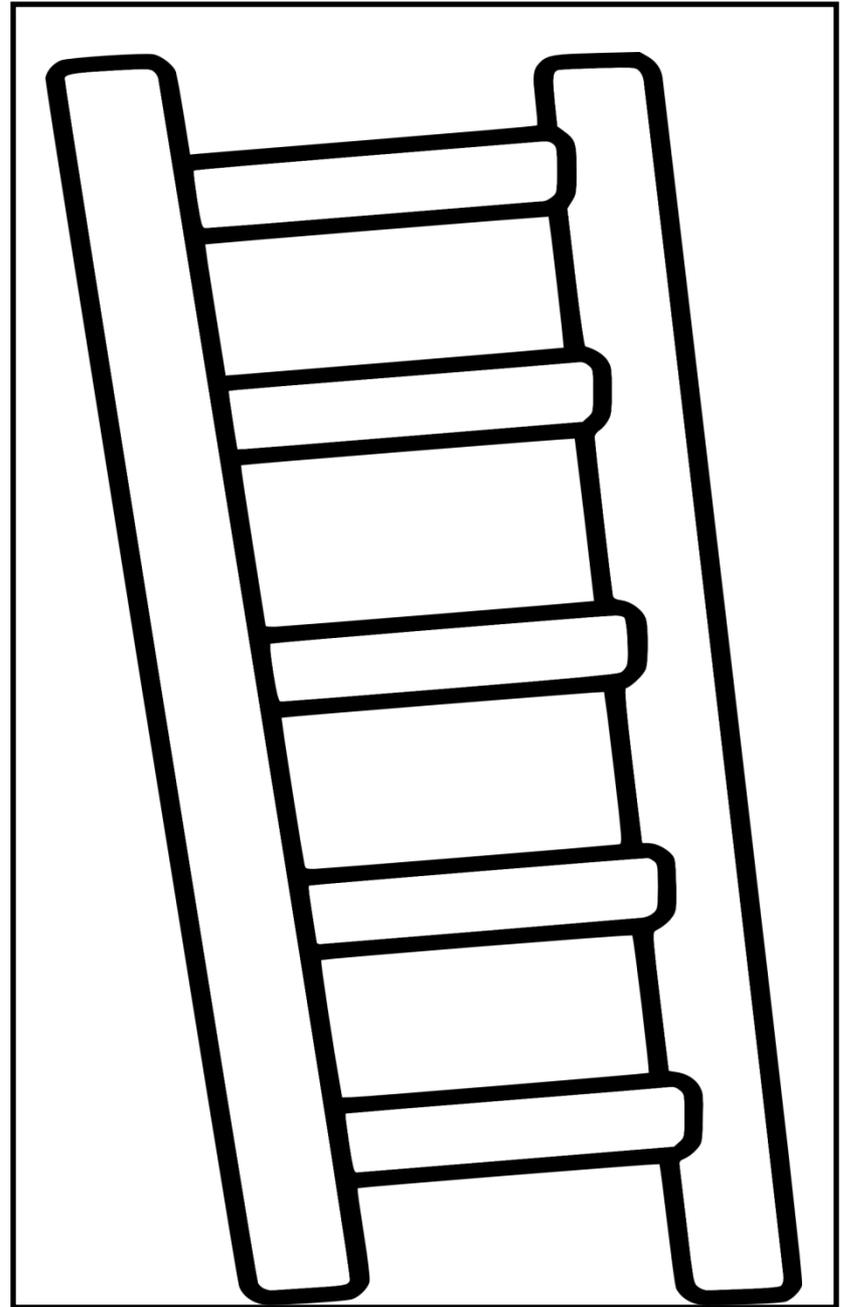
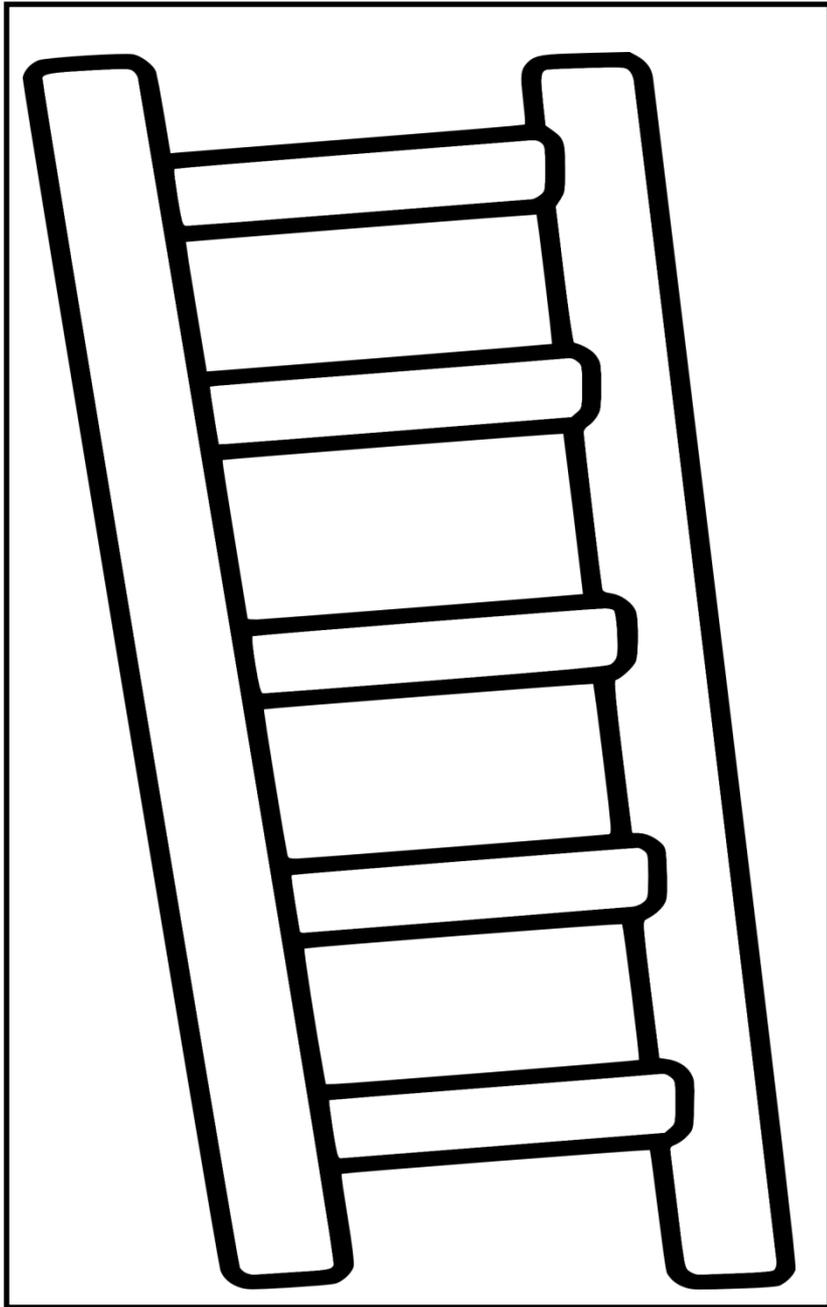
Book



My Word Ladder

Book







my word-a-pillar word book

Name

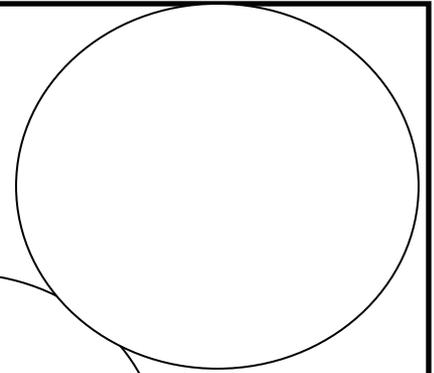
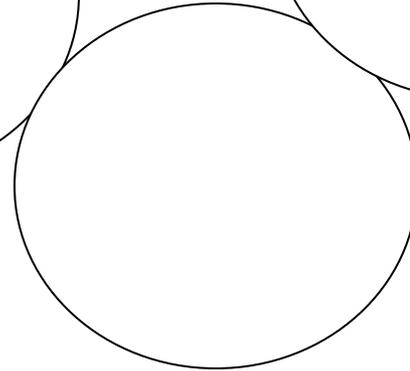
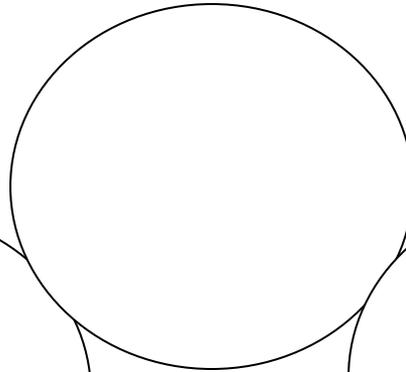
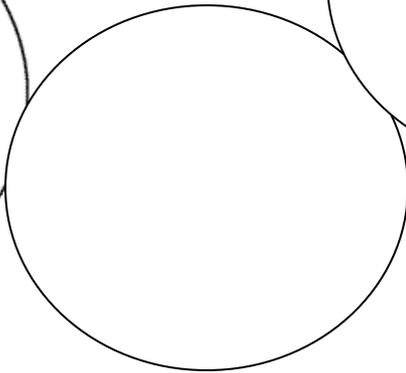
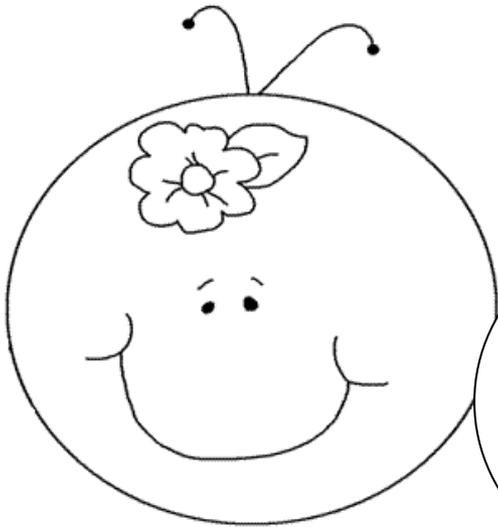
©djump2011



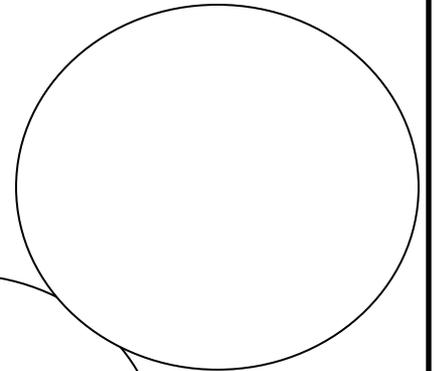
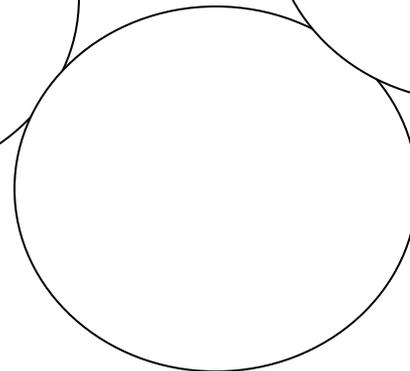
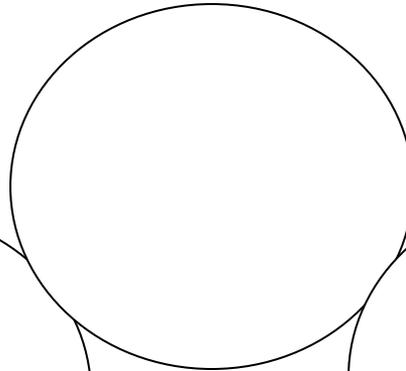
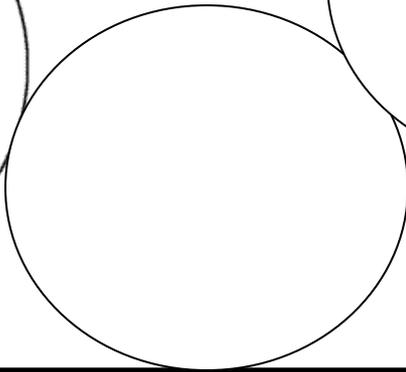
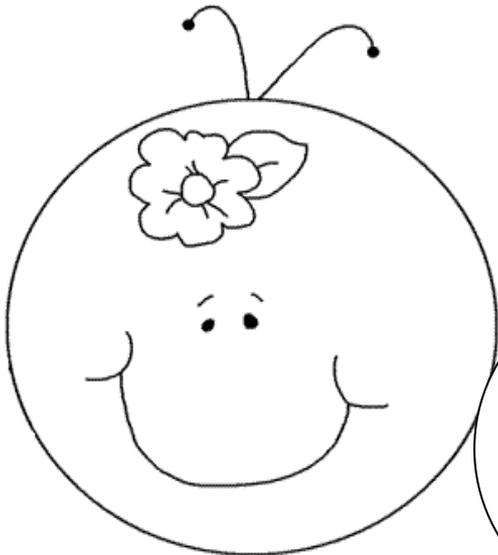
my word-a-pillar word book

Name

©djump2011

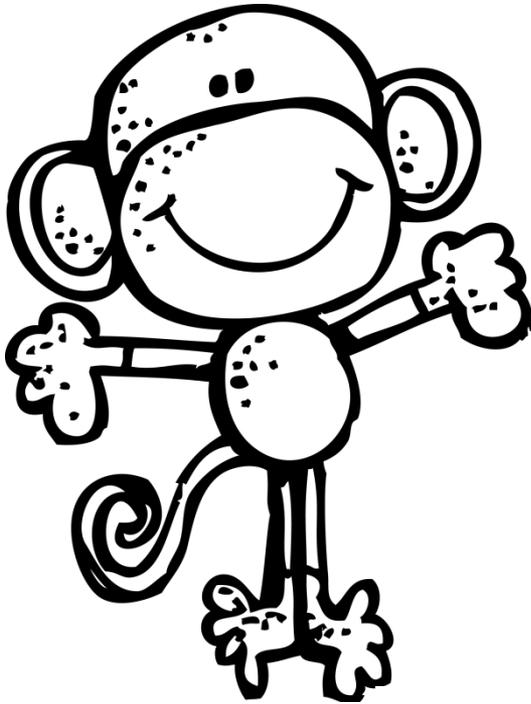


©djump2011



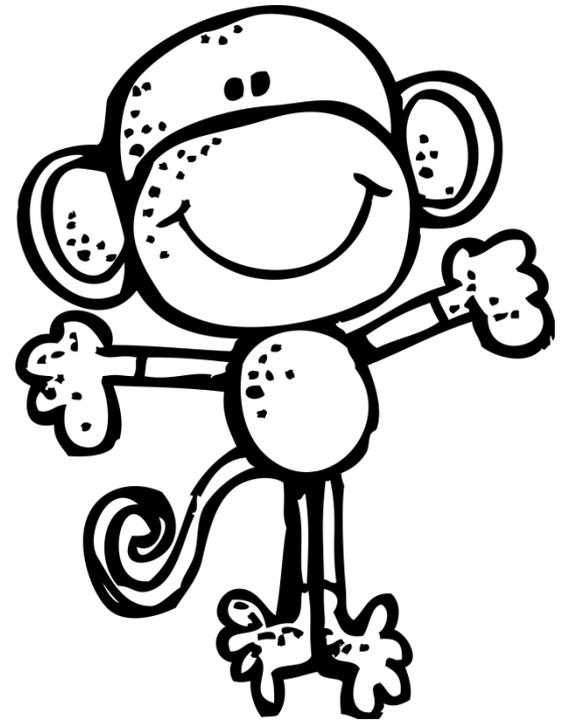
©djump2011

CHUNKY MONKEY
WORD STRATEGY
BOOK



Name

CHUNKY MONKEY
WORD STRATEGY
BOOK



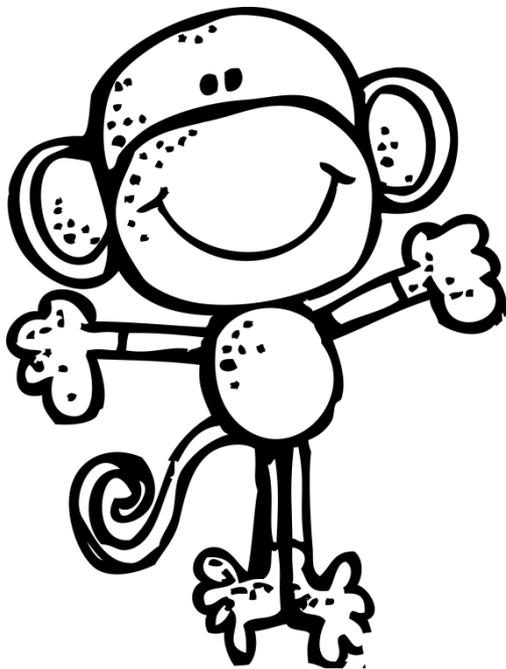
Name

These are some of the words that I used the chunky monkey strategy to read.

--	--

--	--

--	--

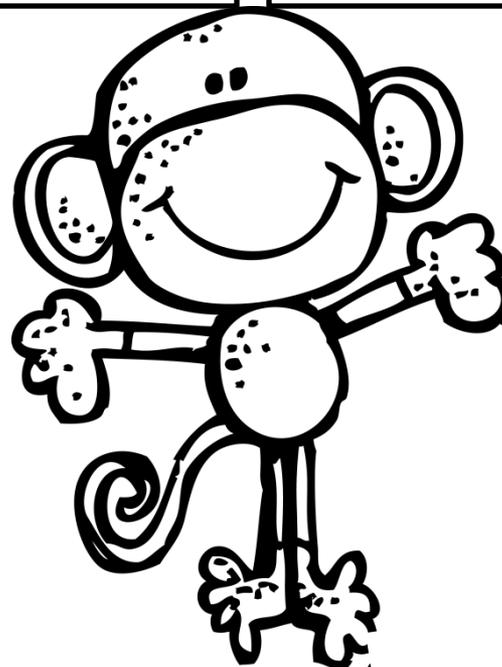


These are some of the words that I used the chunky monkey strategy to read.

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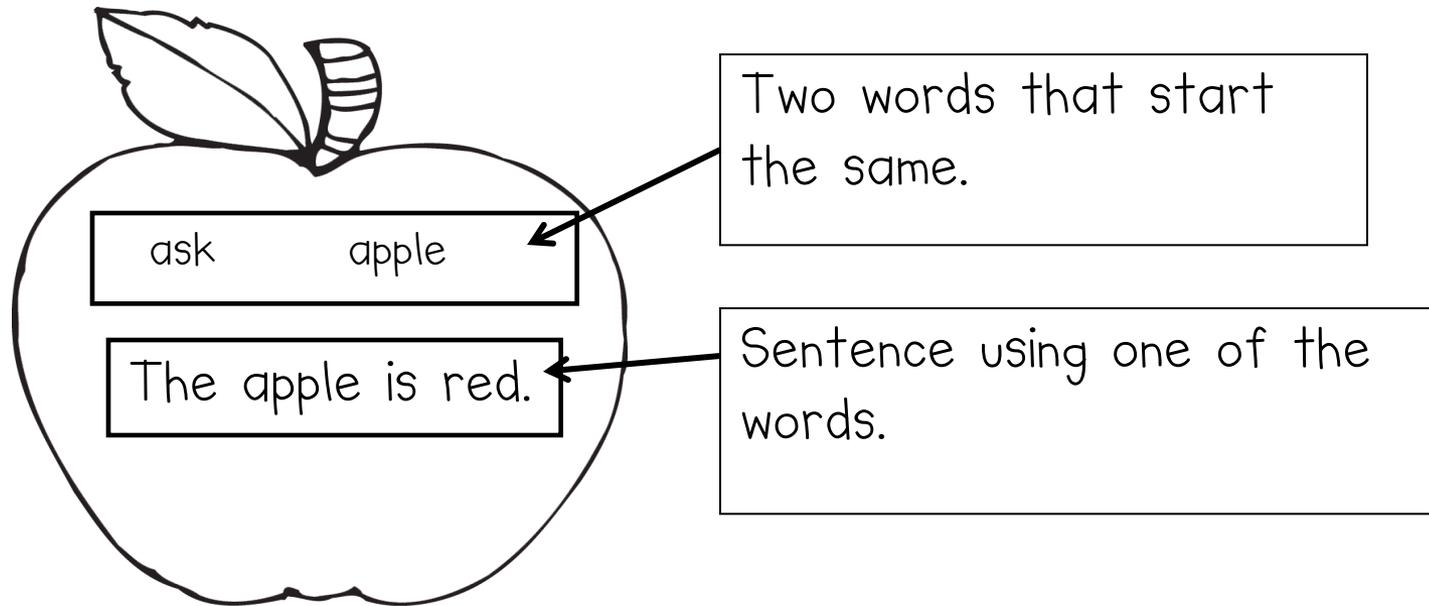


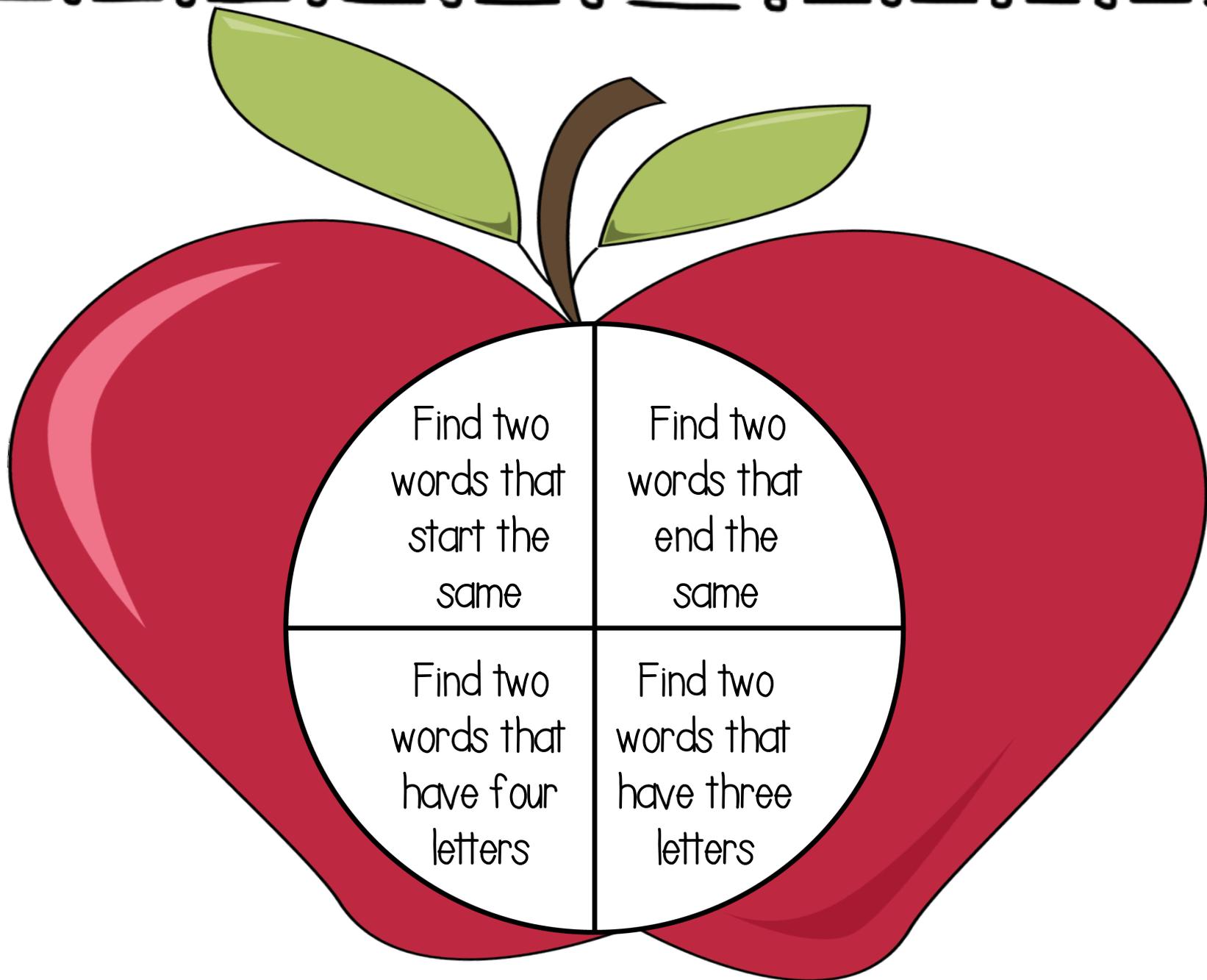
Word Work Spinners

The word work spinners on the following pages will encourage your little word detectives to go back into the text and pay close attention to the words.

Students spin the spinner to determine what the group is looking for.

To prepare- laminate the spinners and add a brad and paperclip. If desired provide the students with the recording sheets.



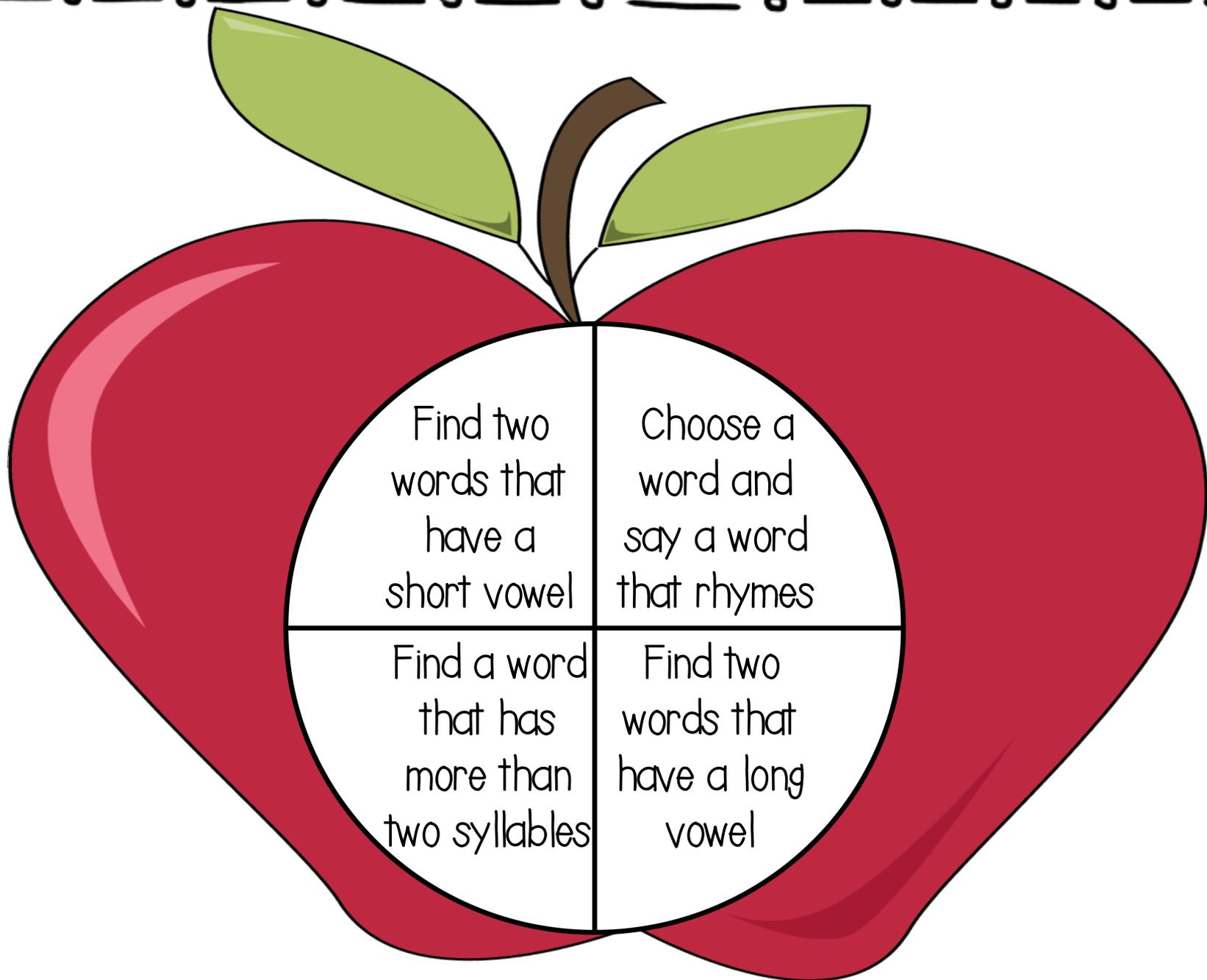


Find two
words that
start the
same

Find two
words that
end the
same

Find two
words that
have four
letters

Find two
words that
have three
letters

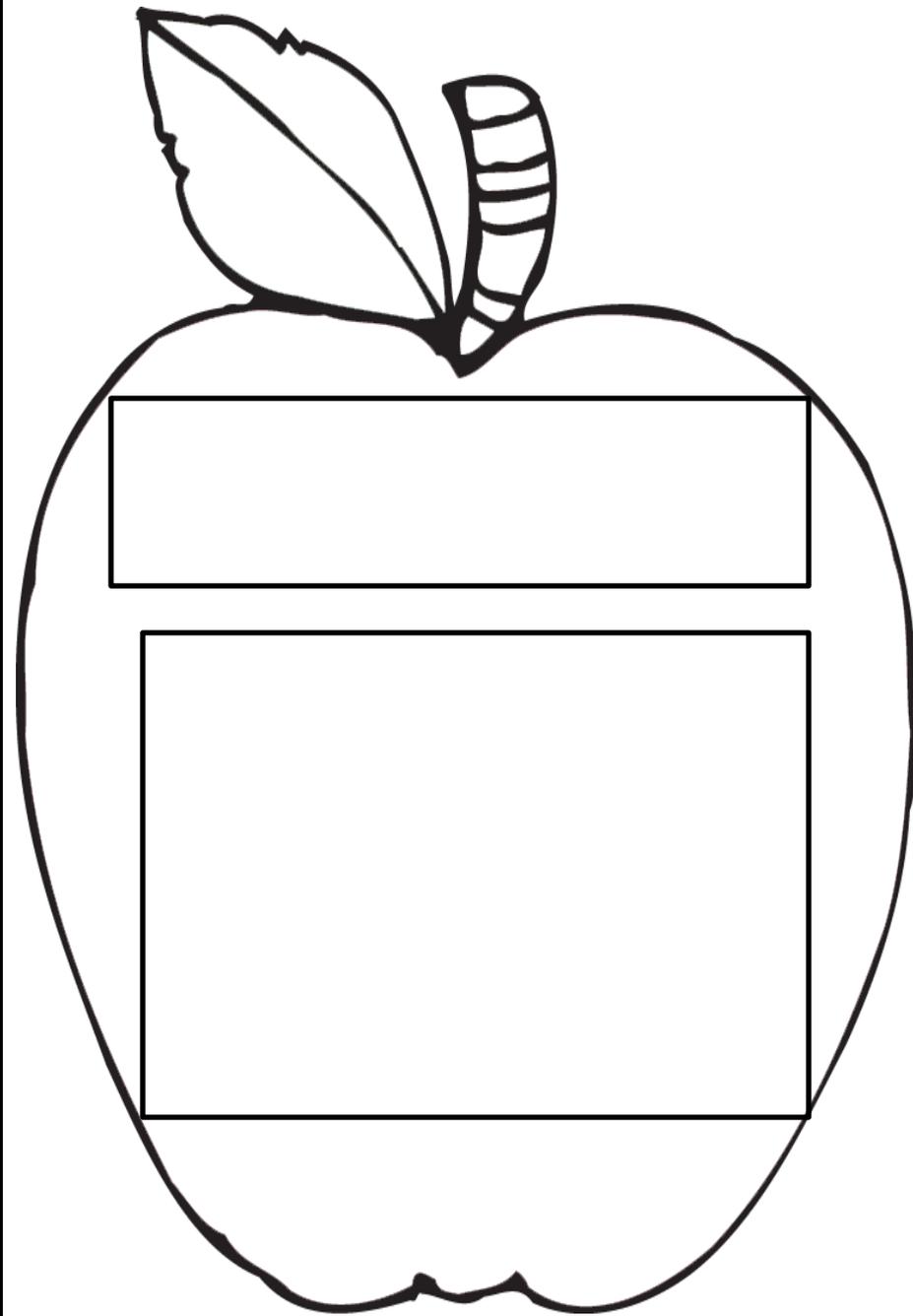
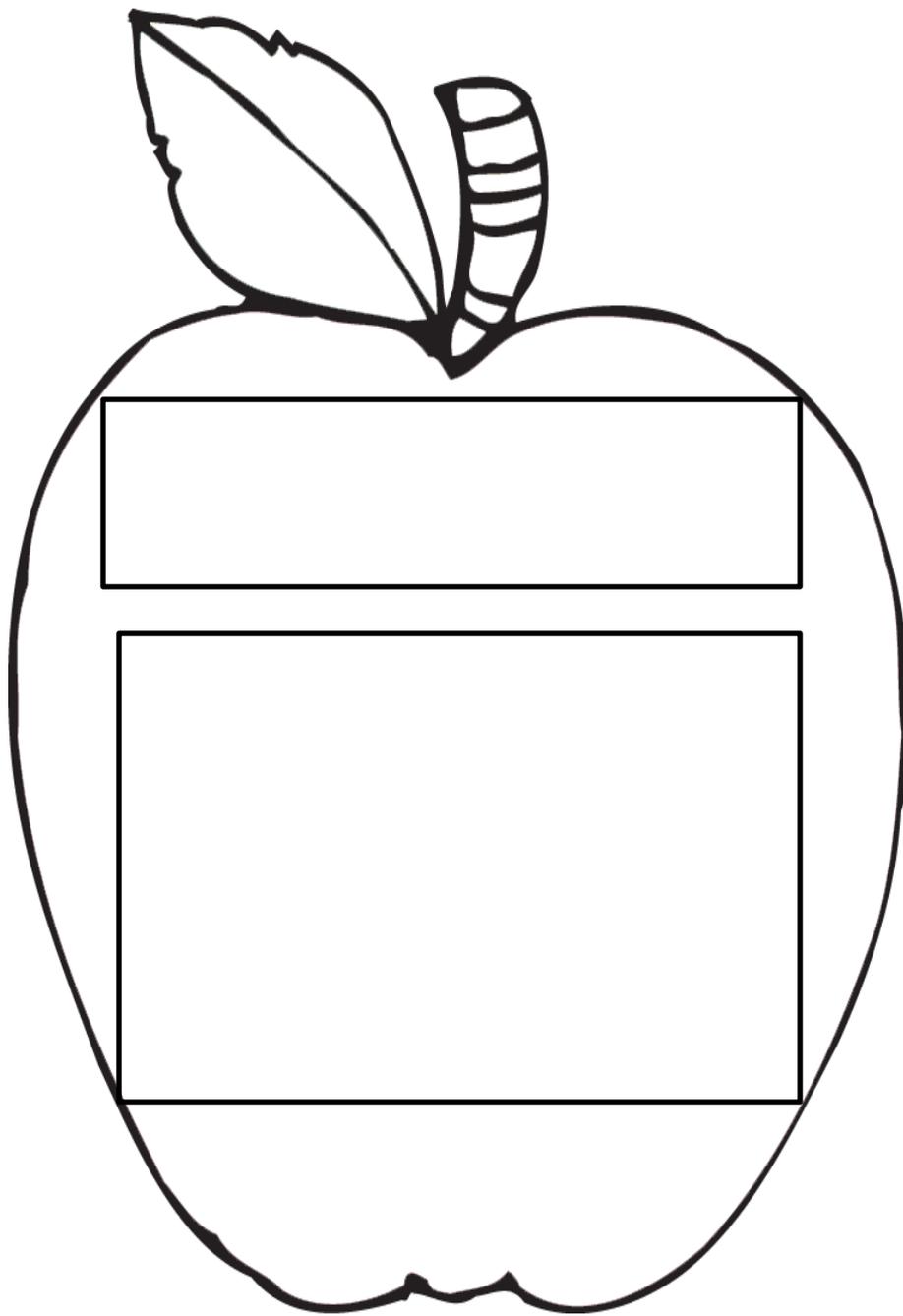


Find two words that have a short vowel

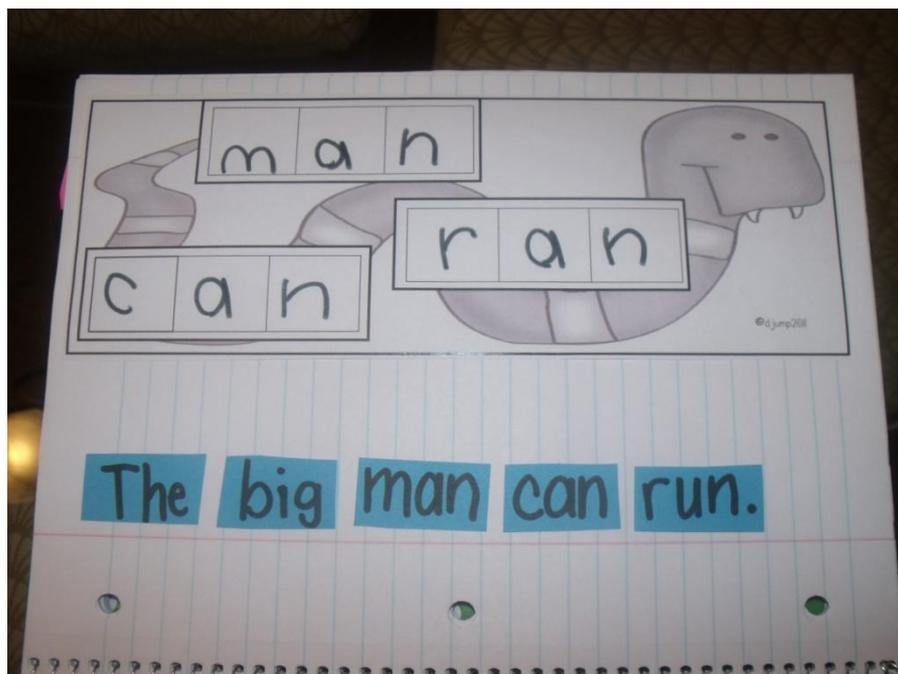
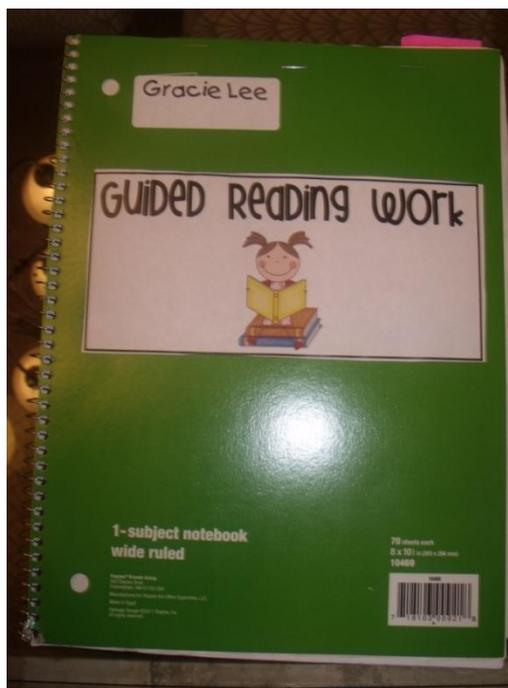
Choose a word and say a word that rhymes

Find a word that has more than two syllables

Find two words that have a long vowel



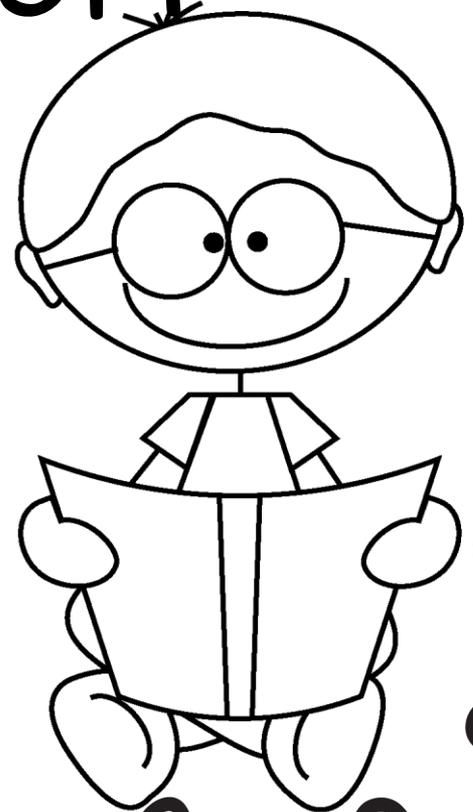
If you like to keep all of your word work in one place (like I do) Then you will want your littles to have a spiral notebook. Instead of making booklets I use the individual pages and glue them into their spiral notebooks whenever we complete a page. Choose whichever method works best for you.



COMPREHENSION

ACTIVITIES &

PRINTABLES

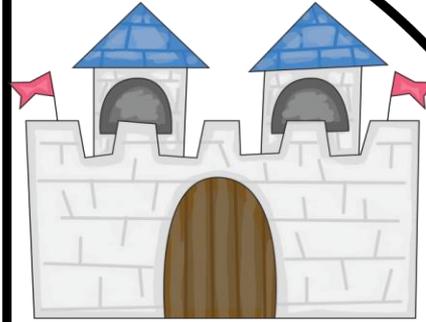


Laminate and cut out the spinner.
Add a brad and a paperclip.

Have the kids spin the spinner and tell you about that part of the story.



Characters



Setting

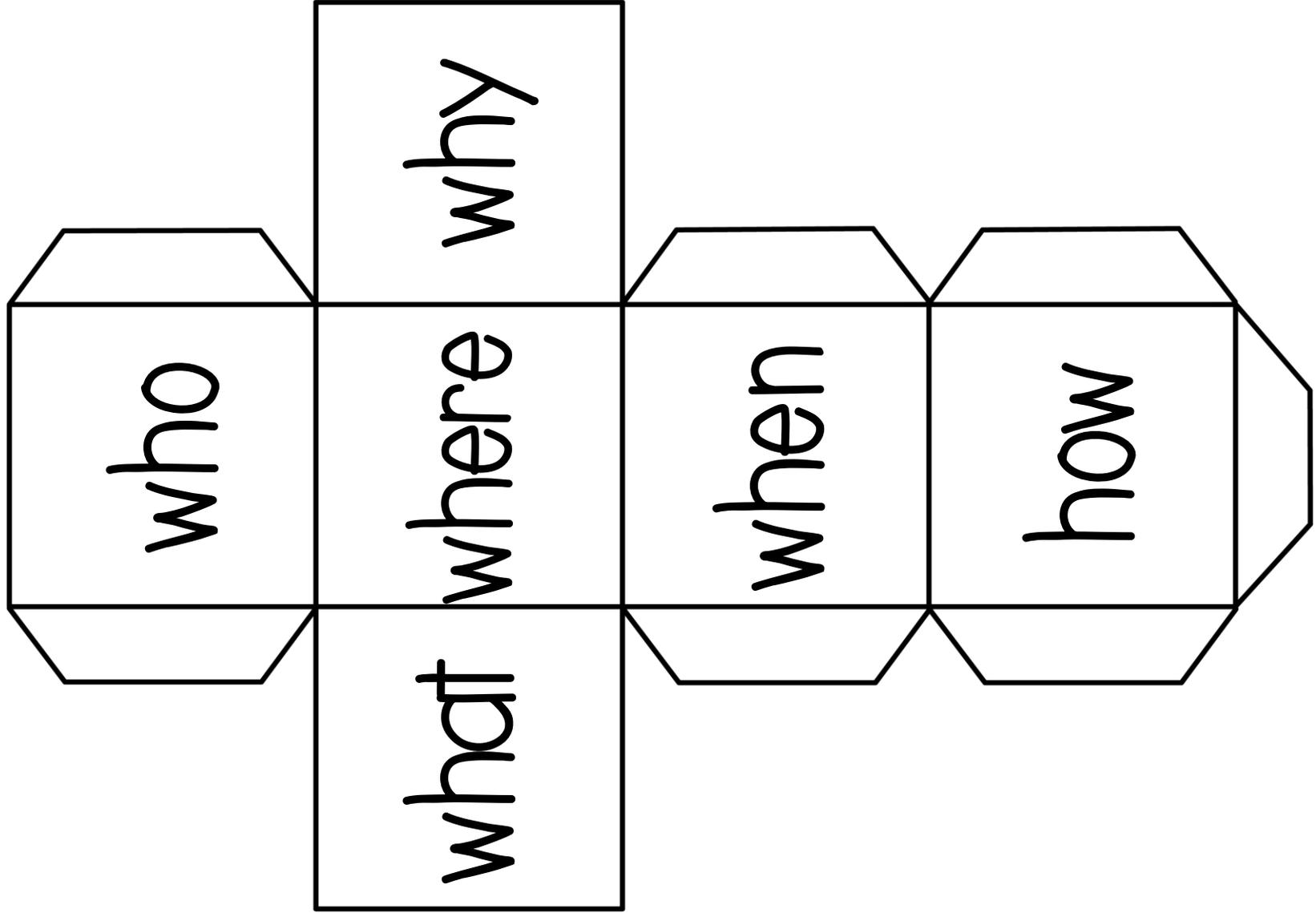


Problem



Solution

Questioning Cube: After you've read the story roll the cube to determine which type of question will be asked. You can ask the questions at first and then gradually release the responsibility of formulating the questions to the kids.



Somebody

Wanted

But

So

Somebody

the gingerbread
man



example

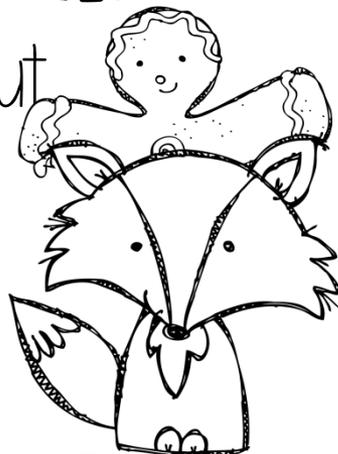
Wanted

to run away



But

he let the
fox give
him a ride



So

the fox ate him



STORY MAP



Characters:

Setting:

Solution:

Problem:



I love to read books about...

My favorite character

My favorite nonfiction topic

My favorite book of all time

Nonfiction Notes

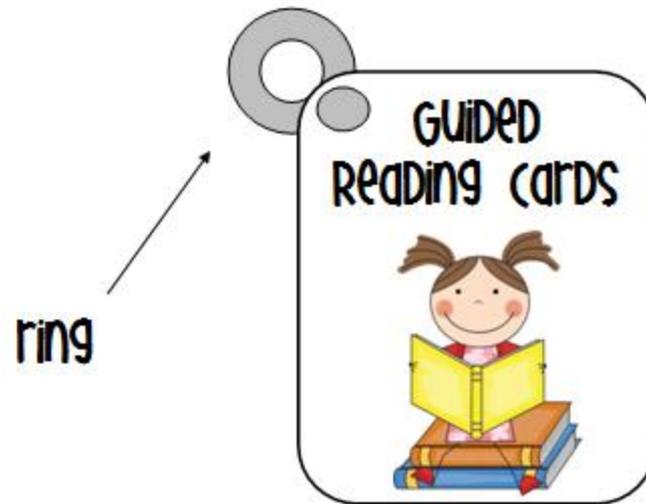
Topic

Fact

Fact

Teacher Talk/ Comprehension Cards

Laminate and cut out the cards on the following two pages. Punch a hole in the upper left hand corner and put them together using a ring. Use these cards as a reference during guided reading.



TEACHER TALK CARDS TO SUPPORT...

EARLY READING BEHAVIORS

- Read it with your finger.
 - Did it match?
 - Did you run out of words?
 - Do you think it looks like?
- Get your mouth ready to make the first sound and try reading the word again.

SELF-MONITORING BEHAVIORS

- You said ^{fish} _____, if that word were _____^{fish} what would it start with?
- Where's the tricky word?
- Which part of the word makes it tricky?
- Can you find a part you know?
- Think about the story. Does that make sense?

Self-Correction Behaviors

- You're close. Try that word again.
- Something wasn't quite right. Read it again and see if you can fix it.
- You said _____ does that look right?
Sound right? Make sense?
- What can you do to help your self?

Guided Reading Cards



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BEFORE READING

- What schema do you have about...?
- What do you notice about the illustrations?
- What do you hope to find out? (nonfiction text)

DURING READING

- What has happened in the text so far?
- What do you wonder about... ?
 - Why do you think _____ is happening?
- How do you think the character feels?

After Reading

- Retell the story.
- What questions do you still have?
 - What did you learn about _____?
 - Why do you think _____?
- What was the author's purpose?

Lesson Sequence

Introduce new book.

Say title and give an overview.

Discuss Schema for the story.

Take a picture walk and introduce new vocabulary.

Students read/Running record on one child.

Comprehension check

Word work

Thinking about myself as a reader...

This is what I look like when I'm serious about my reading.

Three things that help me improve my reading

Creating Mental Images

Title of Book:

My Image

Evidence from the text
to support my image

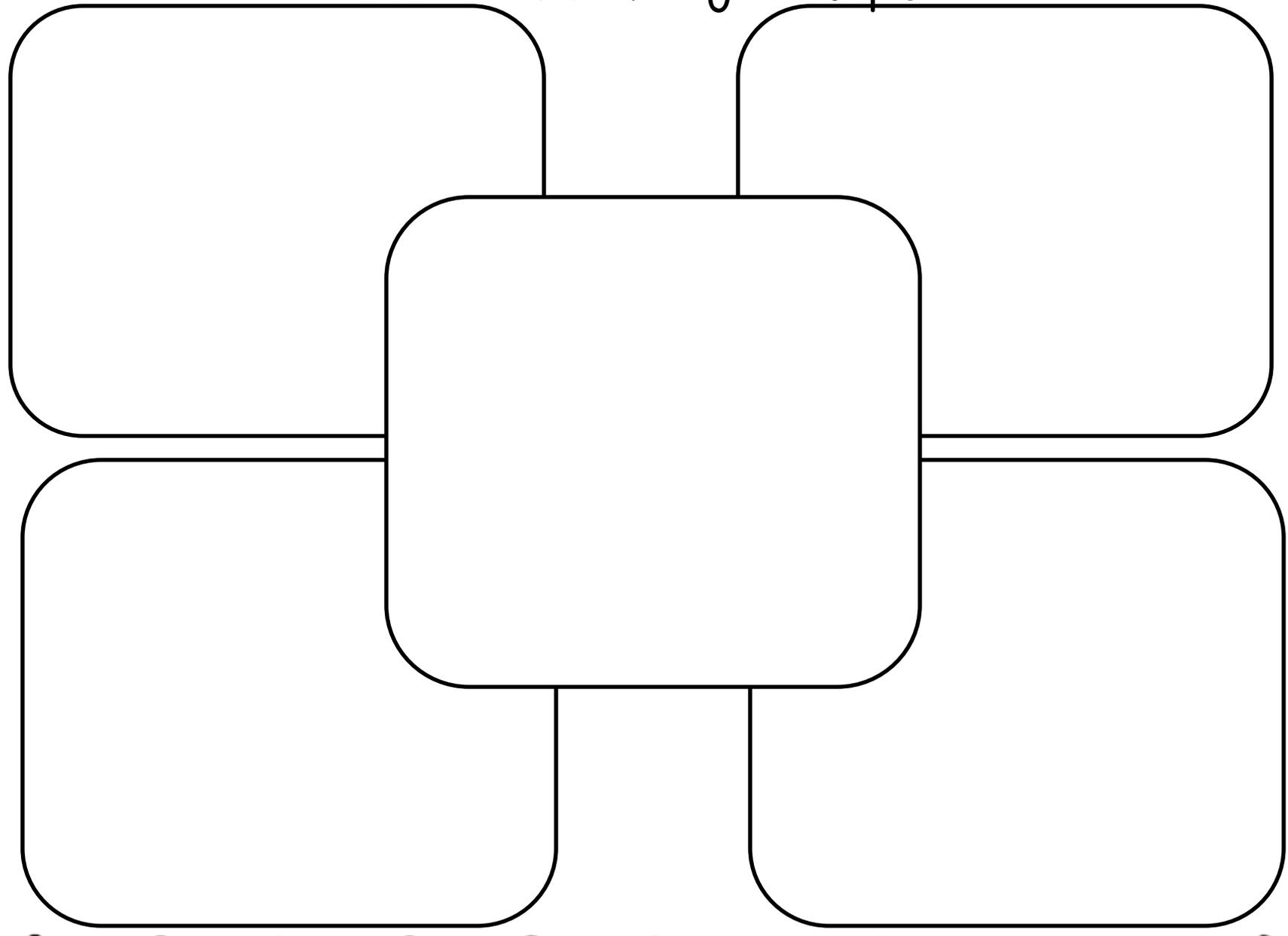
LESSON PLAN
TEMPLATES &
RUNNING RECORD
FORMS



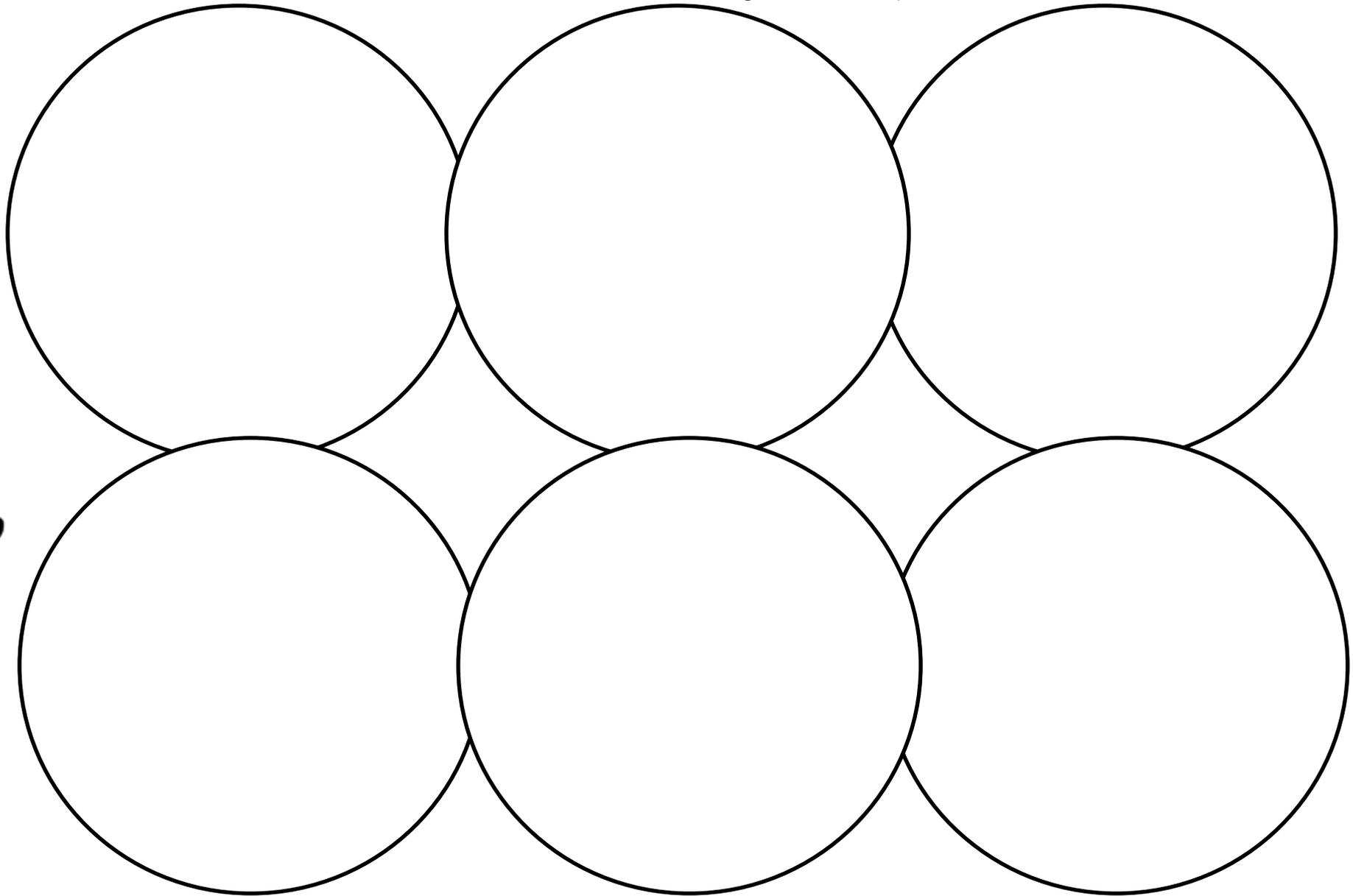
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There are two options for the lesson plan template and planning calendar sheet. Choose the option that works best for you. For example, I know that my schedule will only allow for me to meet with 3 groups a day. Therefore, I use the second Planning Calendar option that has a spot for 3 groups.

Guided Reading Groups



Guided Reading Groups



Guided Reading Lesson plans for the week of _____

DAY	GROUP	Text Level	TITLE OF BOOK	Teaching Point	WORD WORK
M t W Th F				words/vocabulary: Strategy:	
M t W Th F				words/vocabulary: Strategy:	
M t W Th F				words/vocabulary: Strategy:	
M t W Th F				words/vocabulary: Strategy:	

Guided Reading Lesson plans for Group

Date	Title of Book	Text Level	Teaching Point	WORD WORK
			words/vocabulary: Strategy:	

Planning Calendar for Guided Reading Groups

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group: Running Records:				
Group: Running Records:				
Group: Running Records:				
Group: Running Records:				

Planning Calendar for Guided Reading Groups

Monday	Tuesday	Wednesday	Thursday	Friday
Group: Running Records:				
Group: Running Records:				
Group: Running Records:				

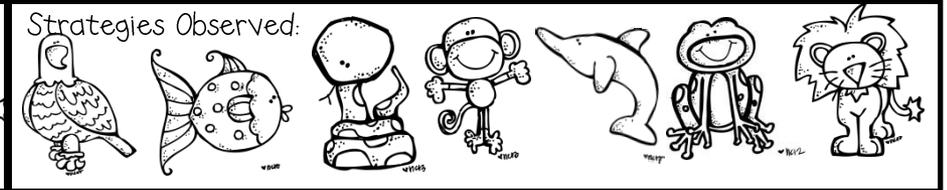
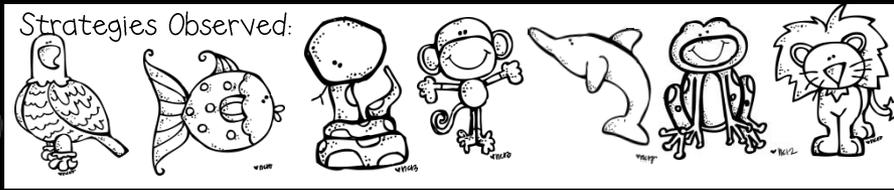
Notes:

Running Records and Reading Notes for _____

Date	Title of Book:		Date	Title of Book:	
Text Level:	Accuracy:	SC:	Text Level:	Accuracy:	SC:

Running Record

Running Record



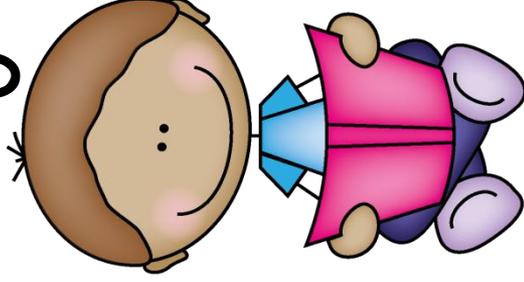
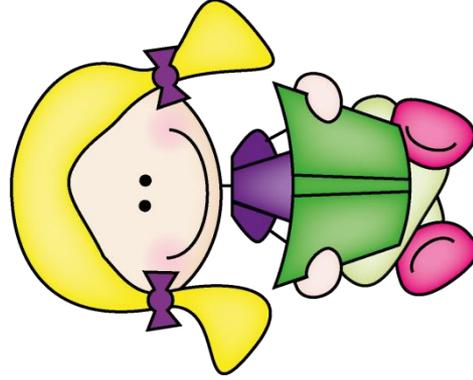
Notes/Instructional Goals:

Notes/Instructional Goals:

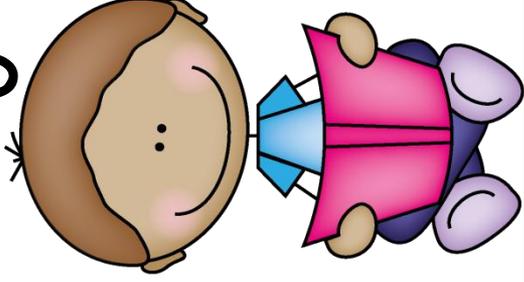
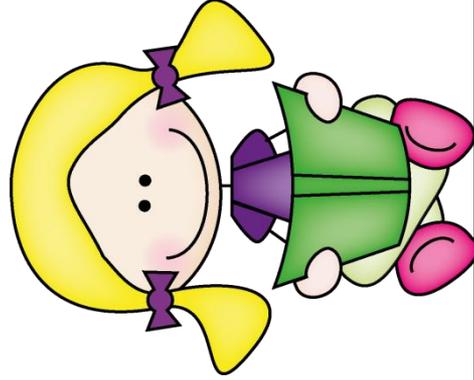
Guided Reading



Guided Reading work



Guided Reading work



Labels for spiral notebooks

Tips on Organizing the Guided Reading materials

Use a 3 ring binder and dividers.

I have a divider for the planning calendars, lesson plans and one for each child.

The following pages show you how it is organized and explain what each form is used for.

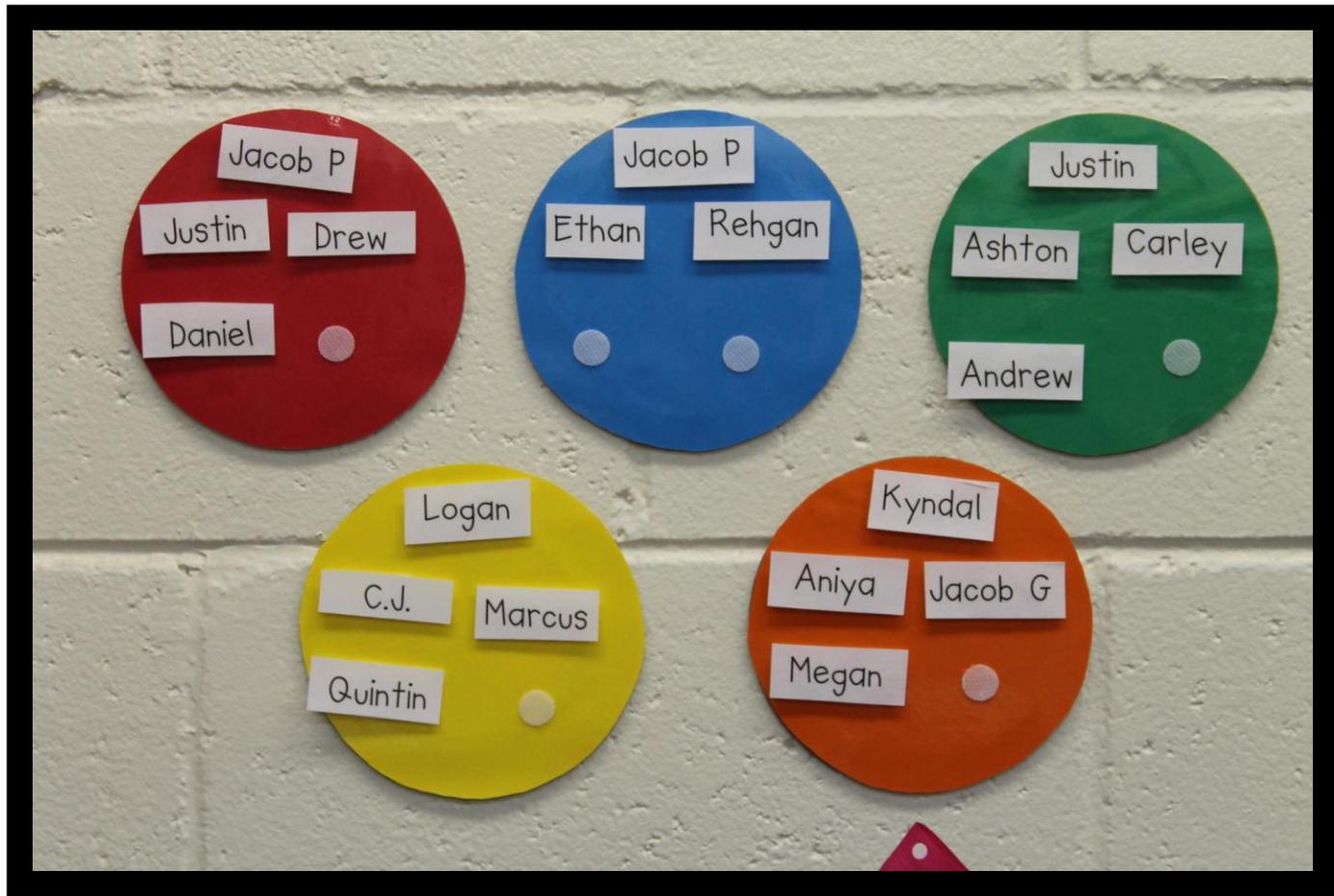
Guided Reading Groups

This form is the first thing in my notebook. It lists the names of the kids in each group and tells me who I need to monitor and/or get ready to move to another group.

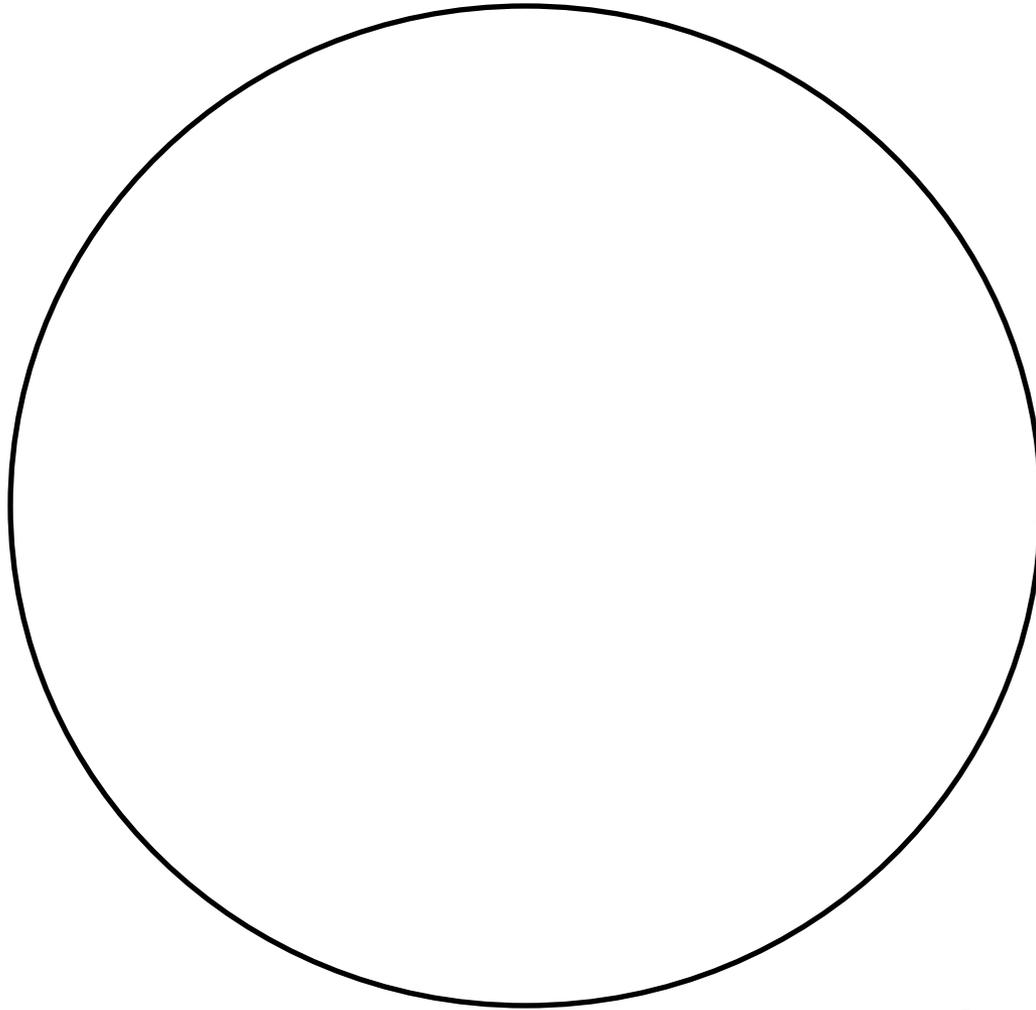
GUIDED READING GROUPS

Gracie Lee, Taylor Madison, Hunter Level A * Monitor Taylor She is almost ready to move to b group.	Brandon, Tessa, Jennifer, Zanya Mackenzie * Jennifer is having difficulty w/comp.
James, Landon, Michelle, Holli, Lucy	Michah, Jose, Calli, Nick, Jordan * Nick is doing an excellent job with Stretchy snake strategy Intro. Chunky Monkey
	Kortney, Lock, Michael, Camie, Carson * Move Michael to Orange group next week.

Visual Grouping on wall by my Table



Students are placed in a color group based on their reading level. Their names are laminated and I use velcro so that I can easily move them to a different group when their reading level changes.



Run on colored paper

Planning Calendar for Groups (Behind First Divider)

This is a great visual for planning which groups I will meet with each day. I color code each group so that I can make sure I am meeting with them as often as I should. This form also tells me which student from each group I need to do a running record on each day.

PLANNING CALENDAR FOR GUIDED READING GROUPS				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group: Gracie Lee, Madison, Hunter Taylor Running Records: Gracie Lee	Group: James, Landon, Michelle, Holli, Lucy Running Records: James	Group: Gracie Lee, Madison, Hunter Taylor Running Records: Madison	Group: Michah, Jose, Calli, Nick, Jordan Running Records: Michah	Group: Brandon, Tessa, Jennifer, Mackenzie, ZMYA Running Records: Brandon
Group: James, Landon, Michelle, Holli, Lucy Running Records: Landon	Group: Gracie Lee, Madison, Hunter Taylor Running Records: Hunter	Group: Michah, Jose, Calli, Nick, Jordan Running Records: Jose	Group: Gracie Lee, Madison, Hunter Taylor Running Records: Taylor	Group: Michah, Jose, Calli, Nick, Jordan Running Records: Calli
Group: Kortney, Lock, Michael, Camie, Carson Running Records: Kortney	Group: Brandon, Tessa, Jennifer, Mackenzie, ZMYA Running Records: Calli	Group: James, Landon, Michelle, Holli, Lucy Running Records: Michelle	Group: Kortney, Lock, Michael, Camie, Carson Running Records: Lock	Group: Library Running Records:

NOTES: Mrs. Smith pulls green group on Mon/Tues. for remediation.

Guided Reading Lesson Plans

You may want to have them all behind one tab or you may choose to have a tab for each group. It depends on which lesson plan format you prefer.

I prefer to have a tab for each group and use the template that lists one group per page. This way I can easily see what I've been working on with each group.

Guided Reading Lesson plans for Group				
DATE	TITLE OF BOOK	TEXT LEVEL	TEACHING POINT	WORD WORK
			words/vocabulary: Strategy:	

Running Records and Reading Notes Form

I have a tab for each student. The students are listed in alphabetical order. Each day I do a running record on one student from each group. After I've introduced the story and we've done the picture walk I have the other students read the book quietly to themselves while I do a running record on the chosen student. I note on the running record any errors that the student makes and I pay close attention to the reading strategies I observe the student using. For example, in the running record below the student only used the eagle eye strategy. I noted in her instructional goals that we need to work on lips the fish.

Running Records and Reading Notes for Gracie Jones	
Date: 9/12	Title of Book: Come See My Bugs
Text Level: A	Accuracy: SC
Running Record	
✓ ✓ ✓ ✓ ant bug.	
(5) come ✓ ✓ ✓ ant bug.	
(5) Come ✓ ✓ ✓ ant bug.	
Come ✓ ✓ ✓ ant bug.	
Strategies Observed:	Strategies Observed:
 	
Notes/Instructional Goals:	Notes/Instructional Goals:
Work on lips the fish Strategy. No attempt to make beginning sound.	

RUNNING RECORDS AND READING NOTES FOR

Date 11/5 Title of Book Scrub a Dub
 Text Level C Accuracy 87% SC
 Running Record

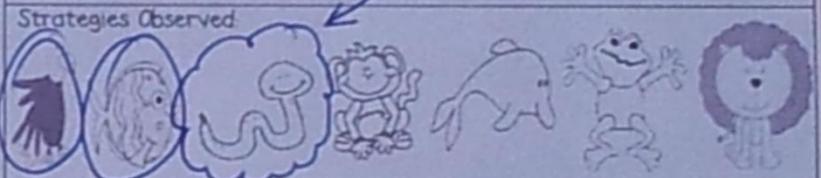
lanl
 ✓ animals ✓✓✓✓
lslcl
 Scrub ✓✓✓
 ✓✓ ✓✓✓✓
löl löl
 Onk oink!
 ✓✓✓✓✓✓
quack quack (e)
 ✓✓✓✓✓✓ moo moo lslcl
 Scrub ✓✓✓



Notes/Instructional Goals:
 Work on stretchy snake strategy.
 Great at getting mouth ready but
 doesn't try stretching all the
 way through the word

Date 11/20 Title of Book Going to the Fair
 Text Level C Accuracy 89% SC
 Running Record

✓✓✓ ✓✓✓
rid
 ✓✓✓ ✓ rides.
 ✓✓✓ ✓ animals
gams
 ✓✓✓ ✓ games
 ✓✓✓ ✓✓✓



Notes/Instructional Goals:
 Much better at stretching words
 Continue working on this strategy.
 Work on silent e words.
 self monitoring SOUND RIGHT?

Student Materials

Each student has their own reading bag. Inside the reading bag they have the reading strategy card, their word work booklet or spiral, pointer, guided reading log for their parents to sign each time they take their bag home.



I can use patterns to help me read.

I can find the patterns.



I see
a tree.



I see
a nest.



I see
a bird.

I can point to each word.



I see
tree.

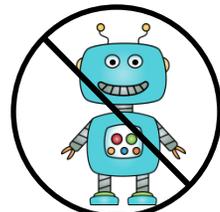


I can read the new words.



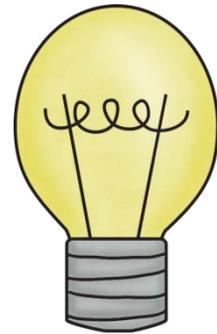
I see
a nest.

I can read with a talking voice.



I can figure out words.

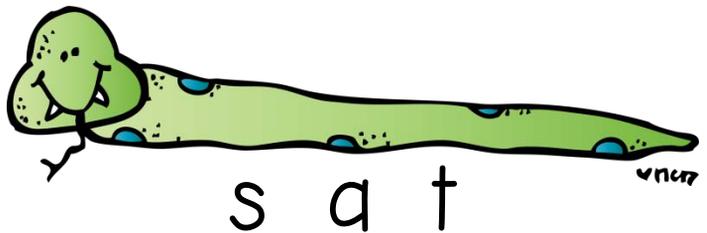
I can think about the
story.



I can get my mouth ready
to read.



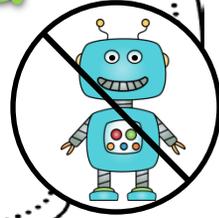
I can stretch the
word.



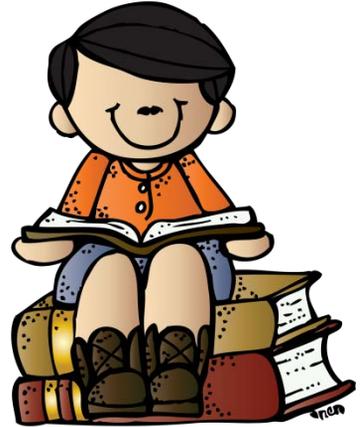
I can look for chunks
I know.



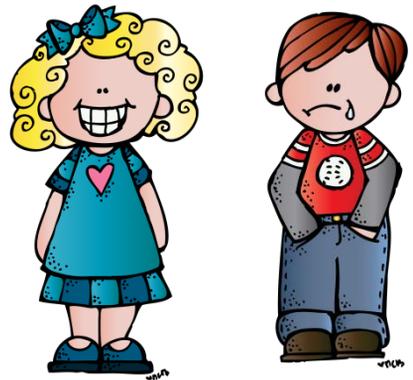
I can read
fluently.



I can read the story
again and again.



I can think about the tone.



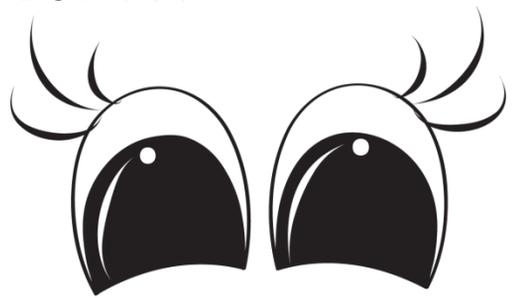
I can use my face and
hands to show expression.



I can check
my reading.

I can ask myself...

Does it look right?



Does it sound right?



Does it make sense?



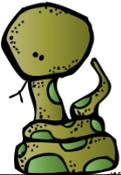
Reading Strategies



Eagle Eye
Look at the
pictures.



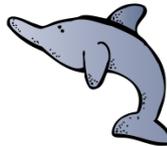
Lips the Fish
Say the first
sound.



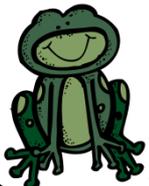
Stretchy Snake
Stretch the
words.



Chunky Monkey
Look for
chunks.



Flippy Dolphin
Flip the vowel
sound.



Skippy Frog
Skip the word
and come back.



Tryin' Lion
Try a word that
makes sense.

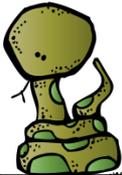
Reading Strategies



Eagle Eye
Look at the
pictures.



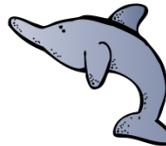
Lips the Fish
Say the first
sound.



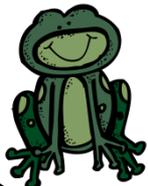
Stretchy Snake
Stretch the
words.



Chunky Monkey
Look for
chunks.



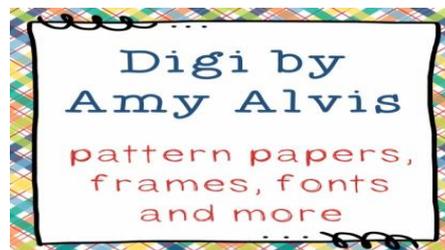
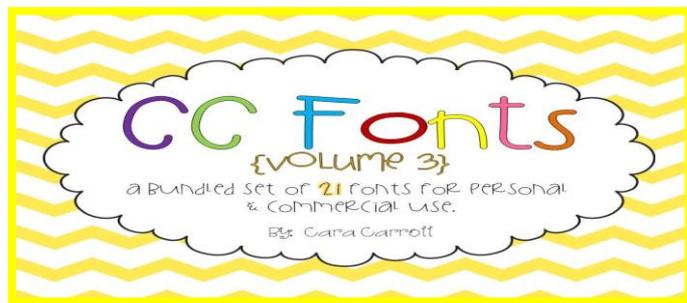
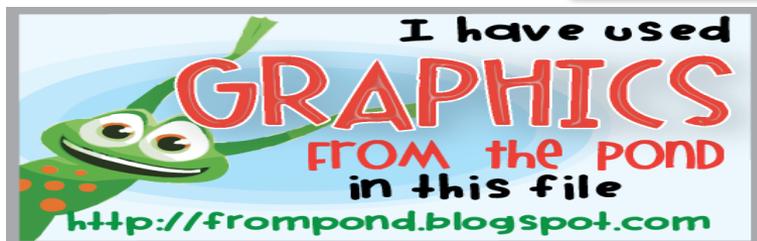
Flippy Dolphin
Flip the vowel
sound.



Skippy Frog
Skip the word
and come back.



Tryin' Lion
Try a word that
makes sense.



Note: I no longer write out all of my student's names on the planning calendar (as shown in the pic). Instead I just write the color group that I'm working with.

Someone contacted me and asked me to make a planning calendar with space to write the names so I'm adding it to the packet in case you want it too.

Happy Teaching!

Planning Calendar for Guided Reading Groups

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Group:

Group:

Group:

Group:

Group:

Running Record:

Running Record:

Running Record:

Running Record:

Running Record:

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Running Record:

Running Record:

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