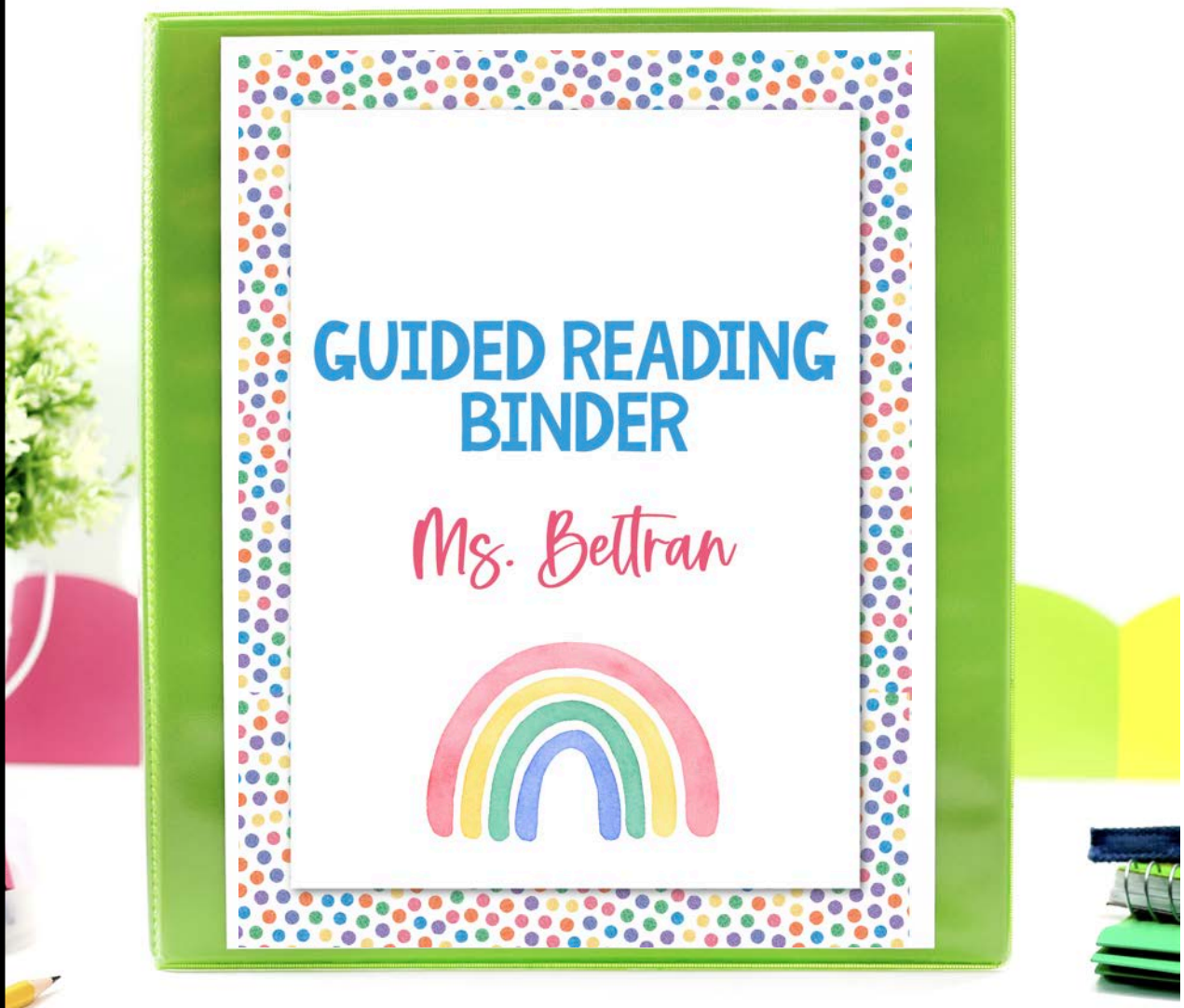
GUIDED READING BINDER

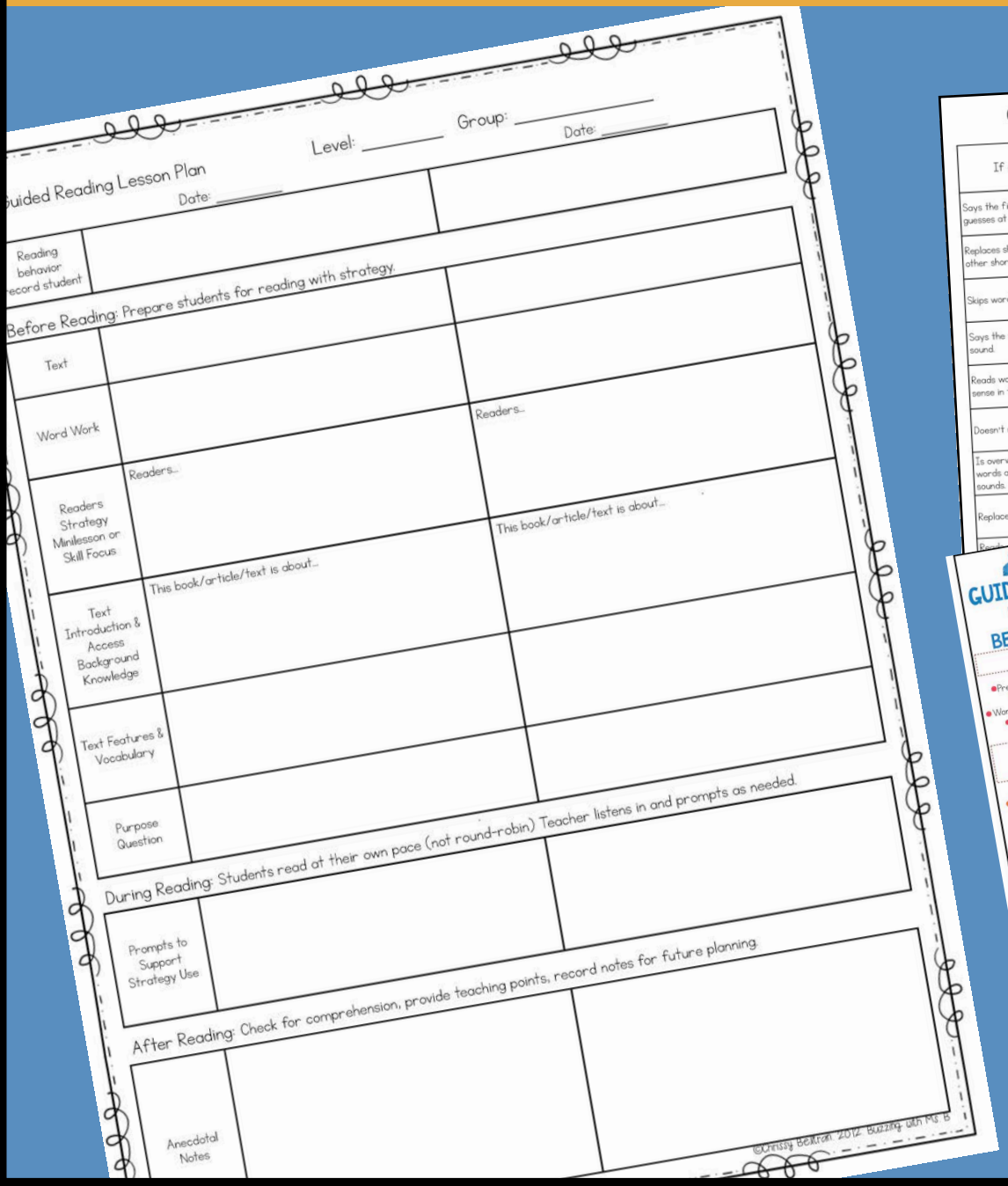


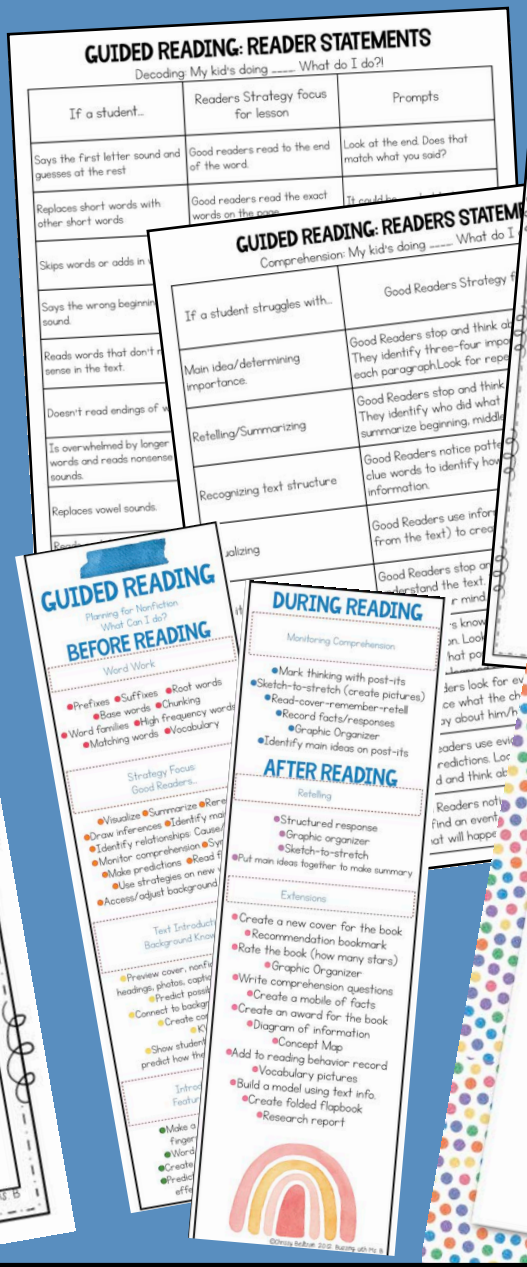
- How-to guide
- Lesson templates
- Strategy cards
- Reading behavior records

BUZZING with Ms. B

PRACTICE READING IN SMALL GROUPS IN 3-5TH GRADE

Editable Lesson Templates & More!

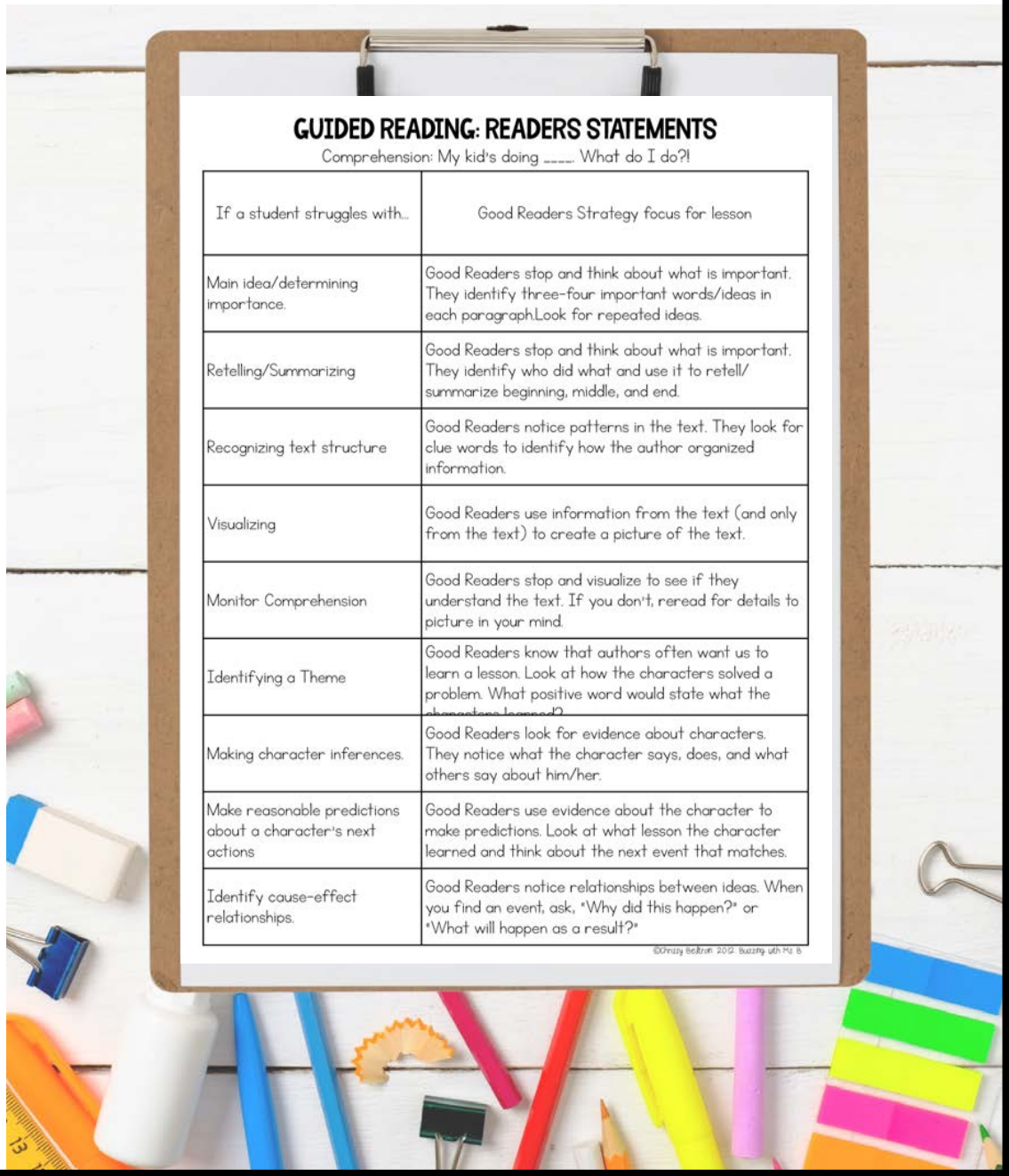




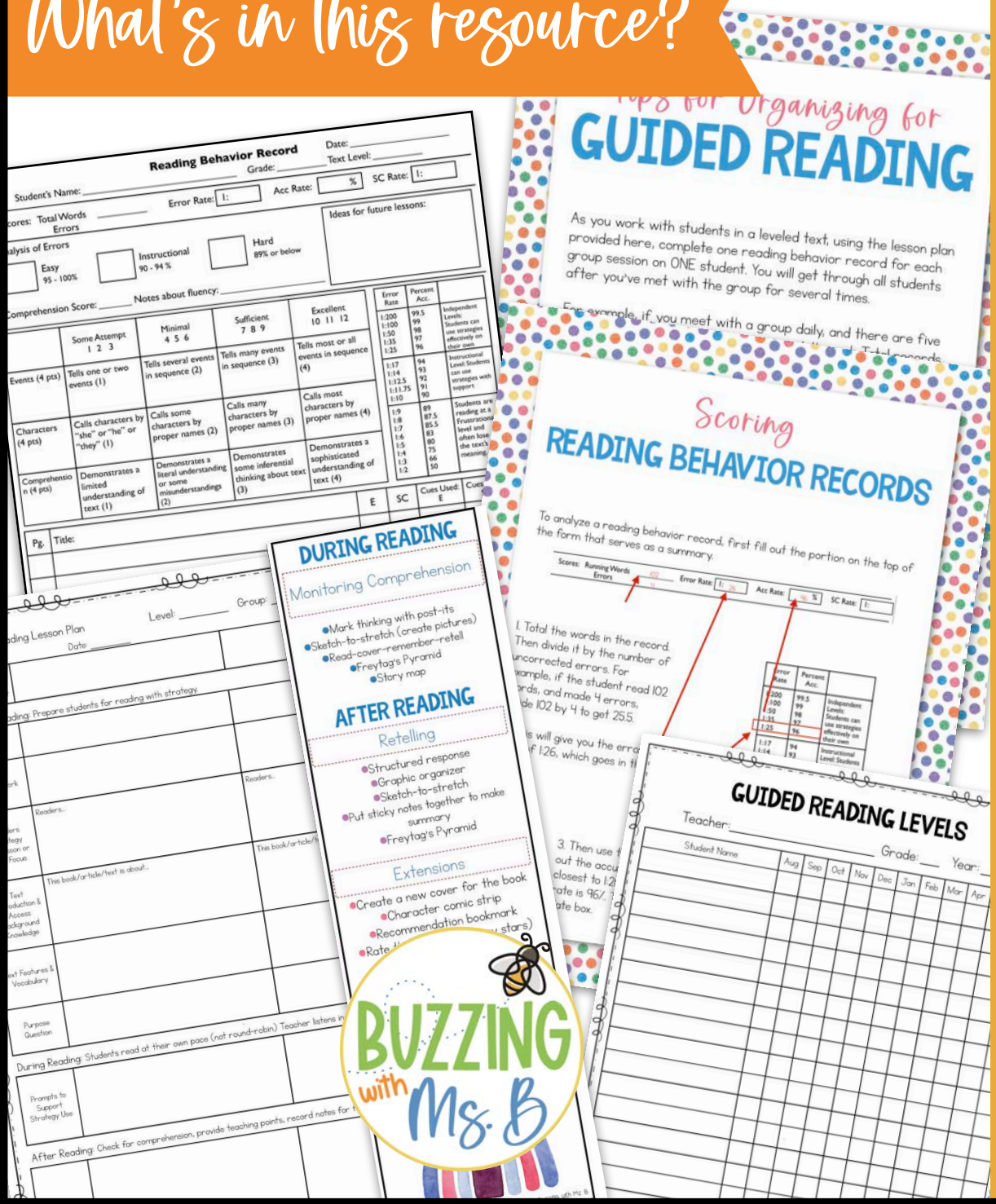
WHAT'S IN THE GUIDED READING BINDER RESOURCE?

YOU'LL LEARN HOW TO...

- ✓Group students for guided reading
- ✓Choose strategies for lessons
- ✓Write lessons with the lesson plan template
- ✓Take a reading behavior record to identify strengths & areas of growth for students
- ✓Grow readers!



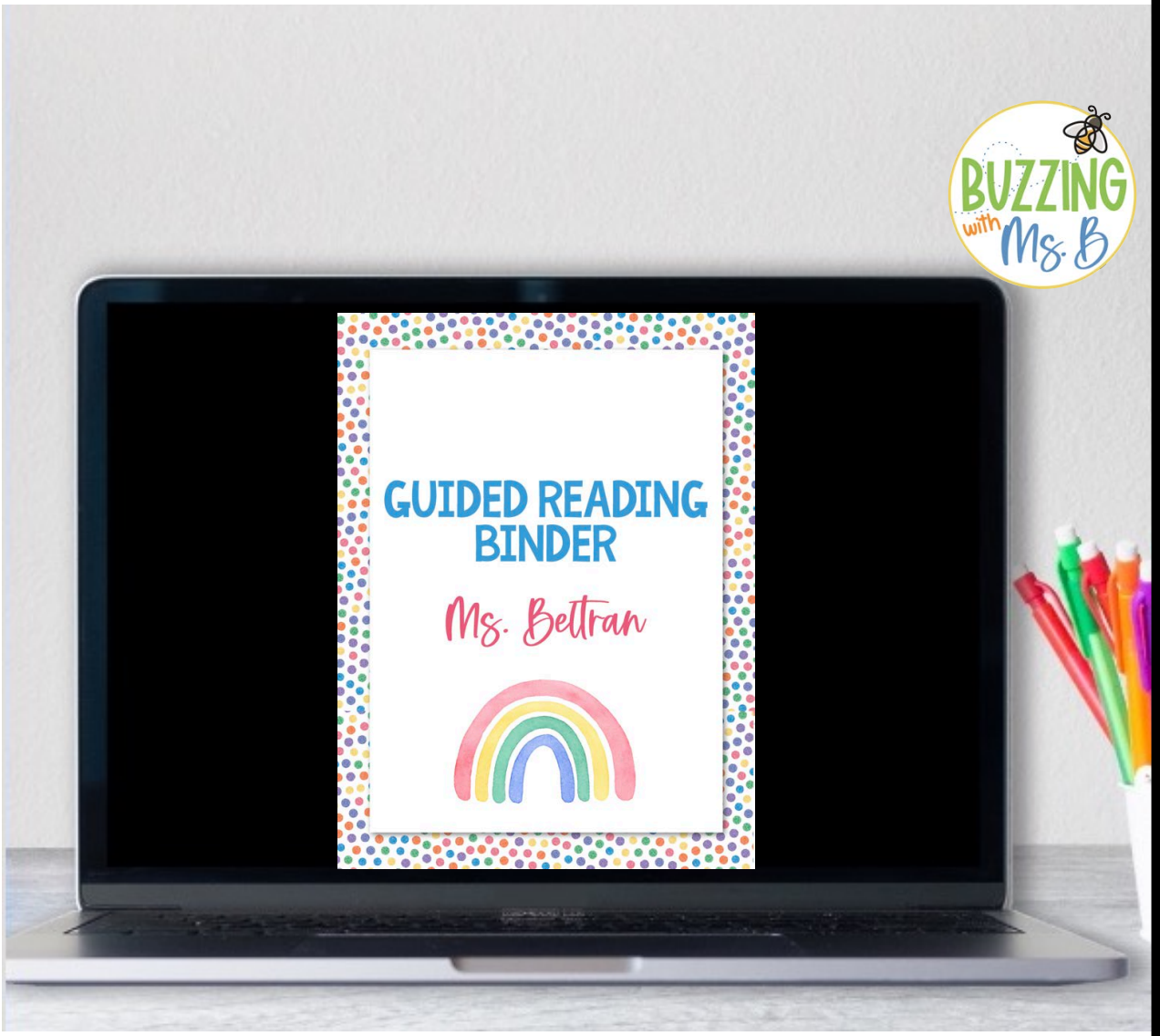
What's in this resource?



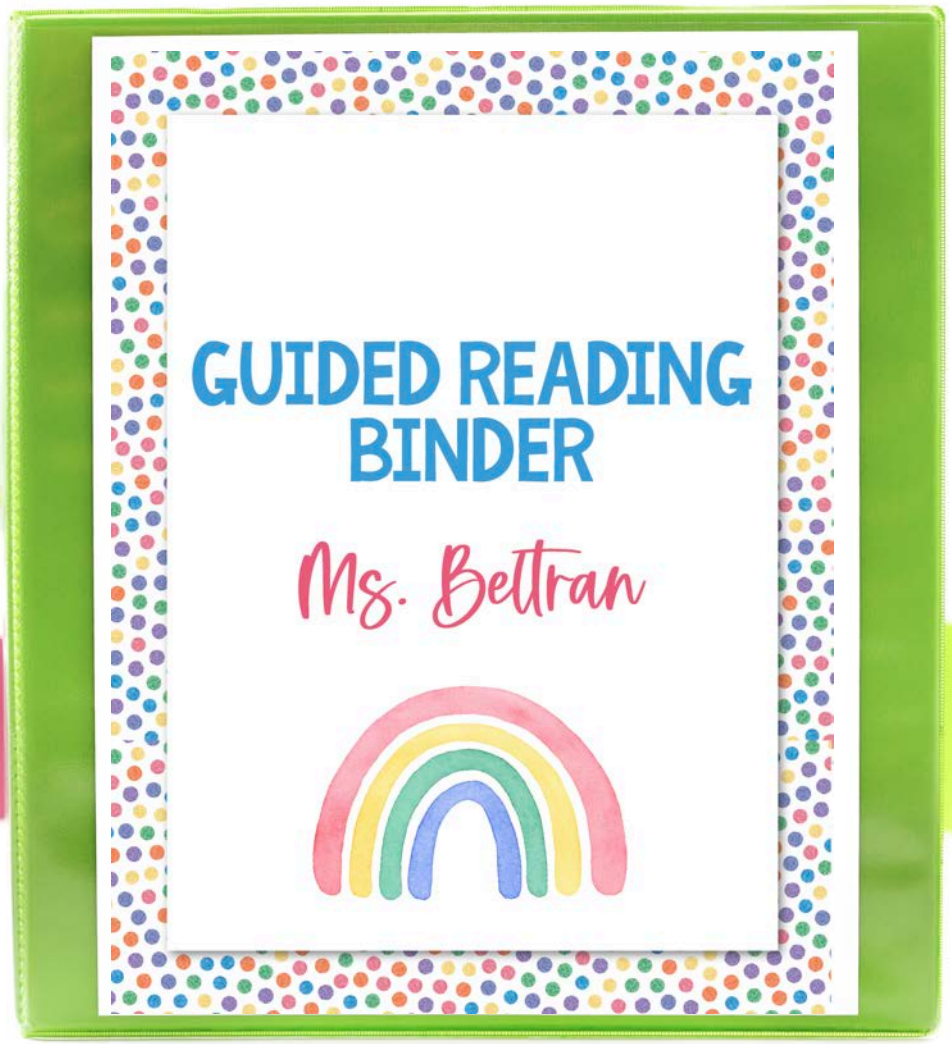
- ✓Editable templates for lesson planning, grouping students, and creating your schedule
- ✓Teacher's guide: how to use guided reading in upper elementary
- ✓Lesson planning bookmarks
- ✓Strategy cards
- ✓Reading behavior record guide & forms
- ✓Quick Check forms: Fiction & Nonfiction
- ✓Blank calendar to record days you met with groups

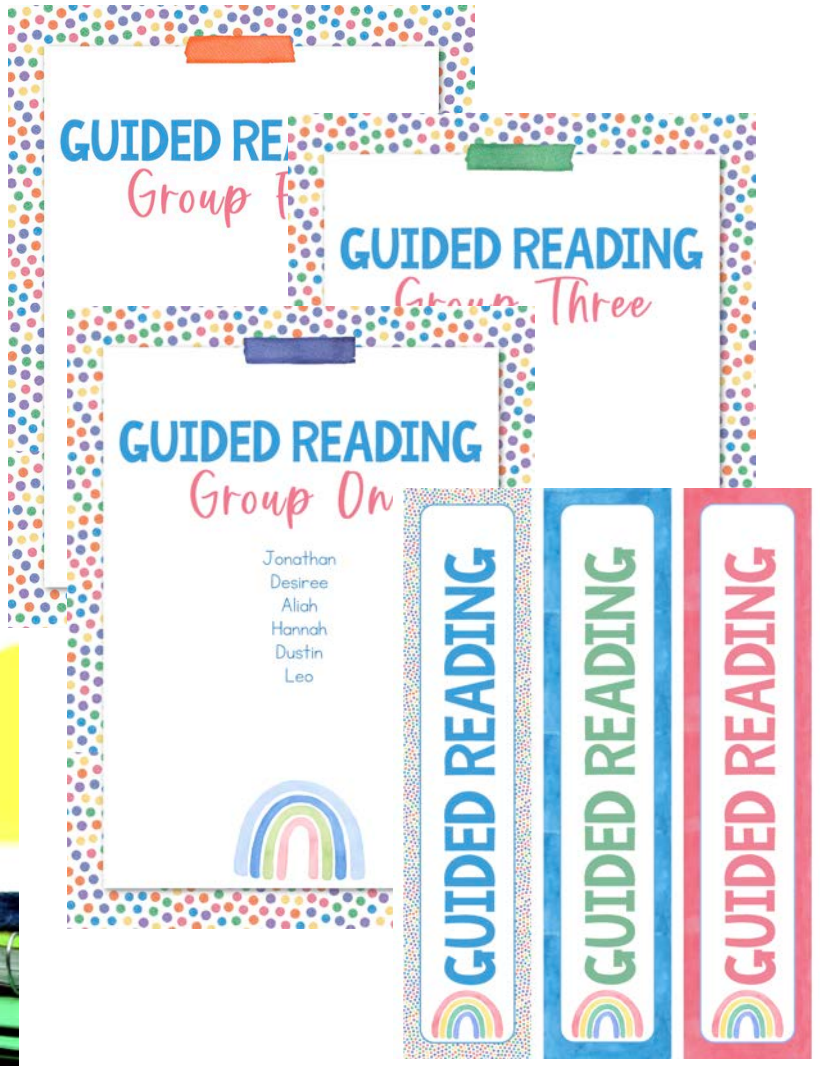
Edit with Adobe Reader!

- ✓Type into the boxes and print out your…
  - ✓lesson plans
  - ✓grouping sheet
  - ✓Schedule
  - ✓ Binder cover
  - ✓Group Sheets



BINDER COVER + SPINES

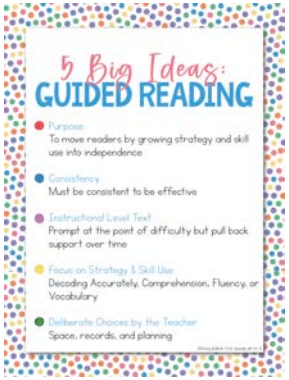




EDITABLE COVER & GROUPING SHEETS

TEACHER'S GUIDE + FORMS

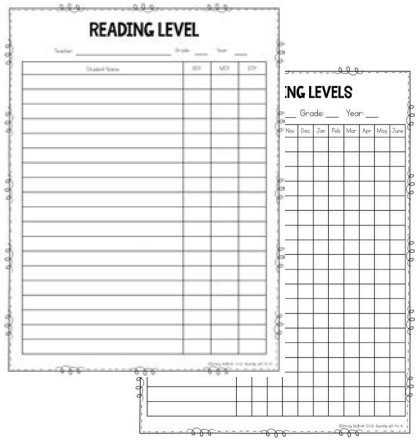
5 BIG IDEAS



TIPS FOR GROUPING + FORMS



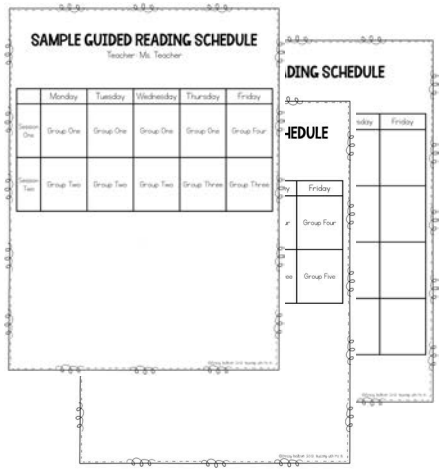
READING LEVEL LOGS



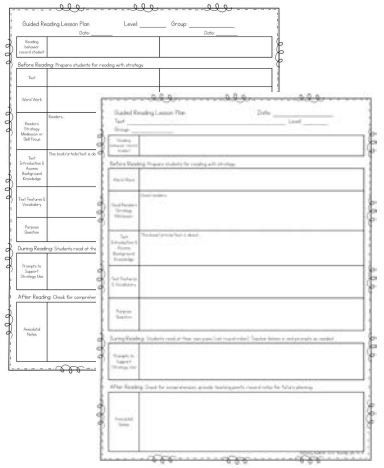
ORGANIZATIONAL TIPS



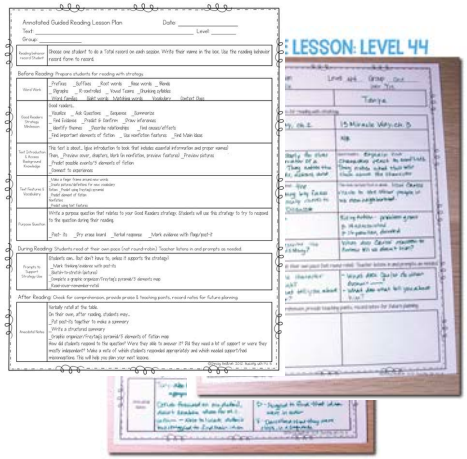
SAMPLE SCHEDULES + FORMS



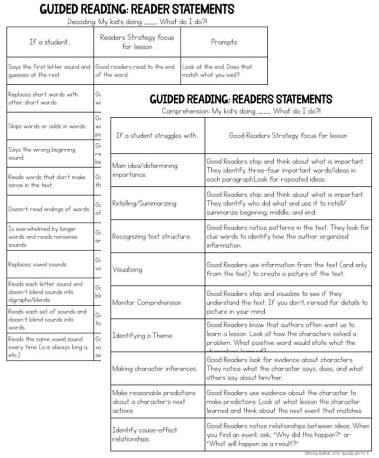
LESSON PLAN TEMPLATES



LESSON PLAN GUIDE + SAMPLES



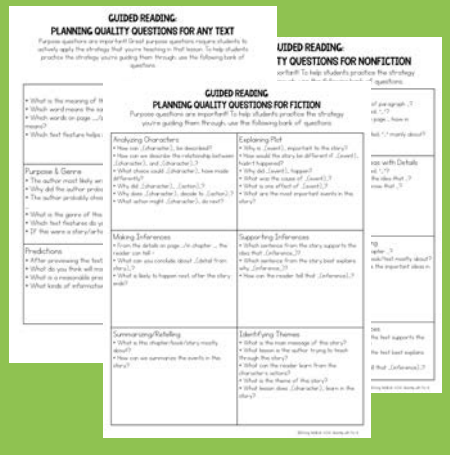
STRATEGY TEACHING POINTS



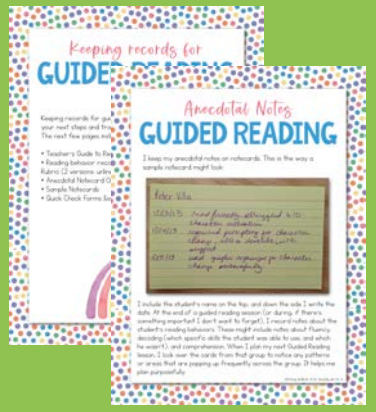
TEACH BETTER SMALL GROUP LESSONS IN 3RD–5TH GRADE!

WHAT'S IN THIS BINDER?

QUESTIONING



ANECDOTAL NOTES



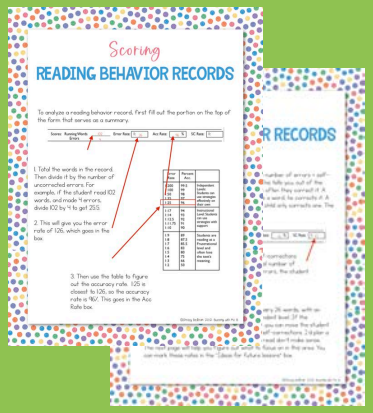
ANECDOTAL NOTES



READING BEHAVIOR RECORD GUIDE



HOW TO TAKE READING BEHAVIOR RECORDS



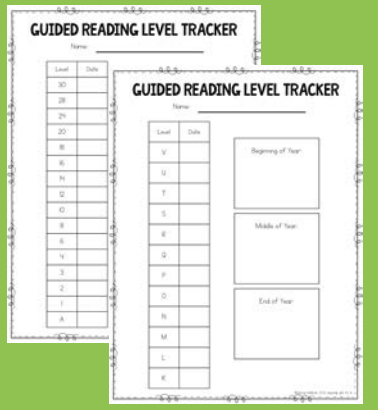
READING BEHAVIOR RECORD FORM



QUICK CHECK FORMS: FICTION + NONFICTION



LEVEL TRACKERS



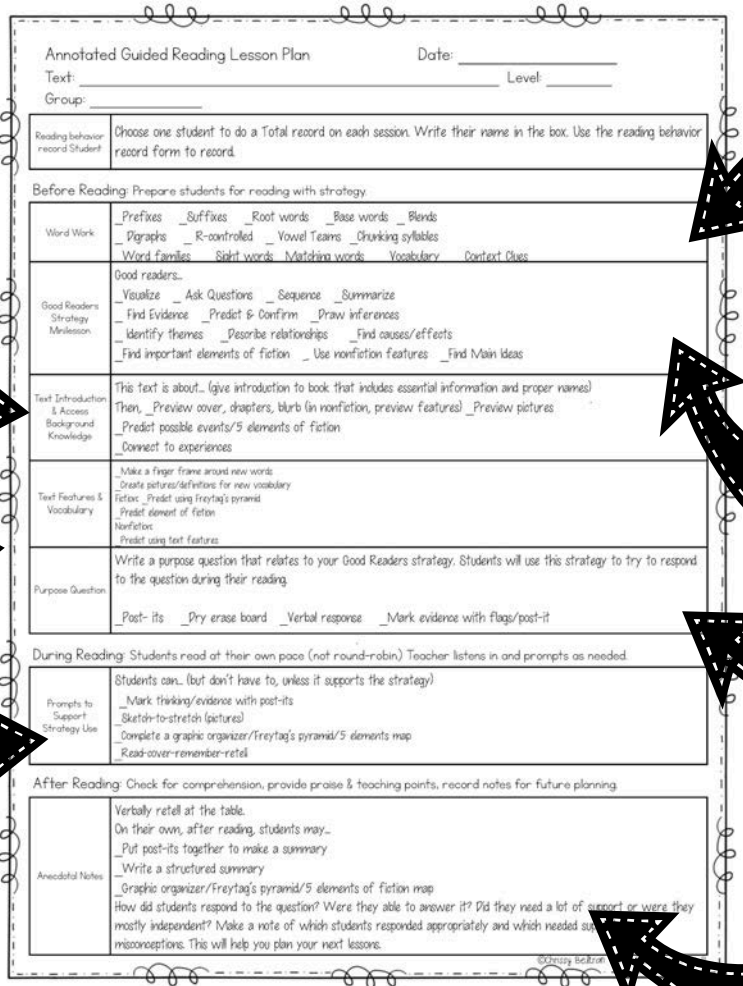
EVERYTHING YOU NEED TO PLAN + DELIVER GUIDED READING LESSONS!

LESSON PLANNING GUIDE

Text introduction plus access background knowledge

Introduce text features and vocabulary

Prompt students to use their strategies and grow independence



Annotated Guided Reading Lesson Plan Date: _____

Text: _____ Level: _____

Group: _____

Reading behavior record Student	Choose one student to do a Total record on each session. Write their name in the box. Use the reading behavior record form to record.

Before Reading: Prepare students for reading with strategy.

Word Work	_Prefixes _Suffixes _Root words _Base words _Blends _Digraphs _R-controlled _Vowel Teams _Chunking syllables Word families Sight words Matching words Vocabulary Context Clues
Good Readers Strategy Minilesson	Good readers... _Visualize _Ask Questions _Sequence _Summarize _Find Evidence _Predict & Confirm _Draw inferences _Identify themes _Describe relationships _Find causes/effects _Find important elements of fiction _Use nonfiction features _Find Main Ideas
Text Introduction & Access Background Knowledge	This text is about... (give introduction to book that includes essential information and proper names) Then, _Preview cover, chapters, blurb (in nonfiction, preview features) _Preview pictures _Predict possible events/5 elements of fiction _Connect to experiences
Text Features & Vocabulary	_Make a finger frame around new words _Create pictures/definitions for new vocabulary Fiction: _Predict using Freytag's pyramid _Predict element of fiction Nonfiction: _Predict using text features
Purpose Question	Write a purpose question that relates to your Good Readers strategy. Students will use this strategy to try to respond to the question during their reading. _Post- its _Dry erase board _Verbal response _Mark evidence with flags/post-it

During Reading: Students read at their own pace (not round-robin.) Teacher listens in and prompts as needed.

Prompts to Support Strategy Use	Students can... (but don't have to, unless it supports the strategy) _Mark thinking/evidence with post-its _Sketch-to-stretch (pictures) _Complete a graphic organizer/Freytag's pyramid/5 elements map _Read-cover-remember-retell

After Reading: Check for comprehension, provide praise & teaching points, record notes for future planning.

Anecdotal Notes	Verbally retell at the table. On their own, after reading, students may... _Put post-its together to make a summary _Write a structured summary _Graphic organizer/Freytag's pyramid/5 elements of fiction map How did students respond to the question? Were they able to answer it? Did they need a lot of support or were they mostly independent? Make a note of which students responded appropriately and which needed support or had misconceptions. This will help you plan your next lessons.

©Christy Bellman

Skills to review in word work

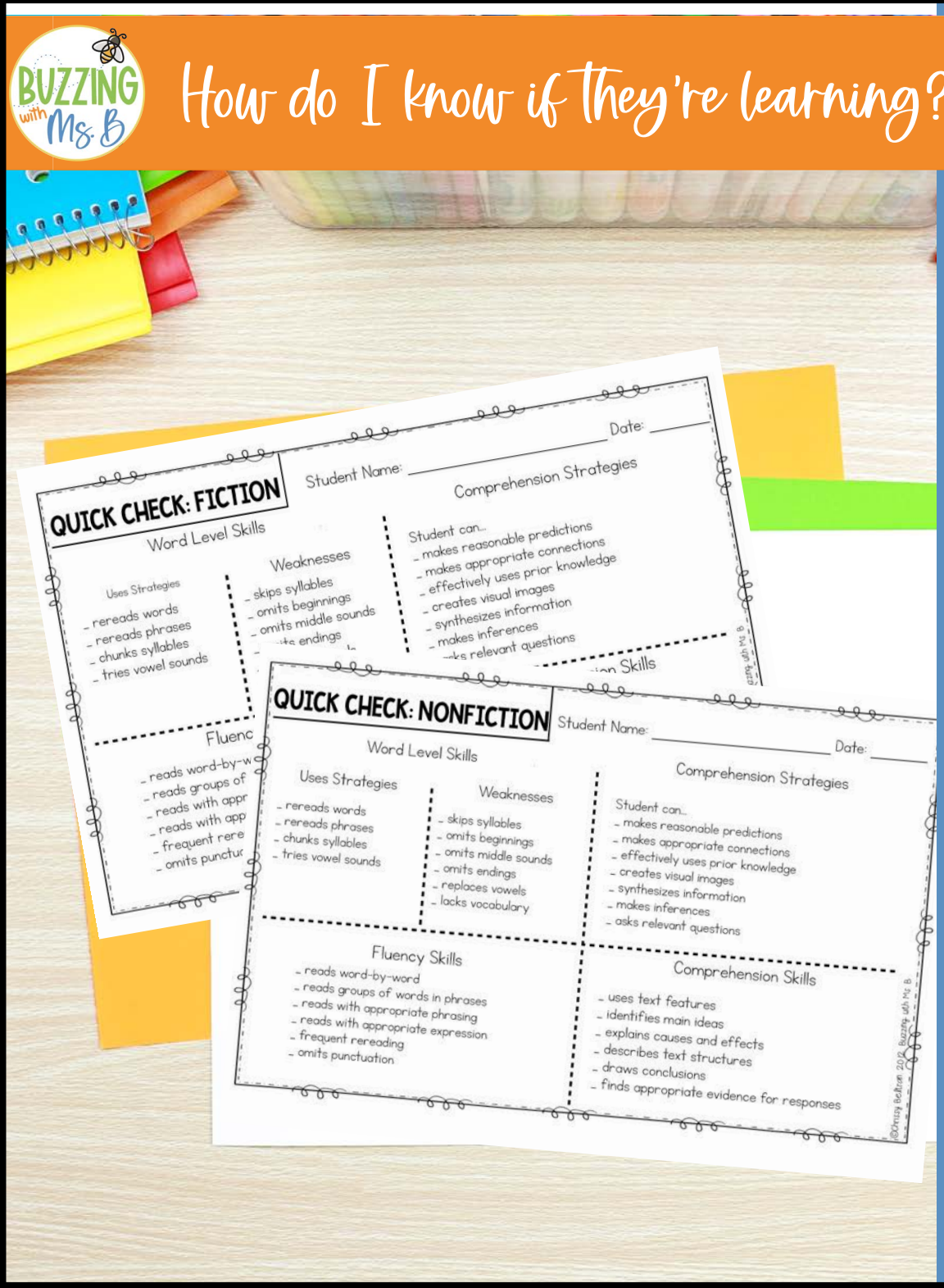
Introduce the strategy clearly

Set a purpose question

Check for understanding

PLAN QUALITY LESSONS WITH HELP!

How do I know if they're learning?

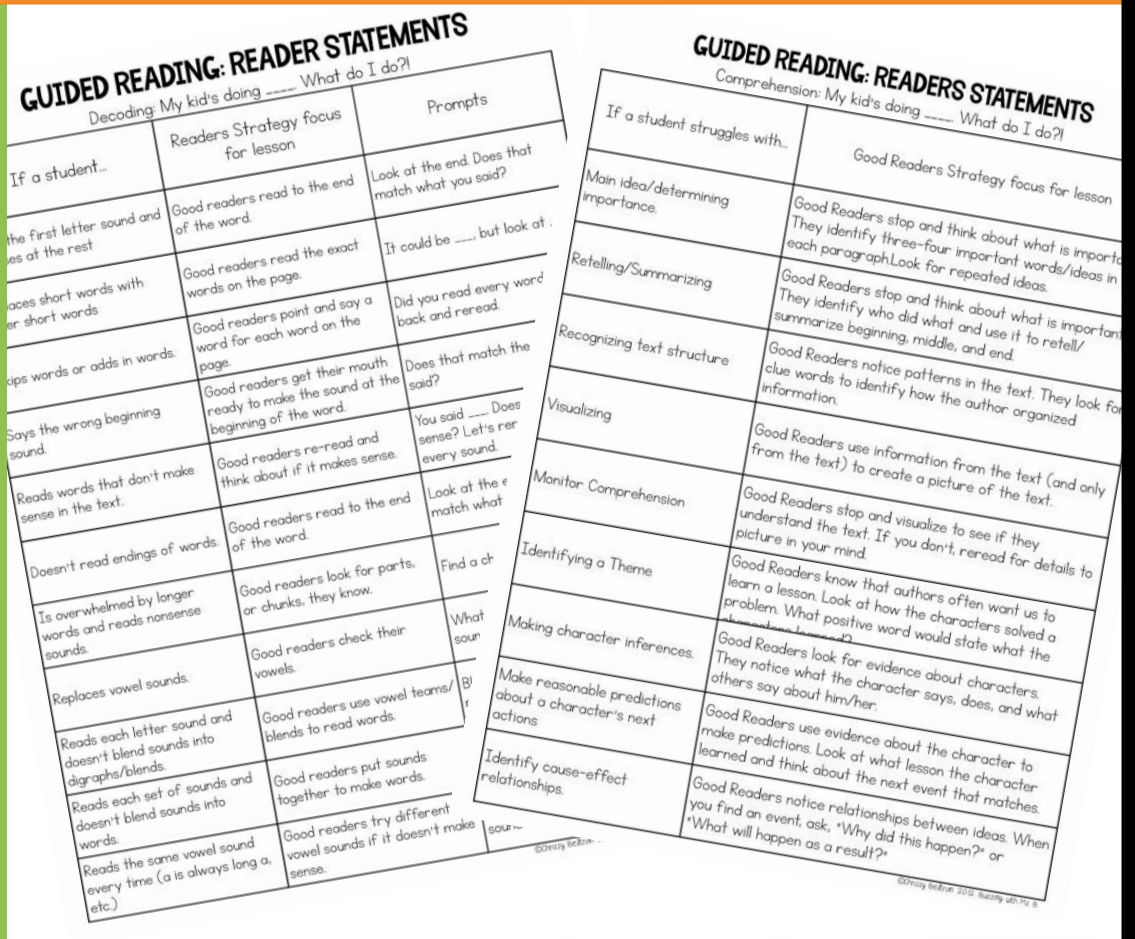


- ✓Reading behavior records- more than MSV!
- ✓Quick Check Guides - see what skills & strategies kids are using
- ✓Level tracker - notice when they're stuck

How do I know what to teach?

This resource includes...

- ✓ Guided reading statements: kid-friendly teaching points and when to use them
- ✓ Strategy cards: decoding skills kids need to add to their toolbox



GUIDED READING: READER STATEMENTS

Decoding: My kid's doing ____ What do I do?!

If a student...	Readers Strategy focus for lesson	Prompts
...the first letter sound and ...es at the rest	Good readers read to the end of the word.	Look at the end. Does that match what you said?
...aces short words with ...er short words	Good readers read the exact words on the page.	It could be ____, but look at .
...ips words or adds in words.	Good readers point and say a word for each word on the page.	Did you read every word back and reread.
Says the wrong beginning sound.	Good readers get their mouth ready to make the sound at the beginning of the word.	Does that match the said?
Reads words that don't make sense in the text.	Good readers re-read and think about if it makes sense.	You said ____ Does sense? Let's rer every sound.
Doesn't read endings of words.	Good readers read to the end of the word.	Look at the e match what
Is overwhelmed by longer words and reads nonsense sounds.	Good readers look for parts, or chunks, they know.	Find a ch
Replaces vowel sounds.	Good readers check their vowels.	What soun
Reads each letter sound and doesn't blend sounds into digraphs/blends.	Good readers use vowel teams/ blends to read words.	B/ r
Reads each set of sounds and doesn't blend sounds into words.	Good readers put sounds together to make words.	
Reads the same vowel sound every time (a is always long a, etc.)	Good readers try different vowel sounds if it doesn't make sense.	sour--

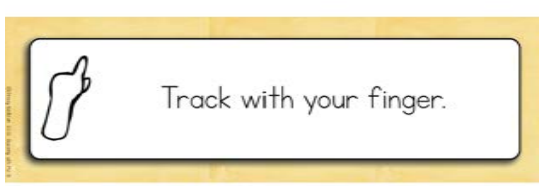
©Christy Beckman

GUIDED READING: READERS STATEMENTS

Comprehension: My kid's doing ____ What do I do?!

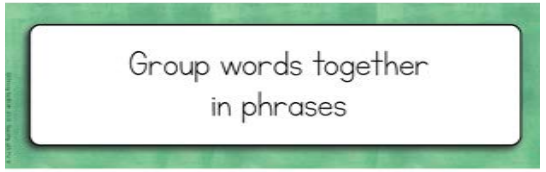
If a student struggles with...	Good Readers Strategy focus for lesson
Main idea/determining importance.	Good Readers stop and think about what is importa They identify three-four important words/ideas in each paragraph.Look for repeated ideas.
Retelling/Summarizing	Good Readers stop and think about what is importan They identify who did what and use it to retell/ summarize beginning, middle, and end.
Recognizing text structure	Good Readers notice patterns in the text. They look fo clue words to identify how the author organized information.
Visualizing	Good Readers use information from the text (and only from the text) to create a picture of the text.
Monitor Comprehension	Good Readers stop and visualize to see if they understand the text. If you don't, reread for details to picture in your mind.
Identifying a Theme	Good Readers know that authors often want us to learn a lesson. Look at how the characters solved a problem. What positive word would state what the
Making character inferences.	Good Readers look for evidence about characters. They notice what the character says, does, and what others say about him/her.
Make reasonable predictions about a character's next actions	Good Readers use evidence about the character to make predictions. Look at what lesson the character learned and think about the next event that matches.
Identify cause-effect relationships.	Good Readers notice relationships between ideas. When you find an event, ask, "Why did this happen?" or "What will happen as a result?"

©Christy Beckman 2018 Buzzing with Ms. B



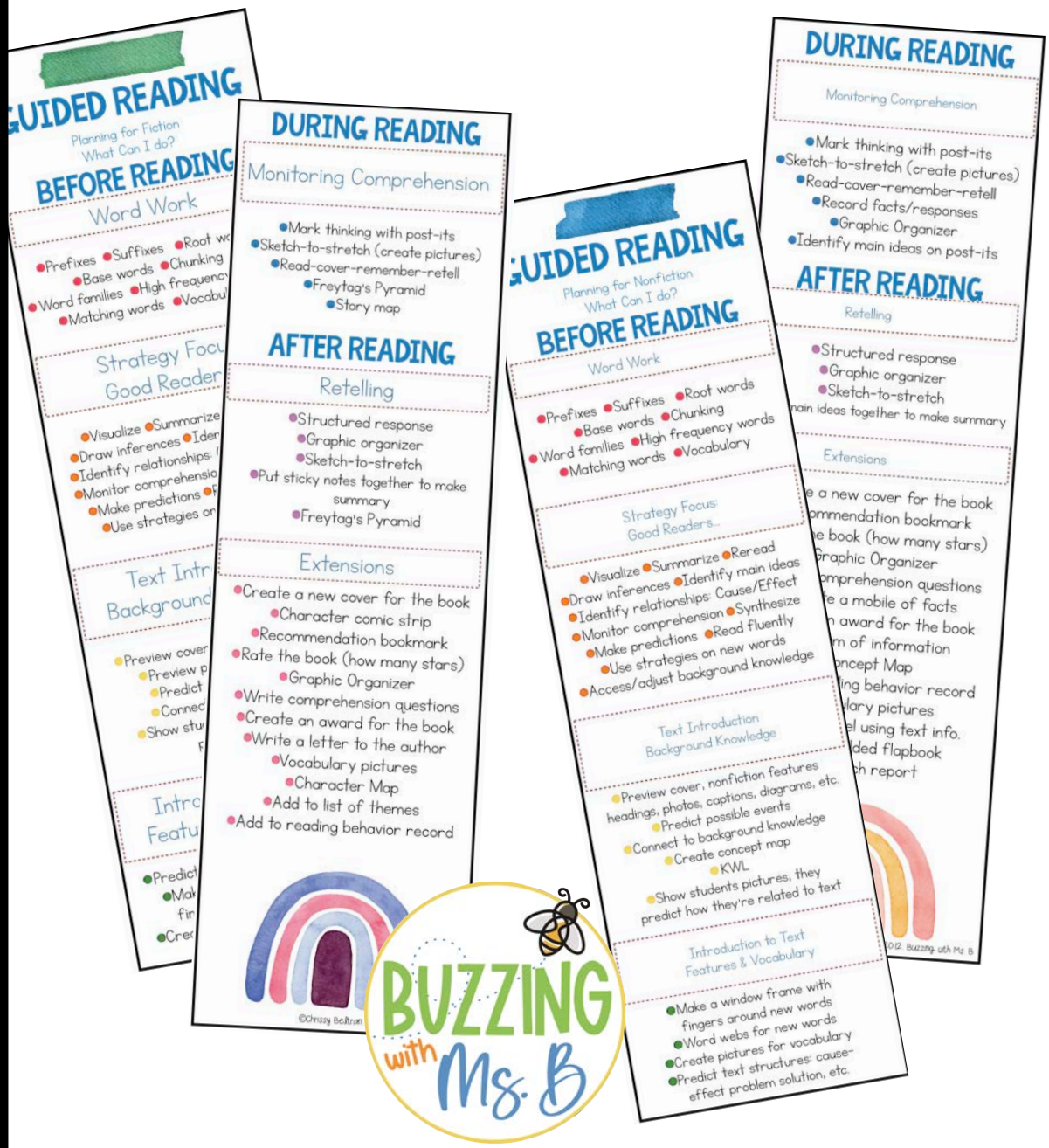






BUZZING with Ms. B

How do I teach fiction vs. nonfiction?



✓Genre planning bookmarks!

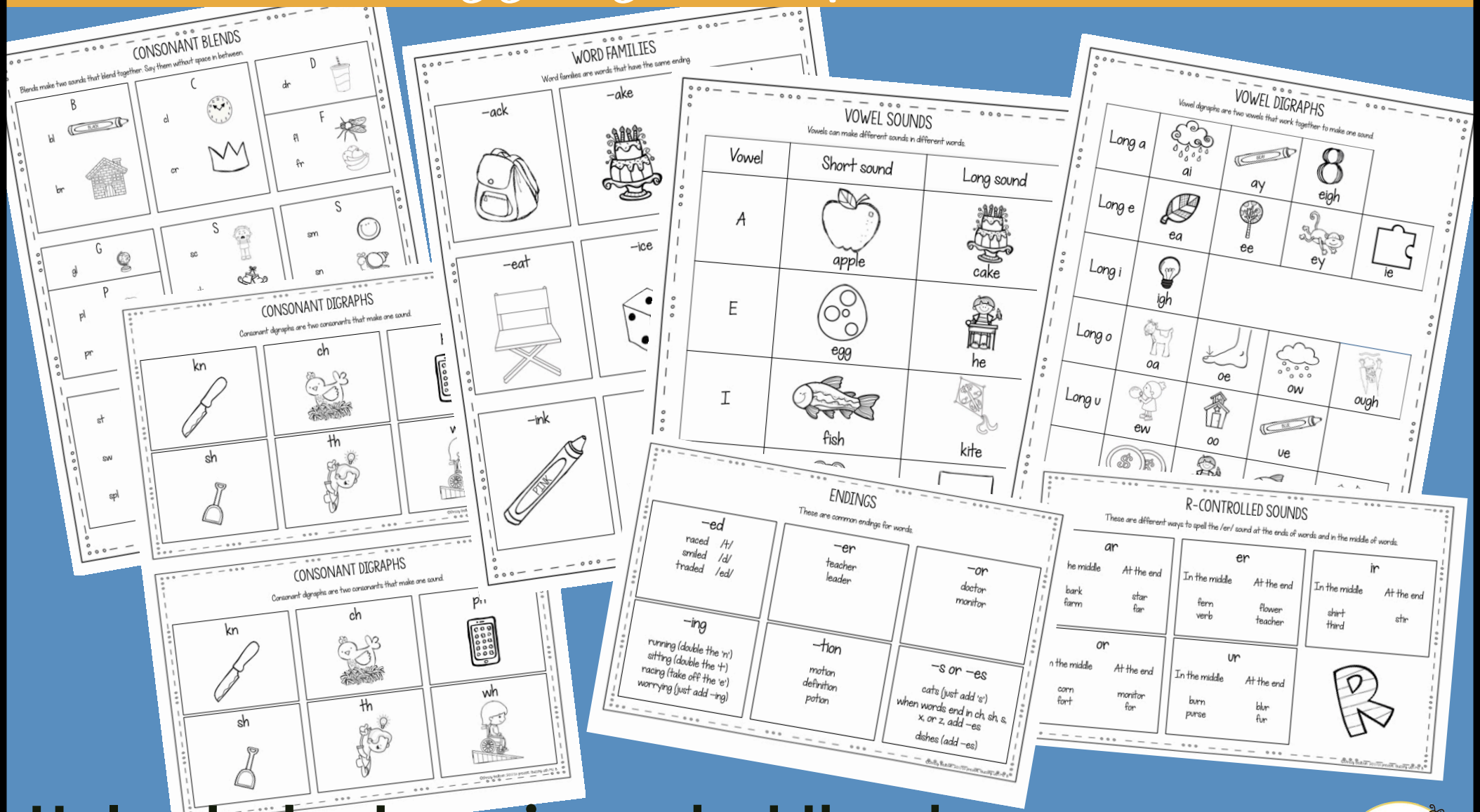
These include…

✓Skills to teach at each point in the lesson

✓Strategies that are connected to fiction/ nonfiction

✓Extensions & responses

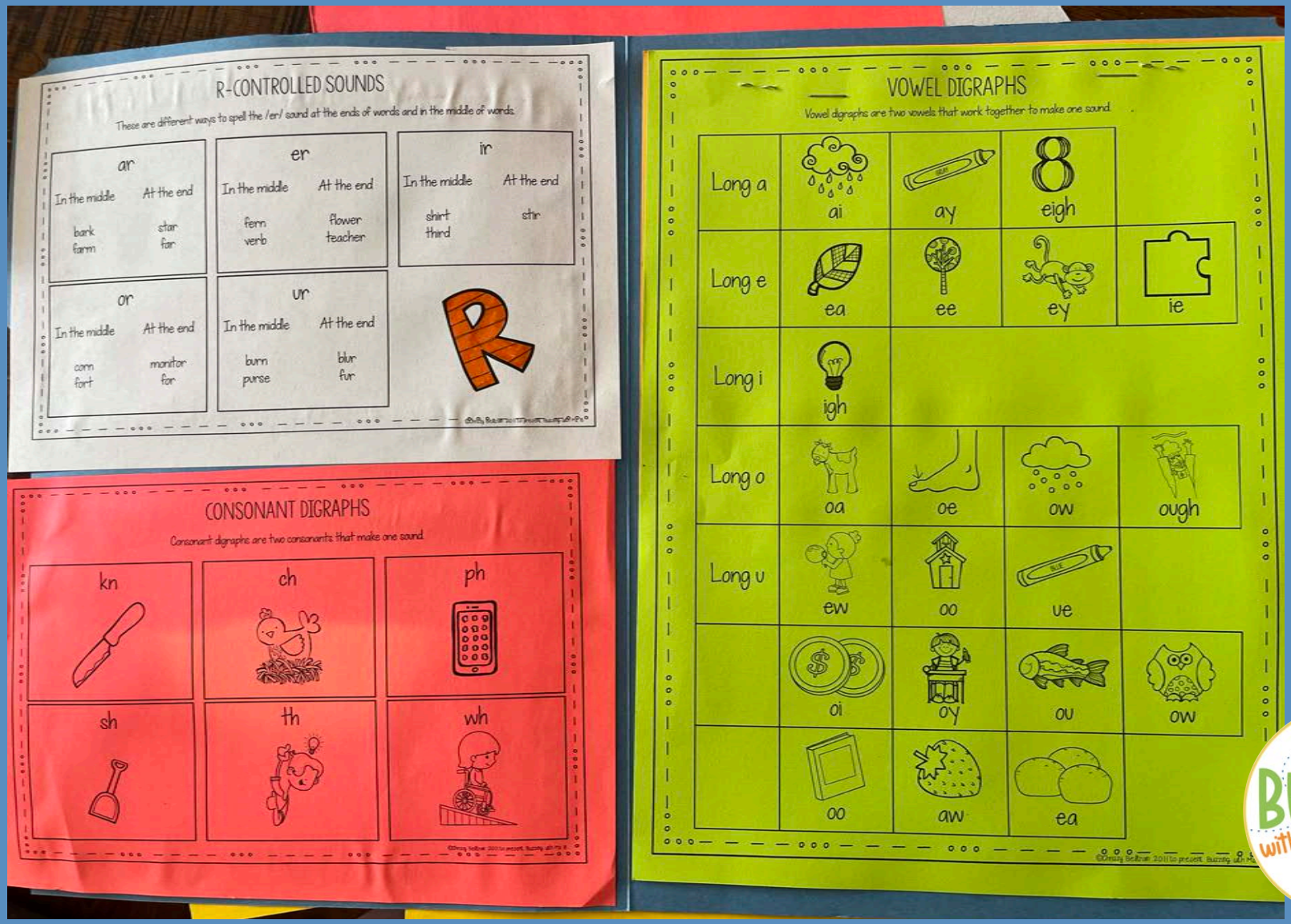
Students struggling to apply phonics skills?



Help students review what they've previously learned with reading folders!

BUZZING with Ms. B

Differentiate your folders by choosing the appropriate pages for each student



WHAT TEACHERS ARE SAYING

Another great buy from Buzzing with Ms. B! This is truly a go-to resource with TONS of info and resources to get started on the right foot! SO useful! Thank you.

Great way to help manage lessons + data from small group!

-7th & 8th grade teacher

This has been a godsend. I'm a novice at guided reading and had no idea where to start when I found out I had to start doing groups. This product made setting up my guided reading area and organizing my data (the charts are amazing!) much less stressful. I look forward to starting the year with this tool at my fingertips so I can the guided reading ball rolling much faster this year.

Great resource! It helped me organize my teaching strategies to be align with the needs my students were having.

BUZZING with Ms. B