

READERS **4**
MINUTES **15**
AGES **5-6**
DATE **Monday**

one text the whole
group reads, with its
level

I See the Farm

a 15 minute guided reading group

The Text

LEVEL GENRE WORDS
B **Pattern Text** **41**

The goal it serves. Given a pattern text at her instructional level, the student will point under each word as she reads it and return to the first word of the next line without help on four of five pages across three sessions.

Today's objective. Readers put a finger under each word as they say it and sweep back to the first word of the next line on their own.

You will know it worked when. The finger lands on the last word of the line as the voice says it, on most of the pages.

initials only; this plan
sits open where
readers can see it

Who Is At The Table

READER	BAND	COMMUNICATION	WORKS WHEN	AVOID
LM	Emerging	Single words and gestures	She reads the pattern back after hearing it once.	
TB	Emerging	Two word phrases	He stays with the page when his finger is already on the first word.	Do not move his hand through the pointing for him.
AR	Developing	Full sentences	She checks the picture before she says the word that changes.	
NK	Emerging	AAC device with a core board	Answers come faster when the device is already open to the right page.	

five parts, in order, with
minutes

How The Group Runs

1	BOOK INTRODUCTION Say what the pages are about in one sentence, then say the repeating line once so it is in their ear before they read it. Turn through the pictures together and name the word that changes from page to page.	3 MIN
2	TEACHING POINT Show the matching on one page: a finger under each word, one tap for one word, then a sweep back to the start of the next line. Show it once, then watch them try that same page while you look at fingers.	3 MIN
3	DURING READING Readers read the whole book quietly at the same time, each at their own pace, not around the table. Watch fingers rather than faces, because the finger is what shows whether the voice and the words are still together. Lean in to one reader at a time and take the record on that reader while the rest keep going.	5 MIN
4	AFTER READING Ask who found the word that changed on their page and have one reader point to it. Then take a single question about what happened, so meaning is part of the routine from the very first books.	2 MIN
5	WORD WORK Close by finding two words on the page that start the same way, saying the sound each time you touch one.	2 MIN

one row per reader;
count the errors, then
work out accuracy

Running Record

Readers put a finger under each word as they say it and sweep back to the first word of the next line on their own.

READER	BAND	RUNNING WORDS	ERRORS	SELF-CORRECTIONS	ACCURACY	M S V	PROMPT LEVEL
LM	Emerging						
TB	Emerging						
AR	Developing						
NK	Emerging						

Mark each miscue against its cue: M meaning · S structure · V visual. Count the errors, then divide into running words for accuracy.

one prompt per cue, so
every adult prompts
the same way

What To Say When They Stall

Fading The Prompt Ask first whether it matched, meaning whether the finger and the voice finished together, then ask what would make sense on that page, and point to the first letter only when neither of those lands. Fade from a spoken prompt to a glance at the finger.

M MEANING

Ask what would make sense there, and point back to the picture or the sentence before.

S STRUCTURE

Ask whether it sounds right the way we say it, then reread the phrase together.

V VISUAL

Ask what the word starts with, and cover all but the first chunk.

what changes by band,
never by name

Same Text, Three Ways

MORE SUPPORT

Read the repeating line together on the first page, then let the reader carry the pointing alone from the second page on.

ON LEVEL

Readers point and read the whole book alone after the matching has been shown once.

MORE CHALLENGE

Ask for the word that changes before the page is read, so the picture becomes a way to check rather than the answer itself.

IF A READER STALLS

Put your finger beside theirs on the first word of the line and wait there, rather than reading the line for them.

REINFORCEMENT

Call the matching out loud when it goes well, because at five the reader beside them copies whatever just got named.

what everyone else
does, and who covers
them

The Rest Of The Room

ACTIVITY	COVERED BY
Alphabet puzzles on the rug	Mrs. Delgado
Listening station with the headphones	Miss Pryor
Browsing boxes at the tables	

two minutes before the
next group

Notes & Next Time

WHAT WORKED

The prompt or text feature that moved reading today.

MOVE TO NEXT

The reader ready for the next level, and the one to hold.

NEXT GROUP STARTS WITH

The first thing to do when they sit down.