

Sam and the Bug Hunt

a 20 minute guided reading group

READERS	4
MINUTES	20
AGES	7-9
DATE	Wednesday

THE TEXT

LEVEL

Decodable Set 6

GENRE

Decodable Fiction

WORDS

118

one text the whole group reads, with its level

The goal it serves. Given a decodable text at his instructional level, the student will reread and fix a misread word using the letters on the page in four of five opportunities across three consecutive sessions.

Today's objective. Readers stop at a word that did not sound right, reread the sentence, and fix it from the letters rather than the picture.

You will know it worked when. Most readers catch their own misread word and go back to it before anyone at the table says anything.

WHO IS AT THE TABLE

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

READER	BAND	COMMUNICATION	WORKS WHEN	AVOID
JM	Developing	Full sentences	He reads more accurately once he has run a finger under the first line.	Do not let him guess from the picture before he has looked at the letters.
RT	Emerging	Short phrases	She keeps going when the whole group is reading quietly at the same time.	Do not ask her to read a page aloud on her own to the table.
KP	Developing	Full sentences, quiet voice	He will attempt a hard word if he is told how many chunks are in it.	
DL	Independent	Full sentences	She lasts longer with a job, such as keeping the list of words the group fixed.	

HOW THE GROUP RUNS

five parts, in order, with minutes

1	BOOK INTRODUCTION Say what the text is about in one sentence, then name the sound pattern the readers will meet most often in it. Do not read any of it aloud for them, because the first read is where the strategy has to do its work.	3 MIN
2	TEACHING POINT Name the strategy as read it, check it, fix it, and show it once on a single word: read the chunks, ask whether that sounded right, then go back and reread the whole sentence. Say plainly that the fixing is the part being scored today.	4 MIN
3	DURING READING Readers read the whole text quietly at their own pace rather than taking turns around the table. Sit beside one reader at a time, take the record on that reader, and leave everybody else reading. Prompt only after a genuine pause, and work down the cue key so every stall gets the same answer from every adult.	8 MIN
4	AFTER READING Go back to the strategy before the story: ask who fixed a word and how they knew it was wrong the first time. Then take one question that needs the whole text to answer rather than a single sentence.	3 MIN
5	WORD WORK Close by building two of the words the group had to fix, using letter tiles rather than only saying the sounds aloud.	2 MIN

RUNNING RECORD

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

Readers stop at a word that did not sound right, reread the sentence, and fix it from the letters rather than the picture.

READER	BAND	RUNNING WORDS	ERRORS	SELF-CORRECTIONS	ACCURACY	M S V	PROMPT LEVEL
JM	Developing						
RT	Emerging						
KP	Developing						
DL	Independent						

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

WHAT TO SAY WHEN THEY STALL

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

Fading The Prompt Ask first whether it made sense, then whether it sounded right the way we say it, and send them to the letters last. Drop a level of help every time a reader solves one on their own.

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.

SAME TEXT, THREE WAYS

what changes by band, never by name

MORE SUPPORT

Read the first two sentences together so the pattern is in their ear, then hand the text over from there.

ON LEVEL

Readers take the whole text alone, with the strategy named once before they start.

MORE CHALLENGE

Ask which other word would also have made sense there, so fixing becomes a meaning check instead of a second attempt at sounding out.

IF A READER STALLS

Count three seconds in your head before offering anything, then give the first chunk rather than the word.

REINFORCEMENT

Praise the move and not the reader, saying that they went back and fixed it themselves, so the whole table hears something it can copy.

THE REST OF THE ROOM

what everyone else does, and who covers them

ACTIVITY	COVERED BY
Decodable partner reading on the carpet	Mrs. Okafor
Sound sorting trays at the back table	Mr. Reyes
Independent book boxes at desks	

NOTES & NEXT TIME

two minutes before the next group

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.