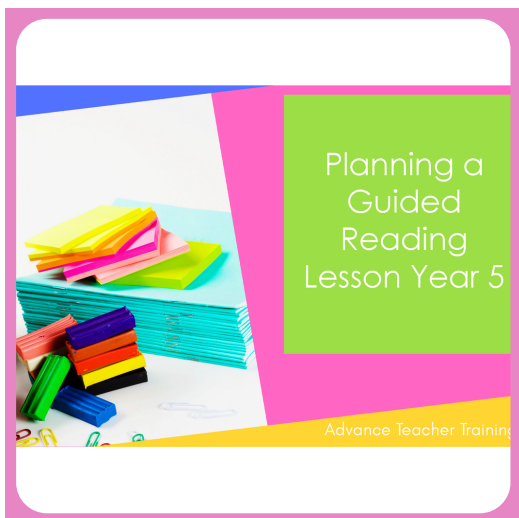
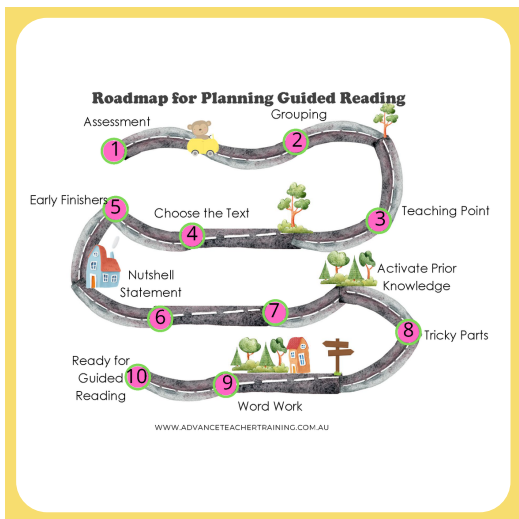


MODULE 3: TOOLKIT FOR GUIDED READING YR 3-6



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Planning -Yr 5 - Guided Reading

Guided Reading Planning Sheet

Text: *Piddler on the Roof* from *Unseen - Paul Jennings* Group: William, Rowan, Alex, Callum

Strategy: Inference

Nutshell Statement: This is a story about Weasle who had to go and stay at his cousin's house because the water where he lived was contaminated. Problems occurred when he wanted to wees in the garden.

Prior Knowledge:

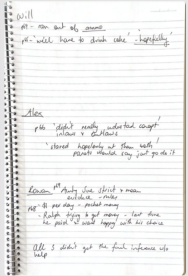
- Have you ever weesed outside? Did you do it alone or with a friend?
- Have you ever heard of having a moonlight when you wees? When your wees goes over.
- Have you ever had anyone dab on you? Do you know other words for dab? -pat on me, feel hair

Tricky Parts	My examples
P4: smile - plastered on face P5: contaminated P6: Dingle - small town	P2: What do you infer pretty/magic meant? P3: Why did they find the word hawksie funny?
P4: What do you infer it means 'turning out of control' No wees	P6: What do you infer Weasle feels about coles & showings? Like coles - hates showings
P3: How did Weasle feel about the Outflow? Don't like them	P2: What sort of person was Auntie Sue? What evidence?
P8: What do you infer about Ralph? Why, what evidence is there?	P9: How was Weasle feeling? Homesick - why?
P7: What was Weasle doing out the window? Peeing	P2: What did Ralph mean about the bank being quiet? What do you infer from Weasle's question 'is it?

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Notes from Yr 5 Guided Reading Lesson

These are notes to remind me of where the strategy was applied and any other concepts or issues I notice as the student reads.



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Next Steps:


- Plan a guided reading lesson for your class on inference
- Teach the lesson & review how it went

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Grouping for Guided Reading

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Grouping for Guided Reading

Guided Reading groups are formed based on reading needs:

- This can be based on running record assessments [PM or Fountas & Pinnell Running Records]
- This can be based on observed needs from a Guided Reading Session
- This can be based on a Fluent Reader Assessment [FRA]
- This can be based on other reading assessment [relevant]

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Grouping for Guided Reading

Guided Reading groups:

- Usually ability groups
- Sometimes group based on strategy needed

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Assessment Determined Grouping

- 6 students or less in a group
- Based on instructional level of reading
- A small range within a group

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Example Grouping [In an ideal world]

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Example Grouping [Reality]

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Grouping Determined by Observation

During guided reading you make observations about the group

- Is the text too hard or too easy?
- Is this the right group for each student?

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Guided Reading Schedule

- Guided reading for every group doesn't need to fit into one week
- Guided reading groups don't necessary rotate
[don't call them rotations]
- Some groups might get more time than others
- The teacher may take guided reading with one group every day for a week or two weeks if needed

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Grouping for Literacy Centres

Literacy centres are often non-ability based

- The groups are of mixed ability with a mixture of various behaviour management needs combined
- The Task Management Board is used to show students what group they are in
- Students are taught to miss the literacy centre if are in the guided reading group

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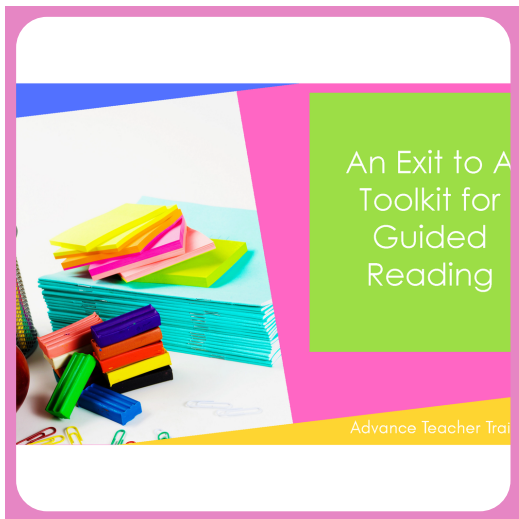


Next Steps:

- Look at your assessments and try grouping your students

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