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It seems you know more than you realize  
This is the time to work on individual needs.  
Just as you stated, some will need word attack  
strategies and others may need comprehension  
or fluency strategies

This week I learned a lot about guided reading! On Tuesday, as we talked about, I learned the importance of reading with each student individually, and doing more of a picture walk. On Wednesday, I taught a guided reading lesson on a nonfiction text about how bread, milk, and eggs get from the farm to the store. I made sure to read with each student, but still felt like I didn't really know what to do - some of the children read with ease and were ready to work on fluency, and some of the children didn't have the word attack strategies they needed. Also, I did a picture walk but didn't point out key vocabulary. On Thursday I got to teach the same lesson to the group a level higher, and Melissa observed me. I went over new vocabulary and tricky words with the children during the picture walk, pointed out a spelling pattern (ea) they would see a few times, and had them talk more about what they already knew before we read the book. Then I read with each of them and had them retell parts of it to me. Much more successful. Melissa gave me helpful feedback, too - I should have given the kids a specific task to complete after they had read the book twice - *good advice!* something as simple as pairing up, looking at the last page, and telling each other where the foods came from. I need to remember to give them a specific and meaningful purpose for reading. When we talked after the guided reading lesson, we decided that I should teach a lesson on the "air" family during Word Work that day, since the students struggled to read "dairy" even after we went over it during the picture walk. I was also able to see that the book was at this group's independent reading level, not their instructional level. Overall, I feel like I learned a lot and am starting to get a better grasp of how to provide the individual instruction/support within the context of a small guided reading group.

Just be  
teach your  
lesson  
something  
for the  
students  
to figure  
out for  
themselves

Yes, the students' difficulties should dictate future lessons.

This was a good opportunity for you to observe the differences between ~~two~~ groups of different levels. It points out the importance of choosing the right level for guided reading to get the most out of the instruction.