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# Outstanding guided reading lesson year 3

**THE ANGLO-SAXON ANGLE**

**STRIKING VIKINGS AXE LINDISFARNE!**

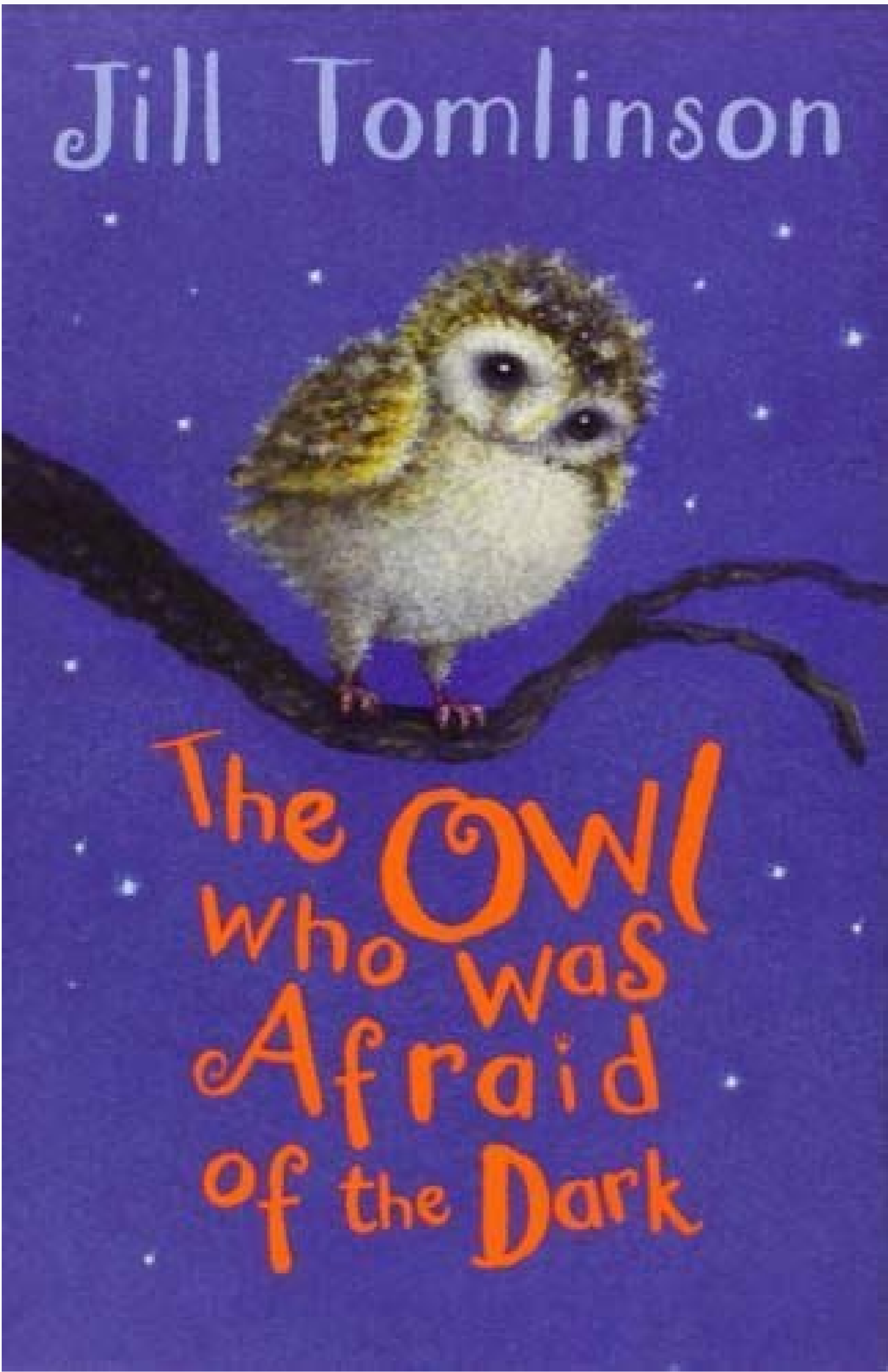
By the learned scribe Eadric, 890 AD

On the night of the 12th of the month of August, the great king Æthelstan, who had been crowned at the age of twelve, was in the city of London. He was with him his noblest and bravest warriors, and they were all in the hall, drinking and feasting. And the king was in a merry mood, and he was telling them of his many adventures and of the great deeds that he had done. And he was telling them of the great battle of Brunanburh, and of the great victory that he had won over the Danes. And he was telling them of the great deeds that he had done in the north, and of the great deeds that he had done in the south. And he was telling them of the great deeds that he had done in the east, and of the great deeds that he had done in the west. And he was telling them of the great deeds that he had done in the north, and of the great deeds that he had done in the south. And he was telling them of the great deeds that he had done in the east, and of the great deeds that he had done in the west.

**FLIGHTS FROZEN AS ICELAND ERUPTS!**

By the learned scribe Eadric, 890 AD

On the night of the 12th of the month of August, the great king Æthelstan, who had been crowned at the age of twelve, was in the city of London. He was with him his noblest and bravest warriors, and they were all in the hall, drinking and feasting. And the king was in a merry mood, and he was telling them of his many adventures and of the great deeds that he had done. And he was telling them of the great battle of Brunanburh, and of the great victory that he had won over the Danes. And he was telling them of the great deeds that he had done in the north, and of the great deeds that he had done in the south. And he was telling them of the great deeds that he had done in the east, and of the great deeds that he had done in the west.



theirs	free
word	stop
plant	heard

## Section B

Circle the words that rhyme with the first word in each line.

farm	charm	plant	harm	tea
night	world	light	earth	kite
ward	farmer	flower	heard	bird

What is a guided reading lesson. How long should a guided reading lesson last.

everyone writes a sentence about the chosen phrase. I asked all students to find other bits that make them look like alone. Was the phrase important? Building the perspective before reading a chance of some geography, I briefly explained the "tensions" and a little of their history, concentrating on life conditions and lack of space "and the lack of Privacy for Fanners in individual rooms. They digitized the text and discussed in pairs. See also: full class reading: a planning tool, see also: , Integral reading: another Ly. For example, see also challenging answers: Design a successful reading lesson led by teachers recently, there was a lot of interest in ways to address the entire class reading. Different, the contrasting approach is not having a defined formula for full class reading sessions, but letting the planning be flexible, led by the potential of the text that the text or specific section of the text offers in terms of learning and approach, for the needs of mud Not students, for the class development relationship with the text as readers and "is clear - by the inventiveness and resourcefulness of the teacher. I took the student from a student from the descriptions. We compare him with the "Lank A C. The imperative of increasing reading patterns is leading many to question the domain of small group guided reading, in which - at any time - most students are not being taught by "expert A C in the room. It is far from a perfect model, but it can be it to trigger the discussion. It is clear that there are excellent texts that teachers can resort to obtain a deeper guidance, such as excellent guiding readers - layers of meaning (Tennent, Reedy, Hobbsbaum, Gamble, 2016), which also have excellent sections Scaffolding, in questioning, in the development of dialogue and the "text potential". What the text itself can be "They - About language, ideas, about the world, or how do texts work?" I also told them to hear the listed characters. I left the slide to the students to keep an eye while listening to the story. (He was in the room.) I asked students to hear these words. Free of Quem? Teaching the whole class means that all students can read with the teacher with more frequency, moving faster through more or more texts and benefiting from the specialized explanations of the teacher, modeling, questioning and feedback. In my experience, this usually means a mix of whole class conversations, pairs of pairs or small groups and individual thinking. We talked about the sound of the word "Lank A C. How can they connect with the image? Importance, when possible, to reread short texts, the students had a few minutes to write ideas silently on the grid. There was some discussion about the details in the image. In pairs, the students classified them to agree, disagree, I'm not sure that after a few minutes, I put on directed individuals, opening for class discussion. After about 30 seconds of pairs discussion, I put ideas of the entire class. I explained that another paranhar was left with more time structuring pair/lecture in a small group of development scaffolding of thought and deepening with the prepared ideas opportunities for careful reading. Timing to make everyone look closely at the details, digitize the in search of patterns and focus on the importance of the language of follow-up interrogation; Exploratory reading opportunities to develop vocabulary vocabulary A C Collects-Word Reserve Activities, for which there was no time in this demonstration, this was a back-up reading activity. All students close their eyes and decide which image to be most strongly in their minds of the story. They all find this moment. There is a discussion about why these moments remain. We also discuss what really happened in the end. The barred window was mentioned and the stars of exciting aparenia are distant. Students said it seemed lonely, fed up, bored, miserable ... I have the whole class to promulgate every suggested humor, sitting on their tables in a "whitish manner" or a "missionable way A C and soon. A few seconds later, I gave them this extra track - the end illustration. I explained that the writer is Glasgow and that the story is going on in the 1950s. USA ... OPPORTUNITIES OF ETC. etc., if appropriate, to take a pause for the writing practice. The students had the option of following or starting to fill the grid as heard. We all practice saying 'áferences' diding' with a Scottish accent. What do they need to be more confident doing? Students in reading preparation using a visual image to concentrate the attention in the -chave, involve your imagination, provide hooks to think using a visual image to think about symbolism And to make students flex their moms of infernal, I explained that we were reading a story with this title and that I was very interested in their ideas about it. I asked how he felt. Predictive thinking and conversation; Understanding of scaffolding such as reading to end the whole Importance of the whole class of construction that this is a shared reading and to emphasize equality in second reading students and discussion (20 minutes ), I handed over For ©-Key Vocabulary Ensino, to unlock the coral repetition of understanding of the first reading of the vocabulary (10 minutes) that I exhibited and explained explained Meaning of these additional words, so that it did not present a problem in reading. More time, this discussion could have been much longer) Importance of Responsive Teaching, which can be led by the students' comments and who take advantage of the opportunities for shared exploitation and to build the effectiveness Knowledge of the technique - 'All Underline Favorite /Most interesting /most effective example of ... inclusive and democratic; Requires a close reading; Opportunity to examine language on detailed, if appropriate opportunities, to develop the "test style" expression, formalizing questions and answers. Some teachers are concerned about learning behavior for learning, if there are more demands on student autonomy. (Obviously, the planning of activities will be second to think about learning. What do you want to teach students? Why is the strong collaborative planning of motion plans can be important and where access Published plans and materials that relate to texts can be very much. What familiar is the feeling? not taken) to explore the title, we may have exploited stars associations and the different meanings of the word. A student said the story was about solidion. This repetition can be reassured. I explained that this It would not be marked - it was for them to solve their thoughts. Why did she like it? I explained these keywords we found. There may be a similar agenda for every session, with students always moving through a SA Activity Rie. See also Integer Class: Another example of example also, see also: challenging answers: project a successful successful success led by ul teachers. Other The evaluation: it may be more difficult to monitor the fine refrigeration of indeivous progress. But even with these plans and support resources, teachers need to know how to launch launch High sessions, while providing scaffolding to allow all students to access the text and practice reading and response in challenging ways. Opportunities for the construction of cultural and general knowledge of the most beginner students to read and understand the story of the teaching of ideas to unlock the understanding. I explained the importance of the closed backyard for the life of the People, moving the riots to the images. What do they need to practice? I asked all students to examine the story and underline their favorite description in the story. One of them is about differentiation and care the needs of a mixed advantage class. It was a consolidation and imaginative task for students to move on. Importance of conversations and dwarfs rooted in the personal response " Tell-me Me Grid A C only one of the many mechanisms to structure the importance of thought sometimes of silent 'writing before the conversation'; STROUNDS TO Ensure all students ready and can contribute to the discussion of the whole class, importance of mixing pairs, small groups and entire class conversations importance of training students over time to talk in small groups; Straight to structure conversations (twists in a certain order, ask questions, etc.) Importance of the teacher spend time entering the tables: Throughout a lionce, you can interact and evaluate individuals as you can in small groups of reading sessions after a few minutes, I put some ideas for the whole class discussion, choosing individuals to give ideas las. With a duration of about 75 minutes, he really had enough activities for two or transactions compacted in it. The text was a tale of Alasdair Gray, called "The Star" of improvable stories, mainly. The students discussed both questions at their tables. I asked students that References to these things in the story. Teachers also need to have a wide range of questions at the tips of the fingertips, for the development of students' answers when when A C A C Like these. They also need to be qualified in asking follow-up questions, to generate the type of self-distress in the classroom that develops real depth in students' answers and thoughts. Many interesting comments. Yes several. Direct teaching of vocabulary in advance utility of the introduction of key characters for students to observe the usefulness of a visual focus, to help understanding while listening to/read to scaffolding story examples for mixed capacity From the whole class reading-in the time of differentiation by tasks/resources, students heard the story read aloud, uninterrupted to just before the end, when I showed the following slide. I asked the student to give an example. Some explored even more through follow-up questions. Under the direction of the students, I moved the blue bubble for the right place on the map on IWB. We observe that there is a "ticulation" in the image. I asked for evidence and she referred to where the boy is in the part of the classroom. However, below is a condensed list of suggested approaches if they are of interest. It is a work in progress and certainly is not exhaustive. Here are some beginners of phrases and keywords to help ... Ady etc. etc. Importance of follow-up questions, for challenge. Is it the face of a small boy? And they need confident access to a repertoire of activities and approaches, of which to create effective literature. I introduced a grid of Tell me "so much Aidan Chamber) and told students that they would be writing ideas about it when they read the story once again: something they liked; something they do not They liked it; something they wanted to know; and something they were remembered. (Download as a word document here.) Some of the activities listed here can take only a few seconds of a lion: One student fought to remember a word to express what she thought And it's over; he said 'hyperbole'. (Fault downloading a PDF card here.) This was a very challenging text, especially for some of the less fluent readers in the class, but they liked it and students from all the other than obtaining they discussed with trust. Then I put ideas for the whole class discussion: the way he is on the own in the use of the use of being 'insulted or neglected', his image alone under the Language " These anxieties can make it more likely that, when teachers experience the entire class reading, they structure the very formalized ways. They have exchanged these thoughts on their tables, leading them to take turns to share their ideas. We refer to the chief head of the "reception" of the hair. For most of them, the lecture and the follow-up interrogation that surround them are fundamental. Most will be carefully planned for a teaching or teaching sequence, in which the whole class, individual and small group/pair conversations are intertwined; Some, however, will be spontaneous or responsive, inserted when appropriate. I asked follow-up questions about why/How this verbal image made him look alone. The texts can be subjected to very repetitive types of interrogation, with students asking and answering questions similar to each time. Then I raised to read the chosen pieces and explain why they liked them. As each bit was mentioned, I required the exact wording of the text and that all students find it. What activities help the text do this?) An example of an account (with IWB slides) of a Lining Living of Demon f o l I recently taught a class of the year 5. I entered the story for them. Then I put ideas - of directed individuals and volunteers. She explained the end was an exaggerated description of how he felt when he refused to deliver the star. Also enables more integration between 'guided', 'guided' reading. Reading, reading as a stimulus to write, read aloud daily to the class and follow a class reader. " Obviously, there may be anxieties in all class reading, even as part of a "mixed economy" alongside work with small groups. (It is, of course, essential that there is another additional provisional for students who are still not fluent readers.) Another is around the inclusion: all students receive the same attention And have similar

opportunities to contribute and practice? More agreed. The discussion focused on the boy's posture and attitude. (Nb. Other students indirectly learn by listening to the individuals justify and elaborate more discussions (15 minutes), I handed these declarations on paper strips and also showed them on the board. There was no time to talk about more than one or two. Various thought he seemed trapped and that he wanted to be free, we were talking about it. However, it may also be limiting, denying the potential of individual texts to teach specific aspects of reading, to require types Expectations of thinking, to invite different types of response and offer opportunities for a variety of types of engaging activities in the classroom. Frame. This, of course, places considerable demands à t ught the subject of the teacher's knowledge. Did anyone else put it?

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