

Guided Reading Lesson Plan (Levels A-L)

Title: Rex Level: A ISBN: 978-1-4207-2252-9 Publisher: Sundance

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. it
2. on
3. my
4. is
5. in

Word Building (3 min.)

Final Sounds- listen for the ending sound in *big*.
Hat ends with a /g/ sound. They repeat you. Have students isolate ending sounds for these words; Rex, sad, wet.

Before Reading: (5-7 min.)

Ask students these questions to help make connections:

Do you have a dog? Have you seen a dog that looks like Rex before?

What are some good things dogs can do? What are some bad things dogs can do?

- Book Introduction: (include meaning, structure, visual)

Introduce the author and illustrator.

This book is about a dog named Rex. He goes from being a bad dog to being a very good dog.

Do a picture walk.

Ask: *What does it look like Rex did in the picture?*

- Difficult Words/Vocabulary

big wet bad sad angry good

- Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Support: Differentiates print from pictures

Notice: Readers read from left to right.

During Reading: (5-10 min.) *Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense?*

Good readers know the sequence of a story: *What happened at the beginning of the story? Middle? End?*

After Reading: (5-7 min.)

- Discuss the story

What kinds of bad things did Rex do? What do you think Rex wants on top of the refrigerator?

How does Rex get all wet? What do you think his owner will think when they see Rex?

How do you know Rex is in trouble? How do you think Rex feels?

What kinds of good things did Rex do?

- Return to Teaching Point:

Readers read from left to right.

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

Have students write and draw about a time that they were good or bad.

Writing Prompt: (Student name) is _____.