

# Guided Reading Lesson Plan (Levels A-L)

Title: Spots and Stripes

Level: A

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Publisher: Rosen Red Readers

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. a
2. has
3. and

Word Building (3 min.)

has-had-have

Before Reading: (5-7 min.)

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

Can you think of some animals that have stripes? Can you think of some animals that have spots?

This book will show us animals that have spots and stripes. Let's take a picture walk to see if they show any animals that we mentioned.

Show the picture glossary, and explain how it can help us.

- Difficult Words/Vocabulary: giraffe (4) zebra (3)
- Suggested Teaching Point: (refer to Behaviors to Notice and Support)  
Readers look for words that may be tricky.

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?*

After Reading: (5-7 min.)

- Discuss the story

What animals did we learn about that have stripes?

What animals did we learn about that have spots?

Can you think of other animals that have stripes?

Can you think of other animals that have spots?

What is your favorite animal? Does it have stripes or spots?

- Return to Teaching Point: Did you find any words in this story that were still tricky?
- Comprehension Strategy Focus: *connections*, questions, inferences, visualizing, *summarizing*, synthesizing, determining importance

Writing Connection: (5 min.)

A \_\_\_\_\_ has \_\_\_\_\_.  
(animal) (stripes, spots)