

Guided Reading Lesson Plan (Levels A-L)

Title: **Time for dinner** Level: **B** ISBN: 1-4189-0364-7 Publisher: **Ribgy PM**

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. *come*

2. *here*

3. *we*

Word Building (3 min.)

or, for, fork

we, see, tree, she

Before Reading: (5-7 min.)

- Book Introduction: (include meaning, structure, visual)
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Talk about the three main meals of the day, breakfast, lunch and dinner. What is your favorite food to eat at dinnertime? Talk about the synonyms dinner, supper. Is breakfast the same as dinner?

If you eat something like pie after dinner, what is that called? Dessert

In our book today, we'll read about different characters and their dinner. What words do people sometimes say about a dinner that sounds really good? Yum, yum! Delicious!

Talk about the sounds of the animals in this book- chickens, cluck, cluck- dogs, woof, woof- ducks, quack, quack- cats, meow, meow- pigs, oink, oink- cows, moo, moo- lambs, baa, baa.

Read p. 2 together and model pausing at the comma, period and exclamation mark. Name the animals and discuss their dinner.

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

Reading from left to right, pointing to each word. Pausing at punctuation, including commas. Notice repeated language in the book, but watch for new vocabulary.

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 is the book mostly about? Go through each page and reread it together then discuss what the characters are eating. Count how many animals are in the photos. Notice whether the animals have both food and a drink. Practice reading "Here we come!" with expression and fluency. Do any of the animals seem upset with their meal? Were you surprised at the end when the characters were children? What do you think they will be eating? Use clues from the photo!*
- Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

For dinner I like to eat _____ . Children who finish early could add something like, The ducks are eating bread.