

# Guided Reading Lesson Plan (Levels A-L)

Title: Ben's Red Car

Level: B

ISBN: 1-4189-0369-8

Publisher: Rigby

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

- |         |         |         |
|---------|---------|---------|
| 1. is   | 4. it   | 7. look |
| 2. my   | 5. has  | 8. at   |
| 3. with | 6. here |         |

Word Building (3 min.)

is-his-has-had  
-ook: book, cook, hook, look, shook

Before Reading: (5-7 min.)

- Book Introduction:

We're going to be reading a story called "Ben's Red Car." In this story, Ben is drawing a picture of a red car. If we were going to draw a car, what are some things we would put in our picture? (This is a great opportunity to bring up some of the difficult vocabulary words. Make a list of some of the things they suggest.) Let's take a picture walk and see what Ben is drawing in his picture. (During the picture walk, be sure to point out the pattern in the text. Help students to see what is different in each picture. There will probably be other difficult vocabulary words that didn't come up in your discussion earlier. Point those out or talk about those during the picture walk.) During our picture walk, I noticed the pictures gave us great clues for some of our tricky words. As readers, we use the pictures to help us figure out tricky words.

- Difficult Words/Vocabulary: p2 here, p4 wheels, p5 tires, p6 doors, p7 handles, p8 windows, p9 windshield wipers, p10 steering wheel, p11 lights, p12 roof-rack, p14 trailer
- Suggested Teaching Point: (refer to Behaviors to Notice and Support)  
Readers use pictures to help them figure out tricky words.

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 were some of the things Ben put in his drawing of his red car?
  - What did Ben have before the boat? What did Ben add after the steering wheel?
  - Do you think that Ben likes cars? What makes you think that? (One probably wouldn't draw pictures of something you're not interested in. Plus, Ben was able to add a lot of details and he had to notice those things on a vehicle he'd seen in real life.)
  - Where were some things in Ben's drawing that all cars have? What were some things in Ben's drawing that not all cars have?
  - Do you think Ben had a plan in his mind when he started the drawing, that he planned to add all the details? What makes you think that? (He started the drawing clear to the left side of the page, leaving room for the trailer behind the car.)
- Return to Teaching Point
- Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

What else could we have in a car that Ben didn't write about? Write about that.

Example: It has seats with seatbelts. OR It has a radio. OR It has mirrors.

OR

Write a sentence about the car you ride in.

Example: My car is silver.