

# Guided Reading Lesson Plan (Levels A-L)

Title: Brownie

Level: C

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Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. my
2. is
3. and
4. so
5. am
6. I

Word Building (3 min.)

- ack: back, Jack, pack, sack, black
- am: ham, jam, Pam, ram, tram, yam
- ing: bring, ring, sing, sting, thing

Before Reading: (5-7 min.)

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

We're going to be reading a story about a dog named Brownie. Why do you suppose the dog's name is Brownie? Brownie gets dirty in our story. How do you think Brownie is getting dirty? (Allow students to look at the covers of the book to help them make predictions about how Brownie is getting dirty.) Let's take a look at the pictures and see what Brownie gets into.

- Difficult Words/Vocabulary: p2 Oops!, p8 getting, bath
- Suggested Teaching Point: (refer to Behaviors to Notice and Support)  
Readers use pictures to help them think about what is happening in the story.

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 color was Brownie at the beginning of the story? What color did Brownie turn next? (black) How did that happen? What happened next?
  - What other colors did Brownie turn? How did that happen?
  - Do you think Brownie was getting into the paint on purpose? What makes you say that?
  - Do you think the boy is upset about Brownie getting into the paint? Why?
  - Why did Brownie have to have a bath at the end of the story?
  - What do you think will happen next?
- Return to Teaching Point
- Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

Write a sentence using the word "and" about what you're wearing today.

Example: I am wearing brown and pink. OR My shoes are brown and orange.