

Guided Reading Lesson Plan (Levels A-L)

Title: Make a Bird Feeder Level: C ISBN: 978-1-61672-233-3 Publisher: Benchmark Unit: 3

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| Familiar Read: (3 min.) | |
| Familiar Writing: (3 min.) 1. can 2. make 3. you | Word Building (3 min.) Initial /p/ sound Write “ p ut” on the board. Have the students say the word and the emphasize the initial /p/ sound. Then, write “ p inecone,” & “ p eanut” on the board. Show the students the pictures of these items in the book on pages 5 and 7 respectfully. Have the students say the words and the initial /p/ sound. |
| Before Reading: (5-7 min.) <ul style="list-style-type: none">• Book Introduction: (include meaning, structure, visual) “Today we are going to read a book titled <i>Make a Bird Feeder</i>.” <i>Talk about bird feeders that you have seen before.:</i> “What kinds of bird feeders have you seen before? What shapes do bird feeders come in? What colors can bird feeders be? Have you made a bird feeder before?” Show the students either a few pictures of different bird feeders or bring in some actual bird feeders. “By looking at the cover of this book, how do you think this bird feeder is made?” “Turn to pages 4, 7, 10, and 14. Let’s look at some of the words we will see in our book.” Let’s walk through the book together. Point out the initial /p/ sounds in words.• Difficult Words/Vocabulary pinecone (page 4), spoon (page 6), peanut (page 7)• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers use the pictures and beginning sounds of a word to help them figure out a tricky word. | |
| During Reading: (5-10 min.) *Revisit the teaching point as needed. Prompts to Support readers: <i>Does it match? Does it sound right? Does it make sense?</i> | |
| After Reading: (5-7 min.) <ul style="list-style-type: none">• Discuss the story “Let’s talk about how the story tells us to make a bird feeder.” Identify Main Idea: “Look at the text on page 2. What is this book mostly about?” Evaluate author’s purpose: “The author probably wrote this book to...” Sequence: “What are some other things that can be made in a step-by-step process?”• Return to Teaching Point “I noticed <u>(student name)</u> doing a very good job of using the pictures and first sounds in words to figure out tricky words.”• Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance, sequence | |

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Sequence: “Let’s talk about the steps of making a bird feeder. What do you do first? What do you do second? What do you do third?...”

Writing Connection: (5 min.)

Birds like to _____.