

# Guided Reading Lesson Plan (Levels A-L)

**Title:** Tim the Tortoise    **Level:** C/4    **ISBN:** 978-1-61672-383-5    **Publisher:** Benchmark/Unit 4

Familiar Read: (3 min.)	
Familiar Writing: (3 min.) 1. into 2. over 3. yes	Word Building (3 min.) –Identify initial and final “s” -Identify “s” in spot, identify both in spots -Find more words with “s” (strips, rings, rocks, grass) -The “s” in rings is different, it sounds like /z/
<p>Before Reading: (5-7 min.)</p> <ul style="list-style-type: none"><li>• Book Introduction: (include meaning, structure, visual) -Today we’re going to read a book titled “Tim the Tortoise.” Does anybody know another word for “tortoise?” Has anybody ever seen a tortoise before? -Can we tell what this book is about by looking at the cover? What are some of your ideas for what Tim will be doing in our book? -Let’s walk through the book together? I want us to be looking for all the “s”’s that we see at the beginning and ends of the words while we walk through.</li><li>• Difficult Words/Vocabulary -Stripes (p. 8)    -Scales (p. 12)    - Rings (p. 16)</li><li>• Suggested Teaching Point: (refer to Behaviors to Notice and Support) -Readers use pictures to help them think about what is happening in the story.</li></ul>	
<p>During Reading: (5-10 min.) *Revisit the teaching point as needed.</p> <p>Prompts to Support readers:    <i>Does it match?</i>    <i>Does it sound right?</i>    <i>Does it make sense?</i></p>	
<p>After Reading: (5-7 min.)</p> <ul style="list-style-type: none"><li>• Discuss the story -How do you think Tim felt at the beginning of our story? Sad, yeah I think he was really sad too. How did you know that Tim was so sad? <i>Discuss how students used the look on Tim’s face at the beginning to know that he was sad.</i> -Let’s talk about the characters that Tim the tortoise met while looking for his mother. Look on page 7, could you tell who Tim was going to meet by this picture? -How about the other animals? Did you know in those pictures too?</li><li>• Return to Teaching Point -I really liked how “student” did well with looking at the pictures and using them to support what he knows about the story.</li><li>• Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance, <b>Analyze Story Elements</b> -Analyze Story Elements: Discuss the characters, setting, problem, and solution within the story.</li></ul>	
<p>Writing Connection: (5 min.)</p> <p>Tim was sad because_____.</p>	