

Guided Reading Lesson Plan (Levels A-L)

Title: Garden Lunch Level: E ISBN: 978-1-4108-6027-9 Publisher: Brenchmark Unit: 4

Familiar Read: (3 min.)	
Familiar Writing: (3 min.) 1. for 2. have 3. the	Word Building (3 min.) Initial /k/ sound Ask students to listen for the initial /k/ sound in 3. different words. Read the sentence, “A rabbit came to the garden. (page 6)” Then, name a few vegetables from the story and have the students pretend to be eating if they hear the /k/ sound. “Carrot” appears on page 6 and “corn” appears on 10. The teacher should say vegetables without the /k/ sound too.
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>Garden Lunch</i>.” <i>Talk about things from a garden that you can eat for lunch.:</i> Can you think of foods that grow in a garden? Have you ever eaten anything from a garden? Have you ever grown or seen a garden?” “By looking at the cover of this book, what do you think the animals in the story may do?” “Turn to pages 4, 5, 8, and 12. Let’s look at some of the words we will see in our book.” Let’s walk through the book together. Point out the words with the initial /k/ sound. Difficult Words/Vocabulary garden (page 4), fruits (page 5), raccoon (page 8), spinach (page 12) Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers notice when something does not make sense. They may reread the sentence to help them. 	
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 the garden in the story.” “What foods were grown in the garden?” Who wanted to eat the foods for lunch?” Analyze Story Elements: “Let’s analyze the story’s setting. Where does the story take place? Now let’s analyze the characters. Who are some of the characters in the book?” Return to Teaching Point “I noticed <u>(student name)</u> rereading sentences that did not make sense in order to help her read the words correctly.” Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance, analyzing story elements Analyze Story Elements: “Let’s analyze the story’s setting. Where does the story take place? Now let’s analyze the characters. Who are some of the characters in the book?” 	
Writing Connection: (5 min.) Have students write about a character.	