

Guided Reading Lesson Plan (Levels A-L)

Title: Go, Go Gecko (Day 1) Level: F ISBN: 978-1-4207-2841-5 Publisher: Sundance

Familiar Read: (3 min.)	
Familiar Writing: (3 min.) 1. there 2. make 3. all	4. have 5. when 6. we're
Word Building (3 min.) drop e + ing: write>writing; make>making; take>taking; hope>hoping	
Before Reading: (5-7 min.) <ul style="list-style-type: none">• Book Introduction: (include meaning, structure, visual)<ul style="list-style-type: none">○ This book is called Go, Go Gecko. What is a gecko? Yes it is a type of lizard.○ This book is a chapter book, and we are going to discuss some of the parts of this book before we start reading.○ Turn to page 2. At the top of the page in the red box is a heading. The heading is what that section of the book is all about. The heading on this page is <i>characters</i>. What are characters? Who are some of the characters in this book?○ Page 3 says setting. What is a <i>setting</i>? Where does it look like this story will take place? How can you tell?○ On page 4 the heading is <i>contents</i>. On page 4 and 5 we see how many chapters there are in the book. How many chapters are in this book? Under each chapter number is the title of the chapter. What is chapter 3 called? We also see what page each chapter starts on. What page would we turn to if we were looking for chapter 1?○ Turn to page 6. Today we will read about a class of students who notice something strange in the chalk box. What do you think it is that they see? Read chapter 1 to find out what happens.• Difficult Words/Vocabulary shiver, excitement, whisper• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers look for chunks they may know to help them figure out a 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<ul style="list-style-type: none">○ What did the class see in the box? Did they know what it was?○ Why did someone think there were two?○ Why were they whispering and stuck in their seats?○ What does Mr. Mooney see when he turns around? Why is there nothing he can say?○ Do you think Mr. Mooney knows there is a gecko in the classroom? Why do you think that?○ What do you think will happen in the next chapter?• Return to Teaching Point• Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance	
Writing Connection: (5 min.) Why is the class so excited?	

Guided Reading Lesson Plan (Levels A-L)

Title: Go, Go Gecko (Day 2) Level: F ISBN: 978-1-4207-2841-5 Publisher: Sundance

Familiar Read: (3 min.) chapter 1	
Familiar Writing: (3 min.) 1. again 2. ask 3. look 4. like 5. out 6. down	Word Building (3 min.) ou > out > pout > pound > sound > round > around oo > moo > moon > room > shoot
Before Reading: (5-7 min.) <ul style="list-style-type: none">• Book Introduction: (include meaning, structure, visual)<ul style="list-style-type: none">○ Review chapter 1- Recall events, go over predictions for chapter 2○ Today you will read about how the gecko jumps out of the box when Mr. Mooney isn't looking, but every time he turns around the gecko is gone. Then he breaks his chalk and needs a new piece. What do you think will happen when he goes to get a new piece of chalk?○ Read chapters 2 and 3 to find out what happens with the gecko.• Difficult Words/Vocabulary vacuum, giggle, hamster, scrunched, seventeen, monkey• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers look for chunks they may know to help them figure out a 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<ul style="list-style-type: none">○ Recall events in chapter 2○ On page 13, what does it sound like when the students all say "Oooh!"? Why do you think the author said they sound like a vacuum?○ On page 15, what does the author mean by, "The air around me feels heavy"?○ What does the gecko do when he jumped out of the box? How do the students react? What does it sound like when they all giggle at the same time?○ Do you think Mr. Mooney knows about the gecko when he says, "Settle down, class!"? What makes you think that?○ Recall events in chapter 3○ What is it that makes the sound "Crack!" at the beginning of chapter 3?○ Why does Mr. Mooney need a new piece of chalk even though he still has some chalk left?○ On page 22 what do the students think will happen when Mr. Mooney gets a new piece of chalk?○ What do you think will happen when Mr. Mooney opens the chalk box? Why?• Return to Teaching Point• Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance	
Writing Connection: (5 min.) What will happen when Mr. Mooney opens the chalk box?	

Guided Reading Lesson Plan (Levels A-L)

Title: Go, Go Gecko (Day 3) Level: F ISBN: 978-1-4207-2841-5 Publisher: Sundance

Familiar Read: (3 min.) chapter 2-3	
Familiar Writing: (3 min.) 1. into 2. want 3. off	4. our 5. know 6. little
Word Building (3 min.) compound words: into, onto, halfway cvce > at > lat > late > wate > gate	
Before Reading: (5-7 min.) <ul style="list-style-type: none">• Book Introduction: (include meaning, structure, visual)<ul style="list-style-type: none">○ Review events in chapters 2-3○ In this chapter Mr. Mooney opens the box and the gecko jumps out. How do you think the class will react when the gecko jumps out of the box? How would you react if there was a gecko loose in the classroom?○ Read chapter 4 to find out what happens when the gecko jumps out of the box.• Difficult Words/Vocabulary freeze, afraid, laugh, shouting, screaming, tumble• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers group words together so their reading sounds smooth.	
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<ul style="list-style-type: none">○ Recall events in chapter 4○ How does Mr. Mooney feel as he reaches into the box on page 26? How do you know?○ How does he feel when the gecko jumps on his head? How would you feel?○ How did the students react when they saw it happen?○ What did the students do when the gecko jumped onto the floor?○ Why do you think the boy held out his hand to the gecko?○ How do you think they will catch the gecko in chapter 5?• Return to Teaching Point• Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance	
Writing Connection: (5 min.) What will happen to the gecko in chapter 5?	

Guided Reading Lesson Plan (Levels A-L)

Title: Go, Go Gecko (Day 4) Level: F ISBN: 978-1-4207-2841-5 Publisher: Sundance

Familiar Read: (3 min.) chapter 4	
Familiar Writing: (3 min.) 1. then 4. doing 2. his 5. come 3. will 6. from	Word Building (3 min.) ai > pal > pail > wail > tail > nail > snail
Before Reading: (5-7 min.) <ul style="list-style-type: none">• Book Introduction: (include meaning, structure, visual)<ul style="list-style-type: none">○ Review chapter 4 and predictions for chapter 5○ This is the final chapter of the book. In this chapter a boy catches the gecko by his tail. What do you think will happen when he catches the gecko by the tail? The gecko has a special ability to shed his tail and grow a new one. Let's read chapter 5 to find out why he does this? • Difficult Words/Vocabulary winks, wriggling, zombie, predator, disappears• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers notice when something doesn't make sense.	
During Reading: (5-10 min.) *Revisit the teaching point as needed. Prompts to Support readers: <i>Does it match?</i> <i>Does it sound right?</i> <i>Does it make sense?</i>	
After Reading: (5-7 min.) <ul style="list-style-type: none">• Discuss the story<ul style="list-style-type: none">○ What happened when Robbie caught the gecko? Why did the gecko shed his tail? How did Robbie feel when the gecko shed his tail? How do you know?○ On page 38 does Mr. Mooney look surprised that this is happening? How do you know?○ What does Mr. Mooney have the students do after the gecko ran away?○ Do you think he knew the gecko was in the classroom? What makes you think that?○ On page 44 and 45 we see the heading <i>Glossary</i>. What are these pages showing us? Did you see those words in the book? • Return to Teaching Point • Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance	
Writing Connection: (5 min.) Why did the gecko shed his tail when Robbie caught him? Or Did Mr. Mooney know the gecko was in the chalk box all along?	

Guided Reading Lesson Plan (Levels A-L)