

Guided Reading Lesson Plan (Levels A-L)

Title: Little Lion

Level: F

ISBN: 978-1-61672-585-3

Benchmark: Unit 4

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. golden brown
2. grass
3. walked

Word Building (3 min.) Introduce /l/-family blends. Build the following words: bend, sip, back, and pot. Demonstrate adding the / l / to bend, makes blend. Students do the same with the other words.

Before Reading: (5-7 min.)

- Book Introduction: (include meaning, structure, visual) What do we know about lions? Make a web. What other animals will we find with lions? Show students the book cover. What do you think the story is about? Yes, I also think that is it about the little cub who would like to play. Let's take a picture walk. What do we see on page 5? See the bubble with the red lion? The picture in the bubble shows us what Little Lion is thinking. Little Lion is thinking about being red. My prediction was wrong. It is not about the cub wanting to play. I am going to guess that Little Lion does not like being golden brown. He would like to be red. What do you think the story is about? Let's read and see what happens.
- Difficult Words/Vocabulary: different, stripes, gazelle, leopard
- Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers notice punctuation marks. On page 5 the! and on page the ? Demonstrate when reading how to change intonation when there are punctuation marks.

During Reading: (5-10 min.) *Revisit the teaching point as needed. On p. 6, what punctuation mark do you see? How do readers change their voices when they see an exclamation mark in the text? Do you need to revise your predictions?

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense?*

After Reading: (5-7 min.)

- Discuss the story. Why did Little Lion want to look different? Why did Little Lion decide that golden brown was the right color for him?
- Assign pairs of students one of these animals: gazelle, leopard, or big lion. Have each pair explain why Little Lion was glad that the animals could not see him.
- Have students brainstorm other animals that blend in with their environment. Ask them how blending in helps these animals.
- Return to Teaching Point: We have practiced changing our voices when we see question marks and exclamation marks. Look at page 7. How would we change our voices when we see a bubble?
- Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance. What lesson can we learn? Be happy with who you are and what you look like. Do you remember we talked about the different genres? Is this book fantasy? Turn, and talk with your partner. Next, fill out the worksheet with your partner. Talk about what part of the story is real and what part is fantasy?

Fantasy or Reality	
Things in the story that are make-believe	Things in the story that are real
Example: Lions talk.	Lions are golden brown.

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Writing Connection: (5 min.) and fill out the worksheet: Each student complete 4 entries on their worksheet.

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