

Guided Reading Lesson Plan (Levels A-L)

Title: The Race to Recycle

Level: G

ISBN: 978-1-61672-595-2

Benchmark: Unit 4

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. bins
2. jars
3. cans

Word Building (3 min.) Write /look/. Point out /oo/ sound. In book, room . Also, look in book p. 6 /cool/ p. 8 /looked/. Brainstorm other words with oo sound. Make words like foot, cook, room, look, and tooth.

Before Reading: (5-7 min.)

- Book Introduction: (include meaning, structure, visual) Who knows what recycling is? Who can tell me if we recycle in class? Who can tell me what we do? Do you recycle at home? What do you do? Turn and talk with a partner. Then, take you K-W-L chart for recycling. Write down what you know, and what you want to know. Look a book cover, what do you see? Yes, it looks like a boy and girl are recycling. I think that the book is about children who recycle. It may also be about a race. On p. 4 a girl is looking at a clock. She looks worried. Maybe the word race has to do with having to rush because she does not have much time. Say: "I want you to read the book to find out what the children recycle and why they must race. Make new guesses and change old guesses as you get new information."
- Difficult Words/Vocabulary: recycling, newspapers.
- Suggested Teaching Point: Readers think about connections they make to the story they are reading.

During Reading: (5-10 min.) *Revisit the teaching point as needed. Prompts to Support readers: *Does it match? Does it sound right? Does it make sense?*

After Reading: (5-7 min.)

- Discuss the story: Did the children recycle the same items you do at home? What did they recycle? Students read answers from the text. Why was a race involved? Have students find and read passages from the text to support their answers.
- Group students in threes and have them reread the book, taking the roles of Max, Tanya, and Jenny. Encourage students to act out what happens in the story and read the dialogue.
- Return to Teaching Point : On p. 10, Max wonders what happens to the items sent for recycling. Do you also wonder what happens to the paper and bottles? How did Tanya answer his question on p. 11? How do you think a bottle or can can be made into new things? Yes, the recycling truck picked up cans and bottles. The items are cleaned, cut up and formed into new jugs and cans.
- Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance. Why should we recycle – turn and talk with a partner. Report ideas back. Did the book answer some of our questions about recycling? Look at your K-W-L chart. What did you want to know? Did you get answers to your questions?

Writing Connection: (5 min.)

- Talk with a partner and then write what you have learned on your K-W-L chart. If you have new questions, write them down as well.