

Guided Reading Lesson Plan (Levels A-L)

Title: Saving Tigers Level: J ISBN: 978-1404-55277 Publisher: McGrawHill

Familiar Read: (3 min.)		
Familiar Writing: (3 min.) Pick 3!		Word Building (3 min.)
1. where what people		1 st syllable makes a long vowel sound
2. they their		ti-ger, ti-ny, be-ing, go-ing, ti-tle, ta-ble, ba-by
3. these		
<p>Before Reading: (5-7 min.)</p> <ul style="list-style-type: none"> Book Introduction: (include meaning, structure, visual) <p>Make a list of animals with stripes. Today's book is all about tigers. What do you know about tigers? Together read the table of contents. Did reading this make you think about other questions you have about tigers? Discuss.</p> <ul style="list-style-type: none"> Difficult Words/Vocabulary <i>earth, destroys</i> Suggested Teaching Point: (refer to Behaviors to Notice and Support) As you read, if something doesn't make sense, reread to help you understand. Stop and picture what the author is telling you. The author wants you to choose whether its ok to hunt for tigers. As you read, decide if hunting tigers is a good thing, or whether people should work to save tigers. 		
<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"> Discuss the story <p>Why are tigers hunted? P. 10-11 How do you feel about this? p. 5 Discuss why an elephant is in this illustration. p. 6 Look at the photo, Does this look like the United States?</p> <ul style="list-style-type: none"> Return to Teaching Point Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance <p>Do you think the author thinks it's important to save the lives of tigers?</p>		
<p>Writing Connection: (5 min.)</p> <p>Make a poster to convince others that it is wrong to hunt for tigers.</p>		