

Guided Reading Lesson Plan (Levels A-L)

Title: Froggy's Sleepover Level: K ISBN:0-439-80096-X Publisher: Scholastic

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. flop
2. chomp
3. munch

Word Building (3 min.)

- flop-flopped
hop-hopped
stuff-stuffed

Before Reading: (5-7 min.)

- Book Introduction: (include meaning, structure, visual)

This is a story about a frog named Froggy. After school on Friday, he is getting ready to go to his friend Max's house for a sleepover! Although Froggy is very excited for his first sleepover, his thoughts begin to change once he gets to Max's house. Let's take a picture walk and look to see why his thoughts might be changing. (Start at page 12) Ask the students to look closely at the pictures and think about how they might feel if they were at their first sleepover.

- Difficult Words/Vocabulary: nervous (2), shoop (9), crawled (12), ruckus (17)

- Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Readers predict what might happen next in the story. When readers see a pattern in the story, it is easier for them to predict what might happen next.

During Reading: (5-10 min.) *Revisit the teaching point as needed. **Stop and ask students what might happen next after Froggy leaves to go back to his house for the first and second time.

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

After Reading: (5-7 min.)

- Discuss the story

- 1.) Where did Froggy and Max end up falling asleep?
- 2.) Why do you think they kept going back and forth between houses?
- 3.) How do you think this made Froggy and Max's mothers feel?
- 4.) Do you think Froggy and Max had fun at their sleepover?

- Return to Teaching Point

When we first read about Froggy leaving to go back to his house with Max, what did you think might happen next? When you saw that Max and Froggy left to go back to Max's house after this, what did you think might happen next?

- Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

What do you think we can learn from this story about Froggy and Max? Is it scary to stay at a house other than your own?

Writing Connection: (5 min.)

Write about a time you were scared when you were at a friend's house.