

Guided Reading Lesson Plan (Levels A-L)

Title: Young Cam Jansen and the Zoo Note Mystery Level: L ISBN: 0-439-67381 Publisher: Scholastic
Chapter #1 OH, NO!

Familiar Read: (3 min.)	
Familiar Writing: (3 min.) 1. can't 2. bring 3. didn't	Word Building (3 min.) contractions: I'm, he's, she'll, won't, didn't, can't
Before Reading: (5-7 min.) <ul style="list-style-type: none">• Book Introduction: We're starting a book today in the Young Cam Jansen series. This book is called the Zoo Note Mystery. The class is getting ready to take a field trip to the zoo, but Eric has forgotten his note giving him permission to go on the trip. He remembers the note the day of the trip, but then something happens and no one is sure he'll be allowed to go on the trip with his class. We going to meet Cam Jansen today and we'll read to see how this mystery begins.• Difficult Words/Vocabulary: p5 remembered, p6 memory, p7 camera• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers notice when something does not make sense. They may reread the sentence or page to help them understand.	
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">1-Why does everyone call Jennifer, Cam? When she wants to remember something, what does she do? What do you do when you want to remember something?1-Do you think Eric is forgetful? What evidence do we have in the text that supports our thinking? Where did Eric look for his note while they were on the bus?1-What happened when Eric and Cam got to school? Where did Eric look for the note to hand to his teacher?1-What do you think will happen if Eric can't find his note for the trip?• Return to Teaching Point• Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance	
Writing Connection: (5 min.) Where do you think Eric's note is? Explain your thinking.	

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Chapter #2-#3 I'm Really Sorry – It's Cold

Familiar Read: (3 min.)	
Familiar Writing: (3 min.) 1. could 4. after 2. said 5. under 3. without 6. school	Word Building (3 min.) explore “ed” endings: shouted, opened, asked, looked, thanked, wished stopped, skipped, hummed, chatted, dropped
Before Reading: (5-7 min.)	
<ul style="list-style-type: none">• Book Introduction: So, Eric and his class are getting ready to go on a field trip. What is the problem? That's right. Eric can't find his note. How do we know that Eric had the note? Where did we last see the note? What happened at the end of chapter #1? What do you think will happen if Eric cannot find the note from his father? Today, we're going to see if Eric and Cam can find the missing note. What are you predicting will happen in these next two chapters? Where do you think they will be looking? Pay close attention to the details in the story. It may help us solve this mystery.• Difficult Words/Vocabulary: p13 signed, p15 leaves, p16 trouble, p20 thought, moment• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers predict what might happen next in the story.	
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 story2-What were we predicting would happen if Eric couldn't find his note? Where is the evidence in the story that tells us what will happen? What was Ms. Dee's suggestion?2-What led Eric and Cam to the bus? What triggered the thought to look there?3-What did the bus driver think when she saw Cam and Eric come to her bus?3-At what point in the text was a new idea triggered? What triggered that new idea? Where are Eric and Cam planning to look next?3-How do you think Eric is feeling at the end of chapter #3? What makes you think that?• Return to Teaching Point• Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance	
Writing Connection: (5 min.) What are you predicting will happen when Cam and Eric get inside? Do you know where the note is? Explain your thinking with evidence from the text.	

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Chapter #4-#5 CLICK! That's It! – A Cookie for the Ride

Familiar Read: (3 min.)	
Familiar Writing: (3 min.) 1. know 4. everything 2. where 5. think 3. here 6. their	Word Building (3 min.) Compound words: outside, classroom, someone, without, maybe, everything
Before Reading: (5-7 min.) <ul style="list-style-type: none">• Book Introduction: Where have Cam and Eric looked for the note, so far? And what will happen if Eric's note isn't found? What do you think about that, not being able to go along on the trip if you don't have permission from a parent? Why do you think that's important? When we left off yesterday, where were Cam and Eric headed to look next? What made them think the note was in Eric's jacket pocket? Today, we'll finish the text and see if Eric gets to go along on the field trip.• Difficult Words/Vocabulary: p22 hurried, p24 whispered, principal's office, p25 answered, p26 remembered• Suggested Teaching Point: (refer to Behaviors to Notice and Support) Readers notice when something does not make sense. They may reread the sentence or page to help them understand.	
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 4-Where did Eric look as soon as he got back to the classroom? What did he find? How do you think he was feeling when he didn't find the note in his jacket pockets? What makes you think that? Support your thinking with evidence from the text or from your personal experiences.4-What sparked the idea in Cam's mind of where to look next? What were you predicting at that moment? Where did you think Cam was going to look?5-What was unusual about <i>who</i> "clicked?" Usually, Cam clicked when she wanted to remember something, but this time, something different happened.5-Do you think Eric purposefully put the note in his lunchbox? What makes you think that? Why do you suppose it ended up in there, then? <ul style="list-style-type: none">• Return to Teaching Point• Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance	
Writing Connection: (5 min.) Talk about each of the chapter titles. Do you think these chapters have good titles? Why or why not? What do you think a better chapter title might be, if you think these are not good titles? (If time is limited, just have students pick one chapter. You may want to discuss one together as a group, first, to help them understand the task.)	