

Guided Reading Lesson Plan (Levels M-Z)

Title: A Super Smart Bird Level: M ISBN: 978-58453-669-7 Publisher: Pioneer Valley
Early chapter book

Before Reading: (5-7 min.)

- *Summarize plot (M)
- *Unfamiliar book language/character names (S)
- *Discuss pictures (M)
- *Draw upon students' experiences (M)

Chapter #1 Math Facts:

Ricky is taking Buster with him to school today. It's show and tell for Ricky today. What is show and tell? What do boys and girls do at show and tell? Ricky walks to school and is also practicing his math facts as he walks. Do you know some math facts? Let's see who their walk to school goes.

Chapter #2 Show and Tell:

Ricky was practicing his math facts all the way to school because he has a test coming up on this day. What do you predict is going to happen once they're inside? Show and tell doesn't quite go like Ricky expects. Let's find out what's wrong with Buster.

Chapter #3 Buster Gets an A+:

So, Ricky has had Buster do some tricks for the children in his class. There was one trick that Buster would not do. What was that? Why do you think Buster wouldn't talk? Ricky is feeling pretty disappointed about the fact that Buster wouldn't talk. I wonder if Ricky's going to be bummed out all day. What do you think?

Words/Text Layout:

- *New or important words (V): p4 squawked, practiced, p6 continued, recite, p8 laughed, p10 frown, p12 interesting, p13 disappointed, p16 suddenly, questions, answers, p18 erased, p19 tomorrow
- *Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:
connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers think about (infer) the problem and the solution in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

- *Discuss the story
 - clarify confusion, revisiting parts of the text that posed problems for readers
 - acknowledge partially correct responses, seeking to understand students' perspectives
- *Connect discussion to the teaching point and/or a comprehension strategy (see above)

1-Why was Ricky taking Buster to school with him? What did he think would impress his friends? What was Ricky doing on their walk to school? What are you predicting will happen once Ricky and Buster get to school?

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2-What were the tricks that Ricky had Buster do? How did Ricky's plan compare to what actually happened? Why do you think Buster wouldn't talk? How did Ricky feel about this? What evidence do we have to support our thinking? What are you predicting will happen in the next chapter?

3-What was going on at the beginning of the chapter? How were things supposed to go? During the test, what did Buster begin doing? What was Mr. Brown's solution since Buster wouldn't be quiet? How do you think Ricky felt about what Buster did during the math test? What evidence do we have in the text to support our thinking?

Writing Connection (optional):

1-Write about something you've brought to school for show and tell.

2-Write about a time that you have been disappointed, a time with something didn't quite go as you'd planned.

3-How do you think thing will go tomorrow during their math test?