

# Guided Reading Lesson Plan (Levels M-Z)

Title: Buster Goes to the Library    Level: M    ISBN: 978-58453-670-3    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 Books and Stories:

Ricky is on the way to the library with his bird, Buster. On their walk to the library, Ricky is trying to explain what happens at the library. What do you know about the library? What do you do there? What happens there? Ricky also tries to explain to Buster that he needs to be quiet in the library. Why is it important to be quiet in the library? What do you predict will happen with Buster the bird in the library? Do you think he will be able to be quiet?

Chapter #2 The Librarian:

Ricky and Buster have made it to the library and Ricky has tried to tell Buster all about the library and what to expect. What are you predicting will happen in the library? Is there a particular part you think Buster might struggle with? What do you think might happen if Buster is too loud? Things in this next chapter may not go according to Ricky's plan.

Chapter #3 Be Quiet:

Ricky had to take Buster outside since he could stay quiet in the library. How did Ricky feel about leaving Buster outside? What evidence do you have to support your thinking? Story hour is about to begin and we'll see how Buster does outside without Ricky.

Words/Text Layout:

\*New or important words (V): p2 squawked, p3 librarians, p16 laughing, p19 surprised

\*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-What were the things that Ricky told Buster about the library? How do you predict this trip to the library will be with Buster?

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2-What was the problem once inside the library? Do you think Ricky was anticipating that it might be a problem? What makes you think that? What was the librarian's suggestion for what to do with Buster? Animals aren't usually allowed in public places. Can you think of any situations where animals might be allowed in public places? (service dogs, drug dogs, therapy animals) What do you predict will happen next?

3-Why was the librarian delayed? What kept her from being able to start story hour on time? What after the children had been sitting for a while? Who was telling the kids to be quiet? How does what actually happened compare to the predictions we made about what would happen?

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Writing Connection (optional):

1-Write about a trip you've taken to the library.

2-Write about another possible solution the Buster's being loud in the library.

3-Write a new ending for the story. In other words, write an ending for this story based on your predictions.