

Guided Reading Lesson Plan (Levels M-Z)

Title: Fancy Feet by Patricia Reilly Giff

Level: 28/M

ISBN: 978-04486-8

Chapter 1

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss picture (M)

*Draw upon students' experiences (M)

This is a story from the series of books of New Kids at the Polk Street School. Stacy and her friend Jiwon are playing at recess. Stacy and another boy, Eddie, get hurt and have to go into the room to get band-aids. Mrs. Zachary sends them inside to get band-aids and a drink. What happens when they go into the room? Do they do what they are supposed to do, or do they do something they shouldn't?

Text Layout/Words:

*New or important words (V)

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers predict what might happen next in the story. As you read chapter one today, think about what has happened so far, and what you think might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What were Eddie and Stacy supposed to do in the classroom?

What did they actually do when they went to the room?

What did Stacy find out?

How do you feel about that?

Assignment: Write your prediction of what you think will happen in the next chapter.

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Chapter 2

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss picture (M)

*Draw upon students' experiences (M)

In chapter one, Eddie and Stacy were hurt on the playground and Mrs. Zachary sent them inside to the classroom. Stacy was peeking in Mrs. Zachary's desk drawer and found money. She also found out that S was their next letter. Today Mrs. Zachary asks the class to guess the new letter and Stacy and Eddie already know. Does Mrs. Zachary realize what Stacy and Eddie did? Were your predictions right?

Text Layout/Words:

*New or important words (V)

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers think about (infer) the problem and the solution in the story. What do you infer from the text today? Do you think that when Eddie and Stacy looked into the teacher's drawer it would cause a problem? What are you inferring as you read?

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What did Stacy say that could give away her secret?

What did Mrs. Zachary tell the class that they were going to have in their room?

What do you infer when you hear that Mrs. Zachary is going to start a store?

What was Stacy thinking about buying in the store?

Assignment: Make a list of items that Mrs. Zachary might put in the classroom store.

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Chapter 3

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss picture (M)

*Draw upon students' experiences (M)

In chapter two Mrs. Zachary asked the children to guess the new letter. Both Stacy and Eddie knew and gave it away that they already knew, but Mrs. Zachary didn't hear what Stacy had said. Mrs. Zachary also announced that they would have a classroom store. As you read today, find out what will be in that store. How would they get those things in the store?

Text Layout/Words:

*New or important words (V) curlicues (p. 36)

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers think about (infer) what is happening in the story because it may not be stated in the text. As you read today, infer what you think is happening in the text.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What were the children supposed to do for Mrs. Zachary? How do you know?

Did the text tell you what Mrs. Zachary had asked them to bring to the store?

What did Emily and Stacy decide to bring in to the store?

Assignment: Write what you think will happen when Stacy takes her book to the classroom store with curlicues all over it.

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Chapter 4

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss picture (M)

*Draw upon students' experiences (M)

In chapter 3, we find out that Mrs. Zachary had asked the students to bring in something for the store. It had to be something that wasn't broken. Stacy decided to take a book that had scribbles all over it. How would the teacher feel about that? What other things do you think will come in for the store?

Text Layout/Words:

*New or important words (V) gorgeous (p. 38)

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers visualize as they read the text. As you read the chapter, visualize what the characters are doing in the story.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What is happening in this chapter?

What was Stacy painting?

What did Jiwon bring for the store?

What did Stacy want more than anything?

Assignment: Make a list of things that you could take from your house to the classroom store.

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Chapter 5

Before Reading: (5-7 min.)

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*Unfamiliar book language/character names (S)

*Discuss picture (M)

*Draw upon students' experiences (M)

In chapter five Stacy gets into trouble. Read and find out what problem she creates in the classroom.

Text Layout/Words:

*New or important words (V)

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers infer what the problem is in the story. Read to find the problem that Stacy has and how she attempts to solve it.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What happened in the chapter?

Why does Stacy get angry? What does she do? What does Mrs. Zachary do? What happened as Mrs. Zachary was returning to the room?

Assignment: Write your prediction of what will happen next. Stacy threw those beautiful shoes in the wastebasket, and now what would become of them? What will happen because of her behavior with Eddie?

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Chapter 6

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss picture (M)

*Draw upon students' experiences (M)

In chapter 5, Stacy was drawing elephants and Eddie made fun of her drawing. She slapped Eddie and was in trouble. Mrs. Zachary had to leave the room and while she was gone, Stacy played with the sparkly shoes. Then she heard Mrs. Zachary coming, so she threw the shoes in the wastebasket as not to be caught playing with the shoes when she was in trouble. We don't know what happened when her teacher came back. This chapter begins with Stacy and Emily walking to school and Stacy wished she didn't have to go back to school.

Text Layout/Words:

*New or important words (V) custodian (p.59), scolded (p. 60)

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers make connections to the text. As you read, see if you can make a text to self connection or a text to text connection.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What happens in chapter six?

How did Mrs. Zachary handle Stacy's naughty behavior from the day before?

How is Stacy feeling? Why?

Tell about the missing shoes and the reaction from the students.

What do you think Stacy will do?

Assignment: Write about a connection (text to self, or text to text) that you made to this story.

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Chapter 7

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss picture (M)

*Draw upon students' experiences (M)

Stacy went to school in the last chapter feeling pretty lousy about her behavior the day before. She was also feeling bad about the missing shoes. Will the class figure out who took them?

Text Layout/Words:

*New or important words (V) coughed (p.69)

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers infer think about (infer) the problem and the solution in the story. As you read think about Stacy's problem and how she will solve it.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What happens in chapter seven?

Tell about Stacy's "illness."

What was Stacy trying to do so solve her problem?

What did her mother suggest?

Tell how the story ends.

Assignment: Write about the big idea of the book. What lesson is the author trying to teach you in this story? Do you think this is a lesson to live by in your life? How can you use this lesson in your life?