

Guided Reading Lesson Plan (Levels M-Z)

Title: **Sharks by Rose Lewis** Level: **M** ISBN: 978-1-58453-439-6 Publisher: Pioneer Valley Books

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

What do you know about sharks? There are many misconceptions about sharks. We are going to learn some true facts about sharks today. This book has some great photographs. Let's look through the book to find some of them. Now we are going to read this entire book.

Words/Text Layout:

*New or important words (V): torpedo-shaped bodies (4) common (10)

*Unusual aspect of text (V):

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

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

Readers use nonfiction to help them understand nonfiction.

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)

What can you learn from the diagram on page 5?

Find a bold word and use context around it to define it. (page 2, cartilage)

What do you think the author wanted you to learn while reading the section called Shark Teeth?

What other text feature could the author have used to help you understand one of the sharks topics better?

Writing Connection (optional): What section of the book taught you something new or proved a misconception was wrong? What did you learn?