

# Guided Reading Lesson Plan (Levels M-Z)

Title: Smasher  
Chapters: #1-#2

Level: M

ISBN: 0-679-88330-4

Publisher: Random House

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter #1 – The Ugly Puppy: Farmer Buzzard's dog, Kay, has just had a new litter of puppies. Most of the puppies look like their mother, who is a collie, but one puppy looks very different from the others. Farmer Buzzard thinks he's ugly, very ugly.

Chapter #2 – Chicken Chasing: So Farmer Buzzard decided to keep the ugly puppy after all. I'm not sure either Mr. or Mrs. Buzzard wanted to put the puppy down. What do you think? What makes you think that? It's time for the pups to find a new home. Do you think the farmer will let all the pups go? What will those looking to buy a pup think of Smasher?

Words/Text Layout:

\*New or important words (V): ch#1: p3 miniatures, whined, p4 strangely, angular, whelped, t'other, p5 solemnly, misery, aye, p7 hideous, p8 twill, sheepishly, whyever, p9 reckon

Ch#2: p10 advertisement, p11 bumbling, p12 throwback, dunno, pertickerly, nearsighted, p15 surveyed, handsome, p16 instinctive, earnest, p17 patience, p19 frantic chorus of shrieks and squawks, clumsily, p21 astonishment

\*Unusual aspect of text layout (V): The text in the book will probably be unfamiliar to most students. Read and discuss the text in small chunks, if needed. Even though the plan is written by chapter, it may be necessary to take it slower. Adjust the pace as needed for students to comprehend what is happening in the story. If necessary, go back and look at particularly difficult or unusual passages and talk about their meaning.

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 how characters change throughout 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-Do you think Mr. Buzzard was ever going to put the puppy down? What did Mrs. Buzzard think about he puppy? Support your thinking with evidence from the text.

1-What's the plan for the puppies once they're bigger?

1-What does the language used tell us about this text? (time period)

2-Why did Mr. Buzzard only advertise 3 puppies? Were you surprised that Mr. B. didn't give Smasher to the nearsighted gentleman? What did Mrs. B. suspect was the reason for keeping Smasher?

2-Why was Mr. B. hitting the tarp? What would happen to dogs that chased chickens?

Writing Connection (optional):

Do you think Smasher will continue to chase chickens? What makes you think that?

# Guided Reading Lesson Plan (Levels M-Z)

Title: Smasher  
Chapters: #3-#4

Level: M

ISBN: 0-679-88330-4

Publisher: Random House

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter #3 – As Good as Gold: So Farmer Buzzard has decided to keep Smasher, even when he had the chance to give him away. Why do you suppose he decided to keep him? Smasher has developed a bad habit. What has he begun to do? According to Smasher's mother, what will happen if this continues? In an effort to keep Smasher from chasing the hens, Mrs. Buzzard allows Smasher into the house for the very first time. What do you think is going to happen? I can tell you, Mrs. B. will get more than she bargained for.

Chapter #4 – The Field Barn: Smasher has made a huge mess in the house. What were some of the things Smasher did? How do you predict Mr. and Mrs. Buzzard will respond? Something has to be done about Smasher and the farmer and his wife will have one less dog around.

Words/Text Layout:

\*New or important words (V): p23 shooed, p24 unwisely, p25 lumbering, p26 clutch, mackintoshes, p27 aptly, p30 bewildered, p31 upholstered, p32 hoisted, p35 furiously

Ch#4: p39 cavorting, soberly, p42 pertickerly, p43 nevertheless, destructive, somewheres, p44 instinctively, p47 doleful

\*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 how characters change throughout 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)

3-Do you think Smasher was being purposefully naughty inside? Why or why not? Support your thinking with evidence from the text.

3-How did the author end this chapter, leading us to what was about to happen, foreshadowing future events?

3-What are you predicting will happen next?

4-What do you think Mrs. B. wanted her husband to do to the dog? What makes you think that?

4-Let's take a close look at the paragraph on page 43; it's a tough one to understand. Let's try to put it in words that we might use. (last paragraph on this page) What does the use of such unusual or unfamiliar language cause us to do as readers? (take our time, slow down, reread) Is this a bad thing that we have to slow down? Slowing down and rereading helps us to better understand what we're reading. We may have to work harder, or think harder, but we can understand.

Writing Connection (optional):

How do you think Smasher will like his new home?

# Guided Reading Lesson Plan (Levels M-Z)

Title: Smasher  
Chapters: #5-#6

Level: M

ISBN: 0-679-88330-4

Publisher: Random House

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Chapter #5 – A Stifled Sneeze: Smasher has been relocated. Do you think this is what Mrs. B. expected or wanted to happen? Why do you think Mr. B. didn't find Smasher a new home, but he didn't tell Mrs. B. the truth? What did Mr. B. do to ensure that Smasher would stay put? How do you think Smasher feels about this place? Farmer Buzzard thought Smasher might only stay at the field house for a few days, but it turns out to be a much longer stay than that.

Chapter #6 – New Dog: So Smasher has been working hard with his training and has been allowed to be moved back to the main farm. Mr. B. made Kay stay outside in the stable the first night Smasher was back. Why? A burglar broke into the house to steal the TV. Smasher was unaware of the intruder until he sneezed. What are you predicting will happen next? Things are really turning around for Smasher.

Words/Text Layout:

\*New or important words (V): Ch#5: p49 solitary, p50 knowledgeable, marrow, reckoned, p52 amongst, p55 accordingly, p56 growed, p57 straightaway, Pekingese, p58 daresay, telly, p59 naughty, p60 drowsily, stealthy, p62 expertly, hastily

Ch#6: p65 hubbub, thorough, indistinctly, prostrate, p69 needn't, p71 trifle nervously

\*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 how characters change throughout 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)

5-Describe the typical day's events while Smasher while he was at the field house. What was Mr. B. trying to accomplish with his daily workings with the dog? What was the ultimate goal?

5-Summarize the events leading up to Smasher's first night back at the main farm. How did he come to be allowed in the house? What happened that night? How do you predict Smasher will respond to the intruder?

6-Describe what Smasher did to the intruder. What do you think was going to Smasher's mind? What do you think was going to the burglar's mind? Do you think Mr. B. really thought Smasher would "tear your throat out?" Who helped Smasher to understand what had really happened?

6-How did Mr. B. tell Mrs. B. about Smasher? Do you think she knows it's the same dog? What makes you think that?

Writing Connection (optional):

Write about how Mr. Buzzard has changed as a character from the beginning of the book to the end.