

# Guided Reading Lesson Plan (Levels M-Z)

Title: Julian's Glorious Summer

Level: N

ISBN: 978-015307539-1

Publisher: Harcourt Brace

Before Reading: (5-7 min.)

Day 1

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

This book can be completed in 4 days, reading 2 chapters a day.

Pp. 5-18

What can you tell by looking at the front cover? Have you read any books about Julian? Read the blurb on the back of the book and see what else you can find out about the story. Julian is the main character of this book. We will find out about his family and his friend, Gloria. As you read the first two chapters, find out what Julian's problem is, and what "stories" he tells.

Words/Text Layout:

\*New or important words (V): concentrating (8); embarrassed (9); enthusiastic (13); asteroid (18)

\*Unusual aspect of text layout (V): This book contains lots of dialogue. Read carefully to make sure you know who is talking, and use punctuation to visualize the way the person said the words to help you understand the story.

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

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

Readers make connections. (text to self, text to text, text to world)

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)

How would you describe the "stories" Julian tells? What are the two "stories" he tells?

Why doesn't Julian want to see Gloria on her bike or talk about bikes?

What does Julian really want to do all summer?

Why did Julian tell Gloria he had to work hard day and night all summer?

Do you think it is ever right to lie?

Writing Connection (optional):

Are you more like Julian or more like Gloria? Explain.

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Before Reading: (5-7 min.)

Day 2

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

This book can be completed in 4 days, reading 2 chapters a day.

Pp. 19-29.

Let's review the story from last time...

Today we will read chapters 3 and 4, and learn more about the consequences of Julian's lies. Will Julian tell the truth and get out of the mess he's in?

Words/Text Layout:

\*New or important words (V): practically (25); tempted, invisible (26)

\*Unusual aspect of text layout (V): Notice words that are stretched out with extra letters, written in capital letters, or in italics. These words need extra emphasis as you read to help with comprehension.

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

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

Readers change their predictions as they learn new information in the text.

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)

How could Julian tell that his dad knew about his lies? Give proof from the text.

Who did Dad meet on the road coming home?

What lie did Julian tell his dad? Do you think it helped for him to tell another story?

Chapter 4 was called "I Get Lucky". What did that mean to Julian?

Writing Connection (optional):

Why do you think Julian's father did not punish him for lying to Gloria?

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Day 3

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Pp. 30-44.

Let's review from the last time...

Today we will read about the work Julian had to do for his dad. As you read, imagine yourself in his shoes as he works throughout the summer. How would you have felt as you worked hard, doing all those chores? Do you think Julian is learning anything from this experience?

Words/Text Layout:

\*New or important words (V):

\*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 the plot of the story. (setting, characters, problem, solution)

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 did Gloria think about Julian's dad?

Why do you think Huey helped Julian with his work?

What did Julian's mother do to help him?

What prompted Julian to finally tell his mother truth? Did she give him any advice?

His mom said, "Sometimes suffering is the beginning of happiness." What did she mean?

Do you think Julian is learning anything from his experiences?

Writing Connection (optional):

Do you feel sorry for Julian? Why or why not?

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Day 4

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Pp. 45-62

Let's review from last time...

Today we will finish the story. Find out what the good news/bad news was. As you read, think about how Julian changed throughout the story, and find out who helped Julian to overcome his greatest fear. Lastly, what do you think the author's message is?

Words/Text Layout:

\*New or important words (V): performance (50), stunned (52)

\*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 infer the theme of the story. (author's message)

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)

How many weeks did Julian work for his dad?

When Julian got up on Saturday, what was the good news his father had to tell him? What was the bad news?

How did Julian feel about his dad's news?

What reward(s) did Julian get from his dad? How did Julian feel?

What did Gloria say to help Julian make a decision about the bike?

What do you think about the way Gloria taught Julian to ride his bike?

Writing Connection (optional):

What do you think the author is trying to teach us in the story? What is her message?