

Guided Reading Lesson Plan (Levels M-Z)

Title: Ways Plants and Animals Interact Level: N ISBN: 978-032813818-0 Publisher: Scott Foresman

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Look at the front cover and read the title. Talk to students about what they know about plants and animals might interact. Provide background knowledge for students by previewing the book. Discuss the text features and preview the key vocabulary.

Tell students: Food chains are one way living things interact. Plants are producers which make their own food. Animals are consumers. They can be herbivores, carnivores, or omnivores. They can be predators or prey. Food webs show how chains cross. If one part of the chain disappears, it affects the other parts. Living things need healthy environments in which to live and grow. Plants, animals and natural events can change environments. People change environments, too. They should help take care of the world around them.

*New or important words (V). Important words are hi-lighted in yellow and found in the glossary

Unusual aspect of text layout (V) point out the elements of nonfiction including – glossary, chapters, photographs, labels

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

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

Good readers remember details throughout the story.

Good readers use illustrations to help them understand 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 the teaching point and/or a comprehension strategy (see above)

Recall the main idea and details of each section. Have students write them in their journal.

How do the illustrations help with interest and understanding?

How do animals get energy to hunt for food?

What scientific term describes what happens when grass grows, gets eaten by a mouse, and then that mouse gets eaten by an owl?

What kind of animal has caused harm to many trees in the United States by eating too many of their leaves?

Writing Connection (optional):

In this book you have read about producers and consumers. Describe how producers and consumers interact. Use examples from the book.

Suppose you have seen a lot of mice in your backyard. You have also seen hawks hunting them. Suppose that one day you saw far fewer mice and no hawks. What might you conclude?