Guided Reading Lesson Plan (Levels M-Z)

Title: Mario's Mayan Journey   Level: O   ISBN: 978-157255203-6   Publisher: Mondo

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 2 days.

    Pp. 1-13. (Pages are unnumbered. On this page, Mario tries to see the howler monkeys.)
    Look at the front cover. What do you think this book might be about? Let's read the blurb on the back and
see if can gain some more information to help us with our predictions. We will be following Mario on a journey
to the Mayan civilization. The Maya were people who lived in Mexico and Central America. Let's take a look
at the map in the front. This will help you to understand where Mario lives (Mexico City) and where he travels
(the Yucatan Peninsula). Let's also look at the glossary in the back. This will help you with unusual and
unknown words that you find throughout the text.
    As you read, think about what is important and what are supporting details. We will practice summarizing
this first part of the story.

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 summarize what they have read to help them comprehend the important parts of 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)

Turn to a partner and summarize the story. Let the partner summarize. Decide which parts are details and which
parts are main points. Share. If desired, write down the combined summary and explain that in a summary, we
leave out details to make a shortened version of the story.

Writing Connection (optional):

Write down your prediction of what will happen next in the story.

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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 2 days.
   Pp. 14-32.

   Let's review what happened last time…
   Use the summary you constructed together the last time.
   Today we will finish reading about Mario's adventure. We will read about places that Mario visits with Fernando and Margarita. As you read stop occasionally to picture what is going on in the story. The use of onomatopoeia helps to hear the sounds in the story. Ex.: *yeeeooow*, the howler monkey. As you read find other examples of onomatopoeia that help you to visualize what is taking place in the story. Also, look for imagery – words that describe using all the senses. Are any of your predictions from last time correct?

Words/Text Layout:
     *New or important words (V): Spanish phrases, names of Mayan ruins.
     *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 try to visualize the places and people that they are reading about.

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 Mario experience in this part of his dream? What did he decide to do to preserve his memories?
Give some examples of onomatopoeia you found as you read.
Give some examples of imagery that helped you understand the story. (white stone pyramids rising above the trees, a macaw gave a loud screech, and a jaguar growled)
Were there words that were confusing? Let's look at them, and see how we could figure out the meaning from context clues or other strategies.

Writing Connection (optional):

Write a short paragraph using imagery and/or onomatopoeia to help your reader to visualize what is taking place.