

Guided Reading Lesson Plan (Levels M-Z)

Title: **Mrs. Piggle-Wiggles Magic** Level: **O** ISBN: 0-590-41384-8 Publisher: Scholastic Day 1 Pages 1-7

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Book Introduction:

This book is about a woman that loves children and will do anything to make sure the children feel loved and wanted. She also has the ability to help families by curing the children's bad habits. Read the back of the book.

Chapter 1: Mrs. Piggle-Wiggle's Magic: pages 1-7

In the first chapter you will find out about some of the children that Mrs. Piggle-Wiggle welcomes into her house. She makes each one feel special and loved. Pay attention to the three things she does that some parents just don't have time to do.

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

Good readers remember details as they read.

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)

Three things Mrs. Piggle-Wiggle does for kids: remember details about each child.

1. She doesn't get mad at the kids even when:

Molly O'Toole Dicky Williams Marilyn Matson

2. She enjoys and praises the things children give her:

Johnny Wilfred Susan Gray Julie Ward

3. Encourages children to share their dreams:

Talk to me about how she encourages children to share their dreams.

Writing Connection (optional): Take some time to write one of your favorite dreams.

Guided Reading Lesson Plan (Levels M-Z)

Title: **Mrs. Piggle-Wiggles Magic** Level: **O** ISBN: 0-590-41384-8 Publisher: Scholastic **Day 2 Pages 8-24**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 2: The Thought-You-Saiders-Cure Pages 8-24

Mr. Burbank is upset that his children can't hear what he is saying. They mix the words so that what he says is silly. This happens a few times and then he and Mrs. Burbank think it is time to call Mrs. Piggle-Wiggle. She has them put magic powder in ear the children's ear at night. See what happens when she helps the children with their listening skills!

Words/Text Layout:

*New or important words (V): currant aggrieved (8)

*Unusual aspect of text layout (V)

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What were some of the "funny" things the kids thought they heard?

Why did Mrs. Burbank call Mrs. Piggle-wiggle?

What happened when Mr. Burbank tried the magic powder?

How did the kids react when they woke up with the magic powder in their ears?

Do you think they will be thought-you-sayers again?

Writing Connection (optional):

Guided Reading Lesson Plan (Levels M-Z)

Title: **Mrs. Piggle-Wiggles Magic** Level: **O** ISBN: 0-590-41384-8 Publisher: Scholastic Day 3 Pages 25-38

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 3: The Tattletale Cure Pages 25-38

In this chapter Wendy and Timmy Hamilton have a problem. They can't stop tattling on each other and anyone else they think is doing something wrong. Mrs. Hamilton just can deal with it anymore. She gets some help from Mrs. Piggle-Wiggle. See what happens when Wendy and Timmy try to tattle after they have taken the pills from Mrs. Piggle-Wiggle.

Words/Text Layout:

*New or important words (V): horrid(26) old crumpet, quarreling, loathsome(27) jostling (28)

*Unusual aspect of text layout (V)

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Why does everyone hate Wendy? Why does she hate everyone at school?

Why does Wendy say she needs to check on Timmy in the basement?

Why was Mrs. Piggle-Wiggle calling the Hamilton's house?

What happened over the weekend after the kids had the pills?

What did the little black pills taste like?

On page 33, what happens the first time Wendy tries to tattle?

What does a tattle tale look like and do?

How did the tattle tales go away?

Writing Connection (optional): Draw a picture of the tattle tale clouds.

Guided Reading Lesson Plan (Levels M-Z)

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Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 4: The Bad Table Manners Cure Page 39-57

Christopher Brown eats like a starving wild animal. He is a good boy but his mother is scared about the first time he goes to stay and eat at a friend's house. Christopher was invited to eat dinner with Mrs. Thompson and her famous hunting brother Charles and so Mrs. Brown needs help with Christopher's table manners and quick. She asks for help from Mrs. Piggle-Wiggle and she sends Mrs. Brown a pig named Lester. See if Lester can help Christopher with his problem.

Words/Text Layout:

*New or important words (V): compulsory (41) vigorously (52) admiration (56)

*Unusual aspect of text layout (V):

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What did Mrs. Piggle-Wiggle say Lester would need?

Lester starts teaching Christopher right away when they get home. What are they eating and how does Lester help?

What 2 insensitive things did Mrs. Brown do when Lester was at their house?

What were some of the things Lester made Christopher do at the table during his stay?

Why do you think Lester could get Christopher to use good table manners when his mom couldn't?

How did the Brown's feel when it was time to give Lester back?

Writing Connection (optional): Would you like Lester to live with you and help with your table manners? Why or why not?

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Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 5: The Interrupters Page 53-69

Mr. and Mrs. Franklin are tired of their children interrupting them when they are talking. They feel like they can't have a conversation without a distraction. Mr. Franklin is tired of the interrupting. He decides it is time to call Mrs. Piggle-Wiggle for some help.

Words/Text Layout:

*New or important words (V): blissful (64) spectacle case (65)

*Unusual aspect of text layout (V)

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Who is Cheeper?

What does Mrs. Piggle-Wiggle give the Franklins? (Magic interrupter powder with 2 blowers)

How does she say to use it?

What is significant about a knothole, a goldfish, and a spectacle case?

What happened when Mrs. Franklin's friends were over?

Talk about the end of the chapter. What did Mr. and Mrs. Franklin do so there was no more interrupting in the house?

Writing Connection (optional): Make a list of the topics each child would interrupt with?

Guided Reading Lesson Plan (Levels M-Z)

Title: **Mrs. Piggle-Wiggles Magic** Level: **O** ISBN: 0-590-41384-8 Publisher: Scholastic **Day 6 Pages 70-85**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 6. Heedless breaker page 70-85

Sharon Rogers has become quite clumsy and out of control. She is breaking things, losing books, slamming doors, running into people and she is an overall disaster! Mrs. and Mr. Rogers are concerned because this just started happening in the last couple of weeks. Sharon says she is trying to be careful but it is not careful enough. Read to find out how Sharon's problem is solved.

Words/Text Layout:

*New or important words (V): dachshund (70) **heed** and instep (71) Careless Carrie (74) soufflé (78) succession (81) moving picture show (85)

*Unusual aspect of text layout (V)

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*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened with Mrs. Green?

What did Mr. Rogers think the solution to Sharon's problem was?

What does Mrs. Piggle-Wiggle do to help? (gives them heedless breakers magic powder that you put in the bed)

What was the side effect of the powder? (she will move very, very slow)

Writing Connection (optional): List some of Sharon's mishaps from this chapter.

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Title: **Mrs. Piggle-Wiggles Magic** Level: **O** ISBN: 0-590-41384-8 Publisher: Scholastic **Day 7 Pages 86-106**

Before Reading: (5-7 min.)

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*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 7: The Never-Want-To-Go-To-Schooler page 86-106

Jody has decided he didn't need to go to school because he was going to be a carpenter. He goes outside to the treehouse and works on it while the others go school. Each day he says his stomach hurts and can't go to school. After a couple of days Mrs. Jones calls Mrs. Piggle-Wiggle. Read to find out how she cures him.

Prior knowledge that will make this chapter easier to understand: Jan and Jody are boys. Linda and Julie are girls.

Words/Text Layout:

*New or important words (V): hydrophobia kleptomania(88) afghan & davenport (90)
meekly (95)

*Unusual aspect of text layout (V)

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Who is Lemmy Carson? (Third grader that is 14)

What does Mrs. Piggle-Wiggle give Jody? (ignorance tonic)

What does Jody do with the hammer after his first dose of tonic?

What changed for Jody after only one dose?

Talk to me about Jody when the kids played kick the can.

Think of three things that happened to Jody to make him want to go to school.

How did the family make him feel dumb?

Writing Connection (optional):

Guided Reading Lesson Plan (Levels M-Z)

Title: **Mrs. Piggle-Wiggles Magic** Level: **O** ISBN: 0-590-41384-8 Publisher: Scholastic **Day 8 Pages 107-126**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 8: The Waddle-I-Doers Pages 107-126

In this chapter Mrs. Piggle-Wiggle was going to take all the neighborhood children on a hike to the big rock. However, when they woke up it was raining outside and they could not go. The children are driving their parents crazy, luckily Mrs. Piggle-Wiggle called to invite Mimi and Lee over to her house. See what adventure she has at her house to help the children get through the rainy day.

Words/Text Layout:

*New or important words (V): **arouse (109) galoshes (111) cauldron (121) draughty (123)**

*Unusual aspect of text layout (V)

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What was Mrs. Piggle-Wiggle going to do with the children today until the rain came?

What did Mimi find on the way to Mrs. Piggle-Wiggle's house?

What was the story Mrs. Piggle-Wiggle told the children when they got to her house?

Who found the first drawer? (Patsy)

List some of the places the children found drawers.

How was Mimi's pirate lucky piece lucky?

Why do you really think Mrs. Piggle-Wiggle called all the children to her house?

Writing Connection (optional): Could she have created and arranged this whole day of adventure to keep the children busy on the rainy day? Use the evidence for this book to draw a conclusion and support it with evidence.