

Guided Reading Lesson Plan (Levels M-Z)

Title: Talk About a Family

Level: O

ISBN: 9780064404440

Publisher: Scholastic

Before Reading: (5-7 min.) **Day One of four days. Read pages 11 through page 24. Leader supplies each student with a paper square.**

*Summarize plot (M)

Change the shape of the square I gave to you – you can cut, fold, tear, wet, or crumple it. People change too; they get older, get sick, or they can get mean. Can you *make* a person, or a family, stay the same? In this story Genny had hopes that one of her brothers would be able to make her family happy again. Let's read to find out what happens to her dream.

*Discuss pictures (M) The illustrator used charcoal pencils for the inside illustrations and colored pencils for the cover.

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M) Genny's name was a nickname for Genetta. Do you know any nicknames?

The author tells us one of Genny's superstitions on page 11. What are some other superstitions you know about?

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 pay attention to conflicts in the beginning pages of this book, (person to person and within a person). Readers learn to articulate the conflicts.

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

On page 14, how did Mr. Parker know Genny had a favor to ask of him? (Clue on top of p.15.) (Inference)

Why did Mr. Parker say his yard was just as much Genny's as it was his? (p.15) (Inference)

How long did the good luck from the leaf on her shoulder last? (p.17) (Comprehension)

What did Kim do when her parents were fighting? (p.19)

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

Share with the group the conflicts you discovered between people and the conflict Genny felt inside herself.

Can you relate to these conflicts?

Writing Connection (optional):

Write down how you would describe Genny to someone who hasn't read this book.

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Before Reading: (5-7 min.) **Day two, read pages 25 through 32)**

*Summarize plot (M)

Even when there's conflict in this family, they were able to work together beautifully as they prepared for the neighborhood party to welcome Larry home.

*Discuss pictures (M) On page 27, which figure is Genny?

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M) Each reader can briefly share about getting along with a sibling.

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 predict whether or not the party will go well by looking carefully for clues in today's reading selection.

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 comprehension strategy (see above)

Who was Genny's hero? Was it Larry or Mr. Parker? Explain. (Inference)

Did your predictions change and if so, how? (Evaluation)

What would you have done with the crumpled pictures? (Connection)

Writing Connection (optional):

Write down a party menu for your neighborhood.

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Before Reading: (5-7 min.) **Day 3, pages 35-49)**

*Summarize plot (M)

The good thing was that the party was great, but then there's a bad part. Mr. James made an announcement to his family. Let's read to discover if Genny's expectations of Larry's ability to fix anything were unrealistic.

*Discuss pictures (M) Would you have illustrated something different from the story for page 48?

*Unfamiliar book language/character names (S)

*Draw upon student's experiences (M) Volunteers can share whether they tend to be optimistic or pessimistic.

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

Is mind reading possible? Readers look for at least three times where a character knows when someone is faking cheerfulness.

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

Which character always tries to be an optimist? (p.36)

Find the flashback on page 44 and explain how it adds to the tension of the story.

Who was taking the blame for Mr. James moving away? (p.45)

Why was Genny mad at Larry?

Why couldn't Genny go to the playground with her sister and brothers? (p.47)

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

Three students share the three times where they found someone was faking cheerfulness.

Writing Connection (optional):

Describe a party you have attended with family or friends. Explain what made it special to you.

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Before Reading: (5-7 min.) **Day 4, pages 51 through 60.**

*Summarize plot (M)

Remember how we changed the shape of a square on the first day? Today that will make much more sense as we learn how families change shape. Perhaps you know of a struggling family so the last part of this book could become very personal to you.

*Discuss pictures (M) Would the story have been just as interesting without the illustrations?

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M) Ask for volunteers to talk about broken families at the end.

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

What is the importance of the word *shape* in today's reading?

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 did talking to Mr. Parker about the value of a broken lamp help Genny? (Synthesis)

Is there any part of this story that is too unrealistic to actually happen? (Evaluation)

How is being honest helpful in the healing process as opposed to the fake smiles seen earlier? (p.52) (Evaluation)

How do we know Genny will be okay with the new shape? (Synthesis)

Writing Connection (optional):

Describe the shape of your family. Is it in one circle, two circles, or more?