

Guided Reading Lesson Plan (Levels M-Z)

Title: Free Throw

Level: P

ISBN: 978-1-59889-238-3

Publisher: Capstone

High Interest: 3rd-6th/ Readability: 2nd-3rd

Chapters: #1-#3

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

We're going to start a book about basketball. Before we get started on this book, let's talk about some of the basics of the game. What positions do we have? What is the goal of the game? How many teams play at one time? How do you win the game? (There is a glossary of terms in the back of the book if you are unfamiliar with the game. Several of the terms are not common terms that I'd heard before. ☺)

After the summer, Derek is now the tallest kid on the basketball team. The coach makes the decision to make him the new center. Unfortunately for Derek, this means the former center, Jason, is not happy with this decision. Derek never would have thought that growing taller would jeopardize their basketball season. In this first game, Derek's team, the Hornets, is playing a team called Renner. It's going to be a close game.

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. (characters, setting, 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 caused the tension between Derek and Jason? How did Derek feel about the new position he played on the team? How did Jason feel about that? What do you think Derek was expecting with this new position?

What do you think Jason was expecting with the start to the new season?

-Are the Hornets playing as a team? What is the issue? How would you resolve this problem between Derek and Jason? In what we've read so far, in what instances has this tension caused points to be lost, or the opportunity for points to be lost? In other words, are there specific examples of where the scoreboard could read in favor of the Hornets if they were playing as a team? Show me your evidence in the text.

-The score is tied right now. What are you predicting will be the outcome of the game?

Writing Connection (optional):

Pretend you're a teammate, write about what you would say to these two players to get them past their differences.

Guided Reading Lesson Plan (Levels M-Z)

Title: Free Throw

Level: P

ISBN: 978-1-59889-238-3

Publisher: Capstone

High Interest: 3rd-6th/ Readability: 2nd-3rd

Chapters: #4-#6

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review what we read yesterday. As we left off, the score was tied. However, it was very clear that Jason was not happy about the coach's decision to make Derek the new center on the team. What actions was Jason displaying that made this clear? We're going to find out who won the game and whether or not anything has changed between Jason and Derek. We also will be reading up to the point that the Hornets are playing another team, Curren. We'll see if anything has changed and they can pull their team together.

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)

-On page 19, we read the sentence, "All he could see was a forest of legs." What does this mean? Did you see other examples of idioms in what we read today? (p24, p25)

-How did the game with the Renner team end? Was the Hornets' loss a direct result of Jason? I wonder if Jason had been more encouraging, if the Hornets could have won the game. What do you think? The fact that Derek didn't make the free throws meant the Hornets lost this first game. What did Derek do as a result of missing those shots?

-Based on what we've read so far, how would you describe our main characters? Let's talk about their character traits.

-Do you think the coach concerned about Derek's performance as center so far? Use evidence from the text to support your thinking.

Writing Connection (optional):

Write what you're predicting for the outcome of this game between the Hornets and Curran.

Guided Reading Lesson Plan (Levels M-Z)

Title: Free Throw

Level: P

ISBN: 978-1-59889-238-3

Publisher: Capstone

High Interest: 3rd-6th/ Readability: 2nd-3rd

Chapters: #7-#9

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Jason is still not happy about the switch the coach made. He's not ready to give up this grudge. They're now in a second game with the Curran team and we're about to find out if the tension between Jason and Derek will cost them another victory.

Words/Text Layout:

*New or important words (V): p37 apologize, p40 angrily, p41 Attaboy

*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 was the outcome of this game? What/who did it finally come down to? Derek missing those free throws cost them a second victory. Do you think Derek is really that bad at free throws or is there another reason he's missing those shots? I'm wondering if the pressure Jason is putting on Derek has shaken his confidence.

-What happened at the end of chapter #9? How does Derek feel about this? How does Jason feel about this?

How did Jason respond to this news? Imagine you're there as Jason speaks to Derek at the end of chapter 9, what do you think Jason's tone sounded like? Was Jason sincere in his words?

-What do you imagine is running through Jason's mind? What do you imagine is running through Derek's mind?

Writing Connection (optional):

Are you thinking this issue between Jason and Derek will be resolved? Why or why not? If you were a member of that team, what would you be doing? Would you intervene or let this play out?

Guided Reading Lesson Plan (Levels M-Z)

Title: Free Throw

Level: P

ISBN: 978-1-59889-238-3

Publisher: Capstone

High Interest: 3rd-6th/ Readability: 2nd-3rd

Chapters: #10-#12

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Well, the coach has decided to switch Jason and Derek back to the positions they played last year. Jason is A-Okay with the switch and appeared to say some encouraging words to Derek at the end of the chapter 9. Do you think Jason was really being encouraging or was he being sarcastic? What makes you think that? Derek didn't give any verbal response, but he was certainly thinking some things. What was going on inside Derek's head at the end of the chapter? In these final chapters, we will find out if the two are able to resolve their difference and see if this team can really come together and play as a team.

Words/Text Layout:

*New or important words (V): p57 Attaboy

*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)

-Early in our reading today, Jason did some things that revealed more about his character. What were those things? What does it tell us about him?

-How was Derek feeling up to the point that he saw the center from Allen? How do you think he was feeling after he saw the center from Allen?

-What happened that caused the coach to switch Jason and Derek back to their original positions? How do you think Derek felt about this? Jason?

-What was Derek's response to being required to guard and be guarded by the Giant? How do you think this change came about? Do you think this change (confidence) would have come about if it weren't for the tension between the two players?

-Do you think the conflict between the two players will ever be resolved? How?

-How did the author keep us as readers hooked with this text? What made you want to keep reading? (pace, energy, excitement, action)

Writing Connection (optional):

How has Derek changed as a player from the beginning of the story to the end?