

# Guided Reading Lesson Plan (Levels M-Z)

Title: Planet Watch    Level: P    ISBN: 978-1-4189-3704-1-9    Publisher: Rigby    Day 1    Pages 1-15

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

Does anyone have an interest in the solar system? What is the solar system? This text is special because you are going to learn about the solar system and it is written like a journal. Who knows a synonym for journal? (Observation log or Diary). With each entry you will find out about a different planet. There will also be other text features to help you understand. Flip through the book and find some features that will help you. Share what they find. Today we are going to read pages 1-15.

Words/Text Layout:

\*New or important words (V)    planetarium & solar system (2)    constellation(4)    astronomy (7)

\*Unusual aspect of text layout (V)    observation log

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

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

Readers use text features to help them understand nonfiction.

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)

Tell me about the photograph on page 3. What is going on in this picture?

Who is the "expert" that is helping the child?

Why do you think this person is so knowledgeable?

What do you need in an astronomy kit?

How can you tell the difference between a star and a planet? (page 9: a planet doesn't twinkle)

When was the best time to see mars? (page 11: 4:35)

Writing Connection (optional): This is an observation log that a teacher assigned the students to complete. Why do you think this was the assignment? Write a smart answer.

# Guided Reading Lesson Plan (Levels M-Z)

Title: Planet Watch      Level: P      ISBN: 978-1-4189-3704-1-9      Publisher: Rigby      Day 2 Page 16-end

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

Review information about the planets that you read about yesterday.

Today we will learn about the rest of the planets. I want you to pay attention to the facts about each planet while you are reading today.

Words/Text Layout:

\*New or important words (V)    horizon (19)

\*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 use text features to help them understand nonfiction.

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 is a crater?

Why are rovers important?

It took from September to December to see all the planets, why did it take that long?

What did the child see on December 19th?

Talk to me about Pluto. How is it different from the rest?

On page 30, the author wrote: "I couldn't decide what date to write for Earth. But then I figured it out---my birthday!" Why do you think the author wrote that?

Writing Connection (optional): Find a fact about each planet. Use text features to help you find the fact.