

# Guided Reading Lesson Plan (Levels M-Z)

Title: Rabbit and Coyote Level: P ISBN: 0-673-62529-X Day 2 – Read pg. 1-10  
Publisher: Addison-Wesley Educational Publishers Inc.

Before Reading: (5-7 min.)

- \*Summarize plot (M)
- \*Unfamiliar book language/character names (S)
- \*Discuss pictures (M)
- \*Draw upon students' experiences (M)

- **Look at the cover and the title. What do you think the story will be about?**
- **Do coyotes and rabbits get along? What do you know about these two animals?**
- **This type of story is called a legend. A legend is a special kind of story handed down from the past to explain an event or to teach a lesson. What are some things you think this legend will explain or teach?**
- **In this story, the main character is a rabbit that can be very tricky and selfish. He plays tricks on other animals to get what he wants and to stay out of trouble. Read to the end of page 10.**

Words/Text Layout:

- \*New or important words (V) **immigrants (p. 2), engineer (p. 2), determined (p. 5), beeswax (p. 5)**
- \*Unusual aspect of text layout (V)
  - Spanish phrases in italics with English translation immediately following**
  - Parenthesis on page 2**
  - Quotation marks – Do they always show dialogue? (“The Man in the Moon” p. 3)**

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, conflict, resolution)**

**As you read, I want you to think about the conflict in the story. Remember, the conflict is the problem in the story that needs to be solved. Think about what the problem is, and how it was or how you think it will be solved. (Rabbit stealing the chilies; Coyote needing to find Rabbit).**

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 has happened in the story so far?**

**TP: What was the conflict?**

**How do you feel about the characters Bear and Rabbit? Which one do you like more? Why?**

**What do you think will happen when you read tomorrow?**

Writing Connection (optional): **Make a prediction about what will happen next in the story.**

# Guided Reading Lesson Plan (Levels M-Z)

Title: Rabbit and Coyote Level: P ISBN: 0-673-62529-X Day 1 – Read pg. 11-16

Publisher: Addison-Wesley Educational Publishers Inc.

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

- **What happened in our story yesterday?**
- **What were some predictions you wrote yesterday?**
- **Would you rather be friends with someone like Bear or Rabbit? Why?**
- **Today, Coyote is going to find Rabbit, and Rabbit has to think fast to get himself out of trouble. Read to the end of the book to find out what happens.**

Words/Text Layout:

\*New or important words (V) **villagers (p. 11), realize (p. 12), shore (p. 12), roaming (p. 16)**

\*Unusual aspect of text layout (V)

**Reminder of Spanish phrases in italics.**

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

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

**Readers revise predictions as they learn about new events in the text.**

**As you read, I want you to keep your predictions in mind. When you get to the end of each page, I want you to pause for a second and think about what might happen next, and how you think the story is going to end. I want you to tell me if your predictions were correct, and if they became more or less correct as you read further in 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)

**What happened in the story today?**

**TP: Were your predictions correct? How did they change as you read?**

**Yesterday we talked about legends – what does this legend teach or explain?**

**Did you like Coyote or Rabbit more? Why?**

**Is Rabbit a good role model? Why or why not?**

**Could you connect to this story in any way?**

**What are some ways you know this book is fiction, not nonfiction?**

Writing Connection (optional): **Write about how your predictions changed as you read.**