

Guided Reading Lesson Plan (Levels M-Z)

Title: **Fourth Grade Rats** Level: **Q** ISBN: 978-0-590-44244-2 Publisher: Scholastic **Day 1**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Introduction and Chapters 1-2: Pages 1-12

Book Introduction:

Suds and Joey are finally fourth grade "rats". Suds has a hard time trying to be a "rat". Joey is determined to toughen him up this year and make him act like a rat. Will Joey succeed or will Suds remain the fourth grade wimp?

Chapters 1-2:

Have you ever done something just because someone told you to do it? Maybe it was something good or maybe it was something bad. Today, you will read about Joey and Suds. Joey will try to get Suds to do things he knows are not right. Let's read to find out if Suds follows Joey and makes poor choices or stays true to his third grade angel reputation.

Words/Text Layout:

*New or important words (V): **smirky bulged**

*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 and think about the characters 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)

Who is telling the story (narrator)?

What happens when there is a spider in the fourth grade classroom?

Why does Joey make fun of Suds' lunchbox?

What does it mean to smirk?

Why is Joey smirking on page 6?

Why is Joey making fun of Suds?

Tell me 1 word that you would use to describe Suds and then 1 word to describe Joey.

Writing Connection (optional): Why do you think Joey is treating Suds like a baby? Use evidence for the text to support your answer.

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Title: **Fourth Grade Rats** Level: **Q** ISBN: 978-0-590-44244-2 Publisher: Scholastic **Day 2**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapters 3-4: Pages 13-24

Review yesterday's reading.

Have you ever had a friend or family member "straighten you out"? Joey tries to help Suds understand what it really means to be a fourth grade rat. Suds goes home that afternoon to talk about his situation with his mom. Let's find out how Suds is feeling after getting advice from his best friend and his mom.

Words/Text Layout:

*New or important words (V): **plunk** **glum**

*Unusual aspect of text layout (V): **Bubba's language impairment on page 23-24**

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 and think about the characters 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)

Why doesn't Suds feel right about kicking the first graders off the swing?

According to chapter 3, how is a fourth grade rat supposed to act?

What does Joey mean when he says "real men don't cry" on page 17?

What does Suds do to help himself calm down?

How did Suds get his name?

Who is Zippernose?

Who is Bubba?

What does it mean at the bottom of page 24 (the last 2 lines).

Writing Connection (optional): **How do you think Suds is feeling at the end of chapter 4? Why?**
Use evidence from the text.

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Title: **Fourth Grade Rats** Level: **Q** ISBN: 978-0-590-44244-2 Publisher: Scholastic **Day 3**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapters 5-6: Pages 25-39

Review yesterday's reading.

In chapter 5 you will learn more about how Sud's family feels about him being a rat. Then in chapter 6, Joey "becomes a man" and something happens to Joey and Sud's friendship. Before you start reading, think about a time you thought your friend was a traitor. Suds feels like Joey is a traitor at the end of chapter 6. Read to find out why.

Words/Text Layout:

*New or important words (V): hoist rifled gawking traitor

*Unusual aspect of text layout (V): look at the () on page 35.

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 characters and make inferences 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)

Does Sud's mom really think they should get him a tutor and teach him in the bathtub?

What is Sud's mom like?

How does Suds treat his mom? How do you know?

How is Joey acting differently from the rest of the 4th graders?

What does Joey really want Suds to do most of all to "be a real man"?

Why is Joey grinning after being stung by a bee?

Who does Judy have a crush on?

Why does Suds think that Joey is a traitor?

Writing Connection (optional): **Make a character inference about Judy. Use evidence from the text to support your inference.**

Guided Reading Lesson Plan (Levels M-Z)

Title: **Fourth Grade Rats** Level: **Q** ISBN: 978-0-590-44244-2 Publisher: Scholastic **Day 4**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapters 7-8: Pages 40-56

Review yesterday's reading.

How many of you have a messy room? Joey turns his neat bedroom into a disaster area to show Suds how to be a rat. In these chapters you will also find out if Suds plans to let Joey teach him how to be rat. Read to find out what happens.

Words/Text Layout:

*New or important words (V): slouch gallows hallucination

*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 characters and make inferences 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)

What did Joey do to his room?

List some things Joey has done to become a rat.

What happens when Joey tells his mom he won't clean his room?

Who calls Joey while Suds is spending the night?

Why do you think Suds decided he wanted Joey to teach him to be a rat?

How does Joey teach Suds to be a rat?

Writing Connection (optional): **Make a character inference about Joey. Use evidence from the text or support your answer.**

Guided Reading Lesson Plan (Levels M-Z)

Title: **Fourth Grade Rats** Level: **Q** ISBN: 978-0-590-44244-2 Publisher: Scholastic **Day 5**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapters 9-10: Pages 57-66

Review yesterday's reading.

In these chapters Suds will "crack" and decide the only thing left for him to do is become a rat. Read to find out what "pushed him over the edge" and find out what he does to become "famous".

Words/Text Layout:

*New or important words (V): **unconscious** **rampage** **gawked**

*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 make and revise predictions while 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)

What happens when Suds tries to sit with Judy at lunch?

Why did Suds decide the only thing he could do is become a rat?

List some of the awful things Suds starting doing.

What does Suds do to make himself famous?

Why do you think Judy started talking to Suds on the walk to school?

Writing Connection (optional): Predict what will happen in the next chapters. Use what you know about the characters.

Guided Reading Lesson Plan (Levels M-Z)

Title: **Fourth Grade Rats** Level: **Q** ISBN: 978-0-590-44244-2 Publisher: Scholastic **Day 6**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapters 11-12: Pages 67-78

Review yesterday's reading.

Suds is so proud of himself and he is trying to tell Joey all the bad things he has done while they are eating lunch. Then suddenly Joey just gets up and walks away from Suds. On the way home that day Suds walks with Judy and he tries to save her cat from a tree. Read to find out what happens when Suds gets to the top of the tree where the cat was hiding.

Words/Text Layout:

*New or important words (V): **shenanigans** **confessions**

*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 and think about the characters 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)

What are the things Suds is telling Joey he has done to become a rat?

What surprised Suds when he grabbed Joey's sandwich?

Why do you think Joey was acting different?

Why does Suds climb a tree?

What happens when he gets to the top of the tree?

What does Suds decide while he is stranded up in the tree?

What does Joey's mom make him do?

What did you find out about why Joey was not at school the day before?

Writing Connection (optional): Write 3 adjectives for each of these characters: Suds, Joey, and Judy. What evidence supports the adjectives you chose?

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Title: **Fourth Grade Rats** Level: **Q** ISBN: 978-0-590-44244-2 Publisher: Scholastic **Day 7**

Before Reading: (5-7 min.)

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

Chapters 13-14: Pages 79-84

Review yesterday's reading.

Have you ever wanted to confess something to your parents but somehow they already knew what you were going to say? In these last chapters, Suds has a serious talk with his mom about all the bad things he has been doing. To his surprise, she already knew most of them. In the last chapter you will read about Suds' new role model....his dad.

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 understand the characters and can infer the theme of a 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 does Suds' mom tell him makes him a man?

What does Suds' dad do whenever he watches the movie ET?

Who does Suds decide he wants to learn how to be a man from?

Why does the author choose to name the main character Suds?

What do you think the author wanted you to learn from this novel (theme)?

Writing Connection (optional): How does Suds change in this story? Use evidence from the text to support your answer.