

Guided Reading Lesson Plan (Levels M-Z)

Title: **Knots in my Yo-yo String**

Level: U

ISBN: 0-679-88791-1

Publisher: Everbind

Before Reading: (5-7 min.)

Johnson Highway-War p. 1-15

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Today we are going to begin reading Knots in my Yo-yo String by Jerry Spinelli. This book is different from his others. It is his autobiography which is a nonfiction book he has written about his childhood. It is divided into short chapters that are marked by titles rather than numbers. Each day of reading is going to cover many short stories from his life. I will not give you as much background knowledge as I usually do. You will read the assigned section, think about what you read and then respond in writing before we meet. Today when you finish reading, I would like you to respond to the following questions in writing. We will share our thinking when we meet. Today you will read pages 1-15.

Words/Text Layout:

vaguely (p. 2)

adjoining (p. 3)

*New or important words (V)

malicious (p. 11)

prodded (p. 12)

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

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

Readers respond to the text in writing and use evidence from the text to support thinking.

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 you learn about Jerry Spinelli today that surprised you?

Using 5 sentences, summarize the text in your own words.

From whose point of view is the text written? Use supporting evidence in your answer.

Writing Connection (optional):

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Before Reading: (5-7 min.)

Lash La Rue- Shortstop p. 16-34

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review yesterday's reading. Continue to read about Jerry's life. Today he writes about his dream to be a cowboy. He then evolves into his love for sports. When you finish reading today I would like you to respond to the following questions in writing. We will share our thinking when we meet. Today you will read pages 16-34.

Words/Text Layout:

*New or important words (V)

sarsaparilla (p. 17)

armament (p. 18)

*Unusual aspect of text layout (V)

jodhpurs (p. 19)

mortified (p. 21)

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

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

Readers respond to the text in writing and use evidence from the text to support thinking.

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 you notice about the writer's craft? Discuss.

Compare the structure and organization of this text to another informational text you have read. How are they the same? Different?

What questions do you have after reading this text?

Writing Connection (optional):

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Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

Good Boy-Mrs. Seeton's Whistle p. 35-56

*Discuss pictures (M)

*Draw upon students' experiences (M)

Review yesterday's reading. In today's reading we start with a section called 'Good Boy.' Jerry talks about what being a 'good boy' really means to him. Also, it seems that Jerry Spinelli has a heart for the underdog. Today he will tell about Sharon Freilich and how others treat her for no apparent reason. Be sure to be thinking about the questions as you read today. When you finish reading, I would like you to respond to the following questions in writing. We will share our thinking when we meet. Today you will read pages 35-56.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

embodiment (p. 36) ailment (p. 38)

phonograph (p. 42) enduring (p. 49)

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

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

Readers respond to the text in writing and use evidence from the text to support thinking.

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)

Were there any opinions in the text? If so, what were they?

Do you have any connections to Jerry Spinelli's life experiences? If so, explain how the connection helps you to better understand the text.

What parts were difficult to understand? What did you do to help your understanding?

What are some examples of strong word choice in the text?

Writing Connection (optional):

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*Summarize plot (M)

*Unfamiliar book language/character names (S)

Night-16 Things I Wished p. 57-76

*Discuss pictures (M)

*Draw upon students' experiences (M)

Review yesterday's reading. In today's reading, you will learn about some fears Jerry had when he was a younger. You will also learn more about his family's heritage and traditions they enjoyed. When you finish reading today I would like you to respond to the following questions in writing. We will share our thinking when we meet. Today you will read pages 57-76.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

trough (p. 59)

conspired (p. 61)

vilest (p. 59)

trptych (p. 64)

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

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

Readers respond to the text in writing and use evidence from the text to support thinking.

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 do you think about Jerry's list? Did you any of his items surprise you based on what we know about him?

Create your own list of 16 things you wish you could do.

Writing Connection (optional):

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Before Reading: (5-7 min.)

A Swooner by Sneakers-A Little Stiff from swimming p. 77-93

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review yesterday's reading. Today Jerry describes how he spent his free time. Think about how this is different from what you do today. When you finish reading today I would like you to respond to the following questions in writing. We will share our thinking when we meet. Today you will read pages 77-93.

Words/Text Layout:

*New or important words (V)

meandering (p. 77)

fluoroscope (p. 82)

*Unusual aspect of text layout (V)

canister (p. 83)

blithely (p. 91)

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

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

Readers respond to the text in writing and use evidence from the text to support thinking.

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 Jerry spend his free time? How is that different from what you do today?

Explain how you discovered the meanings of unfamiliar words. Give an example.

Choose a section from today's reading and summarize it.

Writing Connection (optional):

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*Summarize plot (M)

*Unfamiliar book language/character names (S)

Staying in the Lines-God & Garfield Shainline p. 94-114

*Discuss pictures (M)

*Draw upon students' experiences (M)

Review yesterday's reading. In today's reading Jerry discusses his need for neatness. He describes how it important it was to him in many facets, areas, of his life. He also spends time describing the relationship between different cultures during that time period. When you finish reading today I would like you to respond to the following questions in writing. We will share our thinking when we meet. Today you will read pages 94-114.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

precision (p. 94)

exile (p. 100)

muster (p. 95)

conspicuous (p. 103)

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

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

Readers respond to the text in writing and use evidence from the text to support thinking.

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 surprised you in today's reading?

Do you have any connections to today's reading? If so, how did they help you have a deeper understanding of the text?

What are 2 new vocabulary words from the text? Explain their meanings, using your own words.

Writing Connection (optional):

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*Summarize plot (M)

*Unfamiliar book language/character names (S)

Girls-When I was King p. 115-136

*Discuss pictures (M)

*Draw upon students' experiences (M)

Review yesterday's reading. Jerry is getting older and so his experiences are changing. In today's reading Jerry talks about things like girls and class elections. When you finish reading today I would like you to respond to the following questions in writing. We will share our thinking when we meet. Today you will read pages 115-136.

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V)

mobbing (p. 115)

milled (p. 123)

elapsed (p. 122)

churning (p. 126)

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

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

Readers respond to the text in writing and use evidence from the text to support thinking.

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)

Were there any words or phrases you had trouble understanding?

What are some lessons Jerry learned during his childhood that helped him be a better adult?

What have you learned?

Make a new text feature that would add to the comprehension of the information in this text.

Writing Connection (optional):

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*Summarize plot (M)

*Unfamiliar book language/character names (S)

Johnson Highway-End p. 137-148

*Discuss pictures (M)

*Draw upon students' experiences (M)

Review yesterday's reading. Today we will finish the autobiography. In today's reading a terrible thing happens on Johnson Highway. He also jumps from his high school days to his life as an adult. When you finish reading today I would like you to respond to the following questions in writing. We will share our thinking when we meet. Today you will read pages 137-148.

Words/Text Layout:

*New or important words (V)

instinctively (p. 139)

*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 respond to the text in writing and use evidence from the text to support thinking.

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 lessons have you learned from reading the text?

Create an informational poster (infographic) that includes important information from the text.

Writing Connection (optional):

Guided Reading Lesson Plan (Levels M-Z)

Questions to use for written responses:

- 1. What did you learn about Jerry Spinelli today that surprised you?
Using 5 sentences, summarize the text in your own words.
From whose point of view is the text written? Use supporting evidence in your answer.**
- 2. What did you notice about the writer's craft? Discuss.
Compare the structure and organization of this text to another informational text you have read.
How are they the same? Different?
What questions do you have after reading this text?**
- 3. Were there any opinions in the text? If so, what were they?
Do you have any connections to Jerry Spinelli's life experiences? If so, explain how the connection helps you to better understand the text.
What parts were difficult to understand? What did you do to help your understanding?
What are some examples of strong word choice in the text?**
- 4. What do you think about Jerry's list? Did you any of his items surprise you based on what we know about him?
Create your own list of 16 things you wish you could do.**
- 5. How did Jerry spend his free time? How is that different from what you do today?
Explain how you discovered the meanings of unfamiliar words. Give an example.
Choose a section from today's reading and summarize it.**
- 6. What surprised you in today's reading?
Do you have any connections to today's reading? If so, how did they help you have a deeper understanding of the text?
What are 2 new vocabulary words from the text? Explain their meanings, using your own words.**
- 7. Were there any words or phrases you had trouble understanding?
What are some lessons Jerry learned during his childhood that helped him be a better adult?
What have you learned?
Make a new text feature that would add to the comprehension of the information in this text.**
- 8. What lessons have you learned from reading the text?
Create an informational poster (infographic) that includes important information from the text.**