

Transitional Guided Reading Lesson Plan (Levels J-P)

Title: Chomp! Level: 0 Strategy Focus: Ask questions + main idea/details Lesson # _____

Before Reading	Day 1 Date _____ Pages _____ Introduce New Book: This book is about <u>different kinds of sharks.</u> Preview + Predict: Read about why these sharks are considered to be great hunters. New Vocabulary: <u>luniges, frenzy, sleek</u> Model Strategy: <u>Ask and answer questions: literal (green) and inferential (red)</u> <u>Explain sticky notes. Strategy has already been modeled in class.</u>		Day 2 Date _____ Pages _____ Continue reading the book. You will read about <u>more interesting facts about sharks and what makes them powerful swimmers.</u> New Vocabulary: <u>gill slits, cartilage, remora</u> Observations:												
	Text Reading With Prompting (use prompts that are appropriate for each student). Teaching Points: Choose one or two each day (decoding, vocabulary, fluency, and/or comprehension).														
Read & Respond	Decoding Strategies: <input type="checkbox"/> Reread & think what would make sense <input type="checkbox"/> Cover (or attend to) the ending <input type="checkbox"/> Use analogies <input type="checkbox"/> Chunk big words		Fluency & Phrasing: <input type="checkbox"/> Phrasing <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Attend to punctuation <input type="checkbox"/> Dialogue, intonation & expression												
	Vocabulary Strategies: <input type="checkbox"/> Reread the sentence and look for clues <input checked="" type="checkbox"/> Check the picture <u>remora</u> <input checked="" type="checkbox"/> Use a known part <u>trusty</u> <input type="checkbox"/> Make a connection <input type="checkbox"/> Use the glossary		Comprehension (oral): <input type="checkbox"/> B-M-E <input type="checkbox"/> Problem & Solution <input type="checkbox"/> S-W-B-S <input type="checkbox"/> Describe a character's feelings <input type="checkbox"/> Who & What <input type="checkbox"/> STP (Stop Think Paraphrase) <input type="checkbox"/> 5-Finger Retell <input type="checkbox"/> VIP (Very Important Part) Other: <u>Ask + answer questions; Main idea/details</u>												
	Discussion Prompt: <u>Students take turns asking + answering their questions. Why do sharks have a "feeding frenzy?"</u> <u>Mad minute: Why is the shark a great hunter?</u>		Discussion Prompt: <u>Use your details to retell what you learned about the shark (fin, scales, cartilage). How did the photos help you identify some important details about this chapter?</u> <u>How do the scales help the shark swim fast? What would happen if the shark stopped swimming?</u>												
	Word Study (if appropriate): <u>N/A</u> Sound boxes–Analogy chart–Make a big word		Word Study (if appropriate): <u>N/A</u> Sound boxes–Analogy chart–Make a big word												
After Reading	Day 3 Reread the book for fluency (5 min.) and/or engage in Guided Writing (15–20 min.) Options for Guided Writing														
	<table border="0"> <tr> <td>Beginning-Middle-End</td> <td>Five-Finger Retell</td> <td>Somebody-Wanted-But-So</td> <td>Character Analysis</td> </tr> <tr> <td>Problem/Solution</td> <td>Compare or Contrast</td> <td>Event/Details</td> <td>VIP</td> </tr> <tr> <td>Chapter Summary</td> <td>Cause/Effect</td> <td><u>Main Idea/Details</u></td> <td></td> </tr> </table> Other: _____ <u>1. Turn the heading into a question.</u> <u>2. Answer the question.</u> <u>3. Give examples using important details from the chapter.</u> <u>4. Write an "I wonder..." statement.</u>				Beginning-Middle-End	Five-Finger Retell	Somebody-Wanted-But-So	Character Analysis	Problem/Solution	Compare or Contrast	Event/Details	VIP	Chapter Summary	Cause/Effect	<u>Main Idea/Details</u>
Beginning-Middle-End	Five-Finger Retell	Somebody-Wanted-But-So	Character Analysis												
Problem/Solution	Compare or Contrast	Event/Details	VIP												
Chapter Summary	Cause/Effect	<u>Main Idea/Details</u>													