

Fluent Guided Reading Lesson Plan (Day 1)

Title: Thank You Ma'am Level: 4/V Strategy Focus: Inferencing
 Date: _____ Pages: _____

Before Reading (5 minutes)	Read & Respond (10 minutes)	After Reading (5 minutes)												
<p>Introduction Review how to make an inference: dialogue, action, physical traits, inner thoughts.</p> <p>This story is about a young boy who tries to steal a woman's purse. RTFO how the woman influences the boy.</p> <p>Preview & Predict Discuss illustration on p.41.</p> <p>New Vocabulary for Day 1</p> <p>blue suede shoes half-nelson - choke hold stoop - porch</p>	<p>Model Strategy w/ 1st paragraph As you read, notice where I placed a flag. Stop, think, and record your inferences. In at least one place, I want <u>you</u> to flag the text where you made an inference.</p> <table border="1"> <thead> <tr> <th>page</th><th>In the book</th><th>In my head</th></tr> </thead> <tbody> <tr> <td>40</td><td>walking alone</td><td>brave plucky</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	page	In the book	In my head	40	walking alone	brave plucky							<p>Discussion and Teaching Points</p> <p>Share inferences and discuss which text clue was used (action, dialogue, physical traits, inner thoughts)</p> <p>TP: How do you think Mrs. Jones might change Roger?</p> <p>Who is frail in the story? Why might the boy be frail?</p> <p>barren- context clues</p> <p>Words for the New Word List</p> <ol style="list-style-type: none"> 1. <u>frail - weak</u> 2. <u>barren- bare</u>
page	In the book	In my head												
40	walking alone	brave plucky												

Possible Teaching Points for Fluent Guided Reading

Decoding	Comprehension-fiction	Comprehension-nonfiction	Comprehension-poetry
<input type="checkbox"/> Reread & think <input type="checkbox"/> Cover the ending <input type="checkbox"/> Use known parts <input type="checkbox"/> Chunk big words <input type="checkbox"/> Connect	<input type="checkbox"/> Retell-STP, VIP <input type="checkbox"/> Visualize <input type="checkbox"/> Predict & support <input type="checkbox"/> Make connections <input type="checkbox"/> Character traits <input type="checkbox"/> Ask questions <input type="checkbox"/> Determine importance <input type="checkbox"/> Summarize by chapter <input type="checkbox"/> Cause and effect <input checked="" type="checkbox"/> Character analysis <input checked="" type="checkbox"/> Make inferences-(from dialogue, action, or physical description)	<input type="checkbox"/> Retell-STP <input type="checkbox"/> Ask questions <input type="checkbox"/> Summarize with key words <input type="checkbox"/> Main Idea/Details <input type="checkbox"/> Important/Interesting <input type="checkbox"/> Interpreting visual information (maps, charts) <input type="checkbox"/> Contrast or Compare <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Evaluate-fact/opinion, author's point of view <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> Other:_____	<input type="checkbox"/> Clarify <input type="checkbox"/> Visualize <input type="checkbox"/> Make connections <input type="checkbox"/> Ask literal questions <input type="checkbox"/> Summarize <input type="checkbox"/> Ask inferential questions <input type="checkbox"/> Make inferences <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Interpret author's purpose <input type="checkbox"/> Figurative language (simile, metaphor, personification, etc.) <input type="checkbox"/> Reciprocal teaching
Vocabulary			
<input checked="" type="checkbox"/> Use context clues <input type="checkbox"/> Use pictures or visualize <input checked="" type="checkbox"/> Use a known part <input type="checkbox"/> Make a connection <input type="checkbox"/> Use the glossary			

Fluent Guided Reading Lesson Plan (Continued)

Title: Thank You, Ma'm Pages: 45-47 Strategy Focus: Inferencing

Before Reading (5 minutes)	Read & Respond (10 minutes)	After Reading (5 minutes)												
<p>Introduction Continue to read about Roger's encounter with Mrs. Jones. RTFO what happened when she took Roger home with her. Flag places in the text where you make an inference, and record your inferences in your notebook. Today I didn't flag any text for you - that's your job.</p> <p>New Vocabulary gas plate - single, small burner ice box - similar to a refrigerator</p>	<p>Strategy (Cont.) Record the page, your inference, and the text clue the author used to help you infer.</p> <table border="1"> <thead> <tr> <th>Page</th><th>Inference</th><th>Text Clue</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Page	Inference	Text Clue										<p>Discussion and Teaching Points Describe Mrs. Jones by drawing on specific details in the text. Share your inferences about Roger.</p> <p>Discuss the theme of this story. What other stories have you read that have a similar theme?</p> <p>Craft + Structure: Discuss "He did not want to be mistrusted now."</p> <p>Mad Minute: How did the encounter with Mrs. Jones change Roger?</p> <p>Vocabulary TP: mistrusted Brainstorm other words with that prefix and discuss how the prefix changes the meaning of the root word.</p> <p>Words for the New Word List</p> <ol style="list-style-type: none"> 1. <u>mistrusted - not to be trusted</u> 2. <u>presentable - look clean and neat</u>
Page	Inference	Text Clue												

Title: _____ Pages: _____ Strategy Focus: _____

Before Reading (5 minutes)	Read & Respond (10 minutes)	After Reading (5 minutes)
<p>Introduction</p> <p>New Vocabulary</p>	<p>Strategy (Cont.)</p>	<p>Discussion and Teaching Points</p> <p>Words for the New Word List</p> <ol style="list-style-type: none"> 1. _____ 2. _____