

GUIDED READING

Level 2		<i>The Tree House</i> by Roberta Brown			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	Do you have a tree house or special club house or fort? What is it like? Why do you have one? This book, <i>The Tree House</i> , is about a little girl that is walking to her tree house. Let's read the book to discover HOW she got to her tree house.			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have students describe where the girl is going. Create story structure by using the language from the story.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	"What would you do if you had a tree house? "What do you do in your tree house?"			
9	Word Work	Word(s) = <i>Long "e" sound in "tree"</i> <ul style="list-style-type: none"> o use magnets to build long E sound words o me, we, be, he, she, fee, free, spree, tee, three o have students write words into response logs 			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Cut Apart Sentence: <ul style="list-style-type: none"> o have each student identify a favorite page in the book o write each sentence on a sentence strip and cut them apart for students o have students glue their sentence into response notebook and illustrate it 			

GUIDED READING

Level 2		<i>Fishbowl</i> by Anna Schlooz			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	If we were to buy a pet fish from a pet store, what kinds of things would we need to create a home for it? (As children name things, list them on the whiteboard) In this book, <i>Fishbowl</i> , a boy tells us how to make a fishbowl. It is a pattern book that gives us directions for how to make a fishbowl.			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have student name what the boy is putting in the fishbowl. Create story structure by responding, "Yes, he PUT ____IN THE FISHBOWL."			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	"What things did the boy put into the fishbowl?" "What else could we put into a fishbowl?"			
9	Word Work	Word(s) = <i>you and your</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Cut Apart Sentence: <ul style="list-style-type: none"> o have each student identify something that can be put into a fishbowl o write each sentence on a sentence strip and cut them apart for students o have students glue their sentence into response notebook and illustrate it 			

GUIDED READING

Level 3		<i>The Snowman</i> by Carol Krueger									
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 									
2	Introduction	If we were to build a snowman, what parts would we make on our snowman? In this book you will read about some children that make a snowman. They give him many parts. Let's read the book to discover how the story ends.									
3	Word Work	Word(s) = <i>gave</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 									
4	Picture Walk	Walk through EVERY page and have student name every snowman part that is added. Create story structure by responding, "Yes, the children GAVE him _____." STOP picture walk on pg. 10.									
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?" <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Tap each word.</td> <td style="text-align: center;">Check the picture.</td> <td style="text-align: center;">Get mouth ready and sound it out.</td> <td style="text-align: center;">Look for chunks.</td> </tr> <tr> <td style="text-align: center;">Make connections with similar words.</td> <td style="text-align: center;">Think about what would make sense.</td> <td style="text-align: center;">Reread the sentence.</td> <td style="text-align: center;">Read on and then reread the sentence.</td> </tr> </table>		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.	Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
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Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.								
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.								
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.									
8	Comprehension Discussion	"What parts did the children give to the snowman?" "Were you surprised on the last page, when the horse at the nose?" "Why or why not?" (discuss picture clues leading up to last page)									
9	Word Work	Word(s) = <i>Star Words Review Graph</i> : we, a, the, and, but, it Have students locate known star words on each page and create a graph to determine which word was used the most in the book (whole class activity). Create the graph in their working with words notebooks.									
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.								
11	Extension Activity	Cut Apart Sentence: <ul style="list-style-type: none"> o have each student identify a favorite wintertime activity o write each sentence on a sentence strip and cut them apart for students o have students glue their sentence into response notebook and illustrate it 									

GUIDED READING

Level 3		<i>A Fish Picture</i> by Julie Ellis									
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 									
2	Introduction	If we were create a fish picture, what parts would we want to be sure to create for our fish? In this book you will read about a boy who is creating a fish picture using different craft materials. Let's read the book to find out what he uses to create his fish.									
3	Word Work	Word(s) = <i>put</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 									
4	Picture Walk	Walk through EVERY page and have student name every part of the fish that is added. Create story structure by responding, "Yes, the boy PUT _____ on his picture."									
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?" <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Tap each word.</td> <td style="text-align: center;">Check the picture.</td> <td style="text-align: center;">Get mouth ready and sound it out.</td> <td style="text-align: center;">Look for chunks.</td> </tr> <tr> <td style="text-align: center;">Make connections with similar words.</td> <td style="text-align: center;">Think about what would make sense.</td> <td style="text-align: center;">Reread the sentence.</td> <td style="text-align: center;">Read on and then reread the sentence.</td> </tr> </table>		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.	Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
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6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.								
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.									
8	Comprehension Discussion	"What parts did the boy put on his fish picture?" "Why do children create pictures of things they like?" "What will the boy do with his fish picture (point to pg. 16)?"									
9	Word Work	Word(s) = <i>Digraph SH</i> As a group, brainstorm words that begin with "S", "H", and "SH." Give students a pile of pre-cut pictures. Have them do a 3-way sort using S-pictures, H-pictures, and SH-pictures in their working with word notebooks.									
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.								
11	Extension Activity	Cut Apart Sentence: <ul style="list-style-type: none"> o have each student identify a sentence dealing with the topic of fish/fishing o write each sentence on a sentence strip and cut them apart for students o have students glue their sentence into response notebook and illustrate it 									

GUIDED READING

Level 4		<i>Baby Owl</i> by Jill Eggleton			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	What do owls eat? What eats owls? In this book we will meet Baby Owl who goes for a walk even after his mother told him to "come back." Let's read the book to find out what animals he meets and what happens after he meets one animal in particular.			
3	Word Work	Word(s) = <i>saw</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
4	Picture Walk	Walk through EVERY page and have student say what Baby Owl saw. After they identify the animal, ask them if that animal is likely to be pleased to see the Baby Owl.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word. Make connections with similar words.	Check the picture. Think about what would make sense.	Get mouth ready and sound it out. Reread the sentence.	Look for chunks. Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	"What animals did Baby Owl see?" "Why did Baby Owl run back to his family?" "What other animals would Baby Owl run from probably?"			
9	Word Work	Word(s) = <i>said</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: What would you run from? Why? Write about it in your response logs. Illustrate your response.			

GUIDED READING

Level 4		<i>What is an Insect</i> by Susan Canizares			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	What insects can you name? What makes an insect an insect? In this book we will read about things that are insects and things that are not insects. Let's read the book to discover which things are insects and what things are not insects.			
3	Word Work	Word(s) = <i>this</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
4	Picture Walk	Walk through EVERY page and have student name the creature that is featured on each page and indicate whether it is or is not an insect.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word. Make connections with similar words.	Check the picture. Think about what would make sense.	Get mouth ready and sound it out. Reread the sentence.	Look for chunks. Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	"What forest animals were carved into the totem pole?" "What other creatures could she draw?"			
9	Word Work	Word(s) = <i>has</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: Which insects do you like or dislike? Why? Write about it in your response logs. Illustrate your response.			

GUIDED READING

Level 5		<i>I Can't Find My Roller Skates</i> by Sarah Prince			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	The girl in this book can't find her roller skates. She thinks she's lost them. She looks in many places and they weren't in those places. Let's read the book to find out where they were.			
3	Word Work	Word(s) = <i>weren't</i> (were and not) CONTRACTION <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
4	Picture Walk	Walk through EVERY page and have student think about what is happening. Create story structure by responding, "she looked _____, but they weren't _____ there."			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
6	1 st Reading	Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
		Students: Reads to self. Uses strategies when needed.		Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.	
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	Where did the girl look for her roller skates? Where did she end up finding them? How do you think she felt after she found them? Why?			
9	Word Work	Word(s) = <i>they</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.		Teacher: Listens and observes. Monitors for fluency.	
11	Extension Activity	Response to Literature: Write about a time that you've lost and found something. Write about it in your response logs. Illustrate your response.			

GUIDED READING

Level 5		<i>Plants</i> by Jenny Feely			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	What do plants need? Where do they get their food and water? In this book we will learn about how plants make food and how the roots get water.			
3	Word Work	Word(s) = <i>needs</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
4	Picture Walk	Walk through EVERY page and have student name the plants feature on each double page spread. Have them think about how the plant is making food and how it is getting water as they look at the pictures.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
6	1 st Reading	Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
		Students: Reads to self. Uses strategies when needed.		Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.	
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What do plants need? How do they make food? How do they get water? What would happen if they could not make food or get water?			
9	Word Work	Word(s) = <i>they</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.		Teacher: Listens and observes. Monitors for fluency.	
11	Extension Activity	Response to Literature: How would you take care of a plant? Write about it in your response logs. Illustrate your response.			

GUIDED READING

Level 6		<i>The Lost Mother</i> by Sarah Prince	
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 	
2	Introduction	Have you ever been lost? Where? What happened? How did you feel? In this book we will read about a LOST MOTHER. Let's read the book to find out what happened.	
3	Word Work	Word(s) = <i>went</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 	
4	Picture Walk	Walk through EVERY page, and have the students describe what is happening. Create story structure by using the words "WENT" and "SOME" and "LOOKED." During picture walk, STOP at page 15 and ask students to predict what will happen.	
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"	
		Tap each word.	Check the picture.
		Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.
		Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.	
8	Comprehension Discussion	"Explain what happened in this book." "What do you think the mom said after she was found?"	
9	Word Work	Word(s) = <i>went</i> Have students use magnet letters to create words using the letters in "went" and record the new words into their response notebooks.	
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.
11	Extension Activity	Response to Literature: Have you ever been lost? How did it make you feel? What would you do if you were ever lost? Write about it and illustrate your response in your response logs.	

GUIDED READING

Level 6		<i>The Toytown Fire Engine</i> by Jenny Giles	
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 	
2	Introduction	What does a fire department do? What kinds of jobs might they have? In the book, <i>The Toytown Fire Engine</i> we will meet a Toytown fire engine that is on a rescue mission. Let's read the book to discover what happens.	
3	Word Work	Word(s) = <i>come</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 	
4	Picture Walk	Walk through EVERY page and have student describe what is happening. Create story structure by using the words "COME" and "COMING" and "Down" and "Up".	
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"	
		Tap each word.	Check the picture.
		Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.
		Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.	
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. "What did Freddy want Minnie to do?" "What did she decide to do? Why?" "What will Minnie do now (point to last page)?"	
9	Word Work		
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.
11	Extension Activity	Response to Literature: What else could be saved by a fire engine (department)? Write about it in your response log. Illustrate your response.	

GUIDED READING

Level 7		<i>Desert Life</i> by Meredith Costain			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	What do you know about deserts? In this book you will read about dessert plants and animals. Let's read the book to discover how desert animals and plants STAY COOL.			
3	Word Work	Word(s) = <i>store</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
4	Picture Walk	Walk through EVERY page and have students identify the plant or animal that is staying cool and/or how the plant or animal stays cool in the desert.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. "How did some of the animals and plants stay cool in the desert?" "Why do plants and animals need to stay cool in a desert?" "What would happen if they couldn't stay cool in a desert?"			
9	Word Work	Word(s) = <i>_ool WORDS:</i> cool, drool, fool, pool, stool Have students brainstorm a list of ool words (magnet letters on board) in their working with words notebooks. Let them know that if they know the word "cool" they also can know (read/write) these new words, too!			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: If you lived in a dessert, how would you stay cool? Write about it in your response log. Illustrate your response.			

GUIDED READING

Level 7		<i>Who Am I?</i> by Nancy Christensen			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	Do you riddles? This book is a riddle...a guessing book. The reader must guess the answer to the riddle. The main character in the book will give us clues as to what type of animal they are. Let's read the book to find who the main character is.			
3	Word Work	Word(s) = <i>who</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape			
4	Picture Walk	Walk through EVERY page and have students think about what is happening. STOP picture walk on pg. 17 (when the character asks, "who am I?").			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. "Were you able to guess the character's identity correctly?" "Why or why not?" "Which clues were the most helpful to you? Why?"			
9	Skill Work	Rhyming Words Did you notice that this is a rhyming book? Which words rhymed?			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: Pick an object or animal and write your own riddle in your response log. Illustrate it, but create a flap (taped on) so that your reader will have to guess.			

GUIDED READING

Level 8		<i>Kitty Cat Plays Inside</i> by Annette Smith			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	What do cats like to do? In this book you will read about cat the enjoys playing inside, but eventually gets put outside because she is a NAUGHTY LITTLE CAT. Let's read the book to find out what happens.			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have students think about what is happening.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. "How was Kitty Cat a naughty little cat?" "Was she punished? Why not?" "What will Kitty Cat do now?"			
9	Word Work	Word(s) = <i>play</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: What would have happened if Kitty Cat had been put outside with Fat Cat? Write about it in your response log. Illustrate your response.			

GUIDED READING

Level 8		<i>Look out for Bingo</i> by Jenny Giles			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	Do you enjoy going in the sprinkler? Why? In this book, Sam and Bingo, her dog, go in a sprinkler because Sam is hot. Let's read the book to find out what happens when Bingo starts to follow Sam into the house after they are in the sprinkler.			
3	Word Work	Word(s) = <i>play</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 			
4	Picture Walk	Walk through EVERY page and have students think about what is happening. STOP picture walk on pg. 15.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. "Why was Sam hot?" "What will Sam do now that she is all wet again?" "Was she upset because of what Bingo had done? Why do you say that?"			
9	Word Work	Word(s) = <i>et</i> WORDS: wet, bet, get, jet, let, met, net, pet, set, vet, yet Have students brainstorm a list of <i>et</i> words (magnet letters on board) in their working with words notebooks. Let them know that if they know the word "wet" they also can know (read/write) these new words, too!			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: What do you do to cool down in the hot summer months? Write about it in your response logs. Illustrate your response.			

GUIDED READING

Level 9		<i>Custard's Cat Flap</i> by Jill Eggleton			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	What is the girl doing on this book cover? In this book you will read about Milly, the cat owner, and Custard, the cat who has many friends. Let's read the book to discover what happens when Milly goes to sleep at night.			
3	Word Work	Word(s) = <i>would</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 			
4	Picture Walk	Walk through EVERY page and have students think about what is happening. STOP picture walk on pg. 11.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. "Why did Milly make a cat flap for Custard?" "Did it work out the way that she originally intended it to?" "Why or why not?" "What will Milly do about her new problem?"			
9	Word Work	Word(s) = <i>would</i> What other words rhyme with the word "WOULD"? List them on a whiteboard. Sort based on if it is a "ould" word or not (T-chart). Have students record answers on a T-chart in their working with words notebooks.			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: What would you do if you were Milly? Respond in your literature response logs. Illustrate your response.			

GUIDED READING

Level 9		<i>More Spaghetti, I Say!</i> by Rita Golden Gelman			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	Do you like spaghetti? In this book you will read about Minnie and Freddy. Freddy wants to play with Minnie, but she is too busy eating spaghetti. Let's read the book to find out if Minnie and Freddy end up playing together.			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have students think about what is happening. STOP picture walk on pg. 23 (when Freddy takes the spaghetti away).			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. "What did Freddy want Minnie to do?" "What did she decide to do? Why?" "What will Minnie do now (point to last page)?"			
9	Skill Work	TEXT FEATURES Notice bolding on words - - what does it mean for our voices when we read bolded words? Notice when the author uses all CAPITALS on words - -what does this mean for our voices when we read words in all CAPS? Practice...!			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: Have you ever had a time where you wanted a friend to play, and they were distracted by something like Milly was distracted by her spaghetti? How did it make you feel? Write about it and illustrate your response in your response logs.			

GUIDED READING

Level 10		<i>The House Sitters</i> by Jill Eggleton			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	Bob is going on vacation, and needs a house sitter. What does a house sitter do and why would Bob need one? In this book we will meet a few house sitters, but will Bob choose any of them to watch his house while he is away? Let's read to find out!			
3	Word Work	Word(s) = <i>away</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 			
4	Picture Walk	Walk through EVERY page and have students think about what is happening. STOP picture walk on pg. 11.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. "Why did Bob need a house sitter?" "What kind of person would make the best house sitter? Why?" "Do you think that Bob will ever go on vacation again? Why?"			
9	Word Work	Word(s) = " <i>_ay</i> " words: bay, clay, day, gray, hay, lay, May, pay, etc. Have students brainstorm a list of <i>_ay</i> words (magnet letters on board) in their working with words notebooks. Let them know that if they know the word "away" they also can know (read/write) these new words, too!			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: What kind of vacation would you enjoy going on? Respond in your literature response logs. Illustrate your response.			

GUIDED READING

Level 10		<i>Socks Off!</i> by Greg Lang			
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 			
2	Introduction	Do you enjoy playing games with your family? What kind of games do you play with your family? In this book, we meet a family that plays a game called "Socks Off." Whoever loses the game has to go to bed first. Let's read to find out if the boy ever wins.			
3	Word Work	Word(s) = <i>night</i> <ul style="list-style-type: none"> o mix-N-spell the word 3x using magnet letters in tin pan o write-N-wipe the word 3x using whiteboards o find-N-highlight the word in the book using highlighter tape 			
4	Picture Walk	Walk through EVERY page and have students think about what is happening.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. "How is the game Socks Off played?" "Who had to go to bed first at the end of the book? Why?" "Would you ever consider playing Socks Off with your family? Why?"			
9	Skill Work	Word(s) = " <i>_ight</i> " words: bright, fight, light, might, night, right, etc. Have students brainstorm a list of <i>_ight</i> words (magnet letters on board) in their working with words notebooks. Let them know that if they know the word "night" they also can know (read/write) these new words, too!			
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: What kind of game do you enjoy playing? Why? Respond in your literature response logs. Illustrate your response.			

GUIDED READING

Level 11		<i>Swim Like Fish</i> by Ellen Schecter	
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers	
2	Introduction	Annie can't swim, but when she uses her imagination, she can float like a fish, paddles like a puppy, dive like a dolphin, and sneak like a shark. Let's read the book to find out what happens.	
3	Word Work	Vocabulary Preview = <i>stoop</i> <i>Ask students to find the word on the 5th page. Have them read the sentence and use context clues to determine the word's meaning.</i>	
4	Picture Walk	Walk through EVERY page and have students think about what is happening.	
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"	
		Tap each word.	Check the picture.
		Get mouth ready and sound it out.	Look for chunks.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.	
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. What did Annie and her mother do to help her get past her fear of swimming? Do you have (or have you ever had) a fear? What could you do to move past the fear?	
9	Word Work		
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.
11	Extension Activity	Response to Literature: Write about your experiences in learning how to swim. Respond in your literature response logs. Illustrate your response.	

GUIDED READING

Level 11		<i>Cargo Cat</i> by Jo Windsor							
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers							
2	Introduction	Have you ever traveled by plane? Cat lives at an airport in Cargo Shed Number One, and every day she loved to play and sleep in the boxes that traveled through the shed. Let's read the book to find out what happens to Cat one day.							
3	Word Work	Word(s) = <i>night</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape							
4	Picture Walk	Walk through EVERY page and have students think about what is happening.							
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"							
		Tap each word.	Check the picture.						
		Get mouth ready and sound it out.	Look for chunks.						
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.						
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.							
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. How did Cat get herself into this unusual situation? Do you think that Cat will ever get into this kind of trouble again? Why or why not? What might Carlos do to make sure this doesn't happen again?							
9	Skill Work	Word Sort = "S" BLENDS: Sort words based on their beginning blend. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">sh:</td> <td style="padding: 2px;">shed, shop, ship, shut, shower, shark, shell, shoe, shirt</td> </tr> <tr> <td style="padding: 2px;">sl:</td> <td style="padding: 2px;">sleep, slide, slip, sliver, sled, sleigh, slipper, slam</td> </tr> <tr> <td style="padding: 2px;">sc:</td> <td style="padding: 2px;">scared, scar, scarf, scale, scan</td> </tr> </table>		sh:	shed, shop, ship, shut, shower, shark, shell, shoe, shirt	sl:	sleep, slide, slip, sliver, sled, sleigh, slipper, slam	sc:	scared, scar, scarf, scale, scan
sh:	shed, shop, ship, shut, shower, shark, shell, shoe, shirt								
sl:	sleep, slide, slip, sliver, sled, sleigh, slipper, slam								
sc:	scared, scar, scarf, scale, scan								
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.						
11	Extension Activity	Response to Literature: Have you ever lost something that was special to you? What did you do? Respond in your literature response logs. Illustrate your response.							

GUIDED READING

Level 12		<i>A Bug, A Bear, and a Boy Go for a Ride</i> by D. McPhail			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	In this book we meet a bug, a bear, and a boy who are friends. They do many things together. You may remember reading books about them in the past. Let's read "Go for a Ride" to discover what happens when they go for a wagon ride.			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have students think about what is happening.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills.			
9	Word Work				
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: What do you like to ride? Respond in your literature response logs. Illustrate your response.			

GUIDED READING

Level 12		<i>A Bug, A Bear, and a Boy Fly a Kite</i> by D. McPhail			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	In this book we meet a bug, a bear, and a boy who are friends. They do many things together. You may remember reading books about them in the past. Let's read "Fly a Kite" to discover what happens when they try to fly a kite on a windy day.			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have students think about what is happening.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills.			
9	Skill Work				
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: Have you ever flown a kite? Why or why not? Respond in your literature response logs. Illustrate your response.			

GUIDED READING

Level 13		<i>The Joke</i> by Susan McCloskey	
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 	
2	Introduction	What happens when a little girl tells a giant a joke that makes him laugh, and laugh, and laugh, and laugh? Read the book to find out!	
3	Word Work	Word(s) = <i>blew</i> <input type="checkbox"/> mix-N-spell the word 3x using magnet letters in tin pan <input type="checkbox"/> write-N-wipe the word 3x using whiteboards <input type="checkbox"/> find-N-highlight the word in the book using highlighter tape	
4	Picture Walk	Walk through EVERY page and have students think about what is happening.	
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"	
		Tap each word.	Check the picture.
		Get mouth ready and sound it out.	Look for chunks.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.	
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. What did the giant's laugh cause to blow away? Do you think the girl should have told the joke? Why? What funny joke do you know and like to tell?	
9	Word Work	Word(s) = <i>_ew</i> WORDS: blew, chew, brew, crew, dew, stew, grew, etc. Have students brainstorm a list of <i>_ew</i> words. Write on boards. Then paste and label <i>_ew</i> words in response logs: http://www.carlscorner.us.com/Pictures/ew.doc	
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.
11	Extension Activity	Response to Literature: What funny joke do you know and like to tell? Respond in your literature response logs. Illustrate your response.	

GUIDED READING

Level 13		<i>Last One Picked</i> by Jenny Feely	
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 	
2	Introduction	At his old school, he was ALWAYS picked first, will he be picked first at his new school, or will he be picked last? Will he be able to show them that he can play and play well? Let's read to find out!	
3	Word Work		
4	Picture Walk	Walk through EVERY page and have students think about what is happening.	
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"	
		Tap each word.	Check the picture.
		Get mouth ready and sound it out.	Look for chunks.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.	
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. Why did Tony say, "I bet you won't get picked last anymore"? What sport do you like to play?	
9	Word Work	Word(s) = <i>_ay</i> WORDS: day, say, stay, ray, clay, gray, hay, pay, etc. Have students brainstorm a list of <i>_ay</i> words. Write on boards. Then paste and label <i>_ay</i> words in response logs: http://www.carlscorner.us.com/Word%20Way%20Long%20A.htm#ay	
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.
11	Extension Activity	Response to Literature: What sport do you like to play? Respond in your literature response logs. Illustrate your response.	

GUIDED READING

Level 14		<i>A Bug, A Bear, and a Boy Go for a Ride</i> by D. McPhail			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	In this book we meet a bug, a bear, and a boy who are friends. They do many things together. You may remember reading books about them in the past. Let's read "Go for a Ride" to discover what happens when they go for a wagon ride.			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have students think about what is happening.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills.			
9	Word Work				
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: What do you like to ride? Respond in your literature response logs. Illustrate your response.			

GUIDED READING

Level 14		<i>A Bug, A Bear, and a Boy Fly a Kite</i> by D. McPhail			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	In this book we meet a bug, a bear, and a boy who are friends. They do many things together. You may remember reading books about them in the past. Let's read "Fly a Kite" to discover what happens when they try to fly a kite on a windy day.			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have students think about what is happening.			
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills.			
9	Skill Work				
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: Have you ever flown a kite? Why or why not? Respond in your literature response logs. Illustrate your response.			

GUIDED READING

Level 15		<i>The New Baby Calf</i> by Edith Newlin	
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 	
2	Introduction	Mother calf has a new baby calf. What will she teach the new baby calf? What will the new baby calf like to do? Let's read the book to find out!	
3	Word Work		
4	Picture Walk	Walk through EVERY page and have students think about what is happening. Notice the illustrations. Discuss how the illustrator may have created the illustrations.	
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"	
		Tap each word.	Check the picture.
		Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.
		Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.	
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. What did the mother cow do for her new baby calf? Is it important for baby calves to stay near their mothers? Why? What is your favorite page? Why?	
9	Word Work		
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.
11	Extension Activity	Response to Literature: What is one thing your mother or father taught you? Respond in your literature response logs. Illustrate your response.	

GUIDED READING

Level 15		<i>The Crab at the Bottom of the Sea</i> by Leanna Trail	
1	Warm Up Read	Students read from their browsing box books while teacher: <ul style="list-style-type: none"> <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers 	
2	Introduction	The tide comes in and out twice a day. What will the crab do? Will he leave his enormous hole? If he does, why will he leave it? Will he return? Let's find out!	
3	Word Work		
4	Picture Walk	Walk through EVERY page and have students think about what is happening.	
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"	
		Tap each word.	Check the picture.
		Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.
		Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.
7	Strategies Review	Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____." Share other observations from 1 st reading.	
8	Comprehension Discussion	Why did the crab leave his hole? What kind of hole did he live in? What made it possible for him to leave his hole and find food? Why did the people on the beach say the hole made the tide go out and in? What do you know about tides?	
9	Word Work		
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.
11	Extension Activity	Response to Literature: Would you like to visit the ocean? Why or why not? Respond in your literature response logs. Illustrate your response.	

GUIDED READING

Level 16		<i>Noisy Nora</i> by Rosemary Wells	
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers	
2	Introduction	Nora is so noisy! Let's read the book to find out why.	
3	Word Work		
4	Picture Walk	Walk through EVERY page and have students think about what is happening.	
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"	
		Tap each word.	Check the picture.
		Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.
		Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.
		<p style="text-align: center;">Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____."</p> <p style="text-align: center;">Share other observations from 1st reading.</p>	
7	Strategies Review		
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. Why was Nora so noisy? Was it right of her to hide? What does "monumental crash" mean? Will her family ignore her again?	
9	Word Work		
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.
		<p style="text-align: center;">Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____."</p> <p style="text-align: center;">Share other observations from 1st reading.</p>	
11	Extension Activity	Response to Literature: Have you ever been ignored? How did you feel? Respond in your literature response logs. Illustrate your response.	

GUIDED READING

Level 16		<i>Raven Brings Water</i> by Mathilde Sacher	
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers	
2	Introduction	This is a Native American legend book. We will read about how the raven turned black, and how the people got water when they needed it most.	
3	Word Work		
4	Picture Walk	Walk through EVERY page and have students think about what is happening.	
5	Strategies Reminder	Ask, "What strategies can we use when we come to a word we don't know?"	
		Tap each word.	Check the picture.
		Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.
		Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.
		<p style="text-align: center;">Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____."</p> <p style="text-align: center;">Share other observations from 1st reading.</p>	
7	Strategies Review		
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. What does it mean that Ganook was a selfish man? Do you think Ganook learned his lesson? What does it mean that Raven "proudly wears the soot on his feathers"?	
9	Word Work		
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.
		<p style="text-align: center;">Say, "I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____."</p> <p style="text-align: center;">Share other observations from 1st reading.</p>	
11	Extension Activity	Response to Literature: Respond in your literature response logs. Illustrate your response.	

GUIDED READING

Level 17		<i>Big Talk</i> by Miriam Schlein			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	A Little Kangaroo “talks big” to a Big Kangaroo. Can he really do all those things he says he can do? Is really as great as what he says? Will the Big Kangaroo believe him? Read to find out!			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have students think about what is happening.			
5	Strategies Reminder	Ask, “What strategies can we use when we come to a word we don’t know?”			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, “I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____.” Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. Who was the Big Kangaroo? What does it mean to “talk big”? Have you ever talked big, or known someone to talk big?			
9	Word Work				
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: Have you ever talked big? Or known someone else that talked big? Respond in your literature response logs. Illustrate your response.			

GUIDED READING

Level 17		<i>Don't Worry</i> by Pauline Cartwright			
1	Warm Up Read	Students read from their browsing box books while teacher: <input type="checkbox"/> Gets materials ready <input type="checkbox"/> Gets rest of class settled doing Literacy Centers			
2	Introduction	Who will be able to help the dog stuck deep in a hole? Will it be the builder, the mountain climber, the teacher or the boy? Read to find out!			
3	Word Work				
4	Picture Walk	Walk through EVERY page and have students think about what is happening.			
5	Strategies Reminder	Ask, “What strategies can we use when we come to a word we don’t know?”			
		Tap each word.	Check the picture.	Get mouth ready and sound it out.	Look for chunks.
		Make connections with similar words.	Think about what would make sense.	Reread the sentence.	Read on and then reread the sentence.
6	1 st Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency. Provides strategy cue support. Gathers information for re-teaching.		
7	Strategies Review	Say, “I noticed that when _____ came to the tricky part _____ (show it), they used the strategy of _____.” Share other observations from 1 st reading.			
8	Comprehension Discussion	What happened in this story? Work on retelling the story skills. Who was the better problem solver in this story? Have you ever been able to solve a problem that an adult wasn’t able to solve?			
9	Word Work				
10	2 nd Reading	Students: Reads to self. Uses strategies when needed.	Teacher: Listens and observes. Monitors for fluency.		
11	Extension Activity	Response to Literature: Have you ever been able to solve a problem that someone else wasn’t able to? Respond in your literature response logs. Illustrate your response.			