

## Transitional Guided Reading Lesson Plan (Levels J-P)

Title: Henry's Freedom Box Level: M Strategy Focus: Retell using <sup>characters</sup> feelings Lesson # \_\_\_\_\_

Before Reading	<p><b>Day 1</b> Date _____ Pages _____</p> <p><b>Introduce New Book:</b> This book is about a slave named Henry. RTFO what happened to him that caused him to risk his life for freedom. Let's look through the pictures.</p> <p><b>New Vocabulary:</b> mistress, master, beckoned, tobacco, banjo.</p> <p><b>Model Strategy:</b> When you come to a sticky note, think about what happened on that page and how Henry felt. Feeling words: excited, hopeful, thrilled, peaceful, disappointed, terrified, depressed, worried</p>	<p><b>Day 2</b> Date _____ Pages _____</p> <p><b>Continue reading the book.</b> You will read about Henry's journey to freedom. Use your list of character's feelings to describe Henry's reaction to events that occur.</p> <p><b>New Vocabulary:</b> crate, warehouse, vitrol, baggage car</p> <p><b>Observations:</b></p>																
	<p><b>Text Reading With Prompting (use prompts that are appropriate for each student).</b></p> <p><b>Teaching Points: Choose one or two each day (decoding, vocabulary, fluency, and/or comprehension).</b></p>																	
Read & Respond	<p><b>Decoding Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread &amp; think what would make sense</li> <li><input type="checkbox"/> Cover (or attend to) the ending</li> <li><input type="checkbox"/> Use analogies</li> <li><input type="checkbox"/> Chunk big words</li> </ul>	<p><b>Fluency &amp; Phrasing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phrasing</li> <li><input type="checkbox"/> Attend to <b>bold</b> words</li> <li><input type="checkbox"/> Attend to punctuation</li> <li><input type="checkbox"/> Dialogue, intonation &amp; expression</li> </ul>																
	<p><b>Vocabulary Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread the sentence and look for clues</li> <li><input type="checkbox"/> Check the picture</li> <li><input type="checkbox"/> Use a known part</li> <li><input type="checkbox"/> Make a connection</li> <li><input type="checkbox"/> Use the glossary</li> </ul>	<p><b>Comprehension (oral):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> B-M-E</li> <li><input type="checkbox"/> S-W-B-S</li> <li><input type="checkbox"/> Who &amp; What</li> <li><input type="checkbox"/> 5-Finger Retell</li> <li><input type="checkbox"/> Problem &amp; Solution</li> <li><input checked="" type="checkbox"/> Describe a character's feelings</li> <li><input type="checkbox"/> STP (Stop Think Paraphrase)</li> <li><input type="checkbox"/> VIP (Very Important Part)</li> </ul> <p>Other:</p>																
	<p><b>Discussion Prompt:</b> How did Henry feel throughout the story? What happened to cause those feelings? Discuss figurative language. Mad minute: Write about Henry's feelings at the beginning of the story. Use events to tell why he was feeling that way.</p>	<p><b>Discussion Prompt:</b> Share one of the feeling words you wrote down and talk about what events caused Henry to feel that way. Turn and talk to your partner about what the author meant by "Henry's heart twisted in his chest."</p>																
	<p><b>Word Study (if appropriate):</b> Sound boxes—Analogy chart—Make a big word</p>	<p><b>Word Study (if appropriate):</b> Sound boxes—Analogy chart—Make a big word <sup>oil</sup> <sup>out</sup> <sup>print(ed)</sup> <sup>shout(ed)</sup> <sup>mouth (ful)</sup></p>																
After Reading	<p><b>Day 3 Reread the book for fluency (5 min.) and/or engage in Guided Writing (15–20 min.)</b></p> <p><b>Options for Guided Writing</b></p> <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>Main Idea/Details</td> <td></td> </tr> <tr> <td colspan="4">Other: _____</td> </tr> </table> <p>Today you are going to retell the story using the feeling words you recorded on sticky notes. Be sure to include the events from the story that caused Henry to have those feelings</p>		Beginning-Middle-End	Five-Finger Retell	Somebody-Wanted-But-So	Character Analysis	Problem/Solution	Compare or Contrast	Event/Details	VIP	Chapter Summary	Cause/Effect	Main Idea/Details		Other: _____			
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