

# Guided Reading Lesson Plan (Levels M-Z)

Title: Freckle Juice

Level: M

ISBN: 0-440-42813-0

Publisher: Yearling

Chapter 1

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

We are going to start a new book today called Freckle Juice. Do you know what freckles are? This book is about a boy named Andrew. He wants freckles. In fact, he will do anything to get freckles! Today we will read chapter one. In chapter one, you will be introduced to three characters. Their names are Sharon, Nicky and Andrew. Andrew really wants Nicky's freckles and Sharon tells him she knows how to get them!

Words/Text Layout:

\*New or important words (V) giggling (13) recipe (14)

\*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 predict what might happen next in a story. At the end of the chapter, I want you to make a prediction. Will Andrew believe Sharon? What might he do next?

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 today as you read? I wonder why Andrew wanted freckles...

Tell us how Sharon wanted to help...

I wonder what Sharon is really like...

How much was the recipe? I wonder if Andrew will ignore Sharon. What do you think Andrew will do?

Assignment: Write about your prediction. Make sure to explain why.

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Chapter 2

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Review what was learned in chapter one. Today we will read chapter two. Andrew will make a decision to as to whether or not he will pay for the freckle juice. Andrew will arrive at school with a plan but Sharon will not give into his plan. She says, "A deal's a deal." Then Miss Kelly the teacher will step in!

Words/Text Layout:

\*New or important words (V) allowance (17) combination (17)

\*Unusual aspect of text layout (V)—see teaching point

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

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

Readers use the illustrations and text layout to help them understand the story. Turn to pages 22-23. Let's talk about how we would read these two pages.

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 today as you read?

I wonder why Sharon says, "A deal's a deal." (p. 21)

Let's talk about Andrew's original plan...

How did Miss Kelly get the recipe?

Let's talk about why Miss Kelly gave the recipe back to Andrew...

Assignment:

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Chapter 3

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Review what was learned in chapter two. Andrew now has the secret recipe and is headed home to try it. Do you think it will work? Let's turn to page 29 and read the recipe together. Today you will read chapter 3.

Andrew will make the recipe. He will mix up a few ingredients. You will also learn what happened to him after he drank the freckle juice. I think you will enjoy this chapter!

Words/Text Layout:

\*New or important words (V) ingredients (30)

\*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 pay attention to details as they read. As you read today, pay attention to why Andrew is home alone and what ingredients he mixes up!

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)

Let's talk about what you learned as you read today...

I am wondering why Andrew is home alone...

Let's talk about the ingredients he mixed up...

What happened to Andrew after he drank the freckle juice?

I am wondering what Sharon would be thinking if she could see Andrew right now...

Assignment:

# Guided Reading Lesson Plan (Levels M-Z)

Title: Freckle Juice Level: M

ISBN: 0-440-4218-0

Publisher: Yearling

Chapters 4-5

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Review what was learned in chapter three. Andrew made the recipe and by the end of the chapter he was feeling sick. Today we will read chapters 4 and 5. His mother will come home and find him. She will try to figure out what is wrong with him. Then Andrew will try to prove himself to Sharon. He doesn't want her to get away with her tricks!

Words/Text Layout:

\*New or important words (V) appendicitis (36) sensible (37) formula (43)

\*Unusual aspect of text layout (V) p.44 –CAPS-it is a note from the teacher

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

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

Readers infer the theme of a story. Today as you finish the book, I want you to think about what lesson the author might be wanting us to walk away with. Write it down and tell why you think this is the theme.

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)

Let's talk about what you learned as you read today...

What did mom say to Andrew?

I am wondering what Andrew dreamed about...

Let's talk about what Andrew did to try to prove himself to Sharon...

How did Miss Kelly help?

I am wondering what you thought the theme was...

Assignment: