

Guided Reading Lesson Plan (Levels M-Z)

Title: The Chocolate Touch **Level:** N **ISBN:** 978-0-688-16133-0 **Publisher:** HarperTrophy **(Day 1)**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Day 1 – (Chapter 1) Today you're going to meet John and his family. You'll also learn about a big problem that he has! Let's read the back of the book together before we start.

Words/Text Layout:

*New or important words (V) – lozenges p.13, cranium p.16, herring p.20

*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 make predictions as they read. This helps them to better understand their reading. Today, you will make 1-2 predictions as you are reading.

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 we read. What predictions did you make while you were reading today?

-Describe John, his parents, and his teacher.

-What is John's problem?

-What is the doctor's solution to John's problem?

Writing Connection (optional):

-What do you think will happen next? (Make a prediction.)

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Title: The Chocolate Touch **Level:** N **ISBN:** 978-0-688-16133-0 **Publisher:** HarperTrophy **(Day 2)**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Day 2 – (Chapter 2) Yesterday you learned about John's problem. Today, you'll see how John is doing with following the doctor's advice.

Words/Text Layout:

*New or important words (V) – absentmindedly p.22, dully p.23, cellophane-wrapped p.28, tonic p.31

*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 make predictions as they read. This helps them to better understand their reading. Today, you will make 1-2 predictions as you are reading.

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 we read. What predictions did you make while you were reading today?

-Why did John take a different route than normal?

-Was the shopkeeper helpful? Explain.

Writing Connection (optional):

-What do you think will happen next? (Make a prediction.)

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Title: The Chocolate Touch **Level:** N **ISBN:** 978-0-688-16133-0 **Publisher:** HarperTrophy **(Day 3)**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Day 3 – (Chapters 3-4) John's problem continues to grow! Read to see what happens today.

Words/Text Layout:

*New or important words (V) – marmalade p.44, queer p.46, pillars p.52

*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 make predictions as they read. This helps them to better understand their reading. Today, you will make 1-2 predictions as you are reading.

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 we read. What predictions did you make while you were reading today?

-What starts happening to John in chapter 3?

-Spider seems to "get what he deserves" in chapter 4. Explain.

-What does John do that upsets Susan?

Writing Connection (optional):

-What do you think will happen next? (Make a prediction.)

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Title: The Chocolate Touch **Level:** N **ISBN:** 978-0-688-16133-0 **Publisher:** HarperTrophy **(Day 4)**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Day 4 – (Chapters 5-6) John's chocolate problem is causing lots of problems. Can you tell me a few of the problems that it has caused?

Words/Text Layout:

*New or important words (V) – scuffling p.57, enamel p.58, dismay p.59, scorned p.66, reproachfully p.68

*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 make predictions as they read. This helps them to better understand their reading. Today, you will make 1-2 predictions as you are reading.

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 we read. What predictions did you make while you were reading today?

-Share some of the problems John's chocolate problem is causing.

-How do you think John's mom will handle his chocolate issues? (The issues that happened at school.)

Writing Connection (optional):

-What do you think will happen next? (Make a prediction.)

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Title: The Chocolate Touch **Level:** N **ISBN:** 978-0-688-16133-0 **Publisher:** HarperTrophy **(Day 5)**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Day 5 – (Chapters 7-8) Today John will try to eat lunch and to play the trumpet. How do you think these things will go?

Words/Text Layout:

*New or important words (V) – enviously p.73, appetizing p.76, incident p.81, poised p.85, uproarious p.88,

*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 make predictions as they read. This helps them to better understand their reading. Today, you will make 1-2 predictions as you are reading.

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 we read. What predictions did you make while you were reading today?

-How did lunch go for John?

-How do you see John changing over the course of the story?

-How does music class go?

-How do you think John is feeling at the end of chapter 8?

Writing Connection (optional):

-What do you think will happen next? (Make a prediction.)

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Title: The Chocolate Touch **Level:** N **ISBN:** 978-0-688-16133-0 **Publisher:** HarperTrophy **(Day 6)**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Day 6 – (Chapters 9-10) What do you remember from our reading yesterday? Today we're going to see a big change in John!

Words/Text Layout:

*New or important words (V) – indignant p.92, jutting p.97

*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 make predictions as they read. This helps them to better understand their reading. Today, you will make 1-2 predictions as you are reading.

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 we read. What predictions did you make while you were reading today?

-Why do you think John says he hates chocolate at the beginning of chapter 9?

-What happened with the apple bobbing game?

-Do you think the candy store owner had something to do with John's problem?

Writing Connection (optional):

-What do you think will happen next? (Make a prediction.)

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Title: The Chocolate Touch **Level:** N **ISBN:** 978-0-688-16133-0 **Publisher:** HarperTrophy **(Day 7)**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Day 7 – (Chapters 11-12) Uh oh! Something really important happens in John's family today. Read to find out what happens!

Words/Text Layout:

*New or important words (V) – rubbish p.112, proprietor p.113

*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 make predictions as they read. This helps them to better understand their reading. Today, you will make 1-2 predictions as you are reading.

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 we read. What predictions did you make while you were reading today?

-What happened to John's mom at the beginning of chapter 11?

-What really caused John's problem? (selfishness)

-What was the cure/solution to John's problem? (caring about others, not being selfish)

-What is the lesson of this book? (Don't be selfish. Accept all reasonable answers!)

Writing Connection (optional):

-What do you think will happen next? (Make a prediction.)

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