

Guided Reading Lesson Plan (Levels M-Z)

Title: Tales of A Fourth Grade Nothing Level: Q ISBN: 0-440-48474 Publisher: Dell Publisher

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Today we are going to start a new book called, *Tales of A Fourth Grade Nothing*. From the title, what do you think the story will be about? We will meet a character, Peter, that lives with his family in an apartment. Peter's dad works for an advertisement company and invites the president of one of the companies he works for to stay at their house. Read to find out what happens.

Reading Assignment: pages 1-9 (stop after the second paragraph, "Then she carried Fudge off to have his bath.")

Words/Text Layout:

*New or important words (V) pastimes (pg. 7), measly (pg. 8),

*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

Good readers make connections. (text to text, text to self, text to world)

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)

- Where is the setting of the story?
- What did Peter win at his friend's birthday party?
- What is Peter's biggest problem? Why?
- Who are the characters?
- Why is Peter's mom preparing the house for guests?
- What causes mom to call the doctor?
- How are Fudge and Peter different?
- What do you predict will happen next?

Writing Connection (optional):

Tell about a connection you made to the story. (text to text, text to self, text to world)

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Today we are going to finish chapter 2. Yesterday we met the Hatcher family and found out that Mr. Hatcher invited The Yarby's the President of Juicy-O one of the companies he advertises for to stay at their apartment. Today we are going to read about how that visit goes.

Reading assignment: pages 9-18 (start on the third paragraph on page 9, "Leave it to my brother...")

Words/Text Layout:

*New or important words (V)

*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

Good readers think about the plot of the story. (Setting, characters, conflict, resolution).

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

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- What did Mrs. Yarby give Peter? How did he feel about it?
- How did Mr. and Mrs. Yarby react to Dribble? What does that show you about how they feel about Dribble?
- What can you infer the Yarby's feel about the children?
- What was the effect of Fudge wearing the gorilla mask?
- What caused the Yarby's to leave the house and move to a hotel?
- Why did Peter's father dump all the cans of Juicy-O?

Writing Connection (optional):

What was the problem and solution in this chapter?

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*Draw upon students' experiences (M)

Today we are going to read about Fudge refusing to eat. Mother is very concerned and will try just about anything. Father gets tired of it and does something you won't believe. Read to find out what happens.

Reading assignment: pages 19-30 (stop after the first paragraph on page 30, "*But she never will to me.*")

Words/Text Layout:

*New or important words (V) cocker spaniel (pg. 22), mugged/muggers (pg. 27), crooks (pg. 27), dope/dope-pushers (pg. 28)

*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

Good readers think about the plot of the story. (setting, characters, conflict, resolution).

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

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- Why did Peter's mother beg Peter to stand on his head?
- What did they do to try to get Fudge to eat?
- What did father do as an effect of Fudge not eating his cereal?
- What causes Fudge to change his mind about eating his food?
- Why don't the leaves turn bright colors in the fall in New York?
- Why does Peter stay away from Shelia?
- Why did the author call chapter three, "The Family Dog"?

Writing Connection (optional):

How did Fudge change in this chapter?

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Yesterday we started reading the beginning of chapter four. We learned about why Peter's mother doesn't want him playing at the park and about a girl named Shelia. Today we are going to finish chapter four and the setting will be in the park. Peter and Jimmy are going to play at their favorite rocks and when they get there Shelia is already at them. Read to find out what happens in the rest of the chapter.

Reading assignment: pages 30-39 (start at the second paragraph on page 30, "Me and Jimmy have this...")

Words/Text Layout:

*New or important words (V) imitate (pg. 30), foreign (pg. 30),

*Unusual aspect of text layout (V) Pee-tah (pg. 33)

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

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

Good readers infer the theme of the story and support their thinking with evidence from the text.

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)

- Why wasn't mother sure she should leave Fudge with Shelia?
- What caused Fudge to get hurt?
- What happened to Fudge?
- Why weren't Peter, Shelia, and Jimmy paying attention?
- What does mother think happened to Fudge's teeth?
- Who did mother blame for the accident? Who fault do you think it really was?
- Why did the author name this chapter, "My Brother the Bird"?
- Why did Peter think mother wasn't his real mother?

Writing Connection (optional):

What lesson do you think the author was trying to teach you in this chapter?

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*Draw upon students' experiences (M)

Today's chapter is called, "The Birthday Bash." Mother decided she is going to throw a birthday party for Fudge. She invites over some of Fudge's friends and they are each unique. Read to find out how the party goes.

Reading assignment: pages 40-53

Words/Text Layout:

*New or important words (V) fang (pg. 40), aspirins (pg. 53)

*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

Good readers make connections to the story. (text to text, text to self, text to world)

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)

- Why did Peter want to call Fudge, Fang?
- Describe each of the children that came to Fudge's party. (pg.42-43)
- What were some of the things that made Sam cry?
- What was the sequence of events at the party?
- Why did Peter think his mother was clever when she invited Mrs. Rudder in for cake? (pg. 48)
- What can you infer when it said "Jennie had a big smile...and there was a puddle on the rug"? (pg. 51)
- Do you think Mrs. Hatcher will ever have a "three year old" party again"? Why?

Writing Connection (optional):

Tell about a connection you had to this chapter. (text to text, text to self, text to world)

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Our next chapter is called, "Fang Hits Town." What do you predict that could mean? Today we are going to read about a trip into town to do some errands. From when we know about Fudge already, I wonder if this trip will be an easy one. Read to find out!

Reading assignment: pages 54-68

Words/Text Layout:

*New or important words (V)

*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

Good readers think about plot of the story. (setting, characters, conflict, resolution).

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)

- How can you tell that Peter really cares for Dribble?
- Do you think Peter gets jealous about the way people treat Fudge?
- How did Peter help Dr. Brown?
- What makes Mr. Berman a great shoe salesman?
- Why did they play a trick on Fudge at the shoe store?
- What clues do you have to show that Fudge looks up to (wants to be like) Peter?
- What did Fudge do in Hamburger Heaven?
- Do you think mother is too easy on Fudge?

Writing Connection (optional):

Tell about at least one problem and solution in this chapter.

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*Discuss pictures (M)

*Draw upon students' experiences (M)

Today we are going to read about a project assigned to Peter and how hard he and his friends work on it. They seem to be coming to the end and everything is working out great. Read to find out if for once, nothing goes wrong.

Reading assignment: pages 69-81

Words/Text Layout:

*New or important words (V) monorail system (pg. 71),

*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

Good readers think about the plot of the story. (setting, characters, conflict, resolution)

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)

- Who was on Peter's committee?
- How did Mrs. Haver choose who was on each committee?
- Why did they meet at Peter's house?
- What caused Peter to get so mad at Fudge?
- Why was Peter surprised that mother spanked Fudge?
- What did Shelia do that was unfair?
- Because Fudge drew on his face and cut his hair, what two things happened? (pg. 81)

Writing Connection (optional):

How did Peter's mother change in this chapter?

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*Discuss pictures (M)

*Draw upon students' experiences (M)

In today's reading Peter's aunt has a baby and mom decides to go and visit, leaving their father to take care of them. Peter didn't have school the day that mother left and Peter and Fudge get to go to their father's office. Some exciting things happen, but not to Peter. Read to find out what happens in chapter 8.

Reading Assignment: pages 82-96

Words/Text Layout:

*New or important words (V) hailed (pg. 83), amuse (pg. 84),

*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

Good readers make connections. (text to text, text to self, text to world)

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)

- Why was Peter's mother worried about leaving the children with his dad?
- What were all of the children doing at Peter's father's office?
- How did Peter feel when Fudge got the role in the commercial? How do you know?
- How did Fudge act when they first started recoding the commercial?
- How did they get Fudge to ride the bike?
- Why did Janet tell Peter he saved the day?
- What shows you Peter is important to Fudge?

Writing Connection (optional):

Tell about a connection you made to this chapter. (text to text, text to self, text to world)

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*Discuss pictures (M)

*Draw upon students' experiences (M)

Mother is still gone on her trip to see Peter's new cousin, leaving father in charge of the boys. It is a rainy day in New York and father thinks up something fun to do to keep Fudge entertained for the day. I wonder if Fudge is going to get in some kind of trouble again. Let's read to find out!

Reading assignment: pages 97-107

Words/Text Layout:

*New or important words (V) rubbers (pg. 98), omelet (pg. 104),

*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

Good readers think about the plot of the story. (setting, characters, conflict, resolution)

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 was the name of the movie they were going to see?
- What caused father to shove paper towels in Fudge's pants legs?
- What was Fudge doing in the movie theater that caused people to turn around and look at Peter?
- Why did Fudge leave his seat?
- Why did father make peanut butter sandwiches for dinner?
- What were some things they kept secret from mother?
- What surprised mother at the end of the chapter?
- Do you think father did a good job taking care of the boys while mother was gone? If mother knew everything that happened, do you think she would let father take care of the boys by himself again?

Writing Connection (optional):

What was the problem in this chapter and how did it get solved?

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*Discuss pictures (M)

*Draw upon students' experiences (M)

Today we are going to finish the book. When Peter gets home from school he notices his bedroom door is unlocked and open. He goes in his room and finds something he didn't want to find. This bad news leads to even more bad news. Read to find out what happened and how the story ended.

Reading assignment: pages 108-120

Words/Text Layout:

*New or important words (V) ambulance (pg. 114), hanky (pg. 115), considering (pg. 115),

*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

Good readers infer the theme of the story and support their thinking with evidence from the text.

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 Fudge do with the Dribble?
- Why was Peter's mom crying?
- What did mom do because Fudge ate Dribble?
- How do you think they tried to get the turtle out? (clues on page 117)
- What can you infer about Peter's turtle?
- Why do you think mother made lamb chops for dinner for Peter?
- Why was Peter disguised about Fudge getting presents and attention?
- Why did Peter's parents buy him a dog? Why did they buy a big dog?
- Do you think Fudge will leave Peter's dog alone?

Writing Connection (optional):

What lesson do you think the author was trying to teach you?