



My TCM Bookroom

Guided Reading Lesson Plans

The Teacher Created Materials guided reading lessons support small-group instruction in a balanced literacy framework.

1 The Guided Reading and Lexile® levels for the title are provided for easy organization of reading-level groups.

2 A brief summary and additional background information about the text facilitates planning for instruction.

3 Suggestions for introducing the text as well as word study and vocabulary mini-lessons support instruction.

Teacher Created Materials Bookroom Level J

4 Through the Text
Comprehension (Making Connections)
 Students will make connections as they read the text. Examine the text's title and cover images. Ask students if anything they see reminds them of something they might have seen in another book, in the world, or in their lives. Explain that these are called *connections* because they connect the book to something we have already seen or know. Model making a connection after reading page 3 of the text aloud. (*When I went to Africa, I stayed in a traditional hut. The roof was made of straw, and the floor was dirt. It looked like the bottom picture on page 3, but it had dirt walls.*) Tell students that making connections can help them remember and understand the text. Using background knowledge will always help us better understand new concepts. Guide students as they read the remaining text aloud, either as a group, with partners, or independently. Provide students with sticky notes, and encourage them to write down any connections they make as they read.

5 Language Support
 Preview the pictures in the book, and discuss different types of houses. Have students use descriptive words to talk about the homes in which they live.

6 Text-Dependent Questions
 Have students reread specific portions of the text as noted below and respond to the following questions. To maximize their learning, have student pairs share their responses with each other before discussing them as a group.

- Reread pages 8 and 9. How are yurts and mobile homes similar? (*Yurts and mobile homes can both be moved.*)
- Revisit page 13. What has to happen before a family moves into a clay house? (*The clay needs to dry in the sun.*)
- Read page 14. How does a leaf roof keep the inside of a house dry? (*Rain slides off the leaves and falls to the ground.*)
- Reread page 18. What makes a home feel like a castle to a family? (*It is the place where they live and love.*)

7 Beyond the Text
Writing About Reading
 Have each student prepare a presentation about his or her house. The student should write about the kind of house he or she lives in, how many people live in it, and what is special about it. Invite students to share their presentations with the class.

8 Extension Activity
 Using a shoe box, have each student create a representation of his or her home. Provide other materials, such as scissors, glue, construction paper, and paint, for adding embellishments.

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Teacher Created Materials Bookroom Level J

Homes Around the World

2 **Summary:** Houses come in all shapes and sizes. Families live in many different kinds of homes.
Genre: Informational
Comprehension Focus: Making Connections
Text Structure: Compare and Contrast
Themes: houses, buildings, families
Guided Reading Level: J
Lexile® Level: 500L
Word Count: 293



3 Into the Text
Introduction
 • Show students the book's cover. Read the title aloud. Ask them to explain whether they think the book is a piece of literature or an informational text.
 • Have students describe what they see on the cover, including in the background.

Word Study
 Students will practice using possessive nouns.
 Explain that we can add an apostrophe and an -s to the end of a noun to show that someone or something has ownership. For example, *Chloe's house is blue*. The apostrophe to show ownership amongst items and students in the class. (*Denir's pencil is blue; I like Samarra's jacket.*)

Vocabulary
 Write the following words on the board: *cottage, yurt, hut*. Show pictures of these homes from *Homes Around the World*. Have students fold a sheet of paper into fourths. In three of the sections, have them draw and label a picture of each of these homes. In the final section, have each student draw a picture of his or her home.

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4 Each lesson focuses on one comprehension skill and offers guidance for modeling instruction.

5 Language Support activities build background for language learners.

6 Four text-dependent questions provide a guide for discussion about the text.

7 Writing prompts encourage further thinking about the text and an opportunity for independent work after the lesson.

8 Extension activities expand the options for instruction.