Sample Guided Reading Lesson Grade Four Reading Level

Q,R / Lexile 600-900/ DRA 40-42

Grade Four Equivalent

Lesson 1

Strategy: When reading nonfiction, good readers can distinguish importance between fun facts and most important facts.

Before Reading: Students recall text features of nonfiction.

Think-aloud:

The Eruption of Vesuvius

Few people in the city of Pompeii paid much attention to the earthquakes that began shaking the region in A.D. 79. No one connected them with the stream of smoke that rose from nearby Mount Vesuvius. The slopes of Mount Vesuvius were covered in trees, flowers, and grass. Many people around Vesuvias were relaxing, having a bath or a lunch. It had been a thousand years since the volcano had erupted, so most people assumed that it was dormant or even extinct.

But everything changed on August 24th at around 1 o'clock in the afternoon. Suddenly, a huge explosion shook the area around the mountain. Melted rock, ash and dust spewed from the top of the volcano, darkening the sky. The dust, ash and stone began to rain down on the city, covering the ground as far away as 16 kilometers from the mountain.

Do a think-aloud of the 2 most important events in the above passage, and 'fun facts' that may throw the reader away from the important events.

FUN FACT:	IMPORTANT FACT:
People were having a bath or lunch.	**Ash covered ground as far away as 16 km.**

During Reading: Have students analyze (on stickies, in a graphic organizer, or orally) per page what the most important (or top two) event is and what the most fun fact is.

After Reading: Why do you think readers get thrown by fun facts?

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Lesson 2

Strategy: Good readers make meaningful connections and distinguish unmeaningful questions as ones that don't have a "So what?".

Before Reading: Why do good readers make connections?

Mini Lesson: How do you know a personal connection matters when you read? Elicit answers from the group. A checklist might include the following:

- I'm connecting to an exciting or interesting moment in the story.
- I'm having a strong emotional connection to the story.
- The moment or connection I'm thinking of is important to me.
- I want to share my connection with others.
- I have a lot to say about my connection.

What's the difference between the following two connections?

1. I had a dog, too. (SO WHAT?!)

2. I miss my dog so much after he died. I bet the narrator misses his dog too since the dog ran away.

During Reading: Students continue reading. Teacher prompts them to only make connections that are meaningful… ones that have a "so what".

After Reading: Why do good readers ask "So what?" as they create personal connections? Summarize today's strategy by drawing a picture.