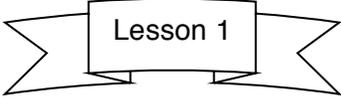# Sample Guided Reading Lesson Grade Six Reading Level

V-X / Lexile 700-1050

Grade Six Equivalent

Lesson 1

Strategy: Good readers use text evidence to figure out how the narrator wants us to feel.

Before Reading: Review academic vocabulary: narrator. Then, do a book walk.

Think-Aloud: Use *The Mystery Twin* (www.readinga-z.com)

One dark and blustery night, Mrs. Theresa Alto was securing the windows against the storm when she heard a rapid banging on the door. At first she assumed it was just the wind, but then it came. She nervously cracked open the door, keeping the chain fastened, for the Altos weren't expecting any visitors on a night like this. She saw no one, until she glanced down. **Language sets reader up for suspense**

"James, come quick!" she yelled. Startled, Mr. James Alto leapt from his chair and rushed to Mrs. Alto's side, and they cautiously opened the door. **Suspense** *On their doorstep was a tiny wicker basket with a baby sleeping soundly inside, wrapped in a pink blanket.*

"Heavens!" cried Mrs. Alto, "It's baby!"

The Altos gasped with excitement, since they had longed for a baby for many years. Mrs. Alto quickly scooped for many years. Mrs. Alto quickly scooped up the baby while Mr. Alto picked up the basket and closed the door. **Narrator changes his tone, from suspense to warmth. Narrator wants us to feel happy that they got their baby**

Based on how the narrator has started telling the story on page 1, the narrator wants the reader to feel excited for the characters, but to be on alert.

During Reading: As the students read aloud, ask the children comprehension prompts about how the narrator may feel. This may change depending on the type of narrator telling the story (whether or not the narrator is a character in the story). Push for text evidence.
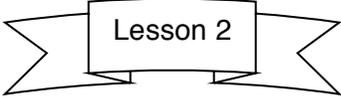
Share: How did the narrator's feeling change when the tone of the story changed?

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Lesson 2

Strategy: Good readers analyze specific word choice and determine how it affects the mood of the passage.

Before Reading: Show pictures of different emotions. Students share words that remind them of those emotions.

Think-Aloud:

The Bureau of Engraving and Printing

Most trips to government offices are not half as exciting as a trip to the place where money is made! **Exclamation point and 'exciting' : writer wants us to be engaged.** *Have you ever heard someone say, "Money does not grow on trees"? After just a short time in this building, visitors know that money definitely does not grow on trees*. **Using idiomatic expressions to engage audience.** *Printing presses spit out* **figurative language to engage** *bills of every denomination, and each one says, "In God We Trust." The Bureau prints billions of dollars each year. The bills go to banks, which give them to people, who use them to buy the things that they need and want.*

How could the writer have written it in a different tone? What would have needed to change?

During Reading: Students read nonfiction articles. Determine mood. Identify key words or phrases that impact mood.

Share: Students share out phrases that they identified. Other students hold up pictures that represent the 'emotion' or mood that they think the author wants the reader to feel.