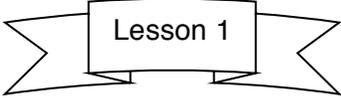




Sample Guided Reading Lesson Grade Five Reading Level

S-U / Lexile 700-800/ DRA 44

Grade Five Equivalent



Lesson 1

Strategy: Good readers ask themselves questions to help think about what dialogue really means.

Before Reading: Share a few strange lines of dialogue with kids. Ask them to act them out with different emotions:

“Get over here right now, I mean it.” (happy) (angry) (frightened)

Think-Aloud: Explain to the students that when we read, we can figure out what dialogue really means by looking at what’s happening in the scene and connecting it to what we know. We may come up with questions like the following:

Have I ever heard of this before?

Who’s speaking? Why might he or she be saying this now?

What was said before?

What’s really going on here?

Have I experienced this before?

Is this supposed to be funny, threatening, sarcastic, etc.?

Model with a page from their shared text.

During Reading: As we read today, I want you to use this chart to pick out three different moments in your story in where dialogue wasn’t obvious. Write down what they really mean and how you know.

Dialogue	What They Really Mean	How You Know
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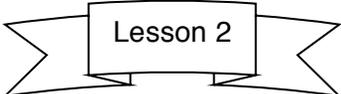
Share: Share some of the dialogue you wrote down and how you know what they really mean. How is this changing the way you look at the language of your books?



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Lesson 2

Strategy: Good readers explain the importance of the setting to mood.

Before Reading: Review academic vocabulary: *mood* and *setting*.

Think-Aloud: Model with a think-aloud of *Adventure on the Amazon* readinga-z.com (level V).

“Cammy, just try to say it once: ‘Obrigada’. It means ‘Thank you’.”

“Dad, I already told you! I don’t speak Portuguese, and I don’t want to learn.”

Ask: Where are Cammy and her family? Is the setting familiar to her? How do you know? Where could the setting be? How is the setting influencing her mood?

Cammy’s mom rolled her eyes. Most of the trip had been like this. For some reason, Cammy was not enjoying the adventure. Most twelve year olds would think a boat ride up the Amazon River was pretty cool.

Ask: What new information did we learn about the setting? Has her mood changed? How do you know?

Cammy poked at her food. “This is the third lunch in a row they’ve served this same fish. I’m getting tired of it.”

Ask: Who can paraphrase what we’ve read? How is the setting influencing her mood? Is it influencing the mood of all the characters in the same way?

During Reading: Students find parts in the text when the setting is affecting mood like above. They mark it with a coded sticky and short response.

Share: List off different strange settings. Ask kids how their mood would be changed, even if they were doing the same thing? (Like reading for instance)

Dance party in a club

Barn with lots of animals

Beach

Arctic Tundra

Mars

On a boat in the middle of a pond, intense sun