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The Guided Reading Cards

A title-specific lesson plan is included for every title in the form of a Guided Reading Card. The cards reflect the structure of a guided reading lesson and place everything teachers need at their fingertips:

- 1) Introduction to the text,
- 2) Reading the text,
- 3) Discussion of the text,
- 4) Teaching points,
- 5) Word work,
- 6) Extending understanding.

The guided reading card lesson plans are grounded in the text to explicitly teach a full range of strategies.

- A** At-a-glance specifics of the featured text.
- B Synopsis** This introduction to the text is a snapshot of the book for the teacher.
- C Introduction: Explore Informational Text (or Explore Fiction)** This part of the lesson plan introduces the book and the genre. Additionally, text structure and features are often highlighted to guide students in their reading of the book.
- D Vocabulary** Vocabulary knowledge is critical to reading comprehension. Critical vocabulary is listed using the designations of Tier One, Tier Two, and Tier Three, first suggested by Isabel Beck. In the guided reading setting, teachers can use this vocabulary in the discussion of the book and model using context and graphics clues to derive meaning.
- E Word Work** Suggestions are provided for guiding students before or during reading in decoding and comprehending increasingly difficult vocabulary within the context of the book.
- F English Language Support** Additional vocabulary support is offered for second language students.

LEVEL K

Killer Whales

B Synopsis Author Seymour Simon explores the lives of killer whales in this informational text. Simon debunks myths about these creatures, also known as orcas, and relates details about their physical attributes, their families, and where they live. Photos accompanying the text show the killer whale in detail and its amazing underwater ocean habitat.


C Introduction: Explore Informational Text
 Explain to students that this is an informational text, a book that tells true, factual information about a subject. *Unlike fiction books, which are written to entertain, informational books are written to inform the reader.* Ask students to name other informational texts they have read.
 Explain that this book is an informational text about killer whales, also known as *orcas*. Remind students to notice details about killer whales in the book's photographs as well as in the text.

D Vocabulary
Tier Two: blowhole, dolphins, dorsal fin, flippers, flukes, penguin, squid
Tier Three: North Pole, South Pole

E Word Work
 Introduce vocabulary in context as it appears within the book before or during reading. Call attention to the author's unique use of some words.

 Write the following words where all can see: *squid, penguin, dolphins*. Read the words and have students repeat. Explain that in addition to killer whales, these ocean animals are also discussed in this book. Ask students to use dictionaries and look up the definitions to learn the differences between these three animals. Discuss how these animals are alike and how they are different. Invite students to think of other ocean animals and create a list.

 Write the words *blowhole, flukes, flippers, and dorsal fin* where all can see. Explain that these words from the book are parts of a killer whale's body. Read the words and have students repeat. Use an illustration from the book and point out the location of these body parts on a whale. Then explain that the killer whale's blowhole is like a human's nose. It helps the whale breathe. Invite students to determine which other parts of a whale have corresponding parts on humans.



A Author: Seymour Simon
Genre: Informational Text
Text Structure: Description
Guided Reading Level: K

F English Language Support
 Offer realia, gestures, or photos to support the introduction of the new vocabulary. Point out the North Pole and the South Pole on a map or a globe. Explain that these areas do not have an actual pole standing on the ice or land. Describe to students how Earth spins as if on an imaginary pole, called an *axis*. Demonstrate this idea by spinning a toy top or even an apple with a pencil inserted as Earth's axis.

Perfection Learning®

G Understanding the Text The ultimate goal of guided reading is comprehension. Title-specific comprehension questions are organized within three levels of comprehension: literal, interpretive, and applied. Questions are designed to engage students in lively conversation as they return to the text to find evidence to substantiate their answers. This promotes a deeper understanding of the text and encourages the students' use of the language of the text.

G Understanding the Text

Literal: *Where does the text say killer whales live? (in all the oceans of the world)*

Interpretive: Discuss why killer whales are such good swimmers but would not move around well on land. Ask students to use evidence from the text to support their answers.

Applied: Explain to students that some movies portray killer whales as dangerous to humans. Discuss how this book portrays killer whales. Ask students to determine if the author of this book thinks they are dangerous. Have students use evidence from the text to support their answers.

H Phonics and Word Recognition

Write the words *big, fast, males, leap, but, not, like, help, and fluke* where all can see. Ask students to read the words aloud, isolate the vowel sound, and identify whether each is long or short. Then have students suggest other one-syllable words with the same short or long vowel sound.

Text Features

I Ask students to identify the main purpose of the text. Discuss some of the details that describe killer whales. Then discuss why they think the author wanted to write this book; what goal did he want to achieve?

J *What besides the text helps the author achieve his main purpose?* Explain that photos are a common feature of informational titles. Discuss why photos might have been used in this informational title instead of illustrations.

Reading Informational Text

Ask students the following questions about the text and to locate in the text where the questions are answered.

Where are most of the killer whales found? (around the North and South Poles)

When do calves, or baby whales, stop drinking their mother's milk and start eating fish and other foods? (at about four months of age)

Who studies killer whales? (scientists)

What is another name for killer whales? (orcas)

Why do killer whales make clicking sounds? (The echo of the sounds lets them know what is around them.)

How long is an adult killer whale? (around 20 feet or longer, or the length of an ambulance)

Writing

Discuss how photos can help the reader better understand text. Ask each student to skim *Killer Whales* and choose one photo. Then have students describe in writing how that one photo helps to clarify the text. Invite students to share their writings with the class.

Fluency

Model the rhythm and expression inherent in Maurice Sendak's poetry. Have fun with the language. Read each poem aloud. Then have students read with you. Offer interested students an opportunity to select a poem, practice it, and read it aloud for the group or even the class.

Share Carole King's musical version of this text. It can be found at the link shown below. Discuss with students whether they think this musical presentation adds interest to the text. Establish how the music lends fluency to the reading of the text.

H Phonics and Word Recognition Referencing grade-appropriate reading skills, suggestions use the language of the text to teach readers to apply phonemic awareness, phonics, and word study to develop literacy skills.

I Text Features These discussion points explore the various text structures and features that are the basis of informational text and build scaffolding for readers.

J Fluency This section is featured on Guided Reading Cards for fiction titles. It replaces the **Text Features** section on the Guided Reading Cards for informational titles. Suggestions involve fluency as another strategy for deepening reading comprehension. Fluency is not synonymous with speed. Fluency involves phrasing and intonation—oral reading that reflects understanding.

K Reading Informational Text Suggestions help teachers guide students in applying reading strategies to deepen comprehension, which is the ultimate goal of guided reading. For Guided Reading Cards that feature fiction titles, this section is entitled **Reading Literature**.

L Writing Writing about reading extends understanding and offers students an opportunity to borrow an author's language as mentor text in increasing their language development and building their own writing skills.

LEVEL K

Killer Whales

Understanding the Text

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Phonics and Word Recognition

Write the words *big, fast, males, leap, but, not, help,* and *fluke* where all can see. Ask students to read the words aloud, isolate the vowel sound, and identify whether each is long or short. Then have students suggest other one-syllable words with the same short or long vowel sound.

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Ask students to identify the main purpose of the text. Discuss some of the details that describe killer whales. Then discuss why they think the author wanted to write this book; what goal did he want to achieve?

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Guided Reading Level Observation Form, Level B

Group _____ Date _____

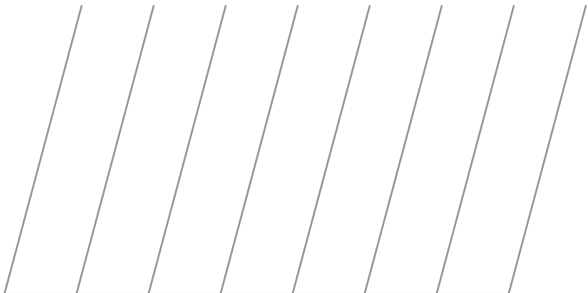


Reading Behaviors

Reads from left to right and then sweeps to next line of text or next sentence.							
Notices detail in illustrations.							
Talks about ideas in the text.							
Uses knowledge of high-frequency words to check on reading.							
Uses sound-symbol knowledge, such as first letter in the word, to read known and unknown words.							
Pays close attention to text.							
Remembers and uses repeated language patterns.							
Begins to self-monitor for meaning.							
Rereads to confirm or figure out unknown word.							
Makes personal connection to text.							

Guided Reading Level Observation Form, Level P

Group _____ Date _____



Reading Behaviors

Reads an extended text over a longer period of time.							
Reads fluently with expression.							
Reads silently except when asked to do otherwise.							
Demonstrates sophisticated understanding of text after reading silently.							
Revises predictions throughout the story with the learning of new information.							
Uses text structure and text features to understand informational text.							
Infers the theme of the story and supports thinking with evidence from the text.							
Uses context clues to understand unknown words.							
Makes text-to-text connections.							
Summarizes the text and shares thoughts in writing.							