# Guided Reading Lesson Plan (Levels M-Z)

**Title:** Weird, wild, and wonderful: Animals that Spit  **Day 1 Level:** P  **ISBN:** 978-1-4007-7283-4  **Publisher:** Sundance/Newbridge, LLC

### Before Reading: (5-7 min.)
- *Summarize plot (M)*  
- *Discuss pictures (M)*  
- *Unfamiliar book language/character names (S)*  
- *Draw upon students’ experiences (M)*

### Day 1 – (Pages 4-13)
What do you already know about animals that spit? Let’s read the back of the book and look at the table of contents together. What do you think we’ll be learning about in this book?

### Words/Text Layout:
- *New or important words (V)* – saliva p.4, territory p. 10, digested p. 11, venom p. 12, glands p. 12
- *Unusual aspect of text layout (V)* – Every two pages are a different section. Point out how headings guide understanding of the text.

### Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:
connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers summarize the most important points of each section.

### During Reading: (10-15 min.)
Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

### After Reading: (8-10 min.)
- *Discuss the story*
  - clarify confusion, revisiting parts of the text that posed problems for readers
  - acknowledge partially correct responses, seeking to understand students’ perspectives
- *Connect discussion to the teaching point and/or a comprehension strategy (see above)*

- Let’s talk about the sections we read. What’s most important in each section?
  - Pages 4-5 – Why do you think it isn’t polite to spit in public? Do you think animals worry about the politeness of spitting?
  - Pages 6-7 – What is the purpose of the llama spitting?
  - Pages 8-9 – Why would an alpaca not want to spit? How are llamas and alpacas similar? How are they different?
  - Pages 10-11 – What is another animal that chews its cud?
  - Pages 12-13 – What is the purpose of the venom that the cobras spit?

### Writing Connection (optional):
- What have you learned about animals that spit through reading today?
Guided Reading Lesson Plan (Levels M-Z)

Title: Weird, wild, and wonderful: Animals that Spit – Day 2 Level: P  ISBN: 978-1-407-7225-4  Publisher: Sundance/Newbridge, LLC

Before Reading: (5-7 min.)
*Summarize plot (M)
*Discuss pictures (M)
*Unfamiliar book language/character names (S)
*Draw upon students’ experiences (M)

Day 2 – (Pages 14-22) What did we read about animals that spit yesterday? Let’s look at the table of contents together to see what we’ll be reading about today.

Words/Text Layout:
*New or important words (V) – vegetation p.14, muzzle p. 16, nymph p. 20
*Unusual aspect of text layout (V) – Every two pages are a different section. Point out how headings guide understanding of the text.

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:
connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers summarize the most important points of each section.

During Reading: (10-15 min.)
Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)
*Discuss the story
-clarify confusion, revisiting parts of the text that posed problems for readers
-acknowledge partially correct responses, seeking to understand students’ perspectives
*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Let’s talk about the sections we read. What’s most important in each section?
-Pages 14-15 – How does spitting help the archerfish live?
-Pages 16-17 – Why would spitting water impress a female walrus?
-Pages 18-19 – Why does the spider hunt when its prey is sleeping?
-Pages 20-21 – What does the spittlebug add to the spittle to make it bubbly or frothy?

Writing Connection (optional):

-What have you learned about animals that spit through reading today?