# Guided Reading Lesson Plan (Levels A-L)

Title: Cleaning My Room  Level: G/11  ISBN: 978-1-61672-483-2  Publisher: Benchmark Unit 3

<table>
<thead>
<tr>
<th>Familiar Read: (3 min.)</th>
<th>Word Building (3 min.)</th>
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<tbody>
<tr>
<td>Familiar Writing: (3 min.)</td>
<td>Lock → Look → Hook → Hood → Good Practice more /oo/ words Room, book, wood, cook</td>
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<tr>
<td>1. Better</td>
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<tr>
<td>2. Great</td>
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<tr>
<td>3. Work</td>
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### Before Reading: (5-7 min.)
- **Book Introduction:** (include meaning, structure, visual)

The book we are reading today is called “Cleaning My Room.” How many of you have to clean your room at home? On the cover of our book, what are some items that this girl needs to clean in her room? Let’s look through our book and see if we can find a few other items that she is picking up.

- **Difficult Words/Vocabulary:** Sort (Page 2)

- **Suggested Teaching Point:** (refer to Behaviors to Notice and Support) Readers think about connections they make to the story they are reading.

### During Reading: (5-10 min.) *Revisit the teaching point as needed.

**Prompts to Support readers:** *Does it match?  Does it sound right?  Does it make sense?*

### After Reading: (5-7 min.)
- **Discuss the story**

After reading the story, do you remember how she sorted the items in her room? Where did she put her toys? What did she put her crayons, pencils, and pens in? Where is a good place to place your books and games? Do you put your books and games on a bookshelf? What is the girl’s main problem in this book? (She does not put her things where they belong. The teacher can go over clues or evidence from the story, such as her toys were not in the toy box.)

- **Return to Teaching Point**

- **Comprehension Strategy Focus:** connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance, **Sequence**

What is the first item that the girl and her mom sorted in her room? What was the second item?...

### Writing Connection: (5 min.)

I like to keep my books…