**Guided Reading Lesson Plan**

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| **Date** | **11/1/11** | | |
| **Title:** | **How To Eat Fried Worms** | **Level:**  **N** | **Day:**  **One** |
| **Introduction/**  **Meaning**  **Statement** | **If someone dared you to eat a worm, would you do it? What if they made an actual bet? Would you do it then?**  **Now, if you took the bet, how would you eat a worm? Would you boil it, fry it, freeze it, or grill it? These are**  **the things that come up in the book How to Eat Fried Worm** | | |
| **Predict /**  **Locate** | **Wouldn't (1),** | | |
| **Vocabulary** | **Squirmed(2), nagging(5), furtively(5)** | | |
| **Language**  **Structure** | **Why did Thomas Rockwell use italics on some of his words?** | | |
| **Text**  **Structure** | **What do chapter contents tell you? Look at the different titles of the chapters, what do you notice?** | | |
| **EQ/**  **Strategy/**  **Skill** | **How does making connections help you understand what you are reading?** | | |
| **Questions** | **Describe the events that lead up to the bet. What are the boys talking about? What does Will have to do in order to win the bet? Where would Alan get the money if he lost the bet? What were the conditions of the bet? Why did Billy want the money?** | | |
| **Observations** |  | | |
| **Teaching Point** | **Text to Text, Text to Self, Text to World** | | |