

# Guided Reading

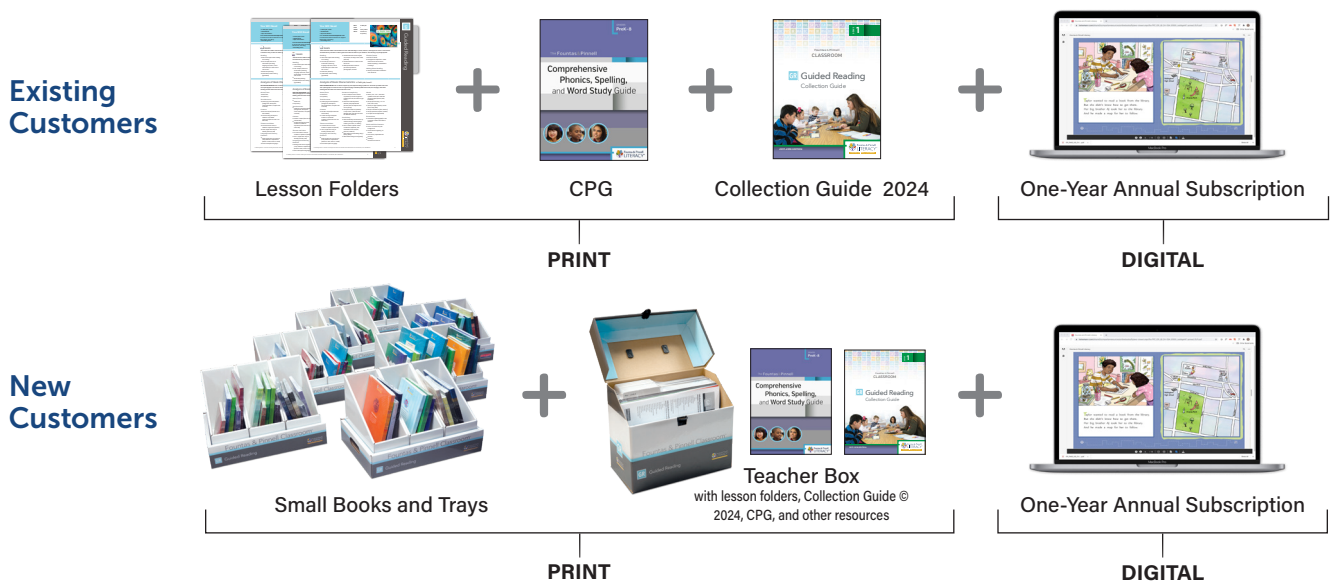
## Small-Group Instruction that Unlocks Students' Reading Potential

Boost comprehension, fluency, and foundational skills with small-group literacy instruction featuring daily opportunities for authentic phonics application. Engage students with exclusive, high interest Guided Reading texts, while nurturing the skills essential for reading success.

### Guided Reading Features

- › Comprehensive, differentiated literacy instruction for all students
- › Powerful foundational skills practice in every lesson
- › Strong comprehension, fluency, and vocabulary learning
- › Engaging, diverse leveled books
- › Effective instructional routines
- › Small-group teaching made easy

### Ways to Purchase



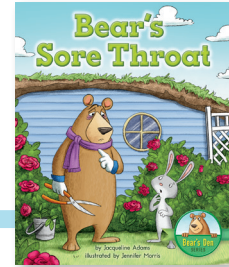
The first page of every lesson gets the teacher prepared for successful teaching.

Materials needed are outlined for ready teaching.

**You Will Need**

- *Bear's Sore Throat*, Level H
  - highlighter tape
  - magnetic letters
- Visit [resources.fountasandpinnell.com](https://resources.fountasandpinnell.com) to download online resources to support this lesson, including:
- Recording Form

**Book** *Bear's Sore Throat*  
**Level** H  
**Author** Jacqueline Adams  
**Illustrator** Jennifer Morris  
**Genre** Fiction/Animal Fantasy  
**Series** Bear's Den Series



Lesson goals are identified for each lesson. Teachers have the opportunity to tailor goals as needed with *The Literacy Continuum*.

**Goals**

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level H in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

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| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>■ Use the illustrations to extend meaning.</li> <li>■ Take words apart while reading for meaning.</li> <li>■ Reread to confirm.</li> <li>■ Demonstrate fluent reading.</li> <li>■ Understand the meaning of a contraction [couldn't].</li> </ul> | <ul style="list-style-type: none"> <li>■ Understand words and phrases related to household chores.</li> <li>■ Make connections between personal experience and a text.</li> <li>■ Talk about characters' feelings.</li> <li>■ Infer obvious humor.</li> <li>■ Understand that sometimes you need to forgive others' mistakes.</li> </ul> | <p><b>Phonics/Letter and Word Work</b></p> <ul style="list-style-type: none"> <li>■ Understand and talk about the fact that some letters represent vowel sounds.</li> <li>■ Recognize and use high-frequency words: <i>so, he, to, do</i>.</li> </ul> <p><b>Writing About Reading</b></p> <ul style="list-style-type: none"> <li>■ Represent information from a text.</li> </ul> |
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A Phonics/Letter and Word Work Word goal is included in every lesson and features examples from the text.

Important information is provided about the book to support teacher understanding and preparation.

**Analysis of Book Characteristics** *Bear's Sore Throat*, Level H

**How The Book Works** Part of the Bear's Den Series, this animal fantasy is told in chronological sequence with some similar episodes. When Bear is too sick to do chores, Rabbit and the little snakes try to help him, but misunderstandings lead to humorous results.

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| <p><b>Genre/Form</b></p> <ul style="list-style-type: none"> <li>■ Fiction</li> <li>■ Animal fantasy</li> <li>■ Series book</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>■ Narrative text with straightforward structure (beginning, series of episodes, and ending)</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>■ Familiar content (getting sick, friends, chores)</li> </ul> <p><b>Themes and Ideas</b></p> <ul style="list-style-type: none"> <li>■ Concrete theme close to students' experience (friendship)</li> <li>■ Ideas close to students' experience (caring for others, helping friends)</li> <li>■ Humor that is easy to understand</li> </ul> | <p><b>Language and Literary Features</b></p> <ul style="list-style-type: none"> <li>■ Plot that includes multiple episodes</li> <li>■ Variety in presentation of dialogue (dialogue with pronouns, split dialogue)</li> <li>■ Dialogue usually assigned to a speaker</li> <li>■ A few simple elements of fantasy (talking animals)</li> </ul> <p><b>Sentence Complexity</b></p> <ul style="list-style-type: none"> <li>■ Some sentences with adjectives and prepositional phrases (Rabbit and the little snakes put ice cubes on top of the cupcakes.)</li> <li>■ A few compound sentences joined by <i>and</i> (The little snakes pulled a blanket over Bear, and Mrs. Snake fed him some hot soup.)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>■ Most vocabulary words known by students through oral language, listening to stories, or reading</li> </ul> | <ul style="list-style-type: none"> <li>■ Adjectives describing people, places, or things (little, terrible, hot)</li> </ul> <p><b>Words</b></p> <ul style="list-style-type: none"> <li>■ One-, two-, and three-syllable words (throat, terrible, pencil)</li> <li>■ Verbs with inflectional endings (playing, pointed, putting)</li> <li>■ Compound words (outside, cupcakes)</li> </ul> <p><b>Illustrations</b></p> <ul style="list-style-type: none"> <li>■ Illustrations with details that extend interest and sometimes humor</li> </ul> <p><b>Book and Print Features</b></p> <ul style="list-style-type: none"> <li>■ Sentences beginning on the left and turning over several lines</li> <li>■ Bold used for emphasis ("It seems <b>very</b> strange to take out the trash!" Rabbit said.)</li> <li>■ Periods, commas, question marks, exclamation marks, and quotation marks</li> </ul> |
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The *Comprehensive Phonics, Spelling, and Word Study Guide* is included as a foundational skills teaching companion.

For more information about concepts presented in the lesson, see Letter-Sound Relationships row 19 and High Frequency Words row 2 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.

To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

**Supporting English Learners**

Support students' understanding of multiple-meaning words.

- Explain that in English some words may look the same but have different meanings.
- Support students in understanding the following multiple-meaning words used in this story: *clip, ice, take out*.

Modify teaching as needed with suggestions for supporting English language learners.

Prompts are provided to guide the teacher as students read the text quietly.

**Supporting English Learners**

Support students' reading fluency.

- Demonstrate how to take apart a word the student has difficulty reading.
- Have the student repeat the process and read the word.
- Check for appropriate pronunciation and that the student understands the meaning of the word.
- Have students echo-read sentences with difficult words.

Begin each lesson with a Word Study Warm-up. Get students ready to think about sounds, letters, and words as they read the text.

**Warm-Up: Phonics**

Help students learn vowel sounds.

- Some letters are vowels. Every word has at least one vowel sound. A, e, i, o, and u are vowels (and sometimes y). Write the vowel letters on the board.
- Say the five short vowel sounds slowly while pointing under each vowel. Say the vowel sound /a/ with me. • What letter stands for the sound /a/? • The letter a stands for the vowel sound /a/. Repeat with the short vowel sounds /e/, /i/, /o/, and /u/.

Build background knowledge, engage children in deep thinking, and discuss important text elements before reading.

**Introducing the Text**

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by •).

- There is *Bear and his good friend Rabbit*. Look at the title page of *Bear's Sore Throat*. • What other characters will be in this *Bear's Den Series* book? • If students have read other books in the series, ask what they know about Bear and his friends.
- How do you feel when you have a sore throat? • In this story, Bear was sick with a sore throat, so his friends tried to help him.
- Turn to pages 2 and 3. Bear's throat was so sore that he couldn't talk. Find the word couldn't on page 2. • Couldn't is a short way to say the words could not. Even though Bear was sick, he had work to do. He had to clip the roses in his garden.
- What do you see on page 4? • Bear used clippers to cut a branch from the rosebush and put it in the bucket. That is how he clipped the roses.
- Turn to pages 6 and 7. Rabbit and his friends offered to help Bear. Since Bear couldn't talk, he wrote on paper what his friends could do to help him. What did he write? • Rabbit said, "It seems strange to clip the roses." Say the word strange slowly. • What sounds do you hear at the beginning of the word strange? • You hear the sounds /s/, /t/, and /r/. What letters stand for those sounds? • The letters s, t, and r stand for /s/ /t/ /r/. • Find the word strange on page 6, say it softly, and run your finger under it.
- Now, look at page 7. What were Rabbit and the little snakes doing? • They were putting paper clips on the rosebushes! Is that what Bear meant when he asked them to clip the roses? • Let's share our thinking.
- Turn to pages 10 and 11. Do you think something's going to go wrong again? • What does Bear's note say? • Rabbit said, "It seems **very** strange to take out the trash!" Find the word very. • Say it. • Notice the word is in bold. What does that mean? • It means you need to say the word a little louder.
- Look at page 11. How did Rabbit and the little snakes take out the trash? • Is that what Bear wanted?
- Go back to the beginning and read about how Bear's friends tried to help him.

Purposeful prompts are provided throughout each lesson for easy teaching.

**Reading the Text**

As the students read softly, notice what individuals do at difficulty or after an error, so you can demonstrate, prompt for, or reinforce effective strategic actions.

- If a student reads a word that doesn't make sense, prompt with *Let's look at that word again*. Remind students to look at each letter and think about the sound it represents as they move through the word left to right.
- To promote fluent reading, prompt with *Make your reading sound smooth*. Reinforce with *You made it sound smooth that time*.

After reading, ensure understanding and comprehending with a group discussion.

### Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *Bear's Sore Throat*.
- To encourage discussion, you may want to select from the following questions/prompts:
  - *At the beginning of the story, Bear felt terrible, but he had work to do. Did he feel better by the end of the story? He still had work to do, but how did Bear's friends help him feel better?*
  - *Look at pages 7, 9, and 11. Let's talk about Bear's feelings. Who has an example?*
  - *Look at page 16. How did Bear feel about the cupcakes with ice? Mrs. Snake was puzzled by the cupcakes with ice. How do you know that?*
  - *Do you think this story is funny? Talk about what parts are funny.*
  - *Jacqueline Adams wrote this story about Bear and his friends. Could it really happen? How do you know? This is a special kind of fiction called animal fantasy.*
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

**Supporting English Learners**

Support students' discussion of the story.

- Point out that an animal fantasy is a story with talking animals.
- Work together with students to point out illustrations that reinforce that this book is an animal fantasy.
- To help students answer the prompts, provide oral sentence frames [e.g., *The illustration shows that Bear feels \_\_\_\_\_. This story is funny because \_\_\_\_\_. This story [could/could not] happen because \_\_\_\_\_.*].

Bear's Sore Throat Level H

Examples are provided for student thinking within, beyond, and about the text.

**Thinking *Within* the Text**

- Bear was sick with a sore throat and couldn't talk, but he had work to do.
- Bear's friends offered to help him.
- Bear wrote down each chore (clip the roses, ice the cupcakes, take out trash).
- Bear's friends put paper clips on the roses, put ice cubes on the cupcakes, and took the trash out of the can and put it on the floor.
- Mrs. Snake brought soup for Bear and then they all had cupcakes with ice.

**Thinking *Beyond* the Text**

- ◆ Rabbit, the little snakes, and Mrs. Snake were good friends to Bear. They tried to help him when he was sick.
- ◆ Because Bear couldn't talk, he couldn't correct his friends when they misunderstood his written instructions.
- ◆ Bear felt frustrated when his friends did his chores the wrong way.
- ◆ Bear was a good sport in the end. He ate the cupcakes with ice along with his friends.

**Thinking *About* the Text**

- The illustrations extend meaning about how the characters felt.
- The humor in the story is dependent on the characters' misunderstandings of multiple-meaning words.
- This story could not happen because animals don't talk and act like people.
- In Bear's Den Series books, Bear's friends often make well-intentioned mistakes, but he is always nice about it.

**MESSAGES** Thoughtful gestures and kindness can help you feel better when you are sick or unhappy. It's best to forgive mistakes when they are made with good intentions.

Teach responsively to the needs of the students to propel learning forward.

### Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking about the text.

**Critiquing: Sharing Opinions About a Text**

- Help early readers think about the text and state their opinions about it. *You can talk about your thoughts and feelings about a book after you've read it. Prompt children to talk about their opinions by asking specific questions. • What was your favorite part of the book? • Why? • What did the writer do to make the book interesting? • Can you say more about that? • Did you like the way the book ended? • Why or why not?*

Example provided for convenient teaching.

15 Instructional Routines offer familiar, confident teaching and learning.

Students practice explicit phonics/letter and word work during hands-on learning opportunities.

Bear's Sore Throat Level H

For more information about concepts presented in the lesson, see Letter-Sound Relationships row 19 and High Frequency Words row 2 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.

To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

Digital phonics activities are provided for more student practice.

**Supporting English Learners**  
Support students' writing.

- Help students choose one of Rabbit's mistakes.
- Use the illustrations in the story to talk about the mistake.
- Have students orally rehearse the sentence they will write.
- Help students write the sentence with interactive writing.

Students reinforce learning with impactful, related writing opportunities.

Regular opportunities to apply phonics and foundational skills help learning stick for students.

### Phonics/Letter and Word Work

Help students become more flexible working with letter-sound relationships.

#### Instructional Routine: Notice and Find

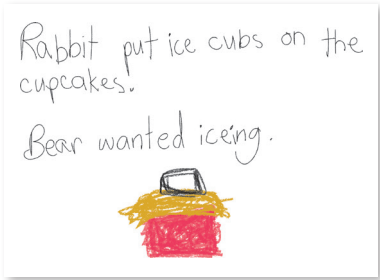
1. Tell the students you are going to teach them about vowels. *Some letters are vowels. The letters a, e, i, o, and u are vowels. The letter y sometimes is a vowel.* Draw students' attention to words that clearly illustrate the phonics skill you are teaching. *Turn to page 6. Say the word can and find it on the page. Which vowel letter do you notice in this word? • In the word can, what vowel sound does the letter a stand for? • The letter a stands for the sound /a/.*
  2. Repeat with the words *bed, clip, got, and up*, as well as the word *very* on page 10. Help students recognize the short vowel sounds of *a, e, i, o, and u*, and the long *e* sound represented by the *y* in *very*.
  3. Invite students to find other examples on pages in the book and highlight the words using highlighter tape. *Can you find other words with the vowel a? You found the word back. The letter a stands for the sound /a/. Place highlighter tape on the word back.*
  4. Reinforce with *Some letters are vowels. Every word has at least one vowel sound. A, e, i, o, and u are vowels [and sometimes y].*
- If time permits, have students read and write high-frequency words: e.g., *so, he, to, do*.
  - **Dictate-Write-Read:** Say the word *bed*. Say the sentence *Bear got into bed*. Model writing the sentence. Have the students write it and read it aloud.

### Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

#### Independent Writing: Sentences

- Talk with students about the instructions Bear gave Rabbit and how Rabbit got the wrong idea about each chore. Ask them to recall the instructions that caused Rabbit's confusion (*clip the roses, ice the cupcakes, take out the trash*).
- Tell students that they are going write in the *Reader's Notebook* about one of Rabbit's mistakes.
- Prompt for quick writing of known words. Encourage students to say words slowly so they can write the letters that represent the sounds they hear.
- Have students reread and illustrate their sentences. If time allows, invite them to share their work with the group.



### Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level H in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.

Assessment guides the teacher to confirm student understanding of the text.

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