

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Vampire Bunny Level: 34/O ISBN: 0-439-80237-7 Chapters 1 & 2

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss picture (M)

\*Draw upon students' experiences (M)

This story is about a dog named Harold and a cat named Chester. They live with Mr. and Mrs. Monroe and their children, Toby and Pete. One night the family returns with a rabbit in a box that they found at the movie theater. They name the new bunny, Bunnacula. With Bunnacula's arrival, new and strange things start to occur around the Monroe household. Let's read and find out what Harold and Chester discover about their new family member.

Text Layout/Words:

\*New or important words (V)

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers pay attention to details as they read over several days.

Readers think about the plot of the story (setting, characters, problem, and solution).

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

Why did they name the new rabbit, Bunnacula?

Why was Chester acting strangely? What was he doing?

What were some of the characteristics they used to describe Bunnacula?

What kind of rabbit do you think Bunnacula is?

Assignment:

Write down the characteristics of Bunnacula that support he is a vampire bunny.

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Vampire Bunny Level: 34/O ISBN: 0-439-80237-7 Chapters 3 & 4

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss picture (M)

\*Draw upon students' experiences (M)

Quickly recap what you read yesterday.

In the next two chapters, more strange things are occurring in the Monroe household. Chester the cat decides he needs to do something about it. Let's read and find out what Chester does.

Text Layout/Words:

\*New or important words (V)

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

**connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance**

Readers pay attention to details as they read over several days.

Readers make connections (text to self, text to text, and text to world).

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

Where does Chester get the idea that Bunnacula is a vampire bunny?

Have you ever heard of vampires before? What are they like?

What does he try to do to protect himself?

Did Bunnacula like it? How do you know?

What happens to Chester at the end of Chapter 4?

Do you think Chester will still try to get rid of Bunnacula even after his punishment?

What do you think he'll do next?

Assignment:

What do you think will happen next?

Write down your predictions.

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Vampire Bunny Level: 34/O ISBN: 0-439-80237-7 Chapters 5, 6, & 7

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss picture (M)

\*Draw upon students' experiences (M)

Quickly recap what you read yesterday.

In last three chapters, Harold notices that Bunnicula is starting to look sick and he wants to help him out. However, Chester still doesn't trust Bunnicula and he will do everything he can to protect the kitchen from the vampire bunny. Let's read and find out what happens.

Text Layout/Words:

\*New or important words (V)

\*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

Readers pay attention to details as they read over several days.

Readers think about the plot of the story (setting, characters, problem, and solution).

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

How did Harold know Bunnicula wasn't feeling well?

What was Chester doing to protect the kitchen?

How did Harold try to help Bunnicula?

What did the Vet say about the three animals?

How does the story end? How is the problem resolved?

Does Chester trust Bunnicula at the end of the story?

Assignment:

Summarize the end of the story. How is the problem resolved?