

GUIDED READERS

LEXILE

2nd - 3rd
Grade

Illustrations
Name: _____ Date: _____
Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Illustrations

Draw another illustration to go with the story. Explain how your illustration connects with the words in the story.

Weekends with Grandpa



Magic
CORE

illustrations



I love weekends. I can relax and do fun things at home. I read books and play with my toys. Sometimes, I go to the skateboard park. My favorite thing to do on the weekends is spending time with my grandpa. We watch baseball games on TV. We go fishing at the lake. I even help Grandpa pick vegetables from the garden. We make delicious, fresh salads. My grandpa and I have so much fun together. We do this every weekend. Well, this weekend was different.



Yesterday was Friday. All I could think about was my grandpa. I was so excited. I wondered about the new adventures we would go on this weekend. "What will I do at Grandpa's house this weekend?" I asked Mom. "Should I bring my fishing rod? Where will we go? Can we go hiking again?"



Illustrations

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Weekends with Grandpa



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ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."





Overview of How to Teach Guided Reading

Gone are the days of Round Robin reading. Research shows the best way to conduct guided reading is by assigning small chunks of text for students to read silently, with you by their side for guidance.

What the Teacher does:

- Introduces the text
- Models effective pre-, during, and post-reading
- Teaches vocabulary, both through preteaching and context clues
- Assigns small chunks of reading to students (while they sit with their small group)
- Listens to students read aloud one at a time to the teacher to guide student fluency and engagement
- Asks comprehension questions
- Guides retellings
- Guides activities for a focus skill

What the Students Do:

- Engage in discussions with the teacher and groupmates
- Practice reading small chunks of text silently and aloud to the teacher
- Answer questions (typically orally)
- Practice key skills independently
- Practice rereading to improve fluency and comprehension

How to Use the Small Group Lesson Plan

Each week focuses on one book. The main focus of guided reading should be general reading comprehension. Each lesson is designed to last approximately 15 minutes.

- Mondays: Prereading activities
- Tuesdays-Wednesdays: Reading the text in chunks.
- Thursdays: Rereading and retelling
- Fridays: Assessment and skill focus

Notes Section: This is designed so you can jot observational notes about a specific student's progress right on the lesson plan.

Running Record Form: Each week, conduct a running record for each student. This will help ensure students are grouped properly and track student fluency.



READING SMALL GROUP PLANS

Week of: _____

Students:

Focus Skill:

Standard:

Book:

MON.

Pre-Reading

Build Schema: What do you think this story is about? What helped you make this prediction?

Example: I think this story is about a boy who spends his weekends with his grandpa doing things outside. I think this because the title says Weekends with Grandpa and there is a picture of the boy and grandpa with fishing poles and hiking gear.

- ☐ Picture Walk
- ☐ Oral Predictions
- ☐ Review vocabulary in glossary. As you review each word, have students find the words on the page.

NOTES:

TUES.

During Reading

Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. After everyone has read, ask:

1. Who is the main character? Do we know his name? (the narrator, no)
2. What do we know about him? (he spends every weekend with his grandpa, but he says this weekend was different)
3. What are some things he likes to do with his grandpa? (go fishing, pick vegetables, watch baseball, go hiking.)

Students read page 4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

1. What is the problem in the story? (Grandpa has a doctors appointment and he thinks he won't be able to spend the weekend with him)
2. Let's retell what has happened in this story so far. (Have students volunteer to tell events. In the beginning, the narrator describes all the fun things he likes to do with grandpa. We learn how much he loves spending time with him. Then mom gets a phone call from grandpa saying that he has a doctors appointment. The narrator is sad because he thinks he won't be able to spend time with grandpa.

NOTES:



Weekends with Grandpa

At the top of my birthday list is basketball shoes. My mom and I saw them in a case at the mall. The shoes make you jump high. They come in my favorite color. I knew I had to have them. I wrote notes to remind my mom. This will be the best birthday ever!

I could not sleep. I tossed and turned and dreamed of jumping. When the sun came up, I ran from my bedroom and woke my mom. I asked to open my gifts. I grabbed the box in the back. I tore the paper, and I put on the new shoes. I loved them. I practiced jumping. My heart fell when I saw the laces. Why didn't I think of this? I was so excited that I forgot that I could not tie shoes.

My mom saw my face. "What's wrong?" she asked. "Do they not fit? Did I get the wrong color?"

FLUENCY SCORE

	Total Words	-	Errors	=	Words Per Minute (WPM)	Accuracy % (WPM + Words Read) X 100
1 st Read						

FLUENCY COMPONENTS

- ☐ Rate
- ☐ Accuracy
- ☐ Punctuation
- ☐ Expression

Weekends with Grandpa

I love weekends for a variety of reasons. First of all, I can relax and do fun things at home since I don't have to attend classes at school. Instead of doing schoolwork, I can read novels in bed, play with my robot toys, and participate in nearby community activities. For example, sometimes I go to the skateboard park with my friends. We do this after school on Fridays. Out of all these things, my favorite weekend **pastime** is going to my grandpa's house. My grandpa and I have so much fun together. We enjoy watching baseball games on TV and going fishing by the lake. I even help him pick vegetables from his enormous backyard garden. We use the vegetables to make delicious, fresh salads. He and I do these exciting things every weekend—well, almost every weekend. This weekend was a little bit different. Allow me to explain.

You see, yesterday was Friday, one of my favorite days of the week. The only thing that I could focus on all day was my grandpa. I was really looking forward to hanging out with him, and I imagined all the new, exciting adventures that we would go on this weekend. "What should I expect to do at Grandpa's house this weekend?" I asked Mom with an enthusiastic smile. "Should I bring my fishing rod and tackle box? Where else might we possibly go? Can we go hiking up the old, dirt road again?"

"Oh, I'm so sorry," she responded gently. I heard a sad tone in my mom's voice, so I sensed that what she was about to say was not going to be good. "I just received a call from Grandpa earlier this morning. Unfortunately, he has to go to a doctor's appointment today. I'm afraid you won't be able to go visit him this weekend because he may be sick. Grandpa should probably get plenty of rest at home alone. I hope you understand, dear."

I felt **crushed** when I heard this awful news. I've spent every single weekend with my grandpa since I was a toddler, and this would be the first one without him. Now, what am I supposed to do?



I decided to read a book since reading always makes me feel better. "Once upon a time, there was a rabbit named Peter," I read aloud. "He had three siblings named Flopsy, Mopsy, and Cottontail. Their mother warned them not to play in Mr. McGregor's garden." That garden made me think of my grandpa and how much I love helping him pick vegetables. "Too bad I can't see him this weekend," I thought to myself. No matter how hard I tried, I just could not **concentrate** on the story. I started to feel **frustrated** because everything reminded me of Grandpa! "I may as well just go to bed," I said. "This will help me get my mind off Grandpa."

|||||

This morning felt strangely awkward. I did not get a phone call from my grandpa, and he was not downstairs waiting for me. That is what he normally does on Saturday mornings. I ate my breakfast, but it didn't quite taste the same. Waffles are my favorite, and they're Grandpa's favorite, too. I sighed as I thought about how Grandpa would devour these waffles and ask for extra syrup.

My dad noticed that I wasn't my usual self. He sat next to me at the table and said, "Cheer up. I'm sure you will see Grandpa next week. Hey, maybe we can go to the park and play a game of baseball?"

Suddenly, a familiar voice boomed through the kitchen window.

"Did someone say baseball?"

I knew that voice very well. I was certain it was my grandpa! I looked out the window and there he was. When I saw him standing by the front door, I immediately **scurried** downstairs.

"Let's go!" Grandpa shouted joyfully. "We don't want to miss the first **pitch**." Grandpa was wearing a blue baseball cap, and he was holding a colorful Hillstown Hawks flag. At that moment, I had mixed feelings: both happy and confused.

"But wait, I thought you were sick," I said. "What about your doctor's appointment? Why aren't you at home resting?"

"It was just a **routine** check-up and I feel perfectly healthy!" Grandpa replied. "I have a big day planned for us, so grab your baseball glove and let's get going."



Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. What are some things the narrator likes to do with his grandpa? Choose all that are true.

- a. Watch baseball
- b. Ride bikes
- c. Go fishing
- d. Pick vegetables
- e. Go swimming

2. What happens after mom gets a phone call from grandpa?

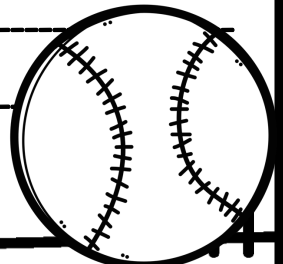
- a. Grandpa comes to get the narrator for a baseball game
- b. The narrator thinks about how excited he is to spend the weekend with grandpa
- c. Mom tells him grandpa might have to stay home and he feels sad
- d. The narrator thinks about how waffles are grandpa's favorite food

3. Write 2 things the narrator does that make him miss spending time with his grandpa.

- 1. _____
- 2. _____

4. Why are the weekend days circled on the calendar in the first picture?

5. How does the illustrator show how the narrator is feeling?



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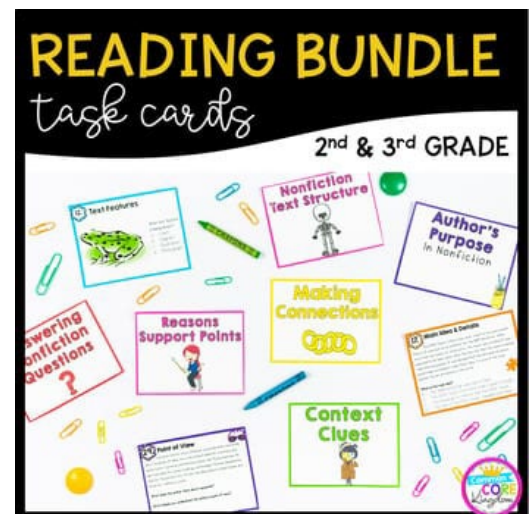


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