

Grade-2

Guided Reading—The Mystery of the Clever Cat (level J)
(Literacy by Design)

Teacher: Kristen Sadaly

Subject: Title I Reading

Standards:

- ✓ 1.1.2. E: Demonstrate accuracy and automaticity in oral reading of grade level text.
- ✓ 1.1.2.A: Identify the author's purpose and type, using various genres.

Objectives:

*Students will be able to:

- Read a grade level text with fluency and accuracy.
- Make predictions based on evidence found within the text.
- Discuss the author's purposeful writing and recognize that clues were woven thoughtfully into the story in order to lead to a logical conclusion.

Procedure:

1. Introduction (5 minutes)

- Tell students that today we are going to be working as detectives while we read. This means we will have to stop to gather and record clues that the author is giving us so that we can make a well-informed prediction based on what we have read.

2. Shared Reading (15 minutes)

- Begin reading the story. Model how to stop and think like a detective about what clues the author has given us so far. Do this by asking *what do I know about the story so far?* at the end of the first page.
- Use a think aloud technique to demonstrate how to think about the characters the author has introduced and what I know about them so far.
- Record information on the whiteboard for later reference.
- Ask for a volunteer to continue reading.
- At the end of each page prompt students to ask themselves *what do I know about the story so far?* Ask students if any new information can be added to the whiteboard.

- Stop reading on page 12 and review the information listed on the whiteboard
- Allow each student to write down a prediction about how this mystery is going to be solved. Remind the students to write in complete sentences and to explain what clues led them to this prediction.
 - Example: *I think that Cinnamon climbed into the house through a window that Marc forgot to close because the author told us that Cinnamon is big enough to climb now.*

3. Clues/Predictions (5 minutes)

- Share predictions.
- Refer to the chart and text to make sure predictions make sense. For instance, the author makes it a point to tell us that all of the windows and doors were shut, eliminating this possibility.

4. Shared Reading/Check Predictions (5 minutes)

- Ask for a volunteer to continue reading on page 13.
- Discuss the way the author chose to conclude her mystery. *How did the author choose to solve the mystery? Were our predictions accurate?*

Closure/Review/Assessment:

- *Why did the author begin her story with the mail carrier delivering letters to Marc's home?*