



Summary

This book provides information about how to act responsibly. The book informs the reader about what responsibility means and how to be responsible.

Guided Reading Level	Lexile Level	100th word	Total Word Count
0	625	rather pg. 14	140

Standards:

Common Core Language Arts

- Ask and answer questions to demonstrate understanding
- Determine the meaning of academic vocabulary
- Read with sufficient accuracy and fluency to support comprehension

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Use compound words Use pronouns Use a variety of ending techniques	Summarizing information Connecting text to self using prior knowledge Asking questions	Compound words Self-monitoring and self-correcting Locating known and unknown words	dishes garbage proud recycle rules school

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Responsibility** – Introduce **Responsibility** by looking at the cover photo and starting a discussion about what they know about responsibility and what they think the book might be about.
Suggested questions to facilitate introductory conversation:
 - *What do you already know about responsibility?*
 - *Do you have to be responsible? What does it mean to you to be responsible?*
3. Skimming and Scanning **Responsibility** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - *Look at the text on pg. 6. Why do you think the word garbage is in bold? Direct students to the glossary in the back of the book.*
 - *Look at the picture on pg. 11. What is happening in this picture?*
 - *Locate a word in bold in the text that you do not know. Look up that word in the glossary. What does it mean?*
 - *Give each student a sticky note before they read. Ask them to mark something they found interesting or new to them with the sticky note.*
4. Reading **Responsibility** – Students read independently or with a partner.

5. After reading **Responsibility** – Open the conversation with a question that relates to the comprehension strategy of summarizing information. After a brief conversation about the contents of the book move to questions that support your lesson focus.
Suggested after reading content connection questions:
 - *What was the main idea of Responsibility?*
 - *Can you provide an example of what it means to be responsible?*
 - *Do you think it is important to act responsibly? Why?*
 Suggested after reading lesson focus prompts:
 - *I noticed (student's name) using (reading strategy) while you were reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)*
 - *Did you think about what you already knew about responsibility to help you while you read? Tell us about it.*
 - *Did you use the glossary when you got stuck? Tell us about it.*
6. After Reading Application for **Responsibility** – Have students complete the reproducible Word Web. In this reproducible students will write the main idea in the middle of the reproducible and then write subtopics in the circles and words that relate to that word in the spokes.



Name: _____

Date: _____

Responsibility

Directions: Write the main idea in the center box. Begin the word web by writing subtopics in the circles. Now write words related to the subtopic on the spokes coming off of the subtopic circles.

