



Summary

This book provides a story about learning to share and take turns. The reader learns vocabulary and skills to help in dealing with the social skill of sharing.

Guided Reading Level	Lexile Level	100th word	Total Word Count
C	BR	N/A	62

Standards:

Common Core Language Arts

- With prompting and support, ask and answer questions about key details
- With prompting and support, identify characters, settings, and major events
- Ask and answer questions about unknown words

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

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Use quotation marks Use pronouns Use question and exclamation marks	Determining important supporting details Connecting text to self using prior knowledge Predicting	Using picture clues Self-monitoring and self-correcting Locating known and unknown words One-to-one matching	again play scored sorry team turns

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **It's My Turn** – Introduce **It's My Turn** by looking at the cover photo and starting a discussion about what they know about taking turns and what they think the book might be about.
Suggested questions to facilitate introductory conversation:
 - *What do you already know about taking turns?*
 - *Do you take turns when you play? Have you or a friend ever not wanted to take turns?*
3. Skimming and Scanning **It's My Turn** – 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. 4. The marks around the sentence are called quotation marks. Do you know what they are for?*
 - *Look at the picture on pg. 20. Why do you think he is apologizing? How does it make you feel when someone has apologized to you? How about if they don't apologize to you?*
 - *Look at pages 4 and 5. What are they getting ready to do? Think about the title of the book. What do you think will happen in the story?*
 - *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 **It's My Turn** – Students read independently.
5. After reading **It's My Turn** – Open the conversation with a question that relates to the comprehension strategy of predicting. 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 happens in the story? Were your predictions correct? Tell me about it.*
 - *Can you provide an example of a time when a friend did not want to take turns? What happened?*
 - *Do you think there is a time when you may not be able to take turns?*
 - *What can you do if someone isn't taking turns?*
 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 taking turns to help you while you read? Tell us about it.*
 - *Did you point to each word as you read the book? How did that help? Tell us about it.*
6. After Reading Application for **It's My Turn** – Have students complete the reproducible Putting Events in Time Order. You may want to review the order of events first as a class prior to this activity.

Name: _____

Date: _____

It's My Turn

Directions: First use the book to make a list of 4 important events. List them in the box below:

Four important events:

Now complete the timeline below. Sequence the events you listed above in the order they happened by writing each event in the correct box.

1st Event

2nd Event

3rd Event

4th Event