



Summary

This book is about a brother and a sister who learn other fun activities to do besides watching TV.

Guided Reading Level	Lexile Level	100th word	Total Word Count
G	250	this p. 11	240

Standards:

Common Core Language Arts

- Describe characters, settings, and major events
- Use illustrations and details in a story to describe events

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

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Present information through cause and effect Extend sentences with: where, when, how, how many, and why	Text to self Prior Knowledge	Using pictures clues Locating known and unknown words	activities argue directions fountain  imagination picnic recipe

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Too Much TV!** – Introduce **Too Much TV!** by looking at the cover photo and starting a discussion about watching TV.  
Suggested questions to facilitate introductory conversation:
  - Look at the picture on the cover. Describe what you see.
  - What does the title of the book tell you about the children?
  - Share with your partner some things you like to do besides watching TV.
3. Skimming and Scanning **Too Much TV!** – Use this time to introduce or review your lesson focus strategies and/or skills.  
Suggested skimming and scanning prompts:
  - Look at page 19. What do you see?
  - Why do you think the author included this in the book?
  - Why do you think the children are making a list?
4. Reading **Too Much TV!** - Students read independently.
5. After reading **Too Much TV!** – Open the conversation with a question that relates to the comprehension strategy which is connecting text to self. 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 are some things we can do besides watch TV?
  - Why is watching too much TV a problem?
 Suggested after reading lesson focus prompts:
  - I noticed that some of you were able to connect with the characters. What are some things that happened to you when you watched too much TV?
  - How did you solve the problem?
  - I noticed (student's name) using the pictures as clues while you were reading? Did it help you to better understand the story?
6. After Reading Application for **Too Much TV!** – Have students complete the reproducible Story Map. Identify the characters and settings and what caused the problem and how was it solved.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Too Much TV!**

Directions: Retell the story using the story map. You can draw or write about the story in the boxes below.

Characters and Setting

Important Event

Problem

Solution