STOP PLEASE READ

This resource contains MANY pages and can be confusing if you don’t follow these directions. FIRST, download the resource, SAVE it to your computer, then CLOSE the download page. DO NOT try to print the downloaded resource. Open the file you just saved. Now, look through the resource and decide WHICH pages you are going to print. I have included TWO DIFFERENT FORMATS of the guided reading books, so please choose the format you want and ONLY print that format to save paper & ink. You can click/highlight the pages in the side bar and ONLY print those pages. Please also read the direction pages so that you can see how this resource is organized and utilized. Thank you so much :)

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STOP

FREEBIE ALERT

Thank you!

As a THANK YOU for supporting my TPT shop, please enjoy this FREE GIFT!

Click the GIFT to download your FREEBIE!
Implementation

To begin implementing this Guided Reading Unit, first prepare your materials:

* Make color copies or black and white copies of the printable books for your groups. I like to make 7 books for each leveled book. (Please see the video on How to Assemble your Guided Reading Books on the following page.)

* Print & cut out the Digital QR Code cards and put them in a basket or on a ring. Display them in an area that is easily accessible for the students. (Do this step only if you are planning on using the digital format of the books.)

* Print your Guided Reading Instructional Guide trifold and laminate it.

* Print and laminate enough copies of the Decoding Bookmarks for your students to use while they are reading.

* Print out one copy of the Reading Level Dot system card to keep by your Guided Reading area for ease of reference.

* Print out the Guided Writing activities to use for your extension activities.
How to Assemble the Guided Reading Books

I have included TWO PRINTABLE versions of each leveled book. You have the option of printing each booklet double-sided, where the pages must be printed back-to-back in order to be formatted into a book. Or, you can print EACH page spread on ONE sheet of paper, fold each sheet of paper, and staple it into a book. Click on the video below to see how the booklet is assembled WITHOUT double-sided printing.
Implementation Tools

The following pages include the lesson plans and additional tools to use during your Guided Reading small group lesson.
BOOK: The Trouble with Terry

INSTRUCTIONAL FOCUS:

- Comprehension Strategy: Story Structure & Inferring
- Comprehension Skills: Prediction, Character Analysis, and Plot
- Reading Skills: Fluency & Decoding

MATERIALS:

- Printable book
- Digital book
- Decoding Bookmarks
- Write-Its
- Guided Reading Instruction Trifold

STANDARDS:

- RL.2.1 & RL.3.1
- RL.2.3 & RL.3.3
- RL.2.5 & RL.3.5
- RL.2.7 & RL.3.7
- RL.2.10 & RL.3.10
- RF.2.3 & RF.3.3
- RF.2.4 & RF.3.4
- L.2.3 & L.3.3
- L.2.4 & L.3.4

DIGITAL BOOKS:

WORD STUDY: Making Words (phonics/spelling skill for the week)

VOCABULARY:

- {H-I Level} thunder & loudly (7), behavior & conduct (9)
- {L-M Level} contagious (1), atrocious & emphatically (2)
- {R-S Level} contagious (1), atrocious & emphatically (2), immersed (3), coaxing (5)

DAY 1 PLAN

BEFORE READING:

1. Introduce the text you will be reading with the group today.
2. Ask the students to PREDICT what they think this story will be about using the INB to make a prediction.
3. Have the students preview the text and illustrations/photos in the text.
4. Introduce new VOCABULARY that students may not be able to decode or know the meaning of (difficult vocabulary words above with page numbers.)
5. Have students look at the words, discuss the meaning of the words, and connect the words to the students’ experiences. Have the students turn and talk to a partner to explain the meaning of the words discussed.
6. Introduce the Comprehension Strategy: STORY STRUCTURE. Ask students what most fictional stories have? (Elicit responses: Beg, Mid, End) Explain that this is how the author...

DAY 2 PLAN

BEFORE READING:

1. Ask the students what they read about the day prior.
2. Ask the students to finish the text if they didn’t finish it yesterday or re-read the text.

DURING READING:

3. As the students read the text for the 2nd time, focus on TEACHING comprehension skills and strategies. (REFER to your Guided Reading Prompt Booklet.)
4. While students read:
   - Prompt students to monitor and clarify the meaning of what they are reading. *Does that make sense?* *Reread that sentence and try to fix it.*
   - Prompt students to decode unknown words using a strategy:
     - cover the ending
     - look at the picture
     - chunk the word
     (Prompt students to refer to their decoding bookmark)

DAY 3 PLAN

GUIDED WRITING:

1. Allow students 5 minutes to reread the text one last time to continue to improve their fluency. Prompt the students as needed.
2. Using the Write-Its interactive notebook activity, and have a discussion about the story using a variety of text-dependent questions.
3. You can work together with the group on these comprehension questions or you can have the students work with a partner and discuss the text together.
4. Your advanced learners should be able to answer these comprehension questions independently.

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**BOOK:** The Trouble with Terry

### DAY 1 PLAN

- Organizes the text. Stories are usually told in a sequential order from beginning to end. When you are thinking about the STORY STRUCTURE, think:
  1. How do I think the events in this story will be organized?
  2. What kind of organization does the author use to tell about the events?
  3. How does the story structure help me remember the events in the story?

**DURING READING:**

1. Tell the students to think about the story structure and what happens in the beginning, middle, and end of the story.
2. Have the students read the text quietly or silently as you listen to them read. PROMPT students to monitor their reading (Did that make sense?) PROMPT students to use different strategies to decode unknown words. PROMPT your students to read more fluidly in phrases.

**AFTER READING:**

- Ask students to turn and talk to a partner and share the beginning, middle, and end of the story. Tell them to take turns telling about each part of the story.
- If time allows, you can have the students write about the B, M, & E of the story on the Write-Its INB OR they can complete the Setting, Problem & Solution INB.

### DAY 2 PLAN

- Prompt students to monitor for fluency and intonation.
- Prompt students to retell or paraphrase what they read.

**AFTER READING:**

5. During Day 2’s instruction, you can focus on WORD STUDY if your students need that skill or you can focus on a comprehension skill.
   (NOTE: I normally teach Word Study on Monday’s during guided reading groups and use my Making Words activity that focuses on the phonics/spelling skill of the week (teaching vowel patterns using analogies.)
6. If you will focus on the comprehension skill, begin to introduce the skill of Character Analysis. Tell the students that by thinking about a character’s traits, they should think about how the character looks, how the character feels, what the character says, and what the character does (actions). By thinking about these things, it helps us to have a better understanding of the story.
7. Tell the students to LOOK for words the author uses to describe how the character looks, acts, and feels. Write down the words on a white board.
8. Now have the students use a word that was written OR a new word they have thought of to describe Terry in the beginning and provide evidence from the text in their Write-Its Flap book. Then they will do the same to show how Terry changed by the end of the story and provide evidence as well.

### DAY 3 PLAN

5. Allow students to share some of their responses to the comprehension questions.
THE TROUBLE WITH TERRY

QR CODE SCANNER CARDS

Cut out the cards. Hole punch the cards and add the cards to a ring holder.
You can put all of the H/I Level Books together on the same ring holder.
THE TROUBLE WITH TERRY

QR CODE SCANNER CARDS

Cut out the cards. Hole punch the cards and add the cards to a ring holder. You can put all of the L/M Level Books together on the same ring holder.
THE TROUBLE WITH TERRY

QR CODE SCANNER CARDS

Cut out the cards. Hole punch the cards and add the cards to a ring holder. You can put all of the R/S Level Books together on the same ring holder.
GUIDED READING INSTRUCTIONAL GUIDE

Print the Guided Reading Instructional Trifold front to back on your school copy machine. This guide will help you manage your guided reading lessons. You can use Post-It Notes on the back parts of the trifold to keep your anecdotal notes.

DECODING
- Get your lips ready to say the word.
- Say the first sound and look at the picture.
- What word would sound right?
- Cover the ending of the word. Is there a part inside the word that can help you?
- Check the word. Break it into parts.

COMPREHENSION
- What happened in the beginning of the story? (retell)
- What happened in the middle of the story? (plot)
- What do you think might happen next? Why do you think that? (prediction)
- What was an important detail, fact, or event? (determining importance)

FLUENCY
- Read the sentence out loud with your eyes. Try not to use your finger under the words.
- Can you try and say that like the character would say it? Can you change your voice to show how the character is feeling?
- Read some words together in the sentence so it sounds natural (teacher demonstrates).

VOCABULARY
- What is the character thinking or feeling right now? Why? (inference & character analysis)
- Why did the character do that or say that? (inference & causes and effects)
VOCABULARY

Is there a word you don't understand?

Are there clues in the sentence to help you figure out what the word means?

Are there clues in the pictures to help you figure out what the word means?

Is there a smaller word inside the word that can help you figure out the meaning of the word?

Have you heard that word before?

Is there another word that you know that is similar to this word?

ANECDOTAL NOTES

POST-IT NOTES

GUIDED READING

INSTRUCTIONAL PROMPTS

DECODING

FLUENCY

COMPREHENSION

VOCABULARY
VOCABULARY

Is there a word you don’t understand?

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Have you heard that word before?

Is there another word that you know that is similar to this word?

ANECDOTAL NOTES

(GOOGLE IT NOTES)

GUIDED READING

INSTRUCTIONAL PROMPTS

DECODING

FLUENCY

COMPREHENSION

VOCABULARY
**DECODING**

- Get your lips ready to say the word.
- Say the first sound and look at the picture.
- What word would sound right?
- Cover the ending of the word. Is there a part inside the word that can help you?
- Chunk the word. Break it into parts.
- Is there another word that looks like this word?
- Go back and read the sentence again. Is there a word that would make sense there?

**COMPREHENSION**

- What happened in the beginning of the story? (retell)
- What happened on this page of the book? (retell)
- What do you think might happen next? Why do you think that? (predict)
- What was an important detail, fact, or event? (determining importance)
- Did something confuse you? What don’t you understand? (monitor and clarify)
- Can you summarize what you just read? (S-W-B-S-T) (summarize)
- What is the character thinking or feeling right now? Why? (inference & character analysis)
- Why did the character do that or say that? (inference & cause and effect)

**FLUENCY**

- Read the sentence just with your eyes. Try not to use your finger under the words.
- Can you try and say that like the character would say it? Can you change your voice to show how the character is feeling?
- Blend some words together in the sentence so it sounds smoother. (teacher demonstrates)
- Move your finger under the sentence to show the pace at which the student should read.
- Model proper intonation, expression, and fluency and have the students mimic the sentence.
I can sound out difficult words.

- I can reread the sentence and think. Does this make sense? Sound out the first part of the word.
- I can look at the picture on the page.
- I can cover the end of the word to figure out the part I know.
- I can chunk the word. (tom-or-row)
- I can make a connection. Does this word remind me of another word?
SUPER SLEUTH READING LEVELS

H/I
J/K
L/M
N/O
P/Q
R/S
The Trouble
with Terry

for

THE TROUBLE
WITH TERRY
<table>
<thead>
<tr>
<th>Reading Behavior</th>
<th>Recording Mark</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate Reading</td>
<td>✓</td>
<td>Correct / no error</td>
</tr>
</tbody>
</table>
| Substitution                     | Child says – jumped  
Text says – jump  
Write (jumped) above word | One error |
| Omission of word                 | Child omits / skips a word in passage  
Write ”o” above the word | One error |
| Insertion of word                | Child inserts a word not in the text  
Write ∧ and the word | One error |
| Rereads a word, sentence or phrase | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | No error |
| Self-correction                  | Child says – book  
Text says – books  
Child self-corrects  
write SC | No error |
| Teacher Intervenes               | “Try that again” – TTA  
Teacher tells word – T | One error |
To calculate the Accuracy Rate you must use the following information:

RW: number of Running Words in the text
E: number of Errors
SC: number of Self-Corrections

\[
\frac{(RW - E)}{RW} \times 100 = ACC \text{ (as percent)}
\]

Example:

\[
\frac{(104 - 8)}{104} \times 100 = 92\%
\]

To calculate Words Per Minute (WPM) you must use the following equation:

\[
\frac{(RW \times 60 \text{ seconds})}{\text{Total Seconds Read}} = \text{Words Per Minute (WPM)}
\]

Example:

\[
\frac{(104 \times 60)}{127 \text{ sec}} = 49.13 \text{ WPM}
\]

(round to 49 WPM)

**Miscue Analysis:**

Analyzing errors for meaning, structure, and Visual information:

**Meaning (M):** Does the student’s error make sense

**Structure (S):** Does the student’s error follow the grammar rules? The child may say jumps for jumped.

**Visual Information (V):** Is the error visually similar to the word in the text? Child says “say” for “saw”
People say Terry is pretty as a picture. She has rosy cheeks. She has curly hair. She has a nice smile. It is just that she hardly ever uses it. As you will learn in this story, it is not important what you look like on the outside. It is more important to act nicely.
Terry was not very nice. She
would not pick up her toys at home.
She would tell her mother ‘no’. She
would not clean her desk at school She
would stick her tongue out at the
teacher. Terry used bad manners all
year long.

One day the second grade was
outside for recess. The sky grew dark. Big
storm clouds filled the air. The playground
monitor yelled, "Line up children."
People that meet Terry say she is ‘pretty as a picture’. She has shiny hair and a big toothy grin that makes others smile. It is easy to think that Terry is a delightful young lady. The trouble with Terry is that she is NOT.

Even though her smile is contagious she rarely used it. Instead, Terry was always frowning and mean. her mother would say to her.

“Terry, pretty is as pretty does.” In other
words, Terry did not act very pretty. In the end, it does not matter what you look like on the outside. What is important is how you behave.

Terry’s behavior was atrocious. One day Terry’s mother asked her to pick up her toys that were scattered all over the floor. Instead, Terry just stomped her foot and yelled emphatically, “I will not!” That was not a very nice thing to do. Then when she was at school her teacher asked her to clean off her desk. They were changing activities and
desktops needed to be clear. But, Terry just
crossed her arms and stuck her tongue out!

"I will NOT," said Terry in her meanest voice
yet. The teacher just shook her head and
turned away.
Whenever people would meet Terry they would always comment that she was as ‘pretty as a picture’. It was true if you think shiny hair and a big toothy grin are signs of beauty. Sometimes people mistake attractiveness for niceness. In other words, people tend to think that if someone is pretty on the outside, they are pretty on the inside, too. As this story will show, that is not always the case! The trouble with Terry is she was not a very nice person. Her smile was certainly contagious. That means...
whenever she would beam at someone, they would grin back. But Terry rarely smiled. Instead, it seemed she was constantly frowning and mean! Her mother would comment, “Terry, pretty is as pretty does.” This meant that Terry’s behavior was not very ‘pretty’ at all. “How you look on the outside is not what’s important,” she would continue. “It’s how you act to others that will be remembered.”

And, to be sure, Terry’s behavior was atrocious. For example, Terry would leave her toys strewn about the floor. When her mother
would ask her to pick them up. Terry would stomp her foot, put her hands on her hips and yell emphatically, "I will NOT!" That was hardly a nice way to behave. At school, Terry’s actions were no better. When her teacher would ask her to clear her desk because it was time to change activities, Terry would actually cross her arms and stick her tongue out! "I will NOT." Terry would say in her rudest voice. The teacher would often simply shake her head sadly, and turn away.
Guided Reading Book Levels

The following book is a Guided Reading Level H/I.

READING LEVEL CHART

H/I  J/K  L/M  N/O  P/Q
People say Terry is as pretty as a picture. She has rosy cheeks. She has curly hair. She has a nice smile. It is just that she hardly ever uses it. As you will learn in this story, it is not important what you look like on the outside. It is more important to act nicely.

Terry was not very nice. She would not pick up her toys at home. She would tell her mother ‘no’. She would not clean her desk at school. She would stick her tongue out at the teacher. Terry used bad manners all year long.
One day the second grade was outside for recess. The sky grew dark. Big storm clouds filled the air. The playground monitor yelled, “Line up children.”

All of the students ran to the door. Everyone but Terry. She said in a rude voice, “I do not want to go inside. I will stay outside.”
The playground monitor tried to coax Terry into line. But she would not budge.

So everyone went indoors but Terry. Soon big raindrops began to splash on the ground.
Thunder clapped loudly. The wind howled and nearly blew Terry away. She began to cry. “Help,” Terry cried.

A teacher ran outside. She scooped Terry up and ran into the classroom. Terry was wet. But she was safe. Terry sat beside the heater to dry off.
At that very moment Terry decided to change her behavior. She would not be rude anymore. She would be polite. She said to everyone, “I am sorry for my poor conduct.” From that day forward, Terry is always polite. You might say she was pretty on the inside and outside!
People say Terry is as pretty as a picture. She has rosy cheeks. She has curly hair. She has a nice smile. It is just that she hardly ever uses it. As you will learn in this story, it is not important what you look like on the outside. It is more important to act nicely.

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READING LEVEL CHART

H/I
J/K
L/M
N/O
P/Q

L/M
The Trouble with Terry
People that meet Terry say she is ‘pretty as a picture’. She has shiny hair and a big toothy grin that makes others smile. It is easy to think that Terry is a delightful young lady. The trouble with Terry is that she is NOT. Even though her smile is contagious, she rarely used it. Instead, Terry was always frowning and mean. Her mother would say to her, “Terry, pretty is as pretty does.” In other words, Terry did not act very pretty. In the end, it does not matter what you look like on the outside. What is important is how you behave.

Terry’s behavior was atrocious. One day Terry’s mother asked her to pick up her toys that were scattered all over the floor. Instead, Terry just stomped her foot and yelled emphatically, “I will not!” That was not a very nice thing to do. Then when she was at school her teacher asked her to clean off her desk. They were changing activities and desktops needed to be clear. But, Terry just crossed her arms and stuck her tongue out! “I will NOT,” said Terry in her meanest voice yet. The teacher just shook her head and turned away.
One day at recess all of the second graders were playing on the playground. They were running on the blacktop, skipping rope, swinging on the swings and just having fun. But the sky got dark very quickly, and the clouds swelled up and turned black. The playground monitor said, “Come on boys and girls. Hurry and line up. We do not want to get caught in the storm.”

The children ran to the door and got in a straight line. Everyone, that is, except Terry. She just yelled in her oh-so-rude voice, “I am not going to line up! I do not want to! I want to stay outside and play. Who cares about a little rain?”
Well, the poor playground monitor was stumped. What should she do? She tried coaxing Terry to get in line but Terry wouldn’t budge. Instead she stood there with her nose in the air and her back to the grown-up. Then the playground monitor used a grown-up voice and insisted that Terry get in line. Still Terry ignored her.

So, the playground monitor led all of the other children inside the school. Just in time, too, because big drops of rain began to plop everywhere.
This was followed by loud claps of thunder and a wind that would blow a ship across the ocean with a single breath. It almost blew Terry across the playground. Now, Terry was not feeling so rude. She was feeling scared. She looked to her left. No one was there. She looked to her right. The playground was empty. She was so scared all she could do was stay rooted to the spot and cry.

But, her teacher would not abandon her. She ran outside in the driving rain and wind and scooped Terry up. Then she sprinted back to the school. Soon they were inside, and Terry was drying off by the classroom heater.
That very moment Terry decided to change her behavior. She apologized to everyone, and she was never rude again.
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But, her teacher would not abandon her. She ran outside in the driving rain and wind and scooped Terry up. Then she sprinted back to the school. Soon they were inside, and Terry was drying off by the classroom heater.
Terry’s behavior was atrocious. One day Terry’s mother asked her to pick up her toys that were scattered all over the floor. Instead, Terry just stomped her foot and yelled emphatically, “I will not!” That was not a very nice thing to do. Then when she was at school her teacher asked her to clean off her desk. They were changing activities and desktops needed to be clear. But, Terry just crossed her arms and stuck her tongue out! “I will NOT,” said Terry in her meanest voice yet. The teacher just shook her head and turned away.

This was followed by loud claps of thunder and a wind that would blow a ship across the ocean with a single breath. It almost blew Terry across the playground. Now, Terry was not feeling so rude. She was feeling scared. She looked to her left. No one was there. She looked to her right. The playground was empty. She was so scared all she could do was stay rooted to the spot and cry.
So, the playground monitor led all of the other children inside the school. Just in time, too, because big drops of rain began to plop everywhere.

One day at recess all of the second graders were playing on the playground. They were running on the blacktop, skipping rope, swinging on the swings and just having fun. But the sky got dark very quickly, and the clouds swelled up and turned black. The playground monitor said, “Come on boys and girls. Hurry and line up. We do not want to get caught in the storm.”
Well, the poor playground monitor was stumped. What should she do? She tried coaxing Terry to get in line but Terry wouldn’t budge. Instead she stood there with her nose in the air and her back to the grown-up. Then the playground monitor used a grown-up voice and insisted that Terry get in line. Still Terry ignored her.

The children ran to the door and got in a straight line. Everyone, that is, except Terry. She just yelled in her oh-so-rude voice, “I am not going to line up! I do not want to! I want to stay outside and play. Who cares about a little rain?”
That very moment Terry decided to change her behavior. She apologized to everyone, and she was never rude again.
People that meet Terry say she is ‘pretty as a picture’. She has shiny hair and a big toothy grin that makes others smile. It is easy to think that Terry is a delightful young lady. The trouble with Terry is that she is NOT. Even though her smile is contagious, she rarely used it. Instead, Terry was always frowning and mean. Her mother would say to her, “Terry, pretty is as pretty does.” In other words, Terry did not act very pretty. In the end, it does not matter what you look like on the outside. What is important is how you behave.

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Guided Reading Book Levels

The following book is a Guided Reading Level R/S.

READING LEVEL CHART

H/I  J/K  L/M  N/O  P/Q
Whenever people would meet Terry they would always comment that she was as ‘pretty as a picture’. It was true if you think shiny hair and a big toothy grin are signs of beauty. Sometimes people mistake attractiveness for niceness. In other words, people tend to think that if someone is pretty on the outside, they are pretty on the inside, too. As this story will show, that is not always the case! The trouble with Terry is she was not a very nice person. Her smile was certainly contagious. That means whenever she would beam at someone, they would grin back. But Terry rarely smiled. Instead, it seemed she was constantly frowning and mean! Her mother would comment, “Terry, pretty is as pretty does.” This meant that Terry’s behavior was not very ‘pretty’ at all. “How you look on the outside is not what’s important,” she would continue, “it’s how you act to others that will be remembered.”

And, to be sure, Terry’s behavior was atrocious. For example, Terry would leave her toys strewn about the floor. When her mother would ask her to pick them up Terry would stomp her foot, put her hands on her hips and yell emphatically, “I will NOT!” That was hardly a nice way to behave. At school, Terry’s actions were no better. When her teacher would ask her to clear her desk because it was time to change activities, Terry would actually cross her arms and stick her tongue out! “I will NOT,” Terry would say in her rudest voice. The teacher would often simply shake her head sadly, and turn away.
One day at recess the children were immersed in play. Some were swinging, others were sliding, and still others were jumping rope and skipping on the blacktop. The sky grew dark and big, fat rain clouds formed overhead. The weather became threatening and the playground monitor yelled in her most stern voice, “Hurry children. Line up. We must get inside before we get caught in the storm!”

All of the boys and girls ran quickly to line up. Even they could see the danger in the black skies. But Terry dug in her heels and stood right where she was. “I am NOT going to line up,” she stated emphatically. “I do not want to go inside right now. I want to stay outdoors and play.” Terry was acting very foolishly, and stubborn as a mule, too.
Well, that poor playground monitor did not know what to do. She was stumped! Finally, she realized she could not keep all of the children outdoors and in danger because one little girl didn’t want to follow the rules. So after a few moments of coaxing and threatening Terry, she walked all of the other boys and girls into the school.

Terry was left all alone, and looking rather silly by the way. In a flash big raindrops began to splash down all around Terry, and loud claps of thunder filled the air. The wind blew so hard it seemed it would pick Terry right up off the ground and toss her far and wide.
Terry was not feeling so smart now. Instead she was scared. She looked all around her and there was no one in sight. Terry was paralyzed with fear. The only thing she could do was stand rooted to the spot and cry. Her tears were as big as a crocodile's and they mixed in with the raindrops so it was impossible to tell where one started and the other stopped!

Thank heavens for brave adults! Terry’s teacher would not abandon her in the storm. Instead, she ran out in the driving rain and scooped Terry into her arms. Then she dashed back to the building. All of the boys and girls were watching from the windows and cheered! Even though Terry was not very nice, they did not want anything bad to happen to her! In the blink of an eye, Terry was drying off beside a heater, and decided right then and there to change her behavior.
From that day forward Terry was always polite. You might say her inside matched her outside!
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Double-Sided Printing

The following pages require you to print these pages in a front-to-back format on your copy machine. I suggest using your home printer first to make a master copy. Print one side of the printable first. Then, re-insert that page into your printer to print the back/inside of the booklet. Then use your school copy machine to make double-sided copies.
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Guided Writing Activities

The following pages are the Guided Writing activities to use during your small group lesson or your students can use them for independent activities using the digital book.
Characters Can Change

Beginning

Write a character trait that describes Terry at the beginning of the story. Support your claim with evidence from the text. Think about Terry’s actions and what she said in the story to support your claim.

End

Write a character trait that describes Terry at the end of the story. Support your claim with evidence from the text. Think about Terry’s actions and what she said to support your claim.

Directions: Think about Terry at the beginning of the story and at the end of the story. Write a character trait that describes Terry at the beginning of the story under the flap. Then, support your claim with evidence from the text. Think about Terry’s actions and what she said in the story to support your claim. Then, write a character trait that describes Terry at the end of the story. Support your claim with evidence from the text. Think about Terry’s actions and what she said to support your claim.

Cut on the dotted lines around the entire shape. Glue the side strip to your notebook. Then, write under each flap.
Cut out the whole rectangle.
Then, cut straight across the dotted lines and stop at the solid line.
Last, write a summary about The Trouble with Terry under the flaps.
Follow the sentence frame to write about the story.

The Trouble with Terry

SOMEBODY
WANTED
BUT
SO
THEN
Cut out the whole rectangle. Then, cut straight across the dotted lines and stop at the solid line. Last, write a summary about *The Trouble with Terry* under the flaps. Follow the sentence frame to write about the story.
Directions: Read the story The Trouble with Terry. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.
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**Thinking About the Text**

What did the author do to make the characters or situation funny or interesting?

What did you like or dislike about the main character in this story?

Could this story really happen? Why or why not?
Directions: Read the story *The Trouble with Terry*. Complete this interactive notebook activity. First, cut out the shape. Next, cut straight across the dashed lines and stop at the solid line. Then, glue the side strip to your notebook. Under each flap write about that part of the story.

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the problem in this story?</td>
</tr>
<tr>
<td>How did the characters solve the problem?</td>
</tr>
<tr>
<td>How did the characters respond to the challenges they were faced with?</td>
</tr>
</tbody>
</table>
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**Thinking Beyond the Text**

After reading this story, predict what might happen next.

Are any characters in the book similar to characters in another book you read? If so, how are they similar?

What can you infer about Terry’s teacher? Provide evidence from the story.
Click the flags above to head on over to my social media pages and TpT Shop.

Thank You

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Credits