**Guided Reading Lesson Plan (Levels M-Z)**

Title: Floods Level: M ISBN: 0-516-26434-6 Publisher: Children’s Press Day 1 (pgs. 4-15)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Book Introduction- This book is called *Floods* by Paul and Diane Sipiera. This book gives information about the why floods occur, damage caused by floods, and when floods happen most often. What do you know about floods? Do you have personal connections to floods?**

**Day 1: Today we will read about water on the Earth and where water comes from.**

Words/Text Layout:

\*New or important words (V) **tsunamis (pg. 7)- huge waves in the ocean sometimes caused by**

**earthquakes**

**typhoons (pg. 7) – powerful wind and rain storms, like a hurricane**

**water cycle (pg. 11)- how water moves in the Earth**

 \*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 *connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**Readers look at text features to learn more information about a topic. On pg. 11, there is a chart about the water cycle. After you finish looking at the chart and reading the chapter, describe how the chart helped you to better understand the water cycle. Then sketch your own chart of the water cycle. Be ready to share your description and your sketch during our discussion.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**What were these pages about?**

**Do we have a lot of water on the Earth?**

**Explain your answer with details from the text.**

**What is the water cycle?**

 **How was the chart on pg. 11 helpful?**

 **What does your sketch of the water cycle look like?**

**What questions do you have about water and/or floods right now?**

**Guided Reading Lesson Plan (Levels M-Z)**

Title: Floods Level: M ISBN: 0-516-26434-6 Publisher: Children’s Press Day 2 (pgs. 16-33)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Let’s review from yesterday…**

**Day 2: Today we will read about what causes floods and how floods can be dangerous. Read to find out what damage floods can cause.**

Words/Text Layout:

\*New or important words (V) **runoff water (pg. 20)- water quickly flowing down hills and over the**

**ground**

**current (pg. 24) – water that flows**

**dam (pg. 32)- structure that holds back the water of a river**

 \*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 *connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**Readers pay attention to details as they are reading. Today you will read about damage floods can cause. As you are reading, write down four different ways floods can be dangerous. Include the page numbers where you get your ideas. Be ready to share during our discussion.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**What were these pages about?**

**How are floods caused?**

 **How did the pictures help you better understand how floods were caused?**

**How are floods dangerous? (What damage can floods cause?)**

**Where did you find your answers?**

**What questions do you still have about floods right now?**

**Guided Reading Lesson Plan (Levels M-Z)**

Title: Floods Level: M ISBN: 0-516-26434-6 Publisher: Children’s Press Day 3 (pgs. 34-47)

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Let’s review from yesterday…**

**Day 3: Today we will read about how floods occur in the spring. We will also learn some facts about floods.**

Words/Text Layout:

\*New or important words (V) **crest (pg. 35)- when a river has reached its highest level**

**silt (pg. 36) – bits of fine sand carried by running water**

**levees (pg. 38)- structures that help prevent flooding**

 \*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 *connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**Readers pay attention to text features while they are reading. Today you will explore the index. Why is an index important? After you finish reading, use the index to write down four topics that are in the book. Then pick one of those topics, turn to a page it is found on, and write down one fact you learn about that topic from the page. Be ready to share during our discussion.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**What were these pages about?**

**Why do floods occur in the spring?**

**Can floods ever be good? Explain.**

**Do you think levees are helpful?**

**What topics did you chose from the index?**

 **What fact did you pick about one of the topics?**

 **How is an index helpful?**