

Guided Reading Lesson Plan (Levels M-Z)

Title: **Cave Crawlers** Level: **M** ISBN: 978-1-4109-4144-2 Publisher: Heinemann-Raintree **Day 1 Pgs 1-15**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Book Introduction:

In this book you will learn about scientists who squeeze through tiny holes, swim through underwater tunnels, and dodge stalactites and stalagmites. Yikes, those are big and bold words where can we look to quickly find the definitions of these books.

Day 1: Pages 1-15

Today you are going to read the first three sections of this book. You will learn about cave basics, the people who explore caves, and rocks and water. Take the time to study each nonfiction feature in each section.

Words/Text Layout:

*New or important words (V) **spelunkers** (4)

*Unusual aspect of text layout (V) **Text features: Danger Ahead** on page 9.

Look at page 11 and notice the different way they let you know in an easy way about the things they need.

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:
connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Good readers use text features to help them understand nonfiction.

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 are some of the dangers a cave explorer must face?

What is a speleologist?

How can you tell the difference between a stalagmite and stalactites according to the book?

Writing Connection (optional): **What is the difference between a spelunker and a speleologist?**

Guided Reading Lesson Plan (Levels M-Z)

Title: **Cave Crawlers** Level: **M** SBN: 978-1-4109-4144-2 Publisher: Heinemann-Raintree Day 2 pg. 16-39

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Day 2: Pages 16-39

Let's look at the table of contents together. What topics will we be reading about today? Look at page 23. What can we learn from this page? Let's go back to page 16 and start reading.

Words/Text Layout:

*New or important words (V):

*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

Good readers use text features to help them understand nonfiction.

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)

Who lives in caves?

Why are animals that live in a cave blind?

How do we know people lived in caves?

Where is the world's longest known cave located?

Where is the deepest cave located?

Give them words to find using text features for pages 16-39.

Writing Connection (optional): Would you want to be a cave crawler? Why or why not.