

Guided Reading Lesson Plan (Levels M-Z)

Title: Earthquake

Level M

ISBN: 978-043941285-8

Publisher: Scholastic

Before Reading: (5-7 min.).

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Read the title, ask the students to tell or write down what they know about earthquakes. Ask them what they wonder about earthquakes. Be sure and point out and use the glossary and index in the back of the book.

p. 3-7 Read the introduction together. Discuss how earthquakes feel.

P. 8-16. Read to understand how earthquakes happen.

P. 18-25 Read about the scientists who study earthquakes, and some of the first recorded earthquakes.

P. 26-33 Read about later earthquakes and how buildings and people are becoming more prepared for an Earthquake.

P. 34-44 Read about more ways scientists are learning to predict earthquakes. Also, learn how people are coming more educated on how to be safe when an earthquake strikes.

*New or important words (V). P. 12. Tectonic plates, fault, earthquake zones,
P. 16. Focus, epicenter, aftershocks
P. 18. Seismographs
P. 19. Magnitude

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 non-fiction

Good readers think about (infer) what lesson the reader is trying to teach the reader.

During Reading: (10-15 min.)

Students silently read the text, you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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)

Ask the students if they have ever felt a real earthquake. What happened, what did it feel like, where were they...

After each reading, point out the text features and how they add interest and understanding to the text overall.

Talk about what the author is trying to teach the reader in each section.

Re-read sections together. Discuss the main idea and supporting details.

Writing Connection (optional):

Make a list of things you would need if an earthquake, or tornado happened in our town or near where you were. Work with your family to prepare a kit...utilize the information at the end of the book.