

# Guided Reading Lesson Plan (Levels M-Z)

Title: Eve of the Emperor Penguin (MTH) Level: N ISBN: 978-0-545-23251-7 Publisher: Scholastic Chapters #1-#2

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

(If students are unfamiliar with the Magic Tree House series or the Merlin Missions, be sure to read and discuss the prologue. You may read this portion aloud to students and discuss.)

We are ready to begin a Magic Tree House book called Eve of the Emperor Penguin. Jack and Annie are on a mission to find the final secret of happiness. Their adventure takes them to Antarctica. What do you know about Antarctica? That's right; Antarctica is a very cold place. What kinds of things and animals would we see in a super cold place? Let's get started on this reading adventure and follow along as Jack and Annie find this secret to happiness.

Words/Text Layout:

\*New or important words (V): p6 urgent, p8 parchment, p9 wand of Dianthus, p11 parkas, p14 continent, eons, p15 Gondwana, p16 committee, curiosity, p18 eerie

\*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 remember details throughout the story.

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)

-At first, Jack wasn't too interested in going to see if the tree house was back. Suddenly, he was off and running. What made him change his mind? Did Annie understand what caused this sudden change?

-Let's take a closer look at the rhyme that Morgan sent to help Jack and Annie? What information can we discern from this? (volcano, how they will travel (wheels and air), secret must be in the cave because then they are to hurry to Camelot by the end of the day)

-Based on the title of our book and the fact that penguins come into the book in the second chapter, I'm thinking they penguins might play a pretty large part in this book. What do you think the penguins might have to do with finding the crown and the secret to happiness?

-At the very end of chapter 2, Jack commented that they hadn't traveled back in time at all. What do you think he saw that made him say this?

Writing Connection (optional):

If you had to guess/predict right now, what would you say is the secret to happiness?

# Guided Reading Lesson Plan (Levels M-Z)

Title: Eve of the Emperor Penguin (MTH) Level: N ISBN: 978-0-545-23251-7 Publisher: Scholastic Chapters #3-#4

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

Let's review what we've read so far. Jack and Annie have found themselves in Antarctica. We're wondering what role the penguins play in finding this secret to happiness. Jack and Annie were searching for the source of a sound like a horn and then discover that they haven't traveled back in time at all based on what they've just seen. What do you think they saw when they looked over the top of the icy slope? We're about to find out. We also will see how the first part of the rhyme comes to Jack and Annie. We know there is a volcano involved. What do you know about volcanos? They're hot. That seems unusual to be in such a cold place and have something so hot existing in the same area. They're going to get up close to this volcano. Let's see how this all unfolds.

Words/Text Layout:

\*New or important words (V): p27 mechanic, p31 nature preserve, p32 nowadays, p40 anxiously, Fahrenheit, p42 altitude sickness

\*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 remember details throughout the story.

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)

-Why do you think Antarctica has so many scientific research stations? What would scientists be studying there?

-Why was Jack determined that it would be a good idea to get on the bus? He also said that they shouldn't talk unless they had to. Why?

-What rule had Jack and Annie already broken? Why would it be so important not to touch or disturb wildlife?

-Jack was not excited about the lava lake like the other passengers were. Why not? Why do you think he didn't tell Annie?

-What's Jack's concern at the end of Chapter #4? (altitude sickness and lack of snowmobile training)

Writing Connection (optional):

Think about how Jack and Annie are responding to the situation they're in. What do their responses tell us about their character? How would you describe each of their characters?

# Guided Reading Lesson Plan (Levels M-Z)

Title: Eve of the Emperor Penguin (MTH) Level: N ISBN: 978-0-545-23251-7 Publisher: Scholastic Chapters #5-#6

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

Let's review what we've read so far. Jack and Annie are in Antarctica to try to find the final secret of happiness. They've managed to get themselves to the "burning mountain of ice and snow," Mount Erebus, but they have also gotten themselves into a situation that could be dangerous. What details have we heard so far that could be dangerous for Jack and Annie? (snowmobiles, altitude sickness) How are the two main characters responding to these possible dangers? Jack seems to be aware of and concerned about these dangers, but Annie doesn't seem concerned at all. In our reading today, we get more specifics about just how much danger Jack and Annie are in. In the process of trying to figure out what to do, they are discovered for who they really are, kids, and the reader might think the mission has failed. Let's read to find out what happens to Jack and Annie next.

Words/Text Layout:

\*New or important words (V): p58 immense

\*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 remember details throughout the story.

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)

-How do lava bombs compare to oatmeal?

-Do you think Jack and Annie are really suffering from altitude sickness? If not, what else might be the reason for their dizziness and not feeling well? I wonder if it could be that they've realized what kind of danger they are in and that fear has made them feel sick. What do you think?

-Annie almost fell alone. What do you think would have happened if Jack hadn't gone after Annie? How would the story be different if they two had been separated?

-Jack and Annie's personalities, their characters, are very different. Jack seems more cautious and aware of what's happening around him. Annie seems more carefree and adventurous. How do their personalities or characters work together? What if we had two characters like Annie or two characters like Jack?

-Why was Jack skeptical about the success of using the wand?

Writing Connection (optional):

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Jack doesn't think using the Wand of Dianthus worked because nothing seemed to happen. What do you think?

Title: Eve of the Emperor Penguin (MTH) Level: N ISBN: 978-0-545-23251-7 Publisher: Scholastic Chapters #7-#8

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

Recap what we read yesterday. The guide, Nancy, discovered that Jack and Annie are just kids and called for Pete, the helicopter pilot to come back to pick them up. Annie goes out to take pictures while, Jack follows her and they fall into a hole created by a lava bomb. They tried to use the Wand of Dianthus to make a wish to get themselves out, but that didn't seem to work. Let's read the rhyme again and see what needs to happen next. (page 32). What do you think about they rhyme? (they've definitely fallen) What are you predicting will happen next?

Words/Text Layout:

\*New or important words (V): p63 archway, p64 gigantic, cathedral, p65 hoisted, p70 orphan, p79 ushered

\*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 remember details throughout the story.

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)

-How were Jack and Annie able to communicate with the penguins? Why were the penguins so nice/accepting to Jack and Annie?

-What was Jack's reaction to the baby penguin? What does this tell us about Jack?

-How do you think Penny works into the rhyme? What does Penny have to do with the secret to happiness?

-Why did Jack and Annie use the Wand of Dianthus to go back to Mount Erebus instead of home or Camelot?

-What kept Nancy so close to Jack and Annie? How did they finally manage to convince Nancy she could let them out of her sight?

Writing Connection (optional):

What are you predicting is the final key to happiness? How does Penny fit into this? What are you predicting will happen when Jack and Annie arrive in Camelot?

# Guided Reading Lesson Plan (Levels M-Z)

Title: Eve of the Emperor Penguin (MTH) Level: N ISBN: 978-0-545-23251-7 Publisher: Scholastic Chapters #9-#10

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

So, Jack and Annie have finally completed their journey to Antarctica and they've come the Camelot with an addition, Penny. What were your predictions about what would happen there? Today in our reading we will find out if Jack and Annie's journeys and their discoveries of the secrets of happiness are able to help Merlin come out of this deep sadness.

Words/Text Layout:

\*New or important words (V): p92 nautilus, p93 hoarsely

\*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 remember details throughout the story.

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 the first three secrets to happiness? What do you suppose was the fourth? How would you describe that or sum up what Penny meant in one word. Each of the other secrets could be summed up in one word.

What one word would sum up Penny? (1-nature, 2-curiosity, 3-compassion, 4-)

-Do you think one of the four secrets to happiness was more important than the others? What makes you think that?

-Do you think that Merlin will be alright now? Use evidence from the text to support you thinking.

Writing Connection (optional):

Write your own four secrets to happiness. Explain why you think those four things are so important.