

# Guided Reading Lesson Plan (Levels M-Z)

Title: On Site

Level: N

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## Before Reading: (5-7 min.)

\*Summarize plot (M) Look around this classroom. Do you ever think about all it took to make it? Experts had to decide how many, what kind, and what size the windows should be, how many electrical outlets there should be and where they should be placed, how thick the walls needed to be and what they needed to be made of. Hundreds of other decisions had to be made too! The main idea of this book is to give you an overview of how many steps and rules there are that go into making a building safe, useful, and attractive. The author tells the reader just the basics of what happens on a construction site; it takes many different people with many different skills to get the job done.

\*Discuss pictures (M) Explain what a cut-away drawing is.

\*Draw upon students' experiences (M) Have you ever watched a new house being built in your neighborhood? In residential areas, houses are required to be a certain distance from the street. This is an example of a building rule, or code.

## Words/Text Layout:

\*New or important words (V) Take note of an excellent glossary of building construction terminology.

\*Unusual aspect of text layout (V) Additional information is found inside boxes; they're called sidebars.

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

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***  
Readers look for the main idea in each section rather than getting bogged down in all the technical terms.

## 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. **It may be beneficial for the reading group to read one section at a time and then stop and discuss what the main idea of that section is.**

## 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)

City Planning - Someone needs to be in charge of deciding the rules (codes) of the kinds of buildings that are built, restored, or torn down in a city.

Design – Designers decide how big a building should be and what materials will be used (brick or wood frame).

Preparing the Site – Why is piling important? What would happen if our school didn't have a good foundation?

Going Up – How many floors can be worked on at one time?

Services – What do those who do services put under the floors of most buildings?

Finishing Up – Is the furniture put in place at this point? What does get done?

On Site Workers – Approximately how many different *types* of workers might it take to build a new school?  
(Approximately 30 types of skilled workers.)

**Writing Connection (optional):** Students can write about their new found appreciation for what it takes to make safe buildings. How is it different than making a building out of Lego bricks?