

Guided Reading Lesson Plan (Levels M-Z)

Title: The History Nook Level: N ISBN: 0-7362-1722-3 Publisher:Hampton-Brown Day 1 Read pg. 1-10

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Today we will be reading about a time when a set of twins, Brooke and Booker, begin research for a project on the history of communication. What is communication? What are some types of communication that you can think of? If you had to do a project on the different types of communication, where might you go to get started? Let's look at the pictures to see how Brooke and Booker get started on their project on communication.

Words/Text Layout:

*New or important words (V) **Communication (2), Research (4), Commands (9), Controls (9)**

*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

In the story we will read today, it will be important for us to think about how words may have more than one meaning. Let's turn to page 9. When you see the word control, what do you think of? Let's read the sentence to see if the word control means this in this specific sentence.

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)

- 1.) What happened in the story today?
- 2.) Where did they go to begin their research?
- 3.) What do you think they are looking at?
- 4.) What types of communication might we see tomorrow?

Writing Connection (optional):

Write about what communication we might read about tomorrow. Write about different types of communication you use.

Guided Reading Lesson Plan (Levels M-Z)

Title: The History Nook Level: N ISBN: 0-7362-1722-3 Publisher: Hampton-Brown Day 2 Read pg. 12-21

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

What did we read about yesterday? Why are Brooke and Booker at the library? What are they doing research on? Yesterday we finished reading when Brooke and Booker were just about to ask the History Nook Program what they were viewing. Let's continue reading to see what they were looking at and what else they might find out about communication.

Words/Text Layout:

*New or important words (V) **Johann Gutenberg (p. 12), Battery (p. 14), Television (p. 19)**

*Unusual aspect of text layout (V) **When reading, students should understand that the text in the ovals are those that the History Nook program is reading.**

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

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

Reader's make connections. While reading, I want you all to think about how this might relate to our world. It would be a great idea to think about how communication is used in our everyday lives.

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)

- 1.) What was it that Brooke and Booker were looking at that we began to read about yesterday?
- 2.) What other inventions changed the way people communicated?
- 3.) What is a radio and where do we normally listen to it?
- 4.) Do you think Brooke and Booker enjoyed learning about something new?
- 5.) Do you think they will end up asking their mom what a radio is?

Writing Connection (optional):

What ways do you communicate with other people? How does communicate affect our lives?