

# Guided Reading Lesson Plan (Levels M-Z)

Title: Wagon Wheels

Level: N

ISBN: 978-006444052-3

Publisher: Harper Trophy

Before Reading: (5-7 min.). 2 chapters per session.

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

Look at the title. Read the title. Ask students to describe what they notice and to make predictions about what they think the story might be about. Who are the characters, time and place of the story, what might be their adventure? Read about the Muldie family as they journey to their new home.

Ch. 1-**The Dugout** Tells about the beginning of the journey to Kansas and the hardships the family faces.

Ch. 2 - **Indians** Read to find out how the family encounters and survives the mean Kansas winter and the Indians.

Ch. 3 - **Moving On** The boys' father leaves them alone to continue looking for a new home. He wants a place with hills and trees. Read to find out more about the hardships do prairie life.

Ch. 4 - **The Letter** At last the boys receive word from their daddy. He has found a new home for them. Read about the adventures the boys have on their journey to their reunion with their father....and their new home.

\*New or important words (V) p. 7 Nicodemus, Kansas, p. 11 prairie, p. 13 dugout, p.19 cornmeal mush, p. 24 saddlebag, p. 33 molasses, p. 46 Soloman River

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 think about the plot of the story; setting, characters, problem, solution.

Good readers change their predictions as they learn new information.

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)

After each chapter discuss the main idea and supporting details.

Talk about the students predictions, and make new ones. Talk about how the plot is important. Who are the characters? Where and when does the story take place? What problems do the nosy face in each chapter? What are the solutions?

Writing Connection (optional):

How would you have felt if you were the daddy? How would you have felt if you were one of the boys?

Would you have been scared? Do you think that situation happened often?