**Guided Reading Lesson Plan (Levels M-Z)**

Title: Dr. Nicholas Is Ridiculous! Level: O ISBN: 978-0-545-64014-5 Publisher: Scholastic

**Day One (Ch. 1-2)**

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Book Introduction: This book is called *Dr. Nicholas is Ridiculous!* by Dan Gutman and is the eighth book in the My Weirder School series. A.J. and his classmates take a history test. They do very poorly, so the principal brings in a professor named Dr. Nicholas to help them learn what they need to know.**

**Day One: Today you will meet the main character A.J. and many of his classmates. A.J.’s class has to take a test. Read to find out how A.J. does on the test.**

Words/Text Layout:

 \*New or important words (V) **meteor (pg. 3)- a meteoroid (rock) that has entered Earth’s atmosphere**

 **citizens (pg. 6)- members of a specific country**

**liberty (pg. 12)- freedom**

 **duties (pg. 13)- responsibilities**

\*Unusual aspect of text layout (V) **This book contains footnotes in several different chapters. In the reading today, they are on pages 3 and 16.**

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

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

**Readers make connections to the characters to better understand why characters respond the way they do. In today’s reading, the students in A.J.’s class respond in very different ways when they find out they are having a surprise test. How would you respond? Which character would you be the most similar to in the way you respond? Why? Explain your thinking. Be ready to share during our discussion time.**

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 these pages about?**

**What is your opinion of A.J.?**

**How would you respond if you found out you were having a surprise test?**

**Which character from the book would you be the most similar to in the way you respond? Why?**

**What does the idiom “piece of cake” mean? (pg. 6)**

**During a test, is it okay to ask others for answers to questions you don’t know? Explain your thinking.**

**What questions from pages 7-15 do you know the answers to?**

Writing Connection: **Should elementary students know the answers to the questions on the test in chapter 2? Why or why not?**

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**Day Two (Ch. 3-4)**

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Let’s review from yesterday…**

**Day Two: A.J. and his class are called to the all-purpose room for an assembly. They find out they did very poorly on their history test. The principal, Mr. Klutz, introduces Dr. Nicholas who is going to help the students learn history. Read to find out what the students think about her.**

Words/Text Layout:

 \*New or important words (V) **encyclopedia (pg. 19)- a set of books that contain information on**

**many different topics/subjects**

 **professor (pg. 23)- a teacher at a college**

 **historian (pg. 24)- someone who knows a lot about history**

 **glaciers (pg. 26)- huge, slow-moving pieces of ice**

\*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 point out and discuss strategies the author uses to make the text more interesting. The author, Dan Gutman, gives A.J. a very distinct voice. He makes A.J. actually sound like an elementary boy telling a story directly to the reader, like he is “talking” to the reader. Do you like the “voice” that A.J. uses? (There are examples from pgs. 26, 30, 31, etc. for an idea of what A.J.’s “voice” sounds like). Would you tell the story in the same way? Explain your thinking. Be ready to share during our discussion time.**

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 these pages about?**

**What does the idiom “icing on the cake” mean? (pg. 25)**

 **Does A.J. understand the idioms about cake? Explain.**

**Would you be able to survive without TV? Why or why not?**

**Dr. Nicholas tells the students several things about herself during the assembly. What things do you**

**think were true and what things do you think were not true?**

**Explain your thinking.**

**How is Dr. Nicholas ridiculous?**

**Do you like the “voice” that A.J. uses to tell this story?**

 **Would you tell the story in the same way? Explain.**

Writing Connection: **A.J. uses the idiom, “yanking our chain” (pgs. 30 & 34). What does that idiom mean?**

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**Day Three (Ch. 5-6)**

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Let’s review from yesterday…**

**Day Three: A.J. and his class get their first history lesson from Dr. Nicholas. It is about toilet bowls. The next day Dr. Nicholas teaches them about the history of Barbie. Read to find out how the students respond.**

Words/Text Layout:

 \*New or important words (V) **disgusting (pg. 38)- gross, horrible**

 **allegiance (pg. 47)- loyalty, commitment**

 **immature (pg. 51)- acting younger than you actually are, childish**

\*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 point out and discuss strategies the author uses to make the text more interesting. As you read this book, you will notice that the students do not always talk very nicely to each other. Is the author just trying to be funny? Should the students get in trouble for their rude comments to each other? Explain your thinking. Be ready to share during our discussion time.**

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 these pages about?**

**What did toilet bowl history have to do with the history test they took?**

**Sometimes in this book, the students do not talk very nicely to each other.**

**Is the author just trying to be funny?**

**Should the students get in trouble for being rude to each other?**

**Explain your thinking.**

**Think about how the boys and girls react to Dr. Nicholas coming to the classroom on the first day. Then**

**think about how they react on the second day. How are their reactions on the second day ironic (not what you would expect)?**

Writing Connection: **In today’s reading, what is something new you learned either about Barbie or Hot Wheel cars?**

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**Day Four (Ch. 7-8)**

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Let’s review from yesterday…**

**Day Four: A.J. and his friends are worried about not passing the history test since Dr. Nicholas has not been teaching them the correct information. Read to find out how they solve their problem.**

Words/Text Layout:

 \*New or important words (V) **cure (pg. 58)- the way to make someone healthy again**

 **tortured (pg. 60)- inflicted pain on someone else**

\*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 pay attention to conflicts that the characters face. In today’s reading, A.J. and his classmates face a conflict. What conflict do they face? How do they solve their problem? Do you agree with their solution? Explain. Would you have done anything differently? Be ready to share during our discussion time.**

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 these pages about?**

**What conflict do the students face?**

 **How do they solve their problem?**

 **Do you agree with their solution? Explain.**

 **Would you have done anything differently?**

**What are some reasons why Andrea’s family would have a classroom in their basement?**

**Why do you think A.J.’s mom was about to cry at the end of chapter 8?**

Writing Connection: **Based on what you know up until this point, is Dr. Nicholas a good teacher? Explain using text details.**

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**Day Five (Ch. 9)**

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Let’s review from yesterday…**

**Day Five: A.J. and his classmates travel back in time on a time boat to learn about different people from history. At the end of their ride, they discover that someone is missing. Read to find out who is missing.**

Words/Text Layout:

 \*New or important words (V) **fiddling (pg. 77)- touching something to try to make it work**

 **colonists (pg. 84)- early American settlers**

 **revolution (pg. 84)- an overthrow of the government, going against the**

**government**

 **inventor (pg. 86)- person who makes/creates things**

\*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 give their opinions about the characters. Using all that you have read from this book, answer this question: Is Dr. Nicholas a good teacher? Use details from the text to support your answer. Be ready to share during our discussion time.**

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 these pages about?**

**What does the quote, “*You have nothing to fear but fear itself*” mean? (pg. 81)**

**Would you have enjoyed the time travel boat ride?**

**What part of the time travel adventure was the most interesting to you? Why?**

**Is Dr. Nicholas a good teacher?**

**What details from the text did you use to support your answer?**

**Where is Emily?**

Writing Connection: **How do you think the students will do on their history test this time? Why?**

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**Day Six (Ch. 10-11)**

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Let’s review from yesterday…**

**Day Six: A.J.’s class finds out that Dr. Nicholas was fired. They take the history test again. Read to find out how they did on the test the second time.**

Words/Text Layout:

 \*New or important words (V) **wailed (pg. 94)- cried out loudly**

 **genius (pg. 95)- very smart**

 **fired (pg. 101)- forced someone to quit**

 **valuable (pg. 101)- important, precious**

\*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 make judgments at the end of a book to determine whether they are satisfied with the ending. Today you will finish the book. Were you satisfied with the ending? Explain. Why do you think the author ended the book in the way he did? Be ready to share during our discussion time.**

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 these pages about?**

**What really happened to Emily?**

**What does the idiom, “*We were all on pins and needles*” mean? (pg. 98)**

**Did Mr. Klutz treat Dr. Nicholas fairly? Explain.**

**Why do you think the questions were different on the second history test?**

**Were you satisfied with the ending of this book? Explain.**

 **Why do you think the author ended the book in the way he did?**

**How was the last chapter of the story ironic?**

**Was *Dr. Nicholas is Ridiculous!* a good title for this book? Why or why not?**

Writing Connection: **How were the illustrations helpful as you read this book? Give several examples.**