

Guided Reading Lesson Plan (Levels M-Z)

Title: Hurricanes!

Level: P

ISBN: 0-590-06683-8

Publisher: Scholastic

Day One (Ch. 1)

pgs. 1-15

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Book Introduction: This book is called *Hurricanes!* by Lorraine Jean Hopping. It is a nonfiction book all about hurricanes. You will learn how hurricanes form, what the eye of the hurricane is like, effects of hurricanes, and what it would be like to fly in a hurricane.

Day One: Today you will read Chapter 1 which is called "Through the Wall." In this chapter, you will read about a pilot named Wes Bennett who flies into a hurricane. Read to find out what it is like.

Words/Text Layout:

*New or important words (V) **storm tracker (pg. 6)- person gathers information about a hurricane from inside the storm**

eye (of a hurricane) (pg. 8)- center of hurricane

feeder bands (pg. 8)- outer clouds of hurricane

jolting (pg. 15)- shaking, bumping

*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 answer questions using details from the text which helps them pay better attention to the text while they are reading. As you read today, answer this question: Why do the Storm Trackers go into hurricanes? Use at least 2 details from the text in your answer (pg. 6 is helpful). 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 text features did you notice?

How were those text features helpful?

What did you learn from the diagram on pg. 9?

Why do the Storm Trackers go into hurricanes?

What details did you use from the text?

What problems did the Storm Trackers encounter as they were going into the eye of Hurricane Hugo?

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Day Two (Ch. 2)

pgs. 16-25

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 from yesterday...

Day Two: Chapter 2 is about Wes Bennett and his crew inside the eye of Hurricane Hugo. It also gives details about Hurricane Hugo. Read to find out what damage it caused.

Words/Text Layout:

*New or important words (V) **stadium (pg. 16)- arena, a place where sports games are played**
instruments (pg. 19)- tools in the plane that help fly the plane
parachute (pg. 20)- a device with cords that allow a person or package
to land safely on the ground (see picture pg. 21)
storm surge (pg. 23)- sudden rise in water level of ocean (use context
clues to figure out meaning)

*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 answer questions using details from the text to defend their answers. As you read today, answer this question: Was Hurricane Hugo devastating? Defend your answer using at least 2 details from the text (include page numbers). 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 problem did Wes Bennett face as he was flying in the eye of the storm?

Was Hurricane Hugo devastating?

What details from the text did you use?

How did Wes Bennett and his crew help the people who were facing the hurricane? (see pg. 25)

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Day Three (Ch. 3-4)

pgs. 26-39

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 from yesterday...

Day Three: Chapter 3 is about how tropical storms form into hurricanes. Read to find out how it happens. Chapter 4 gives a lot of details about what experts know about hurricanes. Read to find out some of these facts.

Words/Text Layout:

*New or important words (V) **tropical depressions (pg. 26)- circling winds in storms
tropical storm (pg. 30)- a storm like a hurricane, but not as strong
equator (pg. 37)- imaginary line in the center of the earth that
separates north and south; it is warm at the equator
satellites (pg. 39)- travel around the earth and give us information**

*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 answer questions using details from the text which helps them pay better attention to the text while they are reading. As you read today, answer this question: How does a tropical storm turn into a hurricane? Explain using at least 2 details from the text and pictures in your answer (include page numbers). 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?

How was the diagram on page 29 helpful as you were reading?

How does a tropical storm turn into a hurricane?

What details did you use from the text/pictures?

How are hurricanes named?

How was the map on pg. 35 helpful?

What information did you learn about hurricanes?

What helps scientists gather data on hurricanes?

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Day Four (Ch. 5)

pgs. 40-48

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 from yesterday...

Day Four: Chapter 5 tells how satellites and Storm Trackers help us get more information about hurricanes. It also describes several bad hurricanes. Read to find out about some of these hurricanes.

Words/Text Layout:

*New or important words (V) **cyclone (pg. 45)- another name for a hurricane**
expensive (pg. 46)- costs a lot of money

*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 answer questions using details from the text to defend their answers. As you read today, answer this question: Which hurricane of the ones mentioned in this chapter was the most devastating? Defend your answer using at least 2 details from the text (include page numbers). 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?

Which hurricane was the most devastating?

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

Why do the Storm Trackers track storms?

What should you do if you know a hurricane is coming?

What do you infer the author's purpose was for writing this book?