

# Guided Reading Lesson Plan (Levels M-Z)

Title: I Survived the Sinking of the Titanic, 1912 Level: P ISBN: 978-0545206945 Publisher: Scholastic  
Day 1 (Ch. 1-2)  
Pgs. 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 start reading *I Survived the Sinking of the Titanic, 1912* by Lauren Tarshis. In this book, George and his sister, Phoebe, are sailing on the *Titanic* with their Aunt Daisy. They are traveling back home after spending two months in England. During the trip, the *Titanic* strikes an iceberg, and George has to try to save his sister, his aunt, and himself.

**Day 1: In today's reading, you meet George, his sister, Phoebe, and his Aunt Daisy. They are sailing to America on the *Titanic*. Read to find out how George behaves on the ship.**

Words/Text Layout:

\*New or important words (V) **bellowing (pg. 3)- thundering**

**spectacles (pg. 5)- glasses**

**telegram (pg. 10)- a message sent using a telegraph machine**

\*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, Lauren Tarshis, uses the strategy of foreshadowing in the first chapter. After you finish reading today, write down why you think the author used foreshadowing. Then answer this question: How did the foreshadowing make the opening of the book more interesting? 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 happened in these pages?**

**Who is telling the story? (point of view)**

**How do you know?**

**Why did the author use foreshadowing in the first chapter?**

**How did the foreshadowing make the opening of the book more interesting?**

**Note: Lauren Tarshis starts all her *I Survived* books this way.**

**What is your opinion of Aunt Daisy?**

**How would you feel to be on the *Titanic*?**

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Title: I Survived the Sinking of the Titanic, 1912    Level: P    ISBN: 978-0545206945    Publisher: Scholastic  
Day 2 (Ch. 3-4)  
Pgs. 11-22

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 2: In today's reading, George goes exploring and meets a four-year-old boy named Enzo and his dad Marco. Mr. Andrews, the man who designed the *Titanic*, stops and talks with George and his family.**

**Read to find out more interesting facts about the *Titanic*.**

Words/Text Layout:

\*New or important words (V) **decent (pg. 13)- respectable**

**voyage (pg. 16)- trip, journey**

**blueprints (pg. 18)- drawings, plans**

\*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 details as they read. Today you will read many different facts about the *Titanic*. After you finish reading today, write down four or five facts about the *Titanic*. Then answer this question: Can any ship really be unsinkable? Explain. 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 happened in these pages?**

**Why do you think Enzo got so upset when George left?**

**What words can you use to describe George?**

**Are you at all like George? Explain.**

**What facts did you find about the *Titanic*?**

**Which fact was most interesting to you? Why?**

**Can any ship really be unsinkable? Explain.**

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Title: I Survived the Sinking of the Titanic, 1912 Level: P ISBN: 978-0545206945 Publisher: Scholastic  
Day 3 (Ch. 5-7)  
Pgs. 23-39

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 3: In today's reading, George hears about a mummy on the *Titanic*. He waits until Phoebe and Aunt Daisy are asleep, and then he goes to find the mummy. Read to find out who he encounters.**

Words/Text Layout:

\*New or important words (V) **society (pg. 24)- wealthy, "important" people  
superstitious (pg. 25)- believing something that is not proven  
fragile (pg. 35)- breakable, delicate**

\*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. There are several conflicts you will read about today. What conflict does George face in Chapter 6? How does he solve the conflict? What conflict does George face in Chapter 7? How does he solve that conflict? 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 happened in these pages?**

**What flashback does the author include in Chapter 6?**

**Why did the author include that flashback?**

**What conflict does George face in Chapter 6?**

**How does he solve that conflict?**

**What conflict does George face in Chapter 7?**

**How does he solve that conflict?**

**Would you have gone to find the mummy? Explain.**

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Title: I Survived the Sinking of the Titanic, 1912 Level: P ISBN: 978-0545206945 Publisher: Scholastic  
Day 4 (Ch. 8-9)  
Pgs. 40-50

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 4: In today's reading, George finds out the *Titanic* hit an iceberg. He goes to bed and a short time later, Henry is there telling them to come up to the deck. George and Aunt Daisy discover that Phoebe is gone! Read to find out where they think she went.**

Words/Text Layout:

\*New or important words (V) **steward (pg. 40)- an employee on a ship who helps passengers**  
**eerie (pg. 41)- creepy, weird, strange**  
**regulations (pg. 42)- rules**  
**exasperated (pg. 47)- extremely annoyed**

\*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, Lauren Tarshis, uses the strategy of suspense often in this book. After you finish reading today, write down several examples of suspense that Lauren Tarshis used in today's chapters or other chapters in the book. Then answer this question: How has suspense made the book more interesting to read? 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 happened in these pages?**

**Infer: Why aren't the passengers concerned that the *Titanic* hit an iceberg?**

**Would you have acted like a lot of the passengers or would you have been worried?**

**How has the author added suspense throughout this book? Give several examples.**

**How has the suspense made the book more interesting to read?**

**Where do you think Phoebe is?**

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Title: I Survived the Sinking of the Titanic, 1912 Level: P ISBN: 978-0545206945 Publisher: Scholastic  
Day 5 (Ch. 10-11)  
Pgs. 51-63

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 5: In today's reading, George and Aunt Daisy look for Phoebe. They find Enzo and Marco who help them look. Read to find out if they find Phoebe.**

Words/Text Layout:

\*New or important words (V) **promenade deck (pg. 51)- the upper deck of the ship  
commotion (pg. 52)- uproar, disorder  
hoisted (pg. 59)- lifted up  
catapulted (pg. 61)- thrown, flung**

\*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 ask questions so they can search for answers. Today while you read, ask at least three questions that come to your mind. Write down any answers to the questions you find. 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 happened in these pages?**

**Infer: Why aren't they letting the passengers on the lower level go to the deck?**

**Should these people be treated differently? Explain.**

**What questions did you have during these chapters?**

**What answers did you find?**

**What do you predict will happen next?**

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Title: I Survived the Sinking of the Titanic, 1912    Level: P    ISBN: 978-0545206945    Publisher: Scholastic  
Day 6 (Ch. 12-13)  
Pgs. 64-81

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 6: In today's reading, they make it up to the deck. Aunt Daisy, Phoebe, and Enzo get on a lifeboat, but the officer doesn't let George on. Marco and George have to jump off the boat. Read to find out what happens to them in the water.**

Words/Text Layout:

\*New or important words (V) **abandoned (pg. 64)- deserted wreckage (pg. 75)- remains, ruins exhaling (pg. 77)- breathing out**

\*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 visualize what is happening to the characters to better understand the story. Today, George and Marco will try to survive the sinking of the *Titanic*. The author uses a lot of good descriptive words in these chapters. After you read, sketch a picture of something from the text. Be sure to label your picture and describe it using at least one sentence. 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 happened in these pages?**

**Infer: Why didn't the officer let George on the boat?**

**How did Marco and George help each other in these chapters?**

**Who was the "woman" at the end of Chapter 13?**

**Was it a smart idea for this man to disguise himself as a woman or a selfish idea? Explain.**

**What picture did you sketch?**

**What sentence describes your picture?**

**What questions did you have during these chapters?**

**What answers did you find?**

# Guided Reading Lesson Plan (Levels M-Z)

Title: I Survived the Sinking of the Titanic, 1912 Level: P ISBN: 978-0545206945 Publisher: Scholastic  
Day 7 (Ch. 14-15)  
Pgs. 82-91

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 7: In today's reading, the ship *Carpathia* comes to rescue the survivors. Everyone is reunited. They arrive in New York and see Papa. Read to find out what Aunt Daisy plans to do next.**

Words/Text Layout:

\*New or important words (V) **gaped (pg. 83)- stared, gazed  
collided (pg. 88)- hit, struck**

**gangplank (pg. 90)- a bridge-like structure used by people boarding  
or leaving a ship**

\*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 put themselves in the shoes of the characters they read about to better understand why characters respond the way they do. Today you will read about how the survivors of the *Titanic* respond when the ship *Carpathia* comes to rescue them. After you read, write down how you would have responded. What would you be thinking/feeling? Would your response be similar to or different from their response? Explain. 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 happened in these pages?**

**How did the survivors respond when they saw the ship *Carpathia*?**

**How would you have responded?**

**What would you have been thinking/feeling?**

**Would your response be similar to or different from their response? Explain.**

**At the end of Chapter 15 on pg. 91, the author says that George wanted to forget everything about the *Titanic* and put it out of his mind forever. Do you think this is possible? Explain.**

**How do you think life will be different now for George?**

# Guided Reading Lesson Plan (Levels M-Z)

Title: I Survived the Sinking of the Titanic, 1912 Level: P ISBN: 978-0545206945 Publisher: Scholastic  
Day 8 (Ch. 16- Facts)  
Pgs. 92-101

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 8: In today's reading, George still can't forget what happened with the *Titanic*. He has a good talk with Papa. After the last chapter, the author includes some extra information.**

Words/Text Layout:

\*New or important words (V) **eased (pg. 94)- carefully moved**

**memorial (pg. 101)- something designed to help others remember artifacts (pg. 101)- objects made by humans long ago**

\*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 inferences about events that happen in a story. The sinking of the *Titanic* was a tragedy and many lives were lost. However, some good did come out of this tragedy for George in this story and for people around the world. Infer: What good came out of this tragedy for George? Infer: What good came out of this tragedy for people around the world? 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 happened in these pages?**

**Were you satisfied with the ending? Explain.**

**What (if anything) would you have done differently?**

**What good came out of this tragedy for George?**

**What good came out of this tragedy for people around the world?**

**Do you think the *Titanic* should be brought to the surface or left in peace? Explain.**

**Why are people so fascinated by the sinking of the *Titanic*?**