Guided Reading Lesson Plan (Levels M-Z)

Title: Encyclopedia of Modern Wonders   Level: Q   ISBN:1-4189-3707-X   Publisher: Rigby

Before Reading: (5-7 min.)
  *Summarize plot (M)   *Discuss pictures (M)
  *Unfamiliar book language/character names (S)   *Draw upon students' experiences (M)

Day 1: In this text, we are going to be taking a look at some monuments from around the globe. Why do you think someone would build a monument? (to remember people or events in history) This text talks about "modern wonders," but you may also have read about or seen "ancient wonders." What is the difference between a modern wonder and an ancient wonder?

Let's take a look at the monuments we're going to be reading about. Have you ever seen any of these in person, before?   (As you look at the pictures on each page, talk to the students about the names of people and places. Encourage students to attempt the names, but not to get hung up on decoding that name. Help students generate a list of questions or things their wondering about as you preview the text. These questions can help give the group a purpose for reading. Also, be sure to point out the captions that go with the picture.

Day 2: Let's take a look at some of the questions/wonderings we had from yesterday before we start reading today. Keep those questions in mind as you read today. As you come across information that answers one of those questions, jot down your answer on a post-it-note.

Day 3: As you re-read today, be watching for comparisons that the author points out (as big as…, as tall as…, as much as…, that's like…) Mark those comparisons w/ a sticky note.

Words/Text Layout:
   *New or important words (V) – p5 fertile, p6 reservoir, p7 silt, p9 Parliament, p13 rivets, p13 souvenir
   p15 expands, p16 monument, p16 architect, p29 mosque
   *Unusual aspect of text layout (V) – captions and "did you know" boxes with picture

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:
  connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance
   Readers use text features to help them understand nonfiction.

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)

Day 1: Generate a list of questions/wonderings you have about this text.
Day 2: Was there anything that you found confusing as you read today? What answers did you come across as you read? Let's take a look monument by monument.

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Possible questions:

Aswan High Dam – This dam was built along what river? Why is the Nile river important to people who live in Uganda, Sudan, and Egypt? Normally, floods would be thought of as a bad thing, was this true in the case of the Nile? What problem did the builders discover while the dam was being built? What was their solution?

Big Ben – The Parliament of the United Kingdom makes laws that the British people live by. What is this similar to in the United States? How often does Big Ben ring? How was the original bell pulled into the tower? What happened only 2 months after Big Ben was completed? How long was it before it rang again? What else does the tower do besides tell time? Big Ben may have been named after a champion boxer. Do you think that was a very important person or would you have selected someone else to name the clock tower after? Why?

Eiffel Tower – Page 13 shows a couple of men hanging lights on the Eiffel Tower. This is in 1889. How safe do you think they were? If lights were to be hung on the tower today, how do you think things would be different (advances in safety procedures and equipment). It says on page 14 that the tower as only supposed to stand for 20 years. Why do you think that was? What benefits would keeping the Eiffel Tower bring to France? On the hottest of days, what happens to the metal of the tower?

Gateway Arch – Why was the arch built, what historical significance does it represent? What is unique about this structure? (sways) Do you think that would make it would be able to withstand an earthquake? How do visitors get up and down in the arch? Why is the tram system a better way to transport people than using the stairs?

Hoover Dam – What did workers have to do to help the concrete cool/harden? If they had not put in these pipes, what year would it be when the concrete finally dried/hardened? (1936+125=2061). Why was waiting for the concrete to dry on its own not a option? The same amount of concrete that was used to build the dam could also do what? Many of the projects that we've read about so far were done without many of our modern conveniences. How have things changed?

Mount Rushmore – If you could get close enough to feel the surface of these presidents' faces, do you think they would be rough or smooth? Why? Why were those four presidents chosen to be on the mountain…what characteristic were they known for?

Petronas Twin Towers – These towers were the tallest in the world for six years. Then what happened? How was the building of these towers a race?

Day 3: Let's go back now and take a look at the comparisons the author makes in the text. Do those comparison help you to better understand what is being discussed? Why? The author is using something that we are familiar with (like a football field) to help us understand something we are not very familiar with.

P7 – The Aswan High Dam: is 365 feet high which is as high as a football field, used as much rock, sand, silt and clay that _____ Great Pyramids of Giza could be built.

P17 – as high as a 10 story building

P21 – as tall as a 60 story building

P22 – the amount of concrete used in building this dam would be enough to pave a 4-foot wide sidewalk around the earth…the Hoover Dam is as thick as a city block is long

p29 – as much as 3,000 elephants weigh

Assignment: