

Guided Reading Lesson Plan (Levels M-Z)

Title: Pedro's Journal

Level: Q

ISBN: 0-590-46206-7

Publisher: Scholastic

Day 1: Journal entries dated: August 3, August 7, August 27 (pages 1-10)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Pedro's Journal is really a story about Christopher Columbus and the journey west that he made in 1492. What do you already know about Christopher Columbus? What did he discover? Pedro is part of Columbus' crew, but he is just a young boy. Why do you suppose these young boys were along on such a trip? This book is written like a journal or a diary. What do you think that means? Today we're going to be reading about the very early days of the journey, about the first month. We will find out who Pedro is and why he is along on this voyage. We will also be reading about how the crew feels about this trip.

Words/Text Layout:

*New or important words (V): p1 seamanship, p2 parcel, p5 dinghy, p7 careening, p8 uncharted, lateen rigging

*Unusual aspect of text layout (V): Journal style

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

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

Readers think about the plot of the story. (setting, characters, conflict, resolution)

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)

-Why does Pedro suspect he was hired to go along on this journey? What is he really good at? How many young boys are there like Pedro?

-What have we learned about our characters so far? How would you describe Pedro? How would you describe Columbus? Use evidence from the text to support your thinking.

-How many ships were there making this journey? Why do you think they had three ships and not just one? ---

-What happened to the Pinta? What does Columbus think about this, accidental or purposeful? Why do some not want to make the journey?

-What happened while the ships were stopped in the Canary Islands?

Writing Connection (optional):

Write about what some of the men think they will encounter on this trip.

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Day 2: Journal entries dated: September 3, September 10, September 13, 17, 18, 21, 25 (pages 10-21)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

What did we learn yesterday about why Pedro was along on this journey? How does some of the crew feel about this trip? What do some speculate will happen to them? Today we're going to be reading most of the journal entries from the month of September, so through page 21. The journal will get well underway.

Words/Text Layout:

*New or important words (V): p10 sandglass, p13 maravedis (Spanish money), p15 devour, omen, forebodes, meteorites, portended

*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 think about the plot of the story. (setting, characters, conflict, resolution)

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)

-We read that each morning Pedro would "wash the slate of the navigator's notes after they've been transcribed." What does this mean? Why would it be important to keep notes about the journey? What does the fact that Pedro studies Columbus' notes and drawings tell us about Pedro?

-What are some of the things Columbus is doing that make his crew not trust him? Why do you think he is doing these things?

-Read aloud and talk through the middle paragraph on page 15 as it contains lots of unusual and potentially confusing language.

-What obstacle have they encountered? Describe the seaweed for me? How is it impacting their journey?

-Describe Pedro's first experience swimming. What did Columbus tell him? Do you think this is true?

-What emotion do you think lies at the root of the distrust and doubt the crew has about the success of this journey? (fear)

Writing Connection (optional):

When they left the Canary Islands, they only had enough food for 28 days. What do you think the plan was or why would Columbus only have enough food for 28 days? What do you think he was thinking?

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Day 3: Journal entries dated: September 26, 30, October 5, 7, 8 (pages 21-31)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

So the ships are out in the middle of nowhere, as far as they can tell. They've had a few signs that make them think that land is close, but no one has been able to see any land. How do you think the crew's spirits were when we stopped reading yesterday? In our reading today, the crews think they see land, but they never reach it. There are more signs that land is near, but not everyone believes that is true.

Words/Text Layout:

*New or important words (V): p23 petrels, frigate birds, dorados

*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 think about the plot of the story. (setting, characters, conflict, resolution)

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

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-In our reading today, mutiny was mentioned. What does that mean?

-Pedro described what he saw when he went out the night of October 5th. Why did this make such an impression on him? What did he like about the night watch? What didn't he like?

-What was the penalty for a false-alarm? What impact do you think this will have on the crew?

-Columbus called for a course change after seeing the flock of birds. Why do you think he was so willing/eager to change directions? What evidence did he have to support that decision?

-Image yourself, not having seen land for over a month. What do you suppose that would be like?

Writing Connection (optional):

Write about whether you would ever consider going on a voyage like this. What would make you want to go? What would make you want to stay home?

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Day #4: Journal entries dated: October 10, 11, 12, 16 (pages 31-41)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

So the group has been out at sea for over a month. No one has seen land. How is the crew feeling? How is Columbus feeling? Can you image the tremendous pressure on him? Columbus is the one who believes there is land out there. They've been sailing for weeks in uncharted waters and haven't seen anything. Certainly the crew is doubting him. Do you think Columbus is doubting himself? In today's reading, the crew is on the verge of mutiny, ready to leave Columbus and attempt to head back to Spain. Will they manage to hold it together? You know the end of the story; Columbus does find land. Let's see what discoveries are made today.

Words/Text Layout:

*New or important words (V): p36 maneuvering, p39 docile

*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 think about the plot of the story. (setting, characters, conflict, resolution)

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)

-On October 10th, describe the mood on the ship. What deal did Columbus make with his crew? How do you think he felt about that or after making that deal? What gave the crew hope after this deal was made?

-When we the land first seen? How was it seen? (light of a candle) What does this tell us about the new land? (already occupied with people) What do you suppose Columbus and his crew were feeling at that point?

-Reread and discuss the last few lines from October 12th journal entry. What does this mean? Why would Pedro's mother look down or lowered her eyes at the idea of bringing them back to Spain? What does this tell us about Pedro's character?

-What land does Columbus think he has found?

-What do the natives think of their visitors? How did they treat one another?

Writing Connection (optional):

Imagine you're Pedro stepping out of the boat onto this new land. Write about what you see and how you feel.

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Day #5: Journal entries dated: October 23, 29, November 6, 19, 25 (pages 42-50)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

So the crew finally reached land. They believe they've landed in a place they named San Salvador. They spent some time on that land and with the native people there. Columbus is convinced they must be close to Japan, so the crew is headed out to sea again. A short journey on the water leads them to another place that is clearly not Japan. They will explore these new lands.

Words/Text Layout:

*New or important words (V)

*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 think about the plot of the story. (setting, characters, conflict, resolution)

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)

-How is the land on this second landing spot different from the first? What did the natives on this piece of land do that was new to the crew?

-Explain what is happening with the native people. What is the purpose for taking them onboard? How does Pedro feel about this? Support your thinking with evidence from the text.

-Do you think that Christopher Columbus' character has changed since finding land? What makes you think that?

Writing Connection (optional):

At the very end of what we read today, we learned that the Pinta sailed away from the rest of the ships. Why do you think this happened?

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Day #6: Journal entries dated: December 3, 13, 16, 25 (pages 50-60)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

So Columbus is kind of hopping from place to place. He's seen a couple of different lands and encountered a couple of different groups of native people. Up to this point, all the natives have been more than friendly, even thinking the Columbus and his crew were gods. That's about to change. Columbus has taken several native people on board his ship thinking that they will be "converted" and become servants back in Spain. Pedro isn't liking this idea at all. He even said he'd rather have sailed on without finding land than be where they are now. The Pinta has also sailed away. Why do you think this ship just sailed away?

Words/Text Layout:

*New or important words (V)

*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 think about the plot of the story. (setting, characters, conflict, resolution)

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)

-How do the natives we met early in our reading today different from the natives they encounter previously?

How did Pedro respond to these natives? How did Columbus respond?

-What is Columbus really searching for? What has he promised his crew? (gold) Do you think if it were not for the promises that he'd made they would still be hopping from island to island or is it the search for riches that keeps them going?

-How are people's attitudes now? The crew? The natives? Columbus? Pedro?

-Reread and discuss the first paragraph on page 57 "Before the chief left..." What does this mean?

-Describe the how the Santa Maria came to sink.

Writing Connection (optional):

What are you predicting will happen to Pedro for accidentally sinking the Santa Maria?

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Day #7: Journal entries dated: December 27 through January 16 (pages 60-72)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Columbus is on a search for gold. Relationships with the natives are sometimes good and sometimes not so good. What did we read yesterday as we ended that journal entry? That's right, the Santa Maria had just sunk, and it was at Pedro's hands. What were your predictions for what would happen to Pedro? Today we will find out what happens as a result. All these men will be on one ship, making things quite crowded. They also manage to find the Pinta which had sailed away earlier.

Words/Text Layout:

*New or important words (V): p61 cowardice, p62 dilemma, predestined, p66 ridiculing, criticizing, p67 grotesque, manatees, p71 skirmish

*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 think about the plot of the story. (setting, characters, conflict, resolution)

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)

-How did Columbus feel about the sinking of the ship? Why was he not furious? (gold and the promise of more gold to console him) How does Pedro feel about this whole ship sinking thing? What makes you think that?

-On page 65 it says, "In his log he says he will endure this treachery in silence, glad to have a companion ship with which to make the homeward passage." Columbus was clearly upset with the Pinta for sailing off, so why is he allowing this ship to accompany them home?

-A small group of them saw what Pedro originally thought were mermaids. Columbus corrected and said they were manatees. What made this experience funny? Do you think it was good for everyone to laugh? Why?

-So the two ships are leaking but headed out to sea. Why not repair the damaged ships before going back to Spain?

Writing Connection (optional):

How is Pedro feeling about going back out to sea?

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Day #8: Journal entries dated: January 28th through February 14 (pages 72-80)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

So it sounds like most of the crew of the Nina, Pinta, and Santa Maria are headed back towards Spain. Only two ships remain, the Nina and Pinta, since the Santa Maria has sunk. Some of the crew stayed behind on La Navidad so Spain will have something to go back to on future voyages. The two ships are leaking, but Columbus doesn't want to stop since the natives haven't been very friendly lately. Do you think they'll make it back to Spain? What makes you think that?

Words/Text Layout:

*New or important words (V): p77 goliath

*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 think about the plot of the story. (setting, characters, conflict, resolution)

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)

-The two ships almost stopped at another island on their journey towards Spain. What was it about this island that made Columbus want to stop? Why did he end up turning back towards home?

-Columbus refers to a second voyage and some islands he wants to check out on that voyage. Do you think Pedro will make another voyage across the sea? What makes you think that?

-Describe the boat on February 13. What was Columbus trying to do on February 14th? Did that work? What is Columbus' concern as we finish this last journal entry? What is his plan for solving this problem?

-How do you think Pedro felt about putting his journal in the barrel?

-How have the characters changed throughout the text?

Writing Connection (optional):

Did you like the way this book ended? How would you have ended it differently?

Be sure to read the next page.