

Guided Reading Lesson Plan (Levels M-Z)

Title: Rosa Parks and the Montgomery Bus Boycott Level: Q ISBN: 9780736896580 Publisher: Capstone
Day One (Ch. 1)

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 *Rosa Parks and the Montgomery Bus Boycott* by Connie Miller. It is a nonfiction, graphic book about Rosa Parks. One day while Rosa is riding a bus, she refuses to give up her seat to a white man. This action helps to spark the Montgomery bus boycott. During the bus boycott, blacks refuse to ride the buses in Montgomery.

Day One: Today you will meet Rosa. She will refuse to give up her seat on the bus. Read to find out what happens to her.

Words/Text Layout:

*New or important words (V) **segregation (pg. 4)- keeping people or groups apart because of race**
fare (pg. 4)- payment to ride bus
bail (pg. 9)- the sum of money paid to a court to allow someone accused of a crime to be set free until his/her trial

*Unusual aspect of text layout (V) **Review how to read a graphic book (Read all words including those in bubbles from the top of the page to the bottom of the page).**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:
connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers try to figure out why characters do the things they do, and they make judgments about characters' actions. In your reading today, Rosa will refuse to give up her seat on a bus. Do you think Rosa made the right decision? Explain using details from the text. 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 would you describe Rosa?

Why didn't Rosa give up her seat on the bus?

Did she make the right decision?

What details from the text did you use?

What would you have done?

Guided Reading Lesson Plan (Levels M-Z)

Title: Rosa Parks and the Montgomery Bus Boycott Level: Q ISBN: 9780736896580 Publisher: Capstone
Day Two (Ch. 2)

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: The NAACP organizes a bus boycott in Montgomery to protest Rosa's arrest. They want to continue the boycott until segregation on the buses ends. Also, you will meet Martin Luther King, Jr today. Read to find out what he says about the bus boycott.

Words/Text Layout:

*New or important words (V) **verdict (pg. 12)- the decision of a jury on whether an accused person is guilty or not guilty**

appeal (pg. 12)- to ask for a decision made by a court to be changed

coward (pg. 13)- someone who doesn't have courage to stand up for what is right

*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 close attention to details in the text. While you read today, answer this question: According to the text, what were some of the effects of the bus boycott? 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?

Why do you think Rosa was found guilty?

Is Rosa guilty of breaking the law?

How was Martin Luther King, Jr. helpful for the blacks?

What were some of the effects of the bus boycott?

Would you have participated in the bus boycott? Explain.

Guided Reading Lesson Plan (Levels M-Z)

Title: Rosa Parks and the Montgomery Bus Boycott Level: Q ISBN: 9780736896580 Publisher: Capstone
Day Three (Ch. 3)

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: The court rules that bus segregation is unconstitutional, so the boycott was a great success. The bus boycott inspires other events like sit-ins (blacks sit at an all-white counter) and the March on Washington where Martin Luther King, Jr. delivers his famous I-Have-A-Dream speech. Read to find out what Rosa is up to during this time.

Words/Text Layout:

*New or important words (V) **illegal (pg. 17)- against the law**

equality (pg. 18)- treating everyone equally

integrated (pg. 22)- the act or practice of making facilities open to people of all races

*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 evaluate events to determine which events were the most important. After you read, evaluate which event in the Civil Rights Movement was the most effective in getting equal rights for blacks. Answer this question: Which was most effective- the bus boycott, the sit-ins, or the March on Washington? Explain using details from the text. 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 happened because of the bus boycott?

Do you think it was a good idea for Rosa to move to Detroit? Why?

What violence was happening to blacks?

Which was most effective in getting equal rights for blacks- the bus boycott, the sit-ins, or the March on Washington? Explain.

Guided Reading Lesson Plan (Levels M-Z)

Title: Rosa Parks and the Montgomery Bus Boycott Level: Q ISBN: 9780736896580 Publisher: Capstone
Day Four (Ch. 4)

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: Rosa hears that Martin Luther King, Jr. has been shot and killed. Rosa creates an institute in Detroit that helps teach young people to be good leaders. Rosa dies in 2005. Read to find out how she is honored.

Words/Text Layout:

*New or important words (V) **discrimination (pg. 25)- being unfair toward a particular person/group of people**
institute (pg. 25)- organization

*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 about what they read in the text. Today you will read about how Rosa is honored after she dies. After you read, answer this question: Did Rosa deserve to be honored when she died? 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?

How did Rosa fight for civil rights for blacks?

How was Rosa honored at the end of her life?

Did Rosa deserve to be honored when she died?

What details did you use?

What extra facts did you learn on the last two pages of the book (pgs. 28-29)?

How would Rosa Parks want to be remembered today?