

Guided Reading Lesson Plan (Levels M-Z)

Title: Spiderwick Chronicles #3 Lucinda's Secret Level: Q ISBN: _____ Publisher: _____

Before Reading: (5-7 min.) Day 1: Chapter 1

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The Grace children and their mother have recently moved into an old rundown house that belongs in the family. When they moved in, the children discovered that faeries, brownies, goblins, and many other strange creatures lived in and around the house. Jared Grace found a book that explains what each creature is and what it looks like. He carries it with him everywhere even though it seems to bring trouble wherever they go. Mallory and Simon Grace want Jared to get rid of it, but he refuses. Read to find out what happens.

Words/Text Layout:

*New or important words (V) consulted (1) Unsympathetic (2) Transfixed (5) recuperating (6)

*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

Good readers make inferences about the characters and events while reading.

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 Mallory want Jared to get rid of the book?
- Why is Jared refusing to part with the book?
- What types of things has Thimbletack, the brownie, been doing to Jared to get revenge?
- Who do the children plan to visit to ask about the book?

Writing Connection (optional):

What inferences did you make about the characters while reading today? What clues helped you make those inferences?

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Title: Spiderwick Chronicles #3 Lucinda's Secret Level: Q ISBN: _____ Publisher: _____

Before Reading: (5-7 min.) Day 2: Chapter 2

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The Grace children tell their mother they want to visit Aunt Lucinda in the asylum. Jared is hoping to find a time alone with Aunt Lucinda to discuss the faeries. When Aunt Lucinda learns that they are living in the house she becomes concerned and says that it is very dangerous. Will the children have time to learn more about faeries and find out why Aunt Lucinda is so concerned? Read to find out.

Words/Text Layout:

*New or important words (V) Asylum (18) Deteriorate (19) Vestibule (20)

*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

Good readers make inferences about characters and events while they read.

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)

- Describe the asylum and the children's first experience there.
- What was your first impression of Aunt Lucinda?
- What inferences did you make while read today? What clues helped you make those inferences?

Writing Connection (optional):

Do you think Jared should get rid of the book? Why or why not?

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Before Reading: (5-7 min.) Day 3: Chapter 3

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The Grace children will talk with Aunt Lucinda about the faeries and the house. She will explain to the children what happened to her when she was living in the house and how she ended up in the asylum. Aunt Lucinda has never seen her father's book of the faeries and when Jared goes to pull it out something has happened to it. Read to find out what happened to Aunt Lucinda and the book.

Words/Text Layout:

*New or important words (V) embroidered (30) bespectacled (32) skulking (34)

*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

Good readers make inferences about the characters and events while reading.

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 do the Grace children have in common with Aunt Lucinda?
- What did the faeries give Aunt Lucinda that "poisoned" her from the taste of human food?
- What happened to Aunt Lucinda that caused her to have a hunched back?
- Why do you think Aunt Lucinda didn't eat the cookies?
- Who put Aunt Lucinda in the asylum? Why?
- What inferences did you make today? What clues helped you make those inferences?

Writing Connection (optional):

If you were the children, how would you convince your mother, who doesn't know about the faeries, to leave the house?

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Before Reading: (5-7 min.) Day 4: Chapter 4

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Jared blames Mallory for stealing the book until he finally realizes that it was most likely Thimbletack who took it out of revenge. The children begin looking for the book but uncover an old map drawn by Arthur Spiderwick instead. The children are very intrigued by the map and a note that is written on it. Read to find out what the children decide to do next.

Words/Text Layout:

*New or important words (V) sedated (45) supernatural (49)

*Unusual aspect of text layout (V)

*Page breaks (pg.53) Small symbol represents the story moving on to a new topic, location, or time.

*Italics (pg. 55) Titles of Books

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

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

Good readers make inferences about the characters and events while reading.

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)

- Who took Jared's book?
- Where does Jared think Thimbletack hid the book?
- Why do you think Jared is crying over Arthur (a person he has never even met)?
- What did the Grace kids find in the library that interested them?

Writing Connection (optional):

What inferences did you make while reading today? What clues helped you make those inferences?

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Title: Spiderwick Chronicles #3 Lucinda's Secret Level: Q ISBN: _____ Publisher: _____

Before Reading: (5-7 min.) Day 5: Chapter 5

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The Grace kids will follow Arthur Spiderwick's map to the spot where it was written "bring the remains of the book." The children want answers to their many questions. Along the way, they will retrace their steps and encounter a strange new creature. Will the children find their way and learn any answers to their many questions? Read to find out.

Words/Text Layout:

*New or important words (V) squabbling (65) sparse (66) amiable (68) *ass (73) –referring to a donkey vigorously (74) foliage (79)

*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
Good readers ask questions while they are reading.

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 were the kids zigzagging and changing directions so much?
- Who/what did the kids encounter while following the map?
- What do you think the phooka meant by "They have what you want and they want what you have"? (pg. 75)
- What do you think the phooka meant by "What an Author doesn't know could fill a book."? (pg. 77)

Writing Connection (optional):

What questions did you ask while you were reading? Were any of them answered?

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Before Reading: (5-7 min.) Day 6: Chapter 6

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The Grace kids encounter a group of elves in the woods. The elves want Arthur Spiderwick's book from the kids. However, the kids do not still have the book. Will the elves believe them and release the children or will they hold them captive? Read to find out what happens.

Words/Text Layout:

*New or important words (V) tumbled (81) astray (82) unnerved (83)

*Unusual aspect of text layout (V)

*Italics pg. 87-89- the italics are a description of a vision the children see

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

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

Good readers ask questions while they read.

Good readers make inferences about the characters and events while they read.

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)

- Who did the children encounter in the woods?
- What "deal" do the elves want to make with the children?
- What was the vision about that the unicorn showed the children?
- Who is Mulgarath and what does he want?
- What did the elves do to ensure that the kids brought the book to them?
- How did Arthur Spiderwick try to trick the elves?

Writing Connection (optional):

What questions did you ask while you read today? Did any of those questions lead to inferences that you made?

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Before Reading: (5-7 min.) Day 7: Chapter 7

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Jared is trapped in the woods with the elves. Will the Simon and Mallory leave him to find the Field Guide book or will they figure out a way to rescue Jared from his bonds? Read to find out what happens.

Words/Text Layout:

*New or important words (V) brandishing (97) obscured (101) monogrammed (102)

*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

Good readers make inferences about the characters and events while reading.

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)

- Jared quickly came up with a plan to get all of the kids out alive. What was his plan? Did it work?
- What did Jared learn about Arthur Spiderwick?
- How did Mallory change at the end of the story?
- What inferences did you make while reading today?

Writing Connection (optional):

Do you agree with Mallory and Jared? Should the children keep the Field Guide book when they find it or hand it over to the elves? Explain your reasoning.