

Guided Reading Lesson Plan (Levels M-Z)

Title: Five Brave Explorers

Level: R

ISBN: 978-0590480321

Publisher: Scholastic

Day 1 (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 *Five Brave Explorers* by Wade Hudson. It contains a biography about five different African Americans explorers. The biographies focus mostly on the adventures these individuals take while they are exploring new places.

Day 1: Today we will read about an explorer named Esteban Dorantes. Esteban and his master, Andres Dorantes, travel to America. They meet unfriendly Native Americans who force them to flee. Read to find out where Esteban and Andres end up.

Words/Text Layout:

*New or important words (V) **circa (pg. 5)- about**

expedition (pg. 6)- journey or voyage made for the purpose of exploring

captors (pg. 8)- person who has captured another person

companions (pg. 12)- partners, people traveling with you

*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 events that happen in a character/person's life to help them understand that person better. Despite many hardships you will read about today, Esteban still shows courage. How does Esteban show courage? Explain using at least 2 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 did you learn about Esteban Dorantes?

What hardships did Esteban go through?

How does Esteban show courage?

What details from the text did you use?

What lessons can we learn from Esteban's life?

Why should Esteban be remembered today?

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Day 2 (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 2: Today's biography is about Jean Baptiste Pointe DuSable. He grows up in France but eventually ends up in America. DuSable and his friend explore the Mississippi River and become fur traders. Later he creates a trading post in Eschikago. Read to find out what city Eschikago becomes.

Words/Text Layout:

*New or important words (V) **well educated (pg. 15)- having a good education
registered (pg. 20) – officially listing the proof of sale with the
government
contribution (pg. 20)- involvement with, role in**

*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 use text features to help them to better understand the text they are reading. One text feature is pictures. After you read, describe two pictures that helped you understand the text better. Then describe how they helped you understand the text better. 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 DuSable end up becoming a fur trader?

How does DuSable fit in with the Native Americans?

What pictures did you describe?

How did they help you understand the text better?

Why should DuSable be remembered today?

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Day 3 (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 3: Today's biography is about James Pierce Beckwourth. He travels with a group heading west to trap animals. Later, he finds a passage through the Sierra Nevada Mountains to California. Read to find out about other adventures that happened to Beckwourth.

Words/Text Layout:

*New or important words (V) **blacksmith (pg. 26)- person who makes things out of iron**

frontiersmen (pg. 27)- a man who lives on the frontier

legend (pg. 28)- unverifiable story passed down through generations

*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 use text features to help them to better understand the text they are reading. One text feature is maps. After you read, describe the map on pg. 29. Then tell how it helped you understand the text about Beckwourth better. 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 Beckwourth as a child and young person?

Do you believe the legend dealing with the Crow people?

How did the map on pg. 29 help you understand the text about Beckwourth better?

What pictures were helpful as you were reading?

Why should Beckwourth be remembered today?

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Day 4 (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 4: Today's biography is about Matthew A. Henson. Henson, along with several other men, became the first people to reach the North Pole. The other men were recognized for making it to the North Pole, but Henson was not recognized. Read to find out if that changed later on in his life.

Words/Text Layout:

*New or important words (V) **voyage (pg. 32)- a journey from one place to another**

Inuit (pg. 34)- Eskimos live in the northernmost part of North America)

achievement (pg. 38)- accomplishment, success

*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 to better understand peoples' motives. Today, you will read how Henson's part in reaching the North Pole is largely ignored. After you read, infer the answer to these questions: What motivated the public to not recognize and award Henson for reaching the North Pole? Why did that change later? Be ready to share during our discussion.

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?

At the beginning of the chapter, you read that Peary and Henson tried to reach the North Pole several times without success. Why did they keep trying again and again despite failing over and over?

How did the team have to depend on each other while they were traveling to the North Pole?

What motivated the public to not recognize and award Henson for reaching the North Pole? Why did he end up being recognized later?

Do you think Peary should have spoken up and given Henson recognition? Explain.

Why should Henson be remembered today?

What pictures were helpful as you were reading? Explain.

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Day 5 (Ch. 5)

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: Today's biography is about Mae C. Jemison. Jemison dreams of becoming an astronaut. She finally fulfills this dream. Read to find out what she has to do to fulfill her dream.

Words/Text Layout:

*New or important words (V) **scholarship (pg. 44)- receiving money to help pay for school**
meteorology (pg. 46)- the study of the earth's atmosphere
navigation (pg. 46)- the process of planning or directing the path of something (like a spaceship)

*Unusual aspect of text layout (V) *Endeavour* (pg. 41)- name of a space shuttle (in italics)

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

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

Readers make connections to characters to better relate to those characters. Today, you will read about how Jemison fulfills her life-long dream of becoming an astronaut. After you finish reading, write down what Jemison had to do to fulfill her dream. Then think of a dream you have. Write down your dream and what you will need to do to achieve your dream. Be ready to share your answer during our discussion.

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 kind of person was Mae C. Jemison?

What did she have to do to fulfill her dream of becoming an astronaut?

What dream do you have?

What do you need to do to achieve your dream?

What was Jemison's job on the spacecraft?

Why should Jemison be remembered today?

Which person from this book was the most inspirational to you? Why?