

Guided Reading Lesson Plan (Levels M-Z)

Title: I Survived The Japanese Tsunami, 2011 Level: R ISBN: _____ Publisher: _____

Before Reading: (5-7 min.) Day 2: Chapter 3-4

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Harry is taken to the doctor's office to get stitches. When they return home, Harry and Ben are sitting on the bed when something terrible unexpectedly happens. Read to find out what happens.

Words/Text Layout:

*New or important words (V) tinge (19) squadron (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 ask questions 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 do you think it had been so long since Ben had laughed?
- How did Dr. Sato convince Harry to let him do stitches on his arm?
- How did being in Shogahama affect Ben?
- What happened at the end of chapter 4?

Writing Connection (optional):

What questions did you ask while reading today? Were any of your previous questions answered?

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Title: I Survived The Japanese Tsunami, 2011 Level: R ISBN: _____ Publisher: _____

Before Reading: (5-7 min.) Day 5: Chapters 9-10

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Once again, Ben will rely on his father's old war stories to help him through his situation. Ben will find someone that will bring him relief. However, that peaceful feeling won't last long when he realizes the wave is pulling him back out to the sea. Read to find out what happens.

Words/Text Layout:

*New or important words (V) latched (54) draped (61)

*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 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)

- Why was floating on the couch, the loneliest time Ben had ever experienced.
- Why did Ben jump back into the water?
- Why do you think the annoying cat that Ben doesn't care for brought him so much peace and relief?
- Why did the water begin moving again?
- How did Nya help rescue Ben?
- What questions did you ask while reading today? Were any of your previous questions answered?

Writing Connection (optional):

Do you think if Ben's father had not recently died that Ben might not have survived the Tsunami? Explain your thinking.

