

Guided Reading Lesson Plan (Levels M-Z)

Title: I Survived the Sinking of the Titanic, 1912 Level: R ISBN: Publisher:

Before Reading: (5-7 min.) Day 1: Chapters 1-2

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Our story begins with George Calder, his sister, Phoebe, and their Aunt Dais aboard "The greatest ship of all time", the Titanic. Chapter one begins with a glimpse of what is to come later in the book. Read to learn about our characters and what it was like to sail first class aboard the Titanic.

Words/Text Layout:

*New or important words (V) bellowing (pg. 2) Spectacles (pg. 5) Meringue (pg. 8) telegram (pg. 10)

*Unusual aspect of text layout (V)

*Chapter 1 jumps ahead to a scene from the later on in the book.

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

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

Good Readers will make inferences and draw conclusions 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)

- What was it like to sail first class?
- What clues did you find that helped you understand that first class was the "wealthy" class?
- Why was George a passenger on the Titanic?
- Why do you think George thought Aunt Daisy, age 22, was so old?

Writing Connection (optional):

Based on what you have read/learned about the Titanic thus far, would you have like to have been a passenger? Why or why not?

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

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

George decides to go exploring on the ships and meets several new people. George spends the day following Phoebe around, completely bored, until he learns what Mr. Burrows, another passenger, has brought on board the ship. Read to find out George's next "great" idea.

Words/Text Layout:

*New or important words (V) maiden voyage (pg. 15) obsession (pg. 19) superstitious (pg. 25)

*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 will make inferences and draw conclusions 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)

- What do you think the author meant "he had a map of the world behind his eyes"? (pg. 12)
- What clues did you find that tell you George is a trouble maker?
- What signs of foreshadowing (author leaving clues as to what is going to happen later on) did you see in these chapters cluing you in that something is going to happen to the "unsinkable" ship?

Writing Connection (optional):

Knowing a little more about what the Titanic has to offer aboard, what would you spend your day doing on the Titanic if you were passenger? Why?

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Title: I Survived the Sinking of the Titanic, 1912 Level: R ISBN: Publisher:

Before Reading: (5-7 min.) Day 3: Chapters 6-7

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

George decides to get up in the middle of the night to find the Egyptian mummy princess. Only before seeing the mummy, George is unexpectedly stopped. Read to find out what happens.

Words/Text Layout:

*New or important words (V) glistening (pg. 29) stewards (pg. 33) pry (pg. 35)

*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 will make inferences and draw conclusions 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 do you think George didn't tell anyone of his "greatest plan"?
- Why do you think George always carries his knife with him?
- How was George's experience in the ship's hold similar to that of the panther experience?

Writing Connection (optional):

Write about the inference(s) you can make about George based on his panther and mummy experiences?

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Title: I Survived the Sinking of the Titanic, 1912 Level: R ISBN: Publisher:

Before Reading: (5-7 min.) Day 4: Chapters 8-10

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

George returns to the first class deck to find out the Titanic has bumped into an iceberg. He returns to his room to find that the "bump" was little more serious than the other passengers thought. Read to find out what happens.

Words/Text Layout:

*New or important words (V) sardines (43) Jostled (43) Exasperated (47) Promenade (51)

*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 and draw conclusions 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 none of the passengers were taking the iceberg collision seriously? What clues helped you draw that inference?
- Why do you think they gated off the passengers on the bottom deck?
- Why was Enzo trying to get George's attention?

Writing Connection (optional):

What were some of the inferences you made while reading today? What caused you to make those inferences?

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Title: I Survived the Sinking of the Titanic, 1912 Level: R ISBN: Publisher:

Before Reading: (5-7 min.) Day 5: Chapters 11-12

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

George, Phoebe, Marco, Enzo, and Aunt Daisy are trapped in the bottom decks of the sinking Titanic. They will all count on George to help get them to safety. Will George be able to help them? Read to find out.

Words/Text Layout:

*New or important words (V) Intent (59) Catapulted (61) Somberly (67)

*Unusual aspect of text layout (V)

*Italics on pg. 63 – George is remembering Mr. Andrews words.

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

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

Good Readers will use the inferences they make to help them make predictions about what is to come.

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 did the author mean "A whole conversation seemed to happen with their eyes"? pg. 68
- Why do you think they only let women and children on board the life boats?
- Why didn't the sailor let George on the lifeboat?
- Why do you think the sailor threatened to throw Aunt Daisy off the life boat? What clues make you think that?

Writing Connection (optional):

Predict what you think will happen to George.

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Title: I Survived the Sinking of the Titanic, 1912 Level: R ISBN: Publisher:

Before Reading: (5-7 min.) Day 6: Chapters 13-14

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

George wake up from unconsciousness to someone calling his name. Marco and George will have to jump from the sinking ship into the icy Atlantic waters. Will they survive? Read to find out.

Words/Text Layout:

*New or important words (V) hoist (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 make inferences 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 do you think the men on the life boat wouldn't let George and Marco on? Why would they not help them?
- Why do you think the scar faced man was dressed like a woman?
- Explain why you think the scar faced man helped George.
- What ship came to save the people in life boats?

Writing Connection (optional):

If you were on a lifeboat and saw that someone needed help into the boat, but risked tipping the entire boat of passengers to help them on board, would you risk helping them? Why or why not?

