

Guided Reading Lesson Plan (Levels M-Z)

Title: The Indian in the Cupboard

Level: R

ISBN-13: 978-0-380-60012-0

Day 1 Lesson
Read Ch. 1

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss picture (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

- **Title/Author/Illustrator**
- **Cover~What information can you gather from looking at the picture on the cover?**
- **"Today in our story, you'll meet a boy named Omri who receives a small plastic Indian figure as a birthday present. Omri also receives a small cupboard and a key to lock it with. When these three things are used together, magical things begin to happen.**

Text Layout/Words:

*New or important words (V) crouching pg. 8, absurd pg. 12, intricate pg. 13, bandolier pg. 13

*Unusual aspect of text layout (V)

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

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

Students, we'll be taking several days to read this story. In order to maintain your understanding, you'll need to remember what has happened from one day to the next. As you read, remember to focus on the important points of the story as well as the details. Carry your ideas over into the next days' reading and use them to assist with your overall understand of the text.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What happened in the story today? (Chapter 1)

What were you able to visualize in your mind as you read?

What questions are you wondering?

Do you have any predictions about what will happen in the next chapters?

Do you have any connections (t-s, t-t, or t-w) with the text?

Assignment:

Read Chapter 1 in class, then discuss.

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Day 2 Lesson

Read pg. 15-23 (Ch. 2)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss picture (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

"In the story, Omri goes to school and leaves the Indian in the cupboard. He thinks about his little Indian friend all day long. He even tells Patrick the toy Indian came to life, but Patrick has a hard time believing him. Omri hurries home after school to see his Indian friend. When he opens the cupboard he is surprised by what he sees. The Indian is no longer alive, but a toy again. Omri is very disappointed. He wonders if he imagined the whole thing. He goes to bed and then hears noises coming from the cupboard. He unlocks the door and finds the Indian alive again!"

Text Layout/Words:

*New or important words (V)

sarcastic, pg. 17

coaxed, pg. 21

*Unusual aspect of text layout (V)

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

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

Students, we'll be taking several days to read this story. In order to maintain your understanding, you'll need to remember what has happened from one day to the next. As you read, remember to focus on the important points of the story as well as the details. Carry your ideas over into the next days' reading and use them to assist with your overall understand of the text.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What happened in the story today? (pages 15-23 of Chapter 2)

What surprised you as you read the text?

What were you able to visualize in your mind as you read? See page 20 (2nd and 3rd paragraphs)

What questions are you wondering?

Do you have any predictions about what will happen next?

Do you have any connections (t-s, t-t, or t-w) with the text?

Assignment:

Read pages 15-23 of Chapter 2 in class, then discuss.

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Day 3 Lesson

Read pg. 24-31 (Ch. 2)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss picture (M)

*Draw upon students' experiences (M)

“In the last half of chapter 2, Omri gets the Indian some food and something to drink. He then makes a teepee and a blanket for the Indian. The Indian is very proud, demanding, and at times defiant. Omri works very hard to give the Indian what he needs.”

Text Layout/Words:

*New or important words (V) **ravenously, pg. 24** **defiance, pg. 28** **writhed, pg. 28**

*Unusual aspect of text layout (V)

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

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

Good readers create visual images in their minds as they read independently. Silently read at a pace that allows you to concentrate on the details, so you can form mental images of the text.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What happened in the story today? (pages 24-31 of Chapter 2)

What were you able to visualize in your mind as you read?

See page 28 (4th indented paragraph)

What questions are you wondering?

Do you have any connections (t-s, t-t, or t-w) with the text?

How do you explain the Indian's attitude toward Omri?

Do you have any predictions about what will happen next?

Assignment:

Read pages 24-31 of Chapter 2 in class, then discuss.

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Day 4 Lesson
Read (Ch. 3)

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss picture (M)

*Draw upon students' experiences (M)

In Chapter 3, Omri learns Little Bear has scalped 30 men in his lifetime, which is quite a surprise and a bit unsettling to him. Omri decides to turn a plastic horse into a real horse for Little Bear. Omri takes Little Bear outside, so he can ride the horse.

Text Layout/Words:

*New or important words (V) **longhouse, pg. 35** **Iroquois, pg. 37** **Algonquin, pg. 37**

*Unusual aspect of text layout (V)

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

Good readers create visual images in their minds as they read independently. Silently read at a pace that allows you to concentrate on the details, so you can form mental images of the text.

During Reading: (10-15 min.)

Students silently read the text, or you may choose to listen to a few whisper read the text. While students are silently reading, you can start another group or conference with students.

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 teaching point and/or comprehension strategy

What happened in the story today? (Chapter 3)

What were you able to visualize in your mind as you read?

What questions are you wondering?

What surprised you in the story?

Do you have any connections (t-s, t-t, or t-w) with the text?

Do you have any predictions about what will happen next?

Assignment:

Read Chapter 3 in class, then discuss.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 5: Chapters 4 & 5

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Review what we read yesterday and what we visualized. Today we are going to read Chapters 4 & 5 (pgs. 48 – 61). Let's look at the titles of the chapters together. Chapter 4 is titled: The Great Outdoors. Chapter 5 is titled: Tommy. What do you think these chapters might be about? Today Omri takes Little Bear outside for a ride on the horse. Read carefully to find out what dangers the horse and little man face and how Omri describes them to Little Bear. In Chapter 5 you will meet a new character in the story: Tommy. Tommy is a soldier who is a medic in the war (a medic is like a doctor). Omri brings Tommy to life in the cupboard to take care of Little Bear. Find out why he needs to take care of him. See what Omri does with Tommy, does he keep him or turn him back to plastic?

Words/Text Layout:

*New or important words (V) **escarpment (pg. 49) foreboding (pg. 51) Listerine (pg. 52) tourniquet (pg. 57)**

*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
Today you are going to look carefully at how Omri describes the dangers outside for a tiny man and horse. Think about why those things are so dangerous for them and not for you. Use a sticky note to compare these.

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 dangers did Little Bear and the horse face while they were riding outside?

Why were these dangerous for them?

What happens to Little Bear on the walk back into the house?

How does Omri decide to help Little Bear?

What did you think of Tommy?

What kind of a person is he?

Was there anything that you didn't understand or anything that was confusing?

Assignment:

Collect sticky notes.

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Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 6: Chapter 6

Before Reading: (5-7 min.)

- *Summarize plot (M)
- *Unfamiliar book language/character names (S)
- *Discuss pictures (M)
- *Draw upon students' experiences (M)

Review what we read yesterday and what we visualized. Today we are going to read Chapter 6 (pgs. 62-76). Chapter 6 is called: The Chief Is Dead, Long Live The Chief. This is a very interesting title. What do you think it might mean? If the chief is dead, how can he live long? Today, I want you to think about what you think it means and predict what is going to happen. Then read the chapter and find out what really happens. Write your prediction on one side of a sticky note, write what actually happens on the other side of the sticky note. Your prediction and what actually happens will probably not match and that is fine.

Words/Text Layout:

- *New or important words (V) **Algonquins (pg. 63) Assembly (pg. 64) handicrafts (pg. 65)**
- *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
Today you are going to read to find out what it means by The Chief is Dead, Long Live The Chief. You are going to predict what is going to happen and then read to find out what actually happens. You will write your prediction on one side of a sticky note and what actually happens on the other side.

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)

Was there anything that you didn't understand or anything that was confusing?

Where did the Indian Chief come from?

How did he die?

What did Little Bear do when the chief died?

Do you think it was the right thing to do?

What seems to have happened to Little Bear's personality because of being made a Chief?

At the end of the chapter, Omri has to do something before 5:00. What is it and why does he have to do it?

Assignment:

Collect sticky notes.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 7: Chapter 7

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review what we read yesterday and what was happening at the end of the chapter. Remember that Omri was having to go to the store to get his father a new seed tray and seeds. This chapter (Chapter 7 – pgs. 77-92) starts with Omri riding his bike as fast as he can to the store because he wants to get home. Omri discovers that marrow is squash and maize is sweet corn. Omri meets Patrick along the way and Patrick has bought Omri a gift that Omri doesn't want. Read to find out what it is and why he doesn't want it. He rides home as quickly as possible and lets Patrick come with him. When he gets there what do you think he finds (refer to the title of the chapter)? It is not as bad as it could be because they only see the long house, not Little Bear. When Patrick finds out that Omri's cupboard brings things to life, Patrick wants to bring whole armies to life. Read to find out why Omri won't let him.

Words/Text Layout:

*New or important words (V) compost (pg. 80) galvanized (pg. 83) magnanimously (pg. 85)

*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

What is the gift Patrick has for Omri? Infer what would happen if Omri brought the gift to life like Patrick wanted? (record inferences on sticky note)

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)

Was there anything that you didn't understand or confused you?

Why did Omri have to go to the store for his father?

What gift did Patrick buy for Omri?

Why didn't Omri want it?

What did Patrick want to do when he found out what the cupboard would do?

Do you think Omri should have let him bring armies to life? Why or why not?

What did you infer would happen if Omri allowed Patrick to bring the cowboy to life?

Assignment: Collect sticky notes.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 8: Chapter 8

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review what we read yesterday. Today we are going to read Chapter 8 (pgs. 93-106). Chapter 8 is called Cowboy. What does that make you think is going to happen? Omri and Patrick start fighting over Patrick bringing the cowboy to life. When they fight something happens that makes Little Bear mad. Read carefully to find out what that is. Patrick does end up bringing the cowboy to life when Omri is out of the room and when he gets back he realizes what Patrick has done. The Indian is frightened so he does something to Patrick. Read to find out what that is and why Omri doesn't feel sorry for him.

Words/Text Layout:

*New or important words (V) **reluctant (pg. 93)**

*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

Today I want you to visualize what is happening in the chapter. After you read the chapter, I would like you to draw and color what you visualize and write a sentence about what you drew.

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 did Omri leave Patrick alone in the room with the cupboard?

Why didn't Omri change the cowboy and his horse back to plastic?

What would you have done if you were Omri?

Why didn't Omri feel sorry for Patrick when the cowboy shot him?

What do Patrick and Omri finally agree to at the end of the chapter?

Assignment:

Share and collect visualizations.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 9: Chapter 9

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review what we read yesterday. Today we are going to read Chapter 9 (pgs. 107-120). This chapter is called Shooting Match. What can you infer is going to happen in this chapter by reading this title? Omri has to figure out what to do with the cowboy and Indian overnight so that they will not hurt each other. He thinks he has it under control but wakes up to shots being fired! Read to find out how Omri stops the fighting. You will also notice that Boone's (the cowboy) speech is very different. This is called dialect. Different parts of the country use different types of language. (Show them an example in the chapter and help them figure out what Boone is saying.)

Words/Text Layout:

*New or important words (V) **hallucination (pg. 106) frenzied (pg. 115) dolefully (pg. 119)**

*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

Today I want you to find a place where Boone is speaking and mark it with a sticky note. Then be ready to share what he is saying in our dialect.

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 didn't Boone and Little Bear like each other?

How did the "shooting match" between Little Bear and Boone begin?

Why did Little Bear agree to leave Boone alone?

What was Boone's nickname? How did he get this name? Did the nickname fit his personality?

Assignment:

Share Boone's dialect and what it means.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 10: Chapters 10 & 11

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review what we read yesterday. Today we are going to read Chapters 10 & 11 (pgs. 121-142). Let's look at the titles of chapters 10 & 11. What do you think these chapters will be about? In chapter 10 Omri gets the little men breakfast and tells them that they will be able to fight after breakfast. Then in chapter 11 Omri is getting ready to take Boone to school, Little Bear decides he wants to go to. Does this sound like a good idea? What do you think will happen? Read to find out.

Words/Text Layout:

*New or important words (V) persecutor (pg. 140)

*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

Today we are going to look for stereotypes. Stereotypes are things that we think about people because of things we have heard about them. Most of the time these things are not true at all. (Show the students some examples of stereotypes in chapter 10.) Read chapters 10 & 11. Find a stereotype Boone has of Little Bear. Write down the stereotype and tell why it is funny that Boone would think that.

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 that Omri finally let Boone and Little Bear fight each other with no weapons?

Why was Omri both nervous and excited about taking Little Bear and Boone to school?

Cite an example of Patrick's poor judgment in these chapters. Do you agree with Patrick's behavior?

Why or why not?

Why did Patrick and Omri keep their miniature friends concealed in their pockets?

Why did Little Bear and Boone want to be together at school?

Assignment:

On your sticky note write down a stereotype Boone has of Little Bear and tell why it isn't true. Collect sticky notes.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 11: Chapter 12

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review what we read yesterday. Today we are going to read Chapter 12 (pgs. 143-157). This chapter is called Trouble With Authority. The problem in this chapter begins when Omri and Patrick are going to lunch and Patrick insists that Omri give him the little men in the crowded lunchroom. Patrick causes a scene and gets in trouble. When Patrick is late going back to class from lunch he and Omri are both sent to the headmaster's office. Patrick seems to be making some very bad decisions. Will he show the headmaster the little men? What will happen if he does? Write down your predictions.

Words/Text Layout:

*New or important words (V) dithered (pg. 150) anticipation (pg. 152)

*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

Today you are going to predict what you think will happen at the end of Chapter 12. Then read the chapter and see if your prediction matches what really happens.

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 your reaction to Patrick's behavior in Mr. Johnson's office?

What would you have done?

Writing Activities:

1. In chapter 12, the author describes what "happens even to the nicest people when they want something badly and are determined to get it, come what may." Describe a time when you wanted something very badly. Did your behavior change? In what way?

2. Omri thinks about how much he has changed since last week. Can you think of a situation which has caused you to become more responsible?

Assignment:

Write about one of the writing activities we discussed.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 12: Chapter 13

Before Reading: (5-7 min.)

- *Summarize plot (M)
- *Unfamiliar book language/character names (S)
- *Discuss pictures (M)
- *Draw upon students' experiences (M)

Review what we read yesterday. Today we are going to read Chapter 13 (Art & Accusation, pgs. 158-174). This chapter begins with the headmaster having to go home from school. He can't believe what he has just seen. Patrick is very upset also so he hands the little men over to Omri. Omri then takes them to art class and is able to take them out and let Boone draw. After school, Omri goes to the store to buy the Indian lady for Little Bear. The shopkeeper thinks that Omri stole Little Bear and Boone but Patrick stands up for him. In the end, Omri invites Patrick to spend the night with him.

Words/Text Layout:

- *New or important words (V) infinitesimal (pg. 166) microscopic (pg. 166) stupefaction (pg. 167) Massacre (pg. 169) vouch (pg. 172) Toffo (pg. 173)

- *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
As you read, find out which character changes. How does he change? Write this on your sticky note and be ready to share.

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 Mr. Johnson went home feeling upset?

Why did Omri insist that Patrick return both Little Bear and Boone to him after the incident in Mr. Johnson's office?

How did Patrick help Omri at Yapp's store? How is this different from Patrick's usual behavior?

Assignment:

Write about the character who is changing. Tell how he is changing. Hand in your sticky note.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 13: Chapter 14

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review what we read yesterday and what we inferred. Today we are going to read Chapter 14 (pgs. 175-191). The title of the chapter tells us a lot about the chapter. Not only is the key missing, the whole cupboard is missing. Omri discovers that one of his brothers has taken it. He and Patrick find the cupboard but cannot find the key. Now that the key is missing, the magic will no longer work. The boys and the little men decide to watch TV to take their minds off of the missing key. They watch a Western and something terrible happens. Read to find out what it is.

Words/Text Layout:

*New or important words (V) radiator (pg. 177) gravitated (pg. 184) prostrate (pg. 188) disinfectant (pg. 188)

*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
Discuss similes – a comparison of two seemingly unlike objects in which the words “like” or “as” are used. Examples: When Omri thanks Patrick outside of Yapp’s store, he says, “It came out as croaky as a frog.” Little Bear dragged his eyes away from the plastic figure and fixed them – like little bright crumbs of black glass – on Omri. Patrick’s face lit up like a bulb.

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)

How will Boone’s and Little Bear’s lives be different if Omri cannot find the key?

Why did the Western movie cause Boone and Little Bear to become upset with each other again?

What terrible consequence came from the stereotypes depicted in the Western movie they were watching?

How do you think Little Bear really feels about Boone? Explain your answer.

What do you think will happen to Boone as a result of his wound? What do you think Little Bear will do?

Assignment:

As you are reading your independent reading book, look for similes and put a post-it under them so you can share them with your guided reading group.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 14: Chapter 15

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review what we read yesterday. Today we are going to read Chapter 14 Underfloor Adventure (pgs. 192-210). As you remember, yesterday Little Bear shot Boone with an arrow and Omri is not able to bring the medic back to help Boone because the key is gone. Omri finally realizes that the key might be under the floor. Little Bear goes under the floor to find it. While he is under the floor Omri realizes that something else living is under there too that poses a terrible threat to Little Bear. Read to find out what it is and what happens! Does Little Bear find the key or is he hurt in the process?

Words/Text Layout:

*New or important words (V) **frantically (pg. 198) vulnerable (pg. 198) omnivorous (pg. 200)**

*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

What are the problems in this chapter? List them on your sticky note, then list the solution to each problem on your sticky note next to the problem.

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 didn't Omri's mother understand her son's alarm about the rat that was loose in the house?

How did Omri guess the location of the missing key?

Why did Omri let Little Bear go down to look for the key when a rat was loose in the house?

Why did Omri need the key immediately?

What kept Omri awake at night, even though he was tired?

Assignment:

Discuss problems and solutions with group.

Guided Reading Lesson Plan (Levels M-Z)

Title: Indian In The Cupboard Level: R ISBN: -13: 978-0-380-60012-0 Day 15: Chapter 16

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review what we read yesterday. Today we are reading the last chapter, Brothers (pgs. 211-227). What brothers do you think the chapter will be about? In this chapter Omri and Patrick decide that they have to send Little Bear and Boone back to their own times. Read to find out what they all think about this. What would you have done?

Words/Text Layout:

*New or important words (V) **stealthily (pg. 213) bewildered (pg. 213) proportion (pg. 223)**

*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

Today, I want you to think about the decision that Omri and Patrick make. After you read, I want you to write on your sticky note, what you would have done and why you think it would have been the best decision.

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 did Patrick and Omri decide their miniature friends had to be returned to their own time in history?

What evidence do you have that showed Patrick was maturing?

Why did Omri give his mother the key and ask her to keep it for him?

Assignment:

Write another chapter to this book telling what you think happened to Little Bear, Boone, Patrick and Omri.