

Guided Reading Lesson Plan (Levels M-Z)

Title: The Family Under the Bridge Level: R 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)

Armand is a hobo who is homeless. He walks the streets of Paris pushing everything he owns in a baby buggy. Armand is waiting for an adventure to happen in his life. Little did Armand know that the adventure awaiting him was one he would never have wanted or expected. Read to find out what happens.

Words/Text Layout:

*New or important words (V) gay (1) –happy, joyful beret (2) loitering (4) street urchin (4) niche (7)

*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 event 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 have you already learned about Armand?
- How do the people around town treat Armand? (Aniebel, Gypsies, Street Urchins)
- How does Armand feel about starlings/kids? Why?
- Why do you think Armand is waiting for an adventure to happen to him?
- What does Armand find in his niche under the bridge?

Writing Connection (optional):

What questions did you ask while reading? What were you wondering?

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Title: The Family Under the Bridge Level: R 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)

Armand decides to stay with the children for the night as their "grandfather". When the children's mother returns in the evening she will not like the idea of Armand staying with them. Will the children be able to convince her to let Armand stay? Read to find out what happens.

Words/Text Layout:

*New or important words (V) maneuvered (9) poverty (11) morsel (13) monsieur (18)

*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.

Good readers notice character change throughout a story.

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 are the children hiding under the bridge?
- What did the mother mean, "Families should stick together through the lean times as well as the fat."
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- Why aren't the children in school?
- Why do you think Armand does not want to "open" his heart to other?

Writing Connection (optional):

What changes have you noticed in Armand from the beginning of chapter 1 to the end of chapter 2? What clues helped you make these inferences?

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Title: The Family Under the Bridge Level: R ISBN: _____ Publisher: _____

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)

Armand will decide to take the children to see Father Christmas. It is a long walk, but the children don't mind because they are excited and eager to meet Father Christmas. Read to find out about their trip and meeting with Father Christmas.

Words/Text Layout:

*New or important words (V) turrets (21) coax (22) brazier (23) reverently (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 make inferences while they read.

Good readers notice character change throughout a story.

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 the Rue de Rivoli like when Armand and the children arrived?
- What did the children ask for from Father Christmas?
- How is the children's request different from most children?
- Why do you think Armand does not want the job Father Christmas offered him?

Writing Connection (optional):

How did the children change from the beginning of chapter 3 to the end? What clues helped you make these inferences?

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Title: The Family Under the Bridge Level: R ISBN: _____ Publisher: _____

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)

Armand think of a way for the children to help him make some money. He asks the children not to tell their mother, but she finds out and gets very angry with Armand. Read to find out what happens.

Words/Text Layout:

*New or important words (V) sedately (29) gaudy (30) haughty (31) Alms (33) dismally (37) laments (38)

*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)

- How did Armand use the children to make money?
- Why do you think Armand had to show his money to the pancake maker before the man would make their pancakes?
- Why was Titi upset?
- Why was the children's mother so upset with Armand?

Writing Connection (optional):

What questions did you have while reading today? What were you wondering?

Guided Reading Lesson Plan (Levels M-Z)

Title: The Family Under the Bridge Level: R 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)

Armand decides to go back and check on the children. He returns just in time to learn that the children are in trouble and need his help. Will Armand be able to help get the children to safety? Read to find out what happens.

Words/Text Layout:

*New or important words (V) assert (41) carcasses (45) mosaic (47) rakish (47) dilapidated (47)

*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.

Good readers notice character change throughout a story.

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 The Halles like? What were you visualizing?
- How did Armand get all of the food he presented before the gypsies?
- Where did Armand take the children?
- How did the gypsies treat Armand and the children when they arrived?
- How had Armand continued to change from the beginning of the story to the end of chapter 5? What clues helped you make those inferences?

Writing Connection (optional):

The two women thought they were helping the children by sending for someone to take them to an orphanage. Do you agree with the women? Why or why not?

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Title: The Family Under the Bridge Level: R ISBN: _____ Publisher: _____

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)

As soon as Armand and the children arrive at the gypsies camp, the children fall in love. They enjoy the people, the music, and the games. They also fall in love with the idea of a home on wheels. In the evening, Armand returns to the bridge to find their mother and explain what happens. Read to find out how Mrs. Calcet reacts to Armand's news and his friends.

Words/Text Layout:

*New or important words (V) tidiest (54) hastened (55) canvas (59) pupil (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 make inferences while they read.

Good readers notice character change throughout a story.

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 did Mrs. Calcet react when she found out they were staying with gypsies? Why did she react this way?
- What did Suzy teach Tinka? What did Tinka teach Suzy? How were both lessons important?

Writing Connection (optional):

How have Mrs. Calcet and the children changed in this last chapter? What clues helped you draw those inferences?

Guided Reading Lesson Plan (Levels M-Z)

Title: The Family Under the Bridge Level: R ISBN: _____ Publisher: _____

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)

Armand and the Calcets go to the quay for a Christmas Eve party. There are many people present and it makes Mrs. Calcet feel uncomfortable. By the end of the night, the children are eager to get home and find their new home that they think Father Christmas is supposed to bring. Read to find out what happens.

Words/Text Layout:

*New or important words (V) pilgrimage (63) seized (63) pedestrians (65) parish (66) accordion (68)

*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 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)

- How have the gypsies influenced the children?
- Where did Armand and the Calcet's go for Christmas Eve?
- How was Mrs. Calcet behaving the entire evening?
- What is Armand dilemma that he is praying about at mass?
- What gift does Mrs. Calcet give Armand for Christmas?

Writing Connection (optional):

What questions did you have while reading? What were you wondering?

Guided Reading Lesson Plan (Levels M-Z)

Title: The Family Under the Bridge Level: R ISBN: _____ Publisher: _____

Before Reading: (5-7 min.) Day 8: Chapter 8

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

One day while the children are playing with the gypsies, a policeman stops by the camp looking for Nikki. Immediately the gypsies become terrified and pack up camp to leave. Read to find out what happens.

Words/Text Layout:

*New or important words (V) traipsing (74) indignant (82) vagabond (83)

*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.

Good readers notice character change throughout a story.

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 is Suzy worried about Paul?
- How did the gypsies react when the policeman approached their camp? Why do you think they acted this way?
- Why did they gypsies pack everything up after the policeman came looking for Nikki?
- What was the real reason for the policeman stopping by the gypsy camp?

Writing Connection (optional):

How has both Armand and Paul changed throughout this chapter? What clues helped you draw those inferences?

Guided Reading Lesson Plan (Levels M-Z)

Title: The Family Under the Bridge Level: R ISBN: _____ Publisher: _____

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

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Armand decides to seek out the man who has an opening as a night watchman. After speaking to several people and making his way around town, Armand find out that the job is nothing like what he expected or anticipated. Read to find out what happens.

Words/Text Layout:

*New or important words (V) pneumonia (86) whitewash (87) distinguished (89) humbler (93) dingier (93) linoleum (95)

*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.

Good readers notice character change throughout a story.

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 idea does Armand suggest to Mrs. Calcet when she returns to the empty camp?
- What job does Armand get?
- What is so great about Armand's new job?
- What type of adventure did Armand end up having?

Writing Connection (optional):

In what ways did Armand change from the beginning of the story to the end? What clues helped you draw those inferences?