**Guided Reading Lesson Plan (Levels M-Z)**

**Title: The Gold Cadillac Level: S ISBN: 0-14-038963-6 Publisher: Puffin Books**

**Day 1 (pgs. 9- top of 22)**

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Today we will start reading *The Gold Cadillac* by Mildred Taylor. This is a historical fiction book that takes during the 1950’s when blacks were not treated fairly. The two main characters are ‘Lois and Wilma. Their father buys a brand new gold Cadillac which is a very nice car. When their family drives to the South, many of the white people are very suspicious of a black man who owns a nice car.**

**In today’s reading, you will meet ‘Lois and Wilma and their parents. Their father brings home the new Cadillac. Read to find out how everyone reacts to the new car.**

Words/Text Layout:

\*New or important words (V**) awkward (pg. 16)- uncomfortable**

**doghouse (pg. 17)- (idiom) in trouble**

**objection (pg. 22)- opposition, protest**

\*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 compare and contrast the how different characters respond to big events in the book. Today ‘Lois and Wilma’s father brings home a new car. There are many different reactions to the car. Write down how the girls react to the car, how the relatives react to the car, and how ‘Lois and Wilma’s mother reacts to the car. Then answer this question: How are their reactions similar and/or different? 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 pointand/or a comprehension strategy (see above)

**What happened in these pages?**

**How did the girls react to the Cadillac?**

**How did the relatives react?**

**How did the mother react?**

**How are their reactions similar and/or different? Why?**

**Why didn’t the girls and their mom ride in the Cadillac to church?**

**Writing Assignment:** Do you think the father made a good choice in buying the car? Explain using details from the text to support your answer.

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**Day 2 (pgs. top of 22- 32)**

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Let’s review from yesterday…**

**In today’s reading, ‘Lois and Wilma’s family decides to drive down to Mississippi to visit their grandparents. The rest of the family doesn’t want them to go, but they go anyway. On the way, they get stopped by the police. Read to find out what happens.**

Words/Text Layout:

\*New or important words (V**) rural (pg. 24)- country**

**lynch (pg. 24)- kill by hanging**

**spread eagle (pg. 30)- spread arms and feet out (see picture)**

\*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 about events that happen in the book based on their schema and clues from the text. In today’s reading, ‘Lois and Wilma’s family is stopped by the police. Make some inferences on why you think the policemen stopped their family and accused them of stealing the car. Be ready to share your inferences 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 pointand/or a comprehension strategy (see above)

**What happened in these pages?**

**Why does ‘Lois and Wilma’s dad want to go to Mississippi?**

**Did he make a good choice? Explain.**

**What do they start to notice on their trip?**

**Why do you think the policemen stop the family?**

**Do you think that’s fair?**

**What inferences did you make about why the police thought they stole the car?**

**Writing Assignment:** Do you agree with the way this family was treated by the police? Explain using details from the text to support your answer.

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**Day 3 (pgs. 33- 43)**

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Let’s review from yesterday…**

**In today’s reading, ‘Lois and Wilma’s father gets out of jail. They stop at night so their father can sleep, and he decides not to take the Cadillac to the grandparents’ house. They visit with their grandparents for one week before heading back home. Read to find out what happens to the car.**

Words/Text Layout:

\*New or important words (V**) lurked (pg. 33)- waited around, hung around**

**drowsiness (pg. 35)- sleepiness**

**ignorance (pg. 37)- when you lack knowledge or are unaware**

\*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 think about what the author’s purpose is for writing a book. Many times, an author writes a book to help the reader learn lessons from the book. Those lessons are called the themes of the book. Today as you are finishing the book, write down several lessons you think the author was teaching us from this book. In other words, what are 3 or 4 themes of the book? 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 pointand/or a comprehension strategy (see above)

**What happened in these pages?**

**Why did ‘Lois take the knife?**

**Why didn’t they take the Cadillac all the way to the grandparents’ house?**

**What happened to the gold Cadillac? Why?**

**Did the mother want her husband to sell the car?**

**Why do you think the author wrote this book?**

**What are some themes/lessons we can learn from this book?**

**Let’s read the Author’s Note together…**

**Writing Assignment:** Do you agree with the father’s decision to sell the Cadillac? Explain using details from the text to support your answer.