

# Guided Reading Lesson Plan (Levels M-Z)

Title: Mississippi Bridge

Level: S

ISBN: 9780553159929

Publisher: Puffin Books

Day 1 (pgs. 7- middle of 24)

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

Today we will start reading *Mississippi Bridge* by Mildred Taylor. This is a historical fiction book that takes place during the 1930's when blacks were not treated fairly. In this book, a boy named Jeremy watches as passengers board the weekly bus. When the bus gets too full, the black passengers are ordered off the bus.

**Day 1:** In today's reading, you will meet Jeremy and several other people. Passengers start to come to wait for the bus. Read to find out how Jeremy's dad treats a black passenger named Josias.

Words/Text Layout:

\*New or important words (V) **displeased (pg. 12)- not happy, annoyed**

**sharecropping (pg. 16)- when a farmer lives on someone else's farm and pays rent by giving the owner some of the crops**

**humiliation (pg. 20)- embarrassment, shame**

**riled (pg. 21)- upset**

\*Unusual aspect of text layout (V) **Note: The word nigger is used several times throughout the book.**

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

**Readers recognize the elements of a story as they begin a book. In the reading today, you will meet several characters and learn about the setting and one conflict dealing with Josias. While you are reading, record the setting, the conflict, and the characters you meet. 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 point and/or a comprehension strategy (see above)

**What happened in these pages? (Talk about setting, conflict, and characters.)**

**Who is telling the story? (point of view)**

**How do you know?**

**How do the white men treat the black passengers?**

**Why do they act that way?**

**Why did Josias lie about his job?**

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Day 2 (pgs. 24-top of 45)

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

Let's review from yesterday...

**Day 2: In today's reading, more passengers come to get on the bus. One of the girls, Cassie Logan, makes a big deal about the fact that her grandmother can't ride in the front of the bus. Jeremy runs to catch up with Cassie and her brothers. Read to find out what they talk about.**

Words/Text Layout:

\*New or important words (V) **tenants (pg. 24)- people who rent land from someone else**

**fascination (pg. 25)- interest**

**sorrowful (pg. 33)- sad, unhappy**

**bragging (pg. 36)- making yourself look good**

\*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 characters' feelings. On pg. 25, you will read about how Jeremy is fascinated with the Logan family. Infer why you think Jeremy finds the Logans so interesting. 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 point and/or a comprehension strategy (see above)

**What happened in these pages?**

**Why didn't Cassie's grandmother sit in the front of the bus?**

**Why does Cassie's brother, Stacey, get so upset with Cassie?**

**Are Jeremy and the Logan kids friends? Explain.**

**Why does Jeremy find the Logans so interesting? Explain.**

**How is Jeremy different from his pa?**

**What do you predict might happen on the bridge?**

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Day 3 (pgs. 45 -62)

Before Reading: (5-7 min.)

\*Summarize plot (M)

\*Unfamiliar book language/character names (S)

\*Discuss pictures (M)

\*Draw upon students' experiences (M)

Let's review from yesterday...

**Day 3: In today's reading, some of the black passengers are ordered off the bus to make more room for the white passengers. Jeremy watches the bus leave and drive too fast over the bridge. Read to find out what happens at the bridge.**

Words/Text Layout:

\*New or important words (V) **reckon (pg. 47)- suppose, figure  
snivelin' (pg. 50)- feeling bad, crying  
ruckus (pg. 55)- disturbance, commotion, uproar  
mysterious (pg. 60)- hard to understand**

\*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 evaluate decisions the author makes. This book is told from the point of view of a white boy named Jeremy. Why did the author tell the story from Jeremy's point of view? Also, how would this book have been different if one of the black characters had told the story? Be ready to discuss 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 point and/or a comprehension strategy (see above)

**What happened in these pages?**

**Why did the author tell this story from Jeremy's point of view?**

**How would it have been different if a black character had told the story?**

**How is the ending of this book ironic? (The blacks were ordered off the bus which is what ends up saving their lives. Josias was treated very poorly, but ends up trying to save those who had just treated him badly).**

**What was Josias's answer when Jeremy asked him why this had happened? (pg. 60)**

**What is your answer?**

**What is your opinion about the ending of the story?**