

Guided Reading Lesson Plan (Levels M-Z)

Title: **Trial by Fire Stranded 2** Level: S ISBN: 978-0-545-63899-9 Publisher: Scholastic Day 1

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Introduction and Chapter 1: Pages 1-12

This is the second book in a series. Check to see if everyone has read Stranded. Review some of the first book. Four children were wrecked while on a trip to get to know each better. Their parents were just married. A storm causes the boat to crash and Uncle Dex is gone.

Read the back cover and "how the adventure began" on one of the last pages of the book. Has anyone ever seen a show where people are supposed to be "stranded"? How do you think it would feel to be kids and be alone on a deserted island? What do you think would be important to do on this island?

Words/Text Layout:

*New or important words (V)

*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 about characters.

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 were the children running through the jungle?

What is the *Lucky Star* and what happened to it?

Where did they find shelter from the storm?

What happened in the cave?

What did Vanessa realize was about to happen? (Life going to get much harder!)

Writing Connection (optional): **Make an inference about 1 of the children. Use evidence to support your inference.**

Guided Reading Lesson Plan (Levels M-Z)

Title: **Trial by Fire Stranded 2** Level: S ISBN: 978-0-545-63899-9 Publisher: Scholastic **Day 2**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapters 2-3: Pages 13-35

Review yesterday's inferences as a way to remember the first chapter.

After the storm, the kids head back to the beach. Buzz has some interesting things to share. They also decide that there should be just one person in charge. This is a tough decision. Let's read to find out who is voted to be in charge.

Words/Text Layout:

*New or important words (V): pyre (28) ravine (30)

*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 understand the characters in 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

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What were all things Buzz found that they had dropped the night before?

What was Buzz's idea for food and drink?

Describe Buzz.

What were Vanessa and Carter arguing about in chapter 3?

Who is the Great Peacekeeper? How did she get this name?

What was Jane's surprising suggestion?

Why would it be important to have just one leader?

Writing Connection (optional): Who would you have voted for to be the leader and why?

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Before Reading: (5-7 min.)

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*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapters 4-5: Pages 37-59

With Vanessa as the leader, they will try to make fire for warmth and find water to drink. Vanessa gives each one of the children a job and they agree to never go anywhere alone. Read about the journey to see if they all abide by the rules and see if they get the fire and water they desperately need.

Words/Text Layout:

*New or important words (V): wisp (46) ridge (52) lethal (58)

*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

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During Reading: (10-15 min.)

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After Reading: (8-10 min.)

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*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Explain the process Buzz was using to make a fire.

How did this process work?

Where are Buzz and Jane going?

Carter breaks a rule because he is so frustrated. What happened?

What happens to Buzz and Jane in the cave?

Describe the situation Carter put Vanessa in while going for the flare.

What did Carter and Vanessa see when they looked out toward the beach?

Writing Connection (optional): Describe the relationship between Carter and Vanessa in these chapters? Do you have a relationship like this in your life?

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Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 6: Pages 61-76

This chapter has many ups and downs. Vanessa and Carter see the *Lucky Star* but can't get to it. They find water, but it is undrinkable. They have fire but can't keep it lit. Read about these ups and downs.

Words/Text Layout:

*New or important words (V):

*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 understand the characters in a story.

During Reading: (10-15 min.)

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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 deal did Carter and Vanessa make before they left the look out?

What does Carter do back at camp that causes a huge problem?

In the night something awful happened, what was it?

What is the problem at the end of this chapter?

Writing Connection (optional): How has Buzz changed in this book? Use evidence from the book to support your answer.

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Title: **Trial by Fire Stranded 2** Level: S ISBN: 978-0-545-63899-9 Publisher: Scholastic **Day 5**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 7: Pages 77-91

Review the ups and downs the children faced yesterday. In chapter 7, they decide to move their camp to the beach to stay away from the boars. They all are working to make a new camp. They also head out to find *Lucky Star*. Let's read to find out how they make a new camp and what they find in the ship.

Words/Text Layout:

*New or important words (V): palm fronds (79) alcove (81) shard (89)

*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 understand how characters in a story change.

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 are the four objectives set by Vanessa for the day?

What were they using to make shelter?

Describe Jane's dives down to the boat.

What is Buzz optimistic about at the end to the chapter?

How is he hoping this will help them?

Writing Connection (optional): How is Jane beginning to change? Give examples from the reading.

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Title: **Trial by Fire Stranded 2** Level: S ISBN: 978-0-545-63899-9 Publisher: Scholastic **Day 6**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 8 -9: Pages 93-117

The children finally get some good luck. They use the idea Buzz had to make fire and they also work on building a sturdier shelter. Carter begins to feel better and even has an idea how to get some coconuts.

*Words/Text Layout (V): imperceptible (97) sheathed (111)

*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 understand how characters in a story change.

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

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

At the beginning of the chapter, Vanessa talks about changing since she got on the ship. How has she changed and what does she promise herself?

How does Buzz feel about the fire?

What does Carter do to start the four of them arguing again?

While Carter and Jane are hunting coconuts, what are Vanessa and Buzz doing?

What would be the worst part of living on the beach for you?

Writing Connection (optional): How has the relationship between the 4 of the children evolved or changed? Use specific examples from the text.

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Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapters 10-11: Pages 119-136

In these chapters Buzz has an idea to help me them get to the *Lucky Star* to get more supplies. Carter is determined to get something he saw. He goes down one more time even though he is exhausted and shouldn't go down again. What do you think is important enough to take such a risk?

Before they read have the make a prediction about what he went back for on the ship. It should be based on what they know about Carter and the other information in this book.

Words/Text Layout:

*New or important words (V):

*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 revise predictions when they learn new events in the text.

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 does Jane say is her new most hated thing about being on the island?

Why do you think Jane continues to write in her journal?

After Buzz finds out that his plan will work, how do you think this changes his perception of himself?

What are some of the items they were able to retrieve from the *Lucky Star*?

What was the item Carter risked so much to get?

Was your prediction correct?

Writing Connection (optional): If your prediction was correct, write about the evidence you used to make your prediction. If you had or revise your prediction, talk about the evidence you used to support your original prediction.

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Title: **Trial by Fire Stranded 2** Level: S ISBN: 978-0-545-63899-9 Publisher: Scholastic **Day 8**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapters 12-13: Pages 137-150

Once again the children go from having a great experience to one that seems worse than anything they could imagine. Read to find out how Vanessa, the leader, makes a very big mistake!

Words/Text Layout:

*New or important words (V):

*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 understand the characters in 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.)

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What was Buzz's idea to help protect Carter's cut? Why do you think he didn't share the idea with Carter?

Why was Carter practicing running up to look out point?

Interpret the children's thoughts while they were eating the ravioli. What was each one of them thinking?

Why did Vanessa have Jane's journal?

What happened to the journal?

What happened while they slept?

Writing Connection (optional): How do you think Carter, Jane, and Buzz will react to Vanessa?

Talk about each character and tell why you think that character feels that way.

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Title: **Trial by Fire Stranded 2** Level: S ISBN: 978-0-545-63899-9 Publisher: Scholastic **Day 9**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 14: Pages 151-166

When morning light comes, Buzz notices Vanessa is not sitting on the beach anymore. He takes off to look for her and while looking, he hears a strange sound. Read to find out if the sound is good news or more bad news.

Words/Text Layout:

*New or important words (V):

*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 revise predictions when they learn new events in the text.

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.)

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-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What did Jane say instead they should do instead of looking for Vanessa right now?

What does Carter think should happen now?

Explain what happens on the way up to look out point.

What would you have done if you were Carter? Light the flare first or go to Buzz first?

Writing Connection (optional): Carter has had a rough day, physically and emotionally. What is Carter thinking at the end of chapter 14? What will happen in the last chapter?

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Title: **Trial by Fire Stranded 2** Level: S ISBN: 978-0-545-63899-9 Publisher: Scholastic **Day 10**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Chapter 15 and Epilogue: Pages 267-174

Vanessa makes a discovery while out walking by herself. She is excited and runs toward it. When she gets close she notices something in the ground that looked man made. She was horrified with what she found. Let's read the rest of the book and find out what she found.

Words/Text Layout:

*New or important words (V): transfixed (268) crevice (169)

*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 understand the characters in a story.

During Reading: (10-15 min.)

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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 Vanessa find in the water?

As she got closer, what did she see?

How does she react?

How would you react?

What do you think will happen in the third book?

Writing Connection (optional): Do you think Vanessa has been a good leader so far? Why or why not. Who do you think would be the best leader if they needed a new leader? Support your answer with evidence from the text.