

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit   Level: T   ISBN: 978-0-345-33968-3   Publisher: Del Rey Books   Day One: Chapter 1

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Unfamiliar book language/character names (S)**

**\*Discuss pictures (M)**

**\*Draw upon students' experiences (M)**

This book is about a hobbit named Bilbo Baggins. Bilbo lives in a hobbit hole on The Hill and lives a comfortable life. One day, Gandalf, a wizard, comes along and invites Bilbo to go on an adventure. Do you think Bilbo will go with Gandalf on this adventure?

In addition to the hobbit and the wizard, other characters are thirteen dwarves. Do you have any other ideas about what may happen in this book? What other characters may be involved?

In this chapter, Gandalf comes along and invites Bilbo to go on an adventure. Read to find out if Bilbo agrees to go or not.

## Words/Text Layout:

**\*New or important words (V) – hobbit (1)**

**\*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 revise predictions as they learn about new events in the text.

Do you have any predictions about what may happen to Bilbo?

## 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 did Bilbo tell Gandalf when Gandalf said he was looking for someone to go on an adventure with him? Who was Bilbo expecting to be at the door? Who was really at the door instead? Why do you think they were there?

What are your predictions about what may happen in the rest of the book regarding the dragon and gold treasure?

## Writing Connection (optional):

Read Chapter 1 Why did Bilbo turn down the adventure at first? Use examples from the chapter to support your answer (look at the character traits of a hobbit).

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit Level: T ISBN: 978-0-345-33968-3 Publisher: Del Rey Books Day Two: Chapter 2 & 3

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Unfamiliar book language/character names (S)**

**\*Discuss pictures (M)**

**\*Draw upon students' experiences (M)**

In chapter one, we read about Bilbo Baggins and how he is going on an adventure. Do you have any new predictions about what may happen on the adventure?

In chapter two, Bilbo and the dwarves travel together. They experience a few interesting encounters with the elements and trolls. Trolls are large "people" who have a distinctive language and body features, and can be scary. What do you predict will happen with the trolls in this chapter?

In this chapter, Bilbo and the dwarves spot a red light. Read to find out what the red light is and what happens when they find the red light.

## Words/Text Layout:

**\*New or important words (V)**

**\*Unusual aspect of text layout (V)** – Notice the strange language the trolls speak. *Yer* means you or your and *et* means eat.

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

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

Readers revise predictions as they learn about new events in the text.

Do you have any predictions about what may happen to the dwarves? Do you think they will be in danger or be safe? Why?

## 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 the dwarves and Bilbo decide to see what the red light was?

What was the red light and who was there?

Why did the dwarves send Bilbo in to scout out the area? As you read, what did you think would happen when Bilbo found the trolls? Did you think that all the trolls would get caught? Why or why not?

When the dwarves and hobbit were resting for 14 days in the valley with the elves, what did they discover on the map? Do you think this discovery will help them later in their adventure?

Writing Connection (optional):

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit Level: T ISBN: 978-0-345-33968-3 Publisher: Del Rey Books Day Three: Chapter 4/5

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Unfamiliar book language/character names (S)**

**\*Discuss pictures (M)**

**\*Draw upon students' experiences (M)**

In chapters two and three, we read about the encounter with the trolls and elves.

In chapter four and five, Bilbo and the dwarves continue on traveling together. They experience a few more interesting encounters with the elements, stone giants, and goblins. What do you predict will happen with the goblins in this chapter?

In this chapter, Bilbo finds a ring. Read to find out what the significance of the ring is and what happens when Bilbo puts it on.

## Words/Text Layout:

**\*New or important words (V)**

**\*Unusual aspect of text layout (V)** – Gollum is speaking to himself because he is lonely. He refers to himself as “precious.”

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

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

Readers revise predictions as they learn about new events in the text.

Do you have any predictions about what may happen to the dwarves and Bilbo? Do you think they will get out safe? Why or why not?

## 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 reasons caused the travelers to find a cave to sleep in?

How did the goblins catch them? How did they escape, if only for a brief amount of time?

Why does Gollum talk to himself and what does he talk to himself about?

Why is the ring important to him?

How does Bilbo escape Gollum and the goblins?

## Writing Connection (optional):

Make a prediction about what will happen to the missing dwarves in the upcoming chapter. Support your answers with reasons why you think that may happen.

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit Level: T ISBN: 978-0-345-33968-3 Publisher: Del Rey Books Day four: Chapter 6

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Unfamiliar book language/character names (S)**

**\*Discuss pictures (M)**

**\*Draw upon students' experiences (M)**

In chapters four and five, we read about the encounters with the goblins and Gollum.

In chapter six, Bilbo is lost but finds the dwarves again. They eventually encounter, later in the night, a group of wolves and, once again goblins. What do you predict will happen to the dwarves in this chapter?

In this chapter, Bilbo doesn't tell his companions about the ring. Read to find out why he may not have told his comrades about the ring.

## Words/Text Layout:

**\*New or important words (V) – confusticate (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***

Readers make connections to the text in order to interpret characters' thoughts or feelings.

Why do you think Bilbo may not have told his friends about the ring? Have you ever left out a detail in a story like Bilbo did?

## 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 Bilbo leave out the ring when telling his story about how he escaped?

What happened later into the night and how did the companions escape?

What connections did you make to the characters as you read?

## Writing Connection (optional):

Write about a connection you made to Bilbo as you read and cite specific examples from the book. Include a personal connection you made to Bilbo.

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit Level: T ISBN: 978-0-345-33968-3 Publisher: Del Rey Books Day five: Chapter 7

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Unfamiliar book language/character names (S)**

**\*Discuss pictures (M)**

**\*Draw upon students' experiences (M)**

In chapter six, we read about the encounters with the goblins, wolves, and the eagles.

In chapter seven, Bilbo, Gandalf and the dwarves meet Georn who is a skin-changer. He turns into a bear. Why do you think Gandalf wants the dwarves to come in pairs every five minutes to meet Georn?

In this chapter, the dwarves were instructed to come in pair to meet Georn. Read to find out why Gandalf gave these instructions.

## Words/Text Layout:

**\*New or important words (V) – carrock (114)**

**\*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 revise predictions as they learn about new events in the text.

Why do you think Gandalf wants the dwarves to come in pairs every five minutes to meet Georn? What other predictions can you make?

## 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 inferences or new predictions did you make as you read this chapter?

Why did Gandalf instruct the dwarves to show up in pairs every five minutes? Was this strategy effective?

Why or why not?

What do you think will happen to the dwarves now that Gandalf has left them? What do you think the author meant by the Battle of the Five Armies mentioned at the beginning of the chapter?

Writing Connection (optional):

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit Level: T ISBN: 978-0-345-33968-3 Publisher: Del Rey Books Day six: Chapter 8

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Unfamiliar book language/character names (S)**

**\*Discuss pictures (M)**

**\*Draw upon students' experiences (M)**

In chapter seven, we read about Georn and how he helped them.

In chapter eight, Bilbo and the dwarves head off through Birkwood. They were advised to stay on the path and not stray off. What do you think lurks in the woods?

In this chapter, the dwarves were instructed to stay on the path and not go off into the woods. What does Bilbo do as a result of the events in the plot and how does he change due to these events? Read this chapter to find out what happens next.

## 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 analyze the characters of the story as they read.

We have read enough to notice some changes in Bilbo. What changes have you noticed as you have 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)**

Why did the dwarves wander off the path?

What two items helped give Bilbo courage to fight the spiders? What changes have you noticed in Bilbo since the adventure began?

Do you have any predictions about what may happen next?

## Writing Connection (optional):

As you read the previous chapters, what are some changes that happened to Bilbo as he continued on this adventure? Cite some examples of character traits from the book that support your answer.

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit Level: T ISBN: 978-0-345-33968-3 Publisher: Del Rey Books Day seven: Chapter 9/10

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Unfamiliar book language/character names (S)**

**\*Discuss pictures (M)**

**\*Draw upon students' experiences (M)**

In the previous chapters, we read about the encounters and adventures of Bilbo and the dwarves as they traveled to retrieve the treasure from Smaug.

In chapters nine and ten, the dwarves got captured by the wood-elves but Bilbo does not get caught. What do you predict will happen to the dwarves in this chapter?

In this chapter, Bilbo doesn't get captured by the wood-elves. Read to find out what Bilbo did while his friends were locked up.

## 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 analyze the characters of the story as they read.

We have read enough to notice some changes in Bilbo. What changes have you noticed as you have read?

Name some character traits you have seen in the story so far.

## 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 Bilbo get captured? What did Bilbo do while his friends were locked up?

What character traits is Bilbo portraying as we read these two chapters (courage, etc.)?

Explain how Bilbo rescued his friends.

Writing Connection (optional):

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit Level: T ISBN: 978-0-345-33968-3 Publisher: Del Rey Books Day eight: Chapter 11/12

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Discuss pictures (M)**

**\*Unfamiliar book language/character names (S)**

**\*Draw upon students' experiences (M)**

In the previous chapters, we read about the escape of the dwarves from the wood-elves.

In chapters eleven and twelve, the dwarves and Bilbo draw near the end of their adventure. They are nearing the mountain where Smaug lives. The title of chapter eleven is "On the Doorstep." What can you infer about the title?

In this chapter, Bilbo finds the keyhole into the mountain and talks to the dragon. Read to find out what Bilbo took from the dragon's lair and what the dwarves thought of him then.

## Words/Text Layout:

**\*New or important words (V) – marauding (205)**

**\*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 as they read.

What inferences have you made already about the dragon?

## 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 did you infer that the companions were feeling as they saw the mountain and Dale?

Why do you think Bilbo was so gloomy throughout most of these two chapters?

Why do you think Bilbo spoke in riddles to the dragon?

## Writing Connection (optional):

Write about an inference you made while reading chapters eleven and twelve. Use the text to support your answer.



# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit Level: T ISBN: 978-0-345-33968-3 Publisher: Del Rey Books Day nine: Chapter 13/14/15

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Discuss pictures (M)**

**\*Unfamiliar book language/character names (S)**

**\*Draw upon students' experiences (M)**

In the previous chapters, we read about the journey of the dwarves and Bilbo to the mountain where Smaug lives. Now they are on the mountain and are trying to figure out how to kill the beast.

In chapters thirteen, fourteen, and fifteen, the dragon disappears from the mountain and wreaks havoc on Esragoth (the city of Lake-men).

In this chapter, the dragon wreaks havoc on Esragoth and is seemingly indestructible. Read to find out what happens to the town.

## Words/Text Layout:

**\*New or important words (V)** – foreboding (248), cram (261), succoured (266)

**\*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 revise predictions as they learn about new events in the text.

What predictions do you have about what may happen to the people of Esragoth?

## 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)**

Did your predictions about what would happen to the people of Esragoth come true?

How did Bard know how to kill the dragon and what did he use to kill Smaug?

What do you predict will happen to the treasure? Will Thorin allow the elves and Lake-men take a share of the treasure or will he keep it all to himself?

## Writing Connection (optional):

Write about your final predictions of how the book may end.

# Guided Reading Lesson Plan (Levels M-Z)

Title: The Hobbit Level: T ISBN: 978-0-345-33968-3 Publisher: Del Rey Books Day ten: Chapter 16/17/18/19

## Before Reading: (5-7 min.)

**\*Summarize plot (M)**

**\*Discuss pictures (M)**

**\*Unfamiliar book language/character names (S)**

**\*Draw upon students' experiences (M)**

In the previous chapters, we read about the destruction of Esgaroth and the defeat of the dragon.

In chapters sixteen through nineteen, we will read about the battle of five armies and how the adventure ends.

In this chapter, Thorin is hunting the Arkenstone and threatens anyone hiding the stone from him. Read to find out what happens as a result of this threat.

## Words/Text Layout:

**\*New or important words (V)** –scimitars (284), eyries (292)

**\*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 revise predictions as they learn about new events in the text.

What predictions do you have about how the story ends?

## 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 Bilbo offer the Arkenstone to Bard and the Elvenking? Was this effective?

What, in general, happens during the battle of five armies? Who participated and how did the battle end?

Bilbo heads home soon after the battle is over. What does he find when he gets home? How has the attitudes of his neighbors changed since the beginning of the story? Why do you think this is? (characteristics of hobbits)

## Writing Connection (optional):

Was your final predictions about the ending of the book accurate or not? Compare and contrast your predictions to what you thought would happen and what actually happens. Use text citations to support your answer.