

Guided Reading Lesson Plan (Levels M-Z)

Title: **Hurricane Katrina, 2005 (I Survived)** Level: **S** ISBN: 978-0-545-20696-9 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 Chapters 1-3: Pages 1-14

Read the back of the book for a book introduction. Do you know what an evacuation is and why we would need one? Show New Orleans on a map. What is a Category 5 hurricane?

Chapter 1: Barry is right in the middle of Hurricane Katrina. He is lost and alone and hanging on to an oak tree to keep from drowning. He ended up there after falling off his roof trying to escape the flooding. He is wondering what happened to his mother, father, & little sister, Cleo.

Chapter 2-3: This begins a flashback. Check the times and dates from chapter 1 to chapter 2. In these two chapters, Barry and his friend, Jay, are trying to win a "create a superhero" contest. They created a superhero called Akivo. Barry and Jay are sure they are going to win and be rich and famous. You will be introduced to a mean dog called Cruz and his owner Abe in these chapters. Dad also tells Barry they will be evacuating and going to stay with family in Houston. You will learn about Barry's neighborhood, the Lower Nine. His mama doesn't feel safe in the neighborhood but it has always been their home and it is hard to leave.

Words/Text Layout:

*New or important words (V): clinging current jagged anxious cocoa whopper straggly

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 and interpret characters thoughts and feelings.

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)

Chapter 1 had Barry in Hurricane Katrina. Chapter 2 doesn't mention the hurricane. Why not? How does Barry feel but Akivo?

How do Barry and Jay feel when Abe and Cruz show up? Use evidence to support your answer.

Why is Barry surprised the family is evacuating?

Does Barry seem scared of the hurricane in chapter 3?

Why doesn't Barry's family move from the Lower Nine.

Why does Barry's father tell Abe that he and his grandmother should go to the superdome?

Writing Connection (optional): Use some words to describe how Barry must be feeling at the end of chapter 1. Use text evidence to support your word choices.

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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 4-6: Pages 15-33

Review information from yesterday.

In these next chapters the family gets packed and tries to leave town but they are stuck in traffic and Cloe gets really sick. They have turn to back and go home. Also in these chapters you will find out more about Barry's family and their dreams.

Words/Text Layout:

*New or important words (V): levees shingle fibbing hustled generator

*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 interpret thoughts and feelings of the character.

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 Barry's family pay attention to the news about the hurricane?

What does it mean on page 16 when it said "a tornado could have sucked up his house and Barry wouldn't have noticed?"

Barry knows his mom is nervous because she is baking. Why do you think Barry's mom fibbed and said she wasn't nervous?

The family had things to do before they could evacuate. Why couldn't the family just get in the car and leave? What were the things they had to do?

Did Cleo understand what a hurricane is?

What are some of the Tucker family dreams?

Why is there so much traffic getting out of New Orleans?

Writing Connection (optional): What does Barry's conversation with his little sister tell you about his personality? What kind of person is Barry? Use text evidence to support your answer.

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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 7- 8: Pages 34-50

Review information from yesterday.

In chapters 7 and 8, Barry's family is back home and trying to stay calm as the storm comes. After the first night, Barry opens the door to see what has happened through the night. When he does water comes rushing in. The family goes to the attic then dad tells them they will have to go outside in the roof. Read to find out why.

Words/Text Layout:

*New or important words (V): commotion hatch sloped rickety

*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 go beyond the text to interpret character thoughts and feelings.

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 Barry's family go to the Superdome?

Why do you think Barry's father started playing his trumpet?

Can you make a text-to-self-connection in chapter 7? Is there anything you do when you are scared that would help you feel better?

Why is Akivo so important to Barry?

Why does Barry's father want to bring the family out on the roof?

Even though his grandfather has been dead for three years, how did he help protect the family?

Writing Connection (optional): Describe the feelings Barry and his parents must have had when they realized the levees broke? Explain your reasoning.

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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 9-11: Pages 51-63

Review information from yesterday.

In these next chapters the author will explain how Barry is swept away in the storm. You will reread some of the information you read in the first chapter. The flashback is over and he is currently trying to stay alive and he ends up holding on to Abe's house. He hears Cruz barking inside. Will he help Cruz by setting him free or will he be too afraid?

Words/Text Layout:

*New or important words (V): gushing pleasing banister straining

*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 go beyond text to interpret the thought and feelings of 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)

The roof doesn't seem safe. Why is Barry's family on the roof and not in the attic?

What do you think Barry's father was feeling when Barry was slipping away into the water?

Why do you think the author previews this chapter at the beginning of the book?

Why does Barry say he feels like he was "shipwrecked in the middle of the ocean"?

What do you think happened to Abe and his grandmother?

Why do you think Barry climbed into the window to help Cruz, the killer dog?

Why did Abe left Cruz tied to his bed?

Why does Barry pause before letting Cruz off his leash?

Writing Connection (optional): Is it safe for Cruz and Barry to stay in Abe's house? Why or why not?

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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 12-14: Pages 64-82

Review information from yesterday.

Barry gets food and water for himself and Cruz before they head back upstairs. Cruz becomes very fond of Barry and won't leave his side. Barry will also hear a helicopter but it doesn't come to help him. Cruz falls out of the house and Barry tries to save him when he sees he is having trouble swimming. They are unable to get back into the house so they find a new rooftop and wait. Finally, Nell comes by on her raft. Read to find out how Nell helps Barry and Cruz.

Words/Text Layout:

*New or important words (V): murky hovered dangled astronomy uprooted

*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 go beyond text to interpret the thought and feelings of 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)

How does Cruz protect Barry from the snake? Why do you think he did that?

How does Barry decide that Cruz isn't a killer dog & must have come from a shelter in New Orleans?

Why does Barry start singing Blueberry Hill at the end of the chapter?

So far, how has Barry changed in the story?

Why does the author describe the flood waters as "poisonous"?

What does Nell do to help?

Explain why Nell called Barry a brave soul.

Why do you think there were no police, firefighters, or ambulances on the bridge to help the stranded people?

Writing Connection (optional): **Make a character inference about Nell. Use text evidence to support your inference.**

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Title: **Hurricane Katrina, 2005** Level: **S** ISBN: 978-0-545-20696-9 Publisher: Scholastic **Day 6**

Before Reading: (5-7 min.)

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Chapters 15-16: Pages 83-95: & "After the Storm" & "Facts about Hurricane Katrina" at the end of the book

Review information from yesterday.

Today we are going to finish the book. You will find out what happens when Nell let's Cruz and Barry off the raft at the bridge. Barry figures out that he is strong and while on the bridge something exciting happens to him. In the last chapter, you will find out what happened to Barry and his whole family after Hurricane Katrina. Read the chapters now and we will look at the end of the book together after our discussion.

Words/Text Layout:

*New or important words (V): **quivering wreckage**

*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 think about the plot of the 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)

Do you think Barry would go to the Superdome without Cruz? Why or why not?

How does Barry know he is strong?

What kind of feelings do you think Barry had when he heard his father's voice?

Why was Barry's family lucky?

What does the author mean when she said "Barry had found some power of his own during the flood"?

How did Abe change in the story? Use evidence from the text.

Why do you think Barry and his family want to go back to New Orleans one day?

Read After the Storm" & "Facts about Hurricane Katrina" together.

Writing Connection (optional): Pretend you are Barry and you are going to write Nell a thank you letter. What would you say? What would you thank her for?