

Guided Reading Unit Grade 4

- Goals: Refining predictions
Recognize traits of historical fiction in text.
Infer character traits from text
Gain understanding of concept of slavery, underground railroad

Day 1 *Whole Group Core Book*

1. Introduce book *Sweet Clara and the Freedom Quilt* by Deborah Hopkins on,

“ Last week we made quilts in math. This week we are going to read about a girl named Clara who made a quilt. The name of this book is *Sweet Clara and the Freedom Quilt*. Lets look at the cover and tell me what you notice. My first question is- “What is a freedom quilt? “ Look through the book and the illustrations, give me your ideas about this story. We are going to be great readers and make predictions about this book. Write predictions on a chart.
2. Assign children to read through page 8. Using sticky notes they are to write down any questions they have while reading. They are also to note if these questions get answered as they read (right there in text), did the author give you clues that with your background knowledge helped (author and me).
3. Individual conferencing as instructor noted need.

Day 2

1. Discuss previous days predictions, have any been answered? Good readers and writers sometimes change their predictions as they read, because the author gives them new ideas. Do you want to change any of these predictions? Do you have any new predictions to add?
2. Discuss idea behind page 4- “slavery”

3. What is “Big House”?
4. What is “seamstress”?
5. How was Clara feeling on page 8, support idea from text.
6. Ask for new predictions about the story.
7. Read page 10- What did Aunt Rachel mean when she said, “We done it, girl?”
8. Assign to read page 13-16- Show 2 column note form- My Questions/ Book’s Answers
As they read, they are to write in their questions, and if answered write quote from text, page number that answered the question. Stress it is ok to have questions that may not be answered.
9. Individual conferencing.

Day 3

1. Discuss yesterday’s reading- What new questions, predictions do the student’s have?
If predictions are shallow, model a think aloud with a deeper question by reading page 19. I think that Clara may be thinking about a map about the underground railroad.-
Author and Me ---- “So while my ears kept listening, I started asking what fields were where”
2. Assign silent reading 19- 25, using 2-column notes format again.
3. Individual conferencing.

Day 4

1. Ask students to partner share their predictions- Finish the story, instruct the group to fill in the 2/column note chart
2. Ask a group to go back to predictions chart to see how accurate their predictions were.
Code predictions – (Right there, Author and Me, Unanswered)

3. Instruct the group- another way we can infer is through the characters. Model the character Aunt Rachel with the character chart (attached) Working in pairs, ask students to pick a character and fill in the character chart.
4. Assign a thoughtful response to this story. (Students have done this before)

Day 5

1. Introduce *Escape in the Night*, by linking it to the idea of underground railroad and *Sweet Clara and the Freedom Quilt*.
2. Have students read the story silently.
3. Complete worksheet *Escape in the Night* (attached) individually.
4. Individual conferencing.

Day 6

1. Discuss responses to worksheet. Then give time to complete Genre Web(attached) about *Sweet Clara and the Freedom Quilt* in partner pairs.
2. Make a chart labeled “ Historical Fiction” as a Group. Students suggest characteristics of the genre. Encourage children to read other historical fiction in independent reading time. Have a few examples for them to look at. Encourage them to use the techniques we learned to help them understand the book.
3. Individual conferencing about thoughtful response.

Day 7

1. Tell students that today we are going to read an article about “Freedom Railroad” (attached). Have them read the article silently , according to the directions at the top of the zoom in on key details sheet.
2. After students have read, work in guided reading group, assigning each child one of the categories to find and underline in the text. Then fill in as a group. Assist any who are having difficulty

Day 8

1. Introduce the article “ The Underground Railroad” (attached), instruct the students to read this article thinking about the five key details as they read.
2. Have them then individually fill in ‘Zoom in on Key Details’(attached)
3. Individual Conferences as needed

Day 9 (Transition to new genre)

1. Give book talks on *Picture Book of Harriet Tubman* by David Idler and *Wanted Dead or Alive* by Ann McGovern. Students are to then choose which book they will like to read. Make connection to article about Harriet Tubman and information we know about the underground railroad.
2. Explain to the students that as they read these books, they will learn information about the life of Harriet Tubman.
3. Model reading a few pages, and sticky note biographical facts.

Notes:

This lesson was presented to combined guided reading groups that are both reading around grade level, which is the appropriate level for *Sweet Clara and the Freedom Quilt* to be read independently. If had been presented to struggling readers or if students struggled with ideas, the instructor may have done more shared reading/ and or individual conferencing with the students. The instructor may have also used *Follow the Drinking Gourd* as a follow up book.

Each day instructor did meet with a few students in individual conferences, looking over their notes, asking questions, and instructing to get deeper meaning. Group wide concerns were addressed in next day's mini-lesson time.

One other article and a poem are also attached as extra resources.

The character chart is an example how a released item from CSAP was embedded into instruction.