

# Sequence of Events Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for *I Survived the Attacks of September 11, 2001* by Lauren Tarshis

## 4 Part Lesson Plans

**Discussion Questions by Chapter**

**Key Vocabulary by Chapter**

**Guided Reading Level**

**Specific Instructional Focus**

**Step by Step Guided Mini Lesson**

**Book Club**

*I Survived the Attacks of September 11, 2001*  
By: Lauren Tarshis  
Grade Level: 4 / Guided Reading Level: R

**Meeting #2**  
**A Note About the Discussion Questions and Vocabulary**

The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer. You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, your students' needs, or the meaning of other words listed below are of

**Chapters 1 - 4 Discussion**

1. What was Lucas' first thing to do when he saw the towers will you remember the planes? (pg. 1-5)
2. What was his first players?
  - Answers will vary (his dad's and his)
3. What happened to him?
  - Answers will vary (he was killed)
4. What did Dr. Barrett do?
  - Answers will vary (he was a doctor)

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**Meeting #3 Continued**  
**Chapters 5 - 8 Vocabulary Words:**

1. Plot (necessary to this lesson) - a series of events that form the story in a piece of fiction
2. Climax (necessary to this lesson) - the most exciting and important part of a story, play, or movie that occurs usually at or near the end
3. Fanatic (pg. 30) - a person who is very enthusiastic about something
4. Dispatcher (pg. 47) - someone whose job is to talk by radio with people in vehicles (such as police cars, ambulances, or taxis) in order to send them to a particular place
5. Massive (pg. 50) - very large and heavy

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**Meeting #3 Continued**  
**Kick-off of the Book Club Meeting (5-7 minutes)**

- Gather students - remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing their responses to the option board.
- Deepen the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

**Time to Teach: Sorting Out the Sequence of Events in a Story (7-10 minutes)**

- Provide each student with a copy of the story line graph.
- Review the line graph.
- Draw a larger version of the line graph on the board or on chart paper.
- Discuss the difference between the main message of a story and the events in a story.
  - Talk with the students about a movie or a book they have recently seen.
  - Discuss the main idea of the book or movie. Write the main idea on a sticky note. Place the sticky note on the table so everyone can see it.
  - Next, list events from the book or movie on sticky notes.
  - Place the sticky notes on the corresponding sections of the story line graph.
  - Explain the conflicts as rising action and explain that they often happen to present a problem to the main character.
  - Explain that the climax is the most critical part of any story.

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**Establish Background Knowledge about 9/11**

**Meeting #1 Continued**  
**Time to Teach: Establish Background Knowledge about 9/11**

- Create a KWL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWL chart or similar graphic organizer to document discussion.
- Ask students what they know about September 11. Discuss and begin to fill in the KWL chart.

**Note:** Keep in mind this may be a sensitive topic if students know of someone who died in the 9/11. The author explains why she wrote about such a difficult topic in "Why I Wrote about September 11" at the end of the book. Use the timeline at the end of the book to guide the discussion.

**Hand out copies of the Atlantean Attacks on 9/11. Use the information on the 3 locations of attacks to enhance the KWL either at the "wonder" stage or the "response" stage.**

**Read together pages 1-3. Take note of the time and date.**

**Model How to Track Sequence of Events**

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**Sequence of Events and Flashbacks**

**Meeting #2 Continued**

- Explain that the use of the flashback tells the reader about Lucas.
  - We see that Lucas survived, but we don't know how and what happened to him during the attacks.
- Explain that the flashback also sets the story up to tell about the conflicts Lucas faces throughout the story.

**Model How to Sequence Events**

- Use the information that was discussed to continue adding event to the group sequence of events chart (chart paper).
- **Note:** You may have to adjust the numbers in the sequence if there are more flashbacks.
- Put the events in order on the Sequence of Events anchor chart and allow students to adjust the chart in their reader's notebook if necessary.

**Take Time to Reflect (2 minutes)**

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation form and keep it at home or can be saved until the next meeting to review student's progress during the Book Club.

**Wrap Up the Book Club Meeting (pages 21-50)**

- Determine as a group when the book club should meet for again.
- Remind students that they are responsible for the following:
  1. Tracking sequence of events using the Story Response Board.
  2. Reading to chapters...

## Sample Reader's Notebook Entries

**Book Club**

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## Reflection and Self-Evaluation

## Scheduling and Reader Responsibility

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**Establish Background Knowledge about 9/11 and Introduce Sequence of Events**

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