

# Sequence of Events Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for *I Survived the Bombing of Pearl Harbor, 1941* by Lauren Tarshis

## 4 Part Lesson Plans

**I Survived the Bombing of Pearl Harbor, 1941**  
By: Lauren Tarshis  
Grade Level: 4 / Guided Reading Level: R

**Book Club**

**Discussion Questions and New Vocabulary**

**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, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

**Chapters 1 – 4 Discussion Questions:**

- Where do Danny and his mom live and what is it like?
  - Answers will vary: They live in Hawaii. It is beautiful with palm trees and a lovely ocean. (page 5)
- Why didn't Danny's mom want to stay in New York?
  - Answers will vary: Danny's friend, Finn, had been hurt in New York. Danny's mom thought New York was dangerous, with lots of bad influences for Danny. (page 9)
- Who is Aki?
  - Answers will vary: Aki is a Japanese neighbor boy who has dangerously befriended a wild boar's baby. (page 22)

**Chapters 1 – 4 Vocabulary Words:**

- Violent** (pg. 6) – very violent and cruel
- Chauffeur** (pg. 12) – when someone is driven by another person in a car to a certain place

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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**Sorting Out the Sequence of Events in a Story**

**Meeting #3 Continued**  
**Kick-off 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.
- Project 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.
    - Identify 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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**Book Club**

**Introduce Sequence of Events**

**Meeting #1 Continued**  
**Time to Teach: Introduce the Pearl Harbor**

- 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 the Pearl Harbor. Discuss and begin to fill in the KWL chart.
- If students do not have any prior knowledge about Pearl Harbor, begin by looking at the photo in the front cover of the book.
  - Ask students to write about what they see.
  - Ask students to predict what the book will be about based on the photo and blurb.
  - Note: You can use the timeline at the end of the story to help guide the KWL chart, or come back to it at the end of students' reading. Use the information timeline on the attacks to enhance the KWL either at the "wonder" stage or the "learned" stage when you return to the chart.

**Model How to Track Sequence of Events**

- Read pages 1-3 and discuss the bombing of Pearl Harbor, 1941 about which the students follow along. Take note of the time and date indicated on page 3.
- Turn to page 4. Read the time and date. Ask students to explain why the time and date are important to the story flow. (Remember it is the...

**Sample Notebook Entry**

Chapter	Date/Time	Location	Order of Events
Chapter 1	December 7, 1941	Hawaii	1
Chapter 2	December 7, 1941	Hawaii	2

Sample Reader's Notebook Entries

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**Major and Minor Conflicts in the Sequence of Events**

- Identify major conflicts that are likely to have happened to people during the attacks.
  - the attack
  - what happened to the Japanese living in America
- Identify minor conflicts that were experienced only by Danny and the other imaginary characters in the story.
  - Danny's desire to go back to New York
  - Danny and Aki's friendship
  - Finn's story
- Discuss the reasons why it's important to notice the difference between major and minor conflicts and the difference between fictional and factual events in the book.
- Encourage students to continue to notice these conflicts as they finish reading the book.

**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 forms (the forms will be sent home or can be saved until the last day of the book club student progress across the Book Club).

**Wrap Up the Book Club Meeting**

- Assign students to independently read **Chapters 13 – 14** the **grey section**, and the **Timeline**.
- Deliver this as a group when the book club should meet for the Check-in meeting and focus meeting.
- Remind students that they are responsible for the following:
  - Tracking sequence of events.
  - Charting the sequence of events on their story line graphs.
  - Responding to the **grey section** and the **Timeline** in the Reading Response Board.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Introduce Sequence of Events**

**Meeting #1**  
**Introduce the Book Club and Set Expectations**

**Sequence of Events and Flashbacks**

**Meeting #2 Continued**  
**Kick-off 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: Sequence of Events (7-10 minutes)**

- Ask students to identify the sequence of events in the story.
- Ask students to identify the events that happened to the group of boys who got the friend Finn was hurt.
- Identify these events happening to a list that these events along.
- Discuss how the flashback helps understand the story.

**Using Sequence of Events to Identify Main Idea**

**Meeting #5 Continued**  
**Kick-off 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: Using Sequence of Events to Identify Main Idea (7-10 minutes)**

- Ask students to discuss what qualified Danny had that helped him survive the attack. Encourage students to use evidence from the text to support their answer.
- Ask what the main idea / theme of the story might be.
  - Sample answer: You need to be strong, brave, and kind to survive to make it through difficult times.
- Ask students to explain how Danny shows that he is strong / brave / kind throughout the book.
  - Strong: he gets the car fixed; he realizes he can't leave his mom; he finds a way to help Aki's dad.
  - Brave: he shows the Lieutenant to the hospital.
  - Kind: he helps with Aki; he invites the Lieutenant to come for dinner.
- Take some time to discuss the ways in which Danny's character was developed across a series of events in the book and how that character development supports the main idea in the book.

**Sorting out of the Sequence of Events**

**Major and Minor Conflicts in the Sequence of Events**

**Meeting #4 Continued**

**Using Sequence of Events to Identify Main Idea**

**Meeting #5 Continued**

**Timeline**

**Chapters 13 – 14, the grey section, and the Timeline**

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