

Tracking Sequence of Events Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for *I Survived the Great Chicago Fire, 1871* by Lauren Tarshis

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club

I Survived the Great Chicago Fire, 1871
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: R

Meeting #3 Continued
Chapters 5 – 8 Discussion Questions:

- Oscar goes into the burning house to try to rescue Jennie and Bruno. How does knowing that Oscar survives impact your reading?
Answers will vary. I know that the book is "I Survived", so Oscar will be okay. This part is very suspenseful and I wondered how Oscar would get out of the fire. (page 41)
- Has your opinion of Jennie changed from when she was first introduced in the story to now? Why or why not?
Answers will vary: Yes, my opinion of Jennie has changed. At first, I did not like her very much because she helped the boys steal the suitcases from Oscar. Now she helped save him from the fire. (page 43)

Chapters 5 – 8 Vocabulary Words:

- Ignited (page 30) – to begin burning; to catch fire
- Char (page 33) – a glowing piece of coal or wood from a fire
- Fireproof (page 47) – not easily burned; not able to catch fire

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club

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Introduce Facts About Fires and Tracking Sequence Of Events

Meeting #1 Continued
Time to Teach: Introduce Facts About Fires and Tracking Sequence Of Events

- Ask students to look at the cover of *I Survived the Great Chicago Fire, 1871*. What do they notice?
- Distribute **The Great Chicago Fire Map and Facts**. Discuss the facts and map. (Note: The red portion of the map indicates the area of the city that was burned.)
- Instruct students to open the book and spend a minute looking through the pages. What do they notice? (Sample answers: There are a few illustrations, the chapters are fairly short, there is a picture of a sheriff's badge with a dent in it that is at the start of each chapter, many of the chapters have a location, date and time at the beginning.)
- Ask students why they think the date, time, and location are provided at the beginning of some of the chapters? (Sample answer: The time and location change, so the author is letting us know. The events are not happening in time order; the second chapter is three hours earlier than the first chapter.)
- Ask possible reasons why the author may have written the story using flashbacks instead of beginning to end? (Sample answer: The reader knows that the main character survives. We don't have to worry about the main character, so we can focus on how he survived.)

Model How to Track Sequence of Events

- Draw student attention to the fact that they will have to keep track of when the author is switching between present time, flashing back, or flashing forward.
- Distribute a copy of the **Tracking Sequence of Events** chart or ask students to copy the graph in their Reader's Notebook.
- Tell students that this chart will help them keep track of the order of events as they read.

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Book Club

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Sample Tracking Sequence of Events – Chapters 2 - 4

Chapter	Date, Time, and Location	Important Events
2	October 8, 1871 9:30 p.m. Train to Chicago	Oscar is riding on the train to Chicago with his mother and her new husband, Mr. Morrow. We learn that Oscar's father died in a railroad fire, and that the farm and Mr. Morrow came to Chicago to start a new life in the city.
3	Train Station Chicago	Oscar feels out of place in the train station. He remembers his father while waiting for his mother and Mr. Morrow to return from the bathroom. His dad had been a sheriff for a short time and chased a bad guy to Chicago. There was a gunfight and his dad was shot but his badge saved him. Dad decided to become a farmer instead and met Oscar's mother. Oscar is excited and the suitcase was stolen (his dad's sheriff's badge is in the suitcase).
4	October 8, 1871 9:00 p.m. Chicago	After talking to the police, Oscar, his mother, and Mr. Morrow leave and head towards a hotel for dinner. Oscar spots the girl that stole his suitcase in the crowd.

Sample Reader's Notebook Entries

Book Club

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Meeting #4 Continued
Take Time to Reflect (2 minutes)

- Distribute the Student Self-Evaluation Assessment.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (they will be sent home or can be saved until the student's progress across the book club).

Wrap Up the Book Club Meeting

- Assign students to independently read Chapters 13 – 15.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.
- Remind students that they are responsible for the following:
 - Tracking sequence of events using the **Tracking Sequence of Events** chart.
 - Responding to Chapters 13 – 15 using the Reading Response Board.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Facts About Fires and Tracking Sequence of Events

Meeting #1 Continued

Sorting Out of the Sequence of Events

Time to Teach: Sorting Out of the Sequence of Events (20 minutes)

- Ask for volunteers to share their responses to the questions in the discussion board.
- Deepen the discussion with questions from the chapter.
- Focus on developing group conversations on prompts from the calendar.

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Sequence of Events and Flashbacks

Meeting #2 Continued
Time to Teach (continued)

- Tell students that authors use flashbacks to give the reader more information about events or characters. Otherwise, the information is used to help the reader understand what is happening at the present time in the story.

Major and Minor Conflicts in the Sequence of Events

Meeting #4 Continued
Model How to Identify Major and Minor Conflicts

- Write the heading "Major" and "Minor" on chart paper.
- Place each of the conflicts written on the paper reading.
- Ask students to identify the major and minor conflicts that are key to the story.
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Climax and Resolution as Part of a Sequence of Events in Fiction

EVENTS IN FICTION

- Mr. Morrow finds Oscar.
- Mr. Morrow and Oscar try to flee the city by crossing the river by boat.
- The rowboat catches fire and Mr. Morrow and Oscar have to jump into the water.
- Mr. Morrow can't swim, so Oscar helps him with a piece of wood.
- Chase
- They reach the north shore of the river.
- Falling Action
- Mr. Morrow and Oscar continue walking to get to Mr. Morrow's house. The fire continues to rage, so they must walk in Lake Michigan.
- Resolution
- Mr. Morrow and Oscar make it to Mr. Morrow house where Oscar's mother is waiting.
- Jennie and Bruno are found and brought safely to Mr. Morrow's house to live. (It is a flash forward in the events sequence)
- Oscar can't watch over the family's farm by looking at the picture Mr. Morrow drew.
- Remind students that resolution refers to the point at which the conflict is solved or ended.
- Identify all of the ways that the story is resolved:
 - Oscar is reunited with his mother.
 - Chicago starts to be rebuilt.
 - Jennie and Bruno are found and finally have home with Oscar.
 - Enos goes to jail.

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5 Sequence of Events Lesson Plans