

# 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 Sinking of the Titanic, 1912* by Lauren Tarshis

## 4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

**I Survived the Sinking of the Titanic, 1912**  
By: Lauren Tarshis  
Grade Level: 4 / Guided Reading Level: G

**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:**

- Why does George get seasick? (page 10)
- Why are the Titanic's passengers so nervous? (page 10)
- Describe the Titanic's interior. (page 10)
- Who is the Titanic's captain? (page 10)

**Chapters 1-4 Vocabulary Words:**

- Spectacles (pg. 5) - glasses
- Steward (pg. 7) - a person and especially a man whose job it is to serve meals and take care of passengers on a train, airplane, or ship
- Telegram (pg. 10) - a message that is sent by telegraph
- Starboard (pg. 20) - the side of a ship or aircraft that is on the right when you are looking toward the front
- Quarters (pg. 20) - a place to stay for a usually short period of time

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Discussion Questions by Chapter

Key Vocabulary by Chapter

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**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.
- 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.
    - 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.

**Story Line Graph**

Guided Reading Level

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Step by Step Guided Mini Lesson

**I Survived the Sinking of the Titanic, 1912**  
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**Introduce Sequence of Events**

**Meeting #1 Continued**  
**Time to Teach: Introduce the Titanic**

- 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 Titanic. Discuss and begin to fill in the KWL chart.
- Hand out copies of the Titanic sea chart for each member of the reading group.
- Ask students to compare and contrast the size of the ship with the largest current commercial airplane, bus, car, and person. What does the chart tell us about the Titanic?
- Discuss: The risk of being on a boat in the ocean?

**Model How to Track Sequence of Events**

- Read pages 1-3 of *I Survived the Sinking of the Titanic, 1912* and write which events follow along.
- Turn to page 2. Read the time and date. Ask students to explain why the time and date are important to the storyline (Chapter 1 is in the present while chapter 2 is in the past).
- Explain that the author is using a flashback to tell the story of what happened during the sinking of the Titanic.
- Display the timeline of the sinking of the Titanic. Ask students to compare the dates and times in the

**Sample Notebook Entry**

Chapter	Date/Time	Location	Order of Events
Chapter 1	April 10, 1912	The deck of the Titanic	1
Chapter 2	April 10, 1912	First class lounge of the Titanic	1

## Sample Reader's Notebook Entries

**I Survived the Sinking of the Titanic, 1912**  
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**Major and Minor Conflicts in the Sequence of Events**

**Meeting #4 Continued**

- Identify minor conflicts that were experienced only by George and the other imaginary characters in the story.
  - escaping his cabin to see the mummy
  - encountering the thief
  - George's pattern of getting into trouble
  - the lemon drops
  - Phoebe getting lost in the middle of the night
  - the panther
- 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-reflection form.
- Ask students to reflect on their reading by completing the self-reflection form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of book club to review student progress across the Book Club).

**Wrap Up the Book Club Meeting**

- Assign students to independently read Chapters 13-16.
- Determine 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 Response Board.

## Reflection and Self-Evaluation

## Scheduling and Reader Responsibility

**Introduce Sequence of Events**

**Meeting #1 Continued**

**Model How to Sequence Events**

- Ask students to draw their sequence of events chart for chapters 2, 3, and 4.
- Discuss:
  - Do you see any patterns?
  - Put the events in order on your chart.
  - Include the time and date for each event.
  - Include the location for each event.
  - Include the characters involved in each event.
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**Sorting Out the Sequence of Events**

**Meeting #3 Continued**

**Model How to Sort Out the Sequence of Events in a Story**

- Ask students to write the sequence of events for *I Survived the Sinking of the Titanic, 1912*.
- Discuss:
  - Do you see any patterns?
  - Put the events in order on your chart.
  - Include the time and date for each event.
  - Include the location for each event.
  - Include the characters involved in each event.
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**Sequence of Events and Flashbacks**

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**Climax and Resolution as Part of a Sequence of Events in Fiction**

**Meeting #5 Continued**

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