

Making Inferences Lesson Plans for 7 Book Club Meetings

The following preview shows all of the Book Club Meetings for *Because of Mr. Terupt* by Rob Buyea

4 Part Lesson Plans

Book Club
Because of Mr. Terupt
By: Rob Buyea
Grade Level: 6 / Guided Reading Level: Y

Discussion Questions and New Vocabulary

Meeting #4
A Note About the Discussion Questions and Vocabulary
Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.

New vocabulary words can be reviewed prior to assigning the reading or 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 it necessary to add the discussion of the meaning of other words within each of the chapters.

January Discussion Questions:

1. How do Jessica's and Anna's mothers have in common?
Answer: Neither of them have husbands and both mothers are very close to their daughters. (page 104)
2. What happened at the class meeting?
Answer: The class discussed what they wanted for their reward and they agreed on going outside in the snow. (page 108)
3. What does Jeffrey think is his fault?
Answer: Jeffrey feels responsible for the death of his brother, Michael. (page 117)

January New Vocabulary:

1. *to give someone a shot* (page 116) – to give a person a shot to prevent a disease
2. *colleagues* (page 115) – fellow workers
3. *adjourned* (page 109) – ended

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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 #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 things they found interesting, funny, or confusing.
- If needed, initiate 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: Inferring How Characters Change

- Gather students to discuss what they know about each of the characters in the story. Remind them that they have established character traits for each of the characters and looked at the relationships between the characters and Mr. Terupt at the beginning of the story. Explain that often times, characters change throughout the story.
- Reading closely will allow readers to see the changes in a character.
 - Readers ask important questions like:
 - What is the character saying?
 - What is the character doing?
 - What does this tell me about the character at different points in the story?
 - Ask students to turn to page 169 and read Jessica's description of the hug that Alexia gives her.
 - "a big hug", "squeezed me tight", and "not with lazy arms, with strong arms"
 - Compare this to the hug that she gives Danielle on page 46. "Lexie hugged me for a second, but it didn't make me feel any better."

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Making Inferences About Author's Message

Meeting #4 Continued
Time to Teach (continued)

- One of the pieces of information from the text that we can use to infer the author's message is the structure of the text.
- Explain that the structure of this novel's problem/solution. Share with students that, while there are many problems in this text, one of the problems that all of the students have in common is dealing with a new teacher.
- When we look at how each of the students solved the problem, we can see the lessons that he/she learned. We can then use that information to infer what the author might want the reader to learn as well.

Model How to Respond to Reading

- Remind students of the discussion about how each student changed from the beginning of the meeting. (Luke works hard; Anna starts to speak up; Alexia quits being mean; Jeffrey opens up; Peter stops misbehaving, etc.)
- Tell students that this is how the characters solved their problem of dealing with a new teacher. Mr. Terupt was not going to let the students get away with not being their best, so they had to change. This change happens when the characters learn a lesson.
- Focus student attention on page 197 and reread the portion of text where Miss Kelsey is inviting Mr. Terupt's class to James' going away party.
- The characters in this passage are "invited" to attend another with kindness and compassion is important.)
- Instruct students to draw a T-chart in their Reader's Notebook. Label the left side "Author's Message" and the right side "Evidence from the Text".
- Record the example of inferred author's message discussed above. (See sample chart).

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Sample Reader's Notebook Entries

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Meeting #2 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 this self-evaluation 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's progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students to independently read pages 51 – 100; **November and December**.
- While reading independently, students are responsible for coding inferences about each of the characters to their **Making Inferences Log** in their Reader's Notebook. Students are also responsible for using their Reading Response Board.
- Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduction and Making Inferences

Meeting #1
Introduce the Book and Set Expectations

Inferring Character Traits

Meeting #2 Continued
Draw students' attention to page 16. Ask the students what they can infer about Papa from the following passage:

Inferring How Characters Change

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.

Chapter 1 Discussion Questions:

1. Why do you think it is important to Sarah that she learns to ride a horse and drive a wagon?
2. Why does Sarah correct Papa when she says "We walk the road"?
3. Do you think Sarah will stay? Why or why not?

Chapter 1 New Vocabulary:

1. By (pg. 54) – clever
2. Sudden (pg. 47) – a sudden violent wind, often with rain or snow
3. Pungent (pg. 57) – a strong, sharp taste or smell

Chapter 2 Discussion Questions:

1. Do you think that Papa was worried that Sarah wouldn't come back?
2. Why is Sarah so important to Anna and Caleb?
3. Why do you think Sarah decided to stay?

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Citing the Text to Support Inferences

Meeting #3
Making Inferences About Character Relationships

Making Inferences About Author's Message

Putting It All Together

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 class after reading the selection. In either instance, remember to model problem solving strategies (context clues, prefix/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 guides.

Chapter 3 Discussion Questions:

1. Why do you think it is important to Sarah that she learns to ride a horse and drive a wagon?
2. Why does Sarah correct Papa when she says "We walk the road"?
3. Do you think Sarah will stay? Why or why not?

Chapter 3 New Vocabulary:

1. By (pg. 54) – clever
2. Sudden (pg. 47) – a sudden violent wind, often with rain or snow
3. Pungent (pg. 57) – a strong, sharp taste or smell

Chapter 4 Discussion Questions:

1. Do you think that Papa was worried that Sarah wouldn't come back?
2. Why is Sarah so important to Anna and Caleb?
3. Why do you think Sarah decided to stay?

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