

# Character Analysis Lesson Plans for 9 Book Club Meetings

The following preview shows all of the Book Club Meetings for brown girl dreaming by Jacqueline Woodson

## 4 Part Lesson Plans

**Book Club**  
brown girl dreaming  
By: Jacqueline Woodson  
Grade Level: 5 / Guided Reading Level: U

**Discussion Questions and New Vocabulary**

**Meeting #3**  
**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.

**Pages 45-101 Discussion Questions:**

1. What causes the author to feel fear? (page 69) What might be the root to the fear?
2. What was the author feeling when her mother leaves to go to NYC the first time? Why might she feel that way? Cite evidence in the text. (pages 78-79)
3. Why, do you think, the author says "At the fabric store, we're just people"? (page 91)
4. How might Jacqueline feel about "grown folks' stories"? (page 98-99)

**Pages 45-101 New Vocabulary:**

1. Collards (pg. 49) - a variety of kale grown in the southern U.S.
2. Epsom salts (pg. 56) - a mineral used in, among other things, some home remedies such as for soaking sore muscles or joints.
3. Servient (pg. 69) - less important than something or someone else

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

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**Comparing and Contrasting**

**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: Comparing and Contrasting (7-10 minutes)**

- Invite the students to discuss the emotions they noticed on pages 143-173.
- Ask students if while noting Jacqueline's feelings they noticed any other character's feelings. Discuss examples, referring to the text.
- Explain that comparing and contrasting characters can help us clarify feelings. When we look at how characters respond to challenges, we can better understand why and how characters feel.
- Read Saturday morning (page 157), together.
- Ask students to identify similarities and differences with the food in NYC and in Greenville.
- In the Reader's Notebook, begin a T chart to list the similarities and differences.

**Sample Notebook Entry**

Similarities	Differences
Family ate together	pancakes in NYC; collards and melons in Greenville

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Discussion Questions by Chapter

Key Vocabulary by Chapter

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**Introduce Character Analysis**

**Meeting #1 Continued**  
**Time to Teach: Character Analysis**

- Read the dedication page aloud while the students follow along. Direct students to examine the family trees (page viii) and the family photo (pages 330-333).
- Ask students what we can infer based on those pieces. Lead them to infer that family is important to the author and will likely be central to her autobiography. Note that we will be analyzing Jacqueline, but there will be other characters, probably family members, in her story.
- Discuss the genre of autobiography and the genre of poetry. Note that in these verse poetry, typical writing rules do not apply (for example, capitalization and punctuation). Read aloud the poem by Langston Hughes on page 16. Note that he was a famous black poet of that time period.

**Model How to Track Character Analysis**

- Read the poem titled February 12, 1963, pages 1-2. Ask students what they learned about Jacqueline from this first poem. Clarify historical references as needed. If appropriate, provide a quick mini-lesson on the significance of this time period (the civil rights movement).

**Model how to respond to reading in a reader's notebook.**

- Write the book title, date, and page numbers.
- Write the question/What have I learned about Jacqueline Woodson from this poem?
- Model a sample response.

**Sample Notebook Entry**

brown girl dreaming  
date: 1-2  
Question: What have I learned about Jacqueline Woodson?

Response: I learned that Jacqueline was born in Harlem, New York. She grew up in the South. This is a time when civil rights were being fought even though it was dangerous.

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Introduce Character Analysis**

**Analyze Feelings**

**Visualize**

**Determine Importance**

**Reflect on Historical Significance**

**Compare and Contrast**

**Synthesize**

**Cause and Effect**

**Speakers Reflect on Topics**

**Time to Teach: Reflecting on Historical Significance (7-10 minutes)**

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