

Here's What You'll Get with the brown girl dreaming Book Club

Character Analysis Lesson Plans for 9 Book Club Meetings

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. How 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 "All 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 (pages 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 macaroni 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 photos (pages 330-337).
- 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 free verse poetry, typical writing rules do not apply (for example, capitalization and punctuation). Read aloud the poem by Langston Hughes on page ix. 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. Clearly historical references as needed. If appropriate, provide a quick mini-lesson on the significance of this time period (60s-70s) and the civil rights movement.

Sample Notebook Entry

What I have learned about Jacqueline Woodson

Question: What have I learned about Jacqueline Woodson?

Response: I learned that Jacqueline was born in Mobile, Ala. Her childhood was spent in the South. This is a time when civil rights was being fought over. Black is a color.

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 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

Reflect on Historical Significance

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

- 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

What I have learned about Jacqueline Woodson

Question: What have I learned about Jacqueline Woodson from this poem?

Response: I learned that Jacqueline was born in Mobile, Ala. Her childhood was spent in the South. This is a time when civil rights was being fought over. Black is a color.

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
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| | | | | | | |
| | | | | | | |

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

| Before Book Club | During Book Club | After Book Club |
|---|--|---|
| <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> • Choose at least one interesting, funny, or confusing part to share with your book club • Mark the part you want to share with a sticky note or write the page number in your notebook • Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) | <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> • Try not to interrupt - wait your turn to share • Use respectful language • Listen carefully | <input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> • What part of the meeting made you feel good about yourself as a reader? • What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.) |

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Student Self-Evaluation Rubric

Name: _____

How I Did in brown girl dreaming Book Club

| Book Club Expectations | 3 I did my best | 2 I can do better | 1 I did not try | |
|---|--------------------------|----------------------|--------------------|--|
| I read the assignment | | | | Before I was prepared/organized for Book Club |
| I responded to the text in my reader's notebook | | | | |
| I prepared something to share with my Book Club | | | | |
| I had my materials | | | | During I participated in Book Club |
| I shared my thinking | | | | |
| I asked someone a question | | | | After I was responsible |
| I stayed on task, listened, and showed respect to others | | | | |
| I took the time to reflect | | | | |
| I know when and where I will prepare for the next meeting | | | | |
| Score | A Note from Your Teacher | | | |
| / 27 | | | | |

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

| | | | |
|---|---|--|--|
| Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know? | How do the illustrations provide you with a deeper understanding of the text? | Choose two settings from the text. Explain why each is important to the story. | What is the theme of this book? Why do you think so? Give examples. |
| What was the main idea of the text you read today? List at least 3 details that support your main idea. | Write about the new words you read. What do you think the words mean? Why? | How does this text compare to other books you've read? Give examples. | What are some powerful words or phrases used in the text? Why are they powerful? |
| Write about the reading strategies you used to help you be a better reader. | Which chapter was the most important? Why do you think so? | Write about the narrator's message and use evidence from the text to support your thinking. | Name another text with a similar theme to your text. Tell how the texts are the same and different. |
| Compare and contrast two characters. Tell how they are the same and different. | Make an inference about the main character. What makes the character happy? Give examples. | Write about the things a reader needs to know in order to understand the text. | Choose a scene from the book. Tell how it would be different if made it was in a movie? |
| Write about the main problem or conflict in the story. | Write about the overall mood of this book. Why do you think so? Give examples. | Choose two settings from the text. Explain why each is important to the story. | What is the theme of this book? Why do you think so? Give examples. |
| Directions: Choose one of the After you've written your response, color in the squares on the board above. | RI.5.1 Write about the three inferences you made while reading. Explain why these inferences are important. | RI.5.4 Write about the new words you read. What do you think the words mean? Why? | RI.5.10 How does this text compare to other books you've read? Give examples. |
| RI.5.10 Write about the reading strategies you used to help you be a better reader. | RI.5.5 Which chapter was the most important? Why do you think so? | RI.5.6 Write about the author's message and use evidence from the text to support your thinking. | RI.5.9 Tell the genre of your text and explain how you know. |
| RI.5.3 Compare and contrast two characters. Tell how they are the same and different. | RI.5.1 Make an inference about the main character. What makes the character happy? Give examples. | RI.5.10 Write about the things a reader needs to know in order to understand the text. | RI.5.7 Choose a scene from the book. Tell how it would be different if made it was in a movie? |
| RI.5.5 Write about the way the main problem and solution unfolded in the story. | RI.5.4 Give at least 3 examples of figurative language. Tell how the language effected your comprehension. | RI.5.10 What did you learn about yourself as a reader today? Use examples from the text. | RI.5.2 Write a summary of the text that you read today. |

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Book Club
brown girl dreaming

with 5th Grade Common Core Alignment

Book Club Assessment Materials

Short answer practice

Complete Common Core Assessment

Name: _____ Score: _____ **brown girl dreaming**
CCSS Assessment

Directions: Use what you know about **brown girl dreaming** to answer each of the following questions.

Jacqueline Woodson often refers to historic figures in her poems. In her second poem (pages 3-4) are mentioned. Using evidence from the poem, why does she write about them?

Which of the following topics does she refer to?

List two ways Jacqueline talks and two ways they think.

How is this autobiography different from other autobiographies?

A By telling about her life
B By comparing her life to others
C By telling about her family
D By telling about her friends

CCSS Assessment 5th Grade

Name: _____ Score: _____ **brown girl dreaming**
CCSS Assessment

Directions: Use what you know about **brown girl dreaming** to answer each of the following questions.

We can tell **brown girl dreaming** is an autobiography, therefore told from a first person narrative perspective, because....

A The narrator is a central character telling the story using "I" and "me".
B The narration uses the word "you" a lot.
C The narrator is not involved in the story and uses "he", "she", and "they" to explain what is happening.

Jacqueline Woodson provides family trees and family photographs in her book. How do these help you understand her poems better?

What is the author's message?

RI.5.4
RI.5.7
RI.5.8

CCSS Assessment 5th Grade Reading Standards for Informational Text | @BookPagez.com

Practice with multiple choice questions

One essential question for each of the 5th grade Reading Informational Text standards

Name: _____ **brown girl dreaming**
Book Club Focus Assessment

Directions: Use what you know about **brown girl dreaming** to answer each of the following questions.

What is the theme of **brown girl dreaming**?

Which of the following was not a challenge faced by Jacqueline Woodson?

A Her parents divorced when she was young.
B There was unequal treatment of races in South Carolina.
C She struggled with asthma in South Carolina.
D Her mother left the children and moved to NYC.

In elementary school, Jacqueline is often mistaken for her older, academically successful, sister. What feeling does Jacqueline convey about this inner conflict?

A anger at her sister
B disappointment in herself
C frustration with her classmates
D happy with her teachers

List three positive (up) feelings Jacqueline displayed when reflecting on topics in her early life.

List three negative (down) feelings Jacqueline displayed when reflecting on topics in her early life.

brown girl dreaming is Jacqueline's autobiography. What was the dream she repeatedly wished for?

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Focus Assessment for Character Analysis

Answer Key

Name: _____ Score: _____ **brown girl dreaming**
CCSS Assessment

Directions: Use what you know about **brown girl dreaming** to answer each of the following questions.

What is the theme of **brown girl dreaming**?

Possible themes include family, pursuit of a dream, racism, and civil rights.

Which of the following was not a challenge faced by Jacqueline Woodson?

A Her parents divorced when she was young.
B There was unequal treatment of races in South Carolina.
C She struggled with asthma in South Carolina.
D Her mother left the children and moved to NYC.

In elementary school, Jacqueline is often mistaken for her older, academically successful, sister. What feeling does Jacqueline convey about this inner conflict?

A anger at her sister
B disappointment in herself
C frustration with her classmates
D happy with her teachers

List three positive (up) feelings Jacqueline displayed when reflecting on topics in her early life.

Answers will vary. Sample answers include: happy, content, proud, smart, creative.

List three negative (down) feelings Jacqueline displayed when reflecting on topics in her early life.

Answers will vary. Sample answers include: sad, rejected, frustrated, ashamed, angry, lonely.

brown girl dreaming is Jacqueline's autobiography. What was the dream she repeatedly wished for?

Answer: She wished to be a writer-and she is!

Which of the following topics was not reflected upon by Jacqueline Woodson?

A Friendship
B Family relationships
C Civil rights
D Her role as a mother

Jacqueline says her grandparents' love is "like a blanket". What does it mean?

Their love is warm and comforting. Their love is folded and packed away. Their love will wear out eventually.

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Rubric with optional Common Core Alignment

Character Analysis Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Informational Text Standard 5.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

| Levels | Beginning | Developing | Proficient | Secure |
|--|--|---|---|--|
| Correct Answers | 0 - 1 Correct | 2 - 3 Correct | 4 - 5 Correct | 6 Correct |
| Specific Skill: Determining theme and analyzing poet's reflections | Was not able to identify theme or poet's reflections | Is able to identify theme or poet's reflections some of the time. | Is able to identify theme or poet's reflections most of the time. | Is able to identify theme or poet's reflections all of the time. |

If student is less than secure, he or she needs to work on the following:

- Identifying the main ideas of a text
- Determining which details are key to the text
- Analyzing how the author supported the main ideas with details
- Summarizing the text
- Using key details and the main idea to summarize

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CCSS.ELA.LITERACY.RI.5.2 brown girl dreaming Book Club | @BookPagez.com

Running Record

Title: **brown girl dreaming** Guided Reading Text Level: U Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____
Error Rate: (# of incorrect words/100 words) _____
Self-Correction Rate: (# of words self-corrected/100 words) _____
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

| Page | E * Error | SC * Self-Correction | M * Meaning | S * Structure/Syntax | V * Visual | COUNT | | INFORMATION USED | |
|------|--|----------------------|-------------|----------------------|------------|-------|----|------------------|----|
| | | | | | | E | SC | E | SC |
| 1 | February 12, 1963 | | | | | | | | |
| | I am born on a Tuesday at University Hospital | | | | | | | | |
| | Columbus, Ohio, USA a country caught between Black and White | | | | | | | | |
| | I am born not long from the time or far from the place where my great-grandparents worked the deep rich land | | | | | | | | |
| | Unfree down fill disk unpaid dark cool water from scooped-out goats | | | | | | | | |
| | Looked up and followed the sky's mirrored constellation to freedom. | | | | | | | | |
| | I am born on the South explodes too many people too many years | | | | | | | | |
| | enjoyed then emancipated but not free, the people who look like me | | | | | | | | |
| | keep fighting and marching and getting killed | | | | | | | | |
| | [...] | | | | | | | | |

Tested By: _____ @BookPagez.com

Running Record

Complete Common Core Alignment

| Common Core State Standards Correlation |
|--|
| brown gl dreaming Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "brown gl dreaming" correlate with the following English Language Arts Common Core State Standards for 8th grade. |
| Book Club Lesson Plan and Resources |
| Reading: Informational Text |
| RI.8.1 - Cite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RI.8.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| RI.8.3 - Compare the perspectives or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| RI.8.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 8 topic or subject area. |
| RI.8.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| RI.8.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| RI.8.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| RI.8.8 - Explain how an author uses research and evidence to support particular points in a text, identifying which reasons and evidence support which points. |
| RI.8.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| RI.8.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| Reading: Foundational Skills |
| RF.8.1 - Show and explain grade-level fluency and word analysis skills in decoding words. |
| RF.8.4 - Read with sufficient accuracy and fluency to support comprehension. |
| Writing |
| W.8.1 - Recal relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| W.8.3 - Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| Speaking & Listening |
| SL.8.1a - Come to discussion prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore issues under discussion. |
| SL.8.1b - Follow agreed-upon rules for discussion and carry out assigned roles. |
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Book Club
Common Core Alignment

| Common Core State Standards Correlation |
|--|
| brown gl dreaming Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "brown gl dreaming" correlate with the following English Language Arts Common Core State Standards for 8th grade. |
| Vocabulary Lesson Plan and Resources |
| Language |
| LS.8a - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| LS.8 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LS.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
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Vocabulary Connections
Common Core Alignment