Instructional Overview

Book Club

Clementine
By: Sara Pennypacker
Grade Level: 3 / Guided Reading Level: O

Instructional Focus:

Distinguish Literal from Nonliteral Language

Background:

Distinguishing literal language from nonliteral language is an essential skill for the development of reading comprehension. Readers need to be able to analyze how the words, phrases, and sentences an author uses shape the tone and meaning of a text.

Clementine by Sara Pennypacker, is the perfect text for readers to examine nonliteral language. Clementine shares her name with a fruit, names her brother after vegetables, and wants to have bracelets on her teeth like her best friend, Margaret. The text and illustrations provide a rich context for readers to examine how an author's word choice shapes the tone and meaning of the text.

Instructional Overview:

Meeting #1 (chapters 1-3)

Set expectations for book club and introduce literal and nonliteral language

(words, phrases, and sentences)

Meeting #2 (chapters 4-6)

Connecting Nonliteral Language and Tone

Meeting #3 (chapters 7-9)

Using Context Clues to Determine Positive or Negative Tone

Meeting #4 (chapter 10)

Using Nonliteral Language to Infer the Author's Purpose

Meeting #5

Changing Literal and Nonliteral Language

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→ Instructional Focus

→ Description of the Instructional Focus

→ List of Book Club Meetings and the Instructional Focus for Each Meeting

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Materials and Preparation:

☐ Determine which students will participate in the *Clementine* Book Club (4-6 students)

☐ Gather copies of *Clementine* by Sara Pennypacker (1 per student)

☐ Prepare copies of the Book Club Calendar (1 per student)

☐ Prepare copies of the Expectations for Book Club (1 per student)

☐ Prepare copies of the Book Club Reading Response Board (1 per student)

☐ Prepare Reader's Notebooks (1 per student).

   • These may be spiral notebooks or several sheets of lined paper stapled together, or bound in a folder.

☐ Prepare copies of "Notice and Note Nonliteral Language" (1 per student per meeting)

☐ Matching Game (1 set per group)

☐ Optional: Prepare Vocabulary Resources (1 set per student)

☐ Optional: Prepare Student Self-Evaluation Forms (1 per student per meeting)

☐ Optional: Prepare Assessment Resources (1 set per student)

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List of Materials and Preparation →