

Determining Theme Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for Crenshaw by Katherine Applegate

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Crenshaw
By: Katherine Applegate
Grade Level: 4 / Guided Reading Level: Q

Book Club

Meeting #2 Continued

Chapters 2 – 9 Discussion Questions (continued)

4. What is the significance of the name Crenshaw?
Answer: Crenshaw is a made-up name that Jackson picked himself. He describes it as a "blank sheet of paper" and an "anything-is-possible" kind of name. (pages 26-27)
5. What would you put in your keepsake bag?
Answers will vary. Sample answers include: If I had a keepsake bag, I would put a picture of my family, my favorite stuffed animal, my baseball trophy, and my favorite book inside. (pages 33-35)
6. What happened to Jackson's dad that started a lot of their family's money problems?
Answer: Jackson's dad was diagnosed with MS (Multiple Sclerosis) and it prevented him from being able to work at his construction job. (page 41)

Chapters 2 – 9 New Vocabulary:

1. Phase (page 9) – a short period of time during which a person behaves in a particular way or likes a particular thing
2. Delirious (page 19) – not able to think or speak clearly especially because of fever or other illness
3. Threading (page 21) – to move forward by turning and going through narrow spaces
4. Curmudgeon (page 26) – a person (especially an old man) who is easily annoyed or angered and who often complains
5. Keepsake (page 33) – something that you keep to help you remember a person, place, or event; a memento or souvenir
6. Optimist (page 40) – a person who usually expects good things to happen
7. Pessimist (page 40) – a person who usually expects bad things to happen

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Book Club

Meeting #2 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: Identifying Main Ideas and Supporting Details (7-10 minutes)

- Review with students that we are focusing on identifying details in the story that relate to friendship. We are doing this so that we can determine the important themes of the story. (If necessary, remind students that theme refers to the message, lesson, or idea that the author wants to share by writing the story.)
- Invite students to share examples of friendship that they found while reading independently. (Allow students to use their Tracking Friendship graphic organizer during this discussion.)
- Tell students that one way to stay focused when looking for clues related to the story's theme, is to identify the main ideas and supporting details as you read.
- Define main idea as the most important thought within a section of writing (the section could be a paragraph, a chapter, etc.). Further explain that the supporting details are the pieces of evidence that lead the reader to understand the main idea. In fiction, this can be character thought, dialogue, or action, settings, story events, etc.

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Meeting #2 Continued

Model How to Respond to Reading (continued)

- Explain to students that they will now be tracking examples of friendship and then adding the main idea of the examples they have written.

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 the self-evaluation form.
- Collect the evaluation forms (the forms can be sent home or can be saved until the last day of Book Club to track student progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students to independently read **Chapters 10 – 17**.
- While reading, students are responsible for adding to their Tracking Friendship graphic organizer by identifying at least three examples of friendship and one main idea that ties their examples together.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.

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Meeting #2 Continued

Identifying Main Ideas and Supporting Details

Time to Teach (continued)

- 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: Identifying Main Ideas and Supporting Details to the Resolution of the Story (7-10 minutes)

- Invite students to share the predictions that they made while reading Chapter 12-14. Allow students to use their **Making Inferences with the Lemnateo War** graphic organizer.
- Direct student attention to their completed **Making Inferences with the Lemnateo War** graphic organizer.
- Ask students what they notice about their inferences from the beginning through the end of the story? (Answers will vary. Possible answers: Their inferences become more detailed.)
- Ask students to look at the predictions that they made starting with Chapter 9 based on their inferences. Were any of their predictions correct or incorrect? (Answers will vary.)
- Ask if anyone made a prediction about the story's resolution (how the story would end)? Was their prediction correct? (Answers will vary.)

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Book Club

Meeting #2 Continued

Discovering the Relationship between Plot and Theme Development

Time to Teach (continued)

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Time to Teach: Connecting Making Inferences to the Resolution of the Story (7-10 minutes)

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

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Meeting #2 Continued

Recognizing How Characters Support Theme

Time to Teach (continued)

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Meeting #2 Continued

Determining a Theme that the Author Conveyed Throughout the Story

Time to Teach (continued)

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