

# Determining Theme Lesson Plans for 13 Book Club Meetings

The following preview shows all of the Book Club Meetings for  
Esperanza Rising by Pam Muñoz Palma

## 4 Part Lesson Plans

Book Club	
Esperanza Rising By: Pam Muñoz Ryan Grade Level: 5 / Guided Reading Level: V	
Discussion Questions and New Vocabulary	<b>Meeting #2</b> <b>A Note About the Discussion Questions and Vocabulary</b> 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 that you need to add the discussion of the meaning of other words within each of the chapters.  <b>Chapter Las Uvas/Grapes (pages 4–22) Discussion Questions:</b> 1. Describe 12-year-old Esperanza's life in Mexico living at El Rancho de las Rosas. Use details from the text. 2. What relationship did Miguel and Esperanza enjoy? How did that change after she told him about "a deep river"? 3. Describe the challenge Esperanza must face as this chapter comes to a close. Is there any hint of a lesson to come?  <b>Chapter Las Uvas/Grapes (pages 4–22) New Vocabulary:</b> 1. Arbor – orchard (1930 meaning) 2. Premonition – a feeling something will happen 3. Resentment – angry feelings about something unfair 4. Capricious – unpredictable, erratic
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## Guided Reading Level

## Specific Instructional Focus

## Step by Step Guided Mini Lesson

Book Club	
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Characters Change	<b>Meeting #7 Continued</b> <b>Kick-off the Book Club Meeting (5-7 minutes)</b> <ul style="list-style-type: none"><li>Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li><li>Review the conversation prompts on the Book Club Calendar.</li><li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li><li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li><li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li></ul> <b>Time to Teach: Characters Change (7-10 minutes)</b> <ul style="list-style-type: none"><li>Tell students that characters react and develop as they read to challenges. Ask students to suggest examples from stories they have read. For example, Ramona in <i>Ramona Quimby, Age 8</i> or Leigh Botts in <i>Dear Mr. Henshaw</i>. Direct students to write ideas in their Reader's Notebook. Share out suggestions.</li><li>Explain that by tracking the changes, we can find the theme(s) in the novel. Referring to the suggestions, ask students to also suggest themes for the stories mentioned.</li><li>Refer to the chapter <i>Las Cebollas/Onions</i>. Tell students to look back in the chapter to find where any character responded to a challenge. Record in notebooks. Challenges noted should include the living conditions, Berna's and Esperanza's new roles, learning new skills, and humiliation.</li><li>While students work, create the anchor chart titled, <i>Characters Respond to Challenges</i>.</li></ul>
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Book Club	
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Learning Lessons from Others	<b>Meeting #10 Continued</b> <b>Kick-off the Book Club Meeting (5-7 minutes)</b> <ul style="list-style-type: none"><li>Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li><li>Review the conversation prompts on the Book Club Calendar.</li><li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li><li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li><li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li></ul> <b>Time to Teach: Los Aguacates/Avocados (pages 179-198) (7-10 minutes)</b> <ul style="list-style-type: none"><li>Characters often learn lessons from other characters. They watch others' actions and listen to their words. For example, when Esperanza did not know how to sweep, she learned the skill by watching and listening to Miguel.</li><li>We can also learn lessons about life.</li><li>Look in the chapter for examples of one character learning from another character. Write it down in your notebook. Make sure to use quotes of characters.</li><li>Esperanza anchor chart while students work. Discuss.</li></ul> <b>Twice.</b> <ul style="list-style-type: none"><li>Ask students to watch as you use the platform sweeping scene to create a story strip. In the first block, draw Esperanza crying. A conversation bubble should say, "I will never be able to show my face." For the second block, draw Miguel talking to Esperanza. His bubble should say, "The only thing you ever learned was how to give orders. That is not your fault." In the third block,</li></ul>
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## Sample Notebook Entry on How to Determine Theme

Book Club	
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## Reflection and Self-Evaluation

## Scheduling and Reader Responsibility

<b>Introduce Determining Theme</b> Introduce the Book and Set Expectations • Gather students. • Introduce the book by providing the students with a brief overview of the book. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.	<b>Determining Theme by Looking for Messages</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.	<b>Determining Theme by Looking at Events and Characters' Responses</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.
<b>One Word (Themes)</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.	<b>Picture the Theme</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.	<b>Characters Change</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.
<b>Tracking Changes in Characters</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.	<b>Characters Teach Us</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.	<b>Graphically Organizing Changes and Theme</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.
<b>Learning Lessons from Others</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.	<b>Author's Notes and Book Sell</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.	<b>Theme Wrap-up</b> • Gather students. • Discuss the book's title and author. • Discuss the book's setting and time period. • Discuss the book's main characters and plot. • Discuss the book's themes and messages.

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