

Character Traits Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for *Fish in a Tree* by Lynda Mullaly Hunt

4 Part Lesson Plans

<p>Discussion Questions by Chapter</p> <p>Key Vocabulary by Chapter</p>	<p>Book Club</p> <p>Fish in a Tree By: Lynda Mullaly Hunt Grade Level: 6 / Guided Reading Level: X</p> <p>Meeting #2</p> <p>A Note About the Discussion Questions and Vocabulary</p> <p>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.</p> <p>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.</p> <p>Chapter 1 Discussion Questions:</p> <ol style="list-style-type: none"> Why does Mrs. Hall tell Ally it's important for her to write about herself? Answer: She says it's important for her new teacher to get to know her. (page 2) Why is Ally doodling in class and how does she feel when caught? Answer: She doodles when she is avoiding her work. She is embarrassed when her teacher catches her. (page 2) Why does Ally watch mind movies? Answer: She says it helps her escape from real life. (page 4) <p>Chapter 1 New Vocabulary:</p> <ol style="list-style-type: none"> Bulky (page 1) – large and bulky Flint (page 2) – a piece of shiny gray or black stone that is like glass Stalling (page 3) – to delay in taking action or avoid giving an answer in order to have more time to make a decision or get an advantage <p>Fish in a Tree Book Club @BookPagez.com</p>	<p>Guided Reading Level</p>
	<p>Book Club</p> <p>Fish in a Tree By: Lynda Mullaly Hunt Grade Level: 6 / Guided Reading Level: X</p> <p>Meeting #3 Continued</p> <p>Time to Teach (continued)</p> <ul style="list-style-type: none"> Ask students to recall what Ally ended up doing for this notebook entry. Possible answers include: she drew a cube, she sketched a three-dimensional cube with dark black sides. Have students direct their attention to page 56, where Mr. Daniels questions Ally about the cube. Remind them that Ally said it was a drawing of a dark room. Have students recall that Ally tells Mr. Daniels she drew a dark room because no one could see her in it. When he questions her, she told him it is easier to be invisible. Point out that this drawing was a way for readers to understand how Ally felt on a deep and personal level. Tell students that Hunt also uses Ally's visualizations, which Ally calls mind movies, to give readers a better understanding of Ally's thoughts and how she saw things. Ask students to turn to page 69 for another example of a powerful visualization that let's readers know how Ally felt. Read the following excerpt aloud to students: <i>When I come back from my mind movie, Albert has already walked away. But I don't care. I can't help thinking about the girl on the train and how she feels - like she wants to do so much but she's held back, and it makes her feel heavy and angry. Like she's dragging a concrete block around all of the time. I'd like to help her break free from that.</i> Point out to students that the description and comparison within this visualization causes readers to imagine how Ally felt and to empathize with her. From this, readers can infer that Ally felt like she has a lot of potential, but she was held back by her challenges. <p>Fish in a Tree Book Club @BookPagez.com</p>	<p>Specific Instructional Focus</p> <p>Examining Author's Tools for Character Development</p>

<p>Book Club</p> <p>Fish in a Tree By: Lynda Mullaly Hunt Grade Level: 6 / Guided Reading Level: X</p> <p>Meeting #5 Continued</p> <p>Model How to Respond to Reading</p> <ul style="list-style-type: none"> Direct students to their Character Traits Tracking Page (Ending Chapters) Tell them that they are nearing the end of the book and they will fill in External and Internal Traits for Ally one last time. Guide students in recalling how Ally behaved or acted when she worked with Miss Kessler and Mr. Daniels. Possible answers include: she accepted help in reading, and she saw the game of chess well. Prompt students to think about Ally's thoughts and feelings in this portion of the reading. Possible additions to the chart include: gaining confidence, relieved that she's getting help. <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> 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 will be sent home or can be saved until the last day of Book Club to review student's progress across the Book Club). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to read Chapters 43-51. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar. <p>Fish in a Tree Book Club @BookPagez.com</p>	<p>Reflection and Self-Evaluation</p> <p>Scheduling and Reader Responsibility</p>
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<p>Introduce Character Traits</p> <p>Character Traits</p> <ul style="list-style-type: none"> Ask students what character traits refer to in a story. Capable, kind, curious, brave, honest, loyal, hardworking, responsible, 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. <p>Time to Teach: Introducing Perspectives (7-10 minutes)</p> <ul style="list-style-type: none"> Review students that the characters have different perspectives. Explain that when a character's perspective changes, it gives the reader a different view of the character's thoughts, feelings, and actions. Direct students to page 22 and read the following excerpt: <i>Point out that Ally is trying to stop to their view.</i> 	<p>Observing How Experiences Shape Characters</p> <p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none"> Other students – remind them to bring everything they 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. <p>Time to Teach: Observing How Experiences Shape Characters (7-10 minutes)</p> <ul style="list-style-type: none"> Review students that the characters have different perspectives. Explain that when a character's perspective changes, it gives the reader a different view of the character's thoughts, feelings, and actions. Direct students to page 22 and read the following excerpt: <i>Point out that Ally is trying to stop to their view.</i>
<p>Examining Author's Tools for Character Development</p> <p>Author's Tools for Character Development</p> <ul style="list-style-type: none"> Central characters' traits that might be important to their story. Review the conversation prompts on the Book Club Calendar. 	<p>Understanding How Characters Impact Other Characters</p> <p>Character Traits</p> <ul style="list-style-type: none"> Ask students what character traits refer to in a story. Capable, kind, curious, brave, honest, loyal, hardworking, responsible, 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. <p>Time to Teach: Understanding How Characters Impact Other Characters (7-10 minutes)</p> <ul style="list-style-type: none"> Review students that the characters have different perspectives. Explain that when a character's perspective changes, it gives the reader a different view of the character's thoughts, feelings, and actions. Direct students to page 22 and read the following excerpt: <i>Point out that Ally is trying to stop to their view.</i>
<p>Noticing That Characters Have Different Perspectives</p> <p>Characters Have Different Perspectives</p> <ul style="list-style-type: none"> Ask students what character traits refer to in a story. Capable, kind, curious, brave, honest, loyal, hardworking, responsible, 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. <p>Time to Teach: Noticing Perspectives (7-10 minutes)</p> <ul style="list-style-type: none"> Review students that the characters have different perspectives. Explain that when a character's perspective changes, it gives the reader a different view of the character's thoughts, feelings, and actions. Direct students to page 22 and read the following excerpt: <i>Point out that Ally is trying to stop to their view.</i> 	<p>Reflecting on the Ways Characters Change</p> <p>The Ways Characters Change</p> <ul style="list-style-type: none"> Ask students what character traits refer to in a story. Capable, kind, curious, brave, honest, loyal, hardworking, responsible, 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. <p>Time to Teach: Reflecting on the Ways Characters Change (7-10 minutes)</p> <ul style="list-style-type: none"> Review students that the characters have different perspectives. Explain that when a character's perspective changes, it gives the reader a different view of the character's thoughts, feelings, and actions. Direct students to page 22 and read the following excerpt: <i>Point out that Ally is trying to stop to their view.</i>