

Cause and Effect Lesson Plans for 10 Book Club Meetings

The following preview shows all of the Book Club Meetings for *Flora and Ulysses* by Kate DiCamillo

4 Part Lesson Plans

Book Club		Flora & Ulysses: The Illuminated Adventures By: Kate DiCamillo Grade Level: 5 / Guided Reading Level U
Discussion Questions and New Vocabulary	Meeting #3	<p>A Note About the Discussion Questions and Vocabulary 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>Chapters 9 – 14 Discussion Questions:</p> <ol style="list-style-type: none"> 1. What caused Ulysses to feel spectacular? (page 26) 2. Why didn't Flora's mother notice the squirrel in her daughter's arms? (page 28) 3. Why does Flora say she doesn't care whether her mother loves her or not? (page 30) 4. Why had Flora's dad changed? (pages 37-38) Use evidence from the text. 5. Why do you think Flora dislikes her mother's lamp? (page 30) <p>Chapters 9 – 14 New Vocabulary:</p> <ol style="list-style-type: none"> 1. Illuminating (page 24) – shining light on, making clear 2. Royalty (page 28) – an amount of money that is paid to the original creator of a product, book, or piece of music based on how many copies have been sold 3. Annoying (page 31) – having or showing the annoying quality of people who feel very pleased or satisfied with their abilities, achievements, etc. 4. Embossed (page 37) – written or drawn on a surface so that it can be seen very clearly
	Meeting #4	<p>Chapters 9 – 14 New Vocabulary:</p> <ol style="list-style-type: none"> 1. Illuminating (page 24) – shining light on, making clear 2. Royalty (page 28) – an amount of money that is paid to the original creator of a product, book, or piece of music based on how many copies have been sold 3. Annoying (page 31) – having or showing the annoying quality of people who feel very pleased or satisfied with their abilities, achievements, etc. 4. Embossed (page 37) – written or drawn on a surface so that it can be seen very clearly

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Flora & Ulysses: The Illuminated Adventures By: Kate DiCamillo Grade Level: 5 / Guided Reading Level U
Many Causes, One Effect	Meeting #4 Continued	<p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none"> • 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. <p>Time to Teach: Many Causes for One Effect (7-10 minutes)</p> <ul style="list-style-type: none"> • Discuss causes and effects students noted in chapters 15-21. • Reread page 54. Discuss William's temporary blindness. Inform students that at times trauma causes mental or emotional problems and sometimes physical responses, such as "blindness". • Tell students that often there are many possible causes for one effect. For example, ask what might cause someone to arrive late to school (doctor appointment, overslept, car problems, bus was late, couldn't find item, etc.) • Lead students to realize that in stories, there may be more than one possible cause for one effect. When we see an effect, we need to figure out the cause. The author often gives clues to readers as a story progresses. • Create a Causes and Effects T-chart (see example). Ask students to suggest possible causes for the result of William's temporary blindness. List causes.
	Reflections	<p>Reflections</p> <p>Reflecting on the Book Club</p> <p>It's important to provide students with an opportunity to reflect on their experience with Book Club. One of the most powerful ways to do this is through a community-based or respectful conversation to model and encourage reflection on the reading experience.</p> <p>If you have used the student evaluation forms throughout the duration of Book Club, you can distribute them to students to review.</p> <p>You can create a more successful classroom community of readers by providing an opportunity for reflection on the reading experience.</p> <p>What did you enjoy about Book Club? What did you find challenging about Book Club? What was the most interesting part of Book Club? What was the most confusing part of Book Club? What was the most helpful part of Book Club?</p> <p>Assessment</p> <p>Use the following questions to assess student understanding and comprehension:</p> <ul style="list-style-type: none"> • Describe the first assignment to students. • Provide students with approximately 15 minutes to complete the assignment. • Collect the assignments and the work they did to assess student comprehension. <p>Wrap It Up</p> <p>Meet with students individually to do the following:</p> <ul style="list-style-type: none"> • Review their assignments and the work they did. • Ask questions. • Send home the materials from Book Club.

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club		Flora & Ulysses: The Illuminated Adventures By: Kate DiCamillo Grade Level: 5 / Guided Reading Level U
Discussion Questions and New Vocabulary	Meeting #5 Continued	<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. • Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> • Assign students to independently read Chapters 30 – 39. • Determine as a group when the Book Club should meet again. • Model how to record the assignment on their Book Club Calendar.
	Sorting Signal Words	<p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none"> • 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. <p>Time to Teach: Signal Words (7-10 minutes)</p> <ul style="list-style-type: none"> • Invite students to share the work they did in their notebooks. Ask the students to discuss the causes and effects they noticed in chapters 31 – 60. • Ask when they used their Cause or Effect Detective skills, or if they notice any signal words. • Tell students that some of the words signal a cause, and some signal the effect. • Make a T-chart of Cause and Effect for Signal Words. Ask students to sort signal words. Give simple sentences, if needed. For example, "Since I studied my math facts, I did well on my test." Or, "I did my weekly chores, so I earned ten dollars."

Sample Notebook Entry for Cause and Effect

Introduce Cause and Effect

Effect

- 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.

Cause and Effect Flow Chart

Chart

- 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.

One Cause, Many Effects

Effect

- 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.

Many Causes, One Effect

Effect

- 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.

Questions to Find the Causes

Cause

- 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.

Questions to Find the Effects

Effect

- 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.

Cause and Effect: The Big Picture

Effect

- 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.

Signal Words

Signal Words

- Invite students to share the work they did in their notebooks. Ask the students to discuss the causes and effects they noticed in chapters 31 – 60.
- Ask when they used their Cause or Effect Detective skills, or if they notice any signal words.
- Tell students that some of the words signal a cause, and some signal the effect.
- Make a T-chart of Cause and Effect for Signal Words. Ask students to sort signal words. Give simple sentences, if needed. For example, "Since I studied my math facts, I did well on my test." Or, "I did my weekly chores, so I earned ten dollars."

Reflections

Reflecting on the Book Club

It's important to provide students with an opportunity to reflect on their experience with Book Club. One of the most powerful ways to do this is through a community-based or respectful conversation to model and encourage reflection on the reading experience.

If you have used the student evaluation forms throughout the duration of Book Club, you can distribute them to students to review.

You can create a more successful classroom community of readers by providing an opportunity for reflection on the reading experience.

What did you enjoy about Book Club?
What did you find challenging about Book Club?
What was the most interesting part of Book Club?
What was the most confusing part of Book Club?
What was the most helpful part of Book Club?

Assessment

Use the following questions to assess student understanding and comprehension:

- Describe the first assignment to students.
- Provide students with approximately 15 minutes to complete the assignment.
- Collect the assignments and the work they did to assess student comprehension.

Wrap It Up

Meet with students individually to do the following:

- Review their assignments and the work they did.
- Ask questions.
- Send home the materials from Book Club.