

Figurative Language Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for Maniac Magee by Jerry Spinelli

4 Part Lesson Plans

Key Vocabulary by Chapter

Discussion Questions by Chapter

Book Club	
Maniac Magee By: Jerry Spinelli Grade Level: 6 / Guided Reading Level: W	
Discussion Questions and New Vocabulary	Meeting #3 Continued Chapters 12 – 21 Discussion Questions: <ol style="list-style-type: none"> What strategies does Maniac use to untangle Cobble's Knot? Answer: First, he just looks at it and touches it lightly. Then he starts picking at it gently. Then he eats some kimpels and takes a nap before finishing untangling the knot. (pages 70 – 73) What is the "confetti" at the Cobble's Knot celebration? Answer: Bits of the pages of Amanda's 'A' encyclopedia. (page 75) Why does Maniac end up leaving the Beale's home? Answer: He loves them too much to let them be hurt by the people who don't want him to stay there. (page 75)
	Chapters 12 – 21 New Vocabulary: <ol style="list-style-type: none"> Pulpit (page 51) – a raised platform where a priest or minister stands when leading a worship service Converged (page 51) – to move toward one point and in together; to come together and meet Ranting (page 61) – to talk loudly and in a way that shows anger; to complain in a way that is unreasonable Wiseacre (page 65) – a person who says or does things that are funny but also annoying Publicize (page 68) – to cause something to be publicly known; to give information about something to the public Tailor (page 73) – a person who makes men's clothes that are measured to fit a particular person
Maniac Magee Book Club @BookPages.com	

Guided Reading Level


Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
Maniac Magee By: Jerry Spinelli Grade Level: 6 / Guided Reading Level: W	
Identifying and Understanding Personification and Idioms	Meeting #3 Continued Kick-off the Book Club Meeting (5-7 minutes) <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.
	Time to Teach: Identifying and Understanding Personification and Idioms (7-10 minutes) <ul style="list-style-type: none"> Invite volunteers to share examples of similes, metaphors, and hyperbole that they recorded on their Tracking Figurative Language with Maniac Magee chart while reading independently. Display the Figurative Language Idea Web from the first meeting. Use it to remind students of the focus of this Book Club: exploring figurative language. Tell students that this meeting will concentrate on two more types of figurative language: personification and idioms. (Review definitions and examples as necessary.) Direct student attention to page 36 and draw attention to the sentence, "The flies were waiting." Identify this phrase as personification and discuss it using the following questions: <ul style="list-style-type: none"> What is the non-human object in this example? (Answer: A fly) What human characteristic is the fly being given? (Answer: The fly is waiting.)
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club	
Maniac Magee By: Jerry Spinelli Grade Level: 6 / Guided Reading Level: W	
	Meeting #5 Continued Take Time to Reflect (2 minutes) <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 on the last day of Book Club along with any forms from the teacher).
	Wrap Up the Book Club Meeting <ul style="list-style-type: none"> Assign students to read Chapters 40 – 46 independently. Remind students that they are responsible for the following: <ul style="list-style-type: none"> Continuing to track examples of figurative language using their Tracking Figurative Language with Maniac Magee graphic organizer. This includes identifying the tone and underlining any words that express specific connotations. Respond to Chapters 40 – 46 using the Reading Response Board. 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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Introduce Figurative Language ("Before the Story")	
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.	
Identifying and Understanding Personification and Idioms	
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.	
Exploring Symbolism as Figurative Language	
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.	
Understanding Tone and Connotation	
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.	
Reflecting on the Impact of Figurative Language	
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.	

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