

Point of View Lesson Plans for 4 Book Club Meetings

The following preview shows all of the Book Club Meetings for *Mercy Watson to the Rescue* by Kate DiCamillo

4 Part Lesson Plans

Book Club	
Mercy Watson to the Rescue By: Kate DiCamillo Grade Level: 2 / Guided Reading Level: K	
Discussion Questions and New Vocabulary	Meeting #3 Continued Chapter 7 New Vocabulary: <ol style="list-style-type: none"> Chase (page 38) – the act of following and trying to catch a person, animal, etc. Dashing (page 38) – to run or move quickly or suddenly Wailed (page 42) – to make a long, high sound
	Chapter 8 Discussion Questions: <ol style="list-style-type: none"> Who called the fire department? Answer: Eugenia called the fire department. (page 44) There isn't a picture on pages 44 and 45, describe what you think Ned and Lorenzo see in the Lincoln sisters' yard. Answers will vary. Sample answers include: I think Ned and Lorenzo see Eugenia in her bathrobe, looking at a picture of her choosing Mercy, and yelling. Who do you think Ned and Lorenzo hear crying for help? Answers will vary. Sample answers include: I think Ned and Lorenzo hear Mr. and Mrs. Watson crying for help.
	Chapter 8 New Vocabulary: <ol style="list-style-type: none"> Cleared (page 45) – not blocked by anything Belong (page 46) – used to say that someone or something should be in a particular place or situation Problems or difficulties (page 47) – problems or difficulties
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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
Mercy Watson to the Rescue By: Kate DiCamillo Grade Level: 2 / Guided Reading Level: K	
Introduce Point of View	Meeting #1 Continued Time to Teach (continued) <ul style="list-style-type: none"> With a confused look, say, "That's strange, are you guys SURE?" Ask the group, "How could this be? I promise, I showed them the same thing!" (Sample answers: Maybe they're lying, maybe they are confused on their shapes, maybe they forgot...) Reveal the prism and show it from all angles. Ask again, "How could they have seen the same thing, but had such different answers?" (Answer: Because you showed them it from a different side.) Explain to the students that a person's point of view depends on how they "look at" a situation. All three students were absolutely correct, even though their answers were different. Explain that in the story <i>Mercy Watson to the Rescue</i>, they will be investigating the different character's point of view and how the various characters respond to the same situation.
	Model How to Respond to Reading <ul style="list-style-type: none"> Tell students that we are going to practice tracking how different characters respond to the same event. Read Chapter 1 aloud to the group. Ask the group to describe the event that is happening. (Answer: Mr. and Mrs. Watson are tucking Mercy into bed at night. They sing her a song, kiss her goodnight, turn off the light, and leave.) Ask the group from who's point of view are pages 2 and 3 written? How do they know? (Answer: It is from Mercy's point of view. It talks about how she is feeling while her parents sing ("warm inside, as if she has just eaten hot toast with a great deal of butter on it" (page 2)) as well as how she is feeling when they leave ("She feels afraid" (page 3).)
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Book Club	
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Meeting #2 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 sent home to reflect student progress across the Book Clubs). 	Reflection and Self-Evaluation
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Sample Reader's Notebook Entry

Sample Reader's Notebook Entry

Event: Mercy and Eugenia are running around the yard. (page 38)

Eugenia: She feels angry and runs after Mercy. She wants Mercy off of her yard.

Mercy: She feels nervous believing that her and Eugenia are playing a game of chase.

Introduce Point of View	
<ul style="list-style-type: none"> With a confused look, say, "That's strange, are you guys SURE?" Ask the group, "How could this be? I promise, I showed them the same thing!" (Sample answers: Maybe they're lying, maybe they are confused on their shapes, maybe they forgot...) Reveal the prism and show it from all angles. Ask again, "How could they have seen the same thing, but had such different answers?" (Answer: Because you showed them it from a different side.) Explain to the students that a person's point of view depends on how they "look at" a situation. All three students were absolutely correct, even though their answers were different. Explain that in the story <i>Mercy Watson to the Rescue</i>, they will be investigating the different character's point of view and how the various characters respond to the same situation. 	Point of View when Reading Aloud <ul style="list-style-type: none"> 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.

Portraying Different Character's Point of View when Reading Aloud	
Introducing Different Character's Point of View <ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, Calendar). 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: Portraying Different Character's Point of View when Reading Aloud (7-10 minutes) <ul style="list-style-type: none"> Remind readers of the point of view work they have completed while reading <i>Mercy Watson to the Rescue</i>. They have thought about what a character is feeling during certain scenes. They guessed how the different characters would react in various situations, and have read about what a voice that would sound like the character. Explain to the group that in addition to "putting yourself in someone else's shoes" while reading, they should also be able to identify the character's point of view that they most relate to. We can learn a lot about ourselves, when we relate to characters in a story. Read Chapter 1 aloud to the class (page 1). Make sure to use different voices for the different characters. Ask students to look at the picture on page 2. Ask the question, "After listening to their own words, and thinking of the picture, who do you most identify with? Meaning, if you had to be one person (or animal) of the table, who would you be and why?"

Distinguishing Different Character's Point of View	
Introducing Different Character's Point of View <ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, Calendar). 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: Distinguishing Different Character's Point of View (7-10 minutes) <ul style="list-style-type: none"> Remind students that this Book Club is focusing on exploring point of view while reading <i>Mercy Watson to the Rescue</i>. Invite student volunteers to share their writes from that <i>Mercy Watson to the Rescue Point of View Reader's Log</i>. Explain to the group that characters have different points of view from each other because they are different people with different experiences. In order to understand the differences in the point of view of various characters, it is important to understand how the characters are similar and different. Draw a Venn diagram on the board. Label one circle "Mercy" and one circle "The Watsons". While drawing, explain to students the diagram – one way for us to easily compare and contrast two things in the same context. Ask for volunteers to provide descriptions for the characters. As you record the student responses on the Venn diagram, draw students attention to the fact that

Identifying with One Character's Point of View	
Introducing Different Character's Point of View <ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, Calendar). 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 with One Character's Point of View (7-10 minutes) <ul style="list-style-type: none"> Remind readers of the point of view work they have completed while reading <i>Mercy Watson to the Rescue</i>. They have thought about what a character is feeling during certain scenes. They guessed how the different characters would react in various situations, and have read about what a voice that would sound like the character. Explain to the group that in addition to "putting yourself in someone else's shoes" while reading, they should also be able to identify the character's point of view that they most relate to. We can learn a lot about ourselves, when we relate to characters in a story. Read Chapter 1 aloud to the class (page 1). Make sure to use different voices for the different characters. Ask students to look at the picture on page 2. Ask the question, "After listening to their own words, and thinking of the picture, who do you most identify with? Meaning, if you had to be one person (or animal) of the table, who would you be and why?"