

Determining Theme Lesson Plans for 8 Book Club Meetings

The following preview shows all of the Book Club Meetings for
Out of My Mind by Sharon Draper

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
Out of My Mind By: Sharon Draper Grade Level: 4 / Guided Reading Level: 5	
Discussion Questions and New Vocabulary	Meeting #2 Continued Chapter 4 Discussion Questions: 1. Melody says that she usually ignores doctors and "acts like the retarded person they think I am." Why do you think Melody lets the doctors think she doesn't know anything? Answer: Melody acts like she doesn't know anything because it is easier than trying to find a way to communicate with someone who doesn't know her. (page 18) 2. Dr. Hugely doesn't think Melody is very smart. He misunderstands her answers to several questions. Why do you think he is not able to see that Melody is smarter than he thinks? Answer: Dr. Hugely is assuming that Melody is not smart because of the way she looks. He assumes that she is unable to think because she is unable to move. (pages 21 & 22) 3. Describe Melody's parents. What have we learned about them so far? Answer: Melody's parents love her very much. They understand that her life is going to be harder than a typical child's but they are willing to help her in any way they can. They believe in her and know she is smart and has more ability than it seems to other people. (pages 25 & 26) Chapter 4 New Vocabulary: 1. Limitation(s) (page 23) – something (such as a lack of ability or strength) that controls what a person is able to do. 2. Diagnosis (page 23) – a statement or conclusion that describes the reason for a disease, illness, or problem. 3. Faculties (page 26) – one of the powers of your mind or body. Out of My Mind Book Club @BookPagez.com

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Summarizing the Text	Meeting #2 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: Summarizing the Text (7-10 minutes) <ul style="list-style-type: none">Invite volunteers to share clues that support the theme from their Theme Detective graphic organizers.Tell students that an important first step in determining a story's theme is being able to summarize the text.Guide students in understanding that a good summary is a brief description, in the reader's own words, of the main points of a piece of writing. It should not include every small detail, but instead should give someone who has not read the book a big idea of what the story is about.Display the Somebody Wanted But So Then anchor chart. Tell students that this is one way to develop a strong summary as they read.Discuss each piece of the summarization strategy. Be sure to include the following points:<ul style="list-style-type: none">"Somebody" – Who is the main character in the story?"Wanted" – What is the most important thing that the character wants? Out of My Mind Book Club @BookPagez.com

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Supporting Theme with the Main Character's Actions	Meeting #3 Continued Model How to Respond to Reading (continued) <ul style="list-style-type: none">After a few minutes, encourage students to share what they added to their charts. (See sample graphic organizer.)Correct any misconceptions as needed.Assign students to read Chapters 10 – 13 independently. While reading, students are responsible for adding at least one action to their Theme Detective graphic organizer and continue noting details in the brainstorming boxes of their on their Out of My Mind Summary Chart. 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 on the last day of Book Club along with any notes from the teacher). Wrap Up the Book Club Meeting <ul style="list-style-type: none">Assign students to read Chapters 10 – 13 independently.Remind students that they are responsible for the following:<ul style="list-style-type: none">Identify one of Melody's actions that you think supports the theme statement. Add her action and how you think it shows the theme to your Theme Detective graphic organizer.Continue noting details in the brainstorming boxes of the Out of My Mind Summary Chart.Determine as a group when the Book Club should meet again.Model how to record the assignment on their Book Club Calendar. Out of My Mind Book Club @BookPagez.com

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Theme

Supporting Theme with the Main Character's Actions

Determining Theme Using the Main Character's Dialogue

Revisiting Theme and Character Actions

Summarizing the Text

Identifying Additional Themes

Reviewing Theme and Character Dialogue and Thoughts

Reflecting on Theme