

Plot Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for *Pictures of Hollis Woods* by Patricia Reilly Giff

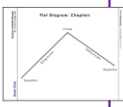
4 Part Lesson Plans

Book Club		Pictures of Hollis Woods By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V	
Discussion Questions and New Vocabulary	Meeting #2 Continued		
	Chapter 2 New Vocabulary:		
	<ol style="list-style-type: none"> Whittling (pg. 18) – to make or shape (something) from a piece of wood by cutting small pieces from it Ancient (pg. 21) – very old; having lived or existed for a very long time Iridescent (pg. 23) – shining with many different colors when seen from different angles Pickeral (pg. 23) – a small North American fish that lives in rivers and streams 		
Key Vocabulary by Chapter	Chapter 3 Discussion Questions:		
	<ol style="list-style-type: none"> Why does Hollis say “on Josie’s check days we ate big”? Answer: As soon as they got a check, they would spend it on food they liked. They didn’t always save the money to eat well the whole month; “spread it out”. (pg. 30) What does Hollis know that the woman from foster care doesn’t? Answer: Josie forgets things a lot. (pg. 31) How do they get into the movie without money? Answer: Josie’s cousin, Beatrice is the ticket-taker and lets them in without paying. (pg. 34) 		
	Chapter 3 New Vocabulary:		

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Pictures of Hollis Woods By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V	
Following a Linear Timeline as You Read	Meeting #2 Continued		
	Kick-off the Book Club Meeting (5-7 minutes)		
	<ul style="list-style-type: none"> Gather students – remind them by bringing 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. 		
Reflection and Self-Evaluation	Time to Teach: Following a Linear Plot Line As You Read (7-10 minutes)		
	<ul style="list-style-type: none"> Remind students that in this story, the chapters with numbers follow a linear plot line. These events take place in chronological order. Can determine the sequencing of the text by: <ul style="list-style-type: none"> Looking for time order words (first, next, then, etc.). Inferring that the text is written in chronological order by looking at the sequencing of events. Tell students the reader can identify the organization of the plot by listing the events in those chapters. Distribute a copy of Plot Diagram: Chapters to students. Show students how to plot events (sticky notes) on the plot diagram. <ul style="list-style-type: none"> In chapters 1-4 students should have sticky notes noting the exposition and conflicts described in chapters 1-4. Exposition (chapter 1): Hollis is being taken to a new house by a lady “the mustard woman”; Hollis usually runs away, but the foster mom is an artist and Hollis likes her already. 		
			

Book Club		Pictures of Hollis Woods By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V	
Looking at the Relationship Between Linear and Non-Linear Timelines	Meeting #5 Continued		
	Model How to Respond to Reading:		
	<ul style="list-style-type: none"> Tell students that you are going to work together to connect events from the “Numbered” chapters. Refer to the Plot Diagram: Chapters. Choose a sticky note describing a time when Hollis runs away. Then look at the Learning About Hollis: Pictures chart. Choose a sticky note that describes a time when she ran away. Take the sticky note from the Learning About Hollis chart and place it next to the corresponding event on the plot diagram. If time permits, ask students to work with a partner to match events from both timelines. There may be some events that can not be matched. 		
Scheduling and Reader Responsibility	Take Time to Reflect (2 minutes)		
	<ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessments. 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 on the last day of Book Club along with any other materials from the teacher). 		
	Wrap Up the Book Club Meeting		

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Plot Structure and Organization

Model How to Respond to Reading:

- Read together pages 2, 3, and 4 (“Picture” chapters).
- Distribute two copies of the “Picture” chapters to students.
- Discuss the events of “Picture” chapters.
- Open to a clean page in the notebook.
- Write each event on a sticky note.
- Place the sticky notes on the student’s Plot Diagram.
- Open to another clean page in the notebook.
- Write each event on a sticky note.
- Place the sticky notes on the student’s Plot Diagram.

Following a Linear Timeline as You Read

Model How to Respond to Reading:

- Work on the party and Hollis missed school. Hollis tells her she’ll be there.
- Conflict (Chapter 3): Josie forgets things and is not good with money. They go to the movies and skip school.
- Conflict (Chapter 4): Beatrice is going away and Josie needs help. They tell Hollis what an excellent artist she is.

Learning About Character with a Non-Linear Timeline

Model How to Respond to Reading:

- Conflict (Chapter 2): Josie forgets things and is not good with money. They go to the movies and skip school.
- Conflict (Chapter 4): Beatrice is going away and Josie needs help. They tell Hollis what an excellent artist she is.

Looking at the Relationship Between Linear and Non-Linear Timelines

Relationship Between Linear and Non-Linear Timelines

- Gather students – remind them by bringing 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.

Connections Between Linear and Non-Linear Timelines

Relationship Between Linear and Non-Linear Timelines

- Gather students – remind them by bringing 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.

Reflecting on Plot Structure and Organization

Model How to Respond to Reading:

- Work on the party and Hollis missed school. Hollis tells her she’ll be there.
- Conflict (Chapter 3): Josie forgets things and is not good with money. They go to the movies and skip school.
- Conflict (Chapter 4): Beatrice is going away and Josie needs help. They tell Hollis what an excellent artist she is.

Wrap Up the Book Club Meeting

Model How to Respond to Reading:

- Assign students to independently read **Chapter 16 – End of the Book**.
- Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.
- Remind students that they are responsible for the following:
 - Continue to write sticky notes as you read. Place them on the Plot Diagram: Chapters or the Learning About Hollis: Pictures chart.
 - Responding to the reading using the Learning About Hollis: Pictures Response Option Board.