

Character Traits Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for *Riding Freedom* by Pam Muñoz Palma

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club		Riding Freedom By: Pam Muñoz Ryan Grade Level: 3 / Guided Reading Level: 4
Discussion Questions and New Vocabulary	<p>Meeting #3 Continued</p> <p>Chapters 3 – 5 Discussion Questions:</p> <p>6. Ebenezer let her stay at the stable. What character trait can you infer from this act? Answers will vary. Sample answers include: He has a soft heart. He is sympathetic. (pages 55 and 56)</p>	<p>Chapters 3 – 5 New Vocabulary:</p> <ol style="list-style-type: none"> Furrow (page 36) – a narrow line or wrinkle in the skin of a person's face Wither (page 37) – to become dry and weak Droning (page 47) – to speak for a long time in a dull voice without saying anything interesting Erupted (page 49) – to happen suddenly and violently Reliable (page 56) – able to be trusted to do or provide what is needed Coax (page 57) – to influence or persuade to do something by talking in a gentle and friendly way Notion (page 60) – an idea or opinion
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Riding Freedom By: Pam Muñoz Ryan Grade Level: 3 / Guided Reading Level: P
Distinguishing and Describing Major and Minor Characters	<p>Meeting #3 Continued</p> <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: Distinguishing and Describing Major and Minor Characters (7-10 minutes)</p> <ul style="list-style-type: none"> Invite students share some of the additions they made to their Character Trait Thinking Map for Charlotte. Tell students that there are two types of characters in a story: major and minor. Define these types of characters in the following way: <ul style="list-style-type: none"> Major – Characters that play a big role in the story's plot/action. These characters are the focus of the story. Minor – Characters that help to move the story along by helping, or creating obstacles for, the major characters. Explain that it can sometimes be tricky to tell if a character is a major or minor character. One helpful way to think of it is if the story could not happen the way it does without a certain character, he/she is a major character. Explain that both types of characters are important to the story because they each play a role in the story's conflict and resolution: moving the story to its conclusion. 	<p>Riding Freedom Book Club @BookPagez.com</p>
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Book Club		Riding Freedom By: Pam Muñoz Ryan Grade Level: 3 / Guided Reading Level: P
Determining How Character Traits Impact a Story	<p>Meeting #4 Continued</p> <p>Model How to Respond to Reading (continued)</p> <ul style="list-style-type: none"> Discuss how Vern and Ebenezer's character traits impact the story? (Possible answer: They provide hope for Charlotte and their acts of kindness create suspense: Will Charlotte get away? Will Mr. Milshark catch her?) Distribute copies of the What if... game cards. Have students work in pairs to take turns pulling a card and asking their partner the new scenario. Circulate while the students play the game and correct any misconceptions as needed. <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 by completing the self-evaluation. Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to read Chapters 6 – 8 independently. While reading independently, students are responsible for adding traits for each of the characters listed on their Major and Minor Characters chart. Determine as a group when the Book Club should meet again. Model how to record the assignment on the Book Club Calendar. 	<p>Riding Freedom Book Club @BookPagez.com</p>
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Character Traits

Character Traits

- Tell students that while reading *Riding Freedom*, we will be paying attention to the characters, learning how to identify their traits and analyzing how the characters' actions contribute to the story.
- Explain that *Riding Freedom* is a work of fiction.

Identifying Character Traits - Explicit and Inferred

Character Traits - Explicit vs. Inferred

- 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.
- Provide writing time for the discussion questions for the chapter or focus on vocabulary.

Distinguishing and Describing Major and Minor Characters

Major and Minor Characters

- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.

Determining How Character Traits Impact the Story

Character Traits Impact Story

- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- Provide writing time for the discussion questions for the chapter or focus on vocabulary.

Understanding the Role of Character Traits in Identifying Theme and Author's Message

Character Traits Impact Story

- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- Provide writing time for the discussion questions for the chapter or focus on vocabulary.