

Describing Characters Using Text Evidence

Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for Tales of a Fourth Grade Nothing by Judy Blume

4 Part Lesson Plans

Book Club
Tales of a Fourth Grade Nothing
 By: Judy Blume
 Grade Level: 4 / Guided Reading Level: Q

Discussion Questions and New Vocabulary

Meeting #3 Continued
Chapter 4 (pages 29 – 40) Discussion Questions:

- Compare and contrast the characters Jimmy Fargo and Sheila. How does Peter feel about each of them? Use evidence from the text to support your answer.
 Answer: Jimmy Fargo and Sheila are similar because they are the same age and in the same class as Peter and live in the same building. They are different because Jimmy is Peter's best friend, but Sheila and Peter don't get along. (pages 31-32)
- What happens to Fudge while Peter, Sheila, and Jimmy are watching him at the park? How does Peter's mother react? Do you think her reaction is fair or unfair? Explain your answer.
 Answers may vary. Sample answer: Fudge jumps off the jungle gym when trying to fly like a bird and knocks his two front teeth out. Peter's mother is very angry with him for not watching him more closely. I think her reaction is unfair because Fudge is too wild for Peter to take care of by himself. (pages 36-40)

Chapter 4 (pages 29 – 40) New Vocabulary:

- ... (page 29) – to attack and rob someone
- ... (page 31) – substances that make land, water, air, etc., dirty and not safe or suitable to use
- Foreign (page 32) – coming from or belonging to a different place or country

Tales of a Fourth Grade Nothing Book Club | @BookPagez.com

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club
Tales of a Fourth Grade Nothing
 By: Judy Blume
 Grade Level: 4 / Guided Reading Level: Q

Describing Characters Using Other Characters' Perspectives

Meeting #4 Continued
Kick-off the Book Club Meeting (5-7 minutes)

- 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: Describing Characters Using Other Characters' Perspectives (7-10 minutes)

- Review the concepts covered in Meeting 3, discussing how authors use character thoughts to develop the characters in a story.
- Allow students to share their findings about character thoughts.
- Explain to students that today we will be focusing on another strategy authors use to develop characters in a text: other characters' viewpoints.
- "Sometimes, an author tells us what one character thinks about another character. Knowing this information helps us to understand the character better."
- As we read today ask yourself the following:
 - How do the characters interact?
 - What does one character think of the other?
 - How does considering each character's perspectives of each other help us understand the characters better?

Tales of a Fourth Grade Nothing Book Club | @BookPagez.com

Book Club
Tales of a Fourth Grade Nothing
 By: Judy Blume
 Grade Level: 4 / Guided Reading Level: Q

Meeting #2 Continued
Take Time to Reflect (2 minutes)

- 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 or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap Up the Book Club Meeting

- Instruct students to read **Chapters 3-4 (pages 22-40)** independently.
- While reading independently, students are responsible for completing the **graphic organizer** on their own, identifying one more example of dialogue text evidence (including page numbers) and character description as they read through page 40. They are also responsible for responding to the reading using the **Book Club 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.

Tales of a Fourth Grade Nothing Book Club | @BookPagez.com

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Character Description as a Form of Character Development

Describing Characters Using Dialogue

Describing Characters Using Characters' Thoughts

Describing Characters Using Other Characters' Perspectives

Describing Characters Using External Descriptions

Reflecting on Character Description & Culminating Activity