

Lesson Plans and Teaching Resources for Tales of a Fourth Grade Nothing

Describing Characters Using Text Evidence Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Book Club

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

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:

- Attack** (page 29) – to attack and rob someone
- Poison** (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

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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

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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?

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Book Club

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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.

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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

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> • Choose at least one interesting, funny, or confusing part to share with your book club • Mark the part you want to share with a sticky note or write the page number in your notebook • Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> • Try not to interrupt – wait your turn to share • Use respectful language • Listen carefully 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> • What part of the meeting made you feel good about yourself as a reader? • What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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Student Self-Evaluation Rubric

Name: _____

How I Did in Tales of a Fourth Grade Nothing Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During
I had my materials				
I shared my thinking				After
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
Date: _____				
	I know when and where I will prepare for the next meeting			
Score	A Note from Your Teacher			
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.			
Write about the way the main problem and solution unfolded in the story.			
<p>Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.</p>			

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with 4th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____
 Score: _____

Tales of a Fourth Grade Nothing
 CCSS Assessment

Complete Common Core Assessment

Directions: Use what you know about *Tales of a Fourth Grade Nothing* to answer each of the following questions.

Look at the front cover of the book. How are the story and the drawing on the front cover of the book the same? List at least two similarities.

Name: _____
 Score: _____

Tales of a Fourth Grade Nothing
 CCSS Assessment

Directions: Use what you know about *Tales of a Fourth Grade Nothing* to answer each of the following questions.

What was the author's purpose in writing this text?

- A Her purpose was to inform her readers.
- B Her purpose was to persuade her readers.
- C Her purpose was to entertain her readers.

RL.4.1

Practice with multiple choice questions

Consider the events from the see from these events?

1. Fudge will not open Peter in and has him
2. Fudge refuses to try mom asks Peter to h
3. Fudge will not ride if asks if Peter will ride

What genre would you use to fill in the blank to identify the genre of *Tales of a Fourth* because _____

The theme of *Tales of a Fourth Grade Nothing* is the love of a family; members of a family forgive each other because of that love. How do Peter's actions in the book help support the theme?

RL.4.2

One essential question for each of the 4th grade Reading Literature standards

CCSS Assessment 4th

Fill in the blank with a word that BEST describes Peter. Then, provide evidence from the text to support your answer. Peter is _____ I know because _____

RL.4.3

CCSS Assessment 4th Grade Reading Standards for Literature | ©BookPagez.com

Short answer practice

Name: _____

Describing Characters Using Text Evidence **Tales of a Fourth Grade Nothing**
 Book Club Focus Assessment

Directions: Use what you know about describing characters using text evidence in *Tales of a Fourth Grade Nothing* to answer each of the following questions.

We had an eater, a biter, and a crier. I thought that two-thirty would never come. I also thought my mother was slightly crazy for dreaming up the party in the first place." (page 44) Which characters are Peter describing in this quote from the text? What words does he use to describe them?

What do you think Fudge looks like? Include text evidence to support your answer.

Describe Peter and Fudge's parents using specific details from the text.

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

Focus Assessment for Describing Characters Using Text Evidence

Answer Keys

Answer Key

Describing Characters Using Text Evidence **Tales of a Fourth Grade Nothing**
 Book Club Focus Assessment

Directions: Use what you know about describing characters using text evidence in *Tales of a Fourth Grade Nothing* to answer each of the following questions.

We had an eater, a biter, and a crier. I thought that two-thirty would never come. I also thought my mother was slightly crazy for dreaming up the party in the first place." (page 44) Which characters are Peter describing in this quote from the text? What words does he use to describe them?

Answer:
 Peter is describing Fudge's friends Jennie, Ralph, and Sam who attend his birthday party. Jennie is a biter, Ralph is an eater, and Sam is a crier. He also describes their mother as slightly crazy for throwing the party!

What do you think Fudge looks like? Include text evidence to support your answer.

Answers may vary. Sample answers include:
 I think Fudge is a short kid with a big smile and that he always looks like he's up to no good. He is missing his two front teeth from the jungle gym accident and always has messy clothes and hair.

Describe Peter and Fudge's parents using specific details from the text.

Answers may vary. Sample answers include:
 Peter and Fudge's mother mainly takes care of them. She worries about them a lot and isn't very strict. For example, when Fudge refuses to eat she tries every trick she can think of to get him to eat. Peter and Fudge's father works in advertising and doesn't have as much experience taking care of children. He is stricter than their mother. When Fudge refuses to eat, he yells and dumps a bowl of cereal on his head!

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Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 4.3
 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill:	Is not able to describe characters by drawing on specific details in the text	Is able to describe characters by drawing on specific details in the text some of the time	Is able to describe characters by drawing on specific details in the text most of the time	Is able to describe characters by drawing on specific details in the text all of the time

If student is less than secure, he or she needs to work on the following:

- Identifying characters in a text
- Describing those characters
- Identifying text evidence such as dialogue, thoughts, other characters' viewpoints, and external descriptions to support their descriptions

Book Club
 Tales of a Fourth Grade Nothing

CCSS:ELA-LITERACY.RL.4.3 Tales of a Fourth Grade Nothing Book Club | ©BookPagez.com

Rubric with optional Common Core Alignment

Running Record

Title: *Tales of a Fourth Grade Nothing* Guided Reading Text Level: **Q** Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	Error	Structure/Syntax	Meaning	Visual	COUNT		INFORMATION USED	
					E	SC	E	SC
3								

Tested By: _____ ©BookPagez.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
Tales of a Fourth Grade Nothing Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Tales of a Fourth Grade Nothing correlate with the following English Language Arts Common Core State Standards for fourth grade.
Book Club Lesson Plan and Resources
Reading - Literature
RL.1 - Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.
RL.2 - Determine a theme or topic of a story, drama, or poem from details in the text; summarize the text.
RL.3 - Describe in depth a character, setting, or event in a story or drama; drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
RL.5 - Explain major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrators.
RL.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and observations in the text.
RL.9 - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading - Foundational Skills
RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing
W.8 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
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Book Club Common Core Alignment

Common Core State Standards Correlation
Tales of a Fourth Grade Nothing Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Tales of a Fourth Grade Nothing correlate with the following English Language Arts Common Core State Standards for fourth grade.
Vocabulary Lesson Plan and Resources
Language
L.4.8 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.9 - Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Language
L.4.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quieted, widened, damaged) and that are basic to a particular topic.
Tales of a Fourth Grade Nothing CCSS Alignment ©BookPage.com

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En opinión ...
- Me di cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué lo parte que eligió es interesante, divertida, confusa, etc.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Triga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanezca en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir; espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? <input type="checkbox"/> Registre su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuánto completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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Student Self-Evaluation Rubric

Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

Cómo lo hice en el Tales of a Fourth Grade Nothing Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Lef la tarea.				Antes Estaba preparado para el Club de Libro
Respondí al texto en el cuaderno de mi lector.				Durante yo participé en el Club de Libro
Preparé algo para compartir con mi Club de Libros.				Después yo era responsable
Tenía mis materiales.				
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				
Nota	Una nota de tu maestro			
/ 27				

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Nombre: _____

Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?	Elja dos configuraciones del texto. Explica por qué cada uno es importante para la historia.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Cuál fue la idea principal del texto que leste hoy? Enumere al menos 3 detalles que respalden su idea principal.	Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Escribe sobre las estrategias de lectura que usó para ayudarte a ser un mejor lector.	¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.	Escribe sobre las cosas que un lector necesita saber para entender el texto.	Elige una escena del libro.
Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.			

Direcciones: Elja una de las opciones de resp Después de que hayas escrito tu

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Nombre: _____

RL.4 Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	RL.7 ¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?	RL.3 Elja dos configuraciones del texto. Explica por qué cada uno es importante para la historia.	RL.2 ¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
RL.1 ¿Cuál fue la idea principal del texto que leste hoy? Enumere al menos 3 detalles que respalden su idea principal.	RL.4 Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	RL.10 ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	RL.4 ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
RL.10 Escribe sobre las estrategias de lectura que usó para ayudarte a ser un mejor lector.	RL.5 ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	RL.4 Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	RL.9 Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
RL.3 Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	RL.1 Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.	RL.10 Escribe sobre las cosas que un lector necesita saber para entender el texto.	RL.7 Elige una escena del libro. Da cómo sería diferente si se convirtiera en una película.
RL.5 Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	RL.4 Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.	RL.10 ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	RL.2 Escribe un resumen del texto que leste hoy.

Direcciones: Elja una de las opciones de respuesta de la pizarra. Escribe tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, cóleala en el recuadro de la tabla de arriba.

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with 4th Grade Common Core Alignment