

# Characters Lesson Plans for 5 Book Club Meetings

## The following preview shows all of the Book Club Meetings for The Hundred Dresses by Eleanor Estes

### 4 Part Lesson Plans

Book Club		The Hundred Dresses By: Eleanor Estes Grade Level: 3 / Guided Reading Level: P
Discussion Questions and New Vocabulary	<b>Meeting #2</b>	<p><b>A Note About the Discussion Questions and Vocabulary</b></p> <p>Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.</p> <p>New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to add the discussion of the meaning of other words within each of the chapters.</p> <p><b>"Wanda" Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>Why is Monday different than the days that came before? Answer: Wanda is not at school. (page 2)</li> <li>How do Wanda's classmates treat her? Answer: They ignore her in class and make fun of her before and after class. (page 4)</li> <li>Why are Peggy and Maddie late to school on Wednesday? Answer: They are waiting for Wanda so they can have fun with her. (page 6)</li> </ol> <p><b>"Wanda" New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>Forgetful (page 2) – a failure to be present at the usual time</li> <li>Scuffling (page 3) – to move with short steps</li> <li>Precarious (page 6) – not safe, strong or steady</li> </ol> <p>The Hundred Dresses Book Club   @BookPagez.com</p>
	Key Vocabulary by Chapter	

### Guided Reading Level

### Specific Instructional Focus

### Step by Step Guided Mini Lesson

Book Club		The Hundred Dresses By: Eleanor Estes Grade Level: 3 / Guided Reading Level: P
Exploring Character Emotions	<b>Meeting #3 Continued</b>	<p><b>Kick-off the Book Club Meeting (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li> <li>Review the conversation prompts on the Book Club Calendar.</li> <li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li> <li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li> <li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> </ul> <p><b>Time to Teach: Exploring Character Emotions (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to discuss what they have learned about the three main characters so far.</li> <li>Review the <b>Character Chart</b> and remind students that we will be looking at character traits (the way a character looks or behaves), character emotions (strong feelings that a character has that are often as a reaction to story events), and character motivations (a force or influence that causes a character to do something).</li> <li>Tell students that this meeting will focus on looking at character emotions.</li> <li>Have students turn to page 23 and read aloud the passage that begins "And it was then that Wanda..." to "You go the rest of the way..."</li> <li>Ask to read, instruct students to listen for emotions that characters in the passage may be feeling.</li> <li>After you read the passage, draw student attention to these details from the passage:             <ul style="list-style-type: none"> <li>Jake is running late to help the janitor, Mr. Heany.</li> <li>Maddie is enjoying the sunshine.</li> <li>Wanda tells Jake to go ahead; she wants to stay back with the group of girls.</li> </ul> </li> </ul> <p>The Hundred Dresses Book Club   @BookPagez.com</p>
	Reflection and Self-Evaluation	

Book Club		The Hundred Dresses By: Eleanor Estes Grade Level: 3 / Guided Reading Level: P
Exploring Character Emotions	<b>Meeting #3 Continued</b>	<p><b>Model How to Respond to Reading (continued)</b></p> <ul style="list-style-type: none"> <li>Have students get into pairs or small groups.</li> <li>Using their <b>Character Anchor Chart</b> for each character, instruct each pair or small group to connect the character traits to an emotion that she might be feeling. Students should record their responses on each character's chart.</li> <li>If time permits, have each group pick one character trait and emotion to share with the whole group.</li> <li>Tell students that for the next meeting they are to read "The Hundred Dresses" and "Up on Boggin's Heights" and add at least one character trait and corresponding emotion to their chart for each character.</li> </ul> <p><b>Take Time to Reflect (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>Student Self-Evaluation Assessments</b>.</li> <li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li> <li>Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).</li> </ul> <p><b>Wrap Up the Book Club Meeting</b></p> <ul style="list-style-type: none"> <li>Assign students to independently read "The Hundred Dresses" and "Up on Boggin's Heights."</li> <li>While reading, students should add one character trait and connected emotion to their chart for each character.</li> <li>Determine as a group when the Book Club will meet again. Monitor students as they record the assignment on their Book Club Calendar.</li> </ul> <p>The Hundred Dresses Book Club   @BookPagez.com</p>
	Scheduling and Reader Responsibility	

### Introductory Character Traits, Emotions, and Motivations

**Meeting #1 Continued**

**Model How to Respond to Reading**

- Read the first paragraph of the story aloud to the group.
- Inform students that the modelled can be used throughout the Book Club.
- Ask students to draw an **Anchor Chart** in their notebooks, record the character, (for example, Wanda, Character Anchor Chart).
- Explain to students that they will be adding to the modelled form as they read.
- Ask students to turn to page two and read aloud the passage that begins "And it was then that Wanda..." to "You go the rest of the way..."
- Ask to read, instruct students to listen for emotions that characters in the passage may be feeling.
- After you read the passage, draw student attention to these details from the passage:
  - Jake is running late to help the janitor, Mr. Heany.
  - Maddie is enjoying the sunshine.
  - Wanda tells Jake to go ahead; she wants to stay back with the group of girls.

### Exploring Character Traits

**Character Traits**

**Model How to Respond to Reading (continued)**

- Draw student attention to the fact that sometimes they will find contradicting information about character traits as they read the text.
- For example, reread page 2 with the students. Ask them they would describe Peggy's behavior when Peggy's polite but she is not nice to Wanda, needing to her to give her a ride but she is using her to get the other girls to laugh (Wanda) so she is being mean. That character trait can be used for the next meeting they are to read "A Day" and "The Contest", while reading they should add at least one character trait to their chart.

**Time to Teach: Exploring Character Traits (7-10 minutes)**

**Student Self-Evaluation Assessments**

Use the self-evaluation form, or create your own. Evaluation forms that forms will be sent home on the last day of Book Club to review progress across the Book Club.

### Exploring Character Emotions

**Meeting #3 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: Exploring Character Emotions (7-10 minutes)**

- Using the **Character Chart**, review with students that this Book Club is focusing on using the text to learn about character traits, character emotions, and character motivations. We have covered character traits and emotions, so now we will look at character motivations. Remind students that character motivation refers to a force or influence that causes a character to do something.
- Set students that identifying a character's motivation requires the reader to look at different pieces of information. A character's traits, emotions, and the events of the story can all be part of what motivates a character to act a certain way.
- Ask students to turn to page 23 and follow along as you read the passage about "Read from "A Wanda joined the outside fringe..." to "Silence greeted her..." on page 30.

### Exploring Character Motivation and Actions

**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: Exploring Character Motivation and Actions (7-10 minutes)**

- Using the **Character Chart**, review with students that this Book Club is focusing on using the text to learn about character traits, character emotions, and character motivations. We have covered character traits and emotions, so now we will look at character motivations. Remind students that character motivation refers to a force or influence that causes a character to do something.
- Set students that identifying a character's motivation requires the reader to look at different pieces of information. A character's traits, emotions, and the events of the story can all be part of what motivates a character to act a certain way.
- Ask students to turn to page 23 and follow along as you read the passage about "Read from "A Wanda joined the outside fringe..." to "Silence greeted her..." on page 30.

### Wrapping Up Character

**Meeting #2 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: Wrapping Up Character (7-10 minutes)**

- Discuss the ending of the story with the students. Were they surprised by what happened?
- Share with students that now that we have read to the end of the book we can look at whether or not the characters changed throughout the story. Many times characters do change which is part of the reason we keep reading to the end of the story (to see what happens).
- Have students get in pairs or small groups and distribute copies of **Character: Sense of Others** or have them draw a copy of the chart in their Reader's Notebook.

## 5 Characters Lesson Plans