

# Analyze Text Structure Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for The Invention of Hugo Cabret by Brian Selznick

## 4 Part Lesson Plans

Book Club	
The Invention of Hugo Cabret By: Brian Selznick Grade Level: 6 / Guided Reading Level: W	
Discussion Questions and New Vocabulary	<b>Meeting #2</b> <b>A Note About the Discussion Questions and Vocabulary</b> 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.  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.  <b>Chapter 1 THE THIEF Discussion Questions:</b> 1. Why do you think Hugo is stealing a wind-up toy? Answers will vary. It has something to do with the mechanical man drawings in the notebook. He says he needs the toys. (page 47) 2. Describe the page that catches the old man's eye. Answer: It is a drawing of a mechanical man. (page 52) 3. What does Hugo lose? Answer: He lost the notebook. The old man keeps it. (page 60)  <b>Chapter 1 THE THIEF New Vocabulary:</b> 1. Agitated (page 47) – disturbed, excited, or angered 2. Worn (page 51) – damaged by being used too much or in a careless way
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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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<b>How Setting is Developed through Illustrations</b>	<b>Meeting #2 Continued</b> <b>Kick-off the Book Club Meeting (5-7 minutes)</b> <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><li>Ask students to share and discuss the drawings they wrote about in their notebooks. Focus on the information asked for on the chart (how the illustration makes them think/feel and what the author is trying to communicate with the illustration).</li></ul> <b>Time to Teach: How Setting is Developed through Illustrations (7-10 minutes)</b> <ul style="list-style-type: none"><li>Review story elements with students. (Plot, Setting, Characterization, and Theme).</li><li>Confirm with students that when they talk about the setting, it includes all of the following:<ul style="list-style-type: none"><li>Time</li><li>Geographic location</li><li>Historical period</li></ul></li><li>What sets the stage and the mood for the novel</li><li>Explain to students that this story uses both written words and drawings to help the reader visualize the setting of the story.</li><li>We will look at how the drawings enhance the text to help us further understand the setting.</li></ul> The Invention of Hugo Cabret Book Club   @BookPagez.com

## Book Club

### The Invention of Hugo Cabret

By: Brian Selznick

Grade Level: 6 / Guided Reading Level: W

#### How Theme is Developed through Illustrations

#### Meeting #4 Continued

- Distribute copies of the **Analyzing a Visual Text – Theme** chart or have students draw it in their Reader's Notebook.
- Show students how to complete the chart using the information discussed above. (See sample).
- Prompt students to keep these ideas in mind when reading Part II of the story.

##### Sample Reader's Notebook Entry (Analyzing a Visual Text – Theme Chart)

Description of the Illustration (Page):	What this illustration tells me:	Possible theme this illustration is communicating
Hugo is watching the movie and his eyes are glowing. He seems to be really enjoying it. (200-1)	Hugo is mesmerized by the movie.	Movies transport us to another place entirely.

#### 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 on the last day of Book Club along with any notes from the teacher).

#### Wrap Up the Book Club Meeting

- Assign students to independently read **Part II, Chapters 1 – 6**.
- While independently reading, ask students to look for illustrations that help them understand the theme. Complete the **Analyzing a Visual Text – Theme** chart for each theme related illustration they find.
- Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.

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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

<b>Introduction to Understanding and Evaluating Text with Illustrations</b>	<b>How Theme is Developed through Illustrations</b>
<b>How Setting is Developed through Illustrations</b>	<b>Comparing and Contrasting Written and Visual Texts</b>
<b>How Plot is Developed through Illustrations</b>	<b>Analyzing Text Structure and the Author's Purpose</b>
<b>Assessment</b>	<b>Wrap Up</b>