

Story Structure: Linear vs. Nonlinear Plots

Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for *The Tale of Despereaux* by Kate DiCamillo

4 Part Lesson Plans

The Tale of Despereaux
By: Kate DiCamillo
Grade Level: 5 / Guided Reading Level: U

Book Club

Discussion Questions and New Vocabulary

Meeting #3

A Note About the Discussion Questions and Vocabulary

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.

Chapters 16 – 23 Discussion Questions:

- How did Roscuro, a rat who is supposed to love the darkness, come to love the light?
Answer: Gregory lit a match when he gnawed at his rope. (page 88)
- Botticelli tells Roscuro how to torture a person. What is the strategy?
Answer: Whatever his heart most desires, you withhold. (page 89)
- What does Roscuro take from Gregory to try to forget the light?
Answer: Roscuro takes the red cloth. (page 101)

Chapters 16 – 23 New Vocabulary:

- Chiaroscuro (page 85) – the arrangement of light and dark, darkness and light together
- Torment (page 98) – to cause someone to feel extreme physical or mental pain
- Minstrel (page 104) – a musical entertainer in the Middle Ages

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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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Introduce Timelines in Stories

Meeting #1 Continued

Time to Teach: Timelines in stories

- Ask students if they know what a timeline is, and if they can explain it. Summarize by stating that a timeline is a chronological list of events that happens in order. Many stories are written so that you can clearly see that the events are in order.
- Create a timeline on chart paper.
 - Make a list of the events that happened in class during the week, and place them on the timeline.
 - Discuss the events:
 - Are all the events in order?
 - What would happen if we wrote a story and put the events that happened at the end of the week first?
 - How would changing the order of events affect our understanding of the week? (Push students to discuss if they can see the outcome first, they can then identify why it happened.)

Model How to Respond to Reading

- Tell students that you will be working together to track the timeline in *The Tale of Despereaux*.
- Read chapter 1 aloud while students follow along.
- Use chart paper or a paper off a roll to model how to keep track of what happens.
 - Note: It will be helpful to create the timeline in landscape.
 - Events on the timeline. If desired, post cut-outs of major characters when they appear in time.
- Read chapter 2 aloud, charting the sequence of events as you go.
- Ask students to use your example to create the same timeline in their reader's notebooks.
 - Note: Students should also create their timelines in landscape. Students can tape pages together to create one long timeline to fold into their notebooks.

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Meeting #4 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 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 **Book IV: Chapters 34 - 52 (pages 175-269)**.
- Determine as a group when the book club should meet again.
- Monitor students as they record the assignment on their book club calendar.
- Tell students that in addition to tracking characters, they should respond to their reading using their Reading Response boards.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Timelines

Understanding Linear and Nonlinear

Understanding Flashbacks and Events and Consequences

Examining Nonlinear Timelines

Understanding Flash Forwards

Recognizing the Author's Voice