

Determining Theme Lesson Plans for 7 Book Club Meetings

The following preview shows all of the Book Club Meetings for *The Wild Robot* by Peter Brown

4 Part Lesson Plans

Book Club		The Wild Robot By: Peter Brown Grade Level: 4 / Guided Reading Level: R
Discussion Questions and New Vocabulary	Meeting #6 Continued Chapters 51 – 70 Discussion Questions: <ol style="list-style-type: none"> What was Digdown's advice? Which animal did he think did the best job of it? Answer: Digdown tells the other animals to spend more time helping others like the beavers. (page 190) How did Roz help Rockmouth? Answer: Instead of punishing him, she brought him back to the river, his home. (page 199) Name two good things and one bad thing that happened to Brightbill during the migration. Answers will vary: Longneck died, which was sad. He stayed in a barn and a greenhouse and kept warm. (page 207) He saw a robot factory. (page 210) (Page numbers will depend on student answers.) What was one bad result of the bonfire Roz built to scare spring? Answer: The airship saw the fire and the robots came on the island to reclaim Roz. (page 226) 	Guided Reading Level
	Chapters 51 – 70 New Vocabulary: <ol style="list-style-type: none"> Migratory (page 163) – moving from one place to another at different times of the year Plummeted (page 176) – fell suddenly Avalanche (page 187) – large amount of snow or ice that slides suddenly down a mountain Ammonious (page 188) – experiencing no disagreement Largely (page 122) – made through great effort Returbish (page 227) – repair and make improvements to 	

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club		The Wild Robot By: Peter Brown Grade Level: 4 / Guided Reading Level: R
Identifying How Authors Develop Theme	Meeting #3 Continued Time to Teach (continued) <ul style="list-style-type: none"> playing and hit it, it brought Roz to life (page 6). Setting – important details of the setting include descriptions of the location, time, place, climate, weather, and mood/atmosphere. (For example, the story would not be the same if it happened any other place. Roz is new to the island, and her curiosity helps her learn new things she uses to survive.) Story Events – Details for the story events include paying attention to what happens, when, and why. It is also important to notice how story events foreshadow each other and connect throughout the text. (For example, Roz is chased by the bears, which leads her to climb a tree. She is then attacked by a bird, falls out of the tree and discovers the Walking Stick. This series of events teaches her the importance of camouflage as a survival technique.) 	Model How to Respond to Reading <ul style="list-style-type: none"> Ask students to turn to their "Curiously Helps Us Learn" T-chart in their Reader's Notebook. Direct students to the first example from Meeting 1. ("The gang of sea otters wanted to learn about the pieces of robot that they found." (page 5).) Ask the students if this is related to character thought, dialogue, or action, setting, or story event? (Answer: Character action) Model how to label this entry on the T-chart as such. (See Sample T-chart.) Tell students to review the remaining entries on their T-chart and label each one as character thought, dialogue, or action, setting, or story event. Allow time for students to work. Encourage volunteers to share examples from the text that fall under each category (character thoughts).
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Book Club

Identifying How Authors Develop Theme

Meeting #3 Continued

Time to Teach (continued)

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- Story Events** – Details for the story events include paying attention to what happens, when, and why. It is also important to notice how story events foreshadow each other and connect throughout the text. (For example, Roz is chased by the bears, which leads her to climb a tree. She is then attacked by a bird, falls out of the tree and discovers the Walking Stick. This series of events teaches her the importance of camouflage as a survival technique.)

Model How to Respond to Reading

- Ask students to turn to their "Curiously Helps Us Learn" T-chart in their Reader's Notebook.
- Direct students to the first example from Meeting 1. ("The gang of sea otters wanted to learn about the pieces of robot that they found." (page 5).)
- Ask the students if this is related to character thought, dialogue, or action, setting, or story event? (Answer: Character action)
- Model how to label this entry on the T-chart as such. (See Sample T-chart.)
- Tell students to review the remaining entries on their T-chart and label each one as character thought, dialogue, or action, setting, or story event.
- Allow time for students to work.
- Encourage volunteers to share examples from the text that fall under each category (character thoughts).

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Identifying How Authors Develop Theme	Meeting #3 Continued Model How to Respond to Reading (continued) <p>dialogue, or action, setting, or story events). (Student responses will vary depending on the examples from the text they chose to log.)</p> <ul style="list-style-type: none"> Assign students to read Chapters 31 – 40 independently. While reading, students will be responsible for two things: adding five examples of "Curiously Helps Us Learn" to their T-chart and writing a summary for Chapters 31 – 40 on their Sum It Up! graphic organizer. When adding examples to their T-chart, students should label whether it is a character thought, dialogue, or action, setting, or story event. Challenge students to find examples from multiple categories as they read. 	Reflection and Self-Evaluation
	<p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessment. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to independently read Chapters 31 – 40. While reading, students will be responsible for two things: adding five examples of "Curiously Helps Us Learn" to their T-chart and writing a summary for Chapters 31 – 40 on their Sum It Up! graphic organizer. When adding examples to their T-chart, students should label whether it is a character thought, dialogue, or action, setting, or story event. Challenge students to find examples from multiple categories as they read. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar. 	

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Theme

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<ul style="list-style-type: none"> Ask students what they think of when they hear the word "theme". 	<ul style="list-style-type: none"> Ask students what they think of when they hear the word "theme".

Summarizing the Text

Meeting #2 Continued
<ul style="list-style-type: none"> Collect student volunteers 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. Facilitate the discussion using one of the discussion questions for the chapter or focus on the vocabulary. Collect student volunteers to present their conversation using the conversation prompts provided on the Book Club Calendar.

Determining Theme Using Character Thoughts, Dialogue, and Actions

Identifying How Authors Develop Theme
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Supporting Theme with Setting

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Supporting Theme with Story Events

Supporting Theme with Story Events	Time to Teach: Supporting Theme with Story Events (7-10 minutes)
<ul style="list-style-type: none"> Collect student volunteers 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. Facilitate the discussion using one of the discussion questions for the chapter or focus on the vocabulary. Collect student volunteers to present their conversation using the conversation prompts provided on the Book Club Calendar. 	<ul style="list-style-type: none"> Invite student volunteers to share some of the examples of how the setting supports the theme "Curiously Helps Us Learn" or their summaries from their independent reading. (See sample "Curiously Helps Us Learn" in the Sum It Up! graphic organizer.) Remind students that we have looked closely at how the characters and setting support the theme. Today we are going to focus on determining the theme using a story event. Tell the students that when we are relating to the story events, we are looking at the details of what happens, when, and why. It is also important to notice how story events foreshadow each other and connect throughout the text. Ask students to call out some of the events that happened in the assigned reading. (Possible answer: Brightbill migrated with his flock, winter came and it was very hard for Roz to take care of the other animals. Rockmouth tried to bite the beavers' son, the RECOs landed.)

Discovering Multiple Themes

Discovering Multiple Themes
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