

Visual Features Lesson Plans for 4 Book Club Meetings

The following preview shows all of the Book Club Meetings for Who Was Walt Disney? by Whitney Stewart

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter


Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
Who Was Walt Disney? By: Whitney Stewart Grade Level: 4 / Guided Reading Level: Q	
Discussion Questions and New Vocabulary	Meeting #2 Continued Chapter 4 Discussion Questions: <ol style="list-style-type: none"> Who did Walt team up with in Kansas City? How were the two artists different? How were they the same? Answer: He teamed up with Ub Werks to start their own company. Ub was shy and serious, while Walt loved the spotlight. They were both talented artists who had lots of ideas. (page 25) What is animation? How did artists create animation during this time? Answer: Animation is a film of drawings that move. An artist creates animation by drawing the same character on different pieces of paper. When the papers are flipped fast, the character will appear to move. (pages 26-27) Describe Walt's first cartoons. What success did his company see with these cartoons? What failure did he experience? Answer: Walt's first cartoons were Laugh-O-Grams. They were silent, full of slapstick humor, and very short. He sold some of these cartoons to movie theaters in Kansas City. He started a company and hired more artists to make more. However, his company eventually went bankrupt. (pages 28-31)
	Chapter 4 New Vocabulary: <ol style="list-style-type: none"> Animation (page 26) – a way of making a movie by using a series of drawings that are slightly different from one another and that, when viewed quickly one after another, create the appearance of movement Illusion (page 27) – something that is false or not real but that seems to be true or real Bankrupt (page 31) – a person or business that is unable to pay debts
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Book Club	
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Discussion Questions and New Vocabulary	Meeting #3 Continued Chapter 7 Discussion Questions: <ol style="list-style-type: none"> Why did Ub Werks decide to leave the Disney company? What do these pages help you understand about Walt Disney as a boss? Answer: Iwerks said that Walt was never happy with the work he did and would take all the credit for the cartoons. Ub claimed Walt couldn't even draw Mickey correctly. Other employees after Ub knew that they needed to quit or keep quiet if they had a problem with Walt's ideas. These stories tell me that Walt might have been hard to work for sometimes. (pages 53-54) What was happening in our country during the year of 1933 when Disney's <i>Three Little Pigs</i> came out? How did that affect the number of people going to the movies during this time? How did it affect Disney's company? Answer: Our country was going through the Great Depression. Thousands of companies went out of business and many people lost their homes and jobs, so they didn't have much extra money to spend on things like going to the movies. However, Disney's company survived through this and did fine. (pages 55-58) Describe Walt's family life between 1933 and 1938. What were the happy changes? What were some tragic changes? Answer: Walt and Lillian had their first baby in 1933 and adopted another daughter in 1937. Walt and Lillian lived very close to his brother Roy and his wife and their children would play together. Walt and Roy bought a house to move their parents closer to them, but sadly their parents became sick from leaking poisonous gas in the new house. Their father, Elias, recovered but their mother, Flora, passed away. Walt was so upset that he wouldn't talk about his mother's death for the rest of his life. (pages 60-67)
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Book Club	
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	Meeting #3 Continued Take Time to Reflect (2 minutes) <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. Collect the evaluation forms (The forms will be sent home on the last day of Book Club along with any notes from the teacher).
	Wrap Up the Book Club Meeting <ul style="list-style-type: none"> Assign students to independently read Chapters 8-11, pages 68-103. Remind students that they are responsible for adding two more secondary articles to their Using Visual Features graphic organizer. Remind students to complete all three columns for each secondary article they record. 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 Identifying Visual Features in a Text

Introduce Identifying Visual Features in a Text	Meeting #1 Continued Time to Teach: Introduce Identifying Visual Features in a Text <ul style="list-style-type: none"> Provide students with several copies of National Geographic magazine to look through. After 3-5 minutes, discuss with students what they notice about these magazines. (Provide students with one list with large, colorful photographs. These are words for the articles, but the photographs also tell their story. The articles are often supported by timelines, maps, captions, etc.) Explain to students that authors of books also choose to include visual features to add interest and information to their text. Ask students what the words about features can include (illustrations, photographs, diagrams, maps, timelines, and more). Instruct students to turn to page 1 of the text. Read the first about until the students look at the illustration on the bottom of page 1. Ask students the following questions: <ul style="list-style-type: none"> What visual features do you see on this page? What do you think these visual features are for?
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Identifying and Understanding the Contribution of Illustrations in a Text

Identifying and Understanding the Contribution of Illustrations in a Text	Time to Teach: Identifying and Understanding the Contribution of Illustrations in a Text (7-10 minutes) <ul style="list-style-type: none"> Review the work from the last Book Club meeting by asking students to share the visual features they added to their Using Visual Features graphic organizer while reading independently. Explain to students that we are going to continue our study of visual features, but for the meeting we will focus on the illustrations in the book. Present students to define what the word illustration means to them. Make sure they understand that an illustration is a picture that helps you understand what you are reading.
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Identifying and Understanding the Contribution of Secondary Articles in a Text

Identifying and Understanding the Contribution of Secondary Articles in a Text	Time to Teach: Identifying and Understanding the Contribution of Secondary Articles in a Text (7-10 minutes) <ul style="list-style-type: none"> Allow students time to share the illustrations they added to their Using Visual Features graphic organizer while reading independently. Explain to students that another type of visual feature found in the book is called a secondary article. Secondary articles are small, one-page texts that are not directly about Walt Disney, but tell about a topic that is connected to his life. Students can find these articles by looking for a font that looks more handwritten than typed, along with an included illustration. Present students to turn to page 124 in the first book of the "Charlie Chaplin" secondary article. Read the article aloud as a student reads along. Note: If there is time, have the students clip out Chaplin's "little tramp" character as a student reads along. Note: https://www.usa.film.com/charlie-chaplin/
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Reflecting on Visual Features in a Text

Reflecting on Visual Features in a Text	Final Meeting Continued Wrap Up the Book Club Meeting (5-7 minutes) <ul style="list-style-type: none"> Ask students to share the additional to their Using Visual Features graphic organizer from their independent reading. Review with students the visual features that were added over the course of the Book Club including the illustrations and secondary articles. Present students to turn to page 102-103 and use them to identify the visual features on these pages. (Answer: Timeline) Read over the timelines together and discuss the contribution of each to the book. (Possible answer: The timeline of Disney's life helps me see many important events from his life all on one page together. It gives me a good idea of the time that passed between these events. The timeline of the words helps me connect the events from his life to events happening in the world of his time.)
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