

Text Structure Lesson Plans for 8 Book Club Meetings

The following preview shows all of the Book Club Meetings for Bud, Not Buddy by Christopher Paul Curtis

4 Part Lesson Plans

Book Club	
Bud, Not Buddy By: Christopher Paul Curtis Grade Level: 5 / Guided Reading Level: U	
Discussion Questions and New Vocabulary	Meeting #5 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. Pages 130-160 Discussion Questions: <ol style="list-style-type: none"> 1. What can be inferred about various people's attitudes towards labor organizations? Cite evidence from the text. (pages 134-139) 2. What "proof" did Bud have to think Herman Calloway was his father? Is that sufficient proof? (page 144) 3. Bud states that his "eyes don't cry no more?" Citing evidence from the story or background knowledge, why might that be? (page 159) Pages 130-160 New Vocabulary: <ol style="list-style-type: none"> 1. Alias (page 133) – otherwise known as — used to indicate an additional name that a person (such as a criminal) sometimes uses 2. Loathsome (page 136) – causing feelings of hatred or disgust 3. Sully (page 141) – to damage or ruin the good quality of something 4. Avoided (page 156) – avoided (someone or something) 5. Meddling (page 157) – to become involved in the activities and concerns of other people when your involvement is not wanted

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club	
Bud, Not Buddy By: Christopher Paul Curtis Grade Level: 5 / Guided Reading Level: U	
Characters, Setting, and Plot	Meeting #2 Continued Kick-off the Book Club Meeting (5-7 minutes) <ul style="list-style-type: none"> • 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: Identifying Characters, Setting, and Plot (7-10 minutes) <ul style="list-style-type: none"> • Remind students that the basic text structure of a narrative is built on characters, settings and plot/events. • Ask students to tell about the Amos family. What role do these characters play? • Discuss the settings of the Amos home and the shed. How does the bedroom and the shed add to the events of the story? • Invite students to begin a new entry in their journals. Following the title, date, and pages 9-35, they should write the question, "What characters and setting were new on these pages? Describe them briefly. Tell how they played into an event in the story."

Sample Notebook Entry	
Bud, Not Buddy Pages 9-35	
Question: What characters and settings were new on these pages? Describe them briefly.	Response: Mr. and Mrs. Amos and their son, Todd, were new. The setting was the Amos home where Todd was born and they got in a fight. Mrs. Amos sent Bud to the shed. We thought there was a vampire but he had to escape the shed. These new characters caused the problem event.

Book Club	
Bud, Not Buddy By: Christopher Paul Curtis Grade Level: 5 / Guided Reading Level: U	
Compare and Contrast	Meeting #4 Continued Kick-off the Book Club Meeting (5-7 minutes) <ul style="list-style-type: none"> • 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: Compare and Contrast (7-10 minutes) <ul style="list-style-type: none"> • Discuss descriptions noticed on pages 88-129. Ask students to refer to five senses in their evidence. • Ask the students to reread pages 96-98a with you. Lead discussion on description of the country as compared to the city of Flint. • Direct students to start a new entry in their notebooks. Following the title, date, and pages. <p>Ask students to compare and contrast the city of Flint, with the area just outside of Owosso, Michigan. Share answers.</p>

Sample Reader's Notebook Entries

Book Club	
Bud, Not Buddy By: Christopher Paul Curtis Grade Level: 5 / Guided Reading Level: U	
Cause and Effect	Meeting #5 Continued <ul style="list-style-type: none"> • Encourage students to continue noting any causes and effects as they read the rest of the book. • Ask students to add to their Double 7 chart for Characters, Settings, and Events. • Share as time allows. Take Time to Reflect (2 minutes) <ul style="list-style-type: none"> • Distribute the student self-evaluation assessments. • Ask students to reflect by completing the self-evaluation forms. • Collect the evaluation forms. (Forms will be sent home on the last day of Book Club to review student progress across the Book Club). Wrap Up the Book Club Meeting <ul style="list-style-type: none"> • Assign students to independently read pages 161-203. • Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar. • Encourage students to continue to note causes and effects.

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Text Structure

Time to Teach: Introduce Cause and Effect

- Ask the students, what happened if they forgot their lunch at home?
- Possible outcomes: paper napkins, but a hot lunch.

Characters, Setting, Plot

Meeting #2 Continued

Using Illustrations to Predict Effect

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

Description

Connecting Cause and Effect to Primary and Secondary Events

Meeting #3 Continued

- Explain that these two events were connected when Mr. Todd appeared in the branches of a tree.
- Show students how to label Primary and Secondary.

Cause and Effect

Time to Teach: 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 home on the last day of Book Club along with any notes from the teacher.

Sequencing

Wrap Up the Book Club Meeting

- Assign students to independently read Chapters 14 - 23.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.

Plot: Climax and Resolution

Reflection

Reflecting on Book Club

It is important to provide students with an opportunity to reflect on their experience with Book Club. One of the goals of Book Club is to promote a strong classroom community based on respectful conversation and a shared appreciation of quality literature.

If you have saved the student evaluation forms throughout the duration of Book Club, you can distribute them to students for review.

You can build a more successful classroom community of readers by reflecting on the following:

- What did you enjoy about Book Club?
- What did you find challenging about Book Club?
- What is one thing that you felt proud of during Book Club?
- What is one way that you could be a better member of Book Club?
- How can you use what you've learned in Book Club during other parts of the day?

Reflection

Assessment

Meet with students individually to do the following:

- Review their assessments, and the work they did during Book Club.
- Set goals.
- Send home the materials from Book Club.

Instructional Overview

Book Club

Bud, Not Buddy
By: Christopher Paul Curtis
Grade Level: 5 / Guided Reading Level: U

Instructional Focus:
Text Structure

Background:
Authors organize texts so that readers will understand the story line or the information. Beginning readers learn to analyze the structure of fiction by identifying characters, settings, problems, solutions, and plots. As readers advance, they gain experience with the basic narrative structure. They also learn to identify nonfiction text structures including description, sequence, cause and effect, compare and contrast, and problem and solution.

With ***Bud, Not Buddy***, students will be guided to discover how nonfiction text structures can be used in fiction.

Instructional Overview:

Meeting #1
Set Expectations for Book Club and Introduce Text Structure

Meeting #2
Characters, Setting, Plot

Meeting #3
Description

Meeting #4
Compare and Contrast

Meeting #5
Cause and Effect

Meeting #6
Sequencing

Meeting #7
Plot: Climax and Resolution

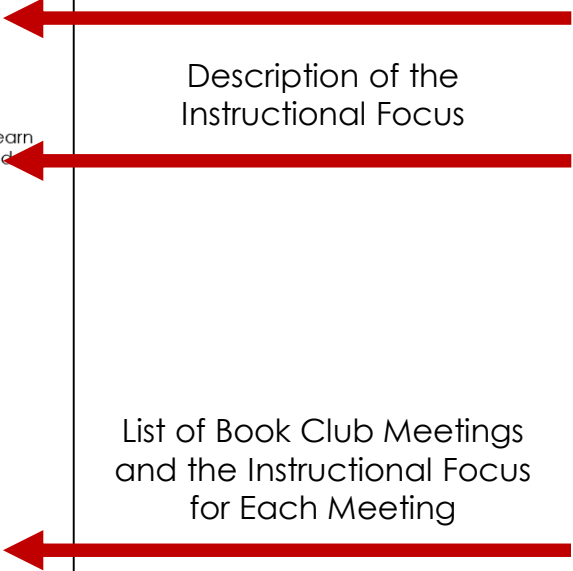
Meeting #8
Reflection

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Instructional Focus

Description of the Instructional Focus

List of Book Club Meetings and the Instructional Focus for Each Meeting



List of Materials and Preparation



Book Club

Bud, Not Buddy
By: Christopher Paul Curtis
Grade Level: 5 / Guided Reading Level: U

Materials and Preparation:

- Determine which students will participate in the *Bud, Not Buddy* Book Club (4-6 students)
- Gather copies of *Bud, Not Buddy* by Christopher Paul Curtis (1 per student)
- Prepare copies of the Book Club Calendar (1 per student)
- Prepare copies of the Expectations for Book Club (1 per student)
- Prepare copies of the Book Club Reading Response Board (1 per student)
- Prepare Reader's Notebooks (1 per student)
 - These may be spiral notebooks or several sheets of lined paper stapled together, or bound in a folder.
- Optional: Prepare Vocabulary Resources (1 set per student)
- Optional: Prepare Student Self-Evaluation Forms (1 per student per meeting)
- Optional: Prepare Assessment Resources (1 set per student)

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Running Record Assessment

Running Record

Title: Bud, Not Buddy

Guided Reading Text Level: T

Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy
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E = Errors SC = Self-Correction M = Meaning
S = Structure/syntax V = Visual

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
1	Here we go again. We were all standing in line waiting for breakfast when one of the caseworkers came in and tap-tapped down the line. Uh-oh, this meant bad news, either they'd found a foster home for somebody or somebody was about to get paddled. All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little firecrackers going off on the wooden floor. Shoot! She stopped at me and said, "Are you Buddy Caldwell?" I said, "It's Bud, not Buddy, ma'am." She put her hand on my shoulder and took				

Analysis and Comments:

Tested By: _____

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Use the first 100 words from the text to
assess oral reading fluency