

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
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:

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:

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. Meddling (page 157) – to become involved in the activities and concerns of other people when your involvement is not wanted

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club
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Characters, Setting, and Plot

Meeting #2 Continued
Kick-off the Book Club Meeting (5-7 minutes)

- 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)

- 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 home. 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 settings were new on these pages? Describe them briefly. Tell how they played into an event in the story."

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Discussion Questions by Chapter

Key Vocabulary by Chapter

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Compare and Contrast

Meeting #4 Continued
Kick-off the Book Club Meeting (5-7 minutes)

- 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)

- 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, include students to compare and contrast the city of Flint, with the area just outside of Owosso, Michigan. Share answers.

Sample Notebook Entry

Bud, Not Buddy
Date: _____
Pages: 88-129

Sample Reader's Notebook Entries

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Cause and Effect

Meeting #5 Continued

- Encourage students to continue noting any causes and effects as they read the rest of the book.
- Ask students to add to their Double T chart for Characters, Settings, and Events.
- Share as time allows.

Take Time to Reflect (2 minutes)

- 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 or can be saved until the last day of Book Club to review student progress across the Book Club.

Wrap Up the Book Club Meeting

- 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.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Text Structure

Meeting #1 Continued
Time to Teach: Introduce Cause and Effect

- Ask the students, what happens if they forget their lunch?
- Possible outcomes: parents has to drive back home and get lunch.

Connecting Cause and Effect to Primary and Secondary Events

- Explain that these two events were caused when Mr. Toll answered highlight glue on the branches of a tree.
- Show students how to label Primary and Secondary effects.
- Write the following on the Cause and Effect Anchor Chart

Cause and Effect

Meeting #3 Continued
Kick-off the Book Club Meeting (5-7 minutes)

- 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: Cause and Effect (7-10 minutes)

- 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, include students to compare and contrast the city of Flint, with the area just outside of Owosso, Michigan. Share answers.

Sequencing

Meeting #4 Continued
Time to Teach: Sequencing

- Explain that these two events were caused when Mr. Toll answered highlight glue on the branches of a tree.
- Show students how to label Primary and Secondary effects.
- Write the following on the Cause and Effect Anchor Chart

Plot: Climax and Resolution

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. Forms will be sent home on the last day of Book Club along with any notes from the teacher.

Reflection

Meeting #5
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 respect, collaboration 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:

- Distribute the **Final assessment** to students.
- Provide students with approximately 15 minutes to complete the assessment.
- Collect assessments and use the included rubric to assess student comprehension.

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.

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8 Text Structure Lesson Plans