

Distinguish Literal from Nonliteral Language Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for Clementine by Sara Pennypacker

4 Part Lesson Plans

Key Vocabulary by Chapter

Discussion Questions by Chapter

Book Club

Clementine
By: Sara Pennypacker
Grade Level: 3 / Guided Reading Level: O

Meeting #4 Continued

Chapter 7 New Vocabulary:

- Excused (pg. 83)- to allow someone to leave
- Resourcefulness (pg. 84)- to be able to deal with difficult situations and solve problems
- Idiosyncrasy (pg. 85)- relating to the mind

Chapter 8 Discussion Questions:

- Why did Clementine pretend she was mad while writing in her journal? Did she get what she wanted? Why or why not?
Answer: Clementine pretended she was mad while writing in her journal so her parents would feel sorry for her, give her gummy worms, and let her watch a video. She didn't get what she wanted because she got into a lot of trouble during the week. (pages 94-96)
- What was Clementine's plan to help the painters? Did her plan work? Why or why not?
Answer: Clementine's plan was to help the painters paint the 7th-floor hallway. Her plan didn't work because she fell off the stilts 29 times. (pages 97-98)
- Why does Clementine ask Mrs. Jacobi to feed the pigeons from the side window? Is this a good idea? Why or why not?
Answer: Clementine asked Mrs. Jacobi to feed the pigeons from the side window so they will not make a mess on the front of the building.
Mrs. Jacobi's answer may vary. It was a good idea because the pigeons flew to the side and Mrs. Jacobi could see them while she was eating. (pages 103-104)

Clementine Book Club | ©BookPage.com

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club

Clementine
By: Sara Pennypacker
Grade Level: 3 / Guided Reading Level: O

Introduce Literal and Nonliteral Language

Sample Anchor Chart

Literal Language	Nonliteral Language
Means what it says	A creative way of saying something
The sun is in the sky.	The sun smiled down on the children playing in the park.

Meeting #1 Continued

Time to Teach: Literal and Nonliteral Language

- Tell students that they will be learning about a special type of language that authors use to make their stories more interesting and memorable. It's called nonliteral language.
- Draw students' attention to the anchor chart. Read the definitions of Literal Language and Figurative Language.
- Share some examples from each:
 - Literal: The sun is in the sky.
 - Nonliteral: The sun smiled down on the children playing in the park.
 - Literal: The cat is sleeping on the windowsill.
 - Nonliteral: The cat's dreams took it on a magical journey while it slept on the windowsill.
 - Literal: The flowers in the garden are colorful.
 - Nonliteral: The garden is a rainbow of colors with its vibrant and dancing flowers.
 - Literal: The book is on the shelf.
 - Nonliteral: The bookshelf was a treasure chest filled with stories waiting to be discovered.
- Explain that when someone says, "The sun smiled down on the children playing in the park", they are not saying the sun is literally smiling because the sun can't smile. Instead, they are using words to help people imagine how happy and warm the children were. Nonliteral language makes words more exciting and fun to read or hear!
- Next, tell students that the word "Clementine" is the main character's name. It is also the name of a fruit that is orange, small, and sweet.
- Explain that Clementine's name matches her personality and the way she looks. Clementine is small, and sweet, and she has orange hair.
- Tell students that "Clementine" is a symbol for the character they meet in the story, which makes the word both literal and nonliteral.

Clementine Book Club | ©BookPage.com

Scheduling and Reader Responsibility

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

© BookPage.com | Book Club Calendar

Reflection and Self-Evaluation

Name: _____

How I Did in Clementine Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try
I read the assignment			
I responded to the text in my reader's notebook			
I prepared something to share with my Book Club			
I had my materials			
I shared my thinking			
I asked someone a question			
I helped on task, listened, and showed respect to others			
I took the time to reflect			
I know when and where I will prepare for the next meeting			

Score: **27** / 27

A Note from Your Teacher: _____

© BookPage.com | Book Club Self-Evaluation

Introduce Literal and Nonliteral Language

Connecting Nonliteral Language and Tone

Using Context Clues to Determine Positive or Negative Tone

Using Nonliteral Language to Infer The Author's Purpose

Changing Literal and Nonliteral Language

Author's Purpose

Model How to Notice the Author's Purpose While Reading

Take Time to Reflect (2 minutes)

Nonliteral Language

Time to Teach: How to Connect Nonliteral Language and Tone (7-10 minutes)

Time to Teach: How to Change Literal and Nonliteral Language (7-10 minutes)

Clementine Book Club | ©BookPage.com

5 Distinguish Literal from Nonliteral Language Lesson Plans