

Here's What You'll Get with the Flora and Ulysses Book Club

Cause and Effect Lesson Plans for 10 Book Club Meetings

4 Part Lesson Plans

Book Club
Flora & Ulysses: The Illuminated Adventures
 By: Kate DiCamillo
 Grade Level: 5 / Guided Reading Level U

Meeting #3
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.

Chapters 9 – 14 Discussion Questions:

1. What caused Ulysses to feel spectacular? (page 26)
2. Why didn't Flora's mother notice the squirrel in her daughter's arms? (page 28)
3. Why does Flora say she doesn't care whether her mother loves her or not? (page 30)
4. Why had Flora's dad changed? (pages 37-38) Use evidence from the text.
5. Why do you think Flora dislikes her mother's lamp? (page 30)

Chapters 9 – 14 New Vocabulary:

1. Illuminating (page 24) – shining light on, making clear
2. Royalty (page 28) – an amount of money that is paid to the original creator of a product, book, or piece of music and on how many copies have been sold
3. Annoying (page 31) – having or showing the annoying quality of people who feel very pleased or satisfied with their abilities, achievements, etc.
4. Embellished (page 37) – written or drawn on a surface so that it can be seen very clearly

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club
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Many Causes, One Effect

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: Many Causes for One Effect (7-10 minutes)

- Discuss causes and effects students noted in chapters 15-21.
- Reread page 54. Discuss William's temporary blindness. Inform students that at times trauma causes mental or emotional problems and sometimes physical responses, such as "blindness".
- Tell students that often there are many possible causes for one effect. For example, ask what might cause someone to arrive late to school (doctor appointment, overslept, car problems, bus was late, couldn't find item, etc.)
- Lead students to realize that in stories, there may be more than one possible cause for one effect. When we see an effect, we need to figure out the cause. The author often gives clues to readers as a story progresses.
- Create a Causes and Effects T-chart (see example). Ask students to suggest possible causes for the result of William's temporary blindness. List causes.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club
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Meeting #5 Continued
Take Time to Reflect (2 minutes)

- Distribute the **Student Self-Evaluation Assessment**.
- Ask students to reflect on the work they did in Book Club.
- Collect the evaluation forms (the 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 **Chapters 30 – 39**.
- 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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Sample Notebook Entry for Cause and Effect

Book Club
Flora & Ulysses: The Illuminated Adventures
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Discussion Questions and New Vocabulary

Sorting Signal Words

Signal Words

Cause	Effect
because	thus
since	so
due to	as a result

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: Signal Words (7-10 minutes)

- Invite students to share the work they did in their notebooks. Ask the students to discuss the causes and effects they noticed in chapters 31 – 60.
- Ask when they used their Cause or Effect Detective skills, or if they notice any signal words.
- Tell students that some of the words signal a cause, and some signal the effect.
- Make a T-chart of Cause and Effect for Signal Words. Ask students to sort signal words. Give simple sentences, if needed. For example, Since I studied my math facts, I did well on my test. Or, I did my weekly chores, so I earned ten dollars.

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Introduce Cause and Effect

One Cause, Many Effects

Questions to Find the Causes

Questions to Find the Effects

Cause and Effect: The Big Picture

Sorting Signal Words

Signal Words

Reflections

Signal Words

Meeting #4 Continued

Take Time to Reflect (2 minutes)

Club Meeting

Reflection

Assessment

Wrap It Up

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Book Club Management Materials

Book Club Calendar

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 Flora and Ulysses ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
Flora and Ulysses

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> • Choose at least one interesting, funny, or confusing part to share with your book club • Mark the part you want to share with a sticky note or write the page number in your notebook • Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> • Try not to interrupt! - wait your turn to share • Use respectful language • Listen carefully 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> • What part of the meeting made you feel good about yourself as a reader? • What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
Flora and Ulysses

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Student Self-Evaluation Rubric

Name: _____

How I Did in Flora and Ulysses Book Club

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

Score
/ 27

A Note from Your Teacher

Book Club
Flora and Ulysses

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if it were a movie!

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

Book Club
Flora and Ulysses

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with 5th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Flora & Ulysses
Book Club Focus Assessment

Causes and Effect

Directions: Use what you know about *Flora & Ulysses* to answer each of the following questions.

Put the following events in the correct sequential order by numbering the events below.

_____ Flora takes the shepherdess lamp to trade for Ulysses

_____ Flora's mother abducts Ulysses

_____ Toofie and William Spiver help Flora look for Ulysses

_____ Flora finds a typed note from Ulysses but knows they are not his words

Which of the following was not an effect caused by Rita, the waitress, sticking her pencil into Ulysses's box?

A Ulysses bit Rita

B Ulysses landed in Rita's hair

C Ulysses screamed

D Ulysses flew in the donut shop

Name the cause that "started it all".

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Focus Assessment for Cause and Effect

Short answer practice

Practice with multiple choice questions

Name: _____

Score: _____

Flora & Ulysses
CCSS Assessment

Directions: Use what you know about *Flora & Ulysses* to answer each of the following questions.

In *Flora & Ulysses: The Illuminated Adventures*, the author, Kate DiCamillo says it is a story about how "we are all working to find our way home". What do you think she meant?

Which of the following themes was not part of *Flora & Ulysses: The Illuminated Adventures*?

A Friendship

B Family bonds

C Helping others

D Patriotism

List two ways Ulysses and the Mighty Incandesto are alike and two ways they are different.

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPagez.com

Complete Common Core Assessment

One essential question for each of the 5th grade Reading Literature standards

Answer Key

Flora & Ulysses
CCSS Assessment

Directions: Use what you know about *Flora & Ulysses* to answer each of the following questions.

Flora insists she is a cynic. Which of the following supports her view of herself as a cynic?

A Flora believes Ulysses is a super hero.

B Flora believes her mother loves a lamp more than her.

C Flora believes her dad will help her save Ulysses.

D Flora asks William Spiver to help her find Ulysses.

Sequence five main events of the story.

First, _____ a squirrel is vacuumed up.

Next, _____ Flora discovers Ulysses has super powers.

Then, _____ Flora's mother tries to get rid of Ulysses.

After that, _____ different characters try to save Ulysses.

Finally, _____ everyone comes together for a happy ending when Flora realizes her mother loves her.

We can tell *Flora & Ulysses: The Illuminated Adventures* is told from a third person narrative perspective because....

A The narrator is a central character telling the story using "I" and "me".

B The narrator uses the word "you" a lot.

C The narrator is not involved in the story and uses "he", "she", and "they" to explain what is happening.

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPagez.com

Answer Keys

Rubric with optional Common Core Alignment

Cause and Effect Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Cause and Effect	Was not able to explain cause and effect in a part of the text.	Is able to explain cause and effect in a part of the text.	Is able to explain cause and effect in a part of the text.	Is able to explain cause and effect in a part of the text.

Student is less than secure, he or she needs to work on the following:

- Identifying causes and effects
- Using graphic organizers to show causes and effects
- Identifying signal words for causes and effects
- Using questions to find causes and effects

Book Club
Flora and Ulysses

CCSS:ELA-LITERACY:RI.5.5 Flora & Ulysses Book Club | @BookPagez.com

Running Record

Title: *Flora & Ulysses: The Illuminated Adventures* Guided Reading Test Level: U 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) _____

Page	Easy		Instructional		Hard		COUNT	INFORMATION USED
	95% - 100% Accuracy	90% - 94% Accuracy	85% - 89% Accuracy	80% - 84% Accuracy	E	SC		
5								

Analysis and Comments:

Tested By: _____ @BookPagez.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
Flora & Ulysses Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Flora & Ulysses" correlate with the following English Language Arts Common Core State Standards for 8th grade.

Book Club Lesson Plan and Resources

Reading: Literature

RL.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.2 – Determine a theme or central idea of a story, drama, or poem from details in the text, including how characters in a story or drama react to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.3 – Compare and contrast two or more characters, settings, or events in a story or drama; drawing on specific details in the text (e.g., how characters interact).

RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5 – Analyze how a text uses a variety of techniques, such as the order and structure of a particular story, drama, or poem.

RL.6 – Analyze how a narrator or speaker's point of view influences how events are described.

RL.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.8 – Compare and contrast stories in the same genre (e.g., myths and adventure stories) or tell approaches to similar themes and topics.

RL.9-10 – In the final year of high school, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading: Foundational Skills

RF.3 – Show and apply grade-level phonics and word analysis skills in decoding words.

RF.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing

W.1 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.7 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

SL.8 – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.10 – Follow agreed-upon rules for discussions and carry out assigned roles.

SL.10 – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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Book Club Common Core Alignment

Common Core State Standards Correlation
Flora & Ulysses Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Flora & Ulysses" correlate with the following English Language Arts Common Core State Standards for 8th grade.

Vocabulary Lesson Plan and Resources

Language

L.4 – Use context (e.g., illustrations, relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6 – Acquire and use accurately, grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

Book Club
Flora and Ulysses

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanezca en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? <input type="checkbox"/> Registre su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Flora and Ulysses Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Pude hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión del Club de Libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión del Club de Libro
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				

Nota: _____ Una nota de tu maestro

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escriba sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p>	<p>Elja dos configuraciones del texto. Explique por qué cada uno es importante para la historia.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p>
<p>¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p>	<p>Escriba sobre las nuevas palabras que leíste. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>	<p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p>
<p>Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p>	<p>Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p>	<p>Escriba sobre las cosas que un lector necesita saber para entender el texto.</p>	<p>Elige una escena del libro. ¿Día cómo sería diferente si se convirtiera en una película?</p>
<p>Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Da un ejemplo de una frase interesante que leas hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p>Escribe un resumen del texto que leíste hoy.</p>

Direcciones: Elja una de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, cópiala en el recuadro de la tabla de arriba.

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with 5th Grade Common Core Alignment