

Main Idea and Supporting Details Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for Frindle by Andrew Clements

4 Part Lesson Plans

Book Club *Frindle*
By: Andrew Clements
Grade Level: 4 / Guided Reading Level: R

Discussion Questions and New Vocabulary

Meeting #2
A Note About the Discussion Questions and Vocabulary
The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.

You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, picture clues). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

Chapter 1 (Nick) Discussion Questions:
1. How do you suppose happened to Nick's third grade teacher when the principal caught her teaching kids to hula dance?

Chapter 1 (Nick) New Vocabulary:
1. Fine (pg. 2) – made up of very small pieces
2. High-Pitched (pg. 5) – making a high sound

Chapter 2 (Mrs. Granger) Discussion Questions:
1. Have you ever met an adult who can turn their eyes on full power? What does it make you feel like when they turn their eyes on full power and look at you?
2. Do you like Mrs. Granger so far? Why or why not?

Chapter 2 (Mrs. Granger) New Vocabulary:
1. Mope (pg. 6) – complete control or ownership of
2. Reputation (pg. 6) – a common opinion that people have of someone or something
3. Worshipped (pg. 8) – to love or honor something very much

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Determine the Main Idea with Evidence from the Text

Meeting #3 Continued
Time to Teach: Determine the Main Idea with Evidence from the Text (7-10 minutes)

- Invites students to share their thoughts about the main ideas for chapter 6.
- Write the main ideas that students mention on the board or a piece of chart paper. (refer to Sample Chart Paper)
- Next ask students to work together to list supporting details for each main idea.
 - Explain that supporting details are events or specific ideas in the text that are connected to the main idea.
 - Explain that the supporting details are evidence from the text that prove your main idea.
- Underline the most important supporting details (refer to Sample Chart Paper).
- Work together to determine a big main idea for Chapter 6 based on the chart paper (refer to the Sample Chart Paper).

Sample Chart Paper (Ch. 6)	
Main Idea	Supporting Details
The Frindle	1. Words mean what you say they mean. 2. It was a really mean movie, then Frindle said, "mean, too." 3. Frindle can be black or blue.
Nick's Big Plan	1. Nick thinks of calling some Frindles on his way home. 2. Nick goes to the store to ask for a Frindle. 3. Nick gets his Frindle to call some Frindles.
Making Up Words	1. Nick thinks of other words he made up. 2. Nick makes up the word "Frindle". 3. Nick starts to make other people use the made-up word.

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Introduce Main Idea and Supporting Details

Meeting #1 Continued
Time to Teach: Identify the Main Idea and Supporting Details

- Read the first page aloud while the students follow along.
- Upon completing the first page, draw students' attention to the story elements that were revealed on the first page.
- Ask the students to discuss what they know about the book so far.
- Invite students to read the rest of the first chapter.
- When all of the students have finished reading, discuss the main idea of the chapter (Sample Response: Nick is a pretty extraordinary kid).
- Next ask the students to identify three details from the chapter that support the main idea (Refer to the Sample Notebook Entry for sample answers).

Model How to Track Main Ideas and Supporting Details in a Reader's Notebook

- Model how to keep track of Main Ideas and Supporting Details in a reader's notebook.
 - Open your notebook.
 - Write the date, book title, and chapter.
 - Write the Main Idea.
 - Write three of the supporting details that were identified by the students.
 - Allow students to copy the work you did as a group into their reader's notebooks.
 - Monitor students as they work to ensure that they understand how to write about their reading.

Sample Notebook Entry	
Date	Page
Frindle	2/27
Chapter 1	
Main Idea: Nick is a pretty extraordinary kid.	
Supporting Details:	
1. He planned a beach party in his classroom and got away without.	
2. He knows how to make "zoo" sounds without getting caught.	
3. He is a leader.	

Sample Reader's Notebook Entries

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Main Ideas and Author's Purpose

Meeting #5 Continued
Time to Teach: Thinking About the Author's Purpose and the Main Idea (7-10 minutes)

- Invite students to share their thinking about the main ideas of chapters 10 - 12.
- Ask students to think about the author's purpose.
 - Remind students that authors always have a reason for writing (to be persuasive, to inform, or to entertain).
 - Identify the author's purpose.
 - Challenge students to find details that support the connection between the author's purpose and the main ideas.
- Explain that in addition to a purpose, many authors also have a message to share.
 - Discuss the messages in the book.
 - Challenge students to find details that support the connection between the author's messages and the main ideas.

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.
- 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 13-15.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Main Idea and Supporting Details

Tracking Main Idea and Supporting Details

Determine the Main Idea

Noticing Supporting Details

Main Ideas and the Author's Purpose

Identifying The Main Idea of a Text

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

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