

Instructional Overview

Book Club

Sarah, Plain and Tall
By: Patricia MacLachlan
Grade Level: 4 / Guided Reading Level: R

Instructional Focus:

Tracking Characters

Background:

As students begin to read chapter books, the comprehension strategies they use should become more sophisticated. Stories revolve around characters, so deep comprehension depends on the readers' ability to keep track of characters, character traits, character relationships and the ways in which characters impact the story.

Instructional Overview:

Meeting #1

Set Expectations for Book Club and Introduce Character Tracking

Meeting #2 (Chapters 2-3)

Keeping Track of Characters and Inferring Character Traits

Meeting #3 (Chapters 4-5)

Tracking Primary vs. Secondary Characters

Meeting #4 (Chapters 6-7)

Keeping Track of New Characters

Meeting #5 (Chapters 8-9)

Keeping Track of Characters Across Longer Texts

Instructional Focus

Description of the Instructional Focus

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

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Book Club

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Materials and Preparation:

- Determine which students will participate in the *Sarah, Plain and Tall* Book Club (4-6 students)
- Gather copies of *Sarah, Plain and Tall* by Patricia MacLachlan (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)

List of Materials and Preparation

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