

Tracking Characters Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for Sarah, Plain and Tall by Patricia MacLachlan

4 Part Lesson Plans

Book Club
Sarah, Plain and Tall
 By: Patricia MacLachlan
 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 2 Discussion Questions:

1. How can you infer about Sarah based on her letter to Caleb?
2. What can you infer about Sarah based on her letter to Caleb?
3. Why does Sarah want Papa to tell Caleb and Anna that she sings? Why is that important?

Chapter 2 New Vocabulary:

1. Pesky (pg. 12) – annoying or irritating
2. Pitchfork (pg. 14) – a tool used for lifting hay
3. Stall (pg. 14) – an enclosed area in a building where a farm animal (such as a horse or cow) is kept
4. Bonnet (pg. 15) – a hat that lies under the chin

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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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Tracking Characters with Inferring

Meeting #2 Continued
Time to Teach: Making Inferences to Track Characters (7-10 minutes)

- Discuss the new character that was introduced in chapters 2 and 3 (Sarah).
- Draw students' attention to pages 11 – 12.
 - Reread Sarah's letter to Anna:

Dear Anna,
Yes, I can braid hair and I can make stew and bake bread, though I prefer to build bookshelves and paint. My favorite colors are the colors of the sea, blue and gray and green, depending on the weather. My brother William is a fisherman, and that when he is in the middle of a fog-bomb, the sea the water is a color for which there is no name. He catches flounder and sea bass and bluefish. Sometimes he sees whales. And birds, too, of course. I am enclosing a book of sea birds so you will see what William and I see every day.

Very truly yours,
 Sarah Elisabeth Wheaton

- Ask the students to identify things they know about Sarah from reading the letter.
- Talk about making inferences using clues from the text:
 - For example, Sarah writes a lot about the sea, therefore, the sea must be important to Sarah.
- Ask students what they can infer about Sarah when she explains that she would rather build bookshelves and paint than braid hair and bake bread.
- Begin to discuss the things that were learned about Anna, Caleb, and Papa in chapters 2-3.

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Tracking Characters with Inferring

Meeting #2 Continued
Time to Teach (continued)

- Draw students' attention to page 16.
 - Ask the students what they can infer about Papa from the following passage:
"Papa got up early for the long day's trip to the train and back. He brushed his hair so slick and shiny that Caleb laughed. He wore a clean blue shirt, and..."
- Prompt the students to add Sarah to their list of characters along with the information they can infer about each of the other characters in their Reader's Notebooks (refer to the Sample Notebook page).
- Allow students to set up their notebook following your example.

Take Time to Reflect (2 minutes)

- Distribute the **Student Self Evaluation Assessment**.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- 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 4-5**.
- Determine as a group when the Book Club should meet again.
- Monitor students as they record the assigned reading in their Book Club Calendar.

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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Tracking Characters

Tracking Primary vs. Secondary Characters

Inferring Character Traits

Tracking New Characters

Tracking Characters Across Longer Text

Discussion Questions and New Vocabulary

Chapter 8 Discussion Questions:

1. Why do you think it is important to Sarah that she learns to ride a horse and drive a wagon?
2. Why does Sarah correct Papa when she says "We write the roof"?
3. Do you think Sarah will stay? Why or why not?

Chapter 8 New Vocabulary:

1. By (pg. 54) – clever
2. Squall (pg. 47) – a sudden violent wind, often with rain or snow
3. Pungent (pg. 57) – a strong, sharp taste or smell

Chapter 9 Discussion Questions:

1. Do you think that Papa was worried that Sarah wouldn't come back?
2. Why is Sarah so important to Anna and Caleb?
3. Why do you think Sarah decided to stay?

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5 Tracking Characters Lesson Plans