

Figurative Language Lesson Plans for 7 Book Club Meetings

The following preview shows all of the Book Club Meetings for The BFG by Roald Dahl

4 Part Lesson Plans

Discussion Questions by Chapter

Book Club
The BFG
By: Roald Dahl
Grade Level: 5 / Guided Reading Level: U

Meeting #5 Continued
Chapter 14 (Dreams) Discussion Questions:

1. What have you learned about the BFG in this chapter?
2. Which of the dreams in the BFG's jars do you like most?
3. Can you think of any way that Sophie and the BFG might stop the giants from eating people?

Chapter 14 (Dreams) New Vocabulary:

1. Overcome (page 98) – to affect someone or something very strongly
2. Laborious (page 100) – requiring a lot of time and effort
3. Mystical (page 108) – having a spiritual meaning that is difficult to see or understand

Chapter 15 (The Great Plan) Discussion Questions:

1. Describe Sophie's plan.
2. Do you think Sophie's plan will work? Why or why not?
3. What message is the author trying to share in this chapter?

Chapter 15 (The Great Plan) New Vocabulary:

1. Brutes (page 116) – cruel, rough, or violent people (or giants)
2. Shelf (page 122) – a shelf at the bottom of a window frame
3. Starved (page 124) – very hungry

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Guided Reading Level

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Metaphors and Similes

Meeting #2 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 chapters or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Tracking Metaphors and Similes (7-10 minutes)

- Provide each student with a copy of the Figurative Language Practice Page
- Review the handout as a group
 - Focus on metaphors and similes
- Draw students' attention to page 22. Read the following aloud to students:
 - "bits of pale gold were flying among delicate frosty-white flakes of cloud, and over to one side the rim of the morning sun was coming up as red as blood."
- Ask the students to determine which type of figurative language is being used in the sentence.
- Discuss the phrase "red as blood":
 - Explain that it is a metaphor. The words do not mean that the sun was bloody.

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Metaphors and Similes

Sample Notebook Entry

The BFG	2/21
Chapter 4	
Figurative Language	Examples from the BFG
Metaphor	page 22 – red as blood

Meeting #2 Continued

- Model how to keep track of figurative language while reading:
 - Open your notebook and model how to properly head your page and divide your paper into two columns.
 - Label the first column "Figurative Language".
 - Label the second column "Examples from The BFG".
 - Write "Metaphor" in the first column.
 - Write "Page 22 – Red as blood" in the second column.
 - Allow students to set up their notebook following your example.
- Read the rest of page 22 together. Discuss any additional figures of speech and add them to the notebooks.
 - Dead trees stood everywhere like skeletons
 - Dawn was breaking
 - It was as big as a house
 - Rolled the stone to one side as if it had been a football
- Tell students that in addition to responding to their reading, they should continue to track of the figurative language while reading.

Take Time to Reflect (2 minutes)

- Distribute the Student Self-Evaluation Assessments.
- Ask students to reflect on the work they are 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 students' progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students to independently read Chapters 5 – 8.
- 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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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Figurative Language

Meeting #1
Introduce the Book and Set Expectations

Hyperboles

Meeting #2 Continued

Metaphors and Similes

Meeting #2 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.
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- Discuss the phrase "red as blood":
 - Explain that it is a metaphor. The words do not mean that the sun was bloody.

Onomatopoeias

Meeting #4 Continued

- Draw students' attention to page 66. Read the following aloud to students:
 - "I do you deep?" Sophie asked.
 - "Yes," the BFG answered. "It is sleeping only once per billion years."
- Ask students to explain what "it" means.
- Discuss "it" as an idiom.
- Invite students to find additional examples of the idiom.
- Examples to the two columns list in the reader's notebook.
- Discuss the difference between British English and American English. How does the use of British English compare to American English?
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- Discuss the difference between British English and American English. How does the use of British English compare to American English?

Idioms

Time to Teach: Idioms (7-10 minutes)

- Provide each student with a copy of the Figurative Language Practice Page
- Review the handout as a group
 - Focus on Idioms
- Draw students' attention to page 88. Read the following aloud to students:
 - "The King of Arabia sent them a camel each. The King of Iberia sent them a banana each. Wellington sent them one hundred point of wiles each. Francisco sent them one hundred dollars. The King of Sweden sent them a barrel of sweet and sour pickles."
- Ask the students to discuss what the gifts are symbolic of.
- Discuss symbols.
- Challenge the students to find additional examples of symbols in the chapter.
- Add the examples to the two columns list in the reader's notebook.
- Optional: Discuss the words noting figurative language while reading can improve comprehension.

Personification

Time to Teach: Personification (7-10 minutes)

- Provide each student with a copy of the Figurative Language Practice Page
- Review the handout as a group
 - Focus on Personification
- Draw students' attention to page 205. Read the following aloud to students:
 - "For instance, if I could blow, if I could blow, if I could blow, then the great, fat, and screaming wind would be blowing through the trees."
- Ask the students to discuss what the wind is symbolic of.
- Discuss symbols.
- Challenge the students to find additional examples of personification in the chapter.
- Add the examples to the two columns list in the reader's notebook.
- Optional: Discuss the words noting figurative language while reading can improve comprehension.

Symbolism

Time to Teach: Symbolism (7-10 minutes)

- Provide each student with a copy of the Figurative Language Practice Page
- Review the handout as a group
 - Focus on Symbolism
- Draw students' attention to page 205. Read the following aloud to students:
 - "For instance, if I could blow, if I could blow, if I could blow, then the great, fat, and screaming wind would be blowing through the trees."
- Ask the students to discuss what the wind is symbolic of.
- Discuss symbols.
- Challenge the students to find additional examples of symbolism in the chapter.
- Add the examples to the two columns list in the reader's notebook.
- Optional: Discuss the words noting figurative language while reading can improve comprehension.

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