

# Stepping Off the Page Book Club Teaching Plan

## SESSION 1

### INTRODUCING THE THEME

**Time:** 40 minutes

**Materials:** ● chart paper and markers or interactive whiteboard

#### **Activate Background Knowledge About the Theme**

- Place the heading “Fictional Characters in Stories We Read” on chart paper or an interactive whiteboard. Ask students to read the heading with you and then turn to a partner to discuss a character in a story they have read or one that has been read to them.

*Think of a story that you have been reading or that has been read to you. Tell your partner which character most interested you in that story? Why did that character stand out?*

- Share ideas from students.
- Chart some of the characters discussed and why those characters stood out for the students. You may wish to use the following headings and then categorize the reasons students give, e.g.:

*Characters in stories help us understand a story. What characters did you talk about with your partner and why did that character stand out or interest you in the story?*

Character	Why Character Stood Out	Category of Reasons
		<ul style="list-style-type: none"> <li>- character’s actions</li> <li>- character’s likes and dislikes</li> <li>- character’s thoughts</li> <li>- character traits</li> </ul>

#### **Set the Purpose for the Theme**

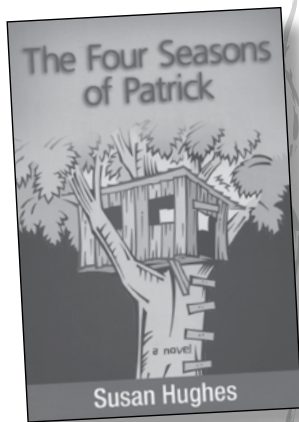
- Explain to students that they will be listening to and reading books about characters from whom they can learn and who add something to a story.
- Show students the Read Aloud, the Shared Reading, and the book club texts, and hold each one up as you introduce it.

*You’ll be listening to and reading books about characters who add to a story. We’ll explore what we may learn from characters through their actions, thoughts, feelings, and character traits.*

*I’ll be reading this book to you and you’ll read this how-to guide in partners. Then you’ll be in a book club where you read one of these books on your own and talk with other students in your group. All the books will have characters who stand out for some reason, who add something to the story, and from whom we can learn something.*

## SESSION 2

# USING THE READ ALOUD *THE FOUR SEASONS OF PATRICK*



Written by Susan Hughes

**Text Type:** Fiction: Narrative—Realistic Story

**Summary:** This chapter book is divided into sections by the seasons. Each season provides a look at the main character, Patrick, and the changes that are taking place in his life and thoughts. The book demonstrates the effective use of characters to make a great story by using the characters' thoughts, motivations, character traits, and actions.

**Time:** four 40-minute lessons

- Materials:**
- *The Four Seasons of Patrick*
  - Character Chart (see page 11)
  - chart paper and marker or interactive whiteboard
  - Before Reading spinner prompts
  - During Reading spinner prompts
  - After Reading spinner prompts
  - sentence strip and marker

**Grouping:** whole class, partners, and small groups

## FIRST READ ALOUD LESSON

### BEFORE READING

#### **Introduce the Framing Question**

- Review the character chart from yesterday and discuss what stood out about each character.
- Record the question on a sentence strip and place it on chart paper. Explain to the class that they should keep that question in mind when you read them *The Four Seasons of Patrick*.
- Ask students to think about the character they had discussed with a partner yesterday and reviewed today.

*Yesterday we talked about some of the fictional characters you have read in stories and why that character stood out or interested you. We're going to ask ourselves an important question when we listen to and read our books. The question is: "What can we learn from fictional characters?"*

*What can we learn from that character? Talk to a partner and tell him or her what you learned from that character.*

**Note:** It's not necessary to explore the question in detail but to start some conversation about it. You may wish to add a column to the character chart to chart some of their thoughts on what they have learned from their character.

### **Activate Background Knowledge and Model the Use of the Before Reading Prompts**

- Hold up the front cover of *The Four Seasons of Patrick*, read the title and the author's name, and explain that you are going to read a story to the class about a year in the life of a boy and his family. Show students the Before Reading spinner and explain that each section of the spinner has a question on it.
- Spin the spinner or have a student spin it and think out loud as you read the question and respond to it.

*Before I start reading, we're going to look at the front and back covers and the section headings for the chapters. We'll be using the spinner to give us a question to think about the characters, the setting, and the plot.*

*The spinner stopped on "What questions do you have before reading the book?" Well, I see a tree house in a tree with green leaves. Because the title of the book says four seasons, I want to know what will happen in the other three seasons to the tree house. Will the tree house be important? What questions do you have?*

### **Practise Discussion Using the Before Reading Prompts**

- Spin the spinner again, read the question aloud, and ask students to discuss it with a partner. Repeat until you have covered all of the prompts. If students struggle, then go back to modelling one or two responses, always providing reasons for your statements.
- Share ideas as a class.

### **Set a Purpose for Listening**

- Ask students to listen carefully as you read aloud to find out about the main character and what we might learn from him.

*As I read *The Four Seasons of Patrick*, I want you to listen to find out what is happening in Patrick's life, what he is telling us, and what we can learn from what he does and says.*

## **DURING READING**

### **Focus on Comprehension**

Build in pause points to model thinking aloud, or to discuss challenges and points of interest. You can flag pause points with sticky notes when you pre-read the book.

### **Pause Points**

- Read the text aloud in an expressive voice. Pause periodically to allow time for discussion using one of the During Reading spinner questions.
- Explain that when students use a prompt they should respond themselves and then invite others to give their opinions.

- Model the use of the During Reading prompts. Stop reading at the end of page 12, spin the spinner, and think aloud.
- Discuss vocabulary and ideas that may be challenging, for example:
  - Page 7: *tradition*
  - Page 8: “My chest felt tight.”
  - Page 10: *Abominable snowmen*
  - Page 11: *outer-space alien*
  - Page 14: “The tree branches stretched like bony skeletons...”
  - Page 19: “Suddenly, it was too crowded inside.”
  - Page 21: “...the story connected me to Mom and to Dad and Trevor.”

*I have spun, “Are your questions being answered? Do you have new questions?” Well, I thought that the story would take place in a tree house, so I wonder what the picture on the cover is all about. This part is happening in winter so maybe Patrick and Harry will find the tree house now. Are there questions that you have about the story? Are they being answered?*

### **Encourage Small-Group Discussion Using the During Reading Prompts**

- Explain to students that you have finished the winter season of Patrick, and you want them to have time to talk about the story so far. Explain that because the book is not finished we will be using the During prompts for discussion.

*I have spun to the question “Are your questions being answered? Do you have new questions?” again. I do have a new question about Patrick and why he said “no” to Claire and why he seems to dislike her. What new questions do you have?*

- Organize students into groups of four and ask them to take turns spinning the spinner, answering the question, and then inviting others to answer the question. Move around the groups, troubleshooting and encouraging students to give reasons for their answers, to listen carefully to others, and to invite others to give their answers to the questions.

### **Revisit the Purpose for Listening**

- Conclude the lesson by asking students to turn and talk to a group member about the main character and what we have learned from him. Share ideas as a class.
- Start a chart of the ideas students discussed about Patrick and what he said/did that gave them insight into his character. You may wish to use the following chart to plot students’ ideas, and continue to add to it each session:

Character Chart			
Character's Name	Say/Actions/Thoughts	Page	Learn
Patrick	<ul style="list-style-type: none"> <li>excited to see winter arrive</li> <li>tradition with friend</li> <li>reaction to Linda and Claire coming for dinner</li> <li>says "no" to Claire</li> <li>telling Harry about Mom's star</li> </ul>	Winter, 7	<ul style="list-style-type: none"> <li>likes outdoor activities</li> <li>traditions are important</li> <li>change can be difficult</li> <li>need to be connected to family</li> </ul>
		8	
		20	
		20–21	
		Spring	
		Summer	
		Autumn	

- You may wish to plot several of the characters in the book to provide a perspective of and learning from different people. If so, then create a similar chart for the other characters you choose, e.g.:

Character Chart			
Character's Name	Say/Actions/Thoughts	Page	Learn
Dad	<ul style="list-style-type: none"> <li>Dad said with a grin</li> <li>gave explanations for dinner guests in terms of Patrick's friend Harry</li> </ul>	Winter, 8	<ul style="list-style-type: none"> <li>positive person</li> <li>willing to give an example in terms that Patrick could understand</li> </ul>
		Spring	
		Summer	
		Autumn	

# SESSION 3

## SECOND READ ALOUD LESSON

### DURING READING (continued)

#### **Reflect on Discussion**

- Ask students to reflect on the discussions they had in their groups.
- Collect ideas from students and problem solve if necessary. Comment on one good thing and one area for improvement that you observed. Tell students that they will be discussing the story in small groups after they have heard the next season in the story.

*Tell me what you learned about talking in a group yesterday. What was good about your discussions? What do you think you could do better?*

#### **Focus on the Text: Retelling**

- Ask students to take turns retelling *Winter* from Patrick's point of view. Then choose another character and have students retell the main points about that character.

#### **Set a Purpose for Listening**

- Link the story to one of the prompts used in yesterday's discussion, for example, "Are your questions being answered? Do you have new questions?"
- Ask students to think about Patrick and what we have learned about him so far.

*You had some questions yesterday. Let's see if you can answer them today. Remind us of a question you had. Do you think you will find the answer to it today?*

*We have learned about how Patrick is feeling and some of his concerns or problems. Let's listen today to see if Patrick finds any solutions to his problems.*

#### **Read**

- Read the three chapters of "Spring."

#### **Pause Points**

Continue to build in pause points and to flag them with sticky notes when you pre-read the book.

- Discuss and explain vocabulary as needed, for example:
  - Page 26: *mantle* and *nacre*
  - Page 27: *irritating particle*
  - Page 29: *millipedes*
  - Page 30: "raised a lazy eyebrow at us"
  - Page 37: "blew grass between our fingers"
- Pause to discuss key points:
  - Pages 34–35: Patrick's behaviour to classmates
  - Page 36: Patrick's ideas to solve his problem

*What is the author telling us about Patrick?*

*Do Patrick's ideas remind you of anything? (Run away, get adopted, move into Linda and Claire's house, live with Harry) What?*

- Page 39: Think aloud about analyzing and synthesizing.

*Now I think I get it. I wondered about Ms. Dean's discussion in Science and what that was going to have to do with Patrick. Now I see that he has taken that information about the oyster and the pearl and his pearl is going to be the tree house, his way of protection from the thought of Claire moving in with the family. Sometimes you need to reflect back to make sense of the story.*

### **Revisit the Purpose for Listening**

- Ask students about Patrick's problem and his solutions for the problem.

*Today you were listening to see if Patrick found any solutions to his problems. What did you learn?*

### **Model Using a During Reading Prompt**

- Spin the prompt spinner and answer the question, for example, "What does the author tell you about the setting?" Think aloud as you model your response.

*At the beginning of "Spring," we were in the classroom on a very rainy day, but the classroom was not described. As the day progressed and the rain stopped, Patrick was riding his bike. Here the author did describe the mud and slick roads. As Patrick and Harry were exploring the woods, I could see the setting of the trees, the fields, and the rocks as they played in the woods. What do you remember about the setting in "Spring"? What did you think and feel about the setting?*

### **Encourage Small-Group Discussion Using the During Reading Prompts**

- Ask students to discuss this section of the story in groups of four. Remind students about the good strategies they used in the last discussion and their goals for improvement. Each student in the group takes a turn to spin the spinner, give an answer and a reason, and invite others to answer the question. Move around the groups to observe. Focus on helping students to piggyback on other people's ideas, for example, "Charlotte said... and I think..."
- Remind students they need to give reasons for their opinion, and that they should add an invitation to other group members to offer their own thoughts.
- Share ideas as a class, using the prompts as a starting point.
- Add to the Character Chart, focusing on what we can learn from the character(s).

## **SESSION 4**

### **THIRD READ ALOUD LESSON**

### **DURING READING (continued)**

#### **Reflect on Discussion**

- Ask students to reflect on the discussions they had in their groups yesterday.

*Tell me what you learned about talking in a group yesterday. What was good about your discussions? What do you think you could do better? How was this session in groups better than the first day?*

- Collect ideas from students and problem solve if necessary. Comment on one good thing and one area for improvement that you observed. Tell students that they will be discussing the story in small groups again.

### **Focus on the Text: Retelling and Focusing on a Character**

- Ask students to take turns retelling “Spring” from Patrick’s point of view. Then choose another character and have students retell the main traits about that person.
- Ask students about the experiences of some of the characters.

*As we look at the characters in the story, we sometimes see them as having similar characteristics to ourselves, or we might find them completely different from ourselves. Think about one of the characters and discuss how that character is similar or different from you. Share your thoughts with a partner.*

### **Set a Purpose for Listening**

- Link the story to one of the prompts used in yesterday’s discussion. Ask students to think about Patrick and what they have learned about him so far and what they think will happen next.

*We have learned about how Patrick is feeling and some of his concerns or problems. Let’s listen to see if what you think might happen does happen.*

### **Read**

- Read the three chapters of “Summer.”

### **Pause Points**

Continue to build in pause points and to flag them with sticky notes when you pre-read the book.

- Discuss and explain vocabulary as needed, for example:
  - Page 43: “pyramid of tin cans”
  - Page 45: “too many branches spiraling around the trunk”
  - Page 46: “doing the chicken-wing flap”
  - Page 47: *homestead*
  - Page 48: *cattails*
  - Page 50: “Your wish is my command.”

- Pause to discuss key points:
  - Pages 56–57: Patrick banging the tree trunk with his stick

*What is the author telling us about Patrick and how he is feeling?*

- Page 60: “Wap! Wap! Wap!”  
Think aloud about self-monitoring and inferring.

*This is the second time there is reference to Patrick hitting the branches or trees with a stick. I think that he is taking out his frustration on the trees. I wonder how Claire and Harry are feeling. What do you think?*



### **Revisit the Purpose for Listening**

- Ask students about Patrick’s problem, his solutions to the problem, and what they thought might happen next.

*As summer was passing and Patrick built his tree house, did his problems get solved? What did you think might happen? Did it? Do you need to think about this again?*

### **Encourage Small-Group Discussion Using the During Reading Prompts**

- Ask students to discuss this section of the story in groups of four. Remind students about the good strategies they used in the last discussion and their goals for improvement. Each student in the group takes a turn to spin the spinner, give an answer and a reason, and invite others to answer the question. Move around the groups to observe. Help students to listen carefully, look at the speaker who is talking, and rephrase to check meaning, for example, “I noticed that Sophie was looking at Henry while he was explaining and then asked him if what he said was...”
- Remind students they need to give reasons for their opinion, and that they should add an invitation to other group members to offer their own thoughts.
- Share ideas as a class, using the prompts as a starting point.
- Add to the Character Chart, focusing on what we can learn from the character(s).

## **SESSION 5**

### **FOURTH READ ALOUD LESSON**

#### **DURING READING (continued)**

##### **Reflect on Discussion**

- Ask students to reflect on the discussions they had in their groups yesterday.
- Collect ideas from students and problem solve if necessary. Comment on one good thing and one area for improvement that you observed. Tell students that they will be discussing the story in small groups again after they have listened to the last season in the story.

*Tell me what you learned from talking in your group yesterday. What was good about your discussions? What do you think you could do better? How was this session in groups better than the first two days?*

##### **Focus on the Text: Retelling and Connecting to a Character**

- Ask students to take turns retelling “Summer” from Patrick’s point of view. Then choose another character and have students tell the main character traits of that person.
- Ask students about their connection to any of the characters. Have students first work in pairs and then have a whole-class discussion of some points brought forth.

*Is there any character that you are connecting with or feeling strongly about right now? How does making an emotional connection with that character affect your understanding or enjoyment of the story?*

### **Set a Purpose for Listening**

- Link the story to one of the prompts used in yesterday’s discussion, for example, “What does the author tell you about the characters?”
- Ask students to think about Patrick and what they have learned about him so far.

*We know that Patrick is upset about Claire and Linda moving in, and he wants nothing to do with Claire. We wondered if he might resolve how he is feeling about Claire.*

*We have learned about how Patrick is feeling and wonder how he will get around his problem. Let’s listen today to see if he does solve his problem of Claire and Linda coming into his home, and if so, how.*

### **Read**

- Read the three chapters of “Autumn.”

### **Pause Points**

Continue to build in pause points and to flag them with sticky notes when you pre-read the book.

- Pause to discuss key points:  
- Page 68: “Patrick’s Tree House”

*What is the author telling us about Claire when she gave her picture this title?*

- Page 71: “She was going home! I could see the idea sparkling in her eyes.”

*What is Patrick thinking here? What is happening? What do you think Patrick is going to do?*

## **AFTER READING**

### **Revisit the Purpose for Listening**

- Ask students about Patrick’s problem and his solution to the problem.

*As autumn arrived and the household took on new members, how did Patrick solve his problem? What realization did Patrick come to, and what did he do to change his thinking and life in his family?*

### **Model Using an After Reading Prompt**

- Model the use of an After Reading spinner prompt, if needed. Spin the prompt spinner and answer the question, for example, “Are you left with any questions?” Think aloud as you model your response.

*At the conclusion of the “Autumn” section, I am wondering what will happen. Will Patrick’s change be lasting, or will he still have problems adjusting to his new family? What do you think?*

### **Encourage Small-Group Discussion Using the After Reading Prompts**

- Ask students to discuss this section of the story in groups of four using good strategies for discussing. Students in the group take turns to spin the spinner, give an answer and a reason, and invite others to answer the question. Move around the groups to observe. Focus on helping students to disagree in a friendly way, for example, “I noticed that Tessa did not agree with David but she said it in a nice way. She said, ‘You said..., but I think...’”

- Remind students they need to give reasons for their opinion, and that they should add an invitation to other group members to offer their own thoughts.
- Share ideas as a class, using the prompts as a starting point.
- Add to the Character Chart, focusing on what we can learn from the character(s).

## SESSION 6

### GOOD DISCUSSION LESSON

#### AFTER READING (continued)

##### **Chart Strategies for Good Discussions**

- Ask students to think back to their group discussions on *The Four Seasons of Patrick* and remind them that discussions can go well when each member follows rules. Explain that you are going to write down some of the rules that make discussions work well.
- Invite students to share their ideas about good discussions and weave in any others of your own. Chart a few ideas in a Rules for Good Discussions Chart and add to it as students engage in more discussions over the course of the unit. Your chart may look like the following example:

*One of the rules we came up with is, "Give your opinion and invite others to share their opinions," so we'll write that one down and read it together.*

##### **Rules for Good Discussions**

- Give your opinion and invite others to share their opinions
- Listen carefully and look at the speaker
- Rephrase to check meaning
- Piggyback or add to other people's ideas
- No name calling
- Disagree in a friendly way, for example, "You think..., but I think..."

##### **Practise Using Discussion Rules for Framing Question**

- Bring out the Character Chart, review the framing question, and have groups of four discuss.
- Start the group discussions. Move around the groups and encourage problem solving. Only intervene occasionally as the main purpose is to keep the flow of student discussions going.
- Draw discussions to a close and then share ideas as a class. Add any new ideas to the Character Chart as needed.

*During the reading of *The Four Seasons of Patrick*, we were looking at the question of what we can learn from fictional characters. In your group of four, look at Patrick or one of the other characters and discuss the question. What can we learn from Patrick? Use the rules for good discussions during your discussions.*

## EXTENSIONS

These extensions could be done at this time, or you may want to revisit the book later in the year.

### ***Design a Tree House***

- Provide students with paper and relevant materials and have them design their ideal tree house. Have them provide some dimensions for it as well as the location and setting. Students could work with a partner if they wish.

### ***Develop a Bookmark Recommending the Book***

- Ask students to create a bookmark recommending this book to others. Students should include the following on the bookmark:
  - Name of book
  - Author
  - Illustrator (if one)
  - Picture of a scene from the book
  - Why they recommend the book

## SESSION 7

### VOCABULARY MINI-LESSON

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#### ***Understanding Adjectives***

Adjectives help us as they tell us something more specific about a word we are using. We will not be going into detail about the three types of adjectives: descriptive (*dirty towel*), limiting (*second desk*), or proper (*Inuit coat*). However, we will be looking at the richness of the language because of the author's use of adjectives.

**Time:**  
**Materials:**

20–25 minutes

- *The Four Seasons of Patrick*
- paper sentence strips for the pocket chart (or a whiteboard and markers)

#### ***Strategy Focus:***

Look at adjectives that authors use to enrich and help create visual images for the reader.

#### ***Set a Purpose:***

Explain to students that they are going to look at some of the descriptive words used in *The Four Seasons of Patrick* to understand how the author made images more vivid for the reader.

*Susan Hughes uses descriptive words to add detail to a word or thought she is using. These added words help us see, or paint a picture in our minds, more clearly. Let's look at some of her descriptions.*

#### ***Model***

- Write the sentence, "Soon I saw him, a tiny dark speck in all that white," on paper strips for the pocket chart, or on a whiteboard.
- Read the first part of the paragraph where the sentence occurs (page 9, fifth paragraph).

- Ask students to read the sentence with you and think about what image comes to mind from the descriptive language used by Patrick when he sees Harry. Ask students to think about “What can I see?” and “What can I feel?” and “Do I hear anything?” Think aloud about how you interpret the images.

*I can clearly see that tiny speck in the background of snow. The image of the black and white made me feel as if I were walking towards Harry, and as if I were the one seeing him there. Because Patrick is surrounded by snow, I can feel the crisp air and clean smell. How did you feel as we read the sentence? Could you imagine the setting? Can you hear anything?*

- Explain that authors use descriptive words to help us paint images in our mind of the person, the scene, or the words or actions of the character.

*The author did not say that Harry was so small Patrick could not see him clearly, but chose to use words to describe how tiny he seemed.*

- Illustrate what the author might have said, e.g., “I could barely see Harry as he was too far away to see clearly,” and compare that sentence with the one Susan Hughes used.

*Which do you think is better? Why? Which words helped you picture Harry in the distance? Which words gave you a clearer picture in your mind?*

### **Apply and Practise:**

- Ask students to consider another sentence from the book: “And inside their rough, ugly shells, they have oozy oyster bodies that make shiny white pearls.” (Page 28)
- Write the sentence on paper strips for the pocket chart, or on the whiteboard and read it with students.
- Ask students to imagine what they are seeing as they read it.
- Have students turn and talk to a partner about what they saw or felt as they read the sentence.
- Explain to students that the author could have said, “The soft oyster sat inside a grey shell.” Ask them to discuss the difference in the two sentences with their partner.
- Provide other examples from the book for students to discuss such as:
  - Page 14: “The tree branches stretched like bony skeletons above our heads.”
  - Page 25: “Today, on this gloomy afternoon, we are going to learn something about a very special creature.”
  - Page 29: “I rode through every delicious puddle.”
  - Pages 29–30: “We hiked to the edge of the fields and threw pebbles at the sagging scarecrow.”
  - Page 36: “On Monday, another angry idea came.”
  - Page 47: “It was like a small, secret meadow.”

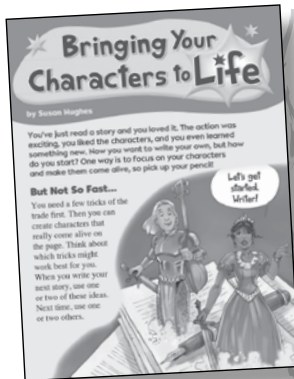
*Tell your partner what you are seeing and feeling as you read this sentence. What scene comes to mind?*

### **Transfer:**

- Pause when you are reading other texts and focus students on the descriptive language that the author uses. Ask them to visualize the scene, the characters, and the action or events and look at the effectiveness of the word choices.

## SESSION 8

# USING THE SHARED READING TEXT *BRINGING YOUR CHARACTERS TO LIFE*



Written by Susan Hughes

**Text Type:** Non-fiction: Procedural—How-to Guide

**Summary:** *Bringing Your Characters to Life* is a guide which gives a how-to-look at developing good, interesting characters in a story.

- Time:** three 25-minute lessons
- Materials:**
- 16 copies of *Bringing Your Characters to Life*
  - chart paper and markers or interactive whiteboard
  - page of quotes from *The Four Seasons of Patrick* for each student
  - pencils
- Grouping:** partners, small groups, and whole class

### Text Features

- headings
- numbered tips
- speech bubbles
- some point format
- question, exclamation, and quotation marks
- ellipsis

### Visual Literacy

- illustrations to support text
- change in size, shape, and colour of one word in title
- colour change in text

## Reading Comprehension Strategies

### Comprehension

- a range of comprehension strategies is integrated throughout the lesson (Analyzing, Making Connections, Predicting, Inferring, Evaluating, and Synthesizing)

### Working with Words

- vocabulary related to characters in written stories, e.g., *voice, appearance, flaws, motives*

## Assessment Opportunities

- observe student partners as they read the text, noting any changes to groupings that may be needed
- observe partner discussions and note the good discussion strategies that are being used
- note students' abilities to relate this text to the Read Aloud, *The Four Seasons of Patrick*

## FIRST SHARED READING LESSON

**Time:** 25 minutes

## BEFORE READING

### Introduce Bringing Your Characters to Life

**Teaching Tip:** Select reading partners prior to this lesson. To have a stronger reader reading with a weaker reader, it is easy to select partners by ranking your students from strongest to weakest readers. Then divide the list in half and move the bottom half up beside the top half. That way you will have the strongest reader reading with a mid-reader and a mid-reader reading with the weakest reader. The stronger reader in the partnership will be able to assist the weaker reader.

- Show students the how-to guide, *Bringing Your Characters to Life*, and explain that they will be given some tips on how to make the characters in their writing come to life. Explain that they will be reading this how-to guide in partners with stops after certain sections for whole-class discussion.

*You'll read the how-to guide with your partner. We'll pause occasionally to think about each tip and discuss it with the class.*

### Review Background Knowledge

- Organize students into their reading partners.
- Remind students about your expectations for discussions and reread the Rules for Good Discussions Chart together.
- Provide partners with the how-to guide and ask students to think about the title. Ask, "What questions do you have before reading the text?" After partners have given their response to the question, conduct a whole-class discussion.

*During this shared reading, remember the rules that we have for good discussion with our reading partner.*

Making connections/  
inferring/predicting

### Set a Purpose for Reading

- Ask students to read the first couple of pages to learn what is needed to bring life to a character in a story.

*As we read the first two pages today, I want you to think about what hints the author is giving us about creating a good character and apply those tips to characters we just read about in The Four Seasons of Patrick.*

## DURING READING

Analyzing/making  
connections

### Read the How-to Guide Together (Pages 1 and 2)

- Share Read the first page as a class. Stop to ask if students found answers to their questions.

*During this first paragraph, did you find answers to your questions, or do you have more questions? Talk with your partner.*

Predicting/evaluating/  
making connections

- Ask students what they think is needed to bring a character to life as the title suggests.

*Turn to your partner and discuss what is needed to bring a character in a story to life. Then we will discuss this as a class.*

Evaluating

- Ask students to think about this question: "What's your opinion about the author's message?"

*As you read today, think about what the author is saying and what you think about that message.*

- Have students partner Share Read Tips 1 and 2 and relate what they read to characters in *The Four Seasons of Patrick*.

*Read the tips on page 2. Think about the questions that the author raises in Tip 1 and Tip 2. Then think of Patrick and Harry in *The Four Seasons of Patrick* in relation to these two tips.*

### Pause Points

- Pause to ask questions about how the tips relate to the characters in *The Four Seasons of Patrick*:

Analyzing/Synthesizing

- Tip 1: What does the author tell us to think about when creating characters? Think about Patrick and Harry. Do they seem real or fake to you?

Analyzing/Synthesizing

- Tip 2: What does the author tell us about deciding who our characters are? What qualities do Patrick and Harry have?

- Share ideas as a class.

*Do you agree with what the author is saying about bringing life to a character? Why or why not?*

Analyzing/evaluating/  
synthesizing

### Revisit the Purpose for Reading

- Ask students to think about the tips given here and the characters from the Read Aloud.
- Collect the how-to guides.

*What tips did the author give us? What tricks that were in Tip 2 did the author use in *The Four Seasons of Patrick*? What qualities did the author give to the characters of Patrick or Harry? What about the other characters from book?*



**Note:** The Shared Reading texts should not be kept by the students as they will be needed next day.

## SESSION 9

### SECOND SHARED READING SESSION

**Time:** 25 minutes

#### Reading Comprehension Strategies

- a range of comprehension strategies is integrated
- the comprehension purpose for reading focuses on Analyzing, Synthesizing, and Evaluating

#### Working with Words

- vocabulary related to portraying a character, e.g., *voice, appearance, flaws, motives*

#### Assessment Opportunities

- observe partner discussions and note the good discussion strategies that are being used
- note students' abilities to relate this text to the Read Aloud, *The Four Seasons of Patrick*

## DURING READING (continued)

### Analyzing/synthesizing

#### Review Tip 1 and Tip 2

- Ask students to retell what they read in the first two pages of *Bringing Your Characters to Life*.  
*Yesterday we started to read tips on creating characters and related those tips to characters in the story about Patrick. Let's start by retelling what we have learned and the connection to some of the characters in the book.*
- Explain to students that page 3 of the how-to guide will be read today with their reading partners. Provide each pair with a copy of *Bringing Your Characters to Life* and a copy of quotes from *The Four Seasons of Patrick*.  
*On this sheet are some quotes taken from the book I read to you about Patrick. Think about these quotes as you read the tips today. Share Read the quotes first and then the tips on page 3.*
- Have students use the following quotes to relate the tips to the characters:
  - Page 7: "Yippee! I cheered." (Patrick after seeing the snow)
  - Page 8: "Again? I complained." (Patrick after hearing Linda and Claire were coming for dinner)
  - Page 10: "Ha! We're snowmen! I told Harry. 'Abominable snowmen!'" (When Harry and Patrick are out in the snow)
  - Page 31: "You're getting married?" I asked. 'And they're going to come and live with us...here?' I folded my arms." (Patrick after Dad's announcement about asking Linda to marry him)
  - Pages 34–35: "That's my place," I snapped at her. ...I glared at them both. I turned and stomped away." (Patrick when Sarah took his spot on the carpet)

- Pages 38–39: “‘Hey,’ Harry laughed. ‘Soon I’ll have a baby brother or sister in my family—and you’ll have a new little sister, too! We’ll both find out what it’s like!’” (Harry when responding to Patrick telling him Linda and Claire would be coming to live with them)
- Page 59: “‘Let’s go,’ I grumbled, riding ahead.” (Patrick when he had to take Claire to see the tree house)
- Page 60: “‘Your tree house hugs the tree,’ she said softly.” (Claire when she first saw the tree house)
- Page 73: “‘I grinned. ‘Harry, I have another idea,’ I told him. ‘There’s something we have to do.’... I hesitated. ‘We have to build another room in the tree house,’ I told him.” (Patrick after seeing how Claire was feeling about living in his house and wanting her own)

*Today when you read together, think about what Susan Hughes is telling us about making characters come to life. Think of these points in relationship to the characters in *The Four Seasons of Patrick* and the quotes on the sheet you were given.*

**Analyzing/synthesizing**

**Set a Purpose for Reading**

- Ask reading partners to read to find out about the next three tips.

**Read the How-to Guide Together (Page 3)**

- Have partners read the how-to guide together and use the quote sheet to help with their discussions.

**Pause Points**

- Pause to ask questions about how the tips relate to the characters in *The Four Seasons of Patrick*:
  - Tip 3: Think about Patrick and Harry. What has the author done to make them sound unique?
  - Tip 4: What do you think is Patrick’s character flaw? What mistakes do you think Patrick made?
  - Tip 5: What is Patrick feeling at the beginning of the book? What is Patrick feeling at the end?
  - Tip 5: Did you have sympathy for Patrick or Claire? What did you learn from Patrick or Claire?
- Pause to clarify any vocabulary that may limit comprehension, e.g., *underdog*, *sympathy*, *unique*.
- Share ideas as a class.

**Analyzing/Synthesizing**

**Analyzing/Synthesizing**

**Analyzing/Synthesizing**

**Making connections**

**Revisit the Purpose for Reading**

- Discuss as a class some of the ideas partners came up with during their reading and discussions.
- Go through Tips 3 to 5 and the quotes to link the two.
- Collect *Bringing Your Characters to Life*.

*Let’s find out about Susan Hughes’s three tips and how they can be applied to the characters from her book. We will start with Tip 3 and what characters sound like.*

**Analyzing/synthesizing**

**Analyzing/synthesizing/  
evaluating**

# SESSION 10

## THIRD SHARED READING LESSON

**Time:** 25 minutes

### Reading Comprehension Strategies

- a range of comprehension strategies is integrated
- the comprehension purpose for reading focuses on Analyzing, Synthesizing, and Evaluating

### Working with Words

- vocabulary related to portraying a character, e.g., *voice, appearance, flaws, motives*

### Assessment Opportunities

- observe partner discussions and note the good discussion strategies that are being used
- note students' abilities to relate this text with the Read Aloud, *The Four Seasons of Patrick*
- note students' abilities to relate the Shared Reading text to the framing question

## DURING READING (continued)

Analyzing/synthesizing

### Review the Shared Reading and Revisit the Framing Question

- Ask students to summarize the tips learned so far in bringing story characters to life.
- Explain that students will be finishing the partner reading today and relating this how-to guide to the framing question: "What can we learn from fictional characters?" Discussion can be partners or whole class.

*What did you tell your partner about a character that you learned from in your reading? What did we talk about at the beginning of our unit about what we can learn from characters in stories we read? Did a character teach you something?*

Analyzing/synthesizing

### Set a Purpose for Reading

- Ask students to think about the last two tips in relation to the framing question.
- **Read the How-to Guide Together (Page 4)**
- Ask students to read the final two tips and relate these to the framing question.

*Today as we finish the how-to guide by Susan Hughes, I want you to think of the last two tips and how they relate to our framing question: "What can we learn from fictional characters?" What characters in The Four Seasons of Patrick can we learn from? What can we learn?*

Analyzing/Synthesizing  
Analyzing/synthesizing/  
inferring/evaluating

### Pause Points

- You may wish to use some of the following questions to guide student thinking:
  - How did Patrick change?
  - What gave you the idea that he changed?

Evaluating  
 Inferring/analyzing/  
 synthesizing  
 Evaluating/infering  
 Inferring/synthesizing

- What did the author do to help us understand the change that took place for Patrick?
- What do you think Patrick learned about himself?
- What does the text want me to believe?
- What makes you think that Susan Hughes may have had to delete a character during her writing?

## AFTER READING

Analyzing/synthesizing/  
 evaluating

### Revisit the Purpose for Reading

- Ask students to explain the last two tips in relation to the framing question.
- Review the seven tips and chart them if you wish.

*In the last two tips, we learned more about how to write effectively about our characters. What did we learn and how can we apply that to our framing question: "What can we learn from fictional characters?"*

*Let's review the seven tips that Susan Hughes has given us and talk about each in terms of what we can learn from fictional characters.*

Tips on Characters		
Tip	Character from <i>The Four Seasons of Patrick</i>	Example of Tip
1. Make character real/interesting		
2. Provide information about character, e.g., age, qualities, appearance		
3. What character sounds like—voice quality		
4. Too perfect? Or flaws and weaknesses		
5. Motives for actions: - how they feel - what they think		
6. Character's changes/learning		
7. Delete when needed		

- Collect the copies of *Bringing Your Characters to Life*.
- Display the Tips on Characters chart whenever students are writing to remind them of how to add to their characters so that they come alive or are interesting in some way.

## FURTHER READINGS

Students benefit from rereadings of texts as often comprehension deepens and fluency increases. Suggestions are offered for rereadings that can occur with the class or in small groups. All are intended to enhance comprehension and fluency.

### **Fluent Readings**

- Place the 16 copies of the text in a centre and provide access to the online audio. Encourage students to read along to *Bringing Your Characters to Life*. This may be especially beneficial to English Language Learners and Struggling Readers as the fluent reading accompaniment offers a “safety net.”

### **Revisit the How-to Guide**

- Invite students to reread the text to do a “shared scanning” of the piece. Partners can scan for extra information to add to or change their answers on what they can learn from fictional characters.
- Revisit the how-to guide a little later in the year and have students use it to consider other characters they’ve read about in stories during the year. Students can review the tips, and add one or two of their own.

*Think about another character you’ve discovered in your reading. What did the author do to make that character exciting, interesting, memorable, and so on? Come up with a new tip that you could add to Bringing Your Characters to Life.*

## SESSION 11

### WORKING WITH WORDS MINI-LESSON

#### **Building Words From Root Words and/or Finding Smaller Words Within a Word**

*Bringing Your Characters to Life* has many words with root words that can be used to build new words., e.g., “appearance” the root of which is “appear” which can be used to make “appears, appeared, reappear, disappear.” Alternately, use the letters in the word “appearance” to make many smaller words such as “nap,” “pan,” “pace,” “ace,” “race,” “pear,” “pare.”

**Time:** 20 minutes

- Materials:**
- chart paper and marker or interactive whiteboard
  - paper and pencils
  - prepared cards with prefixes and suffixes
  - pocket chart or sticky tack to adhere to whiteboard

**Note:** There are two different choices. Both can be used or just one. Choose the one that is best for your class.

#### **Strategy Focus:**

The purpose is to focus students on how to find a root word in a given word and then use structural analysis to form new words.

### Set a Purpose:

Explain to students that they are going to look at some of the words used in the Shared Reading text to find the root word and then to use that root word to make new words.

*Finding the root word of a larger word can help us understand the word, and can also help us to see the words that can be made by attaching a smaller part or affix. We're going to work with some of the words we read in Bringing Your Characters to Life.*

### Model:

- **Root Word:** Write one of the words on the whiteboard or chart paper, such as “appearance.” Discuss the meaning of “appearance” and the root word from which it is derived.

*When we look at the word “appearance,” we know that it means “how one looks” and we can see the root from which it comes, “appear.” Now we can take different prefixes and suffixes to add to this to make other words.*

- Place the following prefixes and suffixes on the chart paper or whiteboard with the word “appear” in the middle.

	im-			-s
		mis-		-able
re-				
	dis-	<b>appear</b>	-er	-ing
in-				-ed
	ac-		-tion	-ish

Discuss each option by placing the prefix before the word to see if it makes a word and using the word in a sentence (e.g., “reappear,” “disappear”). Then try each suffix option and use the new word in a sentence (e.g., “appears,” “appearing”).

**Note:** Not all prefixes and suffixes can be used for each root word. Students should determine which affixes will make a bigger word. They may need to check a dictionary.

- **Smaller Words Within a Word:** Alternatively, choose a word such as “appearance” and discuss that there are many little words that can be made from the letters in “appearance.” Think out loud as you start to write the smaller words that can be made. Some words that you could make include “ace,” “pan,” “nap,” “pear,” “pare,” “pace,” “race,” “near,” “appear,” and “rap.”

### Apply and Practise:

- Have students work in small groups of three to five. Provide each group with a word and have them find the root word and make as many other words as they can using the prefixes and suffixes. Each must be accompanied with a sentence.

*In your groups, find the root word of the word you are given. Check out the meaning of both the word and the root word using the dictionary if needed. Then see how many new words you can make from the root using any prefixes and suffixes that will work. Be sure you write down a sentence for each new word.*

- Words to choose from for students to use could include: *athletic, exciting, learned, interesting, or decisions*. More than one group can work on a word, challenging other groups to see how many new words can be made.

- Alternately, students could use the larger word to see how many smaller words could be made using the letters in the larger word.

**Transfer:**

- In other lessons, alert students to root words of larger words, and the prefixes and suffixes of words when you are reading. You may wish to make a chart to be added to as new words are found for a particular root word.
- In other lessons, you may wish to challenge groups of students to see how many smaller words could be made from a word that comes from a Read Aloud or a Shared Reading piece.

## SESSION 12

### INTRODUCING THE BOOK CLUB BOOKS

**Time:** 40 minutes

**Explain the Book Clubs**

- Remind students that each book club group will be reading a different book. Each book will focus on what characters add to a story.
- Show students the books again and explain that each person will read a book and then meet with their book club group to talk about it.

*Each book club group will read a different book, but the books are about characters who add to a story through their actions, thoughts, motivations, feeling, and character traits. We learn about the characters through what they say, think, and feel and how other characters react to their actions.*

*Each day you will read the section of the book set out for your group and then you will meet with your group to talk about it.*

**Review Good Discussion Strategies**

- Use the Rules for Good Discussions chart that you worked on during Session 6, and reread the good discussion strategies chorally with the class. Your chart may look something like this example:

**Rules for Good Discussions**

- Give your opinion and invite others to share their opinions
- Listen carefully and look at the speaker
- Rephrase to check meaning
- Piggyback or add to other people’s ideas
- No name calling
- Disagree in a friendly way, e.g., “You think..., but I think...”, “I have a different opinion...”, and “I’m thinking something different...”

- Ask students to turn to a neighbour and discuss whether any rules need to be added. Use your observations of previous small-group discussions and students' suggestions to add to the chart. For example, you may decide to add, "No loud voices. Be polite," "Don't interrupt when someone is speaking," and "Be sure to read the section set out for the day and be ready to talk about it."

## WORKING IN BOOK CLUB GROUPS: STARTING THE BOOKS

### BEFORE READING

**Time:** 40 minutes

- Materials:**
- tubs containing copies of the four book club texts
  - spinners with Before Reading prompts
  - chart paper and marker

#### *Using the Before Reading Prompts to Activate Background Knowledge*

**Teaching Tip:** It is important that each student has a book so that Independent Reading can occur and each child can read at a personally comfortable rate.

- Post the designated sections for each book club group to read on the board. Suggested chapter breaks:
  - *Clementine*: Chapters 1 and 2
  - *Jake Drake Know-It-All*: Chapters 1 and 2
  - *Mercy Watson to the Rescue*: Chapters 1 and 2
  - *The Human Bean*: Chapters 1 and 2
- Organize students into their book club groups using the suggestions given in Matching Books and Readers section on page 3.
- Provide each group with a Before Reading spinner.
- Hand out the books. Ask students to look at the front and back covers of their books, read any blurbs, and flip through the pages, noting some of the organization and pictures.
- Students meet in their groups to discuss their preview, using the Before Reading spinner prompts to make predictions, inferences, and connections about their books' content. Have students take turns spinning and discussing until each spinner prompt has been discussed.
- Observe each group and offer support where needed. Make a note of successes and instructional needs. Consider using the **Before Reading Assessment of Comprehension** BLM (see page 47).



### ***Sharing Predictions, Inferences, and Connections***

- Following the discussion, ask students to share ideas across the class. One or two members from each group could share their thinking about their book. Provide some prompts to help the students with sentence structure such as, “We think this book will be about \_\_\_\_\_ because...” or “This book reminds us of the book \_\_\_\_\_ because they both...” As students talk, jot down their predictions, inferences, and connections in a Prediction Chart on chart paper. (Divide a piece of chart paper into four sections, one for each book.)

## **SESSION 13**

### **WORKING IN BOOK CLUB GROUPS: READING THE FIRST SECTION OF THE BOOK AND DISCUSSING**

**Time:** 40 minutes

- Materials:**
- tubs containing copies of the four book club texts
  - spinners with During Reading prompts
  - notepaper and pencil for each student
  - Rules for Good Discussions chart

### **DURING READING**

#### ***Stimulate Thinking While Reading***

- Have one student spin the During Reading spinner and read the question to the class.

*While you are reading your part of the book today, think about the question that Charlotte just read to us. You will be using the other questions on the spinner when you meet, but this question will start your thinking and discussion. You may wish to take jot notes of what you will say when you get to your group. Remember the Rules for Good Discussions.*

**Note:** If your students do not know how to make jot notes, take time to model this.

#### ***Read***

- Ask students to independently read their section.
- Ask students to think of the question that was spun as a starter discussion and jot down a few points they will share with their group. If some students finish ahead of others in their group, they can reread and look very carefully at each of the pictures to see if the pictures provide new ideas or how they help with understanding the story.

**Teaching Tip:** Students can read the book on their own and don't need to be in their group for the reading portion of book clubs. They will need to gather in an assigned spot for their discussions.

#### ***Talk***

- Students meet with their book club groups and discuss the spinner question that was read to the class before reading.

- Students can take turns spinning the During Reading spinner and using the questions to stimulate discussion.
- Observe students as they talk and offer support when necessary, but make sure that child-talk predominates. Note down observations and instructional needs that can be incorporated into future lessons. These may be whole-class needs or may be tailored to meet the needs of individual groups. Consider using the **Observation Assessment for Book Clubs** and the **During Reading Assessment of Comprehension** BLMs to record your observations (see pages 46 and 48).

### **Reflect**

- Spend the final few minutes reflecting on the session. Students can talk as a group, or turn and talk to a neighbour in their group, and respond to prompts such as:
  - What were you pleased about in your discussions?
  - What could have gone better and needs some work?
  - What can we work on next session?
  - What did you learn about the book from other students? How did that help you?
  - Were your opinions always the same as others in your group?
- Share ideas as a class.
- Discuss the importance of adding reasons for their comments based on the text and finding quotations that support their ideas.
- Collect the books.

## **SESSION 14**

### **WORKING IN BOOK CLUB GROUPS: READING THE SECOND SECTION OF THE BOOK AND DISCUSSING**

**Time:** 40 minutes

- Materials:**
- tubs containing copies of the four book club texts
  - spinners with During Reading prompts
  - notepaper and pencil
  - chart of Rules for Good Discussions

### **DURING READING (continued)**

#### **Stimulate Thinking While Reading**

- Have one student spin the During Reading spinner and read the question to the class.

*While you are reading your part of the book today, think about the question that was just read to us. You will be using the other questions on the spinner when you meet, but this question will start your discussion. Again, make jot notes of what you will say when you get to your group. Remember the Rules for Good Discussions.*

- Post the designated sections for each book club group to read on the board.  
Suggested chapter breaks:
  - *Clementine*: Chapters 3, 4 and 5
  - *Jake Drake Know-It-All*: Chapters 3, 4 and 5
  - *Mercy Watson to the Rescue*: Chapters 3, 4 and 5
  - *The Human Bean*: Chapters 3 and 4

### **Read**

- Ask students to independently read their books and to stop when they have finished their assigned chapters. If some students finish ahead of others in their group, they can reread and look very carefully at each of the pictures.
- Ask students to think of the question that was spun as a starter discussion and jot down a few points they will share with their group.

### **Talk**

- Students meet with their book club groups and discuss the spinner question that was read to the class before reading.
- Have students take turns spinning the During Reading spinner and using the questions to stimulate discussion.
- Observe students as they talk and offer support when necessary, but make sure that child-talk predominates. Note down observations and instructional needs. These may be whole-class needs or may be tailored to meet the needs of individual groups. Consider using the [Observation Assessment for Book Clubs](#) and the [During Reading Assessment of Comprehension](#) BLMs to record your observations (see pages 46 and 48).

### **Reflect**

- Spend the final few minutes reflecting on the session. Students can talk in their groups and respond to prompts such as, “How did your discussion go? What were you pleased about? What could have gone better? What can we work on next session? What did you learn from other members and how did that help you?”
- Discuss the importance of adding reasons for their comments based on the text and finding quotations that support their ideas.
- Collect the books.

## **SESSION 15**

### **WORKING IN BOOK CLUB GROUPS: READING THE THIRD SECTION OF THE BOOK AND DISCUSSING**

- Time:** 40 minutes
- Materials:**
- tubs containing copies of the four book club texts
  - spinners with During Reading prompts

- notepaper and pencil
- Rules for Good Discussions chart

## DURING READING (continued)

### **Stimulate Thinking While Reading**

- Have one student spin the During Reading spinner and read the question to the class.
- Post the designated sections for each book club group to read on the board. Suggested chapter breaks:
  - *Clementine*: Chapters 6 and 7
  - *Jake Drake Know-It-All*: Chapters 6, 7, and 8
  - *Mercy Watson to the Rescue*: Chapters 6, 7, and 8
  - *The Human Bean*: Chapter 5

*While you are reading your part of the book today, think about the question that was just read to us. Use jot notes of what you will say when you get to your group. Remember the Rules for Good Discussions.*

### **Read**

- Ask students to independently read their books and to stop when they have finished their assigned chapters. If some students finish ahead of others in their group, they can reread and look very carefully at each of the pictures.
- Ask students to think of the question that was spun as a starter discussion and jot down a few points they will share with their group.

### **Talk**

- Students meet with their book club groups and discuss the spinner question that was read to the class before reading.
- Have students take turns spinning the During Reading spinner and using the questions to stimulate discussion.
- Observe students as they talk and offer support when necessary, but make sure that child-talk predominates. Note down observations and instructional needs. These may be whole-class needs or may be tailored to meet the needs of individual groups. Consider using the **Observation Assessment for Book Clubs** and the **During Reading Assessment of Comprehension** BLMs to record your observations (see pages 46 and 48).

### **Reflect**

- Spend the final few minutes reflecting on the session and linking what students are reading to the framing question.

*You have read a great deal in your book and know many things about your characters. Think for a minute about what you are learning from one or two of the characters in your book. Share ideas in your group.*

- Provide students with prompts to stimulate discussion. Prompts might include:
  - Which character interests you most? Why?
  - What does the author have that character say or think that lets you know so much about him/her?
  - Why is that character important to the plot?
  - What does the text want you to believe?
- Share ideas as a class.
- Collect the books.

## SESSION 16

### WORKING IN BOOK CLUB GROUPS: READING THE LAST SECTION OF THE BOOK AND DISCUSSING

- Time:** 40 minutes
- Materials:**
- tubs containing copies of the four book club texts
  - spinners with After Reading prompts
  - notepaper and pencil
  - Rules for Good Discussions chart

#### DURING READING (continued)

##### **Stimulate Thinking While Reading**

- Have one student spin the After Reading spinner and read the question to the class.
- Post the designated sections for each book club group to read on the board.  
Suggested chapter breaks:
  - *Clementine*: Chapters 8, 9, and 10
  - *Jake Drake Know-It-All*: Chapters 9, 10, and 11
  - *Mercy Watson to the Rescue*: Chapters 9, 10, 11, and 12
  - *The Human Bean*: Chapters 6 and 7

*While you are reading the last part of your book today, think about the question that was just read to us. Use this question to start your discussion. Use jot notes for what you will say when you get to your group. Remember the rules for good discussions.*

##### **Read**

- Ask students to independently read their books and to stop when they have finished their assigned chapters. If some students finish ahead of others in their group, they can reread and look very carefully at each of the pictures.
- Ask students to think of the question that was spun as a starter discussion and jot down a few points they will share with their group.

## AFTER READING

### **Talk**

- Students meet with their book club groups and discuss the spinner question that was read to the class before reading.
- Have students take turns spinning the After Reading spinner and using the questions to stimulate discussion.
- Observe students as they talk and offer support when necessary, but make sure that child-talk predominates. Note down observations and instructional needs. These may be whole-class needs or may be tailored to meet the needs of individual groups. Consider using the **Observation Assessment for Book Clubs** and the **After Reading Assessment of Comprehension** BLMs to record your observations (see pages 46 and 49).

### **Reflect**

- Spend the final few minutes reflecting on the session and linking what students are reading to the inquiry question.
- Some prompts to stimulate discussion might include:
  - Which character interests you most? Why?
  - What does the author have the character say or think that lets you know so much about him/her?
  - Why is the character important to the plot?
  - What does the text want you to believe?
- Share ideas as a class.
- Collect the books.

*Think for a minute about what you are learning from one or two of the characters in your book. Share ideas in your group.*

## SESSION 17

### DISCUSSIONS WITHIN BOOK CLUB GROUPS AND SHARING IDEAS WITH OTHER BOOK CLUBS

**Time:** 40 minutes

- Materials:**
- tubs containing copies of the book club texts
  - Prediction Chart used in Session 12 to record predictions, inferences, and connections
  - marker

## AFTER READING (continued)

### **Revisit Predictions, Inferences, and Connections**

- Ask students to meet in their book club groups.
- Post the Prediction Chart that contains students' predictions, inferences, and connections about what their books might be about. Ask students in each group to talk to each other about changes and confirmations they would like to make.
- Share the adjustments and confirmations as a class. Ask one or two members from each group to share their ideas and you make adjustment to the chart.

### **Sharing Ideas with Other Book Club Groups**

- Explain to students that they will be meeting with members of other groups to find out a bit more about the books they have been reading.
- Organize students into new groups so that there are members of all four book clubs in each group. Invite students to share their books with people who have not read them. Offer prompts if needed. Possible prompts might include:
  - Who is your main character? What is he or she like?
  - How did the author portray the main character? Actions? Dialogue?
  - Why was your character important to the plot of the story?
  - What was your favourite part of the story?
- Move around the groups and observe, offering support where needed. Consider using the **Observation Assessment for Book Clubs** and the **After Reading Assessment of Comprehension** BLMs in order to record your observations (see pages 46 and 49).

*I'd like you to tell other students about your book and the characters in the book.*

### **Revisit the Framing Question**

- Ask students to sit in their book club groups and to think about the framing question and the thinking they have done about it over the last two lessons.
- Ask students to think about what their main character has taught them and to share their ideas with other students in their group.
- Observe students and offer help as needed.
- Observe the group discussions and offer prompts to support them. Possible prompts:
  - Why are the characters important to the plot?
  - How does the main character's viewpoint/voice affect what you got out of the story?
  - Did the characters show you an experience outside of your own life?
  - What does the text want you to believe?
  - How do you know what the author wants you to believe?
  - Did you make an emotional connection to any character? Which one and why?
- Share ideas as a class. You can use the previous prompts to support the sharing of ideas.

*During the last two days you have been thinking about the main character(s) in your book and how your thinking relates to the framing question, "What can we learn from fictional characters?"*

### **Reflect**

- Ask students to turn to a partner and discuss what they have learned from one of the characters in their book.
- Then ask students to share with their partner what they learned about book club discussions.
- Share ideas as a class.

## **SESSION 18**

### **STUDENT ASSESSMENT AND THE CULMINATING TASK**

**Time:** 40 minutes

#### **Student Self-Assessment**

- Using the **How Did I Do in My Book Club?** assessment tool (see page 51), ask students to evaluate their own book club performances. Before you ask students to fill in the form, model how to answer the questions on the form.
  - Project an image of the form and read out the questions one at a time.
  - Ask students to turn to and talk to a partner about how they would evaluate themselves.
- Give students time to fill in their evaluations on the form, and support students who need assistance.
- Share ideas as a class, especially on the last three questions which address successes and needs.

*Did I give my opinions? Well, if I always gave my opinions, I'd circle the #1. If I gave them sometimes, I'd circle the #2, and if I hardly ever gave them, I'd circle the #3. Think about how well you did in giving your opinions.*

#### **Introducing the Culminating Task: Making a Cartoon/Comic Strip for a Character**

A culminating task provides opportunities to review the theme and materials read, and to celebrate learning in a book club.

- Making a cartoon/comic strip for a wall display could be an option you consider to allow students to create a scene for a character in their book and what they learned from that character.
- When you introduce the culminating task, explain to students the purpose of the project.

*You're going to be working individually to make a cartoon or comic strip that will feature one of the characters in your book and show something the character taught you. The cartoon or comic strip could be just one picture or a series of three to six pictures.*



- Think aloud about how you would develop your comic strip.

*If I were to make a comic strip about Patrick, I could show several panels, such as thinking of building a tree house; building the tree house with Harry and Trevor; Harry and Patrick in the tree house; Patrick unhappily showing the tree house to Claire; Patrick adding a room to the tree house; Claire, Harry, and Patrick sitting in the tree house. I could write under the comic strip that I learned from Patrick that it is okay to change our thinking about people, and having new family members is okay, too.*

- Students can be shown the steps needed to make their cartoon or comic strip, such as:

1. Choose a favourite part from your book club book and decide on an important point about your character that you want to portray.
2. Decide if you want one cartoon, or a series of three or six sections to create the information about your character.
3. Decide if you want to feature motives for actions, voice, qualities of character, or appearance. Check the Tips on Characters chart.
4. On your sheet, draw and colour the event/s.
5. Write the title for the cartoon/comic strip on the space provided.
6. Include at the top of each box, a brief description of what is happening and/or use speech or thought bubbles to help tell us about your character.
7. Include a brief statement about what you learned from your character below the cartoon or comic strip.

**Teaching Tip:** Each panel of the comic strip needs to be constructed so that the reader will understand what is happening and the importance of that scene to the character.

- Allow students to discuss their ideas in their book club groups if needed.
- You may wish to provide a template (one panel, three panels, or six panels) from which students can choose. Show students the options for box(es) to be used but all containing the same information at the top.
- Give students time to plan their cartoon/comic strip.
- At the conclusion of the lesson, draw students together and invite them to share their plans with other groups or the class.

## SESSION 19

### WORKING ON THE CULMINATING TASK

**Time:** 40 minutes

- Provide students with time to create their cartoon/comic strip.
- As they work, move around and offer prompts to help them focus on the purpose. Possible prompts:
  - Why did you choose that character?
  - What is that character telling us?
  - Why was that character important to the plot?

- How did the author make us feel the way we do about that character?
  - What does the character say or do to help us understand him/her?
  - What emotional connection do you have with this character?
  - What makes this a good character in the story?
- Observe students as they work, using the **Assessment of Culminating Task** BLM (see page 50) for notes.

## SESSION 20

### SHARING THE CULMINATING TASK

**Time:** 40 minutes

#### ***Sharing Time***

- Display the cartoon/comic strips on the wall and add a banner, e.g., “What We Learn From Fictional Characters.” Form groups and ask each individual to share their cartoon/comic strip, and explain why they selected that character.

#### ***Evaluations***

- Ask students to fill in their self-assessments on their final project using the **Making a Cartoon/Comic Strip for a Character** assessment tool (see page 52).
- Complete your final assessment of their final project using the **Assessment of Culminating Task** BLM (see page 50).