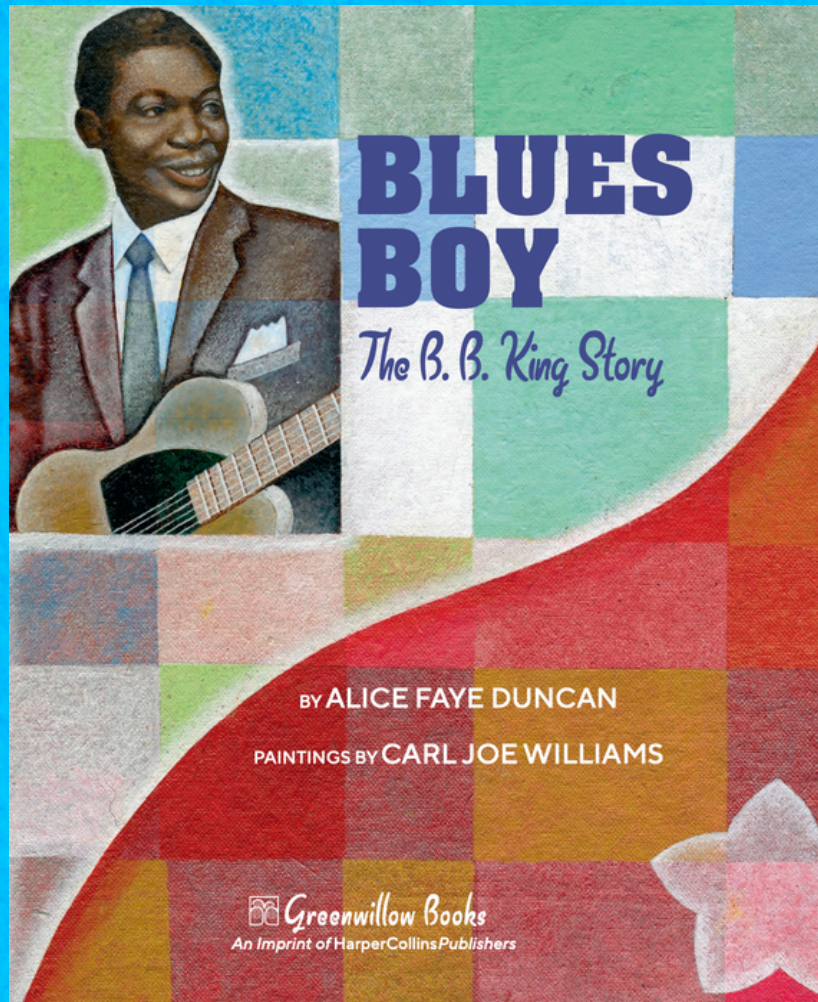


Standard-Aligned Lesson Plans

for



These classroom lessons are designed to accompany *Blues Boy - - The B.B. King Story* and support student engagement with the life and legacy of Riley “B.B.” King, highlighting themes of sequencing, figurative language, cause and effect, geogrpahy and character traits.

The lessons encourage students to:

- Make meaningful connections between a text and it’s timeline.
- Distinguish between literal and nonliteral language.
- Identify character traits and explain how they influence outcomes.
- Examine cause-and-effect relationships in a text.
- Understand how geography shapes a person’s experiences.

BLUES BOY: THE B.B. KING STORY
BY ALICE FAYE DUNCAN

Lesson:

Author:
Grade Level:

Introduction:

Learning Objective

Guiding Question

Curriculum Standards

Materials

Before You Read

While You Read

After You Read

Partner Assignment:

Personal Assignment:

Closure:

BLUES BOY: THE B.B. KING STORY
BY ALICE FAYE DUNCAN

Lesson 1: B.B. King Timeline

Author: Patricia Lockhart,
M.A.T., Ed.S.
Grade Level: 2nd

Introduction: Students will explore how stories have a beginning, middle, and end. Using *Blues Boy: The B.B. King Story* by Alice Faye Duncan, students will identify important life events and place them in order using a timeline.

Learning Objective: Students will identify the beginning, middle, and end of a story and place key events from B.B. King's life in chronological order.

Guiding Question:

How does the order of events help us understand a person's story?

Curriculum Standards: RL.2.5 – Students describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

Materials:

- *Blues Boy: The B.B. King Story* by Alice Faye Duncan
- Lesson 1 Event Cards worksheet
- Lesson 1 Timeline worksheet

Before You Read

Ask the following questions:

“What is a timeline?”

“Why do we tell stories in order?”

While You Read

Pause to ask guiding questions such as:

- What is happening at the beginning of Riley's life?
- What important things happen in the middle?
- What happens at the end of the story?

Write key events on a board as students identify them.

After You Read

Discuss the key events using terms such as *first, second, and lastly.*

Partner Assignment: Using the Lesson 1 Event Cards worksheet, cut out the cards and put them in the order that they happened.

Personal Assignment: Using the book, fill in the timeline of BB King's life.

Closing Discussion: What did you learn about the structure of a story? Why is it important to tell events in order?

Lesson 1: Event Cards

Directions: Cut out the card and place them in order.

Riley B. King was born in 1925 in Beclair, MS.

Riley bought his first guitar.

He played his guitar in Indianola,, MS on the corner of Church and Second St.

Mama Nora, his mother, went to Glory. He moved with Granny Farr.

In 1948, he traveled to Memphis, TN and played on Beale Street.

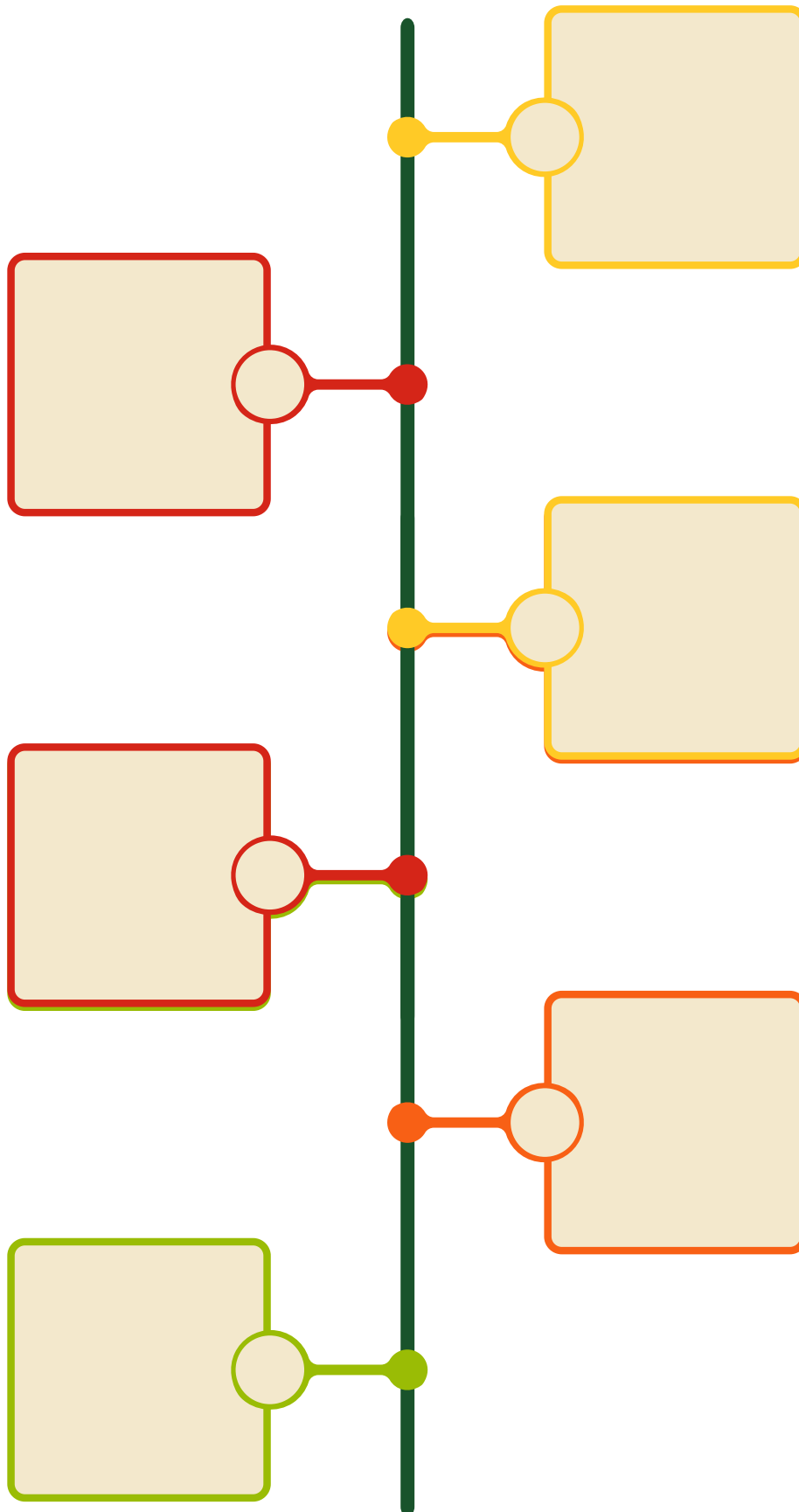
He shortened his name to B.B. King and recorded his first hit record.

B.B. King played to lots of crowds for over 60 years.

He bought an electric guitar and named her "Lucille".

Lesson 1: Timeline

Directions: Create your own timeline about the life of Riley King.



BLUES BOY: THE B.B. KING STORY
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Lesson 2:
The Hidden Meaning of Words

Author: Patricia Lockhart,
M.A.T., Ed.S.
Grade Level: 3rd

Introduction: Students will explore how authors use figurative language to create strong images and emotions in a story. While listening to *Blues Boy: The B.B. King Story* by Alice Faye Duncan about B. B. King, students will learn how some phrases are not meant to be taken literally, but instead help us better understand feelings and experiences.

Learning Objective: Students will identify whether phrases are literal or nonliteral and explain the intended meaning of figurative language in a text.

Guiding Question:

How do authors use words to mean more than what they say?

Curriculum Standards: L.3.5 – Demonstrate understanding of word meanings, including distinguishing literal and nonliteral meanings of words and phrases.

Materials:

- *Blues Boy: The B.B. King Story* by Alice Faye Duncan
- Board or Chart Paper
- Lesson 2 Figurative Language worksheet

Before You Read

Ask students:
“Have you ever heard someone say something that didn’t mean exactly what it sounded like?”

Example: “It’s raining cats and dogs.”

While You Read

Pause and highlight these phrases as you read:

“angel wings”, “bitter pills”, “make the guitar shout”, “tears flooded his eyes”, and “music filled the room”.

For each phrase, ask:
Can this really happen? (literal or not?)
What does the author really mean?
What feeling or image does this create?

After You Read

Record student responses on a chart in 3 columns: Phrase, Figurative or Literal, Meaning?

Guide students to understand: Authors use figurative language to show emotion, sound, and imagery to better understand the character’s experiences.

Partner Assignment: Turn and Talk: Which phrase helped you picture the story the most? Which phrase showed the strongest feeling?

Personal Assignment: Complete the Lesson 2 Figurative Language Worksheet.

Closing Discussion: What is the difference between literal and figurative language? Why do authors use figurative language?

Lesson 2: Figurative Language

Directions: State whether the phrase is Literal (L) or Non-Literal (NL). If Non-Literal, write the author's meaning.

1. "make the guitar shout" : _____

Meaning: _____

2. "He moved to Memphis." : _____

Meaning: _____

3. "tears flooded his eyes": _____

Meaning: _____

4. "music filled the room" : _____

Meaning: _____

5. "He sang in church." : _____

Meaning: _____

6. "angel wings" : _____

Meaning: _____

7. "the guitar cried" : _____

Meaning: _____

8. "his music told a story" : _____

Meaning: _____

9. "He played the guitar." : _____

Meaning: _____

10. "bitter pills" : _____

Meaning: _____

BLUES BOY: THE B.B. KING STORY
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Lesson 3: Cause and Effect: Connecting the Pieces

Author: Patricia Lockhart,
M.A.T., Ed.S.
Grade Level: 4th

Introduction: Students will explore how events in a person's life are connected through cause and effect. By reading about B.B. King in *Blue Boy: The B.B. King Story* by Alice Faye Duncan, students will learn how one event can lead to another and shape a person's future.

Learning Objective: Students will identify cause-and-effect relationships in a text and explain how events are connected.

Guiding Question:

How do events in a person's life connect to shape their future?

Curriculum Standards: RI.4.5 – Describe the overall structure of events, ideas, or information in a text, including cause/effect.

Materials:

- *Blues Boy: The B.B. King Story* by Alice Faye Duncan
- Board or Chart Paper
- Lesson 3 Cause and Effect worksheet

Before You Read

Ask students:

“What is a cause?”

“What is an effect?”

Give a simple example:

Cause: It rained.

Effect: The ground got wet

Explain: A cause is why something happens. An effect is what happens as a result.

While You Read

Pause at key moments as you read:

What just happened?

Why did it happen?

(cause) What happened because of it? (effect)

Record responses on chart paper in 2 columns:
Cause and Effect

Cause: Riley loved music.

Effect: He learned to play guitar.

After You Read

Review the chart you created and discuss:
How do these events connect?

Partner Assignment: Turn and Talk: Which causes led to the biggest changes in his life?

Personal Assignment: Complete the Cause and Effect Worksheet

Closing Discussion: What is a cause? What is an effect? How did cause and effect help us understand B.B. King's story?

Lesson 3: Cause and Effect

Connecting the Pieces

Part 1: Match the Cause and Effect:

Write the correct letter next to each cause.

Causes

1. Riley listened to music in church _____
2. Riley practiced playing guitar _____
3. Riley moved to Memphis _____
4. Riley performed his music for others _____
5. Riley grew up facing challenges _____

Effects

- A. He became known by many people
- B. His music expressed real emotions
- C. He found more opportunities to play music
- D. He developed a love for music
- E. He became a skilled musician

Part 2: Complete the sentence:

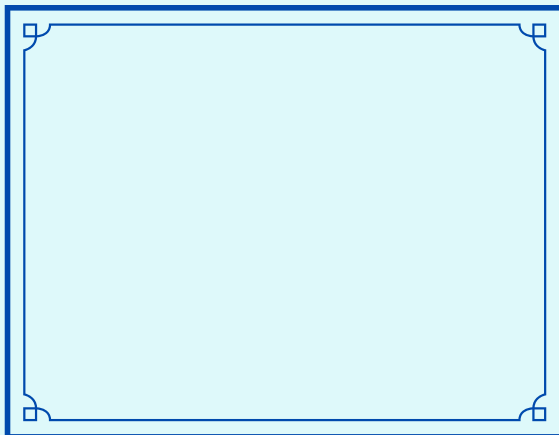
Use the sentence frame to explain the relationship.

1. Because Riley listened to music in church, _____.
2. Because Riley practiced playing guitar, _____.
3. Because Riley moved to Memphis, _____.

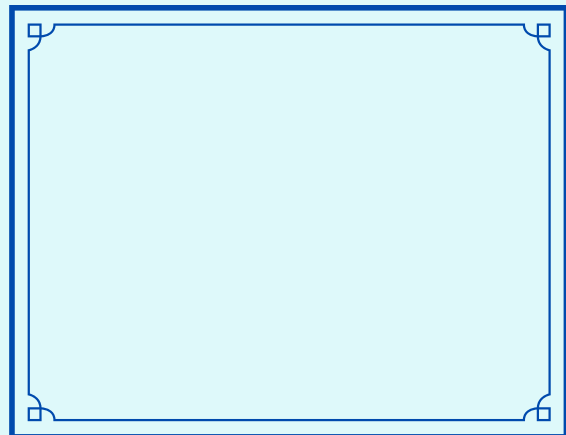
Part 3: Draw It!:

Select a cause and effect pair. Draw a picture to show what happened.

Cause



Effect



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Lesson 4: Mapping B.B. King's Life

Author: Patricia Lockhart,
M.A.T., Ed.S.
Grade Level: 4th

Introduction: Students will explore how geography plays a role in shaping a person's life. By following the journey of B. B. King in *Blues Boy: The B.B. King Story* by Alice Faye Duncan, students will use maps to understand where he lived, traveled, and built his music career.

Learning Objective: Students will use a map to identify and label important locations in B.B. King's life and explain why each place was significant.

Guiding Question:

How do places influence a person's life and opportunities?

Curriculum Standards: G.4.2 – Students will use geographic tools (maps, globes, charts) to gather and interpret information about locations.

Materials:

- *Blues Boy: The B.B. King Story* by Alice Faye Duncan
- Map of Mississippi and Tennessee
- Lesson 4 Mapping B.B. King's Life Worksheet

Before You Read

Ask students:

“What is a map used for?” “How can a map tell us about someone's life?”

Explain: Maps help us understand where events happen and where a person lives can affect their opportunities and experiences.

While You Read

Pause at key moments as you read and ask:

Where is Riley now?

Why is this place important to his life?

What changed when he moved?

Mark locations on a class map as you read.

After You Read

Trace B.B. King's journey.

Discuss how each location influenced his life

Partner Assignment: Turn and Talk: Which place was most important? Why? How did moving change his life?

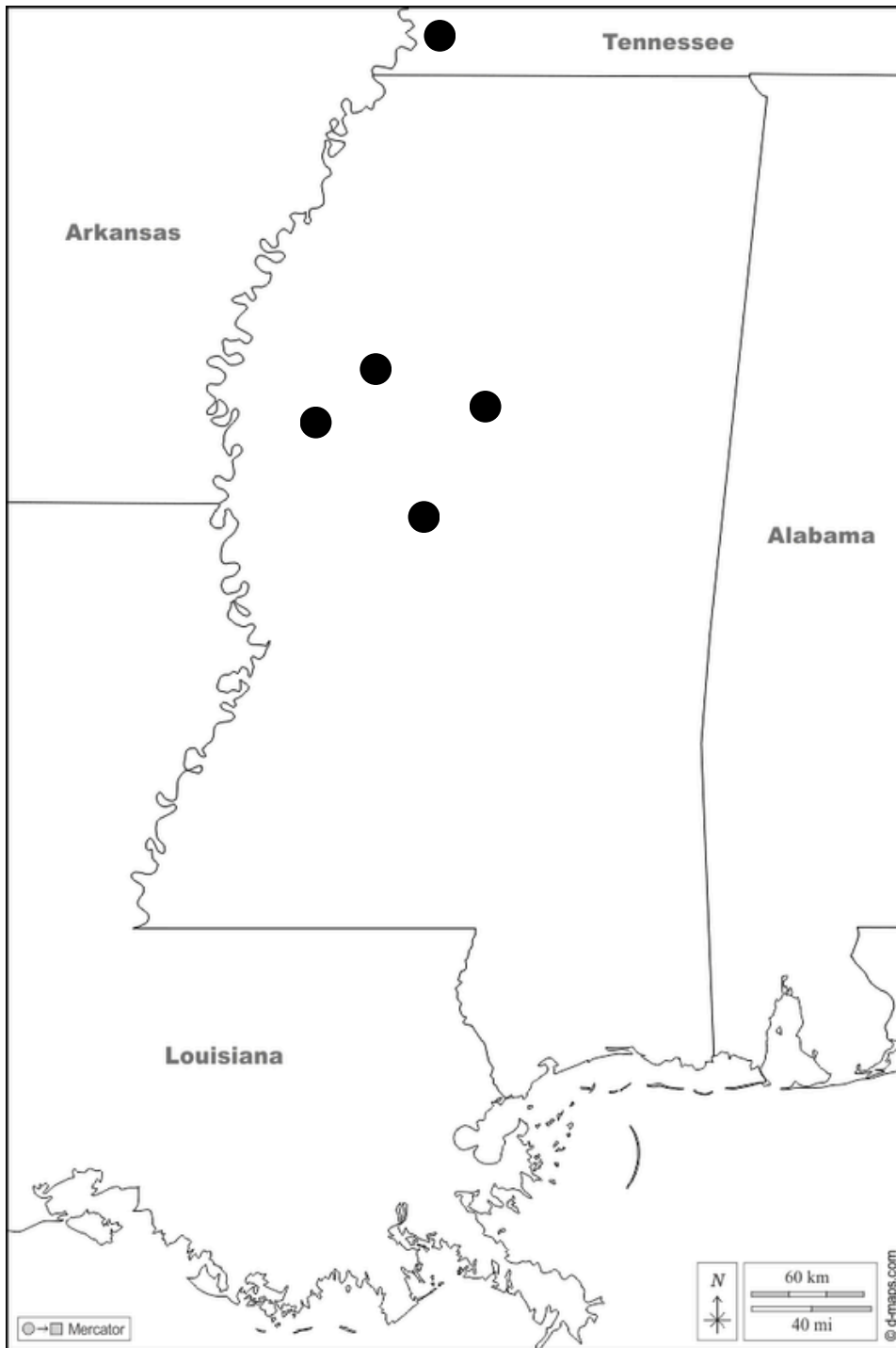
Personal Assignment: Complete the Lesson 4: Mapping B.B. King's Life worksheet.

Closing Discussion: How did the places B.B. King lived shape his life? Why do places matter in a person's story?

Lesson 4: Mapping

B.B. King's Life

Directions: Using the Word Bank, identify the cities that were influential to B.B. King's life.



Word Bank

Berclair, MS

Kilmichael, MS

Indianola, MS

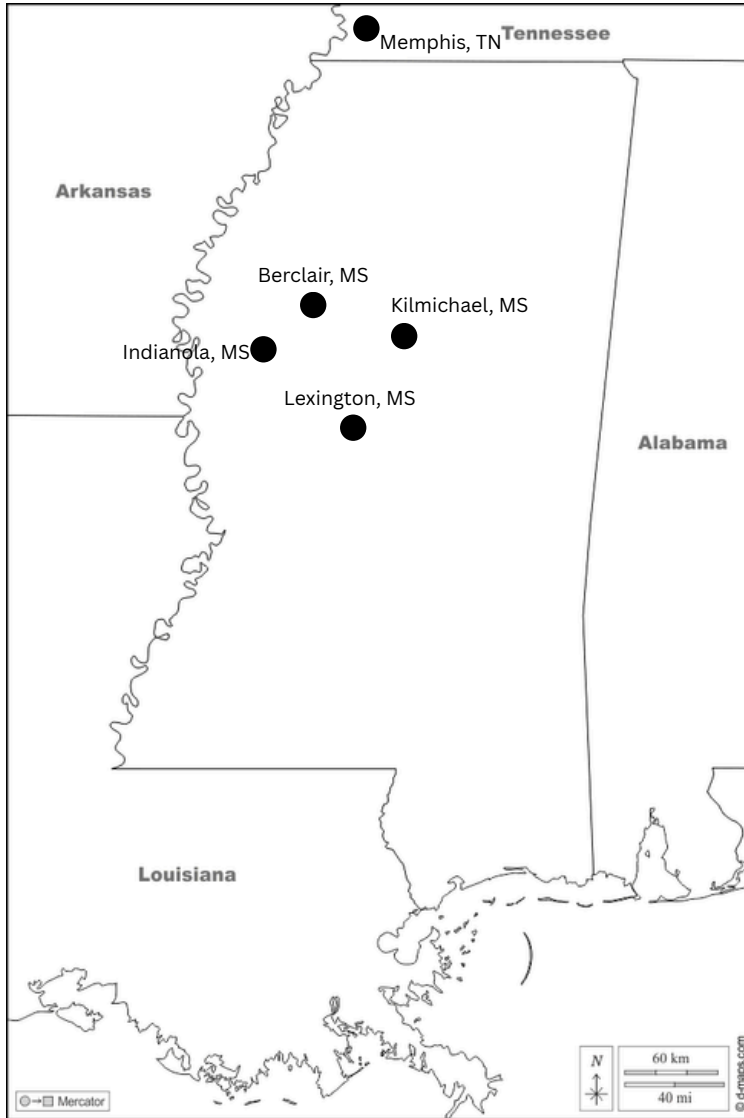
Lexington, MS

Memphis, TN

Lesson 4: Mapping

B.B. King's Life

Directions: Draw arrows showing B.B. King's journey.
Write 1-2 sentences stating why each city was important.



Berclair, MS

Kilmichael, MS

Indianola, MS

Lexington, MS

Memphis, TN

BLUES BOY: THE B.B. KING STORY
BY ALICE FAYE DUNCAN

Lesson 5: What Makes a Character Strong

Author: Patricia Lockhart,
M.A.T., Ed.S.
Grade Level: 3rd

Introduction: Students will explore how a person's character traits can influence their success. By reading about B. B. King in *Blues Boy: The B.B. King Story* by Alice Faye Duncan, students will identify traits that helped him overcome challenges and achieve his goals.

Learning Objective: Students will identify character traits and explain how those traits contributed to B.B. King's success.

Guiding Question:

How can a person's character traits help them achieve their dreams?

Curriculum Standards: RL.3.3 – Describe characters and explain how their actions contribute to events in a story.

Materials:

- *Blues Boy: The B.B. King Story* by Alice Faye Duncan
- Lesson 5 "What Makes a Character Strong" Worksheet

Before You Read

Ask students:

- "What is a character trait?"
"What are some traits that help people succeed?"

Create a quick anchor chart with examples:
Determined, Hard-working, Brave, and Kind.

While You Read

Pause at key moments as you read and ask:

What is Riley doing right now?

What does this show about his character?

How does this action help him move forward?

Determined = He kept practicing his guitar.

Brave = He moved to Memphis.

Passionate = He loved music.

After You Read

Discuss:

Is there a character trait that seems more important than the others?

Do the character traits work together to help B.B. King succeed?

Partner Assignment: Turn and Talk: In your opinion, which character trait helped B.B. King to succeed the most?

Personal Assignment: Complete the Lesson 4: Mapping B.B.King's Life worksheet.

Closing Discussion: What is one trait that helped B.B. King succeed? Why is that trait important?

Lesson 5: What Makes a Strong Character.

Directions: Read each event from the story. Identify the character trait B.B. King showed. Then explain how that trait helped him succeed.

Event	Character Trait	Benefit
Riley loved the music from his church, family and community.		

Event	Character Trait	Benefit
Riley practiced playing the guitar in the mornings and past midnight.		

Event	Character Trait	Benefit
Riley moved to a new city, Memphis, TN		