

Asking and Answering Questions Lesson Plans for 4 Book Club Meetings

The following preview shows all of the Book Club Meetings for
Cam Jansen: The Mystery of the Stolen Diamonds by David A. Adler

4 Part Lesson Plans

Key Vocabulary by Chapter

Discussion Questions by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
Cam Jansen: The Mystery of the Stolen Diamonds By: David A. Adler Grade Level: 2 / Guided Reading Level: L	
Discussion Questions and New Vocabulary	<p>Meeting #2 Continued</p> <p>Chapter 1 New Vocabulary:</p> <ol style="list-style-type: none">1. Photographic memory (page 4) – an unusual ability to remember things exactly as they were seen2. Insulated (page 7) – material that prevents heat from going into or out of something3. Sundial (page 8) – a device that shows time by the position of the sun <p>Chapter 2 Discussion Questions:</p> <ol style="list-style-type: none">1. Where did the man with a mustache and dark suit run? Answer: The man with a mustache ran toward the center of the mall. Cam thought it was strange that he didn't run to one of the exits if he was trying to get away. (pages 10-11)2. Who came out of the jewelry store after the man with a mustache and dark suit? Do you think they are suspects? Why or why not? Answer: The young couple with the baby came out of the store after the man in the suit. Answers may vary. Sample answers include: I think that the young couple are not suspects because they weren't running away from the store. (pages 11-12)3. Who were the last people to exit the store? Do you think they are suspects? Why or why not? Answer: Two old women were the last people to leave the store. Answers may vary. Sample answers include: I don't think the old women are suspects because they sat down on a bench instead of running away. (page 13)
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Book Club	
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Asking and Answering Questions about Characters	<p>Meeting #2 Continued</p> <p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none">• 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 chapter or focus on vocabulary.• Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. <p>Time to Teach: Asking and Answering Questions about Characters (7-10 minutes)</p> <ul style="list-style-type: none">• Open the meeting by inviting students to share the questions/answers they wrote down while reading independently.• Tell students that this meeting will focus on asking and answering questions about characters in <i>Cam Jansen: The Mystery of the Stolen Diamonds</i>. Remind students that asking questions is an important skill to help deepen their understanding of the story.• Explain that we will try to solve the mystery of the robbery at Mr. Parker's Jewelry Store by asking and answering questions about the characters introduced in Chapters 1-3.• Refer to the Asking Questions to Solve the Mystery graphic organizer. Ask students to name the characters that were introduced so far in the story. Record their answers in the "Who" column. (Answer: Cam, Eric, Howie, Man with a Mustache, Young Couple, Old Women, Mr. Parker, Policeman).
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Meeting #3 Continued	<p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none">• Distribute the Student Self-Evaluation Assessments.• Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.• Collect the evaluation forms (the forms will be on the last day of Book Club along with any notes from the teacher). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none">• Assign students to independently read Chapters 7-8.• Ask students to write down at least two questions they have using their Asking Questions to Solve the Mystery graphic organizer.• 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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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Introduce Asking and Answering Questions	
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Asking and Answering Questions about Key Details	<p>Meeting #3 Continued</p> <p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none">• 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 chapter or focus on vocabulary.• Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. <p>Time to Teach: Asking and Answering Questions about Key Details (7-10 minutes)</p> <ul style="list-style-type: none">• Ask students to share some of the questions that they wrote or clues they noted while reading independently.• Focus student attention on the 3 W's and 1 H question words. (Answer: who, what, when, where, why, and how). Prompt students to remember that we use these words to ask and answer questions that help us understand the story better.• Remind students that in prior meetings, they practiced asking questions and using text evidence to solve a mystery just like the police. Cam, and Eric did in the story.• Prompt students to ask questions, you can find the answer to your question in the text. When this happens, you can use the clues in the text and what you already know about your question to come up with an answer that makes logical sense. This process is called making an inference.
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Asking and Answering Questions about Characters	
<p>Asking and Answering Questions about Characters</p> <ul style="list-style-type: none">• 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 chapter or focus on vocabulary.• Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.	
Making Inferences to Answer Questions	<p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none">• 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 chapter or focus on vocabulary.• Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. <p>Time to Teach: Making Inferences to Answer Questions (7-10 minutes)</p> <ul style="list-style-type: none">• Prompt students to share some of the questions that they wrote while reading independently.• Ask a volunteer to provide the 3 W's and 1 H question words. (Answer: who, what, when, where, why, and how). Prompt students to remember that we use these words to ask and answer questions that help us understand the story better.• Remind students that in prior meetings, they practiced asking questions and using text evidence to solve a mystery just like the police. Cam, and Eric did in the story.• Prompt students to ask questions, you can find the answer to your question in the text. When this happens, you can use the clues in the text and what you already know about your question to come up with an answer that makes logical sense. This process is called making an inference.
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