

Conflict and Resolution Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for Freckle Juice by Judy Blume

4 Part Lesson Plans

Book Club
Freckle Juice
By: Judy Blume
Grade Level: 2 / Guided Reading Level: M

Discussion Questions and New Vocabulary

Meeting #2
A Note About the Discussion Questions and Vocabulary
The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.

You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, picture clues). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

Chapter 2 Discussion Questions:

1. What do you suppose Andrew's classmates think of him? do you think so?
2. What can you infer about Sharon? Is your inference meaningful? Why or why not?
3. What do you suppose will happen next? Why do you think so?

Chapter 2 New Vocabulary:

1. Allowance (pg. 11) – a small amount of money that is given to children by their parents
2. Arithmetic (pg. 21) – addition, subtraction, multiplication, and division
3. Aisle (pg. 23) – a place where people can walk between sections of seats

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Primary vs. Secondary Conflict and Resolution

Meeting #2 Continued
Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Primary vs. Secondary Conflict and Resolution (7-10 minutes)

- Review the conflict / resolution chart from Chapter 1.
- Ask the students whether or not the conflict (Andrew wants freckles but he wasn't born with them so...) has been resolved (the conflict has not been resolved).
- Discuss the path Andrew is taking to solve the conflict of not having freckles (buying the freckle juice recipe).
- Discuss any new conflicts that occurred in chapter 2 (i.e. When Andrew gets caught with the freckle juice recipe and has to give it to Miss Kelly).
- Create a new Conflict / Resolution chart for chapter 2.
 - Add new conflicts / resolutions to the chart.
 - Explain that a plot is composed of several smaller conflicts and resolutions. For example, Miss Kelly's decision to take the recipe away from Andrew was a conflict. The conflict was resolved when she returned the recipe to Andrew at the end of the school day.

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Introduce Conflict and Resolution

Meeting #1 Continued
Time to Teach: Introduce Conflict and Resolution

- Read the first page aloud while the students follow along.
- Upon completing the first page, draw students' attention to the problem that was presented on the first page.
- Discuss the fact that plots often have a conflict and a resolution. You might connect the idea of conflict resolution to a familiar story like *The Three Little Pigs* or *Corduroy*.

Model How to Track Conflict and Resolution

- Reread the first paragraph of Chapter 1. Ask students to identify the problem. Explain that problems usually belong to someone or something.
- Model how to keep track of conflict and resolution in a reader's notebook.
 - Open your notebook.
 - Write the date, book title, and chapter.
 - Draw a four column table with the following labels:
 - Label the first column "Somebody"
 - Label the second column "Wanted"
 - Label the third column "But"
 - Label the fourth column "So"
- Work with the students to fill in the chart:
 - Ask the students to identify who is having the problem.
 - "Somebody" wanted...
 - Continue to complete the chart (refer to the sample notebook entry).
 - Ask students to create the same table in their

Sample Notebook Entry

Somebody	Wanted	But	So
Andrew	wanted freckles	he wasn't born with them	he bought a recipe for freckle juice

Chapter 1 Response
I think Andrew...

Sample Reader's Notebook Entries

Introduce Conflict and Resolution

Tracking Primary vs. Secondary Conflict and Resolution

Inferring Conflict and Resolution

Conflict and Resolution Across Longer Text

Conflict and Resolution

Meeting #3 Continued

Club Meeting
To independently read chapter 4, group when the Book Club should meet students as they record the assignment on calendars.

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Conflict and Resolution

Meeting #3 Continued

Club Meeting
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

5 Conflict and Resolution Lesson Plans