

Making Inferences Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for Harry Potter and the Sorcerer's Stone by J.K. Rowling

4 Part Lesson Plans

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club	
Harry Potter and the Sorcerer's Stone By: J.K. Rowling Grade Level: 5 / Guided Reading Level: V	
Discussion Questions and New Vocabulary	Meeting #3 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, Greek/Latin roots, prefixes/suffixes). 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. Chapters 5-7 Discussion Questions: <ol style="list-style-type: none">1. What newspaper is Hagrid reading? (The Daily Prophet, the newspaper for magicians, who have a whole separate government, pg. 64)2. How did Harry select his wand? (The wand chooses the wizard: it's the brother of Voldemort's wand, pg. 85)3. How did Harry get to Hogwarts School? (He followed Ron's family to find Platform 9 ¾, pg. 93)4. What is the sorting hat? (The students put it on their head and it sorts them into which House they will belong, pg. 118) Chapters 5-7 New Vocabulary: <ol style="list-style-type: none">1. Diagonally (pg. 61) - not going straight across or up and down2. Phoenix (pg. 84) - magical bird that burns itself and then is born again from the ashes3. The Underground (pg. 67) - railway system of electric trains in England beneath the ground
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Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
Harry Potter and the Sorcerer's Stone By: J.K. Rowling Grade Level: 5 / Guided Reading Level: V	
Using Inferences to Make Predictions	Kick-off the Book Club Meeting (5-7 minutes) <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. Time to Teach: Identifying the Central Message in a Text (7-10 minutes) <ul style="list-style-type: none">• Ask students to share an important inference they made during their independent reading of chapters 8-11.<ul style="list-style-type: none">• Ask students to explain why they think their inferences were important (listen for inferences that helped the reader make predictions while reading as you can use the inference as an example for this lesson).• Explain that some of the most important inferences we make are ones that help us predict or anticipate what will happen next.• Draw students' attention to page 142.• Read the page aloud to the students.• Point out all of the questions Harry asked about Hagrid.• Ask the students what inferences they can make about Hagrid that can help them predict what will happen to him later in the story.<ul style="list-style-type: none">• Sample answers include: I can infer that Hagrid is hiding something because he won't look Harry in the eyes. That means I can predict that Hagrid had something to do with the robbery.
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Sample Notebook Entry for Making Inferences

Book Club	
Harry Potter and the Sorcerer's Stone By: J.K. Rowling Grade Level: 5 / Guided Reading Level: V	
Cite the Text to Support Inferences	Meeting #4 Continued Take Time to Reflect (2 minutes) <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 sent home or can be saved until the last day of Book Club to review student progress across the Book Club). Wrap Up the Book Club Meeting <ul style="list-style-type: none">• Assign students to independently read chapters 12 - 15. Students should continue with Reader's Notebook entries and significant passages that support the themes they have identified.• Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.• Tell students that they are responsible for the following:<ol style="list-style-type: none">1. Tracking inferences2. Making a prediction at the end of each chapter and supporting their prediction with an inference.3. Responding to reading using the Reading Response Board.
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Page	Inference	Supporting Text	Author's Purpose
18	I can infer that the Dursleys don't care about Harry because they don't keep any pictures of him in the house.	"The room held no sign of all that another boy lived in the house too." (pg. 18)	
28	I can infer that Harry has magical powers because snakes can understand him.	"I know," Harry murmured through the glass. "It must be really annoying." - "The snake nodded vigorously." (pg. 28)	

Take Time to Reflect (2 minutes) <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 sent home or can be saved until the last day of Book Club to review student progress across the Book Club).	
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