

# Retelling and Summarizing Lesson Plans for 5 Book Club Meetings

## The following preview shows all of the Book Club Meetings for Magic Tree House: Dinosaurs Before Dark by Mary Pope Osborne

### 4 Part Lesson Plans

Book Club		Magic Tree House: Dinosaurs Before Dark By: Mary Pope Osborne Grade Level: 2 / Guided Reading Level: M
Discussion Questions and New Vocabulary	Meeting #2 Continued	<p><b>Chapter 1 New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>Pretend (page 1) – not real</li> <li>Tucked (page 3) – a quiet or hidden place where something is located</li> <li>Disappeared (page 5) – to stop being visible</li> </ol> <p><b>Chapter 2 Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>What books did Jack and Annie want to read? Answer: Jack wanted to read about dinosaurs and Annie wanted to read about castles. (page 8)</li> <li>Why did Jack and Annie crouch on the floor? Answer: Jack and Annie crouched on the floor because they became frightened when they saw a Pteranodon fly toward the tree house. (page 9)</li> <li>What happened to the tree house? Can you predict what will happen next? Answers will vary. Sample answers include: The tree house spun in the wind faster and faster, then became still. I predict that the tree house blew to somewhere new. (page 10)</li> </ol> <p><b>Chapter 2 New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>Ancient (page 8) – belonging to a time that was long ago in the past</li> <li>Reptile (page 8) – an animal (such as a snake, lizard, turtle, or alligator) that has cold blood, lays eggs, and is covered in scales or hard parts</li> <li>Crest (page 9) – the highest part or point of something</li> </ol>
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Magic Tree House: Dinosaurs Before Dark By: Mary Pope Osborne Grade Level: 2 / Guided Reading Level: M
Identify Major and Minor Characters	Meeting #2 Continued	<p><b>Kick-off the Book Club Meeting (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li> <li>Review the conversation prompts on the Book Club Calendar.</li> <li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li> <li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li> <li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> </ul> <p><b>Time to Teach: Identify Major and Minor Characters (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Encourage volunteers to share the details that they recorded in the "Then" box on their Retelling graphic organizer while reading Chapters 2-3. Allow students to add/complete their "Then" box during the discussion. (See sample graphic organizer.)</li> <li>Tell students that one way to help them decide which details to use as they retell and summarize the story is to pay attention to what the characters are doing.</li> <li>Explain to students that there are two types of characters in a story: major characters and minor characters. We can differentiate the characters using the following details:             <ul style="list-style-type: none"> <li>Major characters will take a primary role in the action, while minor characters don't affect the plot.</li> <li>Major characters are usually described with a lot of detail, while we often do not learn as much about minor characters.</li> </ul> </li> </ul>
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Discussion Questions by Chapter

Key Vocabulary by Chapter

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Reflection and Self-Evaluation	Meeting #3 Continued	<p><b>Take Time to Reflect (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the Student Self-Evaluation Assessment.</li> <li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li> </ul> <p>(This can be saved until the last day of Book Club to review student progress across the Book Club).</p> <p><b>Wrap Up the Book Club Meeting</b></p> <ul style="list-style-type: none"> <li>Assign students to independently read Chapters 7 – 9.</li> <li>While reading, students are responsible for adding information to the "The problem is" and "After that" boxes on the Retelling graphic organizer.</li> <li>Monitor students as they record the assignment on their Book Club Calendar.</li> <li>Determine as a group when the Book Club should meet again.</li> </ul>
	Scheduling and Reader Responsibility	Magic Tree House: Dinosaurs Before Dark Book Club   @BookPagez.com

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Retelling and Summarizing

Identify Major and Minor Events

Analyze the Effect of a Different Response to Final Event on the Outcome of the Story

Identify Major and Minor Characters

Sequence Major Events and Describe Character Response to Events

### 5 Retelling and Summarizing Lesson Plans