

Asking and Answering Questions Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for Sideways Stories from Wayside School by Louis Sachar

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter



Book Club	
Sideways Stories from Wayside School By: Louis Sachar Grade Level: 3 / Guided Reading Level: P	
Discussion Questions and New Vocabulary	Meeting #3 Continued
	Chapter 8 Discussion Questions:
	1. What is the job of the class president? Answer: He has to turn the lights on and off every day. (page 31)
	2. Why is Myron late to his job? Answer: He stops to visit Pugsy. (page 32)
	3. Do you think Myron was a good class president? Why or why not? Answers will vary. No, because he did not complete his job.
	Chapter 8 New Vocabulary:
	1. Elected (page 31) – to select (someone) for a position, job, etc., by voting
	2. Convinced (page 32) – completely certain or sure about something
	3. Conscious (page 33) – not awake especially because of an injury, drug, etc.
	Chapter 9 Discussion Questions:
	1. What happens to Maurecia? Answer: She eats so much ice cream, she does not like it anymore. (page 35)
	2. Why does Mrs. Jewls bring in Maurecia-flavored ice cream? Answer: She thinks everyone will like it because everyone likes Maurecia. (page 36)
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
Sideways Stories from Wayside School By: Louis Sachar Grade Level: 3 / Guided Reading Level: P	
Introduce Understanding A Story by Asking Questions	Meeting #1 Continued
	Time to Teach: Introduce Understanding A Story by Asking Questions
	<ul style="list-style-type: none">Ask students to think about their first day of school this year, focusing on recreating the feelings they had. (Sample answers: nervous, scared, anxious, excited)Ask the students what questions they had on the first day of school?Record their responses. (Sample answers: Where is my classroom? Will I know any of the kids in my class? Is my teacher nice or mean? What if I forget where my locker is? Who will I sit by at lunch? Where do I line up on the playground?)If they have not come up with a who, what, where, when, why, and how question, lead them to generate one.Ask students why they had a lot of questions on the first day of school? (Sample answer: On the first day of school, everything's new, so you have to ask lots of questions.)Remind students that asking questions helps us find out information.Remind students that asking themselves questions they read helps them find important information.Ask students you are going to practice asking questions with a familiar story. Distribute the Golden Handout.Read the paragraph aloud.Provide the students with several minutes to go back through the paragraph and underline or highlight the important details.Write who, what, where, when, why, and how in a vertical line on chart paper.Generate a question about the Golden Handout paragraph for each of the words. Some sample questions are:<ul style="list-style-type: none">Who is the story about? Whose house does Golden find?
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Book Club	
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	Meeting #2 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 turned in or can be saved until the last day of Book Club to show student progress across the Book Club).
	Wrap Up the Book Club Meeting
	<ul style="list-style-type: none">Assign students to independently read Chapters 7 – 12.Instruct students to choose one of the assigned chapters and write a list of thin and thick questions using the Thin or Thick? graphic organizer. There should be one question in each of the boxes on the chart.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

<h1>Introduce Understanding a Story by Asking Questions</h1>	
Asking Questions	<ul style="list-style-type: none">Ask students to think about their first day of school this year, focusing on recreating the feelings they had. (Sample answers: nervous, scared, anxious, excited)
<h2>Asking Important Questions (Thin vs. Thick)</h2>	
Asking Questions	<ul style="list-style-type: none">Ask students to think about their first day of school this year, focusing on recreating the feelings they had. (Sample answers: nervous, scared, anxious, excited)
<h2>Finding Answers to Your Questions</h2>	
Meeting #3 Continued	
Finding Answers to Your Questions	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.Facilitate 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.
<h2>Making Logical Inferences to Answer Questions</h2>	
Making Logical Inferences to Answer Questions	Time to Teach: Making Logical Inferences to Answer Questions (7-10 minutes) <ul style="list-style-type: none">Remind students that we are focusing on asking and answering important questions as we read to help us understand the text better. So far, we have learned about thin and thick questions and using the text to answer our questions.Invite students to share the thick questions that they wrote while independently reading chapters 11 – 24.Challenge students to provide the page number and details in the text that help to answer the question.Prompt students to remember that thin questions help you gather details from the text and thick questions help you analyze or think deeper about the story.They can use their own knowledge and experiences, combined with the information in the story, to make inferences to answer the question.Let students that sometimes we use the details from the text and our own knowledge and experiences to help us answer our thick questions. This is called making logical inferences.
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<h2>Asking Important Questions (Thin vs. Thick)</h2>	
Asking Questions	<ul style="list-style-type: none">Ask students to think about their first day of school this year, focusing on recreating the feelings they had. (Sample answers: nervous, scared, anxious, excited)
<h2>Supporting Your Answers with the Text</h2>	
Meeting #4 Continued	
Model How to Respond to Reading (continued)	<ul style="list-style-type: none">Remind students that they should cite the page number where they find their answer in parentheses after their answer.
<h2>Asking and Answering Questions</h2>	
Asking and Answering Questions	Meeting #4 Continued 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.Facilitate 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: Asking and Answering Questions (7-10 minutes) <ul style="list-style-type: none">Ask students if they enjoyed the stories about the students at Wayside School? Invite them to share their answers.Ask students to choose a partner.Instruct each pair to pick one chapter from the book and write three thin questions and three thick questions for that chapter.When students are done writing, rotate the question sheets to another pair of students and have them answer the questions.Remind students to cite the text when answering the questions and use inferences for their thick answers.Discuss with students how asking questions helped them better understand what happened in each chapter. (Sample answer: Asking questions made me pay more attention to the details of the story as I read. Thinking about similar experiences in my own life helps me understand the characters more.)	
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