

# Asking and Answering Questions Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for Stone Fox by John Reynolds Gardiner

## 4 Part Lesson Plans

Book Club	
<b>Stone Fox</b> By: John Reynolds Gardiner Grade Level: 3 / Guided Reading Level: P	
<b>Discussion Questions and New Vocabulary</b>	<b>Meeting #3 Continued</b> <b>Chapter 3 New Vocabulary:</b> <ol style="list-style-type: none"> <li>Outskirts (page 24) – the parts of a city or town that are far from the center</li> <li>Perked (page 26) – to lift (the ears) in a quick or alert way</li> <li>Tremendous (page 28) – very large or great</li> </ol>
	<b>Chapter 4 Discussion Questions:</b> <ol style="list-style-type: none"> <li>How much money does Grandfather owe in taxes to the government? Answer: Grandfather owes \$500. (page 36)</li> <li>What will happen if Willy doesn't pay the taxes on the farm? Answer: If Willy doesn't pay taxes on the farm, the government will take away the farm. (page 37)</li> <li>Do you think the taxes are the reason why Grandfather is sick? Why or why not? Answer: Yes, I think the taxes are the reason why Grandfather is sick. He owes the government a lot of money and if he can't pay, they will take away his farm. He feels hopeless.</li> </ol>
	<b>Chapter 4 New Vocabulary:</b> <ol style="list-style-type: none"> <li>Ricocheting (page 30) – to bounce off a surface and continue moving in a different direction</li> <li>Jabbed (page 36) – to push something sharp or hard quickly or suddenly into or toward someone or something</li> <li>Exposing (page 37) – to reveal (something hidden)</li> </ol>
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Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
<b>Stone Fox</b> By: John Reynolds Gardiner Grade Level: 3 / Guided Reading Level: P	
<b>Introduce Asking and Answering Questions</b>	<b>Meeting #1 Continued</b> <b>Time to Teach: Introduce Asking and Answering Questions</b> <ul style="list-style-type: none"> <li>Read the book summary.</li> <li>Tell students that we are going to focus on asking and answering questions while reading the book.</li> <li>Explain that asking questions helps us understand the book better and is one way that we learn more information about topics that we are interested in.</li> <li>Ask students to brainstorm words that usually start a question. Write student responses on the board. Ensure the following are listed: who, what, where, when, why, and how.</li> <li>Tell the students that you are interested in learning more about them and you are going to do that by asking them questions that start with these six words.</li> <li>Ask the following questions:                             <ul style="list-style-type: none"> <li>Who loves listening to music? (Choose a student to answer, then ask them the following questions.)                                     <ul style="list-style-type: none"> <li>What is your favorite band/artists?</li> <li>When do you really like to listen to music?</li> <li>Where do you enjoy listening to music?</li> <li>Why do you listen to music?</li> <li>How do you listen to music?</li> </ul> </li> </ul> </li> </ul>
	Tell students what they learned about the student who answered the questions. (Sample answer: I learned she loves Taylor Swift. I learned she listens to music while she does her homework. I learned that she likes to listen to music in her room, etc.)
	<b>Model How to Respond to Reading</b> <ul style="list-style-type: none"> <li>Tell the students that asking questions is a great way to get ready to read a book. When we ask ourselves questions, we answer those questions by making predictions about the book. As we read, we are then able to focus on finding out if the predictions we made are correct or not.</li> </ul>
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Book Club		
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<b>Meeting #4 Continued</b> <b>Take Time to Reflect (2 minutes)</b> <ul style="list-style-type: none"> <li>Distribute the <b>Student Self-Evaluation Assessment</b>.</li> <li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li> <li>Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with the calendar from the teacher).</li> </ul> <b>Wrap Up the Book Club Meeting</b> <ul style="list-style-type: none"> <li>Assign students to independently read <b>Chapter 8, 9, and 10</b>.</li> <li>Instruct students to write down three important details from these chapters and two questions that they have about what will happen to Willy and Stone Fox after the book ends.</li> <li>Determine as a group when the Book Club should meet again.</li> <li>Monitor students as they record the assignment on their Book Club Calendar.</li> </ul>	<b>Sample Reader's Notebook Entry</b> <p><b>Three Important Details:</b></p> <ul style="list-style-type: none"> <li>Willy tried to get a loan from the bank in order to pay the taxes. The bank denied him a loan. (42)</li> <li>Willy finds out there is a Doggled race that pays \$500 to the winner. That now he thinks he will get the money to pay the taxes. (44)</li> <li>Stone Fox enters the race. He is an impressive runner. (52)</li> </ul> <p><b>Two Questions:</b></p> <ul style="list-style-type: none"> <li>What will Willy have to do to win the race?</li> <li>Why does Stone Fox hit Willy?</li> </ul>	
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Reflection and Self-Evaluation

Sample Reader's Notebook Entry

Scheduling and Reader Responsibility

### Introduce Asking and Answering Questions

Tell students that we are going to focus on asking and answering questions while reading the book.

Explain that asking questions helps us understand the book better and is one way that we learn more information about topics that we are interested in.

Ask students to brainstorm words that usually start a question. Write student responses on the board. Ensure the following are listed: who, what, where, when, why, and how.

Tell the students that you are interested in learning more about them and you are going to do that by asking them questions that start with these six words.

Ask the following questions:

- Who loves listening to music? (Choose a student to answer, then ask them the following questions.)
  - What is your favorite band/artists?
  - When do you really like to listen to music?
  - Where do you enjoy listening to music?
  - Why do you listen to music?
  - How do you listen to music?

Tell students what they learned about the student who answered the questions. (Sample answer: I learned she loves Taylor Swift. I learned she listens to music while she does her homework. I learned that she likes to listen to music in her room, etc.)

**Model How to Respond to Reading**

Tell the students that asking questions is a great way to get ready to read a book. When we ask ourselves questions, we answer those questions by making predictions about the book. As we read, we are then able to focus on finding out if the predictions we made are correct or not.

### Asking and Answering Questions about Characters

Introduce page 11 (a person's past professions) given by forms.

- Introduce page 11: to supply something, such as land, with water by using artificial means (such as a dam).
- Read page 19 – to ask for something in a serious and emotional way.

**Kick-off the Book Club Meeting (5-7 minutes)**

Introduce page 11 (a person's past professions) given by forms.

Introduce page 11: to supply something, such as land, with water by using artificial means (such as a dam).

Read page 19 – to ask for something in a serious and emotional way.

### Asking and Answering Questions about Events

Collect student names 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: Asking and Answering Questions (7-10 minutes)**

Invite students to share some of the questions they wrote while reading independently.

Remind students that we are focusing on better understanding the story by asking and answering questions using specific answer stems in the text and by making inferences. Today, we will practice synthesizing information to answer questions.

Tell your students these two facts:

- You brought your white and black/white striped shirt to school today.
- You have to be on the soccer field by 3:00 after school.

Ask the question: "What am I doing after school today?" Call on a volunteer to answer the question. (Sample answer: You are refereeing a soccer game.)

### Making Inferences to Answer Questions

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Read page 19 – to ask for something in a serious and emotional way.

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### Synthesizing to Answer Questions

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