

# Comparing and Contrasting Lesson Plans for 8 Book Club Meetings

The following preview shows all of the Book Club Meetings for *The Candymakers* by Shannon Dale and Dean Hale

## 4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club	
<b>The Candymakers</b> By: Wendy Mass Grade Level: 5 / Guided Reading Level: U	
Discussion Questions and New Vocabulary	<p><b>Meeting #2 Continued</b></p> <p><b>Part 1, Chapters 1 – 4 Discussion Questions:</b></p> <p>4. How do the other contestants feel about Philip so far? What makes you think that?</p> <p>Answers will vary. Sample answers include: The other kids don't really like Philip, especially Daisy. I think this because of the things that Logan thinks, and the way Daisy talks back to him whenever he says something negative. Philip keeps insulting Miles whenever he talks about the afterlife. (Chapters 2 and 3)</p> <p>5. What does Philip say that shocks everyone?</p> <p>Answer: He says he doesn't like candy. (page 39)</p> <p>6. In which rooms of the tour do the contestants meet the factory workers?</p> <p>Answer: The contestants meet workers in the Cocoa Room, Taffy Room, Tropical Room, and Bee Room. (pages 32, 36, 45, 52)</p>
	<p><b>Part 1, Chapters 1 – 4 New Vocabulary:</b></p> <p>1. Irrigation (page 12) – to supply land with water by using artificial means (such as pipes)</p> <p>2. Admissible (page 28) – to be able to be admitted or allowed</p> <p>3. Scrutiny (page 29) – the act of carefully examining something especially in a critical way</p> <p>4. Tethered (page 37) – very tight from being pulled or attached; not loose or slack</p> <p>5. Afterlife (page 39) – a life that some people believe exists after death</p> <p>6. Processed (page 42) – to change something from one form into another by preparing, handling, or treating in a special way</p>
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
<b>The Candymakers</b> By: Wendy Mass Grade Level: 5 / Guided Reading Level: U	
Identifying Character Traits Using Thoughts, Dialogue, and Actions	<p><b>Meeting #2 Continued</b></p> <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: Identifying Character Traits Using Thoughts, Dialogue, and Actions (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite volunteers to share their thoughts about the characters so far. (Discussion will vary.)</li> <li>Remind students that we are learning about each of the characters to be able to compare and contrast them.</li> <li>Ask students how we can get to know the characters as they are reading? (Possible Answer: We can get to know the characters by looking at what each one says, thinks, and does. We can also pay attention to what the other characters say about him/her.)</li> <li>Prompt students to turn to page 10 in <i>The Candymakers</i>.</li> <li>Direct students to identify character traits for Logan while they listen to this section of the story.</li> <li>Read page 10 aloud.</li> <li>Ask students how they would describe Logan based upon what they heard? (Possible Answer: grateful (he begins each day thinking about what he is thankful for), thoughtful (he recites the same chant with his father each morning), (he wants to wear the same uniform as the workers even though he is not</li> </ul>
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Book Club	
<b>The Candymakers</b> By: Wendy Mass Grade Level: 5 / Guided Reading Level: U	
Identifying Character Traits Using Thoughts, Dialogue, and Actions	<p><b>Meeting #2 Continued</b></p> <p><b>Model How to Respond to Reading (continued)</b></p> <ul style="list-style-type: none"> <li>Assign each small group a section of the previously read text to review for more character traits for Logan.</li> <li>After some time, invite volunteers to share the character traits and corresponding evidence they identified for Logan.</li> </ul> <p><b>Take Time to Reflect (2 minutes)</b></p> <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 by completing the self-evaluation form.</li> <li>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).</li> </ul> <p><b>Wrap Up the Book Club Meeting</b></p> <ul style="list-style-type: none"> <li>Assign students to read <b>Part 1, Chapters 5 – 7</b> independently.</li> <li>Remind students that they are responsible for the following: <ul style="list-style-type: none"> <li>Continue adding traits and page numbers to the <b>Tracking Character Traits</b> graphic organizer.</li> <li>Respond to Part 1, Chapters 5 – 7 using the Reading Response Board.</li> </ul> </li> <li>Determine as a group when the Book Club should meet again.</li> <li>Model how to record the assignment on their Book Club Calendar.</li> </ul>
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Introduce Comparing and Contrasting**

*Using Inferences*

Repeat for remaining cards.

• "Miles' Card #1" (I was also dropped on eggs (clues: "spit", making breakfast), looked in the

**Identifying Character Traits Using Thoughts, Dialogue, and Actions**

*Details with Details from the Text*

• Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook,

**Comparing and Contrasting Settings**

*Using Inferences*

Repeat for remaining cards.

• "Miles' Card #1" (I was also dropped on eggs (clues: "spit", making breakfast), looked in the

**Comparing and Contrasting Events**

*Using Inferences*

Repeat for remaining cards.

• "Miles' Card #1" (I was also dropped on eggs (clues: "spit", making breakfast), looked in the

**Analyzing How Character Relationships are Built Through Similarities and Differences**

*Using Inferences*

Repeat for remaining cards.

• "Miles' Card #1" (I was also dropped on eggs (clues: "spit", making breakfast), looked in the

**Reflecting on Comparing and Contrasting**

*Using Inferences*

Repeat for remaining cards.

• "Miles' Card #1" (I was also dropped on eggs (clues: "spit", making breakfast), looked in the

8 Comparing and Contrasting Lesson Plans