

Determining Importance Lesson Plans for 7 Book Club Meetings

The following preview shows all of the Book Club Meetings for The Chocolate Touch by Patrick Skene Catling

4 Part Lesson Plans

The Chocolate Touch By: Patrick Skene Catling Grade Level: 3 / Guided Reading Level: N	
Book Club Discussion Questions and New Vocabulary	Meeting #2 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, picture clues). 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. Chapter 2 Discussion Questions: 1. Why do you think the coin had a picture of a fat boy on one side and the letter "JM" on the other? 2. Why do you think the storekeeper said that his mom wouldn't mind him buying a box of chocolate in the long run? 3. Why did John take his tonic so eagerly and go to bed early? Chapter 2 New Vocabulary: 1. Absentmindedly (pg. 22) – tending to forget things or to not notice things 2. Hesitate (pg. 27) – to stop briefly before you do something especially because you are nervous or unsure about what to do 3. Loaded (pg. 28) – loaded heavily with something

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Book Club Notice the Link Between Character Traits and Theme	Meeting #2 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. 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. Review the Theme / evidence chart from Chapter 1. Ask the students whether or not they think the theme that was identified in the first chapter is still correct. Add possible themes and evidence for Chapter 2 to the chart. Time to Teach: Notice the Link Between Character Traits and Theme (7-10 minutes) <ul style="list-style-type: none"> Explain that character traits are another element that can help readers determine theme. An example of a character's trait that can give the reader a clue about the theme is a character's flaw. Read the following excerpt from page 13: <i>"John should have been completely well behaved. But he wasn't. He had one bad fault: he was a pig about candy. ..."</i> <i>"All his money went to candy, and all his candy to himself. He never shared it. John Midas was candy mad."</i>

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Book Club Introduce Determining Theme	Meeting #1 Continued Time to Teach: Introduce Theme <ul style="list-style-type: none"> Ask students to think of a book they have read that taught a lesson. Allow students to share the title of their book and the lesson they learned. As students share, write down the theme that is connected to their message on the board or chart paper (write big themes like honesty, friendship, courage, family, etc.). Explain that authors almost always include messages in their books and that these messages can help readers determine theme. Use the list of themes that you wrote to illustrate how the theme is the big idea behind the author's message or lesson. Tell students that the theme is easier to understand after reading an entire book, but that we can look for clues about the theme by tracking the clues across the chapters of the book. Read the first chapter aloud with the group. Upon completing the first chapter, ask students to discuss their first impressions of the book: <ul style="list-style-type: none"> What might the theme of the book be? What evidence from the text support their first impressions? Model How to Track Theme <ul style="list-style-type: none"> Explain that you can track the theme by looking for clues and evidence in each chapter. Model how to track theme and the evidence to support it in your notebook or on chart paper (refer to the Sample Notebook Entry). Ask students to create a similar table in their own notebooks so that they can track theme and evidence while reading the book. Note: You will refer to this chart throughout Book Club.

Sample Reader's Notebook Entries

Sample Notebook Entry The Chocolate Touch Tracking Theme Theme: Candy Evidence: John's doctor said that he was healthy because he ate so much candy. Model How to Track Theme Explain that you can track the theme by looking for clues and evidence in each chapter. Model how to track theme and the evidence to support it in your notebook or on chart paper (refer to the Sample Notebook Entry). Ask students to create a similar table in their own notebooks so that they can track theme and evidence while reading the book. Note: You will refer to this chart throughout Book Club.	Meeting #5 Continued Time to Teach (continued) <ul style="list-style-type: none"> Ask students to identify how John's perspective has changed. He has realized that having chocolate all of the time isn't a good thing. He wants healthy food. Pass out Tracking Theme Through Story Elements & Literary Tools. Explain that by paying attention to a character's problems and the lessons that they learn can help us to determine theme. Work as a group to identify the change in John's perspective in chapter 7 and 8 and how his perspective is connected to the theme. Fill out Tracking Theme Through Story Elements together. Collect students' Tracking Theme Through Story Elements page and store until the next meeting. Tell students that in addition to responding to their reading, they should continue to track the theme / evidence while reading. Take Time to Reflect (2 minutes) <ul style="list-style-type: none"> Distribute the Student Self-Evaluation form. Ask students to reflect on the work they've done by completing the self-evaluation form. Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher). Wrap Up the Book Club Meeting <ul style="list-style-type: none"> Assign students to independently read Chapters 9 and 10. Determine as a group when the book club should meet again. Make sure students they record the assignment on their book club calendar.
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Determining Theme Meeting #1 Introduce the Book Club and Set Expectations Set Expectations for the Book Club Explain the purpose of the Book Club and the role of the reader's notebook. 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. Review the Theme / evidence chart. Invite students to share themes they found in chapter 1 and 2. Add the themes and evidence to the anchor chart.	Examining the Problem to Identify Theme Meeting #4 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, picture clues). 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. Chapter 11 Discussion Questions: 1. How do Mr. and Mrs. Midas feel about John's illness? How do you know? 2. Why did John kiss his mother? What happened when he kissed her? 3. Why do you think the shop responded with all of the things John had wanted to buy? Chapter 11 New Vocabulary: 1. Abruptly (pg. 111) – very sudden not expected Chapter 12 Discussion Questions: 1. How did John feel when he saw his mother as a human again? Why is this an important part of the story? What did he find himself? 2. Why did John want to go back to the candy store? What did he find himself? Chapter 12 New Vocabulary: 1. Babbly (pg. 123) – moving or speaking quickly
Notice the Link Between Character Traits and Theme Meeting #2 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, picture clues). 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. Chapter 2 Discussion Questions: 1. Why do you think the coin had a picture of a fat boy on one side and the letter "JM" on the other? 2. Why do you think the storekeeper said that his mom wouldn't mind him buying a box of chocolate in the long run? 3. Why did John take his tonic so eagerly and go to bed early? Chapter 2 New Vocabulary: 1. Absentmindedly (pg. 22) – tending to forget things or to not notice things 2. Hesitate (pg. 27) – to stop briefly before you do something especially because you are nervous or unsure about what to do 3. Loaded (pg. 28) – loaded heavily with something	Making Inferred about Character's feelings 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, picture clues). 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. Chapter 3 Discussion Questions: 1. How do you think John felt when he found out that he had a problem? 2. How do you think John felt when he found out that he had a problem? 3. How do you think John felt when he found out that he had a problem? Chapter 3 New Vocabulary: 1. Babbly (pg. 111) – very sudden not expected
Connecting Changes in Character Perspective to Theme Meeting #5 Time to Teach (continued) Ask students to identify how John's perspective has changed. He has realized that having chocolate all of the time isn't a good thing. He wants healthy food. Pass out Tracking Theme Through Story Elements & Literary Tools. Explain that by paying attention to a character's problems and the lessons that they learn can help us to determine theme. Work as a group to identify the change in John's perspective in chapter 7 and 8 and how his perspective is connected to the theme. Fill out Tracking Theme Through Story Elements together. Collect students' Tracking Theme Through Story Elements page and store until the next meeting. Tell students that in addition to responding to their reading, they should continue to track the theme / evidence while reading.	Predicting Theme Meeting #6 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, picture clues). 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. Chapter 6 Discussion Questions: 1. How do you think John felt when he found out that he had a problem? 2. How do you think John felt when he found out that he had a problem? 3. How do you think John felt when he found out that he had a problem? Chapter 6 New Vocabulary: 1. Babbly (pg. 111) – very sudden not expected
Exploring the Author's Message to Identify Theme Meeting #7 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, picture clues). 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. Chapter 7 Discussion Questions: 1. How do you think John felt when he found out that he had a problem? 2. How do you think John felt when he found out that he had a problem? 3. How do you think John felt when he found out that he had a problem? Chapter 7 New Vocabulary: 1. Babbly (pg. 111) – very sudden not expected	Reflection and Self-Evaluation Meeting #8 Time to Teach (continued) Ask students to identify how John's perspective has changed. He has realized that having chocolate all of the time isn't a good thing. He wants healthy food. Pass out Tracking Theme Through Story Elements & Literary Tools. Explain that by paying attention to a character's problems and the lessons that they learn can help us to determine theme. Work as a group to identify the change in John's perspective in chapter 7 and 8 and how his perspective is connected to the theme. Fill out Tracking Theme Through Story Elements together. Collect students' Tracking Theme Through Story Elements page and store until the next meeting. Tell students that in addition to responding to their reading, they should continue to track the theme / evidence while reading.