

Here's What You'll Get with the The Chocolate Touch Book Club

Determining Theme Lesson Plans for 7 Book Club Meetings

4 Part Lesson Plans

Book Club The Chocolate Touch By: Patrick Skene Catling Grade Level: 3 / Guided Reading Level: N	
Discussion Questions and New Vocabulary	<p>Meeting #2</p> <p>A Note About the Discussion Questions and Vocabulary</p> <p>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.</p> <p>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.</p> <p>Chapter 2 Discussion Questions:</p> <ol style="list-style-type: none"> 1. What do you think the coin had a picture of a fat boy on 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? <p>Chapter 2 New Vocabulary:</p> <ol style="list-style-type: none"> 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 <p style="text-align: right;">The Chocolate Touch Book Club @BookPages.com</p>

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club The Chocolate Touch By: Patrick Skene Catling Grade Level: 3 / Guided Reading Level: N	
Notice the Link Between Character Traits and Theme	<p>Meeting #2 Continued</p> <p>Kick-off the Book Club Meeting (5-7 minutes)</p> <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. <p>Time to Teach: Notice the Link Between Character Traits and Theme (7 minutes)</p> <p>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.</p> <p>Read the following excerpt from page 13:</p> <p><i>"John should have been completely well behaved. But he wasn't. He had one bad fault: he was a pig about candy. ..."</i></p> <p><i>"All his money went to candy, and all his candy to himself. He never shared it. John Midas was candy mad."</i></p> <p style="text-align: right;">The Chocolate Touch Book Club @BookPages.com</p>

Book Club The Chocolate Touch By: Patrick Skene Catling Grade Level: 3 / Guided Reading Level: N	
Introduce Determining Theme	<p>Meeting #1 Continued</p> <p>Time to Teach: Introduce Theme</p> <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, generosity, 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 impression? <p>Model How to Track Theme</p> <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. <p style="text-align: right;">The Chocolate Touch Book Club @BookPages.com</p>

Sample Reader's Notebook Entries

Book Club The Chocolate Touch By: Patrick Skene Catling Grade Level: 3 / Guided Reading Level: N	
Connecting Changes in Character Perspective to Theme	<p>Meeting #3 Continued</p> <p>Time to Teach (continued)</p> <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). • Ask 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 changes in John's perspective in chapter 7 and 8 and how his perspective's 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. <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> • Distribute the Student Self-Evaluation. • Ask students to reflect on the work they did on Book Club 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). <p>Wrap Up the Book Club Meeting</p> <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. Monitor students as they record the assignment on their book club calendar. <p style="text-align: right;">The Chocolate Touch Book Club @BookPages.com</p>

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Determining Theme	Examining the Problem to Identify Theme
Notice the Link Between Character Traits and Theme	Making Inferred about Character's feelings
Connecting Changes in Character Perspective to Theme	Exploring the Author's Message to Identify Theme
Predicting Theme	Reflection and Self-Evaluation
Time to Teach: Notice the Link Between Character Traits and Theme (7 minutes)	Time to Teach: Connecting Changes in Character Perspective to Theme (7 minutes)

7 Determining Theme Lesson Plans

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> • Choose at least one interesting, funny, or confusing part to share with your book club • Mark the part you want to share with a sticky note or write the page number in your notebook • Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> • Try not to interrupt - wait your turn to share • Use respectful language • Listen carefully 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> • What part of the meeting made you feel good about yourself as a reader? • What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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Student Self-Evaluation Rubric

Name: _____

How I Did in The Chocolate Touch Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was responsible
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: _____ / 27

A Note from Your Teacher

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Who is telling the story? How do you know?	How do the illustrations help tell the story?	Tell about a main character in your book. How do you know if it's a main character?	What is the theme of this book? Why do you think so? Give examples.
Retell a chapter that you read today.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	Give an example of a literal phrase from the book you read today. Explain why it's literal.
Write about the reading strategies you used to help you be a better reader.	How is your book organized? Can you think of another way the author could have organized the book?	Do you agree or disagree with the author's message so far? Why?	Name another text with a similar setting to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.	Name 3 important details that you learned about today. Tell why they are important to the text.	Write about the things a reader needs to know in order to understand the text.	Choose a funny illustration in your book. Explain what makes the illustration funny.

Directions: Choose one of the After you've written your response, color in the squares on the board above.

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with 3rd Grade Common Core Alignment

Book Club Assessment Materials

Complete Common Core Assessment

Short answer practice

Name: _____

Score: _____

The Chocolate Touch
CCSS Assessment

Directions: Use what you know about **The Chocolate Touch** to answer each of the following questions.

Do you think that giving John the chocolate touch was the right way to teach him a lesson? Why or why not?

Read the following passage and underline the words that help visualize the scene.

Then a terrible thing happened. Clear water in the bucket turned dark-brown, sweet, liquid chocolate. Susan and John immediately raised their heads up. But it was too late. Their faces were drenched in chocolate syrup.

Is *The Chocolate Touch* fiction or nonfiction?

CCSS Assessment 3rd Grade

Name: _____

Score: _____

The Chocolate Touch
CCSS Assessment

Directions: Use what you know about **The Chocolate Touch** to answer each of the following questions.

How did the storekeeper help John to learn a lesson?

A The storekeeper gave him all the chocolate he wanted.
B The storekeeper made him work for the chocolate.
C The storekeeper told him to listen to his mom and dad.
D The storekeeper gave him the chocolate touch so that he would realize that too much chocolate is not a good thing.

Match the word to its definition: **Unselfish**

A Feeling or showing a desire to have what someone else has.
B Having or showing more concern for other people than for yourself.
C An unexpected and usually unpleasant thing that happens.
D To make (someone) feel very ashamed or foolish.

Which of the following events caused John Midas to want to get rid of his chocolate touch? Choose all they apply.

A Ruining Susan's coin.
B Pencil turning into chocolate and not finishing the test.
C The toothpaste that was chocolate flavored instead of mint.
D Mrs. Midas turning into a chocolate statue.
E The leather gloves that turned into chocolate.
F Trumpet becoming chocolate and not making the correct sounds.

CCSS Assessment 3rd Grade Reading Standards for Literature | @BookPages.com

One essential question for each of the 3rd grade Reading Literature standards

Practice with multiple choice questions

Focus Assessment for Determining Theme

Name: _____

The Chocolate Touch
Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in *The Chocolate Touch* to answer each of the following questions.

What is the central message or theme in *The Chocolate Touch*?

John Midas loves chocolate
 Greed can lead to unwanted outcomes
 Eating chocolate all the time is unhealthy
 Magic is not real

What is the overall setting of *The Chocolate Touch*?

John's neighborhood
 Candy store
 School
 John's House

How did John's feelings change throughout the book?

Beginning	Middle	End

Number the following main event in sequential order

John finds the candy store and asks the storekeeper to help his mother become human again.
Everything John eats turns into chocolate which he loves!
He turns his mom into a chocolate statue.

CCSS:ELA-LITERACY.RL.3.2 The Chocolate Touch Book Club | @BookPages.com

Answer Key

The Chocolate Touch
Book Club Focus Assessment

Directions: Use what you know about *The Chocolate Touch* to answer each of the following questions.

Retell the story of *The Chocolate Touch* that includes the beginning, middle, and end.

John Midas felt truly sorry for his greed over chocolate when which of the following events occurred?

John bit into Susan's coin.
 John told Spider his gloves turn into chocolate when he puts them into his mouth.
 Dr. Cranium said John had chocolate!!!
 John kissed his mother and turned her into a chocolate statue.

What do you think would have happened if John hadn't been able to go back to the candy store and talk to the storekeeper? Why do you think so?

Answers will vary. Sample answers include: I think that John might have not lost his chocolate touch and he would get really sick from all the chocolate he was eating.

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Answer Keys

Rubric with optional Common Core Alignment

Determining Theme Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 3.2
Recount stories, including, fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 – 1 Correct	2 – 3 Correct	4 – 5 Correct	6 Correct
Specific Skill: Determine Theme	Was not able to determine the theme in a text.	Is able to determine the theme in a text some of the time.	Is able to determine the theme in a text most of the time.	Is able to determine the theme in a text all of the time.

If student is less than secure, he or she needs to work on the following:

- Retell the story in order
- Understand the author's message
- Use key details to support a main idea
- Describe the problem and solution
- Identify the lesson learned by the main character

Book Club
The Chocolate Touch

CCSS:ELA-LITERACY.RL.3.2 The Chocolate Touch Book Club | @BookPages.com

Running Record

Title: *The Chocolate Touch* Guided Reading Test Level: N Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy		COUNT	INFORMATION USED
	E	SC	E	SC	E	SC		
9								
10								

Tested By: _____ @BookPages.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
The Chocolate Touch Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Chocolate Touch" correlate with the following English Language Arts Common Core State Standards for third grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in prose (e.g., create mood, emphasize aspects of a character or setting).
RL.3.8 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10 By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 2-3 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.3.1 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
Writing
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening
SL.3.6 Ask and answer questions to check understanding of information presented, stay on topic, and give their comments to the remarks of others.
SL.3.8 Explain their own ideas and understanding in the light of the discussion.
SL.3.9 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language
L.3.4 Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

Book Club Common Core Alignment

Common Core State Standards Correlation
The Chocolate Touch Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Chocolate Touch" correlate with the following English Language Arts Common Core State Standards for third grade.
Vocabulary Lesson Plan and Resources
Language
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b Identify real-life connections between words and their use (e.g., identify people who are friendly or helpful).
L.3.4 Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club del Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Traiga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanezca en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? Registre su tarea de lectura en su calendario del Club de Libro. Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el The Chocolate Touch Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión: Preparé algo para compartir con mi Club de Libros.
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión: Yo participé en la conversación.
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión: Yo escribí una reflexión.
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				
Nota		Una nota de tu maestro		
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

¿Quién está contando la historia? ¿Cómo lo sabes?	¿Cómo ayudan las ilustraciones a contar la historia?	¿Cuántas acerca de un personaje principal en tu libro. ¿Cómo sabes que es un personaje principal?	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
Vuelve a contar un capítulo que leíste hoy.	Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	Da un ejemplo de una frase literal del libro que leíste hoy. Explica por qué es literal.
Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	¿Cómo está organizado tu libro? ¿Puedes pensar en otra forma en que el autor podría haber organizado el libro?	¿Estás de acuerdo o en desacuerdo con el mensaje del autor hasta el momento? ¿Por qué?	Nombra otro texto con una configuración similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	Nombre 3 detalles importantes que aprendí hoy. Explica por qué son importantes para el texto.	Escriba sobre las cosas que un lector necesita saber para entender el texto.	Elija una ilustración divertida en su libro. Explica qué hace que la ilustración sea divertida.
Elija una escena donde aprendió algo nuevo sobre el problema. Dí lo que has aprendido.	Encuentre una palabra que sea nueva para usted. Indique cómo usó las claves de contexto para determinar el significado de la nueva palabra.	¿Qué aprendiste sobre el tema de la historia que leíste? Usa evidencia del texto para apoyar tu respuesta.	¿Cuál fue la moraleja de la historia que leíste? Usa evidencia del texto para apoyar tu respuesta.

Direcciones:
Elija una de las opciones de resp. Después de que hayas escrito tu respuesta, cópiala en el recuadro de la tabla de arriba.

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with 3rd Grade Common Core Alignment