

The following preview shows all of the Book Club Meetings  
for *The Twits* by Roald Dahl

Guided Reading Level

## Key Vocabulary by Chapter

### Specific Instructional Focus

## Step by Step Guided Mini Lesson

## Sample Reader's Notebook Entries

## Reflection and Self-Evaluation

## Scheduling and Reader Responsibility

## 5 Cause and Effect Lesson Plans

<p><b>Book Club</b></p>	<p><b>The Twits</b>          By: Roald Dahl          Grade Level: 4 / Guided Reading Level: 3</p>	<p><b>➔</b></p>
<p><b>Discussion Questions and New Vocabulary</b></p>	<p><b>Meeting #5</b></p> <p><b>A Note About the Discussion Questions and Vocabulary</b></p> <p>Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.</p> <p>New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to add the discussion of the meaning of other words within each of the chapters.</p> <p><b>Chapter 24 Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why did the monkey children think that Muggle-Wump was going crazy?</li> <li>2. What did they do after they got the glue on the ceiling? Why did they do that?</li> </ol> <p><b>Chapter 24 New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Rubbish (page 59) – things that are no longer useful or wanted and that have been thrown out such as trash</li> <li>2. Nittywitty (page 59) – a stupid or silly person</li> </ol> <p><b>Chapter 24 New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Rattle (page 60) – to rattle (something) especially by shaking ropes or machinery</li> </ol>	<p><b>➔</b></p>
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<h1>Book Club</h1>	<p align="right"><b>The Twits</b> By: Roald Dahl Grade Level: 4 / Guided Reading Level: 3</p>
	<div data-bbox="1110 747 1183 810"> <h2>Connecting Cause and Effect to the Main Idea</h2> </div> <div data-bbox="1221 741 1357 758"> <h3>Meeting #2 Continued</h3> </div> <div data-bbox="1221 764 1461 779"> <h4>Kick-off the Book Club Meeting (5-7 minutes)</h4> </div> <div data-bbox="1221 783 1531 1020"> <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> <li>• Review the Cause and Effect chart.</li> <li>• Ask students to share the cause and effect relationships that they discovered while reading chapters 1-7 and add them to the anchor chart.</li> <li>• Add student findings to the group Cause and Effect Chart.</li> </ul> </div> <div data-bbox="1221 1033 1531 1058"> <h4>Time to Teach: Identifying the main idea of cause and effect (7-10 minutes)</h4> </div> <div data-bbox="1221 1062 1531 1232"> <ul style="list-style-type: none"> <li>• Review what a main idea is.</li> <li>• Explain that the main idea of chapter 8 can be identified by paying attention to the causes and the effects in the chapter.</li> <li>• Ask students that you are going to read chapter 8 aloud to them. When you are are finished, you will work as a group to identify the main idea by looking at the cause and effect relationships in the chapter.</li> <li>• Read chapter 8 aloud.</li> <li>• Ask students to identify the main idea [possible answer: Mr. Twit enjoys playing Tricks on Mrs. Twit].</li> <li>• Explain that the main idea has been caused by the supporting details.</li> </ul> </div> <div data-bbox="1372 1257 1531 1270"> <p align="right">The Twits Book Club   ©BookPagez.com</p> </div>

## Book Club



**The Twits**  
 By: Roald Dahl  
 Grade Level: 4 / Guided Reading Level: S

### Connecting Cause and Effect to Primary and Secondary Events

Sample Chart	
The Twits      10/15	
Cause	Effect
Mr. Twit smears Hightlight glue on the branches of a tree.	Birds get stuck in the tree. (2)  Birds are killed for bird pie. (1)

### Meeting #3 Continued

- Explain that these two events were caused when Mr. Twit smeared Hightlight glue on the branches of a tree.
- Show students how to label Primary and Secondary effects.
- Write the following on the Cause and Effect Anchor Chart
  - Cause: Mr. Twit smears Hightlight glue on the branches of a tree.
  - Effect:
    - Birds get stuck in the tree. (2)
    - Birds are killed for bird pie. (1)

### Take Time to Reflect (2 minutes)

- Distribute the **Student Self-Evaluation Assessment**.
- 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 sent home on the last day of Book Club along with any notes from the teacher).

### Wrap Up the Book Club Meeting

- Assign students to independently read **chapters 16 – 23**.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.
- Remind students that they are responsible for this following:
  - To track cause and effect relationships.
  - Responding to **chapters 16 – 23** using the Reading Response Board.
  - To find an interesting, funny, or confusing part to share with the group.

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[illegible]