Making Inferences Lesson Plans for 7 Book Club Meetings

The following preview shows all of the Book Club Meetings for Escape from Mr. Lemoncello's Library by Chris Grabenstein

4 Part Lesson Plans

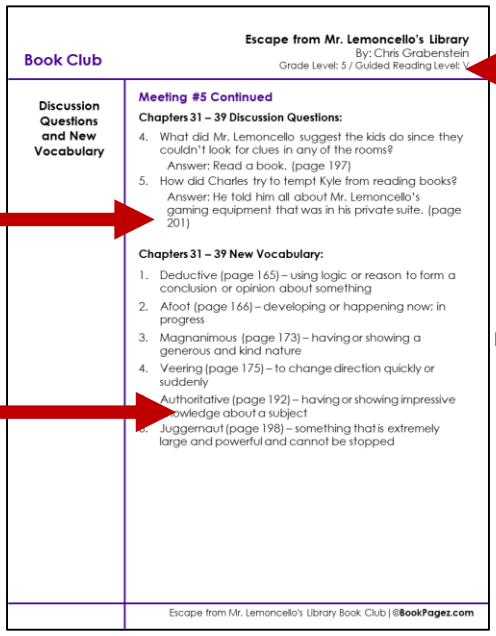
Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson



Book Club

Escape from Mr. Lemoncello's Library
By: Chris Grabenstein
Grade Level: 5 / Guided Reading Level: V

Discussion Questions and New Vocabulary

Meeting #5 Continued

Chapters 31 – 39 Discussion Questions:

4. What did Mr. Lemoncello suggest the kids do since they couldn't look for clues in any of the rooms?
   Answer: Read a book. (page 197)
5. How did Charles try to tempt Kyle from reading books?
   Answer: He told him all about Mr. Lemoncello's gaming equipment that was in his private suite. (page 201)

Chapters 31 – 39 New Vocabulary:

1. Deductive (page 165) – using logic or reason to form a conclusion or opinion about something
2. Afoot (page 166) – developing or happening now; in progress
3. Magnanimous (page 173) – having or showing a generous and kind nature
4. Veering (page 175) – to change direction quickly or suddenly
5. Authoritative (page 192) – having or showing impressive knowledge about a subject
6. Juggernaut (page 198) – something that is extremely large and powerful and cannot be stopped

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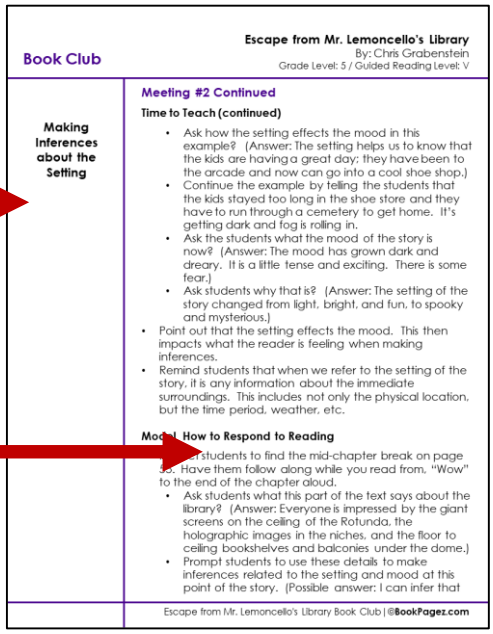

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Making Inferences about the Setting

Meeting #2 Continued

Time to Teach (continued)

- Ask how the setting effects the mood in this example? (Answer: The setting helps us to know that the kids are having a great day: they have been to the arcade and now can go into a cool shoe shop.)
- Continue the example by telling the students that the kids stayed too long in the shoe store and they have to run through a cemetery to get home. It's getting dark and fog is rolling in.
- Ask the students what the mood of the story is now? (Answer: The mood has grown dark and dreary. It is a little tense and exciting. There is some fear.)
- Ask students why that is? (Answer: The setting of the story changed from light, bright, and fun, to spooky and mysterious.)

- Point out that the setting effects the mood. This then impacts what the reader is feeling when making inferences.
- Remind students that when we refer to the setting of the story, it is any information about the immediate surroundings. This includes not only the physical location, but the time period, weather, etc.

Model How to Respond to Reading

- Direct students to find the mid-chapter break on page [illegible]. Have them follow along while you read from, "Wow" to the end of the chapter aloud.
- Ask students what this part of the text says about the library? (Answer: Everyone is impressed by the giant screens on the ceiling of the Rotunda, the holographic images in the niches, and the floor to ceiling bookshelves and balconies under the dome.)
- Prompt students to use these details to make inferences related to the setting and mood at this point of the story. (Possible answer: I can infer that

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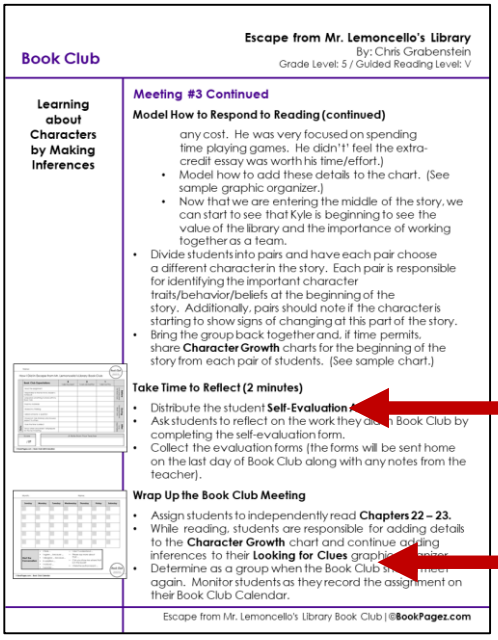

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Learning about Characters by Making Inferences

Meeting #3 Continued

Model How to Respond to Reading (continued)

any cost. He was very focused on spending time playing games. He didn't' feel the extra-credit essay was worth his time/effort.)

- Model how to add these details to the chart. (See sample graphic organizer.)
- Now that we are entering the middle of the story, we can start to see that Kyle is beginning to see the value of the library and the importance of working together as a team.

- Divide students into pairs and have each pair choose a different character in the story. Each pair is responsible for identifying the important character traits/behavior/beliefs at the beginning of the story. Additionally, pairs should note if the character is starting to show signs of changing at this part of the story.
- Bring the group back together and, if time permits, share **Character Growth** charts for the beginning of the story from each pair of students. (See sample chart.)

Take Time to Reflect (2 minutes)

- Distribute the student **Self-Evaluation** [illegible]
- 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 22 – 23.**
- While reading, students are responsible for adding details to the **Character Growth** chart and continue adding inferences to their **Looking for Clues** graphic [illegible]
- Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.

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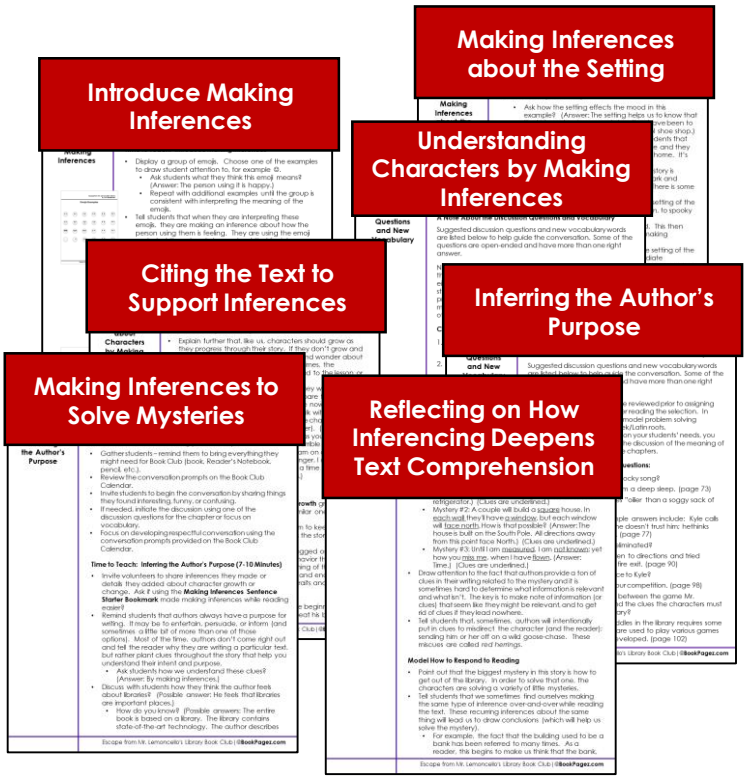
Reflection and Self-Evaluation

Scheduling and Reader Responsibility



7 Making Inferences Lesson Plans