

Here's What You'll Get with the Escape from Mr. Lemoncello's Library Book Club

Making Inferences Lesson Plans for 7 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club		Escape from Mr. Lemoncello's Library By: Chris Grabenstein Grade Level: 5 / Guided Reading Level: 55
Discussion Questions and New Vocabulary	Meeting #5 Continued	<p>Chapters 31 – 39 Discussion Questions:</p> <ol style="list-style-type: none"> 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) <p>Chapters 31 – 39 New Vocabulary:</p> <ol style="list-style-type: none"> 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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Guided Reading Level

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: 55
Making Inferences about the Setting	Meeting #2 Continued	<p>Time to Teach (continued)</p> <ul style="list-style-type: none"> • Ask how the setting affects 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's 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 affects 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. <p>How to Respond to Reading</p> <ul style="list-style-type: none"> • Instruct students to find the mid-chapter break on page 55. 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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Book Club		Escape from Mr. Lemoncello's Library By: Chris Grabenstein Grade Level: 5 / Guided Reading Level: 55
Learning about Characters by Making Inferences	Meeting #3 Continued	<p>Model How to Respond to Reading (continued)</p> <p>any cost. He was very focused on spending time playing games. He didn't feel the extra credit essay was worth his time/effort.)</p> <ul style="list-style-type: none"> • 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.) <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> • Distribute the student Self-Evaluation form. • 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). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> • 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 organizer. • Determine as a group when the Book Club meeting is over 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

Introduce Making Inferences

- Display a group of emails. Choose one of the examples to draw student attention to, for example:
 - Ask students what they think the email meant (Answer: The person using it is happy.)
 - Repeat with additional examples until the group is consistent with interpreting the meaning of the email.
 - Tell students that when they are interpreting these emails, they are making an inference about how the person using them is feeling. They use what they read

Citing the Text to Support Inferences

Characters in Action

Character's Actions

Character's Thoughts

Character's Feelings

Character's Words

Character's Actions

Character's Thoughts

Character's Feelings

Character's Words

Character's Actions

Character's Thoughts

Character's Feelings

Character's Words

Making Inferences about the Setting

Making Inferences

Understanding Characters by Making Inferences

Questions and New Vocabulary

Questions and New Vocabulary

Inferring the Author's Purpose

Questions and New Vocabulary

Questions and New Vocabulary

Reflecting on How Inferring Deepens Text Comprehension

Model How to Respond to Reading

Model How to Respond to Reading

Model How to Respond to Reading

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Model How to Respond to Reading

Model How to Respond to Reading

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Model How to Respond to Reading

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 Escape from Mr. Lemoncello's Library 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 wrote my response to the text in my reader's notebook
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in the conversation
I had my materials				
I shared my thinking				After I wrote a reflection on my experience
I asked someone a question				
I stayed on task, listened, and showed respect to others				
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: _____

Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	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.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme 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.			
Write about the way the main problem and solution unfolded in the story.			
<p>Directions: Choose one of the response options from the board. After you've written your response, color in the square on the board above.</p>			

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with 5th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____ Score: _____

Escape from Mr. Lemoncello's Library
CCSS Assessment

Directions: Use what you know about *Escape from Mr. Lemoncello's Library* to answer each of the following questions.

What is the significance of the "Rocky" theme song to the story?

Name: _____ Score: _____

Escape from Mr. Lemoncello's Library
CCSS Assessment

Directions: Use what you know about *Escape from Mr. Lemoncello's Library* to answer each of the following questions.

Escape From Mr. Lemoncello's Library is coming to theaters soon! Tell how viewing the movie will be different from reading the book.

RL.5.7

Charles is a very distinctly developed character.

What genre is *Escape From Mr. Lemoncello's Library* a part of? Explain your answer.

RL.5.9

Based on what you know from reading *Escape From Mr. Lemoncello's Library*, what is most likely to happen next?

A Kyle will spend more time reading books at the library, and less time playing video games at home.

B Kyle will break another window the next time his brothers challenge him to a race.

C Kyle will leave all of his essay writing until the last minute.

RL.5.10

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPagez.com

Complete Common Core Assessment

Short answer practice

One essential question for each of the 5th grade Reading Literature standards

Practice with multiple choice questions

Name: _____

Making Inferences
Escape from Mr. Lemoncello's Library
Book Club Focus Assessment

Directions: Use what you know about *Escape from Mr. Lemoncello's Library* to answer each of the following questions.

What was the building used for before it became a library? How does this detail important to the story?

The reader can conclude that Charles' character does not grow throughout the story. Cite textual evidence that supports this conclusion.

Why did Kyle get grounded at the beginning of the book?

A For losing the game

B For winning the game

C For breaking the window

D For running through his mom's roses

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Focus Assessment for Making Inferences

Answer Keys

Answer Key

Escape from Mr. Lemoncello's Library
CCSS Assessment

Directions: Use what you know about *Escape from Mr. Lemoncello's Library* to answer each of the following questions.

Escape From Mr. Lemoncello's Library is coming to theaters soon! Tell how viewing the movie will be different from reading the book.

RL.5.7

Charles is a very distinctly developed character.

What genre is *Escape From Mr. Lemoncello's Library* a part of? Explain your answer.

RL.5.9

Based on what you know from reading *Escape From Mr. Lemoncello's Library*, what is most likely to happen next?

A She realizes that she needs to read a little less and engage and have fun with friends a little more.

B She realizes that having friends really isn't that great and takes away from her reading.

C She realizes that working as a team is hard work and decides it is better to work alone.

D She realizes that she is smarter than everyone else and that she helped Kyle and Adam.

RL.5.10

What textual evidence supports the conclusion that Kyle will probably become an avid reader in the future?

Answers will vary. Sample answers include: The conclusion that Kyle will probably become an avid reader is supported throughout the text when Kyle says he needs to "add it to his list" when he hears about another great book.

What can you infer about the importance of the setting in *Escape From Mr. Lemoncello's Library*? Use evidence from the text to support your thinking.

Answers will vary. Sample answers include: I can infer that the setting (the library) is important to the story because many of the clues to solve the riddles are connected to books. Also, when Mr. Lemoncello talks, he makes references to lines and characters in books.

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Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Making Inferences	Was not able or is beginning to use details from the text to make inferences.	Is able to use details from the text to make inferences some of the time.	Is able to use details from the text to make inferences most of the time.	Is able to use details from the text to make inferences all of the time.

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

- Understand what the text says.
- Identify clues that support inferences about the story's setting.
- Identify textual evidence that supports inferences about characters.
- Support an inference with details from the text.
- Use details from the text to make a logical inference.
- Use related inferences to draw logical conclusions.

Book Club
Escape from Mr. Lemoncello's Library

CCSS: ELA-LITERACY.RL.5.1 Escape from Mr. Lemoncello's Library Book Club | @BookPagez.com

Running Record

Title: *Escape from Mr. Lemoncello's Library* Guided Reading Text Level: V 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		Instructional		Hard		COUNT	INFORMATION USED
	95% - 100% Accuracy	80% - 94% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy	E	SC		
1								

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Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
Escape from Mr. Lemoncello's Library Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Escape from Mr. Lemoncello's Library correlate with the following English Language Arts Common Core State Standards for 8th grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 – Quote accurately from a text when exploring what the text says explicitly and when drawing inferences from the text.
RL.2 – Determine a theme or topic of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphor and simile.
RL.5 – Analyze how a writer or speaker organizes or stages a plot together to provide the overall structure of a particular story, drama, or poem.
RL.6 – Analyze how a narrator or speaker's point of view influences how events are described.
RL.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.8 – Compare and contrast texts (e.g., stories, myths, legends, and adventure tales) on their approaches to similar themes and topics.
RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading Foundations Skills
RF.1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and typed work; and provide a list of sources.
W.8.1 – Cite evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.1a – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.1b – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.1c – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Book Club Common Core Alignment

Common Core State Standards Correlation
Escape from Mr. Lemoncello's Library Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Escape from Mr. Lemoncello's Library correlate with the following English Language Arts Common Core State Standards for 8th grade.
Vocabulary Lesson Plan and Resources
Language
L.4.4 – Use context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.4.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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 opinión ...
- Me di 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
<ul style="list-style-type: none"> Lee el texto asignado. Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. Prepárese para el Club de 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.). 	<ul style="list-style-type: none"> Ven al Club de Libro a tiempo y listo para comenzar la discusión. Trabaja su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Particpe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Pide ayuda si la necesitas. Permanecer en el tema. Haz contacto visual con las personas en tu Club de Libro. 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 	<ul style="list-style-type: none"> 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 Escape from Mr. Lemoncello's Library Book Club

Expectativas del Club de Libros	3 Hice lo mejor que puede	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión del Club de Libros
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión del Club de Libros
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.				
Me acordé de cuándo y dónde me prepararé para la próxima reunión.				

Nota: _____ / 27 Una nota de tu maestro

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p> <p>¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p> <p>Escribe sobre las estrategias de lectura que usó para ayudarte a ser un mejor lector.</p> <p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p> <p>Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p> <p>Direcciones: Elija una de las opciones de respuesta de la pizarra. Después de que hayas escrito tu respuesta, cóbrala en el recuadro de la tabla de arriba.</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p>Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p> <p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p> <p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p> <p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p>Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p> <p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p> <p>Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p> <p>Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>Ella dos configuraciones del texto. Explica por qué cada uno es importante para la historia.</p> <p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p> <p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p> <p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> <p>Nombre otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> <p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p> <p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> <p>Nombre otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> <p>Elige una escena del libro. Dijo cómo sería diferente si se convirtiera en una película.</p> <p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>
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with 5th Grade Common Core Alignment