

# Making Inferences Lesson Plans for 4 Book Club Meetings

## The following preview shows all of the Book Club Meetings for The Lemonade War by Jacqueline Davies

### 4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club	
<b>The Lemonade War</b> By: Jacqueline Davies Grade Level: 4 / Guided Reading Level: 5	
<b>Discussion Questions and New Vocabulary</b>	<b>Final Meeting Continued</b> <b>Chapters 9 – 14 Discussion Questions:</b> 12. What would you say to Jessie? Answers will vary. Sample answers include: I would tell Jessie that it will be cool to go up a grade because she already has a friend (Megan) and she will be challenged academically. 13. Why didn't Evan and Jessie's mom call them when the fireworks started? Answer: She wanted them to resolve their issues and felt that it was more important. (page 170)
	<b>Chapters 9 – 14 New Vocabulary:</b> 1. puzzled (page 126) – feeling or showing confusion because something is difficult to understand 2. desperation (page 130) – a strong feeling of sadness, fear, and loss of hope 3. converge (page 136) – to move toward one point and join together; to come together and meet 4. pulverize (page 139) – to destroy or defeat (someone or something) completely 5. hesitation (page 140) – to stop briefly before you do something especially because you are nervous or unsure about what to do 6. peddlers (page 142) – someone who sells things in small amounts often by traveling to different places; a person who peddles something 7. regret (page 142) – to feel sad or sorry about (something that you did or did not do) 8. reprimand (page 156) – to speak in an angry and critical way to (someone who has done something wrong, disobeyed an order, etc.)
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
<b>The Lemonade War</b> By: Jacqueline Davies Grade Level: 4 / Guided Reading Level: 5	
<b>Connecting Making Inferences to the Resolution of the Story</b>	<b>Final Meeting Continued</b> <b>Kick-off the Book Club Meeting (5-7 minutes)</b> <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> </ul>
	<b>Time to Teach: Connecting Making Inferences to the Resolution of the Story (7-10 minutes)</b> <ul style="list-style-type: none"> <li>Invite students to share the predictions that they made while reading Chapters 12-14. Allow students to use their <b>Making Inferences with The Lemonade War</b> graphic organizer as reference.</li> <li>Direct student attention to their completed <b>Making Inferences with The Lemonade War</b> graphic organizer.                             <ul style="list-style-type: none"> <li>Ask students what they notice about their inferences from the beginning through the end of the story? (Answers will vary. Possible answers: Their inferences begin to build on one another. Their inferences become more detailed.)</li> <li>Ask students to look at the predictions that they made (starting with Chapter 9) based on their inferences. Were any of their predictions correct? Incorrect? (Answers will vary.)</li> <li>Ask if anyone made a prediction about the story's resolution (how the story would end)? Was their prediction correct? (Answers will vary.)</li> </ul> </li> </ul>
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Book Club	
<b>The Lemonade War</b> By: Jacqueline Davies Grade Level: 4 / Guided Reading Level: 5	
<b>Inferring Character Traits and Emotions</b>	<b>Meeting #2 Continued</b> <b>Model How to Respond to Reading (continued)</b> <ul style="list-style-type: none"> <li>Add student inferences and evidence to the <b>Making Inferences with The Lemonade War</b> graphic organizer.</li> </ul>
	<b>Take Time to Reflect (2 minutes)</b> <ul style="list-style-type: none"> <li>Distribute the <b>Student Self-Evaluation Assessment</b>.</li> <li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li> <li>Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club) to review student progress across the Book Club.</li> </ul>
<b>Wrap Up the Book Club Meeting</b> <ul style="list-style-type: none"> <li>Assign students to read <b>Chapters 5 – 8</b> independently.</li> <li>While reading, students are responsible for adding at least one inference from each chapter to their <b>Making Inferences with The Lemonade War</b> graphic organizer. Students should label their inference with a "C" for character traits or emotions or an "E" for story events.</li> <li>Determine as a group when the Book Club should meet again.</li> <li>Model how to record the assignment on their Book Club Calendar.</li> </ul>	
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

### Introduce Making Inferences

**Reading Inferences**

- Display the **Inferences** anchor chart for students.
- Tell students that, while reading the *Lemonade War*, we will focus on making logical inferences.
- Define an inference as a conclusion or opinion that is reached based upon known facts or evidence. To make a logical inference, we add our background knowledge or schema to the known facts/evidence from the text.
- Prompt students to notice that in daily life, we frequently make inferences.

### Inferring Character Traits and Emotions

**Meeting #2 Continued**

**Time to Teach (continued)**

- Invite students to turn to pages 14-15 and follow along while you read about starting at "Well," she said. "This is a condescending, and snappy as hell." "He wouldn't even give me her..."
- Explain to students that we can use this passage to learn about Evan.
- Inference: Evans upset to have Jessie in his class.
- Evidence from the text: Evans shouting "why" and "yes, 'til she's out'."
- My schema: When someone is yelling these things, it is usually not because they are happy.

### Using Inferences to Make Predictions

**Using Inferences to Make Predictions**

**Meeting #2 Continued**

**Time to Teach (continued)**

- Review the end of chapter 6 to the group...
  - Evan and his friends sold lemonade at ten cents a cup.
  - They sold out and made...
  - Evan's friends said he and he did not have to tell...
  - Jesse gets upset because...
  - Evan strongly believes Jesse should be allowed to...
  - Invite students to take what you read and add it to what they already know and to make a prediction.
  - Things we already know:
    - Jesse and Evan have had Jesse, and understand why he...
    - know that Jesse is a good reader and...
    - know that Jesse is a lot about business.
  - My prediction is that Jesse is a...
    - header to make sure that all will even come through money like Evan's friends...
- Remind students that the prediction will be wrong. States a fact, and we might not always anticipate what will happen or modify our predictions as we read further in the text.

### Connecting Inferences to the Resolution

**Connecting Making Inferences to the Resolution of the Story**

- 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.

**Time to Teach: Connecting Making Inferences to the Resolution of the Story (7-10 minutes)**

- Invite students to share the predictions that they made while reading Chapters 12-14. Allow students to use their **Making Inferences with The Lemonade War** graphic organizer as reference.
- Direct student attention to their completed **Making Inferences with The Lemonade War** graphic organizer.
  - Ask students what they notice about their inferences from the beginning through the end of the story? (Answers will vary. Possible answers: Their inferences begin to build on one another. Their inferences become more detailed.)
  - Ask students to look at the predictions that they made (starting with Chapter 9) based on their inferences. Were any of their predictions correct? Incorrect? (Answers will vary.)
  - Ask if anyone made a prediction about the story's resolution (how the story would end)? Was their prediction correct? (Answers will vary.)