



# Lesson Plan Aid for Book Punch™ - The Magic Finger

Grade level 3  
Lexile Framework for Reading Measure 450L

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## Introduction to Book Punch™

Book Punch guides students through the steps of thinking and writing about well-known upper-elementary core literature. Students write paragraphs responding to interactive writing prompts. The program tutors students to develop ideas and organize their thinking about what they have read.

Each program in the Merit Book Punch collection focuses on one book title. Each contains 7 writing prompts, 600 supporting questions and 600 helpful tips to guide students through each step in the writing process. The program for each book title comprises three online interactive units as follows:

- Unit 1- Reading Check: Students write about important facts and/or events from the book to ensure that they have read it.
- Unit 2- Text-to-Self: Based on themes from the book, students write about their own experiences.
- Unit 3- Evidence and Inference: Students connect details with ideas in the book to infer a deeper meaning from what they have read.

Together, these units develop students' reading comprehension in complementary ways.

## Printables

Each Book Punch title includes 11 printable worksheets, a lesson plan aid, and the Book Punch™ Series Manual with detailed instructions for implementation. To view and print included documents, self-learners and teachers click the course name in My Learning Center; tutors and parents click the Programs link in My Learning Center and then click the Book Punch title.

## Reading Check – unit 1

The Reading Check unit evaluates students' paragraphs using a key point check to determine if the student has read the book. See the Reading Check writing prompt below and the list of questions that accompany it, the answers to which should be included in a satisfactory paragraph.

### Reading Check Topic

In the story, magic causes changes in people and animals. Write a paragraph that tells how people begin to look and act like animals and animals like people. Be specific and include examples from the text in your paragraph.

1. When the little girl becomes upset with her teacher, she puts the Magic Finger on her. What animal does the teacher begin to look like? In what way?
2. The little girl puts the Magic Finger on the Greggs. When the Greggs wake up, what has replaced their hands? What can they do?
3. When the Greggs cannot get into their house, they build a shelter to sleep in. Where is it located? What is it made of?
4. The Greggs see ducks walking in their garden, but the ducks no longer have wings. What has replaced their wings? What are they carrying?

## **Text-to-Self – unit 2**

Text-to-Self writing prompts help to enrich students' reading experience. Students write paragraphs that help them relate their own experiences to what they have read in the book. See the topics listed below.

### **Text-to-Self Topic 1**

In the story, the Greggs are passionate about hunting, and the little girl is just as passionate about protecting the rights of animals. Think about something you are passionate about. Write a paragraph describing what you are passionate about.

*(This topic is recommended for students who have read through page 18.)*

### **Text-to-Self Topic 2**

In the story, the Greggs are turned into ducks by the Magic Finger. Imagine that you are turned into an animal. What animal would you like to be? Write a paragraph about the animal you would want to be if someone turned the Magic Finger on you.

*(This topic is recommended for students who have read through page 28.)*

### **Text-to-Self Topic 3**

At the end of the story, the Greggs say that they will never ever hunt again. Think about something you have done that you will never do again. Write a paragraph describing something that you will never do again. Be sure to tell why.

*(This topic is recommended for students who have read through page 51.)*

**Evidence and Inference – unit 3**

See the writing prompts below and the accompanying list of questions, the answers to which should be included in a satisfactory paragraph. Help students determine whether they have recognized (inferred) the ideas in the book from the details (evidence) given.

**Evidence and Inference Topic 1**

When all else fails, people often wish they could use magic to put an end to something cruel. In the story, the girl is extremely upset about the Greggs' hunting habit. Write a paragraph describing how the girl tries to stop the Greggs from hunting.

*(This topic is recommended for students who have read through page 28.)*

1. What happens when the girl tries to talk William and Philip Gregg out of hunting?
2. What happens when the girl says something to Mr. Gregg about the evils of hunting?
3. What makes the girl angry enough to use her Magic Finger on the Greggs?
4. What happens to the Gregg family when the girl uses the Magic Finger on them?

**Evidence and Inference Topic 2**

Experiencing how others live can help you see their point of view. The story relates the experiences of the Greggs after they have been changed by the Magic Finger. Write a paragraph describing the experiences of the Greggs.

*(This topic is recommended for students who have read through page 46.)*

1. What happens to the Greggs after the Magic Finger has zapped them?
2. What do the Greggs realize they are able to do after being changed by the Magic Finger? How do they feel about their new ability?
3. What happens in the Gregg house when the Magic Finger changes the Greggs?
4. What happens when the Greggs try to sleep and eat?

**Evidence and Inference Topic 3**

When you begin to understand the consequences of your actions, you may want to change your ways. At the end of the story, the girl goes back to visit the Greggs. She finds that things have changed. Write a paragraph describing the changes the girl finds at the Gregg farm.

*(This topic is recommended for students who have read the entire book.)*

1. Eventually the Greggs return to normal, but they are changed. What is Mr. Gregg doing when the girl comes to visit?
2. What are the boys, William and Philip, doing when the girl visits the farm after they have been changed back into boys?

3. When the girl comes to visit, what does she see Mrs. Gregg doing?
4. What does Mr. Gregg tell the girl he has done about their last name and why?

### Curriculum Integration

See the Book Punch™ Series Manual. The Reading Comprehension and Vocabulary section and the Beyond the Program section provide detailed instructions for implementing vocabulary, character and pre-writing lessons. The Book Punch™ Series Manual includes printable worksheets for these lessons.

### Vocabulary

See the Vocabulary Exploration worksheet in the Book Punch™ Series Manual. Thematic words from The Magic Finger that can be explored include:

VOCABULARY	DEFINITION
animal rights	Treating animals well
humor	Something funny
revenge	Getting even

Vocabulary particular to the time and setting of The Magic Finger include:

VOCABULARY	DEFINITION
chirrup	Chirping
cross	Irritated
dotty	A little crazy
electric	Relating to electricity
forefinger	Finger next to thumb
instead of	Rather than (2 words)
magic	In fiction, the power to control natural forces
mince	Cut very small

The Word Search Puzzle and Crossword Puzzle worksheets that are included contain many of the words above. They can be used to reinforce the vocabulary in the book.

### Character Exploration

See the Character Exploration worksheet and the Compare and Contrast worksheet in the Book Punch™ Series Manual. Here are suggested character exploration prompts for classroom discussion:

Imagine that the girl is your friend in real life. Write words and phrases that would help you describe her to someone who doesn't know her. (What does the girl look like? What kind of personality does she have? What does she like to do?) Why did you choose this character?

Compare and contrast the girl with Mr. Gregg or another character in the book.

### *Group Work and Discussion – Pre-writing*

See the Brainstorming worksheet in the Book Punch™ Series Manual. Here is a suggested topic for classroom discussion:

In the story, the girl describes what causes her to use the Magic Finger and what happens to her. Write about what causes the girl to use the Magic Finger, what happens to the girl, and the result. *(This topic is recommended for students who have read through page 18.)*

### *Additional Writing Prompts*

See the Independent Follow-up worksheet in the Book Punch™ Series Manual. Using the context of The Magic Finger, and the Independent Follow-up worksheet, students may continue the writing process after publishing their paragraphs from Book Punch. Here are two additional topics students can write about:

In the story, the little girl has a magic finger that can change things. If you had a magic finger, how would you use it? Write about how you would use a magic finger. *(This topic is recommended for students who have read through page 18.)*

In the story, when the Greggs are turned into ducks, they are able to fly. They really enjoy being able to soar through the sky! Think about where you would go if you were able to fly. Write a paragraph describing where you would go if you could fly. *(This topic is recommended for students who have read through page 30.)*

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See the Book Punch™ Series Manual for printable worksheets.