



Lesson Plan Aid for Book Punch™ - Amber Brown Is Not a Crayon

Grade level 3
Lexile Framework for Reading Measure 720L

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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, students go on make-believe trips to different countries. Write a paragraph that tells about some of the things children do on their make-believe trips. Remember to be specific and to include examples from the text in your paragraph.

1. To prepare for their class trips the children bring their school pictures to class. What do the children create with their pictures?
2. What do the children do when they "arrive in China" on their make-believe trip?
3. When the class returns from China, their teacher plans another make-believe trip. Which country will they visit on their next trip?
4. How does Justin get ready for the new make-believe trip? Which animal does he imitate and how?

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, Amber Brown is really tired of being teased about her name. It is a "pet peeve," which means it is something that really annoys Amber. What is a pet peeve that you have? Write a paragraph describing your pet peeve.

(This topic is recommended for students who have read through Chapter 2.)

Text-to-Self Topic 2

In the story, Amber tells the reader that she and Justin make a great team. The reason they make such a good team is that they have different strengths. Amber has good handwriting, and Justin is neat when pasting. How does your friend's strength complement you? Write a paragraph describing how a friend of yours balances you.

(This topic is recommended for students who have read through Chapter 3.)

Text-to-Self Topic 3

In the story, Justin is moving and Amber is extremely upset about having to get along without him. She decides to look for a new "best friend." What quality would you look for in a best friend? Write a paragraph describing a quality your best friend would need to have. Explain why the quality is important.

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

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

An ordinary appearance can mask hidden strengths and weaknesses. Amber Brown is certainly a memorable character. The author has done a good job describing Amber's appearance and personality. Write a paragraph describing Amber.

(This topic is recommended for students who have read through Chapter 2)

1. What does Amber look like?
2. What are Amber's favorite clothes?
3. What are some things that Amber has difficulty with?
4. What are Amber's strengths? What does she do well?

Evidence and Inference Topic 2

Human relationships are complicated and do not always respond to a simple or logical approach. When Amber and Justin argue and stop speaking to each other, Amber decides she will have to start searching for a new best friend to take Justin's place. Write a paragraph describing how Amber goes about looking for a new best friend and what she discovers.

(This topic is recommended for students who have read through Chapter 8.)

1. How does Amber go about finding a new best friend? What method does she use?
2. Who does Amber think are bad choices for new best friend? Why?
3. How does Amber indicate that a person on the list might be good as a new best friend?
4. In the end, what does Amber realize about the way she has chosen to find a new best friend? What does she do?

Evidence and Inference Topic 3

Some people behave as though everything is fine when, in fact, they are anxious and unsure. In the story, Justin admits at last to Amber that moving isn't going to be so wonderful. Write a paragraph describing why Justin is not so happy about the move.

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

1. What does Justin tell Amber that he doesn't like about his new school?
2. What does Justin tell Amber that he is worried about?
3. What does Justin tell Amber that the people in Alabama find strange about him?

4. What does Justin say he will miss when he moves?

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 Amber Brown Is Not a Crayon that can be explored include:

VOCABULARY	DEFINITION
change	Something new
divorce	End of marriage
friendship	The state of being friends
growing	To develop

Vocabulary particular to the time and setting of Amber Brown Is Not a Crayon include:

VOCABULARY	DEFINITION
ability	Having the skill to do something
cyclone	A spinning storm
imitate	To copy
immature	Childish
obnoxious	Very disagreeable
real estate broker	One who helps sell homes
sarcastic	Opposite meaning

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 Amber 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 Amber look like? What kind of personality does she have? What does she like to do?) Why did you choose this character?

Compare and contrast Amber with Justin 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, Amber's best friend, Justin Daniels, is going to move. Write a paragraph describing the things about Justin that Amber is going to miss.

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

Additional Writing Prompts

See the Independent Follow-up worksheet in the Book Punch™ Series Manual. Using the context of Amber Brown Is Not a Crayon, 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:

One of the reasons Amber loves third grade is because her teacher, Mr. Cohen, has the class travel the world on make-believe trips and make brochures of the places they visit.

Think about a place you would like to visit. Write a paragraph describing a place you would like to travel to and why.

(This topic is recommended for students who have read through Chapter 1.)

In the story, Amber and Justin share a love for pizza. What is your favorite food? Write a paragraph describing your favorite food. Be detailed. Be sure to include your reasons for choosing this food.

(This topic is recommended for students who have read through Chapter 3.)

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See the Book Punch™ Series Manual for printable worksheets.