



# Lesson Plan Aid for Book Punch™ - Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth

Grade level 4  
Lexile Framework for Reading Measure 860L

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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, Jennifer decides to make Elizabeth an apprentice witch--a witch in training. Write a paragraph about Elizabeth's experiences as an apprentice. Remember to be specific and to include examples from the text in your paragraph.

1. When Elizabeth agrees to become an apprentice witch, she and Jennifer perform a ritual. What is the shape of the chalk mark that Jennifer makes? Where does Elizabeth go after Jennifer makes the chalk mark?
2. What must Elizabeth eat every day during her first week as an apprentice witch? What must she give Jennifer?
3. Who is the object of Elizabeth's first spell as a witch in training? Where does this person live?
4. In the story, Jennifer tells Elizabeth that witches always have a special animal. Tell what kind of animal Jennifer and Elizabeth shared. How do they treat him?

## **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, when Jennifer and Elizabeth meet, they are both dressed as Pilgrims for the school Halloween assembly. Jennifer's costume appears to be authentic. Elizabeth is wearing her cousin's hand-me-down. Write about a costume you would like to design and wear on Halloween.

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

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

In the story, Jennifer and Elizabeth have a discussion that turns into a bit of an argument about what kind of magic ointment they should cook up. They finally agree to make a flying ointment. Write about a magical ointment you would want to create.

*(This topic is recommended for students who have read through Chapter 4.)*

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

In the story, Jennifer gives Elizabeth a list of taboos: things she must not do. Some of the taboos are a bit like superstitions, while others are a bit silly, like Taboo 10: Never get into bed without walking around it three times. Think about things that are taboo around your house. Write about something that is taboo in your home.

*(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**

Habits and appearance can tell us important things about someone. In the story, we meet the main characters in the first chapter. Write a paragraph describing what the reader knows about the main character, Elizabeth, by the end of the first chapter.

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

1. How long has Elizabeth lived in the town? When did she move in?
2. Think about the way Elizabeth gets to school and why she takes that route.
3. Why does Elizabeth walk alone?
4. What do we know about Elizabeth's physical appearance?

#### **Evidence and Inference Topic 2**

A person who tricks people to get more than her share risks losing the respect of others. In the story, Elizabeth and Jennifer go trick-or-treating together. Write a paragraph describing how Jennifer schemes to get more than her share of candy.

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

1. What does Jennifer bring with her to use as part of her trick-or-treating plan?
2. Think about what happens when Jennifer and Elizabeth meet to go trick-or-treating. Think about the first things Jennifer does when they meet.
3. What is the first thing Jennifer does when a person answers the door to the trick-or-treaters?
4. Think of how Jennifer tricks people into giving her lots of candy.

#### **Evidence and Inference Topic 3**

If a game is taken too seriously, it may lead to a sad outcome. In the story, the girls are going to make their flying ointment. Write a paragraph describing what happens when the girls attempt to make the flying ointment.

*(This topic is recommended for students who have read through Chapter 9.)*

1. What items do Jennifer and Elizabeth bring to the park to create the flying ointment?
2. Describe what Jennifer and Elizabeth do to prepare to make the ointment?
3. After Jennifer and Elizabeth complete the preparation ritual what do they do?
4. What does Jennifer do that makes Elizabeth extremely upset?

## 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 Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth that can be explored include:

VOCABULARY	DEFINITION
assimilation	To make something blend in with the thing it has joined
diversity	Having groups of people that are different from each other
friendship	The state of being with someone you like
loneliness	Having no friends
tolerance	Understanding ways that are different from your own

Vocabulary particular to the time and setting of Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth include:

VOCABULARY	DEFINITION
apprentice	Someone who learns something from another; often a job
ceremony	Events performed in a fixed way
estate	A piece of property with a large house on it
glamorous	Attractiveness, sometimes misleading
ingredients	Necessary parts
journeyman	Someone who has been an apprentice and is qualified to work for another
license	Permission
ointment	A medicine that is used on the skin
poetic	Resembling poetry
potion	A medicine that one drinks
precautions	An action taken in advance to protect from danger
Shakespeare	A famous English playwright
social success	Appearing to have successful interactions with others
taboo	Not proper or acceptable

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

Compare and contrast Elizabeth with Jennifer 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, Jennifer asks Elizabeth to meet her on a Saturday morning. Write a paragraph describing Jennifer's reason for wanting to meet Elizabeth and what the girls do on that Saturday. *(This topic is recommended for students who have read through Chapter 3.)*

### *Additional Writing Prompts*

See the Independent Follow-up worksheet in the Book Punch™ Series Manual. Using the context of Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth, 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, during their discussion about what ointment to make, Jennifer and Elizabeth consider making an ointment that will allow them to change into another animal. They get into an argument about what kind of animal each of them could become. Think about an animal you would like to change into and the advantages and disadvantages of being that animal. Write about an animal you might like to change into. *(This topic is recommended for students who have read through Chapter 5.)*

In the story, Elizabeth's great aunt and uncle come for a visit. They are very unusual and interesting relatives. They always speak in questions, they eat health foods, and Great Uncle Frank always repeats what Great Aunt Drusilla says. Think about an interesting relative in your family. Write about an interesting relative you have in your family. *(This topic is recommended for students who have read through Chapter 6.)*

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See the Book Punch™ Series Manual for printable worksheets.