

Facilitating Book Clubs

Meeting 3 Pages 21–32

Students will use the Book Club Discussion Guide to discuss the text.

Discussion Starters

- How does Henrietta react to the rejection letter from the publisher? What does this tell you about her?
- Using the illustrations, summarize the steps Henrietta takes to make her own books. What do you notice about the equipment she uses?
- How does Henrietta react to the review of her book? How would you react if you received a review like that?

VOCABULARY AND LANGUAGE

Ask students to turn to page 27. Point out that the reviewer uses the idiomatic expression “lays an egg,” which means the book was not good. Next, point out the name of the reviewer, Noah Lyke. Guide children to realize that the name sounds like “no like,” which is how the reviewer felt about Henrietta’s book. Have children discuss other elements of humor they notice in the story and why this makes the book more fun to read.

Meeting 4 Revisit the Text and Plan Group Project

Students will use the Book Club Discussion Guide to revisit a section of text, and they will choose and plan their group project.

Discussion Starters

- In what ways does the librarian help Henrietta reach her goal of becoming a writer? What does the librarian do at the end of the book?
- Why do you think the authors wrote *The Plot Chickens*? What lesson do they want readers to learn?
- Choose a group project to complete with your group. Divide the tasks equally. Write down the date and the tasks you will complete.

SOCIAL-EMOTIONAL LEARNING

Goal Setting Have students think about Henrietta’s goal and how she remains on task even after her book is rejected twice. Ask them to consider if she ever found success after all her hard work. Guide them to understand that Henrietta did eventually find success/acceptance among the children at story time. Finally, have students discuss what they can learn from Henrietta’s experiences in *The Plot Chickens* about knowing how to successfully complete writing assignments—or other goals—of their own, and what ultimately defines a person’s success.

Meeting 5 Present Group Project

Students will present their group project to the class. Remind presenters to speak loudly and clearly, to make eye contact with their audience, and to make sure each person in the group has a role. Encourage the class to ask questions and to give positive and constructive feedback.

EVALUATION AND ASSESSMENT

Consider each student’s self-evaluation along with your observational notes and the results of the group project as you assess student progress. You may wish to hold individual or group conferences to provide ongoing support and guidance.

