



# Lesson Plan Aid for Book Punch® - A Lion to Guard Us

Grade level 3  
Lexile Framework for Reading Measure 360L

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## Introduction to Book Punch®

Book Punch guides students through the steps of thinking and writing about well-known core literature for grade levels 3 through 9. Students write paragraphs or essays responding to interactive writing prompts. The program tutors students to develop ideas and organize their thinking about books they read.

Each program in the Merit Book Punch collection focuses on one book title. Each contains 6-7 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 3 online interactive units as follows:

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

Together, these units develop students' reading comprehension and writing skills 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. The documents can be viewed and printed from My Learning Center. Self-learners and teachers click the course name; tutors and parents click the Programs link and then click the Book Punch title.

All printables can also be viewed and printed from the links provided on the last page of this document

## **Text-to-Self**

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

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

In the story, Amanda has to make a very important decision for herself and her sister and brother. Amanda's decision, to search for her father in America, was one that changed the lives of the children forever. We make many decisions each day. Most of them are not as enormous as Amanda's, but they are important to us. For example, we may decide to try to reach a particular goal or to try to do something challenging. Write a paragraph about something that you decided to try for.

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

In the story, Dr. Crider is very kind to the children after they have been thrown out of the Trippett home. He helps them to find their way to America. Think about someone who has been kind to you by helping you in some way. Write a paragraph about the person who was kind to you and describe how he or she helped you.

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

In the story, the Lion's Head is lost and then found. The children also find their father. Think about a time when you lost something and then found it again. Think of how you felt. Write a paragraph about a time when you lost something and then found it again.

## Evidence and Inference

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

A small object can bring comfort at a time of stress and change. In the story, the children carry a special object with them to America. Write a paragraph about this object and its importance to Meg, Jemmy and Amanda.

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

1. What is the special object the children carry with them to America? Describe this special object.
2. Where did the special object come from, and how did the children get it?
3. What does this object represent in the story?
4. What is the importance of the object at the end of the story?

### Evidence and Inference Topic 2

A terrible event can lead to an important decision. In the story, the children embark on the long and dangerous journey to America. Write a paragraph describing the events that lead up to that journey.

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

1. Where do the children live and why do they live there?
2. What happens to the children's mother?
3. What does Amanda tell Mistress Trippett? What does Amanda ask Mistress Trippett for?
4. What is Mistress Trippett's reaction to Amanda's plans and request? What is Amanda's response?

### Evidence and Inference Topic 3

During the 1600s, voyages by sea were difficult and dangerous undertakings. It took courage to make the journey. Write a paragraph describing life on board the *Sea Adventure*.

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

1. Where did the children stay on the ship?
2. Where did the ladies and gentlemen stay on the ship?
3. What were the dangers of traveling by ship in the 1600s?
4. What did the children do for fun on board the ship?

## Reading Check

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, Amanda takes responsibility for her younger brother and sister. Even though she is only ten years old, she must make important decisions. Write a paragraph that describes the decisions Amanda must make. Be specific and give examples from the story.

1. After Amanda leaves Mistress Trippett's house, to what faraway place does she want to go and why?
2. What happens to the children as a result of Amanda's decision to ask Mrs. Trippet for the money their mother had been saving for them?
3. What does Jemmy do on board the ship to make Amanda decide to hide the inexpensive lion's head?
4. When the children first arrive on the island, Amanda makes a big decision about where they will live. What does she decide?

## 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 A Lion to Guard Us that can be explored include:

| VOCABULARY    | DEFINITION             |
|---------------|------------------------|
| courage       | Ability to meet danger |
| determination | Strong intention       |
| independence  | Makes own decisions    |

Vocabulary particular to the time and setting of A Lion to Guard Us include:

| VOCABULARY | DEFINITION                       |
|------------|----------------------------------|
| admiral    | A naval officer                  |
| canvas     | A strong cloth                   |
| carpenter  | A wood worker                    |
| colony     | Settled land                     |
| harbor     | A water port                     |
| knocker    | A device for knocking            |
| New World  | Western Hemisphere, the Americas |
| packet     | A shipping boat                  |
| pallet     | A floor bed                      |
| voyage     | A journey                        |

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 Amanda is your friend in real life. Write words and phrases that would help you describe her to someone who didn't know her. (What does Amanda look like? What kind of personality does she have? What does she like to do?)

Compare and contrast Amanda with Mistress Trippet, 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:

Dr. Crider is an important character in the story. Write a paragraph describing Dr. Crider, his character, and his actions. Your paragraph should include information about what happens to the doctor. Be detailed and use evidence from the text to support your statements.

*(This topic is recommended for students who have read through Chapter 12.)*

### ***Additional Writing Prompts***

See the Independent Follow-up worksheet in the Book Punch Series Manual. Using the context of [A Lion to Guard Us](#), 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, Amanda works hard. She cooks, cleans, and sews. When the children are shipwrecked, they all work hard to build a shelter and to survive. Think of responsibilities you have and how you feel about them. Write about a responsibility you have.

*(This topic is recommended for students who have read through Chapter 13.)*

In the story, Amanda takes very good care of her brother and sister. She loves them very much. Even when Jemmy does things that make her worry, she is proud of him. In the story it says, “Whatever he did, it seemed she was proud of him.” Think of a time you made someone proud of what you did. Write a paragraph about what you did that made someone proud.

*(This topic is recommended for students who have read through Chapter 22.)*

### **Printable Worksheet Links**

You must be connected to the Internet to access these links.

[Crossword Puzzle - starter](#)

[Crossword Puzzle - challenge](#)

[Word Search Puzzle](#)

[Evidence and Inference Worksheet](#)

[See the Book Punch Series Manual for additional printable worksheets.](#)

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