

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Honors Expanded Learning Clubs

Honors Program

---

Spring 2021

## Adventure Book Club - The Lion, the Witch and the Wardrobe

Courtney Helseth

Jillian Jacoba

Follow this and additional works at: <https://digitalcommons.unl.edu/honorshelc>



Part of the [Children's and Young Adult Literature Commons](#), and the [Higher Education Commons](#)

---

Helseth, Courtney and Jacoba, Jillian, "Adventure Book Club - The Lion, the Witch and the Wardrobe" (2021). *Honors Expanded Learning Clubs*. 67.

<https://digitalcommons.unl.edu/honorshelc/67>

This Portfolio is brought to you for free and open access by the Honors Program at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Honors Expanded Learning Clubs by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Spring 2021

## Adventure Book Club

Courtney Helseth and Jillian Jacoba

*University of Nebraska-Lincoln*

Follow this and additional works at: <http://digitalcommons.unl.edu/honorshele>



Part of the [Education Commons](#), and the [Literature in English, Anglophone outside British Isles and North America Commons](#)

---

Helseth, Courtney and Jacoba, Jillian, "Adventure Book Club". After school club lesson plans. University of Nebraska - Lincoln, 2021.

Copyright 2021 by Courtney Helseth and Jillian Jacoba under Creative Commons Non-Commercial License. Individuals and organizations may copy, reproduce, distribute, and perform this work and alter or remix this work for non-commercial purposes only.

This Portfolio is brought to you for free and open access by the Honors Program at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Honors Expanded Learning Clubs by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Nebraska Honors Program  
CLC Expanded Learning Opportunity Clubs  
Information Sheet

**Name of Club:** Adventure Book Club

---

**Age/Grade Level:** 3rd and 4th grade

---

**Number of Attendees:** (ideal number) 7 members (decreased due to COVID restrictions)

**Goal of the Club:** (learning objectives/outcomes)

To improve reading comprehension, to teach ideas such as storyline and character development, and to add creativity to reading to encourage love of reading.

---

**Resources:** (Information for club provided by)

Craft supplies, Books (The Lion, The Witch, and The Wardrobe)

---

**Content Areas:** (check all that apply)

- Arts (Visual, Music, Theater & Performance)
- X Literacy
- STEM (Science, Technology, Engineering & Math)
- Social Studies
- Wellness (Physical Education, Health, Nutrition & Character Education)

**Outputs or final products:** (Does the club have a final product/project to showcase to the community?)

We will have small projects each week, but no large final project. The final goal is to have read the book "The Lion, the Witch, and the Wardrobe."

---

---

**Introducing your Club/Activities:**

In Adventure Book Club, the students read a chapter or two outside of class each week. Then, they come to the club each week ready to discuss what they have read and complete a fun activity that connects what they have read to the read world. These activities consist of art projects, outdoor/indoor games, and acting.

---

**General Directions:**

Read the book at the same pace as the students so you know what part they are on and what is important to discuss each week. Switch up what the recap and discussion of the chapter looks like each week, this can be a game on the board, a worksheet, a verbal discussion, etc. Prepare different types of activities and have supplies ready to go each meeting.

---

**Tips/Tricks:**

Establish class rules the first week, have a set agenda for each meeting, and follow a similar schedule throughout the semester. Because the students have been sitting for most of the day, sometimes starting with a quick physical activity to get a little energy out was helpful. Expect each student to read at a different speed and level. Talk about and briefly recap the chapter the students were supposed to read as homework each week before doing the activity. This way students that did not do the activity can still get someone out of the activity and understand the meaning, rather than falling further behind.

---

## Resource Links:

<https://www.varsitytutors.com/englishteacher/cslewis>

<http://www.cslewis.org/resources/studyguides/conedrwt.pdf>

<https://www.scholastic.com/teachers/blog-posts/genia-connell/10-fun-back-school-activities-and-icebreakers/>

Comprehension Worksheets : <http://www.cslewis.org/resources/studyguides/conedrwt.pdf>

# Lesson Plan Worksheet

Date: Feb 4, 2021

**Lesson Activity Name:** Introduction and opener for book

---

**Length of Activity:** 45 mins

---

**Supplies:** Paper, markers, The Lion, The Witch and The Wardrobe books

---

## **Directions:**

Go around and have each student say their name and favorite book. Introduce the club and what each week will look like and expectations each meeting. Give each student a paper and markers and have the students draw a picture of what they believe the book will be about (each student's drawing will be very different, looking to spark their curiosity for the book). Have students share their drawing if they would like to. Have a class discussion of similarities and differences of what each student expects. Tell them that each week they will be reading a chapter on their own so that club time can be dedicated to fun activities.

---

## **Conclusion of the activity:**

This day went very well. Students were pretty quiet and only a few participated in the discussion of what they expect the book to be like. We suspect that they need to get more comfortable with us and the other club members. Additionally, some students were a little upset that the club had reading required outside of the club. It is possible that not all students will be doing the reading every week.

---

## **Parts of activity that worked:**

The prediction drawing was a good way to open discussion on the book and spark students' curiosity to start reading the book. These predictions can be used later on to compare what they expected to what the book actually was about.

---

## **Parts of activity that did not work:**

Not many students were ready to discuss out loud on the very first day. Smaller group discussions could have been more successful to start building relationships and allow discussion in a smaller group setting.

---

# Lesson Plan Worksheet

Date: Feb 11, 2021

**Lesson Activity Name:** Classmate name word search and reading chapter 1

---

**Length of Activity:** 45 min

---

**Supplies:** Word Search puzzles, The Lion, The Witch, and The Wardrobe.

---

## **Directions:**

Make a word search prior to the club with every student's name on it. This word search can be used as an opener for the day as the students have not yet started the book. After the word search has each student go around and say their name to help put a name to each face. This will help them learn each other's names in a fun and social distanced way. Next, introduce the book and read chapter one as a class (can let students read or have the leader read). Discuss chapter one as a class then explain that they will read chapter 2 on their own before the next club meeting.

---

## **Conclusion of the activity:**

Students enjoyed finding their names in a word search and this helped them to get to know their peers better. Students were definitely more comfortable and engaged this week. They seemed a little bored while we were reading, especially when a classmate was reading.

---

## **Parts of activity that worked:**

The word search worked well. It was also good to start the book as a class to again get the students excited about reading the book and going and reading chapter 2 on their own.

---

## **Parts of activity that did not work:**

The students got a little restless sitting and reading together. We are glad that the majority of reading will be done on their own and class time can be dedicated to other activities as we only have under an hour a week with the students.

---



# Lesson Plan Worksheet

Date: Feb 18, 2021

**Lesson Activity Name:** Chapter 2 Discussion and Mr. Tumnus Project

---

**Length of Activity:** 45 min

---

**Supplies:** Cotton balls/fuzz, paper, markers, reading comprehension worksheet from C.S. Lewis foundation

---

**Directions:**

Print out silhouette of Mr. Tumnus. Start by discussing chapter 2. Then give students the chapter 2 worksheet to fill out on their own then discuss answers as a group. Next, discuss what type of animal Mr. Tumnus is (faun) and explain they will be making a Mr. Tumnus based on what they think he looks like. Give students the printed sheets of Mr. Tumnus, glue, cotton balls, and red material for scarf. Explain that cotton balls are for his furring legs and the red is for his scarf. Discuss how everyone's pictures are similar and different. Assign chapter 3 to read for next class.

---

**Conclusion of the activity:**

This class went well. The students enjoyed discussing what they read and it seems that the majority of students had read before class. The students also enjoyed creating their own Mr. Tumnus to show what they believe a faun looks like based on the description in the book. They also liked using the varying materials to make the project.

---

**Parts of activity that worked:**

The art project worked very well. The students were having trouble visualizing what Mr. Tumnus looked like as most had never heard of a faun. This project helps the students visualize characters and improve reading comprehension.

---

**Parts of activity that did not work:**

The students were very excited to do the creative piece for the day so they were not very engaged in the worksheet. Possibly having them do the worksheet in pairs or a group could help them stay interested in the worksheet.

---

# Lesson Plan Worksheet

Date: Feb 25, 2021

**Lesson Activity Name:** Recap chapter 3 and read chapter 4

---

**Length of Activity:** 45 min

---

**Supplies:** Construction paper or curtain. (make wardrobe entrance for students)

---

## **Directions:**

Before students come, set up a wardrobe-like entrance into the room where you hold the club. Have students go through it one by one like they are one of the characters. After they have come in can discuss the significance of the wardrobe entrance and the rest of chapter 3. Have students fill out a reading comprehension worksheet from chapter 3 and discuss it. Read chapter 4 in class with students (students reading or leaders) Talk about the chapter as a class. Tell students to read chapter 5 on your own before next class.

---

## **Conclusion of the activity:**

The students really enjoyed entering and existing class in a special way and this made a connection to the book and the characters. This also gave a fun aspect to a day of reading without another activity. Once again, the students got a little restless during the reading part but seemed to understand what we had read when we discussed it as a group.

---

## **Parts of activity that worked:**

The wardrobe entrance was not very difficult to make and the students seemed to really enjoy this.

---

## **Parts of activity that did not work:**

Once again reading as a class made the students less engaged. Maybe we could try silent reading next time we read in class.

---

# Lesson Plan Worksheet

Date: March 4, 2021

**Lesson Activity Name:** Creative writing for prediction of where the story will go

---

**Length of Activity:** 45 min

---

**Supplies:** Whiteboard or large notebook to write story

---

## **Directions:**

Discuss and fill out the worksheet for chapter 5. Explain to students that we are writing an ending to the book from where they are at and we will go around and they will each say a sentence. Then write each sentence down and read aloud to class at the end. Talk about whether they think this is how it will end then assign 6 and 7 for homework (spring break).

---

## **Conclusion of the activity:**

The students are getting much better at discussing each chapter as a class. They are also doing well on the worksheets. They seemed to really enjoy writing the rest of the story. However, they did try to talk over one another or say that a peer's sentence was wrong.

---

## **Parts of activity that worked:**

Writing an ending for the story helped with reading comprehension of characters as well as predicted character development. Additionally, it made students curious to keep reading and see if they were right about what will happen in the book.

---

## **Parts of activity that did not work:**

The students really struggled to be quiet during other student's turns because they each had their own ideas of what would happen next in the story. Maybe a solution would be to have them each write the ending to the story on their own? This would be less collaboration but then they could each showcase their creativity.

---

# Lesson Plan Worksheet

Date: March 11, 2021

**Lesson Activity Name:** LPS SPRING BREAK

---

**Length of Activity:**

---

**Supplies:**

---

**Directions:**

---

---

**Conclusion of the activity:**

---

**Parts of activity that worked:**

---

**Parts of activity that did not work:**

---

# Lesson Plan Worksheet

Date: March 18, 2021

**Lesson Activity Name:** Recall chapters 6+7 and Beaver dam building activity

---

**Length of Activity:** 45 mins

---

**Supplies:** straws, glue, paper, markers, pipe cleaners, CS Lewis Foundation worksheet

---

## **Directions:**

Start by asking students to go around and help recap chapters 6-7. Then break up students into groups of 3-4 and have them complete the comprehension worksheet for chapters 6 and 7. Next, give the students a piece of paper and have them draw the new characters we met in these chapters, Mr. and Mrs. Beaver. Then give the students the materials for the beaver dam and have them use the paper as a base to build a beaver dam. Give the students a lot of freedom to build it how they see best. At the end go around and recognize the diversity of beaver dams made with various materials. They will read chapter 8 and 9 for the next week.

---

## **Conclusion of the activity:**

This seemed to be the students favorite activity they have done yet. They really liked the freedom they had to use many different materials and made a beaver dam how they pictured it. This also helped them to think through and open discussion for these new characters we met this chapter.

---

## **Parts of activity that worked:**

The beaver dam activity was a big success and helped students to show their creative sides as well as problem solving skills to get the straws and stand up.

---

## **Parts of activity that did not work:**

Working in small groups for the comprehension worksheets did not work as well as expected. We let students choose a group to work in which leads students to working in

---

groups with their friends. This leads to them getting side tracked and not being as engaged in the worksheet as they are on their own.

---

# Lesson Plan Worksheet

Date: March 25, 2021

**Lesson Activity Name:** Recap chapter 8 and 9, read chapter 10 in class

---

**Length of Activity:** 45 mins

---

**Supplies:** LWW books, C.S. Lewis Foundation comprehension worksheets, large area to play tag game

---

## **Directions:**

Discuss chapters 8 and 9. New characters, favorite parts, etc. Fill out the worksheet for chapter 8 and 9 as a class. Go to the outdoor area or gym area. Explain to students that you will be playing freeze tag (tag game where one student is tagger and students freeze when tagged, an untagged goes around and unfreezes them) The tagger will be the “White Witch” as we have recently learned that the white witch freezes creatures in Narnia who go against her ways. The unfreezer will be Aslan because he has the power to unfreeze victims in the book. Students read chapter 10 for next class.

---

## **Conclusion of the activity:**

The students really enjoyed a physical activity as they normally have a good amount of energy for club. This was also a fun take on a game they all knew already. There was a little argument over who got to be the white witch/aslan but overall they really enjoyed the activity.

---

## **Parts of activity that worked:**

The freeze tag game worked well and the students quickly made the connection between the game and what they have read in the book. The game also helped them get out their extra energy.

---

## **Parts of activity that did not work:**

The students were very excited to be in the gym for the day and had a hard time recapping the chapters and filling out the worksheet together before we played the game. Maybe in the future these parts should be done in a different area.

---

# Lesson Plan Worksheet

Date: April 1, 2021

**Lesson Activity Name:** Recap of chapter 11 and read chapter 12

---

**Length of Activity:** 45 min

---

**Supplies:** Dry erase board, LWW books

---

## **Directions:**

Start with an alphabet activity for the book where as a class we come up with a word that is in the book for each letter of the alphabet (characters, places, ideas). Write down each word on the board and let every student have a turn. Next read chapter 11 as a class. We did popcorn reading to make it more exciting and go faster for all students. Read ch 12 for homework.

---

## **Conclusion of the activity:**

Today was a less eventful club day. The students like doing more fun activities better than having reading days but with the shortened semester some reading days were needed to finish the book on time. However, the alphabet game went very well.

---

## **Parts of activity that worked:**

The students were very engaged for the alphabet game and it was a very good opener that was different from the usual discussion and worksheet. It also tied together the whole book rather than simply the last few chapters which was a helpful reminder.

---

## **Parts of activity that did not work:**

The students are always disappointed to find it is a reading day in the club. Popcorn reading helped make it a little more fun but overall they definitely don't enjoy these days as much because they are much less interactive.

---

# Lesson Plan Worksheet

Date :April 8, 2021

**Lesson Activity Name:** Recap of chapter 12 and read chapter 13 as a class

---

**Length of Activity:** 45 min

---

**Supplies:** LWW books, C.S. Lewis Foundation comprehension worksheets

---

## **Directions:**

Start with having students go around and recall what they read for homework. Complete chapter 12 comprehension worksheet and go over as a class. Read chapter 13 as a class then talk about the chapter and how they think the story will go from there. Students can start reading chapter 14 if there is extra time. Chapter 14 is homework.

---

## **Conclusion of the activity:**

This was a pretty lowkey day for the club today. Sometimes it is nice to spend more time on the book and making sure every student is understanding the book and catching up without needing to get to the activity for the day.

---

## **Parts of activity that worked:**

It was good to have more time to talk about the book. We were able to go into more depth about questions the students had and how the plot is coming together.

---

## **Parts of activity that did not work:**

Some students prefer to have a fun activity other than reading every week. When we only read some students say they are disappointed however, reading comprehension and learning are also very big aspects of our club.

---

# Lesson Plan Worksheet

Date: April 15, 2021

**Lesson Activity Name:** Recall chapter 14 and make lion masks

---

**Length of Activity:** 45 min

---

**Supplies:** LWW, paper plates, string, cotton balls, gold/yellow paint, scissors, markers

---

## **Directions:**

Recall chapter 14 as a class. Bring Aslan into discussion as an increasingly important character in the book. Hand out supplies and have students make paper plates into a lion face (cut eyes, glue cotton balls, paint/draw face) then help students attach string to make into a mask once the glue and paint have dried. Students that finish early can start chapter 14. The rest of chapter 15 is homework.

---

## **Conclusion of the activity:**

The students really liked the lion mask activity and had fun wearing them after the club. This activity was probably the messiest activity we did.

---

## **Parts of activity that worked:**

Making the lion masks was a very fun activity and it opened up a discussion about Aslan and how he has developed from a character that was only rumored to one of the main characters in the book.

---

## **Parts of activity that did not work:**

The mess the lion masks made with the glue, cutting, and paint was really the only downside of the activity. A possible solution is to put something down on tables before doing the activity. Additionally, the students got a little impatient waiting for the masks to dry when they wanted to wear them.

---

# Lesson Plan Worksheet

Date: April 22, 2021

**Lesson Activity Name:** Recall chapter 15 and Hero Activity

---

**Length of Activity:** 45 min

---

**Supplies:** LWW

---

## **Directions:**

Recall chapter 15 as a class. Without bringing up Aslan, talk about heros and how they can come in many different forms. Give students a paper and have them write 6 adjectives of what they believe a hero is. Have students share some adjectives and write them on the board. Next have students flip the paper over and have them draw what they believe a hero looks like. Have each student share their picture and describe their hero to the class. From this, bring the conversation to Alsan and his role as a hero in the book. Read chapter 16 for homework.

---

## **Conclusion of the activity:**

We were excited for the lesson this week as it let the students share something to the class and connected the book to their knowledge and their lives. We were disappointed that some students did not respect other student's presentations of their hero and talked over them or did not pay attention.

---

## **Parts of activity that worked:**

Having the discussion of heros (descriptive words and pictures) before bringing up Alsan was a good conversation starter to how different the hero figure is in this book. Most students drew a superhero or someone super strong but the hero in our book gives his life. This brought up good discussion with our students.

---

## **Parts of activity that did not work:**

Students had a hard time respecting other student's time to present as they were too excited about their own hero picture and when it was their time to present. We had them

---

work on respecting their classmates as much as they respect a teacher when they are presenting.

---

# Lesson Plan Worksheet

Date: April 29, 2021

**Lesson Activity Name:** Recall chapter 16, read chapter 17 as a class, and decorate crowns.

---

**Length of Activity:** 45 min

---

**Supplies:** Construction paper, markers, gems, stapler

---

## **Directions:**

Discuss chapter 16 as a class. Finish the book as a class by reading chapter 17. Talk about the ending as a class - significance of each crown for each character, whether they thought it would end this way, etc. Next give students paper cut out crowns and decorating materials. Students will decorate crowns just like the children are given at the end of the book.

---

## **Conclusion of the activity:**

This lesson went very well. It was fun to end the book together as a class and this led to a lot of discussion of the entire book. Some students had already finished the book on their own but it was still fun for them to finish it all together. The crown activity was a good activity to end with.

---

## **Parts of activity that worked:**

The crown activity was a cool way to connect the students to the characters in the book. Similar to how the characters got crowns when the book ended, the students got crowns with the end of club. They enjoyed wearing them when they left.

---

## **Parts of activity that did not work:**

In stapling the crowns, it was hard to make them the right size for each student's head.

---