

Teacher Guide

Grades 3–4

Chocolate Fever

Robert Kimmel Smith

NOVEL UNITS[™]

NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



Novel Units® Single-Classroom User Agreement for Non-Reproducible Material

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use these materials for a single classroom (or home) only.

Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.

Reproduction of any part of this Teacher Guide is strictly prohibited.

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact customercare@ecslearningsystems.com.

ebooks.ecslearningsystems.com

CHOCOLATE FEVER

by
Robert Kimmel Smith

Teacher Guide

Written by
Anne Troy

Note

The Dell Yearling paperback edition of the book was used to prepare this guide. The page references may differ in the hardcover or other paperback editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

ISBN 978-1-60878-317-5

Copyright infringement is a violation of Federal Law.

© 2010 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

Publisher Information

For a complete catalog, contact—

Novel Units, Inc.
P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

For more digital resources, visit:
ebooks.ecslearningsystems.com

Table of Contents

Summary	3
About the Author.....	3
Introductory Activities	3
Using Predictions in the Novel Unit Approach, Prediction Chart	7
Twelve Chapters	9
Chapters contain: Vocabulary Words and Activities, Discussion Questions and Activities, Supplementary Activities, Predictions	
Post-reading Activities	28
Teacher Information about Chocolate	30
Chocolate Bibliography	31
Assessment for <i>Chocolate Fever</i>	32

Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details,
synthesizing ideas

Literary Elements

Character, setting, plot
development, story map,
figurative language

Vocabulary

Synonyms/antonyms,
multiple meaning words

Comprehension

Predicting, sequencing,
cause/effect, inference

Writing

Advertisements, flow charts,
Reader's Theater, captions
for pictures, setting chart,
short story

Listening/Speaking

Participation in discussion,
drama

Chapter 4: "Pop!"—Pages 29-33

Vocabulary:

infirmary 29 spectacles 30 peculiar 30 unidentified 30
 steadied 31

Vocabulary Activity:

Students will make predictions about how the author will use the vocabulary, such as setting, characters, problem, action, etc.

Discussion Questions and Activities:

1. Why do you think the mouse sniffed the air and smiled? (page 29)
2. What is the difference between *frightened* and *terrified*? Give some examples.

Definition	Frightened	Terrified
	Suggests fear that paralyzes one's thoughts, motion, etc.	Suggests extreme fear for one's safety.
	Felt fear or apprehension	
	Example: A clap of thunder	Example: The violence of the storm terrified the birds.

3. What do you think made the popping noise?
4. Review the parts of realistic/fantasy stories. How is this a realistic story? Are there any elements in the story that could never happen?

Prediction:

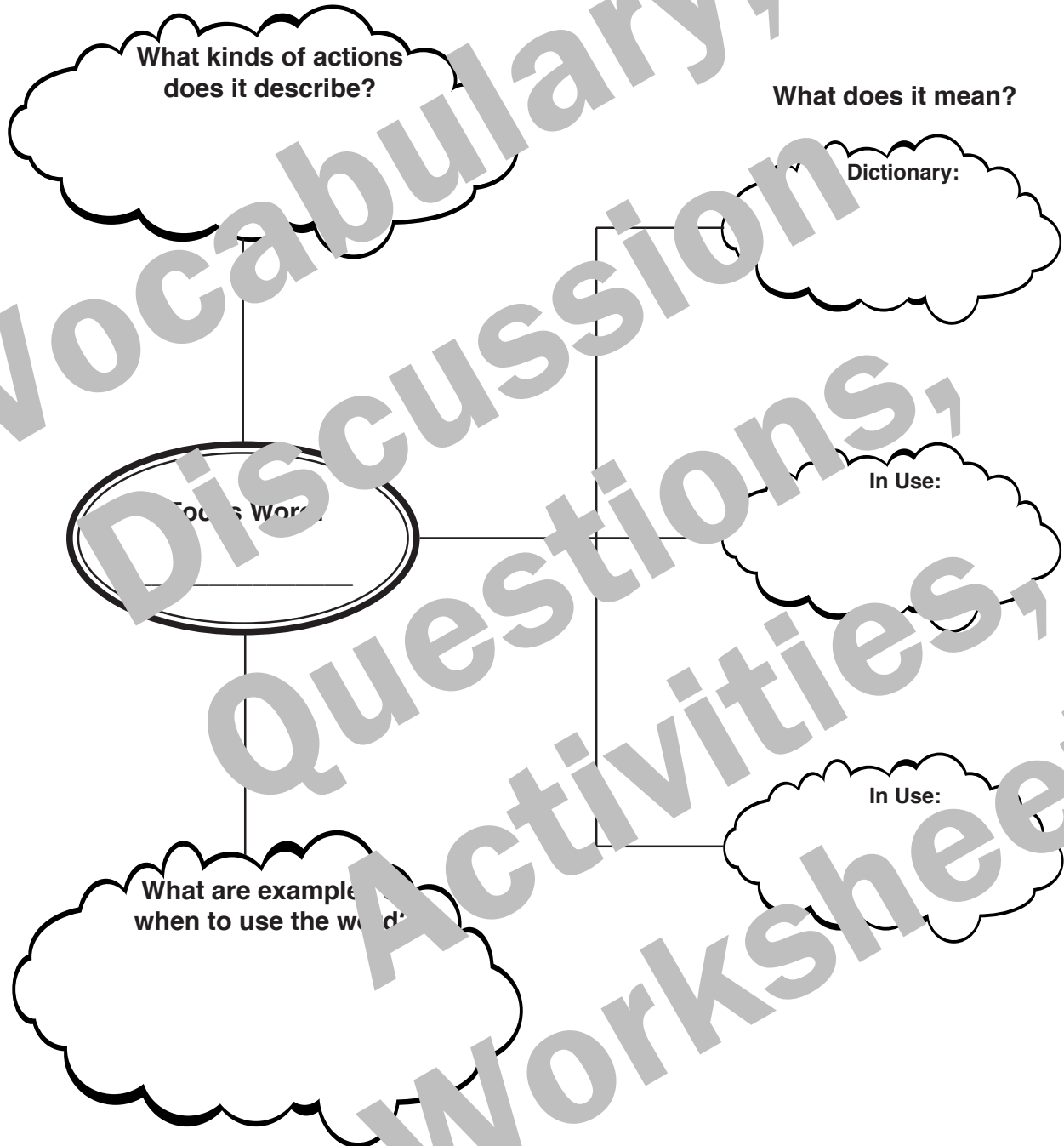
What will Henry do to get rid of the horrible spots? What suggestions would you give him?

Supplementary Activities:

Research: See Teacher Information on page 30.

1. Where do we get chocolate? In what parts of the world are cacao beans raised?
2. How is the cacao bean made into chocolate?
3. What companies in the U.S. produce the greatest numbers of chocolate products?
4. Write to a company which makes chocolate, such as the Hershey factory in Hershey, Pennsylvania, and ask for information about how the candy is made.

Word Map for a Verb



Setting Chart

Directions: Each setting listed below is significant because of the action which takes place there. Briefly but concisely summarize at least one important plot event that occurs in each setting. Then explain why you consider the event to be important. (Ask yourself, "What happened, or did not happen, because of this event?")

SETTING	EVENT	IMPORTANCE
reception		
School		
Hospital		
In the truck		
Hideout		