



**TEACHER GUIDE**

**GRADES 3-5**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# The Chocolate Touch

Patrick Skene Catling



**READ, WRITE, THINK, DISCUSS AND CONNECT**

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Patrick Skene Catling

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Skills and Strategies

### Thinking

Brainstorming

### Writing

Narrative, creative

### Listening/Speaking

Discussion, drama, role play

### Comprehension

Predicting, cause and effect,  
sequencing

### Literary Elements

Characterization, story  
elements

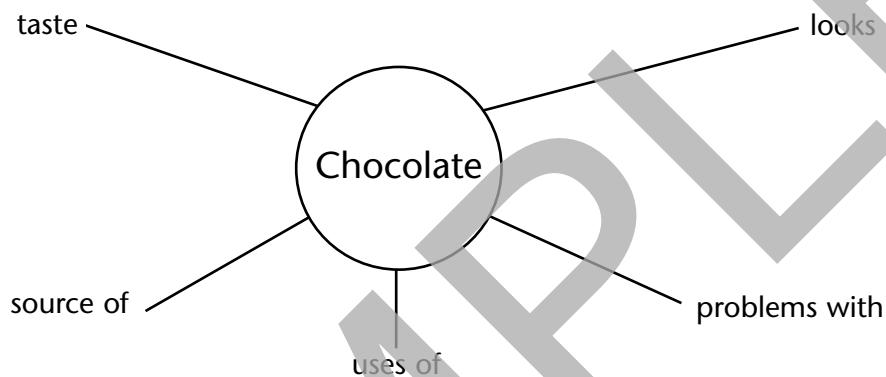
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## Summary

John found an old coin with his initials on it. This was the beginning of a strange adventure with his favorite kind of food—chocolate candy. Or is candy food?

## Initiating Activity

1. Place on each child's desk a small piece of chocolate wrapped in foil—perhaps candy kisses. Ask children what this could be? Brainstorm the word **chocolate**.



2. Distribute books. What is unusual about the illustration? (*Boy is kissing his mother. Her face looks funny—she's turning to chocolate.*)

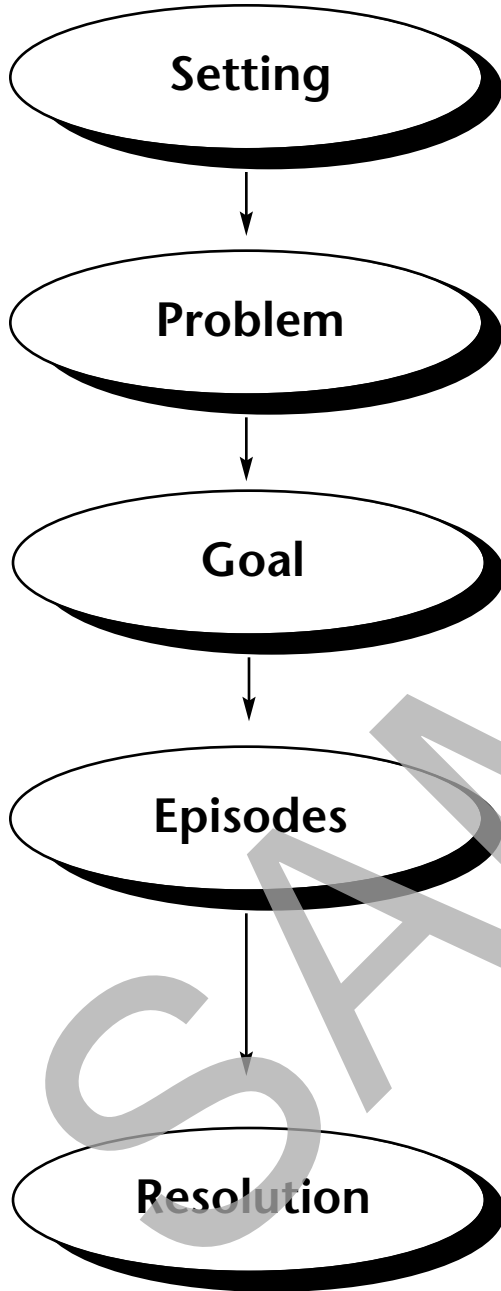
*The Chocolate Touch* is like another story we have read. It was *King Midas and the Golden Touch*. (There are many different editions. It is available in Scholastic Paperback.) The King Midas story may be read to the children.

## Recommended Procedure

This book will be read one section at a time using DRTA (Directed Reading Thinking Activity) Method. This technique involves reading a section, predicting what will happen next (making good guesses) based on what has already occurred in the story. The children continue to read and verify predictions at the end of each chapter.

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## Story Map



Characters \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Time and Place \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Beginning → Development → Outcome

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Chapter-by-Chapter

### Vocabulary, Discussion Questions, and Activities

#### Chapter 1

Pages 1-9

#### Vocabulary

brigands 2  
reproved 7  
emphatically 9

devoured 4  
complications 7

gravely 4  
shrugged 8

anxiously 5  
persisted 9

#### Discussion Questions

1. What was John's one fault? (*p. 2, He was a pig about candy.*) Do you think that is very bad? Why or why not? How many of you share John's fault?
2. What was the doctor's advice to John? (*p. 7, less candy*)
3. Have your parents ever talked about a balanced diet like John's did? Have you studied the food groups in health? Role play: Mr. or Mrs. Midas talking to John or your parents talking to you.
4. Why do you think John's bad habit with candy made his mother unhappy? (*p. 9, She knew that what the doctor said about all sorts of complications was serious. She worried about John.*)
5. Do you think John understands what his father is saying on page 9? Why or why not?

#### Prediction

Will John change? What could make him change?

#### Story Map Activity

Have your students complete a story map like the ones on pages 8 and 9 of this guide, or have them make up their own. Near the end of the novel, have them complete another story map and compare the two.

#### Writing Activity

There are no chapter titles in this book. After your students have read a chapter, have them write a title that would make the reader want to read it. Have each compare his/her title with a classmate's.