

Here's What You'll Get with the Cowgirl Kate and Cocoa Book Club

Text Structure Lesson Plans for 4 Book Club Meetings

4 Part Lesson Plans

Book Club		Cowgirl Kate and Cocoa By: Erica Silverman Grade Level: 2 / Guided Reading Level: K
Discussion Questions and New Vocabulary	Meeting #2 Continued	<p>Chapter 1 New Vocabulary:</p> <ol style="list-style-type: none"> Herd (page 1) – to gather and move animals Pasture (page 1) – large, grassy field where animals eat the grass Mane (page 6) – long, thick hair growing on the neck of a horse <p>Chapter 2 "The Surprise" Discussion Questions:</p> <ol style="list-style-type: none"> What did Cocoa have to do before he got his surprise? Did he want to do this? How do you know? Answer: Cocoa had to eat his breakfast of oats before he could get the surprise. I know that he didn't want to eat his breakfast because he glared at his breakfast bucket and kicked it over. (page 13) How did Cocoa feel about waiting for his surprise? How do you know he felt this way? Answers may vary. Sample answers include: Cocoa was annoyed by having to wait for the surprise. I know this because he stomped and said, "I want my surprise now!". (page 14) Why did Cowgirl Kate laugh when Cocoa wore the hat? Answers may vary. Sample answers include: Cowgirl Kate laughed because Cocoa looked silly wearing a hat with three holes and only two ears. (pages 16, 18) <p>Chapter 2 New Vocabulary:</p> <ol style="list-style-type: none"> Glared (page 13) – To look at someone angrily Curried (page 15) – To clean and care for an animal Curried (page 15) – To clean the coat of an animal
	Key Vocabulary by Chapter	

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Cowgirl Kate and Cocoa By: Erica Silverman Grade Level: 2 / Guided Reading Level: K
Identify Story Elements with Support	Meeting #2 Continued	<p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). Review the conversation prompts on the Book Club Calendar. Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. <p>Time to Teach: Identify Story Elements with Support (7-10 minutes)</p> <ul style="list-style-type: none"> Open the meeting by discussing Chapter 2, "The Surprise". Ask students if they were surprised by the ending? Did they like the story? (Answers will vary.) Remind students that we are learning about the important parts of the beginning, middle, and end of the story. Direct student attention to the start of Chapter 2. Tell students that at the beginning of this chapter, we learn that the characters are Cowgirl Kate and Cocoa and that this part of the story takes place in the barn the morning. Ask students what happens next in the story? (Answer: Cowgirl Kate brings a surprise for Cocoa and he tries to guess what is inside.) Discuss further the other events that are in the middle of the story. (Answer: Cocoa kicks over his oats to try to get his surprise faster. Cowgirl Kate makes Cocoa wait until she has groomed him before he can have his surprise.)
	Key Vocabulary by Chapter	

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club		Cowgirl Kate and Cocoa By: Erica Silverman Grade Level: 2 / Guided Reading Level: K
Identify Story Elements with Support	Meeting #2 Continued	<p>Model How to Respond to Reading (continued)</p> <ul style="list-style-type: none"> Last, the third column is where we add the solution to the problem from the end of the story. (Answer: Cocoa wore a hat with three holes.) Ensure that the students added the information to their graphic organizer correctly. <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessments. Ask students to reflect on how well they did in Book Club by completing their graphic organizers. Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to independently read Chapter 3 "Counting Cows". Students are responsible for paying attention to the important parts of the beginning, middle, and end of the story while they read. Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.
	Reflection and Self-Evaluation	

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Introduce Text Structure

Identify Story Elements with Support

Identify Story Elements Independently

Explore the Effects that Different Story Elements Would Have on the Story

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> • Choose at least one interesting, funny, or confusing part to share with your book club • Mark the part you want to share with a sticky note or write the page number in your notebook • Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> • Try not to interrupt – wait your turn to share • Use respectful language • Listen carefully 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> • What part of the meeting made you feel good about yourself as a reader? • What can you do to have a better conversation next time? <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
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Student Self-Evaluation Rubric

Name: _____

How I Did in Cowgirl Kate and Cocoa Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in Book Club
I had my materials				
I shared my thinking				After I was responsible
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score

/ 27

A Note from Your Teacher

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the connections you can make to the text.	Would you recommend this book? Why or why not?	Write about the character you like most / least. Explain why you feel the way you do.	Write about the ways a character changed in the story and why the character changed.
Write about the parts of the text that you found confusing or the things you're wondering about.	Write about the unfamiliar words you read. What do you think the words mean? Why?	Choose three events from the book. Write about what caused those events to happen.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to improve your comprehension.	Write about your favorite part. Explain why it's your favorite part.	Write about the author's message and use evidence from the text to support your thinking.	Identify the genre and explain how you know. Compare the text to other texts in the same genre.
Compare and contrast ideas from the book. Write about two characters, events, or settings the same or different.	Predict what might happen next and explain.	Write about the things a reader needs to know in	Draw and label a picture of a setting described in

Directions: Choose one of the After you've written your response, color in the square on the board above.

Directions:			
<p>RL.2.6</p> <p>Write about the connections you can make to the text.</p>	<p>RL.2.7</p> <p>Would you recommend this book? Why or why not?</p>	<p>RL.2.3</p> <p>Write about the character you like most / least. Explain why you feel the way you do.</p>	<p>RL.2.3</p> <p>Write about the ways a character changed in the story and why the character changed.</p>
<p>RL.2.1</p> <p>Write about the parts of the text that you found confusing or the things you're wondering about.</p>	<p>RL.2.10</p> <p>Write about the new words you read. What do you think the words mean? Why?</p>	<p>RL.2.1</p> <p>Choose three events from the book. Write about what caused those events to happen.</p>	<p>RL.2.4</p> <p>What are some powerful words or phrases used in the text? Why are they powerful?</p>
<p>RL.2.10</p> <p>Write about the reading strategies you used to help you be a better reader.</p>	<p>RL.2.5</p> <p>Write about your favorite part. Explain why it's your favorite part.</p>	<p>RL.2.2</p> <p>Write about the author's message and use evidence from the text to support your thinking.</p>	<p>RL.2.7</p> <p>Tell the genre of your text and explain how you know.</p>
<p>RL.2.6</p> <p>Compare and contrast two characters. Tell how they are the same and different.</p>	<p>RL.2.1</p> <p>Predict what might happen next and explain why your prediction makes sense.</p>	<p>RL.2.10</p> <p>Write about the things a reader needs to know in order to understand the text.</p>	<p>RL.2.7</p> <p>Draw and label a picture of a setting described in the text.</p>
<p>RL.2.5</p> <p>Find a place in the book that caused you to feel something (happy, sad, mad). Explain why you felt the way you did.</p>	<p>RL.2.4</p> <p>Identify the genre and explain how you know. Compare the text to other texts in the same genre.</p>	<p>RL.2.10</p> <p>What did you learn about yourself as a reader today?</p>	<p>RL.2.2</p> <p>What's the most important fact or idea that you read today? Why do you think so?</p>

Book Club
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with 2nd Grade Common Core Alignment

Book Club Assessment Materials

Focus Assessment for Text Structure

Name: _____

Text Structure Cowgirl Kate and Cocoa Book Club Focus Assessment

Directions: Use what you know about text structure in *Cowgirl Kate and Cocoa* to answer each of the following questions.

What story elements does the author, Erica Silverman, introduce in the beginning of *Cowgirl Kate and Cocoa*?

Where does most of the action happen in *Cowgirl Kate and Cocoa*?

Number the following events from Chapter 1, "A Story for Cocoa", in the order that they happened.

____ Cowgirl Kate told Cocoa a story.

____ Cocoa was ready to herd cows.

____ Cocoa ate two apples.

Which of the following describes an event from Chapter 3 "Counting Cows"?

A Cowgirl Kate was short.

B Cocoa was a brown horse.

C Cowgirl Kate climbed the tallest tree.

What was the problem in Chapter 2 "A Surprise for Cocoa"?

What story element is found at the end of each short story in *Cowgirl Kate and Cocoa*?

Cowgirl Kate and Cocoa Book Club | @BookPages.com

Practice with multiple choice questions

Short answer practice

Complete Common Core Assessment

Answer Keys

One essential question for each of the 2nd grade Reading Literature standards

Rubric with optional Common Core Alignment

Name: _____

Cowgirl Kate and Cocoa
CCSS Assessment

Directions: Use what you know about *Cowgirl Kate and Cocoa* to answer each of the following questions.

Where did the four short stories about Cowgirl Kate and Cocoa take place?

Which event describes the problem in Chapter 1, "A Story for Cocoa"?

A Cocoa ate two apples.

B Cowgirl Kate had to herd cows.

C Cocoa didn't want to herd cows.

D Cowgirl Kate told Cocoa a story.

Cowgirl Kate brought a box to the barn for Cocoa in Chapter 2, "The Surprise". Use the words first, next, then, and last to retell the events after Cowgirl Kate told Cocoa she had a surprise for him.

Which of the following is an example of a complete sentence?

A Cocoa galloped over.

B "Good night, Cocoa," she said.

C Cowgirl Kate sighed.

D All of the above.

In Chapter 4, "Bedtime in the Barn", Cocoa's solution to Cowgirl Kate's problem was to sing a lullaby. What was Cowgirl Kate's problem?

CCSS Assessment 2nd Grade Reading Standards for Literature | @BookPages.com

Answer Key Cowgirl Kate and Cocoa
CCSS Assessment

Directions: Use what you know about *Cowgirl Kate and Cocoa* to answer each of the following questions.

Where did the four short stories about Cowgirl Kate and Cocoa take place?

Answer: The stories took place on a farm.

Which event describes the problem in Chapter 1, "A Story for Cocoa"?

A Cocoa ate two apples.

B Cowgirl Kate had to herd cows.

C Cocoa didn't want to herd cows.

D Cowgirl Kate told Cocoa a story.

Cowgirl Kate brought a box to the barn for Cocoa in Chapter 2, "The Surprise". Use the words first, next, then, and last to retell the events after Cowgirl Kate told Cocoa she had a surprise for him.

Answer: First, Cocoa tried to guess what was inside. Next, Cocoa kicked over his breakfast. Then, Cowgirl Kate groomed Cocoa. Finally, Cocoa pushed open the box and took a bite of his surprise.

Which of the following is an example of a complete sentence?

A Cocoa galloped over.

B "Good night, Cocoa," she said.

C Cowgirl Kate sighed.

D All of the above.

In Chapter 4, "Bedtime in the Barn", Cocoa's solution to Cowgirl Kate's problem was to sing a lullaby. What was Cowgirl Kate's problem?

Answer: Cowgirl Kate's problem is that she couldn't fall asleep.

CCSS Assessment 2nd Grade Reading Standards for Literature | @BookPages.com

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 2.5
Analyze the structure of texts including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	4 Correct
Specific Skill: Text Structure	Was not able or is beginning to analyze the overall structure of a story.	Is able to analyze the overall structure of a story.	Is able to analyze the overall structure of a story.	Is able to analyze the overall structure of a story.

If student is less than secure, he or she needs to work on the following:

- Identifying the beginning, middle, and end of a story.
- Retelling a story in sequence.
- Understanding that the beginning of the story contains the characters and setting, the middle of the story contains the events and problem, and the ending of the story contains the solution to the problem.
- Identifying the main characters, setting, problem, and solution in a story.
- Understanding that most of the action takes place in the middle of the story.
- Recognizing clues in the beginning and middle of the story that hint at the solution to the problem.

Book Club
Cowgirl Kate and Cocoa

CCSS.ELA-LITERACY.RL.2.5 Cowgirl Kate and Cocoa Book Club | @BookPages.com

Running Record

Title: *Cowgirl Kate and Cocoa* Guided Reading Text Level: K Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	Accuracy			Information Used		
	Easy 95% - 100% Accuracy	Instructional 80% - 94% Accuracy	Hard 50% - 79% Accuracy	E	SC	MSV
1						
2						
3						

Tested By: _____ @BookPages.com

Running Record

Vocabulary Connections Resources

Vocabulary Connections
Cowgirl Kate and Cocoa
 By: Erica Silverman
 Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in Cowgirl Kate and Cocoa

Bin (page 33)
A box used to store something

Fluff (page 29)
To shake something to make it fuller

Galloped (page 23)
The way a horse moves when it runs quickly

Glared (page 13)
To look at someone angrily

Groom (page 15)
To clean and care for an animal

Herd (page 1)
To gather and move animals

Mane (page 6)
Long, thick hair growing on the neck of a horse

Munched (page 21)
To chew or eat something noisily

Pasture (page 1)
Large, grassy field where animals eat the grass

Saddle (page 25)
A leather seat that is placed on the back of a horse

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Cowgirl Kate and Cocoa Word List

Vocabulary Connections
Cowgirl Kate and Cocoa
 By: Erica Silverman
 Grade Level: 2 / Guided Reading Level: K

Bin	Fluff	Galloped
A box used to store something	To shake something to make it fuller	The way a horse moves when it runs quickly
Glared	Groom	Herd
To look at someone angrily	To clean and care for an animal	To gather and move animals

Step-by-Step Directions: 1. Fold on the dashed line. 2. Fold on the solid line. 3. Glue, tape or staple the top of each card to a book.

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
Cowgirl Kate and Cocoa
 By: Erica Silverman
 Grade Level: 2 / Guided Reading Level: K

Mane	Munched	Pasture
Long, thick hair growing on the neck of a horse	To chew or eat something noisily	Large, grassy field where animals eat the grass
Saddle		
A leather seat that is placed on the back of a horse		

Step-by-Step Directions: 1. Fold on the dashed line. 2. Fold on the solid line. 3. Glue, tape or staple the top of each card to a book.

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Cowgirl Kate and Cocoa
 By: Erica Silverman
 Grade Level: 2 / Guided Reading Level: K

Bin is a/an noun verb adverb adjective Definition of Bin :	Fluff is a/an noun verb adverb adjective Definition of Fluff :	Galloped is a/an noun verb adverb adjective Definition of Galloped :
Bin looks like this:	Fluff looks like this:	Galloped looks like this:
Bin reminds me of:	Fluff reminds me of:	Galloped reminds me of:
I saw this word in	I saw this word in	I saw this word in

Step-by-Step Directions: 1. Fold on the dashed line. 2. Fold on the solid line. 3. Complete the Vocabulary Cards. 4. Write the Vocabulary Cards in the notebook. 5. Write the Vocabulary Cards on the front of the notebook. 6. Write the Vocabulary Cards on the back of the notebook. 7. Write the Vocabulary Cards on the front of the notebook. 8. Write the Vocabulary Cards on the back of the notebook.

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games
 with Words from Cowgirl Kate and Cocoa

Directions: Read the words in the box below. Write each word where it belongs.

glared	munched	pasture
bin	groom	herd

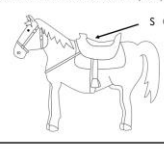
1. The cowboy has to _____ the horses into the corral and then _____ each of them.

2. The sheep eat grass in the _____.

3. During the movie, the children _____ on popcorn.

4. The librarian _____ at the noisy students inside the library.

Directions: Fill in the correct letters to identify the picture below.



s a d d l e _____

Clue: A leather seat that is placed on the back of a horse

Name: _____


Answer Key | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
Cowgirl Kate and Cocoa
 By: Erica Silverman
 Grade Level: 2 / Guided Reading Level: K

Cowgirl Kate and Cocoa
 By: Erica Silverman



A new word that I learned in this book is: _____

If I like... _____

If I don't like... _____

Name: _____

Step-by-Step Directions: 1. List on the outside. 2. Complete the Vocabulary Cards. 3. Add your Vocabulary Cards to your notebook or use in a notebook.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections
 Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word				

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

Complete Common Core Alignment

Common Core State Standards Correlation
Cowgill Kate and Cocoa Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Cowgill Kate and Cocoa correlate with the following English Language Arts Common Core State Standards for second grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RL.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.3 - Describe how characters in a story respond to major events and challenges.
RL.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading drama aloud.
RL.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2 - Read with sufficient accuracy and fluency to support comprehension.
RF.3 - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1a - Follow signed/signed rules for discussions (eg, getting the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.1c - Ask for clarification and further expansion as needed about the topics and texts under discussion.
SL.2 - recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.4 - Produce complete sentences when appropriate to task and situation in order to provide requested detail of clarification.
Language
L.2 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, when other kids are happy that makes me happy).
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Book Club Common Core Alignment

Common Core State Standards Correlation
Cowgill Kate and Cocoa Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Cowgill Kate and Cocoa correlate with the following English Language Arts Common Core State Standards for second grade.
Vocabulary Lesson Plan and Resources
Language
L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b - Identify real-life connections between words and their use (eg, describe foods that are easy to eat).
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, because).
Cowgill Kate and Cocoa CCSS Alignment @BookPages.com

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar


Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me da cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...



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Custom Calendar Template


Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<ul style="list-style-type: none"> Lee el texto asignado. Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<ul style="list-style-type: none"> Venga al Club de Libro a tiempo y listo para comenzar la discusión. Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Píde ayuda si la necesitas. Permanezca en el tema. Haz contacto visual con las personas en tu Club de Libro. Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<ul style="list-style-type: none"> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? Registre su tarea de lectura en su calendario del Club de Libro. Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).



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Student Self-Evaluation Rubric


Tied to the Book Club Expectation Guide

Nombre: _____

Cómo lo hice en el Magic Tree House: Dinosaurs Before Dark Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes yo participé en el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				Durante yo participé en el Club de libros
Tenía mis materiales.				
Compartí mi pensamiento.				Después yo participé en el Club de libros
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				

Nota: _____ Una nota de tu maestro




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Reader's Response Option Board

Nombre: _____

Escribe sobre las conexiones que puede hacer con el texto.	¿Recomendarías este libro? ¿Por qué o por qué no?	Escribe sobre el personaje que más te gusta / menos. Explica por qué te sientes de la manera en que lo haces.	Escribe sobre las formas en que un personaje cambió en la historia y por qué el personaje cambió.
Escribe sobre las partes del texto que encontró confusas o sobre las cosas que se está preguntando.	Escribe sobre las palabras desconocidas que lees. ¿Qué crees que significan las palabras? ¿Por qué?	Elija tres eventos del libro. Escribe sobre qué causó que sucedieran los eventos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Escribe sobre las estrategias de lectura que usó para mejorar su comprensión.	Escribe sobre tu parte favorita. Explica por qué es tu parte favorita.	Escribe sobre el mensaje del autor y use evidencia del texto para apoyar su pensamiento.	Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.
Compara y contrasta ideas del libro. Escribe sobre dos personajes, eventos o configuraciones que son iguales o diferentes.			




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Nombre: _____

RL.2.4 Escribe sobre las conexiones que puede hacer con el texto.	RL.2.7 ¿Recomendarías este libro? ¿Por qué o por qué no?	RL.2.3 Escribe sobre el personaje que más te gusta / menos. Explica por qué te sientes de la manera en que lo haces.	RL.2.3 Escribe sobre las formas en que un personaje cambió en la historia y por qué el personaje cambió.
RL.2.1 Escribe sobre las partes del texto que encontró confusas o sobre las cosas que se está preguntando.	RL.2.10 Escribe sobre las palabras desconocidas que lees. ¿Qué crees que significan las palabras? ¿Por qué?	RL.2.1 Elija tres eventos del libro. Escribe sobre qué causó que sucedieran los eventos.	RL.2.4 ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
RL.2.10 Escribe sobre las estrategias de lectura que usó para mejorar su comprensión.	RL.2.5 Escribe sobre tu parte favorita. Explica por qué es tu parte favorita.	RL.2.2 Escribe sobre el mensaje del autor y use evidencia del texto para apoyar su pensamiento.	RL.2.7 Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.
RL.2.6 Compara y contrasta ideas del libro. Escribe sobre dos personajes, eventos o configuraciones que son iguales o diferentes.	RL.2.1 Predice lo que podría suceder a continuación y explica por qué su predicción tiene sentido.	RL.2.10 Escribe sobre las cosas que un lector necesita saber para entender el texto.	RL.2.7 Dibuja y etiqueta una imagen de una configuración descrita en el texto.
RL.2.5 Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	RL.2.4 Busca un lugar en el libro que te haga sentir algo (feliz, triste, enojado). Explica por qué te sientes de la manera en que lo hiciste.	RL.2.10 ¿Qué aprendiste sobre ti como lector hoy? ¿Qué hizo que aprendieras lo que hiciste?	RL.2.2 ¿Cuál es el hecho o idea más importante que lees hoy? ¿Por qué piensas eso?

Dirección:
Elija una de las opciones de respuesta de la pizarra. Escribe tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, colorear en el recuadro de la tabla de arriba.



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