

# Here's What You'll Get with the Crenshaw Book Club

## Determining Theme Lesson Plans for 6 Book Club Meetings

### 4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club		Crenshaw By: Katherine Applegate Grade Level: 4 / Guided Reading Level: Q
Discussion Questions and New Vocabulary	<b>Meeting #2 Continued</b>	
	<p><b>Chapters 2 – 9 Discussion Questions (continued)</b></p> <p>4. What is the significance of the name Crenshaw? Answer: Crenshaw is a made-up name that Jackson picked himself. He describes it as a "blank sheet of paper" and an "anything-is-possible" kind of name. (pages 26-27)</p> <p>5. What would you put in your keepsake bag? Answers will vary. Sample answers include: If I had a keepsake bag, I would put a picture of my family, my favorite stuffed animal, my baseball trophy, and my favorite book inside. (pages 33-35)</p> <p>6. What happened to Jackson's dad that started a lot of their family's money problems? Answer: Jackson's dad was diagnosed with MS (Multiple Sclerosis) and it prevented him from being able to work at his construction job. (page 41)</p> <p><b>Chapters 2 – 9 New Vocabulary:</b></p> <p>1. Phase (page 9) – a short period of time during which a person behaves in a particular way or likes a particular thing</p> <p>2. Delirious (page 19) – not able to think or speak clearly especially because of fever or other illness</p> <p>3. Threading (page 21) – to move forward by turning and going through narrow spaces</p> <p>4. Curmudgeon (page 26) – a person (especially an old man) who is easily annoyed or angered and who often complains</p> <p>5. Keepsake (page 33) – something that you keep to help you remember a person, place, or event; a memento or souvenir</p> <p>6. Optimist (page 40) – a person who usually expects good things to happen</p> <p>7. Pessimist (page 40) – a person who usually expects bad things to happen</p>	
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Crenshaw By: Katherine Applegate Grade Level: 4 / Guided Reading Level: Q
Identifying Main Ideas and Supporting Details	<b>Meeting #2 Continued</b>	
	<p><b>Kick-off the Book Club Meeting (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students—remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li> <li>Review the conversation prompts on the Book Club Calendar.</li> <li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li> <li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li> <li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> </ul> <p><b>Time to Teach: Identifying Main Ideas and Supporting Details (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Review with students that we are focusing on identifying details in the story that relate to friendship. We are doing this so that we can determine the important themes of the story. (If necessary, remind students that theme refers to the message, lesson, or idea that the author wants to share by writing the story.)</li> <li>Invite students to share examples of friendship that they found while reading independently. (Allow students to use their Tracking Friendship graphic organizer during this discussion.)</li> <li>Tell students that one way to stay focused when looking for clues related to the story's themes, is to identify the main ideas and supporting details as you read.</li> <li>Define main idea as the most important thought within a section of writing (the section could be a paragraph, a chapter, etc.). Further explain that the supporting details are the pieces of evidence that lead the reader to understand the main idea. In fiction, this can be character thought, dialogue, or action, settings, story events, etc.</li> </ul>	
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Book Club		Crenshaw By: Katherine Applegate Grade Level: 4 / Guided Reading Level: Q
Identifying Main Ideas and Supporting Details	<b>Meeting #2 Continued</b>	
	<p><b>Model How to Respond to Reading (continued)</b></p> <ul style="list-style-type: none"> <li>Explain to students that they will now be tracking examples of friendship and then adding the main idea of the examples they have written.</li> </ul> <p><b>Take Time to Reflect (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>Student Self-Evaluation Assessment</b>.</li> <li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li> <li>Collect the evaluation forms (the forms can be sent home or can be saved until the last day of Book Club to track student progress across the Book Club).</li> </ul> <p><b>Wrap Up the Book Club Meeting</b></p> <ul style="list-style-type: none"> <li>Assign students to independently read <b>Chapters 10 – 17</b>.</li> <li>While reading, students are responsible for adding to their Tracking Friendship graphic organizer by identifying at least three examples of friendship and one main idea that ties their examples together.</li> <li>Determine as a group when the Book Club should meet again.</li> <li>Model how to record the assignment on their Book Club Calendar.</li> </ul>	
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club		Crenshaw By: Katherine Applegate Grade Level: 4 / Guided Reading Level: Q
Introduce Theme	<b>Meeting #1 Continued</b>	
	<p><b>Introduce Making Inferences</b></p> <ul style="list-style-type: none"> <li>Display the <b>Inference anchor chart</b> for students.</li> <li>Tell students that, while reading the <i>Lemonade War</i>, we will focus on making logical inferences.</li> <li>Define logical or apt.</li> <li>Share notes.</li> </ul> <p><b>Make Predictions</b></p> <ul style="list-style-type: none"> <li>They sold out and made \$45</li> <li>Erin's friends said he could keep all the earnings.</li> <li>Erin didn't have to sell his earnings.</li> </ul>	
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Book Club		Crenshaw By: Katherine Applegate Grade Level: 4 / Guided Reading Level: Q
Identifying Main Ideas and Supporting Details	<b>Meeting #2 Continued</b>	
	<p><b>Interfering Character</b></p> <ul style="list-style-type: none"> <li>Interfering character is someone who gets in the way of what you need to do.</li> <li>Interfering character is someone who makes it harder for you to do what you need to do.</li> <li>Interfering character is someone who makes it harder for you to do what you need to do.</li> </ul>	
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Book Club		Crenshaw By: Katherine Applegate Grade Level: 4 / Guided Reading Level: Q
Recognizing How Characters Support Theme	<b>Meeting #3 Continued</b>	
	<p><b>Make Predictions</b></p> <ul style="list-style-type: none"> <li>They sold out and made \$45</li> <li>Erin's friends said he could keep all the earnings.</li> <li>Erin didn't have to sell his earnings.</li> </ul>	
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Book Club		Crenshaw By: Katherine Applegate Grade Level: 4 / Guided Reading Level: Q
Connecting Main Ideas and Supporting Details to Determining Theme	<b>Meeting #4 Continued</b>	
	<p><b>Make Predictions</b></p> <ul style="list-style-type: none"> <li>They sold out and made \$45</li> <li>Erin's friends said he could keep all the earnings.</li> <li>Erin didn't have to sell his earnings.</li> </ul>	
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Book Club		Crenshaw By: Katherine Applegate Grade Level: 4 / Guided Reading Level: Q
Discovering the Relationship between Plot and Theme Development	<b>Meeting #5 Continued</b>	
	<p><b>Interfering Character</b></p> <ul style="list-style-type: none"> <li>Interfering character is someone who gets in the way of what you need to do.</li> <li>Interfering character is someone who makes it harder for you to do what you need to do.</li> <li>Interfering character is someone who makes it harder for you to do what you need to do.</li> </ul>	
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Book Club		Crenshaw By: Katherine Applegate Grade Level: 4 / Guided Reading Level: Q
Determining a Theme that the Author Conveyed Throughout the Story	<b>Meeting #6 Continued</b>	
	<p><b>Interfering Character</b></p> <ul style="list-style-type: none"> <li>Interfering character is someone who gets in the way of what you need to do.</li> <li>Interfering character is someone who makes it harder for you to do what you need to do.</li> <li>Interfering character is someone who makes it harder for you to do what you need to do.</li> </ul>	
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### 6 Determining Importance Lesson Plans

# 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 ...

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

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## Student Self-Evaluation Rubric

Name: \_\_\_\_\_

### How I Did in Crenshaw 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 have prepared to participate in my Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in my Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was responsible
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Date: \_\_\_\_\_

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 way this story was told. Was it told in 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.			

Name: \_\_\_\_\_

<p><b>RL.4.1</b></p> <p>Write about the way this story was told. Was it told in 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person? How do you know?</p> <p><b>RL.4.10</b></p> <p>Write about the reading strategies you used to help you be a better reader.</p> <p><b>RL.4.3</b></p> <p>Compare and contrast two characters. Tell how they are the same and different.</p> <p><b>RL.4.5</b></p> <p>Write about the way the main problem and solution unfolded in the story.</p>	<p><b>RL.4.7</b></p> <p>How do the illustrations provide you with a deeper understanding of the text?</p> <p><b>RL.4.4</b></p> <p>Write about the new words you read. What do you think the words mean? Why?</p> <p><b>RL.4.5</b></p> <p>Which chapter was the most important? Why do you think so?</p> <p><b>RL.4.1</b></p> <p>Make an inference about the main character. What makes the character happy? Give examples.</p> <p><b>RL.4</b></p> <p>Give an example of an interesting phrase you read today. Tell how the author's language affected your comprehension.</p>	<p><b>RL.4.3</b></p> <p>Choose two settings from the text. Explain why each is important to the story.</p> <p><b>RL.4.10</b></p> <p>How does this text compare to other books you've read? Give examples.</p> <p><b>RL.4.6</b></p> <p>Write about the narrator's message and use evidence from the text to support your thinking.</p> <p><b>RL.4.10</b></p> <p>Write about the things a reader needs to know in order to understand the text.</p> <p><b>RL.4.10</b></p> <p>What did you learn about yourself as a reader today? Use examples from the text.</p>	<p><b>RL.4.2</b></p> <p>What is the theme of this book? Why do you think so? Give examples.</p> <p><b>RL.4.4</b></p> <p>What are some powerful words or phrases used in the text? Why are they powerful?</p> <p><b>RL.4.9</b></p> <p>Name another text with a similar theme to your text. Tell how the texts are the same and different.</p> <p><b>RL.4.7</b></p> <p>Choose a scene from the book. Tell how it would be different if it was in a movie.</p> <p><b>RL.4.2</b></p> <p>Write a summary of the text that you read today.</p>
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Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

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with 4<sup>th</sup> Grade Common Core Alignment

# Book Club Assessment Materials

Name: \_\_\_\_\_ Score: \_\_\_\_\_ **Crenshaw CCSS Assessment**

Directions: Use what you know about **Crenshaw** to answer each of the following questions.

**Why did Crenshaw leave the first time?**

A Jackson started going to school and got too busy.  
 B Jackson met Marisol, who became a real-life friend.  
 C Jackson asked him to leave because he didn't need him.

**In what way do Jackson's and Marisol's differences help their friendship?**

A They are optimistic and positive.  
 B They are loving and affectionate.  
 C They are negative and pessimistic.  
 D They are understanding and reasonable.

**What is something we did NOT learn about Jackson's parents and their character?**

A They are optimistic and positive.  
 B They are loving and affectionate.  
 C They are negative and pessimistic.  
 D They are understanding and reasonable.

**Jackson steals two items. Did he have a positive or negative effect on the story?**

CCSS Assessment 4th Grade Reading Standards for Literature | @BookPagez.com

Complete Common Core Assessment

Name: \_\_\_\_\_ Score: \_\_\_\_\_ **Crenshaw CCSS Assessment**

Directions: Use what you know about **Crenshaw** to answer each of the following questions.

**What point of view was Crenshaw written in? Tell how this point of view helps the reader's understanding of what is happening in the story.**

**If Crenshaw was made into a movie, which of the following would most likely be true?**

A Crenshaw would appear life-like and real.  
 B Crenshaw would appear wearing clothing like T-shirts and baseball caps.  
 C Crenshaw would look just like a pet cat that anyone could have.  
 D Both A and C.

**Using a Venn diagram, compare and contrast how Jackson's mom and dad handle situations throughout the story.**

**How does Jackson's view of magic change throughout the story?**

CCSS Assessment 4th Grade Reading Standards for Literature | @BookPagez.com

Practice with multiple choice questions

Short answer practice

One essential question for each of the 4th grade Reading Literature standards

Name: \_\_\_\_\_ Score: \_\_\_\_\_ **Crenshaw Book Club Focus Assessment**

**Determining Theme**

Directions: Use what you know about determining theme with **Crenshaw** to answer each of the following questions.

**Which of the following would NOT be a topic for a theme of Crenshaw?**

A family  
 B jealousy  
 C friendship  
 D perseverance

**How did Jackson's attitude towards Crenshaw change as the story progressed?**

**Identify two of the following sentences from the text that best contribute to the theme of friendship.**

A "I said that sounded like a lot of walking around, and he said he didn't mind."  
 B "A few hours after my Crenshaw sighting at the beach, he appeared again."  
 C "There's always a logical explanation I told myself."  
 D "I told her about how worried I'd been and how we were hungry sometimes and how afraid I was of what comes next."

**Describe how Jackson's relationship with his parents evolves throughout the story.**

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Focus Assessment for Determining Theme

Answer Keys

**Answer Key**

**Determining Theme**

Directions: Use what you know about determining theme with **Crenshaw** to answer each of the following questions.

**Which of the following would NOT be a topic for a theme of Crenshaw?**

A family  
 B jealousy  
 C friendship  
 D perseverance

**How did Jackson's attitude towards Crenshaw change as the story progressed?**

Answers may vary. Sample answers include: Jackson saw that Crenshaw was there to support him during a hard time and began to act more friendly towards him. Jackson realized that no matter how old you are, it is always easier to deal with hard times with someone there to support you.

**Identify two of the following sentences from the text that best contribute to the theme of friendship.**

A "I said that sounded like a lot of walking around, and he said he didn't mind."  
 B "A few hours after my Crenshaw sighting at the beach, he appeared again."  
 C "There's always a logical explanation I told myself."  
 D "I told her about how worried I'd been and how we were hungry sometimes and how afraid I was of what comes next."

**Describe how Jackson's relationship with his parents evolves throughout the story.**

Answers may vary. Sample answers include: Jackson loves his family, but often times feels like they don't understand him and treat him like he is younger than he is. He is frustrated with his family's need to keep things from him. By the end, Jackson's parents agree to be more open with him and he feels more connected to them.

**How do you think Jackson's and Marisol's differences help their friendship?**

Answers will vary. Sample answers include: Marisol helps Jackson to lighten up and enjoy the magic. Marisol is out going and brings Jackson out of his shell.

**What is the meaning of the underlined word in the sentence? "I am positively amused as to why your friend felt the need for a dog." (Crenshaw, page 59)**

A excited B upset  
 C confused D eager

**How up all over his back?**

A itchy B itchy  
 C itchy D itchy

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Rubric with optional Common Core Alignment

**Focus Assessment Rubric**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**CCSS Reading Literature Standard 4.2**  
 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
<b>Specific Skill: Determining Theme</b>	Was not able or is beginning to support a pre-determined theme using details from the text.	Was able to support a pre-determined theme using details from the text some of the time.	Was able to determine a theme using details from the text all of the time.	Was able to determine a theme using details from the text all of the time.

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

- Identify main ideas and supporting details.
- Support a pre-determined theme with evidence from the text.
- Recognize how character thoughts, dialogue and actions support the theme.
- Understand the role of the story's plot to determine the theme.
- Determine a theme and identify how it is conveyed throughout the story.

Book Club Crenshaw

CCSS.ELA-LITERACY.RL.4.2 Crenshaw Book Club | @BookPagez.com

**Running Record**

Title: Crenshaw Guided Reading Text Level: G 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) \_\_\_\_\_

Easy	Instructional	Hard
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy
E	I	H
SC	SC	SC
MSV	MSV	MSV
1	1	1
2	2	2

Analysis and Comments: \_\_\_\_\_

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Running Record

# Vocabulary Connections Resources

**Vocabulary Connections**  
 By: Katherine Applegate  
 Grade Level: 4 / Guided Reading Level: Q

**Important Words to Know and Understand in Crenshaw**

**Ancient** (page 44)  
Very old; having lived or existed for a very long time

**Earsplitting** (page 148)  
Extremely loud or harsh

**Exaggerated** (page 126)  
To think of or describe something as larger or greater than it really is

**Expression** (page 236)  
A word or phrase

**Instant** (page 146)  
A very short period of time

**Logical** (page 164)  
Sensible or reasonable

**Observant** (page 44)  
Good at watching and listening; good at noticing what's going on around you

**Optimist** (page 40)  
A person who usually expects good things to happen

**Pessimist** (page 40)  
A person who usually expects bad things to happen

**Vanished** (page 140)  
To disappear entirely without a clear explanation

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Crenshaw Word List

**Vocabulary Connections**  
 By: Katherine Applegate  
 Grade Level: 4 / Guided Reading Level: Q

<b>Ancient</b>	<b>Earsplitting</b>	<b>Exaggerated</b>
Very old; having lived or existed for a very long time	Extremely loud or harsh	To think of or describe something as larger or greater than it really is

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**Vocabulary Connections**  
 By: Katherine Applegate  
 Grade Level: 4 / Guided Reading Level: Q

<b>Observant</b>	<b>Optimist</b>	<b>Pessimist</b>
Good at watching and listening; good at noticing what's going on around you	A person who usually expects good things to happen	A person who usually expects bad things to happen

**Vanished**

To disappear entirely without a clear explanation

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

**Vocabulary Connections**  
 By: Katherine Applegate  
 Grade Level: 4 / Guided Reading Level: Q

Ancient is a/an	Earsplitting is a/an	Exaggerated is a/an
noun verb adverb adjective	noun verb adverb adjective	noun verb adverb adjective
Definition of Ancient:	Definition of Earsplitting:	Definition of Exaggerated:
Ancient looks like this:	Earsplitting looks like this:	Exaggerated looks like this:
Ancient reminds me of:	Earsplitting reminds me of:	Exaggerated reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

**Word Games with Words from Crenshaw**

**Directions:** Use the clues to decide which vocabulary word goes in the crossword puzzle below.

1. A word that means very old	optimist	ancient	earsplitting
2. A word or phrase	exaggerated	pessimist	optimist
3. A word that means extremely loud			
4. I usually expect the worst so I am a			
5. The opposite of a pessimist			

**Across:**  
 1. A word that means very old  
 3. A word that means extremely loud  
 5. The opposite of a pessimist

**Down:**  
 2. A word or phrase  
 4. A synonym of sensible

**Directions:** Complete the sentences below using the correct vocabulary words.

instant    exaggerated    vanished    pessimist    observant    optimist

- The mysterious old lady has \_\_\_\_\_ in an \_\_\_\_\_ while walking on the street.
- Sarah is always looking around, very \_\_\_\_\_.
- I always look at the bright side of things so I am an \_\_\_\_\_.
- I usually expect the worst so I am a \_\_\_\_\_.

Name: \_\_\_\_\_ ©BookPages.com

Word Games and Answer Key

**Vocabulary Connections**  
 By: Katherine Applegate  
 Grade Level: 4 / Guided Reading Level: Q

**Crenshaw**  
 By Katherine Applegate

A new word that I learned in this book is: \_\_\_\_\_  
 It means...  
 I like it because...  
 I don't like it because...

Name: \_\_\_\_\_

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

Personalized Vocabulary Bookmark

**Vocabulary Connections**

**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

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# Complete Common Core Alignment

Common Core State Standards Correlation
<p>Crestview Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Crestview correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Book Club Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RL.1</b> – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.</p> <p><b>RL.2</b> – Determine a theme or topic of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.3</b> – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character’s thoughts, words, or actions).</p> <p><b>RL.4</b> – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p><b>RL.5</b> – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verses, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>RL.6</b> – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.</p> <p><b>RL.7</b> – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><b>RL.8</b> – Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil, and patterns of events) (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><b>RL.10</b> – By the end of the year, read and comprehend literature, including stories, drama, and poems, at the high end of the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.3</b> – Show and state grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4</b> – Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.4.8</b> – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.4.1a</b> – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>SL.4.1b</b> – Follow agreed-upon rules for discussion and carry out assigned roles.</p> <p><b>SL.4.1c</b> – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>Crestview CCSS Alignment   <a href="http://BookPages.com">BookPages.com</a></p>

## Book Club Common Core Alignment

Common Core State Standards Correlation
<p>Crestview Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Crestview correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>L.4.0</b> – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.4.0c</b> – Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.4.4</b> – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., gaze, witness, transmute) and that allude to particular topics.</p> <p>Crestview CCSS Alignment   <a href="http://BookPages.com">BookPages.com</a></p>

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

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## Student Self-Evaluation Rubric

Nombre: \_\_\_\_\_

**Cómo lo hice en el Crenshaw 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 ¿Estoy preparado para el Club de Libro?
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				
Tenía mis materiales.				Durante ¿Participé en el Club de Libro?
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				Después ¿Me preparé para la próxima reunión?
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Me acordé de cuándo y dónde me prepararé para la próxima reunión.				

Nota: \_\_\_\_\_ / 27 Una nota de tu maestro

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Tied to the Book Club Expectation Guide

## Reader's Response Option Board

Nombre: \_\_\_\_\_

Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?	Elige dos configuraciones del texto. Explica por qué cada uno es importante para la historia.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.	Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
Direccion: Elige una de las opciones de respuesta de la pizarra. Después de que hayas escrito tu respuesta, cólocala en el espacio de la tabla de arriba.	<b>RL.4.1</b> ¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.	<b>RL.4.4</b> Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	<b>RL.4.10</b> ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.
<b>RL.4.10</b> Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	<b>RL.4.5</b> ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	<b>RL.4.6</b> Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	<b>RL.4.9</b> Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
<b>RL.4.3</b> Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	<b>RL.4.1</b> Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.	<b>RL.4.10</b> Escribe sobre las cosas que un lector necesita saber para entender el texto.	<b>RL.4.7</b> Elige una escena del libro. Dijo cómo sería diferente si se convirtiera en una película.
<b>RL.4.5</b> Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	<b>RL.4.4</b> Da un ejemplo de una frase interesante que leíste hoy. Indique cómo el lenguaje del autor afectó su comprensión.	<b>RL.4.10</b> ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	<b>RL.4.2</b> Escribe un resumen del texto que leíste hoy.

Direcciones: Elige 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, cólocala en el espacio de la tabla de arriba.

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with 4<sup>th</sup> Grade Common Core Alignment