

Here's What You'll Get with the Dog Man Book Club

Role of Illustrations in a Story Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

Book Club
Dog Man
By: Dav Pilkey
Grade Level: 3 / Guided Reading Level: F

Discussion Questions and New Vocabulary

Meeting #4
A Note About the Discussion Questions and Vocabulary
Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.

New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to add the discussion of the meaning of other words within each of the chapters.

Chapter 3: "Book'em, Dog Man" (pages 111-158) Discussion Questions:

1. What problem does Petey find with Dog Man, and how does it "solve" this problem?
Answer: Petey thinks the problem is that Dog Man is too dumb because he reads. He solves the problem by taking all of the books in the world. (page 116)
2. What happens when Petey stops people from reading? Give 3 examples why this becomes a problem for Petey.
Answer: When people stop reading, they become dumber. First, a man gives him a car, but his mechanics aren't smart enough to fix it. Second, Petey wants donuts, but the baker is too dumb to understand his order and gives him bagels. Third, his butler falls in love with his trash bag and doesn't take care of Petey's house so everything is dirty. (pages 127-133)
3. How is the problem solved?
Answer: Dog Man finds the books and reads again. He also shares the books with the school so that the children can read too. Everyone gets smarter. (pages 142-143)

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Guided Reading Level

Discussion Questions by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club
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Exploring Illustrations: Plot

Meeting #4 Continued
Time to Teach (continued)

- "He sat on the see-saw...Yo! Big Jim! Come over and seasaw with me!! Ok! Weeeee. Bark. So long suckas! I'm free!"
- Ask students if they remember how Petey escaped. (Sample answer: Yes, the words remind me of reading this part of the chapter.)
- Discuss whether or not some pictures would be helpful to understand? (Sample answer: The pictures are helpful. When you hear just the words, you don't understand what is really happening.)
- Tell students to turn to pages 114 - 155 and look at the pictures of how Petey escapes from jail.
- Ask how the pictures help them to understand what is going on and how Petey escapes. (Sample answer: I see that when Big Jim sits on the seesaw, Petey is pushed up into the air and over the jail fence.)

Model How to Respond to Reading

- Pass out the **Picture Scavenger Hunt** handout.
- Explain that there are 10 sentences about the chapter, "Book'em Dog Man," but they are very general sentences, meaning that they do not include much detail about the plot.
- Challenge the students to go on a scavenger hunt in the book and search for the perfect picture that describes and adds important details to each sentence.
- Tell them you will do the first one together as a group.
- Read the first sentence aloud, "Petey escapes from jail."
- Explain that the picture they choose to represent each event should add important information about the event.

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Key Vocabulary by Chapter

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Discussion Questions and New Vocabulary

Meeting #3 Continued
Chapter 2: "Robo Chief" (pages 47-110) New Vocabulary:

1. Peeked (page 61) – to look at someone or something secretly, especially from a hidden place
2. Evidence (page 61) – something which shows that something else exists or is true
3. Villain (page 78) – a character in a story, movie, etc., who does bad things

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Introduce Graphic Novels and the Role of Illustrations in a Story

Exploring Illustrations: Setting

Exploring Illustrations: Character

Exploring Illustrations: Plot

Book Club
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Meeting #4 Continued
Take Time to Reflect (2 minutes)

- Distribute the **Student Self-Evaluation Assess**.
- Ask students to reflect on the work they did in book club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).

Wrap Up the Book Club Meeting

- Assign students to independently read **Chapter 4: "Weenie Wars, The Franks Awaken" (pages 159-220)**.
- Instruct students to write a 3-4 sentence summary about Dog Man's adventure and draw a picture that goes with one or more of your sentences.
- Determine as a group when the Book Club should begin again.
- Model how to record the assignment on their Book Club Calendar.

Sample Summary

Petey sprays a hot dog with a spray that makes him come alive so he can help him escape from jail. The hot dog then sprays other hot dogs to come alive. Meanwhile, Petey brows a website and captures all of the dogs in a cage (including Dog Man). Dog Man tricks a large sandwich into helping the dog escape. All of the dogs defeat the hot dogs by eating them.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Sample Reader's Notebook Entry

Role of Illustrations in a Story

- Ask students what they noticed that was different about the book from other novels they have read? (Answer: It has a lot of pictures.)

Illustrations: Character

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompt on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- Encourage students to ask questions about the discussion questions and vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Exploring Illustrations in a Story (7 minutes)

- Invite students to turn to the second chapter, "Robo Chief," and read the first few pages.
- Direct student attention to the graphic novel format.
- Ask students to read the first few pages of the chapter and to look for any interesting, funny, or confusing parts.
- Ask students to share their thoughts on the chapter with the group.

Logical Inferences to Answer Questions

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompt on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- Encourage students to ask questions about 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.

Time to Teach: Evaluating the Role of Illustrations in a Story (7 minutes)

- Ask students how they think the illustrations contributed to the story. (Sample answer: The illustrations helped me understand what was happening. The illustrations in Dog Man are funny and made me laugh without them the book would have been boring.)
- Tell the students there is an old saying, "A picture is worth a thousand words." Discuss with the group what they mean that saying means. (Sample answer: That saying means that you can learn more about something by seeing that something, (sample answer: That saying means that you can learn more about something by seeing that something than by reading a description.)
- Read the following aloud to students.

Time to Teach: Exploring Illustrations in a Story (7 minutes)

- Ask students how they think the illustrations contributed to the story. (Sample answer: The illustrations helped me understand what was happening. The illustrations in Dog Man are funny and made me laugh without them the book would have been boring.)
- Tell the students there is an old saying, "A picture is worth a thousand words." Discuss with the group what they mean that saying means. (Sample answer: That saying means that you can learn more about something by seeing that something, (sample answer: That saying means that you can learn more about something by seeing that something than by reading a description.)
- Read the following aloud to students.

Exploring Illustrations: Setting

Illustrations: Setting

- Read the first sentence aloud: "He sat on the see-saw...Yo! Big Jim! Come over and seasaw with me!! Ok! Weeeee. Bark. So long suckas! I'm free!"
- Ask students if they remember how Petey escaped. (Sample answer: Yes, the words remind me of reading this part of the chapter.)
- Discuss whether or not some pictures would be helpful to understand? (Sample answer: The pictures are helpful, but they are very general, meaning that they do not include much detail about the plot.)
- Challenge the students to go on a scavenger hunt in the book and search for the perfect picture that describes and adds important details to each sentence.
- Tell them you will do the first one together as a group.
- Read the first sentence aloud: "He sat on the see-saw...Yo! Big Jim! Come over and seasaw with me!! Ok! Weeeee. Bark. So long suckas! I'm free!"
- Explain that the picture they choose to represent each event should add important information about the event.

Time to Teach (continued)

- "He sat on the see-saw...Yo! Big Jim! Come over and seasaw with me!! Ok! Weeeee. Bark. So long suckas! I'm free!"
- Ask students if they remember how Petey escaped. (Sample answer: Yes, the words remind me of reading this part of the chapter.)
- Discuss whether or not some pictures would be helpful to understand? (Sample answer: The pictures are helpful, but they are very general, meaning that they do not include much detail about the plot.)
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- Explain that the picture they choose to represent each event should add important information about the event.

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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
Dog Man

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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
Dog Man

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Student Self-Evaluation Rubric

Name: _____

How I Did in Dog Man 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 completed my assignment 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 my Book Club
I had my materials				
I shared my thinking				After I have completed my reflection
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: _____

Who is telling the story? How do you know?	How do the illustrations help tell the story?	Tell about a main character in your book. How do you know it's a main character?	What is the theme of this book? Why do you think so? Give examples.
Retell a chapter that you read today.	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.	Give an example of a literal phrase from the book you read today. Explain why it's literal.
Write about the reading strategies you used to help you be a better reader.	How is your book organized? Can you think of another way the author could have organized the book?	Do you agree or disagree with the author's message so far? Why?	Name another text with a similar setting 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.			

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.

Name: _____			
RL.3.4 Who is telling the story? How do you know?	RL.3.7 How do the illustrations help tell the story?	RL.3.3 Tell about a main character in your book. How do you know it's a main character?	RL.3.2 What is the theme of this book? Why do you think so? Give examples.
RL.3.1 Retell a chapter that you read today.	RL.3.4 Write about the new words you read. What do you think the words mean? Why?	RL.3.10 How does this text compare to other books you've read? Give examples.	RL.3.4 Give an example of a literal phrase from the book you read today. Explain why it's literal.
RL.3.10 Write about the reading strategies you used to help you be a better reader.	RL.3.5 How is your book organized? Can you think of another way the author could have organized the book?	RL.3.6 Do you agree or disagree with the author's message so far? Why?	RL.3.9 Name another text with a similar setting to your text. Tell how the texts are the same and different.
RL.3.3 Compare and contrast two characters. Tell how they are the same and different.	RL.3.1 Name 3 important details that you learned about today. Tell why they are important to the text.	RL.3.10 Write about the things a reader needs to know in order to understand the text.	RL.3.7 Choose a funny illustration in your book. Explain what makes the illustration funny.
RL.3.5 Choose a scene where you learned something new about the problem. Tell what you learned.	RL.3.4 Find a word that was new to you. Tell how you used context clues to determine the meaning of the new word.	RL.3.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.3.2 What was the moral of the story you read. Use evidence from the text to support your answer.

Book Club
Dog Man

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with 3rd Grade Common Core Alignment

Book Club Assessment Materials

Practice with multiple choice questions

Name: _____ Dog Man CCSS Assessment

Score: _____

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

Which two characters were injured in the explosion and became Dog Man?

(A) Petey the Cat and Greg Officer Knight and Greg
 (C) The Chief and Greg the Chief
 (D) Petey the Cat and his assistant

When Petey the Cat takes a vacuum getting less and less smart, what 3 things do you believe help him?

Match the character with the illustration.

- Officer Knight
- Greg the Dog
- Petey the Cat
- Dog Man

CCSS Assessment 3rd Grade Reading Standards for Literature | @BookPagez.com

Complete Common Core Assessment

Short answer practice

One essential question for each of the 3rd grade Reading Literature standards

Focus Assessment for Role of Illustrations in a Story

Answer Keys

Name: _____ Dog Man Book Club Focus Assessment

Role of Illustrations in a Story

Directions: Use what you know about evaluating visual content with **Dog Man** to answer each of the following questions.

What can the illustrations help you to better understand in a story?

(A) The plot (C) The characters
 (B) The setting (D) All of the above

Describe how the author, Dav Pilkey, conveys mood using illustrations instead of words in **Dog Man**.

Dog Man shares Petey's stash of books with the school children. The illustration shows the children smiling and holding the books in their classroom. Using the description of the illustration, how would you complete the following sentence:

The children are _____ while reading Petey's books.

(A) sad (B) upset (C) shocked (D) happy

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Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 3.7
 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 – 1 Correct	2 – 3 Correct	4 – 5 Correct	6 Correct
Specific Skill:	Was not able or is beginning to show how illustrations contribute to a story.	Is able to show how illustrations contribute to a story <i>some</i> of the time.	Is able to show how illustrations contribute to a story <i>most</i> of the time.	Is able to show how illustrations contribute to a story <i>all</i> of the time.

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

- Explaining how illustrations help convey important aspects of the setting to the reader.
- Determining how illustrations help develop characters in a story.
- Describing how illustrations contribute to the understanding of the plot.
- Evaluating what contributions illustrations add to a story.

Book Club
Dog Man

CCSS:ELA-LITERACY:RI.3.7 Dog Man Book Club | @BookPagez.com

Answer Key

Role of Illustrations in a Story

Directions: Use what you know about evaluating visual content with **Dog Man** to answer each of the following questions.

Give one example when the illustrations in **Dog Man** helped you to better understand the story.

Answers will vary. Sample answers include: The pictures of the vacuum chasing Dog Man were very helpful. I think I would have had difficulty picturing how a vacuum could chase a dog into an ocean, eat it up, and then burst open.

Describe how reading **Dog Man** would be different if it were text only, no illustrations.

Answers will vary. Sample answers include: The author conveys mood by the look on the character's faces: smiling/frowning, crying, etc. The mood is also conveyed through the characters' actions: hugging each other, stomping feet, jumping for joy, etc.

In what way do the illustrations contribute to your understanding of the setting in **Dog Man**?

(A) The illustrations do not help me understand the setting.
 (B) The illustrations show that the setting does not change throughout the book.
 (C) The illustrations provide clues for the setting (e.g., buildings in the background for the city).
 (D) None of the above.

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Running Record

Title: Dog Man Guided Reading Text Level: F 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	Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy		COUNT	INFORMATION USED			
	E	SC	E	SC	E	MSV		E	MSV	SC	
1											

Behind the Scenes
One time, George met Harold in kindergarten. Nice to meet you, Me too. They became best friends and started making comics. Their very first

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Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in Dog Man Word List

Vocabulary Connections
Dog Man
By: Dav Pilkey
Grade Level: 3 / Guided Reading Level: F

Important Words to Know and Understand in Dog Man

- Arise** (page 181)
To stand up
- Captured** (page 156)
To take and hold (someone) as a prisoner especially by using force
- Defuse** (page 16)
To remove the part of (an explosive) that makes it explode
- Evidence** (page 61)
Something which shows that something else exists or is true
- Mascot** (page 189)
A person, animal, or object used as a symbol to represent a group (such as a sports team) and to bring good luck
- Mechanics** (page 127)
A person who repairs machines (such as car engines) and keeps them running properly
- Megaphone** (page 177)
A cone-shaped device used to make your voice louder when you speak through it
- Peeked** (page 61)
To look at someone or something secretly especially from a hidden place
- Sketch** (page 125)
A quick, rough drawing that shows the main features of an object or scene
- Tidal wave** (page 38)
A very high, large wave in the ocean that is often caused by strong winds or an earthquake
- Unwittingly** (page 21)
Not intended or planned
- Villain** (page 78)
A character in a story, movie, etc., who does bad things

Vocabulary Word List | @BookPages.com

Vocabulary Connections
Dog Man
By: Dav Pilkey
Grade Level: 3 / Guided Reading Level: F

Arise	Captured	Defuse
To stand up	To take and hold (someone) as a prisoner especially by using force	To remove the part of (an explosive) that makes it explode

Vocabulary Connections
Dog Man
By: Dav Pilkey
Grade Level: 3 / Guided Reading Level: F

Evidence	Megaphone	Peeked	Sketch
Something which shows that something else exists or is true	A cone-shaped device used to make your voice louder when you speak through it	To look at someone or something secretly especially from a hidden place	A quick, rough drawing that shows the main features of an object or scene
	Tidal wave	Unwittingly	Villain
	A very high, large wave in the ocean that is often caused by strong winds or an earthquake	Not intended or planned	A character in a story, movie, etc., who does bad things

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Dog Man
By: Dav Pilkey
Grade Level: 3 / Guided Reading Level: F

Megaphone is a/an noun verb adverb adjective Definition of Megaphone : _____	Peeked is a/an noun verb adverb adjective Definition of Peeked : _____	Sketch is a/an noun verb adverb adjective Definition of Sketch : _____
Megaphone looks like this: _____	Peeked looks like this: _____	Sketch looks like this: _____
Megaphone reminds me of: _____	Peeked reminds me of: _____	Sketch reminds me of: _____

Interactive Vocabulary Notebook Cards | @BookPages.com





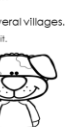
Word Games with Words from Dog Man

Directions: Complete the sentences using the correct vocabulary words from the Word Bank.

Tidal wave Megaphone Mascot
Sketch Unwittingly Peeked

- Som did a beautiful _____ of a house in only a few minutes.
- The little boy _____ let his dog out the back door.
- The city mayor speaks in public with a _____.
- The basketball team's _____ is a tiger.
- A huge _____ can destroy several villages.

Directions: Color the dog man that has a 2-syllable word below it.

				
Mascot	Mechanics	Arise	Unwittingly	Peeked

Name: _____

Answer Key: Mascot, Mechanics, Arise

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
Dog Man
By: Dav Pilkey
Grade Level: 3 / Guided Reading Level: F

Dog Man
By Dav Pilkey

A new word from the book is: _____
It means: _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections

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?

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	✓

Independent Word Exploration | @BookPages.com

Complete Common Core Alignment

Common Core State Standards Correlation
Dog Man Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Dog Man" correlate with the following English Language Arts Common Core State Standards for third grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RL.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing between nonliteral and literal language.
RL.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.6 - Distinguish their own point of view from that of the narrator or those of the characters.
RL.7 - Explain how specific aspects of a text (illustrations, creative media, or multimedia) and/or how words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.8 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.9-10 - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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.
Writing
W.1 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening
SL.1 - Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.2 - Explain their own ideas and understanding in the light of the discussion.
SL.3 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language
L.1 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
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Book Club Common Core Alignment

Common Core State Standards Correlation
Dog Man Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Dog Man" correlate with the following English Language Arts Common Core State Standards for third grade.
Vocabulary Lesson Plan and Resources
Language
L.1 - Use sentence-level context as a clue to the meaning of a word or phrase.
L.2 - Identify real-life connections between words and their use (e.g., identify people who are friendly or helpful).
L.3 - Acquire and use accurately, grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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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 ...

Book Club
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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"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda 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"> • 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.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Traiga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe 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"/> Permanezca 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"> • Intenta no interrumpir: espera tu turno para compartir • Usa lenguaje respetuoso • Escucha cuidadosamente 	<input type="checkbox"/> 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? <input type="checkbox"/> Registre su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

Book Club
Dog Man

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Dog Man 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 de la reunión del Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión del Club de Libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión del Club de Libro
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: _____ / 27 Una nota de tu maestro

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

¿Quién está contando la historia? ¿Cómo lo sabes?	¿Cómo ayudan las ilustraciones a contar la historia?	¿Cuántos acerca de un personaje principal en tu libro, ¿Cómo sabes que es un personaje principal?	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
Vuelve a contar un capítulo que leste hoy.	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.	Da un ejemplo de una frase literal del libro que leste hoy. Explica por qué es literal.
Escribe sobre las estrategias de lectura que usó para ayudarte a ser un mejor lector.	¿Cómo está organizado tu libro? ¿Puedes pensar en otro formato en que el autor podría haber organizado el libro?	¿Estás de acuerdo o en desacuerdo con el mensaje del autor hasta el momento? ¿Por qué?	Nombra otro texto con una configuración similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.			
Elija una escena donde aprendió algo nuevo sobre el problema. Dí lo que has aprendido.			

Direcciones: Elija una de las opciones de la tabla. Después de que hayas escrito tu respuesta, colorea en el recuadro de la tabla de arriba.

Nombre: _____			
RL.3.6 ¿Quién está contando la historia? ¿Cómo lo sabes?	RL.3.7 ¿Cómo ayudan las ilustraciones a contar la historia?	RL.3.3 ¿Cuántos acerca de un personaje principal en tu libro, ¿Cómo sabes que es un personaje principal?	RL.3.2 ¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
RL.3.1 Vuelve a contar un capítulo que leste hoy.	RL.3.4 Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	RL.3.10 ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	RL.3.4 Da un ejemplo de una frase literal del libro que leste hoy. Explica por qué es literal.
RL.3.10 Escribe sobre las estrategias de lectura que usó para ayudarte a ser un mejor lector.	RL.3.5 ¿Cómo está organizado tu libro? ¿Puedes pensar en otro formato en que el autor podría haber organizado el libro?	RL.3.6 ¿Estás de acuerdo o en desacuerdo con el mensaje del autor hasta el momento? ¿Por qué?	RL.3.9 Nombra otro texto con una configuración similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
RL.3.3 Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	RL.3.1 Nombra 3 detalles importantes que aprendió hoy. Explica por qué son importantes para el texto.	RL.3.10 Escribe sobre las cosas que un lector necesita saber para entender el texto.	RL.3.7 Elija una ilustración divertida en su libro. Explica qué hace que la ilustración sea divertida.
RL.3.5 Elija una escena donde aprendió algo nuevo sobre el problema. Dí lo que has aprendido.	RL.3.4 Encuentre una palabra que sea nueva para usted. Indique cómo usó las claves de contexto para determinar el significado de la nueva palabra.	RL.3.10 ¿Qué aprendiste sobre ti como lector hoy? Usa evidencia del texto para apoyar tu respuesta.	RL.3.2 ¿Cuál fue la moraleja de la historia que leste? Usa evidencia del texto para apoyar tu respuesta.

Direcciones: Elija una de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, colorea en el recuadro de la tabla de arriba.

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with 3rd Grade Common Core Alignment