

Here's What You'll Get with the Fantastic Mr. Fox Book Club

Character Traits Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
Fantastic Mr. Fox By: Roald Dahl Grade Level: 3 / Guided Reading Level: P	
Identify Major and Minor Characters	Meeting #5 Continued Model How to Respond to Reading (continued) <ul style="list-style-type: none">Complete a few rounds of this game.Tell your students to look at the number of traits that they came up with for each character.Discuss with your students which rounds were easiest and which were more difficult. (Sample answer: Farmer Bean's round was very easy, but Mr. Fox's round was difficult.)Ask the students to look at the list on the board and decide which are major characters (Put a large star by their name) and which are minor characters (Put a small dot by their name). Take Time to Reflect (2 minutes) <ul style="list-style-type: none">Distribute the Student Self-Evaluation Assessment.Ask students to reflect on the work they did 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 <ul style="list-style-type: none">Assign students to independently read Chapters 16 – 18.While reading, students should keep track of inside and outside character traits of the Woman in their Reader's Notebook. Make sure to write down the page number where each trait is found.Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.
Fantastic Mr. Fox Book Club @BookPages.com	

Reflection and Self Evaluation

Scheduling and Reader Responsibility

Book Club	
Fantastic Mr. Fox By: Roald Dahl Grade Level: 3 / Guided Reading Level: P	
Describe a Character's Physical Traits (Outside Traits)	Meeting #1 Introduce Character Traits Model How to Respond to Reading <ul style="list-style-type: none">Ask the students to listen carefully for character traits as you read the first chapter.Read the first chapter out loud.Stop after you read the sentence "They were also nasty men" (p.1) and ask your students if "nasty" is an inside or outside character trait and why. (Sample answer: It is an inside trait because you can't tell if someone is nasty just by looking at them).Continue reading Chapter 1. Stop after you read the sentence "He was enormously fat" (p.2) and ask your students if this is an inside or outside character trait. (Sample answer: It is an outside character trait because you can see that Boggis is fat just by looking at him).Continue reading Chapter 1. Stop after you read "He was as thin as a pencil and the cleverest of them all" (p.4).
Identify a Character's Personality Traits (Inside Traits) Using Dialogue	Identify Major and Minor Characters Explain How a Character's Traits Affect the Outcome of the Story <ul style="list-style-type: none">Post out the Character Trait Puzzle.Instruct students to find the puzzle piece for Mr. Fox. For the "nasty" trait, write the sentence on the board: "The character is very nasty."Ask for volunteers to finish the sentence about Mr. Fox: "I was very _____."
Identify a Character's Personality Traits (Inside Traits) Using Actions	Identify a Character's Personality Traits (Inside Traits) Using Actions <ul style="list-style-type: none">Mr. Fox is thoughtful. I know this because he sat still and listened. He was in order to think of a plan (p.3).The Small Fosses are energetic. I know this because they jump up and run to their dad in order to hear his new plans. (p. 36)Mr. Fox is cunning. I know this because of how he slowly picked up from the floor into the chicken house. (p.39)
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6 Character Traits 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"> Read the assigned text Choose a reading response option from your option board then respond to the text in your reader's notebook 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"> Come to Book Club on time and ready to begin discussion Bring your book, reader's notebook, and any other materials you might need for Book Club with you Participate in Book Club by sharing your thinking, listening to others, and asking questions Support your thinking with evidence from the text Ask for help if you need it Stay on topic Make eye contact with the people in your Book Club 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"> 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? Record your reading assignment on your Book Club calendar Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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Student Self-Evaluation Rubric

Name: _____

How I Did in Fantastic Mr. Fox 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 read the assigned text and prepared something to share with 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 wrote a response to my Book Club
I took the time to reflect				
I know when and where I will prepare for the next meeting				
Score	A Note from Your Teacher			
/ 27				

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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? Give examples.	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.	Choose a scene where you learned something new about the problem. Tell what you learned.	<p>Name: _____</p> <table border="1"> <thead> <tr> <th>RL.3.4</th> <th>RL.3.7</th> <th>RL.3.3</th> <th>RL.3.2</th> </tr> </thead> <tbody> <tr> <td>Who is telling the story? How do you know?</td> <td>How do the illustrations help tell the story?</td> <td>Tell about a main character in your book. How do you know it's a main character?</td> <td>What is the theme of this book? Why do you think so? Give examples.</td> </tr> <tr> <td>Retell a chapter that you read today.</td> <td>Write about the new words you read. What do you think the words mean? Why?</td> <td>How does this text compare to other books you've read? Give examples.</td> <td>Give an example of a literal phrase from the book you read today. Explain why it's literal.</td> </tr> <tr> <td>Write about the reading strategies you used to help you be a better reader.</td> <td>How is your book organized? Can you think of another way the author could have organized the book?</td> <td>Do you agree or disagree with the author's message so far? Why?</td> <td>Name another text with a similar setting to your text. Tell how the texts are the same and different.</td> </tr> <tr> <td>Compare and contrast two characters. Tell how they are the same and different.</td> <td>Name 3 important details that you learned about today. Tell why they are important to the text.</td> <td>Write about the things a reader needs to know in order to understand the text.</td> <td>Choose a funny illustration in your book. Explain what makes the illustration funny.</td> </tr> <tr> <td>Choose a scene where you learned something new about the problem. Tell what you learned.</td> <td>Find a word that was new to you. Tell how you used context clues to determine the meaning of the new word.</td> <td>What did you learn about yourself as a reader today? Use examples from the text.</td> <td>What was the moral of the story you read. Use evidence from the text to support your answer.</td> </tr> </tbody> </table>		RL.3.4	RL.3.7	RL.3.3	RL.3.2	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.	Name 3 important details that you learned about today. Tell why they are important to the text.	Write about the things a reader needs to know in order to understand the text.	Choose a funny illustration in your book. Explain what makes the illustration funny.	Choose a scene where you learned something new about the problem. Tell what you learned.	Find a word that was new to you. Tell how you used context clues to determine the meaning of the new word.	What did you learn about yourself as a reader today? Use examples from the text.	What was the moral of the story you read. Use evidence from the text to support your answer.
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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 3rd Grade Common Core Alignment

Book Club Assessment Materials

Name: _____ Score: _____

Fantastic Mr. Fox
CCSS Assessment

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

List the 4 major characters from *Fantastic Mr. Fox*.

Order these *Fantastic Mr. Fox* characters by how you think they would react to the following situation.

___ All the animals celebrate a victory over the farmers.

___ The farmers try to kill Mr. Fox and his family.

___ Mr. Fox and his family dig their way out of the ground.

___ The Fox family is not able to dig their way out and is hungry.

Draw a line to match the character to the description.

- Mr. Fox
- Farmer Bean
- Farmer Buncie
- Small Foxes

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

Complete Common Core Assessment

Short answer practice

Practice with multiple choice questions

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

Name: _____ Score: _____

Fantastic Mr. Fox
CCSS Assessment

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

Read the following passage and underline the words that help you visualize Farmer Buncie.

"He was a kind of pot-bellied dwarf. He was so short his chin would have been under water in the shallow end of any swimming pool in the world."

Which type of literature is *Fantastic Mr. Fox*?

(A) Poem
(B) Song
(C) Non-fiction story
(D) Fiction story

Fill in the Venn diagram to compare and contrast Mr. Fox and Rat. Write at least two character traits they have in common, and two that describe them individually.

Mr. Fox

Rat

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

Name: _____

Fantastic Mr. Fox
Book Club Focus Assessment

Character Traits

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

Describe Mr. Fox in as much detail as possible.

Circle all of the minor characters in *Fantastic Mr. Fox*.

(A) Mr. Fox (C) Farmer Bean (E) The Small Badgers
(B) The Women (D) Rat

Why is it important to the story that the Small Foxes are hard-working?

Fantastic Mr. Fox Book Club | @BookPages.com

Focus Assessment for Character Traits

Answer Keys

Answer Key

Fantastic Mr. Fox
CCSS Assessment

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

List the 4 major characters from *Fantastic Mr. Fox*.

Answer: Farmer Buncie, Farmer Boggis, Farmer Bean, and Mr. Fox.

Character Traits

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

Describe Mr. Fox in as much detail as possible.

Answers will vary: Mr. Fox is the main character in the story. He is a clever fox that has no tail after the farmers shot it off. He is a good provider for his family, thoughtful, generous, and hard-working. He is also a very good problem solver. According to his wife, he is fantastic!

Circle all of the minor characters in *Fantastic Mr. Fox*.

(A) Mr. Fox (C) Farmer Bean (E) The Small Badgers
(B) The Women (D) Rat

Why is it important to the story that the Small Foxes are hard-working?

Answers will vary: It is important to the story for the Small Foxes to be hard-working because they needed to keep digging, even though they were tired and hungry, in order to complete Mr. Fox's plan. I don't think Mr. Fox would have been able to dig to the farmers' storehouse by himself.

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Rubric with optional Common Core Alignment

Character Traits Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 3.3
Describe the physical and personality traits of both major and minor characters and explain how their actions contribute to the sequence of events.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific task: Identify character traits of major and minor characters	Was not able or is beginning to identify the traits of characters and explain how their actions contribute to the sequence of events.	Is able to identify the traits of characters and explain how their actions contribute to the sequence of events some of the time.	Is able to identify the traits of characters and explain how their actions contribute to the sequence of events most of the time.	Is able to identify the traits of characters and explain how their actions contribute to the sequence of events all of the time.

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

- Identifying physical character traits.
- Identifying personality character traits.
- Distinguishing between major and minor characters.
- Explaining a character's actions by citing specific character traits.

Book Club
Fantastic Mr. Fox

CCSS.ELA-LITERACY.RL.3.3 | Fantastic Mr. Fox Book Club | @BookPages.com

Running Record

Title: *Fantastic Mr. Fox* Guided Reading Text Level: P 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 80%-94% Accuracy		Hard 50%-79% Accuracy	
	Count	Information Used	Count	Information Used	Count	Information Used
1						
2						
3						

Analysis and Comments:

Noted By: _____ @BookPages.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in *Fantastic Mr. Fox*

Word List

Vocabulary Connections	
<p>Fantastic Mr. Fox By: Rodd Dahl Grade Level: 3 / Guided Reading Level: P</p>	
<p>Important Words to Know and Understand in <i>Fantastic Mr. Fox</i></p>	
<p>Beasily (page 3) Disagreeable, unpleasant</p>	
<p>Dotty (page 58) Crazy</p>	
<p>Dozed (page 16) Slept, snoozed, napped</p>	
<p>Frump (page 58) A dull, old-fashioned person</p>	
<p>Grub (page 52) Food</p>	
<p>Hatchel (page 33) A small ax</p>	
<p>Impudent (page 72) Insulting, rude</p>	
<p>Reeks (page 10) A strong or disagreeable smell</p>	
<p>Spuffled (page 44) To talk quickly, somewhat incoherently, as when excited</p>	
<p>Sloop (page 59) To bend, bow, or lean</p>	

Vocabulary Connections			Fantastic Mr. Fox By: Roald Dahl Grade Level: 3 / Guided Reading Level: F	
Step 1: Read Definitions 1. Click on the word below to read its definition.				
Beastly	Dotty	Dozed	2. Visit our Word Wall page.	
Disagreeable, unpleasant	Crazy	Slept, snoozed, napped	3. Read our Word Search page.	
Frump	Grub	Hatchet	4. Read, Reread or Reread the story of Fantastic Mr. Fox .	
A dull, old-fashioned person	Food	A small ax	5. Read, Reread or Reread the story of Fantastic Mr. Fox .	

Vocabulary Connections			Fantastic Mr. Fox By: Roald Dahl Grade Level: 3 / Guided Reading Level: F
Impudent	Reeks	Spattered	Step 1: Step Directions 1. Cut out the definitions. 2. Fold on the solid line. 3. On the bottom flap, write the word and the definition. 4. On the top flap, write the word and the definition. 5. On the side flap, write the word and the definition. 6. On the back flap, write the word and the definition.
Insulting, rude	A strong or disagreeable smell	To talk quickly, somewhat incoherently, as when excited	
Sloop			
To bend, bow, or lean			

Word and Definition Sorting Cards

Vocabulary Connections			Fantastic Mr. Fox By: Roald Dahl Grade Level: 3 / Guided Reading Level: P	
Frump is a/an noun verb adverb adjective Definition of Frump: 			Grub is a/an noun verb adverb adjective Definition of Grub: 	
Frump looks like this:			Grub looks like this:	
Frump reminds me of:			Grub reminds me of:	
I saw this word in			I saw this word in	
Hatchel is a/an noun verb adverb adjective Definition of Hatchel: 			Hatchel looks like this:	
Hatchel reminds me of:			Hatchel reminds me of:	
I saw this word in			I saw this word in	

Interactive Vocabulary Notebook Cards | ©BookPages.com

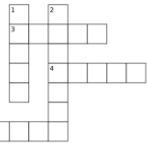
Word Games

with Words from *Fantastic Mr. Fox*

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

- My sister is getting _____ about her new car.
- You need to bathe your dog because it _____.
- Cindy _____ about the movie she watched when I asked her.
- I need a _____ to cut and split the woods.
- Please get yourself some _____, when you are hungry.

Directions: Use the clues below to fill in the crossword puzzle with the correct words.



Down:

- Old-fashioned person
- Disagreeable

Across:

- An unpleasant smell
- To bow or bend
- Crazy

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Games

Fantastic Mr. Fox

Use the vocabulary words from the Word Bank to complete the sentences below.

_____ his new car.

_____ it _____.

_____ she watched _____.

_____ all the woods.

_____, when you are _____.

_____ the crossword puzzle with the correct words.

Word Bank

Reeks

Spattered

Hatchet

Dotty

Grub

Steep

Word Bank

Reeks

Spattered

Hatchet

Dotty

Grub

Steep

➔

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Word Games and Answer Key

Interactive Vocabulary Notebook Cards


Fantastic Mr. Fox
 By Roald Dahl

Vocabulary Connections

Step by Step Directions
 1. Read the story from 1 to 10 carefully.
 2. Write the vocabulary words in the boxes.
 3. Write the definition of the words in the boxes.

Fantastic Mr. Fox

By
Roald Dahl




A new word that I learned in the book is _____

It's like _____

It means _____

Name: _____



Name: _____

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

Name: _____

Connections

your reading that is new to you in the first column.

below and offer the sentence where the word appears in the word means in the second column.

nk your definition makes sense based on the context clues in the definition.

in the last column if the dictionary definition matches what and meant.

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?

I Think the Word Means	Context Clues	Real Definition	
			<input checked="" type="checkbox"/>

www.springbreaks.com @BookPages.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
Fantastic Mr. Fox Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Fantastic Mr. Fox" correlate with the following English Language Arts Common Core State Standards for third grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.3.1 – Ask and answer questions to demonstrate understanding of a text, relating explicitly to the text as a basis for the answers.
RL.3.2 – 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.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing those from nonstandard language.
RL.3.5 – 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 actions.
RL.3.6 – Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.7 – Explain how specific aspects of a text (illustrations, media elements, animations, etc.) support what is conveyed by the written portion (e.g., create mood, emphasize a character or setting).
RL.3.8 – 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.3.9 – In 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.3.3 – Show and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.3.8 – 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.3.1 – Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.6 – Explain how one idea and understanding is brought to the discussion.
SL.3.7 – Compare their own ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.9 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language
L.3.4 – 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
Fantastic Mr. Fox Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Fantastic Mr. Fox" correlate with the following English Language Arts Common Core State Standards for third grade.
Vocabulary Lesson Plan and Resources
Language
L.3.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b – Identify readable connections between words and their use (e.g., identify people who are friends or enemies).
L.3.4 – 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 adición ...
- 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
Versión 10.10.14

© BookPages.com | Book Club Calendar

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.Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector.Prepárese para el Club de Libros antes de tiempo:<ul style="list-style-type: none">Elige 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

Nombre: _____

Cómo lo hice en el Fantástico Mr. Fox Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Lí la tarea.				Antes Estaba 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.				
Compartí mi pensamiento.				
Durante Yo participé en el Club de libro.				
Después Yo hice una reflexión.				
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.				
Se cuándo y dónde me preparé 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?	¿Cuántas acciones 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 otra forma 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.	Nombra 3 detalles importantes que aprendí hoy. Explica por qué son importantes para el texto.	Escribe sobre las cosas que un lector necesita saber para entender el texto.	Elige una ilustración divertida en su libro. Explica qué hace que la ilustración sea divertida.
Elige una escena donde aprendí algo nuevo sobre el problema. Dilo que has aprendido.	Encuentra una palabra que sea nueva para usted. Indique cómo usó las claves de contexto para determinar el significado de la nueva palabra.	¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	¿Cuál fue la moraleja de la historia que leste? Usa evidencia del texto para apoyar tu respuesta.

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, colorea en el recuadro de la tabla de arriba.

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with 3rd Grade Common Core Alignment