

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

## Conflict and Resolution Lesson Plans for 5 Book Club Meetings

### 4 Part Lesson Plans

**Book Club**  
Freckle Juice  
By: Judy Blume  
Grade Level: 2 / Guided Reading Level: M

**Discussion Questions and New Vocabulary**

**Meeting #2**  
**A Note About the Discussion Questions and Vocabulary**  
The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer. You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, picture clues). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

**Chapter 2 Discussion Questions:**

1. What do you suppose Andrew's classmates think of him? Do you think so?
2. What can you infer about Sharon? Is your inference meaningful? Why or why not?
3. What do you suppose will happen next? Why do you think so?

**Chapter 2 New Vocabulary:**

1. Allowance (pg. 11) – a small amount of money that is given to children by their parents
2. Arithmetic (pg. 21) – addition, subtraction, multiplication, and division
3. Aisle (pg. 23) – a place where people can walk between sections of seats

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

**Book Club**  
Freckle Juice  
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**Primary vs. Secondary Conflict and Resolution**

**Meeting #2 Continued**  
**Kick-off the Book Club Meeting (5-7 minutes)**

- Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

**Time to Teach: Primary vs. Secondary Conflict and Resolution (7-10 minutes)**

- Review the conflict / resolution chart from Chapter 1.
- Ask the students whether or not the conflict (Andrew wants freckles but he wasn't born with them so...) has been resolved (the conflict has not been resolved).
- Discuss the path Andrew is taking to solve the conflict of not having freckles (buying the freckle juice recipe).
- Discuss any new conflicts that occurred in chapter 2 (i.e. When Andrew gets caught with the freckle juice recipe and has to give it to Miss Kelly).
- Create a new Conflict / Resolution chart for chapter 2.
  - Add new conflicts / resolutions to the chart.
  - Explain that a plot is composed of several smaller conflicts and resolutions. For example, Miss Kelly's decision to take the recipe away from Andrew was a conflict. The conflict was resolved when she returned the recipe to Andrew at the end of the school day.

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**Book Club**  
Freckle Juice  
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**Introduce Conflict and Resolution**

**Meeting #1 Continued**  
**Time to Teach: Introduce Conflict and Resolution**

- Read the first page aloud while the students follow along.
- Upon completing the first page, draw students' attention to the problem that was presented on the first page.
- Discuss the fact that plots often have a conflict and a resolution. You might connect the idea of conflict and resolution to a familiar story like *The Three Little Pigs* or *Corduroy*.

**Model How to Track Conflict and Resolution**

- Reread the first paragraph of Chapter 1. Ask students to identify the problem. Explain that problems usually belong to someone or something.
- Model how to keep track of conflict and resolution in a reader's notebook.
  - Open your notebook.
  - Write the date, book title, and chapter.
  - Draw a four column table with the following labels:
    - Label the first column "Somebody"
    - Label the second column "Wanted"
    - Label the third column "But"
    - Label the fourth column "So"
- Work with the students to fill in the chart:
  - Use students to identify who is having the "problem."
  - Continue to complete the chart (refer to the sample notebook entry).
  - Ask students to create the same table in their

**Sample Notebook Entry**

Somebody	Wanted	But	So
Andrew	wanted freckles	he wasn't born with them	he bought a recipe for freckle juice

Chapter 1 Response  
I think Andrew...

Sample Reader's Notebook Entries

**Introduce Conflict and Resolution**

**Tracking Primary vs. Secondary Conflict and Resolution**

**Inferring Conflict and Resolution**

**Conflict and Resolution Across Longer Text**

**Conflict and Resolution**

**Reflection and Self-Evaluation**

**Scheduling and Reader Responsibility**

**Meeting #3 Continued**  
**Time to Teach: Introduce Conflict and Resolution**

- Reread the first paragraph of Chapter 1. Ask students to identify the problem. Explain that problems usually belong to someone or something.
- Model how to keep track of conflict and resolution in a reader's notebook.
  - Open your notebook.
  - Write the date, book title, and chapter.
  - Draw a four column table with the following labels:
    - Label the first column "Somebody"
    - Label the second column "Wanted"
    - Label the third column "But"
    - Label the fourth column "So"
- Work with the students to fill in the chart:
  - Use students to identify who is having the "problem."
  - Continue to complete the chart (refer to the sample notebook entry).
  - Ask students to create the same table in their

**Sample Notebook Entry**

Somebody	Wanted	But	So
Andrew	wanted freckles	he wasn't born with them	he bought a recipe for freckle juice

Chapter 1 Response  
I think Andrew...

5 Conflict and Resolution 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
<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"> <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>	<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"> <li>Try not to interrupt—wait your turn to share</li> <li>Use respectful language</li> <li>Listen carefully</li> </ul>	<input type="checkbox"/> 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> <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.)

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## Student Self-Evaluation Rubric

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

### How I Did in the Sarah, Plain and Tall Book Club

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

Score: \_\_\_\_\_ / 27

A Note from Your Teacher: \_\_\_\_\_

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Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

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

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with 2<sup>nd</sup> Grade Common Core Alignment

# Book Club Assessment Materials

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

Score: \_\_\_\_\_


**Freckle Juice**  
CCSS Assessment

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

Andrew and Nicky have different opinions about freckles. How are their opinions different?

RL.2.6

Look at the illustration below. What can you infer about the setting based on the illustration?



RL.2.7

What is the moral of this story?

Name another story with the same moral.

How are the stories the same?	How are the stories different?

RL.2.9

Freckle Juice can be categorized into which of the following genres?

A Nonfiction

B Fantasy

C Realistic Fiction

D Poetry

RL.2.10

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

Complete Common Core Assessment

Short answer practice

One essential question for each of the 2<sup>nd</sup> grade Reading Literature standards

Practice with multiple choice questions

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

**Freckle Juice**  
Book Club Focus Assessment

**Conflict and Resolution**

**Directions:** Use what you know about the conflicts and resolutions in **Freckle Juice** to answer each of the following questions.

What conflict will Andrew resolve by getting freckles?

He won't look like Nicky Lane anymore

He won't have to wash his neck anymore

He won't be called ugly anymore

Number the following conflicts in sequential order.

\_\_\_\_\_ Andrew got sick

\_\_\_\_\_ Andrew had to use freckle remover

\_\_\_\_\_ Sharon tricked Andrew

What is a Secondary Conflict?

What conflict does Ms. Kelly help Andrew resolve?

How to remove blue freckles

How to get his money back from Sharon

How to make friends with Nicky Lane

What major lesson did Andrew learn when he resolved his primary conflict?

Don't draw freckles on your face

Don't wish to be something you're not

Don't drink freckle juice

What is a Domino Effect?

CCSS.ELA-LITERACY.RL.2.5 Freckle Juice Book Club | ©BookPages.com

Focus Assessment for Conflict and Resolution

Answer Keys

**Freckle Juice**  
Book Club Focus Assessment

**Conflict and Resolution**

**Directions:** Use what you know about the conflicts and resolutions in **Freckle Juice** to answer each of the following questions.

What conflict will Andrew resolve by getting freckles?

He won't look like Nicky Lane anymore

He won't have to wash his neck anymore

He won't be called ugly anymore

Number the following conflicts in sequential order.

\_\_\_\_\_ Andrew got sick

\_\_\_\_\_ Andrew had to use freckle remover

\_\_\_\_\_ Sharon tricked Andrew

What is a Secondary Conflict?

*Answers may vary*

A secondary conflict is a problem that is part of the story, but is not the main problem. There can be a lot of secondary conflicts, but there can only be one primary conflict.

What conflict does Ms. Kelly help Andrew resolve?

How to remove blue freckles

How to get his money back from Sharon

How to make friends with Nicky Lane

What major lesson did Andrew learn when he resolved his primary conflict?

Don't draw freckles on your face

Don't wish to be something you're not

Don't drink freckle juice

What is a Domino Effect?

*Answers may vary*

A domino effect is when one event leads to another event, which leads to another event and so on.

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Rubric with optional Common Core Alignment

**Conflict and Resolution Focus Assessment Rubric**

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

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

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 – 1 Correct	2 – 3 Correct	4 – 5 Correct	6 Correct
Specific Skill: Conflict and Resolution	Was not able to show how conflicts and resolution relate to each other in a text.	Is able to show how conflicts and resolutions relate to each other in a text some of the time.	Is able to show how conflicts and resolutions relate to each other in a text most of the time.	Is able to show how conflicts and resolutions relate to each other in a text all of the time.

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

- tracking primary conflicts through a text
- tracking secondary conflicts through a text
- identifying resolutions
- showing how conflicts are related
- identifying the ways in which conflicts and resolutions affect characters

Book Club  
Freckle Juice

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**Running Record**

Title: Freckle Juice Guided Reading Test Level: M 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			
	E	SC	MC	E	SC	MC	E	SC	MC	
11										

Analysis and Comments:

Tested By: \_\_\_\_\_ ©BookPages.com

Running Record

# Vocabulary Connections Resources

## Important Words to Know and Understand in Freckle Juice Word List

**Vocabulary Connections**  
Freckle Juice  
By: Judy Blume  
Grade Level: 2 / Guided Reading Level: M

**Important Words to Know and Understand in "Freckle Juice"**

**Aisle**  
A place where people can walk between sections of seats

**Allowance**  
A small amount of money that is given to children by their parents

**Alongside**  
Along or close at the side

**Appendicitis**  
A medical condition in which a person's appendix is painful and swollen

**Arithmetic**  
Addition, subtraction, multiplication, and division

**Dashed**  
To run or move quickly or suddenly

**Formula**  
A plan or method of doing, making, or achieving something

**Panted**  
To breathe hard and quickly

**Sensible**  
A having or showing good sense or judgment

**Speck**  
A very small piece or spot

Vocabulary Word List | ©BookPages.com

**Vocabulary Connections**  
Freckle Juice  
By: Judy Blume  
Grade Level: 2 / Guided Reading Level: M

<b>Aisle</b>	<b>Allowance</b>	<b>Alongside</b>
A place where people can walk between sections of seats	A small amount of money that is given to children by their parents	Along or close at the side
<b>Appendicitis</b>	<b>Arithmetic</b>	<b>Dashed</b>
A medical condition in which a person's appendix is painful and swollen	Addition, subtraction, multiplication, and division	To run or move quickly or suddenly

Step by Step Directions: 1. Cut on the solid line. 2. Fold on the dashed line. 3. Fold on the solid line. 4. Glue, tape or staple the top of each card to class.

Definition Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections**  
Sarah, Plain and Tall  
By: Patricia MacLachlan  
Grade Level: 4 / Guided Reading Level: F

<b>Pungent</b>	<b>Reins</b>	<b>Sly</b>
A strong, sharp taste or smell	A strap that is placed on the head of an animal and is used to guide and control the animal	Clever
<b>Squall</b>	<b>Stall</b>	<b>Sums</b>
A sudden violent wind, often with rain or snow	An enclosed area in a building where a farm animal (such as a horse or cow) is kept	The result of adding two or more numbers together

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

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
Freckle Juice  
By: Judy Blume  
Grade Level: 2 / Guided Reading Level: M

<b>Appendicitis</b> is a/an noun verb adverb adjective Definition of <b>Aisle</b> :	<b>Arithmetic</b> is a/an noun verb adverb adjective Definition of <b>Arithmetic</b> :	<b>Dashed</b> is a/an noun verb adverb adjective Definition of <b>Alongside</b> :
<b>Appendicitis</b> looks like this:	<b>Arithmetic</b> looks like this:	<b>Dashed</b> looks like this:
<b>Appendicitis</b> reminds me of:	<b>Arithmetic</b> reminds me of:	<b>Dashed</b> reminds me of:
I saw this word in	I saw this word in	I saw this word in

Step by Step Directions: 1. Cut on the solid line. 2. Fold on the dashed line. 3. Complete the Vocabulary Card. 4. Add your Vocabulary Card to your notebook or class Vocabulary Wall.

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games with Words from Freckle Juice**

**Directions:** Find each of the vocabulary words in the word search below.

C	C	A	P	P	E	N	D	I	C	I	T	I	S	
Z	Y	R	L	U	S	Z	D	E	S	S	P	E	C	K
M	A	R	L	P	M	E	L	T	C	M	C	L	S	G
A	X	B	O	H	H	B	I	L	Y	Z	F	X	P	C
A	L	J	W	S	I	M	K	V	P	P	O	F	J	R
R	W	O	A	S	L	N	O	N	R	Z	R	P	D	F
I	N	D	N	H	Z	F	E	A	D	E	M	W	I	Q
T	E	C	G	T	N	Z	W	L	K	U	W	X	D	
H	S	H	E	S	Z	M	S	A	P	L	L	J	J	
M	Q	B	U	I	I	I	Y	C	A	A	X	Y	W	
E	H	D	N	V	A	D	Y	V	N	O	I	M	B	
T	L	O	O	Y	I	U	C	E	O	T	I	L	L	
I	D	P	O	R	W	G	Q	C	K	E	S	W	F	D
C	K	Y	G	H	T	V	D	K	Y	D	B	M	K	O
G	L	Z	T	I	G	R	S	Y	F	N	Y	D	T	

**Word Bank**  
AISE  
ALLOWANCE  
ALONGSIDE  
APPENDICITIS  
ARITHMETIC  
DASHED  
FORMULA  
PANTED  
SENSIBLE  
SPECK

**Directions:** Unscramble each of the words. Use the letters that appear in the word bank to help you.

LAORFUM  
TEDANP  
ECCKP  
DEHSAD  
METICARITH  
WOLLAANCE  
SECRET WORD:

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

SECRET WORD: **A n d r e w**

Answer Key for Freckle Juice  
Directions: Find each of the vocabulary words in the word search below.

**Word Bank**  
AISE  
ALLOWANCE  
ALONGSIDE  
APPENDICITIS  
ARITHMETIC  
DASHED  
FORMULA  
PANTED  
SENSIBLE  
SPECK

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**  
Freckle Juice  
By: Judy Blume  
Grade Level: 2 / Guided Reading Level: M

**Freckle Juice**  
By Judy Blume

A new word that I learned in this book is: \_\_\_\_\_

It means: \_\_\_\_\_

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

Step by Step Directions: 1. Fold on the solid line. 2. Fold on the dashed line. 3. Complete the Vocabulary Card. 4. Add your Vocabulary Card to your notebook or class Vocabulary Wall.

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	✓

Independent Word Exploration | ©BookPages.com

## Vocabulary Word Extension Activities

# Complete Common Core Alignment

Common Core State Standards Correlation
Trackle Juice Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Trackle Juice" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.2.1</b> Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.
<b>RL.2.4</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>RL.2.5</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, and plot.
<b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with accelerating as needed at the high end of the range.
<b>Reading: Foundational Skills</b>
<b>RF.2.3</b> Show and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b>
<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b>
<b>SL.2.6</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.9</b> "Build on others' talk in conversations by linking their comments to the remarks of others.
<b>SL.2.10</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>SL.2.1</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>SL.2.4</b> Produce complete sentences when appropriate to talk and student in order to provide requested detail or clarification.
Trackle Juice CCSS Alignment   <a href="http://BookPages.com">BookPages.com</a>

## Book Club Common Core Alignment

Common Core State Standards Correlation
Trackle Juice Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Trackle Juice" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.2.4</b> Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.2.5</b> Identify real-life connections between words and their use (e.g., describe foods that are parts of diets).
<b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Trackle Juice CCSS Alignment   <a href="http://BookPages.com">BookPages.com</a>

## 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 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  
Freckle Juice

© 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"> <li>☐ Lee el texto asignado.</li> <li>☐ Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector.</li> <li>☐ Prepárese para el Club de Libro antes de tiempo:                             <ul style="list-style-type: none"> <li>• Elija 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 lo parte que eligió es interesante, divertida, confusa, etc.).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☐ Ven al Club de Libro a tiempo y listo para comenzar la discusión.</li> <li>☐ Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted.</li> <li>☐ Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas.</li> <li>☐ Apoye su pensamiento con evidencia del texto.</li> <li>☐ Pide ayuda si la necesitas.</li> <li>☐ Permanezca en el tema.</li> <li>☐ Haz contacto visual con las personas en tu Club de Libro.</li> <li>☐ 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>• Usa lenguaje respetuoso.</li> <li>• Escucha cuidadosamente</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☐ 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 tu 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> </li> </ul>

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## Student Self-Evaluation Rubric

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

#### Cómo lo hice en el Freckle Juice Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Let la tarea.				Antes yo participo en el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante yo participo en el Club de libros
Terminé mis materiales.				
Compartí mi pensamiento.				Después yo participo en el Club de libros
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Me acordé 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: \_\_\_\_\_

<p>Escriba sobre las conexiones que puede hacer con el texto.</p> <p>¿Recomendaría este libro? ¿Por qué o por qué no?</p>	<p>Escriba sobre el personaje que más le gusta / menos. Explique por qué le sientes de la manera en que lo hace.</p>	<p>Escriba sobre las formas en que un personaje cambió en la historia y por qué el personaje cambió.</p>
<p>Escriba sobre las partes del texto que encontró confusas o sobre las cosas que se está preguntando.</p>	<p>Escriba sobre las palabras desconocidas que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>Elija tres eventos del libro. Escriba sobre qué causó que sucedieran los eventos.</p>
<p>Escriba sobre las estrategias de lectura que usó para mejorar su comprensión.</p>	<p>Escriba sobre la parte favorita. Explique por qué es su parte favorita.</p>	<p>Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.</p>
<p>Compare y contrasta ideas del libro. Escriba sobre dos personajes, eventos o configuraciones que son iguales o diferentes.</p>	<p>Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.</p>

**Directions:** Elija una de las opciones de respuesta de la pizarra. Después de que haya escrito su respuesta, coloree en el recuadro de la tabla de arriba.

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

**Directions:** Elija una de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que haya escrito tu respuesta, coloree en el recuadro de la tabla de arriba.

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with 2<sup>nd</sup> Grade Common Core Alignment