

Here's What You'll Get with the George vs. George: The American Revolution As Seen from Both Sides Book Club

Comparing and Contrasting Points of View Lesson Plans for 4 Book Club Meetings

4 Part Lesson Plans

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club	
George vs. George: The American Revolution As Seen from Both Sides By: Rosalyn Schanzer Grade Level: 5 / Guided Reading Level: T	
Discussion Questions and New Vocabulary	Meeting #2 Continued Pages 16–21 Discussion Questions: 3. How did the colonists react to these new taxes? Describe the colonists' point of view. Answer: The colonists thought the taxes were very unfair because they were already paying separate taxes and didn't feel that they should have to pay twice. They stopped buying British goods and began making their own goods such as tea and cloth, tanned and feathered royal office holders, and wrecked the home of the Royal Governor of Massachusetts in protest. (pages 19–22) Pages 16–21 New Vocabulary: 1. Parliament (page 16) – the group of people who are responsible for making the laws in some kinds of government. 2. Repeal (page 20) – to officially make a law no longer valid. 3. Protest (page 20) – to show or express strong disagreement with or disapproval of something.
	George vs. George: The American Revolution As Seen from Both Sides Book Club ©BookPages.com



Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
George vs. George: The American Revolution As Seen from Both Sides By: Rosalyn Schanzer Grade Level: 5 / Guided Reading Level: T	
Using Features of Nonfiction Text to Compare and Contrast Points of View	Meeting #3 Continued Model How to Respond to Reading (continued) • Prompt students to study the illustration of the Continental Congress fleeing Philadelphia and the illustration and quote of King George after this event. Discuss this feature of nonfiction text using the following questions as a guide: • What type of nonfiction text feature this is an example of? (Answer: An illustration) • What does the nonfiction text feature tell us about King George's point of view after the Americans were forced to flee Philadelphia? (Possible answer: We can see from the quote on page 42 that King George was thrilled and felt that he had beat all the Americans.) • How was the American's point of view of this event different? (Possible answer: The illustration and text tell us that the Americans were forced to flee in great confusion and worried they may never beat the British.) • Model for students how to complete the top three sections of the graphic organizer by discussing each section and adding information from the illustration just discussed. (See sample completed graphic organizer.) • Draw attention to the box at the bottom of the organizer. Tell students that this is where they will list examples of ways that the American and British point of view may have been similar based on information in the illustration. Use the example that both sides suffered defeats: the Americans in Philadelphia and the British at Saratoga. Add this information to the "Compare" box making sure to include the page numbers where we found the information. • Instruct students to collaborate with a partner to add at least one more point of view similarity or difference using the features of nonfiction text as they read through page 43. • Allow students to share their example with the group.
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club	
George vs. George: The American Revolution As Seen from Both Sides By: Rosalyn Schanzer Grade Level: 5 / Guided Reading Level: T	
	Meeting #3 Continued Take Time to Reflect (2 minutes) • Distribute the Student Self-Evaluation Assessment . • Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. • Collect the evaluation forms (the form can be sent home or can be saved until the last meeting to review student progress across the Book Club). Wrap Up the Book Club Meeting • Assign students pages 42–57 for independent reading. • While reading independently, students are responsible for adding to their graphic organizer at least three similarities and three differences in the point of view of King George and the British and George Washington and the Americans based on the features of nonfiction text. • Determine as a group when the Book Club should meet again. • Model how to record the assignment on their Book Club Calendar.
	 George vs. George: The American Revolution As Seen from Both Sides Book Club ©BookPages.com

Introduce Comparing and Contrasting Point of View

Introduce Comparing and Contrasting Point of View	Time to Teach (continued) American Revolution, we know that would be a balanced account because the reader was there during the battle. • A secondhand account is generally someone who was not part of the event. The events described happened to someone else. For example, if we read a description of the battle written by the author of this book, that would be a secondhand account because we know the author was not there during the battle. • Reiterate that this book presents the American Revolution from the perspectives of both George Washington and King George, through firsthand and
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Using Features of Nonfiction Text to Compare and Contrast Points of View

Text to Compare and Contrast Points of View	Time to Teach (continued) 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: Using Features of Nonfiction Text to Compare and Contrast Points of View (7–10 minutes) • Invite students to share the details that they added to their Compare and Contrast: Point of View graphic organizer while reading independently. • Were they able to understand both sides as the war began? (Answers will vary.) • Explain to students that we will continue to compare and contrast the point of view of King George and the British with that of George Washington and the Americans, but we will be looking specifically at the information provided by the features of nonfiction text. • Remind students that features of nonfiction text are elements an author includes to tell the reader more about the text and help the reader understand the text in a deeper way. • Brainstorm with students a list of features of nonfiction text. Record this list on the board or chart paper. (Possible answers: captions, diagrams, glossary, graphs, headings, index, labels, lists, maps, photographs, subtitles, table of contents, timelines, titles, and types of print.)
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Comparing and Contrasting Point of View

Comparing and Contrasting Points of View	Meeting #2 Continued End of 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.
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Reflecting on Comparing and Contrasting Point of View

Reflecting on Comparing and Contrasting Points of View	Time to Teach: Reflecting on Comparing and Contrasting Points of View (10 minutes) • Engage students in a group discussion about point of view. Discuss how studying the points of view of George Washington and King George helps us better understand each of these men and the events of the American Revolution. • Prompt students to review their completed Compare and Contrast: Point of View graphic organizers from meeting 1, 2, and 3. Discuss which types of differences and similarities in points of view were most meaningful to them using the following questions as a guide. • Was there any information covered in this text that you already knew? Was there any information that surprised you? Explain. (Possible answer: Students may be more familiar with the cause of the American Revolution, but perhaps did not know about the enmities between King George and George Washington.)
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4 Comparing and Contrasting Points of View 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 ...

Book Club

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> 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.)

Book Club

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Student Self-Evaluation Rubric

Name: _____

How I Did in George vs. George: The American Revolution As Seen from Both Sides 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 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 Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After Book Club
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Date: _____

Score: / 27

A Note from Your Teacher: _____

Book Club

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Was your text based on first or second hand accounts? How do you know?	List 3 search terms you could use to learn more about the topic of your text on the Internet.	Choose two events from the text. Explain why each is important.	What is the main idea of your text? Why do you think so? Give examples.
Make an inference about the author's opinion. Support your inference with evidence from the text.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	How is your text organized? Give an example to support your answer.	Write about the author's point of view.	How did you determine the key ideas in the text you read?

Compare and contrast two concepts. Tell how they are the same and different.

Compare your text to another text on the same topic.

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.

Book Club

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with 5th Grade Common Core Alignment

Book Club Assessment Materials

Complete Common Core Assessment

Short answer practice

Practice with multiple choice questions

One essential question for each of the 5th grade Reading Literature standards

Focus Assessment for Comparing and Contrasting Point of View

Answer Keys

Rubric with optional Common Core Alignment

Running Record

Name: _____

Score: _____

George vs. George: The American Revolution As Seen from Both Sides
By: Rosalyn Schanzer
Grade Level: 5 / Guided Reading Level: T

Directions: Use what you know about **George vs. George: The American Revolution As Seen from Both Sides** to answer each of the following questions.

Which of these inferences can we reasonably make based on this quote from the author of the text? "Was King George a royal brute? American Patriots said so. Was George Washington a traitor? The king's supporters thought so. Who was right?"

(A) The author probably believes that King George was a royal brute.
(B) The author probably believes that George Washington was a traitor.
(C) The author probably believes that both King George and George Washington were very bad men.
(D) The author probably believes that both King George and George Washington had good and bad qualities.

In your own words, describe the main idea of **George vs. George: The American Revolution As Seen from Both Sides**.

Put the following events in sequence order from 1-4 to explain the relationship between the Tea Tax and the Boston Tea Party.

_____ A group of colonists called the Sons of Liberty dressed up as Mohawk Indians, snuck aboard three British ships, and dumped the tea into Boston Harbor.
_____ Britain passed the Tea Tax.
_____ A new law was passed that would force the colonists to buy the tea anyway.
_____ The colonists refused to buy British tea to avoid the tax.

George vs. George: The American Revolution As Seen from Both Sides Book Club ©BookPages.com

Name: _____

Score: _____

George vs. George: The American Revolution As Seen from Both Sides
By: Rosalyn Schanzer
Grade Level: 5 / Guided Reading Level: T

Directions: Use what you know about **George vs. George: The American Revolution As Seen from Both Sides** to answer each of the following questions.

What does the word "oppressing" mean in this sentence? *It was really Great Britain's Parliament that had made all the laws oppressing the colonies.*

(A) treating unfairly
(B) supporting
(C) ignoring
(D) encouraging

Using the choices below, fill in the blank to identify the text structure that is MOSTLY used in the structure of this book and explain how you know. **Choices:** Chronological (time order), Compare/Contrast, Cause/Effect, Problem/Solution

The text structure mostly used in this book is _____. I know because _____.

List at least two similarities and two differences between the lives of King George and George Washington.

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Name: _____

Score: _____

George vs. George: The American Revolution As Seen from Both Sides
By: Rosalyn Schanzer
Grade Level: 5 / Guided Reading Level: T

Directions: Use what you know about **George vs. George: The American Revolution As Seen from Both Sides** to answer each of the following questions.

The conflict of the American Revolution began with England's decision to begin taxing the American colonists. Describe King George's perspective on making this decision.

Describe George Washington's perspective on this decision.

One of the first violent events of the American Revolution was the conflict between a group of eight British soldiers and a mob of American colonists in which the colonists threw snowballs at the soldiers and the soldiers fired their guns in response. Describe this event from the British soldiers' perspective.

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Answer Key

George vs. George: The American Revolution As Seen from Both Sides
By: Rosalyn Schanzer
Grade Level: 5 / Guided Reading Level: T

Directions: Use what you know about **George vs. George: The American Revolution As Seen from Both Sides** to answer each of the following questions.

Which of these inferences can we reasonably make based on this quote from the author of the text? "Was King George a royal brute? American Patriots said so. Was George Washington a traitor? The king's supporters thought so. Who was right? There are two sides to every story."

(A) The author probably believes that King George was a royal brute.
(B) The author probably believes that George Washington was a traitor.
(C) The author probably believes that both King George and George Washington were very bad men.
(D) The author probably believes that both King George and George Washington had good and bad qualities.

In your own words, describe the main idea of **George vs. George: The American Revolution As Seen from Both Sides**.

Answers may vary. Sample answer includes: King George was King of Britain and George Washington was the leader of the American colonists during the American Revolution in which the colonists fought for independence from Britain. The two men were similar in many ways, though their beliefs about the future of America were very different.

Put the following events in sequence order from 1-4 to explain the relationship between the Tea Tax and the Boston Tea Party.

_____ A group of colonists called the Sons of Liberty dressed up as Mohawk Indians, snuck aboard three British ships, and dumped the tea into Boston Harbor.
_____ Britain passed the Tea Tax.
_____ A new law was passed that would force the colonists to buy the tea anyway.
_____ The colonists refused to buy British tea to avoid the tax.

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Focus Assessment Rubric

Student: _____ Date: _____

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Comparing and Contrasting Points of View	Was not able or is beginning to identify similarities and differences in points of view of the same topic or event.	Is able to identify similarities and differences in points of view of the same topic or event most of the time.	Is able to identify similarities and differences in points of view of the same topic or event all of the time.	Is able to identify similarities and differences in points of view of the same topic or event all of the time.

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

- Understand the words account, firsthand, and secondhand as they relate to point of view.
- Identify key details of a point of view from the text or features of nonfiction text.
- Distinguish between points of view by identifying similarities and differences.

Book Club

George vs. George: The American Revolution As Seen from Both Sides Book Club ©BookPages.com

Running Record

Title: **George vs. George: The American Revolution As Seen from Both Sides** Guided Reading Text Level: T 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 80% - 89% Accuracy		COUNT	INFORMATION USED
	E	SC	E	SC	E	SC		
7								

Introduction:

THERE WERE ONCE TWO ENEMIES who were both named George.

George Washington was the man who led the American colonies from the British, and George III was the British king who led them.

Was King George a "Royal Brute?" American patriots said so. But others hailed him as "the Father of the People."

Was George Washington a traitor?

Tested By: _____ ©BookPages.com

Vocabulary Connections Resources

Important Words to Know and Understand in George vs. George: The American Revolution As Seen from Both Sides Word List

Vocabulary Connections

Important Words to Know and Understand in *George vs. George: The American Revolution As Seen from Both Sides*

Agonize (page 43)
To think or worry very much about something

Colonist (page 10)
A person who lives in an area that is controlled by or belongs to another country and is usually far away from it

Delegate (page 27)
A person who is chosen or elected to vote or act for others

Enlistment (page 38)
Membership in the armed forces

Independence (page 37)
Freedom from outside control or support

Parliament (page 14)
The group of people who are responsible for making the laws in some kinds of government

Quartered (page 49)
To provide someone with a place to stay for a usually short period of time

Repeat (page 20)
To officially make a law no longer valid

Treaty (page 53)
An official agreement that is made between two or more countries or groups

Tyrant (page 54)
A ruler who has complete power over a country and who is cruel and unfair

George vs. George: The American Revolution As Seen from Both Sides
By: Rosalyn Schanzer
Grade Level: 5 / Guided Reading Level: T

Vocabulary Word List | BookPagez.com

Vocabulary Connections

George vs. George: The American Revolution As Seen from Both Sides
 By: Rosalyn Schaninger
 Grade Level: 5 / Guided Reading Level: T

Agonize

To think or worry very much about something

Colonist

A person who lives in an area that is controlled by or belongs to a country and is usually far away

Delegate

A person who is chosen or elected to vote or act for others

Step by Step Directions
 1. Cut on the solid line. 2. Fold on the dashed line.

Enlist

Members joined

George vs. George: The American Revolution As Seen from Both Sides
 By: Rosalyn Schaninger
 Grade Level: 5 / Guided Reading Level: T

Quartered

To provide someone with a place to stay for a usually short period of time

Repeal

To officially make a law no longer valid

Treaty

An official agreement that is made between two or more countries or groups

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 Close

Tyrant

A ruler who has complete power over a country and who is cruel and unfair

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 Close

Word and Definition Sorting Cards

[illegible]

Word Games

with Words from **George vs. George: The American Revolution As Seen from Both Sides**

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

Word Bank

treaty	independence	tyrant
delegate	repal	agonize

- Don't _____ over things you can't control.
- The United States of America celebrate its _____ every 4th of July.
- Our school will send a _____ to the annual conference.
- The people were rejoicing because the brutal _____ was overthrown.
- Both nations have agreed to sign a new _____ that will establish a free trade zone.

Directions:
Write a sentence using one of the words from the Word Bank.

Answer Key

George: The American Revolution As Seen from Both Sides

the vocabulary words from the Word Bank.

Bank

independence	tyrant
deal	agonize

at you can't control.

celebrate its _____ **independence**

ate _____ to the annual conference.

cause the brutal _____ **tyrant**

sign a new _____ **treaty** zone.

from the Word Bank.

Name: _____

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Answer Key | ©BookPages.com



Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections

George vs. George:
The American Revolution
As Seen from Both Sides

By
Rosalyn Schanzer

A new word that I learned is _____

it means... _____

it means... _____

it means... _____

Name: _____

By **Step 2** **Step 3**
Step 4 **Step 5**
Step 6 **Step 7**
Step 8 **Step 9**
Step 10 **Step 11**
Step 12 **Step 13**
Step 14 **Step 15**
Step 16 **Step 17**
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Step 316

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

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?

Definition
In the last column if the dictionary definition matches what you mean.

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

Living Words | ©BookPages.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Common Core State Standards Correlation
George vs. George: The American Revolution As Seen from Both Sides Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with George vs. George: The American Revolution As Seen from Both Sides correlate with the following English Language Arts Common Core State Standards for fifth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RI.1.1 – Cite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.2.2 – Determine a theme or a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RI.3.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RI.4.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphor and simile.
RI.5.5 – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
RI.6.6 – Describe how a narrator or speaker's point of view influences how events are described.
RI.7.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RI.8.8 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.9.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.1.4 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.1.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.4 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.5.1a – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1b – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1c – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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Book Club

Common Core Alignment

Common Core State Standards Correlation
George vs. George: The American Revolution As Seen from Both Sides Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with George vs. George: The American Revolution As Seen from Both Sides correlate with the following English Language Arts Common Core State Standards for fifth grade.
Vocabulary Lesson Plan and Resources
Vocabulary
LS.4a – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LS.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LS.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
George vs. George: The American Revolution As Seen from Both Sides Book Club @BookPapers.com

Vocabulary Connections

Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

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

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

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<ul style="list-style-type: none">Lee el texto asignado.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 Libro antes de tiempo:<ul style="list-style-type: none">Elja 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">Ven 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.Permanecer en el tema.Haz contacto visual con las personas en tu Club de Libro.Respeto 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 George vs. George: The American Revolution As Seen from Both Sides 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
Respondí al texto en el cuaderno de mi lector.				
Prepáre algo para compartir con mi Club de Libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				Durante
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.				Después
Se cuándo y dónde me preparé para la próxima reunión.				
Nota	Una nota de tu maestro			
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

¿Tu texto se basó en el primero o el segundo tenía cuenta? ¿Cómo lo sabes?	Enumera 3 términos de búsqueda que podías usar para aprender más sobre el tema de tu texto en internet.	Elja dos eventos del texto. Explica por qué cada uno es importante.	¿Cuál es la idea principal de tu texto? ¿Por qué piensas eso? Dar ejemplos.
Hago una inferencia sobre la opinión del autor. Apoye su inferencia con evidencia del texto.	Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Escribo sobre las estrategias de lectura que usé para ayudarlo a ser un mejor lector.	¿Cómo está organizado tu texto? Da un ejemplo para apoyar tu respuesta.	Escribir sobre el punto de vista del autor.	¿Cómo determinaste las ideas clave en el texto que lees?
Compara y contrasta dos conceptos. Cuéntales cómo son iguales y diferentes.			
Compara su texto con otro texto sobre el mismo tema.			

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

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RS.6	RS.7	RS.3	RS.2
¿Tu texto se basó en el primero o el segundo tenía cuenta? ¿Cómo lo sabes?	Enumera 3 términos de búsqueda que podías usar para aprender más sobre el tema de tu texto en internet.	Elja dos eventos del texto. Explica por qué cada uno es importante.	¿Cuál es la idea principal de tu texto? ¿Por qué piensas eso? Dar ejemplos.
Hago una inferencia sobre la opinión del autor. Apoye su inferencia con evidencia del texto.	Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Escribo sobre las estrategias de lectura que usé para ayudarlo a ser un mejor lector.	¿Cómo está organizado tu texto? Da un ejemplo para apoyar tu respuesta.	Escribir sobre el punto de vista del autor.	¿Cómo determinaste las ideas clave en el texto que lees?
Compara y contrasta dos conceptos. Cuéntales cómo son iguales y diferentes.	¿Cuál es la conclusión de tu texto? Responde la conclusión con una cita del texto.	Escriba sobre las cosas que un lector necesita saber para entender el texto.	¿A qué otros textos podías referirte para aprender más sobre el tema de tu texto?
Compara su texto con otro texto sobre el mismo tema.	¿Cuántas acerca de una nueva palabra o frase que encontraste al leer hoy. ¿Cómo determinaste el significado de la palabra o frase?	¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	escribe un resumen del texto que leste hoy.

Direcciones: Elja 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, cópiala en el recuadro de la tabla de arriba.

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with 5th Grade Common Core Alignment