

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

## Drawing Conclusions Lesson Plans for 5 Book Club Meetings

### 4 Part Lesson Plans

**Hatchet**  
By: Gary Paulsen  
Grade Level: 4 / Guided Reading Level: R

**Book Club**

**Discussion Questions and New Vocabulary**

**Meeting #3**  
**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, Greek/Latin roots, prefixes/suffixes). 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 6 Discussion Questions:**

- How did Brian think of the solution to finding food while being lost in the wilderness?  
Answers will vary: TV shows (page 56)
- What event at home is Brian reminded of when he is alone in the wilderness?  
Answers will vary: His mother with another man, which caused the divorce. (page 57)
- How does he find the berries he eats?  
Answers will vary: He follows the birds. (page 59)

**Chapter 6 New Vocabulary:**

- Diminish (pg. 53) – to become less in size or importance
- Interface (pg. 61) – to join narrow things by crossing them over and under each other

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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**Book Club**

**Citing Specific Examples and Details to Support Your Conclusions**

**Final Meeting 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: Citing examples and details to support your conclusions (7-10 minutes)**

- Ask students to reflect on the last section of the book.
  - What do we learn about Brian?
  - How does the story conclude?
  - What are some themes of the book?
- Explain that in this section of the book, we find Brian rescued, but more importantly, the author makes a point about how his character changed for the better, and what's important in life.
- Divide students into pairs. Ask them to work together to find details in the text to support their conclusions about the changes in Brian's character and the theme of the story.
- Support students as they work to find evidence.
- Allow students to share their findings.
- Record conclusions on chart paper and in reader's notebooks.

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**Book Club**

**Finding Evidence in the Text to Answer Your Questions**

**Meeting #3 Continued**  
**Model How to Respond to Reading**

- Put students into groups and post two or three complex questions for them to use as examples of "author and you" questions. Below are some examples:
  - What changes happen to Brian while he is in the woods?
  - How did Brian figure out the way to build a fire?
  - What does Brian expect will happen to him?
- Allow students to work together to answer the questions.
- Invite student to share their answers.
- Model how to record answers in the Reader's Notebook.
  - Code the questions according to GAR.
  - Record page numbers where evidence was found.

**Take Time to Reflect (2 minutes)**

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

**Wrap Up the Book Club Meeting**

- Assign students to independently read chapters 11-15.
- Ask them to continue to write their questions on sticky notes and to track answers to their questions in their reader's notebook.
  - Remind students that in addition to using the sticky notes to write questions while reading, they are responsible for the following:
    - Keep track of changes in perspective.
    - Respond to chapters 1-5 using the Reading Response Board.
    - To find an interesting, funny, or confusing part to share with the group.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club

Reading Closely

Imagine what this novel will be about.

- Ask: Have you ever seen a television show or film where an individual must persevere in the wilderness against great odds? (share examples)
- Ask: Have you read other books that are about survival? (Have them share examples such as: *Island of the Blue Dolphins*, *Julie of the Wolves*, *My Side of the Mountain*.)
- Ask: What are the common characteristics of survival novels?
  - Realism- natural events occur
  - A person has to figure out what to do in the case of grave danger or circumstances
  - A person may be alone without assistance
- Discuss what students might do if they were to be lost in the woods.
  - Ask students what they would want to bring with them.
  - Invite students to jot down some of the things they think would be helpful to have in their reader's notebooks or jot down their ideas on chart paper.
- Explain that the main character, Brian, will need to figure out how to survive in the story.
- Tell students that as they read Hatchet, they are going to practice using strategies that will help them understand what is going on in the story.

**Sample Chart (with Ideas for Survival)**

Item	How the Item could help
A Tarp	for making a tent, used as a blanket
A Knife	for cutting wood
Matches	for making a fire

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Sample Chat Entry

**Asking Questions As You Read Text**

**Questions As You Read Text**

- 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.

**Reading Closely**

**Meeting #3 Continued**  
**Model How to Read Closely**

- Provide each student with 5 sticky notes.
- Read pages 1-5.
- Ask students what questions they have. Demonstrate writing the question on the sticky note and placing it near the part where they read.
- Tell students to write questions on their sticky notes to mark the evidence in the text that supports their understanding of plot and character as they are reading.

**Sample Sticky Note**

Why was Brian so alone at the island?  
(pg. 2)

**Understanding the Meaning of the Text**

- 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: Citing examples and details to support your conclusions (7-10 minutes)**

- Ask students to reflect on the last section of the book.
  - What do we learn about Brian?
  - How does the story conclude?
  - What are some themes of the book?
- Explain that in this section of the book, we find Brian rescued, but more importantly, the author makes a point about how his character changed for the better, and what's important in life.
- Divide students into pairs. Ask them to work together to find details in the text to support their conclusions about the changes in Brian's character and the theme of the story.
- Support students as they work to find evidence.
- Allow students to share their findings.
- Record conclusions on chart paper and in reader's notebooks.

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5 Drawing Conclusions 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 Hatchet

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Custom Calendar Template

Conversation Prompts

## Expectation Guide for Before, During, and After Book Club

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

### Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <li><input type="checkbox"/> Read the assigned text</li> <li><input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook</li> <li><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> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Come to Book Club on time and ready to begin discussion</li> <li><input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you</li> <li><input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions</li> <li><input type="checkbox"/> Support your thinking with evidence from the text</li> <li><input type="checkbox"/> Ask for help if you need it</li> <li><input type="checkbox"/> Stay on topic</li> <li><input type="checkbox"/> Make eye contact with the people in your Book Club</li> <li><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> </li> </ul>	<ul style="list-style-type: none"> <li><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> </li> <li><input type="checkbox"/> Record your reading assignment on your Book Club calendar</li> <li><input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)</li> </ul>

Book Club Hatchet

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## Student Self-Evaluation Rubric

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

### How I Did in Hatchet 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 was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in Book Club
I had my materials				
I shared my thinking				After I was responsible
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

Book Club Hatchet

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Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

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

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 Hatchet

© BookPages.com | Common Core Aligned Book Club Reading Response Option Board

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

# Book Club Assessment Materials

## Focus Assessment for Drawing Conclusions

Name: \_\_\_\_\_ **Hatchet**  
Book Club Focus Assessment

**Drawing Conclusions**

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

**What inference can you make from the following passage:**  
"She was sitting in a station wagon, a strange wagon. He saw her and she did not see him. Brian was going to wave or call out, but something stopped him. There was a man in the car."

**A** Brian saw his mom with another man and knew that's why his mom and dad were divorcing.  
**B** Brian's mom did not know he was out with Terry that day.  
**C** Brian's family did not own a station wagon.  
**D** All of the above.

**Using this passage from the text, explain how it relates to Brian's change in character. "A flip of some giant coin and he was the loser. But there's a difference now, he thought-- there really is a difference. I might be hit but I'm not done."**

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Practice with multiple choice questions

**Answer Key**

**Hatchet**  
CCSS Assessment

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

**What does the word *wealth* refer to in this passage?**  
"It was like all the *wealth* in the world."  
**A** All the money in the world.  
**B** The money that Brian had.  
**C** The money that the pilot had.  
**D** The money that the man in the car had.

**What does the author mean when he says: "Many of the changes would prove to be permanent."**  
**A** Brian was permanently damaged from the experience.  
**B** Brian's parents got back together because of Brian being lost in the woods.  
**C** Brian was filled with wonder about the beauty of life after the experience.  
**D** Brian remained friends with the pilot who found him.

**What is the main idea of this story?**  
**A** People can find it within themselves to survive, even under incredible obstacles.  
**B** After experiences like this, a person becomes more thoughtful and appreciative of life.  
**C** We all have fears that our lives will end.  
**D** Both A and B.

**How did the setting of the story affect the outcome?**  
**A** The wilderness was the enemy Brian had to fight and overcome.  
**B** The setting was in Canada and it was foreign to Brian.  
**C** The setting was in Minnesota and Brian was familiar with the environment there.  
**D** The setting did not affect the outcome.

CCSS Assessment 4<sup>th</sup> Grade Reading Standards for Literature | @BookPagez.com

## Complete Common Core Assessment

One essential question for each of the 4<sup>th</sup> grade Reading Literature standards

Answer Keys

Name: \_\_\_\_\_ **Hatchet**  
CCSS Assessment

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

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

**What does the author mean when he says: "Many of the changes would prove to be permanent."**

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**What is the main idea of this story?**

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**C** We all have fears that our lives will end.  
**D** Both A and B.

**How did the setting of the story affect the outcome?**

**A** The wilderness was the enemy Brian had to fight and overcome.  
**B** The setting was in Canada and it was foreign to Brian.  
**C** The setting was in Minnesota and Brian was familiar with the environment there.  
**D** The setting did not affect the outcome.

CCSS Assessment 4<sup>th</sup> Grade Reading Standards for Literature | @BookPagez.com

Rubric with optional Common Core Alignment

**Drawing Conclusions Assessment Rubric**

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

**CCSS Reading Literature Standard 4.1**  
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
<b>Specific Skill:</b> Refer to details and examples in the text to support conclusions.	Was not able to refer to details or examples in the text to support conclusions.	Is able to show how details and examples in the text support their conclusions some of the time.	Is able to refer to details and examples that support inferences and conclusions all of the time.	Is able to show details and examples that support inferences and conclusions all of the time.

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

- Explaining what a passage means
- Tracking questions through a text using sticky notes
- Identifying details of the plot
- Showing where the event happened in the text
- Identifying the ways characters change

Book Club  
Hatchet

CCSS.ELA.LITERACY.RL.4.1 Hatchet Book Club | @BookPagez.com

**Running Record**

Title: **Hatchet** Guided Reading Test Level: **II** 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		Instructional		Hard		COUNT	INFORMATION USED
	95% - 100% Accuracy	80% - 94% Accuracy	65% - 79% Accuracy	50% - 64% Accuracy	E	SC		
1								

**Analysis and Comments:**

Tested By: \_\_\_\_\_ @BookPagez.com

Running Record



# Complete Common Core Alignment

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

Book Club Common Core Alignment

Common Core State Standards Correlation
Hatchuel Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Hatchuel" correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.4.0</b> – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>L.4.1</b> – Consult general references (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>Language</b>
<b>L.4.2</b> – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., achieved, realized, demonstrated) and that are basic to a particular topic.
Hatchuel CCS Alignment   ©BookPages.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"> <li>Lee el texto asignado.</li> <li>Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector.</li> <li>Prepárese para el Club del 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 la parte que eligió es interesante, divertida, confusa, etc.).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Venga al Club de Libro a tiempo y listo para comenzar la discusión.</li> <li>Trabaja 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>Píde 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>Respete a las personas en tu Club de libro:           <ul style="list-style-type: none"> <li>Intenta no interrumpir: espera tu turno para compartir</li> <li>Use lenguaje respetuoso</li> <li>Escucha cuidadosamente</li> </ul> </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>Registre su tarea de lectura en su calendario del Club de Libro.</li> <li>Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).</li> </ul> </li> </ul>

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## Student Self-Evaluation Rubric

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

**Cómo lo hice en el Hatchet Book Club**

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Lí la tarea.				<b>Antes</b> Leí el texto y respondí al texto en el cuaderno de mi lector.
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				
Tenía mis materiales.				<b>Durante</b> Yo participé en el Club del libro.
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				<b>Después</b> Yo hice una reflexión.
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				
<b>Nota</b>	Una nota de tu maestro			
/ 27				

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## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

<p>Escibe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p>	<p>Elige dos configuraciones del texto. Explica por qué cada uno es importante para la historia.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p>
<p>¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden tu idea principal.</p>	<p>Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>	<p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p>
<p>Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p>	<p>Haz una inferencia sobre el personaje principal. ¿Qué hace feliz a los personajes? Dar ejemplos.</p>	<p>Escriba sobre las cosas que un lector necesita saber para entender el texto.</p>	<p>Elige una escena del libro. Diga cómo sería diferente si se convirtiera en una película.</p>
<p>Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Escibe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>Elige dos configuraciones del texto. Explica por qué cada uno es importante para la historia.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p>
<p><b>Direcciones:</b> Elige una de las opciones de resp. Después de que hayas escrito tu respuesta.</p>	<p><b>RL.1</b> ¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden tu idea principal.</p>	<p><b>RL.4</b> Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p><b>RL.4</b> ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>
<p><b>RL.10</b> Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p><b>RL.4.5</b> ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p><b>RL.4.6</b> Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p><b>RL.4.9</b> Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p><b>RL.4.3</b> Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p>	<p><b>RL.4.1</b> Haz una inferencia sobre el personaje principal. ¿Qué hace feliz a los personajes? Dar ejemplos.</p>	<p><b>RL.4.10</b> Escriba sobre las cosas que un lector necesita saber para entender el texto.</p>	<p><b>RL.4.7</b> Elige una escena del libro. Diga cómo sería diferente si se convirtiera en una película.</p>
<p><b>RL.4.5</b> Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p><b>RL.4.4</b> Da un ejemplo de una frase interesante que leíste hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p><b>RL.4.10</b> ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p><b>RL.4.2</b> Escribe un resumen del texto que leíste hoy.</p>
<p><b>Direcciones:</b> Elige una de las opciones de respuesta de la pizarra. Escribe tu respuesta en el cuaderno de su lector. Después de que hayas escrito tu respuesta, colorea en el cuaderno de la tabla de arriba.</p>			

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