

Here's What You'll Get with the Holes Book Club

Determining Theme Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

Book Club By: Louis Sachar
Grade Level: 5 / Guided Reading Level: V

Identify Big Ideas

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: Identify Big Ideas (7-10 minutes)

- Review events and characters with students in order to begin to determine what are the topics of the story, using student notebooks as a guide.
- Invite students to share what they wrote in their Reader's Notebook about the characters.
- Ask students what big idea they see emerging from their character analysis.

Some ideas to consider with students:

1. Stanley was moved in line in front of Zero after giving X-Ray the golden tube. This indicates some sort of order based on a hierarchy of the boys. X-Ray has more prestige than Zero. Stanley moves up based on being obedient to him.
2. Zero is not hopeful about his future. He is the underdog. He is quiet. He is not mean to others.

Holes Book Club | @BookPagez.com

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club By: Louis Sachar
Grade Level: 5 / Guided Reading Level: V

Identify How Characters Respond to Challenges

Meeting #3 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: Identify How Characters Respond to Challenges (7-10 minutes)

- In this section of the story we can begin to analyze how various characters respond to challenges; especially Stanley and Zero.
- You may also wish to discuss with the class the way the author interrupts the story to speak to the reader, or uses the second person pronoun, you. These sections will be helpful in determining theme.

Here are some examples:

- "The reader is probably asking, why would anyone go to Camp Green Lake? (page 5)
- Stanley took a shower—if you could call it that. (page 21)
- If you've ever been close enough to see the yellow spots, you are probably dead. (page 41)
- You make the decision. Whom did God punish? (page 115)

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Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club By: Louis Sachar
Grade Level: 5 / Guided Reading Level: V

Introduce Theme

Meeting #1 Continued
Model How to Respond to Reading (continued)
Define Universal Theme

- Share the universal theme examples prepared on chart paper. Spend some time talking about books or movies the class has already read or seen and talk about what the theme says to you.
- Explain how a theme is the message in the book. As students read the story they will keep track of the characters who they are and what they do that seems important. Ultimately, students will use this information to determine the theme or big idea. Read pages 3-5 aloud. Create a Reader's Notebook entry similar to the sample entry shown on this page.

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 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 1-13**.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.

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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Theme

Meeting #1 Continued
Introduce Theme

- Introduce the idea of theme by using the definition of theme and an example prepared on chart paper.
- Model how to respond to reading.

Identify Big Ideas

Time to Teach (continued)

- Ask students to share what they wrote in their notebooks about the characters and plot.
- Invite students to share what they wrote in their notebooks about the characters and plot.

Identify How Characters Respond to Challenges

Challenges

- Ask students what they wrote in their notebooks about the challenges.
- Invite students to share what they wrote in their notebooks about the challenges.

Cite Details to Support the Author's Big Idea

Time to Teach: Cite Details to Support the Author's Big Idea (7-10 minutes)

- Detail of the present and past come together in these chapters, specifically, Son's vision field, the Mary Lou, the Trustee of God, and the peaches. The characters change dramatically, showing strength and courage.
- Help students to identify these details in the text.
- Ask them to connect the details to the big ideas that come to them.
- Help students to begin making connections between the three ideas.
- Great grandfather Stanley Yarnell.

Determine the Theme of the Story

Time to Teach (continued)

- Ask students to defend the importance of Zero's contribution to the story.
- Ask students to defend the importance of Zero's contribution to the story.

Determine the Theme of the Story

Time to Teach (continued)

- Ask students to defend the importance of Zero's contribution to the story.
- Ask students to defend the importance of Zero's contribution to the story.

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 Holes

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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 Holes

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Student Self-Evaluation Rubric

Name: _____

How I Did in Holes 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 responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During
I had my materials				
I shared my thinking				After
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 Holes

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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 st , 2 nd , or 3 rd 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.			

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 Holes

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with 5th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____ Score: _____ **Holes**
CCSS Assessment

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

On page 2 of the text, the author says, "The warden owns the shade." What does this mean? Select all correct answers.

(A) The warden has paid for the land that is shady.
(B) Mr. Sir does not own any land.
(C) The boys cannot stay in the holes unless the warden lets them.
(D) The boys own the holes.

The title of the parts of the story is **Green Lake: Part two: The Last Day of the Story**. What do these titles have to do with the story?

From whose point of view is the story told?

(A) They Warden
(B) Stanley
(C) Stanley's great grandpa
(D) A narrator who is not in the story

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPage.com

Complete Common Core Assessment

Short answer practice

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

Practice with multiple choice questions

Name: _____ Score: _____ **Holes**
CCSS Assessment

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

"When the water truck came, Stanley started to take his place at the end of the line, but X-Ray told him to get behind Magnet, in front of Zero. Stanley moved up one place in line."
The passage shows:

(A) Stanley takes advantage of others.
(B) Stanley did a good deed.
(C) X-Ray is the ringleader, in charge of who gets what.
(D) Zero is bullied by Stanley

Which best describes a theme of this story?

(A) Holes are an important part of life.
(B) Finding the answers to questions fills in the holes.
(C) People should not take responsibility for other people's actions.
(D) When people take responsibility for their actions, their lives improve.

The settings of the old and new parts of the story can be compared by stating:

(A) They both occur in the same location.
(B) They both have holes.
(C) Neither of them are true.
(D) Neither of them have Kate Barlow in them.

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPage.com

Name: _____ Score: _____ **Holes**
Book Club Focus Assessment

Determining Importance

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

What is a universal theme?

(A) A theme that applies to a book about outer space.
(B) A main idea of a story.
(C) An idea in a story that can be easily applied to life in general.
(D) None of the above.

Which of the following conflicts occurred in the story?

(A) Stanley disagrees with his mother about going to camp.
(B) Stanley disagrees with the warden about the importance of learning to read.
(C) Zero disagrees with Stanley about running away.
(D) Mr. Sir disagrees with Zero about his family background.

Which of the following statements would NOT express a theme of the story?

(A) People with power usually win.
(B) Families may have bad luck because of something in the past.
(C) Reading and helping others to read are valuable.
(D) Whatever goes around comes around.

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Focus Assessment for Determining Theme

Answer Keys

Name: _____ Score: _____ **Holes**
Book Club Focus Assessment

Determining Importance

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

Summarize this passage and tell to whom it refers.
"He had nobody. He was nobody."

Answer: It applies to zero because he was an orphan and the warden thinks she can say he was never there and no one will find out.

Which of these show how the author used second person to express the theme of the story?

(A) "The reader is probably asking, why would anyone go to Camp Green Lake?"
(B) "If you've ever been close enough to see the yellow spots, you are probably dead."
(C) You make the decision. Whom did God punish?
(D) "The reader probably still has some questions, but unfortunately, from here on in the answers tend to be long and tedious."

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Rubric with optional Common Core Alignment

Determine Theme Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literary Text Standard 5.2
Determine a theme of a story from details in the text, including how characters in the story respond to challenges; summarize the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific skill: Determine Theme	Was not able to or is beginning to show how events are related to the big idea of the story.	Is able to show how events are related to the big idea of the story some of the time.	Is able to show how events are related to the big idea, and how characters respond to challenges most of the time.	Is able to show how events are related to the big idea of the story, how characters respond to challenges, and to determine theme all of the time.

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

- Tracking conflicts through a text
- Tracking character development through a text
- Identifying topics in the text
- Showing how conflicts are related to the big idea
- Identifying possible themes in the text

Book Club
Holes

CCSS.ELA-LITERACY.RL.5.2 Holes Book Club | @BookPage.com

Running Record

Title: Holes Guided Reading Text Level: V 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	Error	SC	Self-Correction	M	Misreading	V	Visual	COUNT			INFORMATION USED
								E	SC	MV	
3											

Analysis and Comments:

Tested By: _____ @BookPage.com

Running Record

Vocabulary Connections Resources

Vocabulary Connections Holes
By: Louis Sachar
Grade Level: 5 / Guided Reading Level: V

Important Words to Know and Understand in "Holes"

Canteen (pg. 118)
A small container for carrying water

Despair (pg. 171)
No longer having any hope

Fungus (pg. 102)
A living thing such as a mold that lives on dead or decaying things

Increments (pg. 167)
A small amount by which something is made greater or larger

Leeches (pg. 178)
A type of worm that attaches itself to the skin of an animal and sucks its blood

Palindrome (Stanley's name)
A word or phrase that reads the same backward and forward, such as dad

Refuge (pg. 142)
Shelter or protection from danger or trouble

Ward (pg. 183)
A child protected and cared for by a court

Warden (pg. 51)
An official in charge of a prison

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Holes Word List

Vocabulary Connections Holes
By: Louis Sachar
Grade Level: 5 / Guided Reading Level: V

Canteen	Despair	Fungus
A small container for carrying water	No longer having any hope	A living thing such as a mold that lives on dead or decaying things

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

Word and Definition Sorting Cards

Vocabulary Connections Holes
By: Louis Sachar
Grade Level: 5 / Guided Reading Level: V

Refuge	Ward	Warden
Shelter or protection from danger or trouble	A child protected and cared for by a court	An official in charge of a prison

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

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections Holes
By: Louis Sachar
Grade Level: 5 / Guided Reading Level: V

Canteen is a/an noun verb adverb adjective	Despair is a/an noun verb adverb adjective	Fungus is a/an noun verb adverb adjective
Definition of Canteen:	Definition of Despair:	Definition of Fungus:
Canteen looks like this:	Despair looks like this:	Fungus looks like this:
Canteen reminds me of:	Despair reminds me of:	Fungus reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Holes

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

Word Bank

canteen despair fungus increment
leeches palindrome refuge ward

- Stanley has grown an _____ of three inches since last year.
- I learned that _____ does not need sunlight in order to grow.
- He fell into _____ after losing his father.
- My friend goes to church as his _____ in times of trouble.
- Examples of _____ are kayak, rotor, noon, and civic.

Directions: Pretend you were one of the boys at Camp Green Lake. Use the back of this page or a separate piece of paper to write a journal entry about your day. Try to use all of the words in the word bank to tell about your day.

Name: _____ ©BookPages.com

Word Games and Answer Key

Answer Key from Holes

1. Stanley has grown an **increment** of three inches since last year.

2. I learned that **fungus** does not need sunlight in order to grow.

3. He fell into **refuge** after losing his father.

4. My friend goes to church as his **ward** in times of trouble.

5. Examples of **leeches** are kayak, rotor, noon, and civic.

Answer Key | ©BookPages.com

Vocabulary Connections Name: _____

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

Vocabulary Word Extension Activities

Vocabulary Connections Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections Holes
By: Louis Sachar
Grade Level: 5 / Guided Reading Level: V

Holes
By
Louis Sachar



A new word that I learned in this book is: _____
It means: _____
It means: _____

Name: _____

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

Complete Common Core Alignment

Common Core State Standards Correlation
Notes: Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Holes" correlate with the following English Language Arts Common Core State Standards for 8th grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.2 – Determine a theme or central idea of 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.
RL.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).
RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5 – Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.7 – Analyze how visual and multimedia elements contribute to the meaning, form, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) or that approaches to similar themes and topics.
RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 6–8 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.8.8 – 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.8.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.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.1b – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.1c – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Book Club Common Core Alignment

Common Core State Standards Correlation
Notes: Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Holes" correlate with the following English Language Arts Common Core State Standards for 8th grade.
Vocabulary Lesson Plan and Resources
Language
L.5.4a – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4b – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.4c – Acquire and use accurately, with 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).

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 ...

Book Club Holes

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> • Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. • Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. • Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanezca en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta a las personas en tu Club de libro: <ul style="list-style-type: none"> • Intenta no interrumpir: espera tu turno para compartir • Use lenguaje respetuoso • Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> • ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? • ¿Qué puedes hacer para tener una mejor conversación la próxima vez? • Regístrate 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.).

Book Club Holes

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Holes 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 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 Libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después Yo participo en el Club de Libro
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				
Nota		Una nota de tu maestro		
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?	Elige dos configuraciones del texto. Explica por qué cada uno es importante para la historia.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Cuál fue la idea principal del texto que leíste hoy? Enumera al menos 3 detalles que respalden su idea principal.	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?
Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.	Escribe sobre las cosas que un lector necesita saber para entender el texto.	Elige una escena del libro. Dijo cómo sería diferente si se convirtiera en una película.
Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.	Escribe sobre las cosas que un lector necesita saber para entender el texto.	Escribe un resumen del texto que leíste hoy.

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

Book Club Holes

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with 5th Grade Common Core Alignment