

Sequence of Events Lesson Plans for 5 Book Club Meetings

Guided Reading Level

Key Vocabulary by Chapter

Step by Step Guided Mini Lesson

<h1>Book Club</h1>	<h1>I Survived Hurricane Katrina, 2005</h1> <p>By: Lauren Tarshis Grade Level: 4 / Guided Reading Level: G</p>
<h2>Climax and Resolution as Part of a Sequence of Events in Fiction</h2>	<h2>Meeting #5 Continued</h2> <h3>Kick-off the Book Club Meeting (5-7 minutes)</h3> <ul style="list-style-type: none"> • 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 the work they did while tracking events in chapters 13–14, the grey section, and the timeline. • Deepen 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. <h3>Time to Chat: Using Sequence of Events in Fiction (7-10 minutes)</h3> <ul style="list-style-type: none"> • Invite students to list the sequence of events from their charts. • List the events down on sticky notes as students list the events. • Put the students in groups to place the sticky notes on the group storyline graph. <ul style="list-style-type: none"> • Rising Action: <ul style="list-style-type: none"> • Barry sees a helicopter • Cruz falls into the water • Barry goes after Cruz • Climax: <ul style="list-style-type: none"> • They scramble onto a different raft floating down the water • Falling Action: <ul style="list-style-type: none"> • A woman in a yellow raft (Nell) finds them and brings them to a bridge <p>I Survived Hurricane Katrina, 2005 Book Club @BookPages.com</p>

Sorting Out of the Sequence of Events

Introduce Sequence of Events

Sequence of Events and Flashbacks

Major and Minor Conflicts in the Sequence of Events

Climax and Resolution as Part of a Sequence of Events in Fiction

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

5 Sequence of Events 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
I Survived Hurricane Katrina, 2005

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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"><input type="checkbox"/> Read the assigned text<input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook<input type="checkbox"/> Prepare for Book Club ahead of time:<ul style="list-style-type: none">• 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"><input type="checkbox"/> Come to Book Club on time and ready to begin discussion<input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you<input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions<input type="checkbox"/> Support your thinking with evidence from the text<input type="checkbox"/> Ask for help if you need it<input type="checkbox"/> Stay on topic<input type="checkbox"/> Make eye contact with the people in your Book Club<input type="checkbox"/> Respect the people in your Book Club:<ul style="list-style-type: none">• Try not to interrupt – wait your turn to share• Use respectful language• Listen carefully	<ul style="list-style-type: none"><input type="checkbox"/> 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?<input type="checkbox"/> Record your reading assignment on your Book Club calendar<input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
I Survived Hurricane Katrina, 2005

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Student Self Evaluation Rubric

Name: _____

How I Did in I Survived Hurricane Katrina, 2005 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				
I had my materials				
I shared my thinking				During I participated in Book Club
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				After I was responsible
I know when and where I will prepare for the next meeting				
Score	A Note from Your Teacher			
/ 27				

Book Club
I Survived Hurricane Katrina, 2005

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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. Give examples.	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 _____	Write about the things a _____	Choose a scene from the book. Tell how it would be different if it was in a movie.

Name: _____

RL.4.6 Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	RL.4.7 How do the illustrations provide you with a deeper understanding of the text?	RL.4.3 Choose two settings from the text. Explain why each is important to the story.	RL.4.2 What is the theme of this book? Why do you think so? Give examples.
RL.4.1 What was the main idea of the text you read today? List at least 3 details that support your main idea.	RL.4.4 Write about the new words you read. What do you think the words mean? Why?	RL.4.10 How does this text compare to other books you've read? Give examples.	RL.4.4 What are some powerful words or phrases used in the text? Why are they powerful?
RL.4.10 Write about the reading strategies you used to help you be a better reader.	RL.4.5 Which chapter was the most important? Why do you think so?	RL.4.6 Write about the narrator's message and use evidence from the text to support your thinking.	RL.4.9 Name another text with a similar theme to your text. Tell how the texts are the same and different.
RL.4.3 Compare and contrast two characters. Tell how they are the same and different.	RL.4.1 Make an inference about the main character. What makes the character happy? Give examples.	RL.4.10 Write about the things a reader needs to know in order to understand the text.	RL.4.7 Choose a scene from the book. Tell how it would be different if it was in a movie.
RL.4.5 Write about the way the main problem and solution unfolded in the story.	RL.4.4 Give an example of an interesting phrase you read today. Tell how the author's language affected your comprehension.	RL.4.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.4.2 Write a summary of the text that you read today.

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
I Survived Hurricane Katrina, 2005

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with 4th Grade Common Core Alignment

Book Club Assessment Materials

Complete Common Core Assessment

Practice with multiple choice questions

One essential question for each of the 4th grade Reading Literature standards

Short answer practice

Name: _____

Score: _____

I Survived Hurricane Katrina, 2005
CCSS Assessment

Directions: Use what you know about *I Survived Hurricane Katrina, 2005* to answer each of the following questions.

What is the author's purpose in starting the book with a flashback?

Select the best answer for the message.

(A) Hurricanes are evil.
(B) We have to be strong but also kind.
(C) Dogs can be superheroes, too.
(D) Love and friendship can get you through anything.

Choose all answers that show what happened to the family that got them to New York.

(A) People were friendly to them.
(B) People at school didn't speak to them.
(C) Dad had no job.
(D) They got to keep Cruz.
(E) Barry submitted his cartoon to the school paper.

Name: _____

Score: _____

I Survived Hurricane Katrina, 2005
CCSS Assessment

Directions: Use what you know about *I Survived Hurricane Katrina, 2005* to answer each of the following questions.

Choose the best meaning for this image: "In that three-year-old brain of Cleo's, Katrina was probably a big, fat, vampire lady flying through the air."

(A) Cleo was worried about her princess house.
(B) Cleo called Katrina a lady.
(C) Barry was thinking Cleo probably thought Katrina was a flying witch.
(D) Cleo understood hurricanes.

Compare how Dad's song, "Blueberry Hill" and Barry's superhero drawing, "Akivo," both imaginary, help the characters be brave during the crisis of Katrina.

Is this story written in the third or first person? How do you know?

CCSS Assessment 4th Grade Reading Standards for Literature | ©BookPagez.com

Name: _____

Score: _____

I Survived Hurricane Katrina, 2005
Book Club Focus Assessment

Sequence of Events

Directions: Use what you know about the conflicts and resolutions in *I Survived Hurricane Katrina, 2005* to answer each of the following questions.

Why did the author flash forward in the last chapter of the book?

How would you explain the importance of the setting in *I Survived Hurricane Katrina, 2005*?

CCSS.ELA-LITERACY.RL.4.3 | I Survived Hurricane Katrina, 2005 Book Club | ©BookPagez.com

Focus Assessment for Sequence of Events

Answer Keys

Name: _____

Score: _____

I Survived Hurricane Katrina, 2005
Book Club Focus Assessment

Sequence of Events

Directions: Use what you know about tracking sequence of events in *I Survived Hurricane Katrina, 2005* to answer each of the following questions.

Describe the setting of the story. Select all correct answers.

(A) In a poor neighborhood in New Orleans, Louisiana
(B) New York, New York
(C) 2005
(D) Ak's home near Danny in a fancy neighborhood in New Orleans, Louisiana

What are the sequences of events in *I Survived Hurricane Katrina, 2005*?

(A) It begins the day of the storm.
(B) It begins before the storm.
(C) It begins after the storm has ended.
(D) It occurs completely during the storm.

Barry's actions occur in which order?

(A) Barry loses his comic book before it is mailed.
(B) Barry doesn't complain when he is dropped off at the bridge.
(C) Barry gives food to the dog when he finds him.
(D) Barry hangs on to the tree.

Select all of the incidents in the story that really occurred.

(A) Katrina occurred in New Orleans in 2005.
(B) The comic contest was offered to all fourth graders in New Orleans.
(C) Anyone who survived on their roof had an ax from their father.
(D) People came around in rubber boats to save people stranded on roofs.

Answer: A → D → C → B

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Rubric with optional Common Core Alignment

Sequence of Events 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: Understand sequence of events	Was not able to or is beginning to describe the sequence of events in the story.	Was able to describe the sequence of events in the story and support it with details from the text.	Was able to describe the sequence of events in the story and support it with details from the text.	Was able to describe the sequence of events in the story and support it with details from the text.

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

- Look at sequence of events and identify where a flashback exists.
- List details of the story and put them in order.
- Identify the conflicts, climax, and resolution in a fictional story.

Book Club
I Survived Hurricane Katrina, 2005

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Running Record

Title: *I Survived Hurricane Katrina, 2005* Guided Reading Text Level: Q 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) _____

	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy
Page			
1			
2			

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in
I Survived Hurricane Katrina, 2005 Word List



Vocabulary Connections		
I Survived Hurricane Katrina, 2005 By: Lauren Tarshis Grade Level: 4 / Outdated Reading Level: Q		
Plot A series of events that form the story in a piece of fiction	Quivering Shaking because of fear, cold, or nervousness	Resolution Finding an answer or solution to a conflict or problem
Ward One of the sections into which a city or town is divided		



Word Games

With Words from I Survived Hurricane Katrina, 2005

Directions: Complete the following sentences by choosing the correct vocabulary word from the Word Bank.

Word Bank

Mandatory	Evacuation	Quivering
Atlantis	Ward	Levee

- Scientists claim that _____ island was real and it was wiped out by a gigantic tsunami.
- A _____ or dike is built along a river to prevent severe flooding.
- In some schools it is _____ for students to wear uniforms.
- It is important for a building to have _____ plans in case of an emergency.
- My brother was _____ after he got out of the cold pool.

Directions: Summarize what you learned about Hurricane Katrina. Try to include all the words from the word bank in your summary.

Name: _____


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100%

Vocabulary Connections

I Survived Hurricane Katrina, 2005

By Lauren Tarshis




To book this up please fill in your name &

.....

.....

.....

.....



Name: _____

Step by Step Directions

1. Read the book.
2. Read the directions.
3. Complete the vocabulary cards.
4. Add up the total number of words.
5. Add up the total number of words.

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	
	<p>Visualize Draw a picture to illustrate the meaning of the word.</p>
	<p>Connect to Your Life When or where have you seen it, heard it, felt it, smelled it, or tasted it?</p>

Name: _____

Connections


your reading that is new to you in the first column.
 below and offer the sentence where the word appears.
 the word means in the second column.
 nk your definition matches sense based on the context clues in

definition.

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

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

www.springboards1.com | CIBooksPages.com



Personalized Vocabulary Bookmark

Common Core State Standards Correlation	
<div><div>1 SurvivedHurricane Katrina, 2005 Lesson Plans, Resources, and Activities</div><div>The lesson plans, resources, and activities for use with "1 SurvivedHurricane Katrina, 2005" correlate with the following English Language Arts Common Core State Standards for fourth grade.</div></div>	
<div><div>Book Club Lesson Plan and Resources</div><div>Reading: Literature</div><div><div><div>RL.4.1</div><div>Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.</div></div><div><div>RL.4.2</div><div>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</div></div><div><div>RL.4.3</div><div>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions).</div></div><div><div>RL.4.4</div><div>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</div></div><div><div>RL.4.5</div><div>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, meter, rhyme) and drama (e.g., conflict, characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</div></div><div><div>RL.4.6</div><div>Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.</div></div><div><div>RL.4.7</div><div>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 descriptions and directions in the text.</div></div><div><div>RL.4.8</div><div>Compare and contrast the treatment of similar themes and topics (e.g., exploration of good and evil and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures).</div></div><div><div>RL.4.10</div><div>By the end of the year, read and comprehend literature, including stories, drama, and poems, at the high end of the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</div></div></div><div>Reading: Foundational Skills</div><div><div><div>RF.4.3</div><div>Show and apply grade-level phonics and word analysis skills in decoding words.</div></div><div><div>RF.4.4</div><div>Read with sufficient accuracy and fluency to support comprehension.</div></div></div><div><div>Writing</div><div><div><div>W.4.6</div><div>Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</div></div><div><div>W.4.7</div><div>Show evidence from literary or informational texts to support analysis, reflection, and research.</div></div></div><div><div>Speaking & Listening</div><div><div><div>SL.4.1a</div><div>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.</div></div><div><div>SL.4.1b</div><div>Follow agreed-upon rules for discussion and carry out assigned roles.</div></div><div><div>SL.4.1c</div><div>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</div></div></div></div><tr><td><div><div>1 SurvivedHurricane Katrina, 2005 CCSS Alignment @BookPages.com</div></div></td></tr></div></div>	<div><div>1 SurvivedHurricane Katrina, 2005 CCSS Alignment @BookPages.com</div></div>
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Book Club
Common Core Alignment

Common Core State Standards Correlation
<div><div>1 SurvivedHurricane Katrina, 2005 Lesson Plans, Resources, and Activities</div><div>The lesson plans, resources, and activities for use with "1 SurvivedHurricane Katrina, 2005" correlate with the following English Language Arts Common Core State Standards for fourth grade.</div></div>
<div><div>Vocabulary Lesson Plan and Resources</div><div>Language</div><div><div><div>L.4.4a</div><div>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</div></div><div><div>L.4.4b</div><div>Consult general and specialized reference materials (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.</div></div></div><div><div>Language</div><div><div><div>L.4.4</div><div>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., quizzed, whined, slammed); and that are basic to a particular topic.</div></div></div></div></div>
<div><div>1 SurvivedHurricane Katrina, 2005 CCSS Alignment @BookPages.com</div></div>

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
1 Survived Hurricane Katrina, 2005

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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 Libros antes de tiempo: <ul style="list-style-type: none"> Elige al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<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"/> Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Pienso 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.).

Book Club
1 Survived Hurricane Katrina, 2005

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el I Survived Hurricane Katrina, 2005 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 Estaba preparado para el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				Durante Yo participé en el Club de libro
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Se cuándo y dónde me preparé para la próxima reunión.				Después Yo me preparé para la próxima reunión
Nota	Una nota de tu maestro			
/ 27				

Book Club
1 Survived Hurricane Katrina, 2005

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escriba 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 su idea principal.</p>	<p>Escriba 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 al personaje? 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>Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p>Escriba un resumen del texto que leíste hoy.</p>

Direcciones:
Elige 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, colorea en el recuadro de la tabla de arriba.

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