

# Here's What You'll Get with the I Survived the Attacks of September 11, 2001 Book Club

## Sequence of Events Lesson Plans for 5 Book Club Meetings

### 4 Part Lesson Plans

**Guided Reading Level**

**Discussion Questions and New Vocabulary by Chapter**

**Key Vocabulary by Chapter**

**Specific Instructional Focus**

**Step by Step Guided Mini Lesson**

**Book Club**

**I Survived the Attacks of September 11, 2001**  
By: Lauren Tarshis  
Grade Level: 4 / Guided Reading Level: R

**Meeting #2**  
**A Note About the Discussion Questions and Vocabulary**  
The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer. You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, your students' needs, you the meaning of other words listed below are of

**Chapters 1 - 4 Discussion**  
1. What was Lucas' first feeling as he flew over Manhattan? How do you know?  
2. Why do you think the plane crashed?  
3. What happened to the plane?  
4. What did Dr. Barrett do?  
5. Massive (pg. 50) - very large and heavy

**Book Club**

**I Survived the Attacks of September 11, 2001**  
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**Meeting #3 Continued**  
**Chapters 5 - 8 Vocabulary Words:**  
1. Plot (necessary to this lesson) - a series of events that form the story in a piece of fiction  
2. Climax (necessary to this lesson) - the most exciting and important part of a story, play, or movie that occurs usually at or near the end  
3. Fanatic (pg. 30) - a person who is very enthusiastic about something  
4. Dispatcher (pg. 47) - someone whose job is to talk by radio with people in vehicles (such as police cars, ambulances, or taxis) in order to send them to a particular place  
5. Massive (pg. 50) - very large and heavy

**Book Club**

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**Meeting #3 Continued**  
**Kick-off 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 their responses to the option board.
- 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.

**Time to Teach: Sorting Out the Sequence of Events in a Story (7-10 minutes)**

- Provide each student with a copy of the story line graph.
- Review the graph.
- Draw a larger version of the line graph on the board or on chart paper.
- Discuss the difference between the main message of a story and the events in a story.
  - Talk with the students about a movie or a book they have recently seen.
  - Discuss the main idea of the book or movie. Write the main idea on a sticky note. Place the sticky note on the table so everyone can see it.
  - Next, list events from the book or movie on sticky notes.
  - Place the sticky notes on the corresponding sections of the story line graph.
  - Discuss the conflicts as rising action and explain that they often happen to present a problem to the main character.
  - Explain that the climax is the most critical part of any story.

**Story Line Graph**

**Step by Step Guided Mini Lesson**

**Sorting Out the Sequence of Events in a Story**

**I Survived the Attacks of September 11, 2001 Book Club**

**Book Club**

**I Survived the Attacks of September 11, 2001**  
By: Lauren Tarshis  
Grade Level: 4 / Guided Reading Level: R

**Establish Background Knowledge about 9/11**

**Meeting #1 Continued**  
**Time to Teach: Establish Background Knowledge about 9/11**

- Create a KWL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWL chart or similar graphic organizer to document discussion.
- Ask students what they know about September 11. Discuss and begin to fill in the KWL chart.
- Note: Keep in mind this may be a sensitive topic if students know of someone who died in the 9/11. The author explains why she wrote about such a difficult topic in "Why I Wrote about September 11" at the end of the book. Use the timeline to guide the end of stage.
- Hand out copies of the Airplane Attacks on 9/11. Use the information on the 3 locations of attacks to enhance the KWL either at the "wonder" stage or the "response" stage.
- Read together pages 1-3. Take note of the time and date.

**Model How to Track Sequence of Events**

**Sample Reader's Notebook Entry**

Chapter	Page(s)	Order of events (number)
Chapter 1	Pages 1-3	1
Chapter 2	Pages 4-10	2
Chapter 3	Pages 11-17	3
Chapter 4	Pages 18-24	4
Chapter 5	Pages 25-31	5
Chapter 6	Pages 32-38	6
Chapter 7	Pages 39-45	7
Chapter 8	Pages 46-52	8

**Book Club**

**I Survived the Attacks of September 11, 2001**  
By: Lauren Tarshis  
Grade Level: 4 / Guided Reading Level: R

**Sequence of Events and Flashbacks**

**Meeting #2 Continued**

- Explain that the use of the flashback tells the reader about Lucas.
- We see that Lucas survived, but we don't know how and what happened to him during the attacks.
- Explain that the flashback also sets the story up to tell about the conflicts Lucas faces throughout the story.

**Model How to Sequence Events**

- Use the information that was discussed to continue adding events to the group sequence of events chart (chart paper).
- Note: You may have to adjust the numbers in the sequence if there are more flashbacks.
- Put the events in order on the Sequence of Events anchor chart and allow students to adjust the chart in their reader's notebook if necessary.

**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 for home or can be saved until next meeting to review student's progress during the Book Club.

**Wrap Up the Book Club Meeting**

- Assign students to independently read Chapters 5 - 8 (pages 21-50).
- Determine as a group when the book club should meet for again.
- Remind students that they are responsible for the following:
  - Tracking sequence of events using the vocabulary Response Board.

### Sample Reader's Notebook Entries

**Establish Background Knowledge about 9/11 and Introduce Sequence of Events**

**Book Club**

**I Survived the Attacks of September 11, 2001**  
By: Lauren Tarshis  
Grade Level: 4 / Guided Reading Level: R

**Meeting #1 Continued**  
**Establish Background Knowledge about 9/11**

**Sequence of Events and Flashbacks**

**Meeting #2 Continued**

- Explain that the use of the flashback tells the reader about Lucas.
- We see that Lucas survived, but we don't know how and what happened to him during the attacks.
- Explain that the flashback also sets the story up to tell about the conflicts Lucas faces throughout the story.

**Major and Minor Conflicts in the Sequence of Events**

**Meeting #3 Continued**

- 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 their responses to the option board.
- Deepen the discussion using one of the discussion questions for the chapter.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

**Major and Minor Conflicts in the Sequence of Events**

**Meeting #4 Continued**

- 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 their responses to the option board.
- 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.

**Using Timelines to Find Information to Support a Text**

**Cumulative Discussion**

- Ask students the following:
  - How did the book help you better understand the facts of 9/11? (see the timeline pages of book)
  - How a realistic fiction helps us understanding the world (you experience it from a person who lived it)
- Review the KWL chart that was created at the beginning of Book Club. Discuss the following:
  - What have you learned about 9/11 that is new? (What was do you want to know?) (complete empty parts of the chart).
- Review the grey section of the book:
  - Discuss the author's explanation for why she chose to write about 9/11 for children.
  - Discuss whether or not it was a good topic to write about.
- In the event that students wish to know about the memorials for 9/11 or what has been done for the survivors, follow the "Reading and Writing with Nonfiction Text" extension activity.

### Reflection and Self-Evaluation

### Scheduling and Reader Responsibility

# Book Club Management Materials

## Book Club Calendar

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**Start the Conversation**

- I think ...
- I agree ... because ...
- I disagree ... because...
- In addition ...
- I noticed ...
- I wonder...

- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

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

### Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<input type="checkbox"/> Read the assigned text <input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook <input type="checkbox"/> Prepare for Book Club ahead of time: <ul style="list-style-type: none"> <li>Choose at least one interesting, funny, or confusing part to share with your book club</li> <li>Mark the part you want to share with a sticky note or write the page number in your notebook</li> <li>Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.)</li> </ul>	<input type="checkbox"/> Come to Book Club on time and ready to begin discussion <input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you <input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions <input type="checkbox"/> Support your thinking with evidence from the text <input type="checkbox"/> Ask for help if you need it <input type="checkbox"/> Stay on topic <input type="checkbox"/> Make eye contact with the people in your Book Club <input type="checkbox"/> Respect the people in your Book Club: <ul style="list-style-type: none"> <li>Try not to interrupt! - wait your turn to share</li> <li>Use respectful language</li> <li>Listen carefully</li> </ul>	<input type="checkbox"/> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> <li>What part of the meeting made you feel good about yourself as a reader?</li> <li>What can you do to have a better conversation next time?</li> </ul> <input type="checkbox"/> Record your reading assignment on your Book Club calendar <input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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## Student Self-Evaluation Rubric

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

How I Did in I Survived the Attacks of September 11, 2001 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				During I participated in Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was responsible
I took the time to reflect				
I know when and where I will prepare for the next meeting				

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

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

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Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

Write about the 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 _____	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 in 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.

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

# Book Club Assessment Materials

Complete Common Core Assessment

Name: \_\_\_\_\_  
 Score: \_\_\_\_\_  
**I Survived the Attacks of September 11, 2001**  
 CCSS Assessment

Directions: Use what you know about *I Survived the Attacks of September 11, 2001* to answer each of the following questions.

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

Short answer practice

Practice with multiple choice questions

Name: \_\_\_\_\_  
 Score: \_\_\_\_\_  
**I Survived the Attacks of September 11, 2001**  
 CCSS Assessment

Directions: Use what you know about *I Survived the Attacks of September 11, 2001* to answer each of the following questions.

Choose the best answer for the following question.

(A) Firemen are brave and  
 (B) Attacks on the U.S. are  
 (C) Obey your parents at all  
 (D) It takes strength, kindne

Choose all answers that show me his dad in the story.

(A) His dad yelled at him for  
 (B) His dad wasn't worried  
 (C) Several people followed  
 (D) Lucas started to cry and

Choose the best meaning for this image: "The air was filled with white floating dust--to Lucas it seemed like they were trapped inside a snow globe."

(A) Lucas was as happy and joyful as if it were Christmas.  
 (B) He felt confined in the space he was in, and the particles of dust were all around him.  
 (C) Lucas wanted to escape from the convenience store.  
 (D) Dad was making everyone unhappy.

Compare how the author's writing about "Why I Wrote About September 11" compared to the imaginary events in the story.

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

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

Name: \_\_\_\_\_  
**Sequence of Events**  
**I Survived the Attacks of September 11, 2001**  
 Book Club Focus Assessment

Focus Assessment for Sequence of Events

Directions: Use what you know about the conflicts and resolutions in *I Survived the Attacks of September 11, 2001* to answer each of the following questions.

Name: \_\_\_\_\_  
**Sequence of Events**  
 Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in *I Survived the Attacks of September 11, 2001* 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 the Attacks of September 11, 2001*?

Answer Key  
**Sequence of Events**  
**I Survived the Attacks of September 11, 2001**  
 Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in *I Survived the Attacks of September 11, 2001* to answer each of the following questions.

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

Answers will vary. It would take too much time to show everything that happened between time...

When does the story begin?

It begins the day of the attack.  
 It begins before the attack.  
 It begins after the attack has ended.  
 It occurs completely during the attack.

Lucas's actions occur in which order?

1. Lucas coaches football.  
 2. Lucas gets a concussion.  
 3. Lucas leaves on the train for Manhattan in New York City.  
 4. Lucas finds his dad.

Put the events of 9/11 in sequential order.

1. Attack on the Twin Towers  
 2. Attack on the Pentagon  
 3. Plane crash in Shanksville

Answer Keys

Answer Key  
**Sequence of Events**  
**I Survived the Attacks of September 11, 2001**  
 Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in *I Survived the Attacks of September 11, 2001* to answer each of the following questions.

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

(A) In New York City, Manhattan  
 (B) In a nearby town in New York State  
 (C) In Pennsylvania at a field  
 (D) On a football field

Lucas's actions occur in which order?

1. Lucas coaches football.  
 2. Lucas gets a concussion.  
 3. Lucas leaves on the train for Manhattan in New York City.  
 4. Lucas finds his dad.

Put the events of 9/11 in sequential order.

1. Attack on the Twin Towers  
 2. Attack on the Pentagon  
 3. Plane crash in Shanksville

Answer: B,C,D,A

Rubric with optional Common Core Alignment

Sequence of Events Focus Assessment Rubric

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

CCSS Reading Literature Standard 4.3  
 Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Understand sequence of events	Was not able to describe the sequence of events in the story.	Was able to describe the sequence of events in the story some of the time.	Was able to describe the sequence of events in the story and support it with details from the text most of the time.	Was able to describe the sequence of events in the story and support it with details from the text all of the time.

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.
- Compare the actual timeline of events to the book story line.

Book Club  
 I Survived the Attacks of September 11, 2001

Running Record

Title: *I Survived the Attacks of September 11, 2001* Guided Reading Text Level: B 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 70% - 94% Accuracy	Hard 50% - 89% Accuracy
E = Error SC = Self-Correction M = Misreading I = Instructure/Infer V = Visual			
Page	E	SC	INFORMATION USED
43			

Analysis and Comments:

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

Running Record



# Complete Common Core Alignment

Common Core State Standards Correlation
<p>I Survived the Attacks of September 11, 2001 Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "I Survived the Attacks of September 11, 2001" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Book Club Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RL.1</b> – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.</p> <p><b>RL.2</b> – Determine a theme or main idea of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.3</b> – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., characters' thoughts, words, or actions).</p> <p><b>RL.4</b> – 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).</p> <p><b>RL.5</b> – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, meter, rhyme, repeated lines, stanzaic structure), drama (e.g., dialogue, stage directions) when writing or speaking about a text.</p> <p><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 narrators.</p> <p><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 descriptions and directions in the text.</p> <p><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.</p> <p><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.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.3.5</b> – Show and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4.4</b> – Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.4.1</b> – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.2</b> – Show evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.4.1a</b> – 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.</p> <p><b>SL.4.1b</b> – Follow agreed-upon rules for discussion and carry out assigned roles.</p> <p><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 link to the remarks of others.</p>
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## Book Club Common Core Alignment

Common Core State Standards Correlation
<p>I Survived the Attacks of September 11, 2001 Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "I Survived the Attacks of September 11, 2001" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><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.</p> <p><b>L.4.1</b> – Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or phrase, to determine or clarify the precise meaning of a word or phrase, and to gather relevant information that has not been presented explicitly.</p> <p><b>L.4.2</b> – Acquire and use accurately 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.</p>
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## 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 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
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda 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"> <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>	<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"> <li>Intenta no interrumpir: espera tu turno para compartir</li> <li>Use lenguaje respetuoso</li> <li>Escucha cuidadosamente</li> </ul>	<input type="checkbox"/> 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>

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## Student Self-Evaluation Rubric

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

Cómo lo hice en el I Survived the Attacks of September 2011 Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Lí la tarea.				Antes ¿Preparé algo para compartir con mi Club de Libros?
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante ¿Yo participé en la conversación?
Tenía mis materiales.				
Compartí mi pensamiento.				Después ¿Me tomé el tiempo para reflexionar?
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: \_\_\_\_\_ / 27 Una nota de tu maestro

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## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

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