

Here's What You'll Get with the I Survived the Bombing of Pearl Harbor, 1941 Book Club

Sequence of Events Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

Book Club
I Survived the Bombing of Pearl Harbor, 1941
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: R

Discussion Questions and New Vocabulary

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, 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.

Chapters 1 – 4 Discussion Questions:

- Where do Danny and his mom live and what is it like?
 - Answers will vary: They live in Hawaii. It is beautiful with palm trees and a lovely ocean. (page 5)
- Why didn't Danny's mom want to stay in New York?
 - Answers will vary: Danny's friend, Finn, had been hurt in New York. Danny's mom thought New York was dangerous, with lots of bad influences for Danny. (page 9)
- Who is Aki?
 - Answers will vary: Aki is a Japanese neighbor boy who has dangerously befriended a wild boar's baby. (page 22)

Chapters 1 – 4 Vocabulary Words:

- Violent (pg. 6) – very violent and cruel
- Crashfueled (pg. 12) – when someone is driven by another person in a car to a certain place

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Discussion Questions by Chapter

Key Vocabulary by Chapter

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Sorting Out the Sequence of Events in a Story

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 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 line graph.
- Project 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.
 - Identify 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.

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Book Club
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Introduce Sequence of Events

Meeting #1 Continued
Time to Teach: Introduce the Pearl Harbor

- 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 the Pearl Harbor. Discuss and begin to fill in the KWL chart.
- If students do not have any prior knowledge about Pearl Harbor, begin by looking at the photo on the front cover of the book.
 - Ask students to write about what they see.
 - Ask students to predict what the book will be about based on the photo and blurbs.
 - Note:** You can use the timeline at the end of the story to help guide the KWL chart, or come back to it at the end of students' reading. Use the information timeline on the attacks to enhance the KWL either at the "wonder" stage or the "learned" stage when you return to the chart.

Model How to Track the Sequence of Events

- Read pages 1-3 and discuss the bombing of Pearl Harbor, 1941 about which students follow along. Take note of the time and date indicated on page 3.
- Turn to page 4. Read the time and date. Ask students to explain why the time and date are important to the story flow. (Remember: it is the...

Sample Notebook Entry

Chapter	Date/Time	Location	Order of Events
Chapter 1	December 7, 1941	Hawaii, Pearl Harbor	1
Chapter 2	December 7, 1941	Hawaii, Pearl Harbor	2

Sample Reader's Notebook Entries

Introduce Sequence of Events

Meeting #1
Introduce the Book and Set Expectations

Sequence of Events and Flashbacks

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 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: Sequence of Events in a Story (7-10 minutes)

- Ask students to identify 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.
- Identify 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.

Sorting out of the Sequence of Events

Major and Minor Conflicts in the Sequence of Events

Using Sequence of Events to Identify Main Idea

Meeting #5 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 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: Using Sequence of Events to Identify Main Idea (7-10 minutes)

- Ask students to discuss what qualified Danny that he might have survived the attack. Encourage students to use evidence from the text to support their answer.
- Ask what the main idea / theme of the story might be.
 - Sample answer: You need to be strong, brave, and kind to survive to make it through a crisis.
- Ask students to explain how Danny shows that he is strong / brave / kind throughout the book.
 - Strong: he gets the car started, he realizes he can't leave his mom; he finds a way to help Aki's dad.
 - Brave: he shows the Lieutenant to the hospital.
 - Kind: he helps with Aki; he invites the Lieutenant to come for dinner.
- Take some time to discuss the ways in which Danny's character was developed across a series of events in the book and how that character development supports the main idea in the book.

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 ...

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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.)

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Student Self Evaluation Rubric

Name: _____

How I Did in I Survived the Bombing of Pearl Harbor, 1941 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 responsible 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 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.	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 made 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 4th Grade Common Core Alignment

Book Club Assessment Materials

Complete Common Core Assessment

Short answer practice

Practice with multiple choice questions

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

Name: _____ Score: _____

I Survived the Bombing of Pearl Harbor, 1941
CCSS Assessment

Directions: Use what you know about *I Survived the Bombing of Pearl Harbor, 1941* 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 question.

(A) Japanese people living in Hawaii.
(B) Don't ever take in a whole new world.
(C) You need to be kind to people who are different.
(D) Children cannot help what their parents do.

Choose all answers that show how the lieutenant injured.

(A) He jump started the motor.
(B) He ran off and started to cry.
(C) He went to get Aki and brought him back.
(D) He got hit by a torpedo.

Compare how the author's writing about "Why the Japanese attacked Pearl Harbor" compared to the events in the story.

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: _____

Sequence of Events | *I Survived the Bombing of Pearl Harbor, 1941*
Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in *I Survived the Bombing of Pearl Harbor, 1941* 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 Bombing of Pearl Harbor, 1941*?

CCSS.ELA-LITERACY.RL.4.3 | *I Survived the Bombing of Pearl Harbor, 1941* Book Club | @BookPagez.com

Focus Assessment for Sequence of Events

Answer Keys

Answer Key

Sequence of Events | *I Survived the Bombing of Pearl Harbor, 1941*
Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in *I Survived the Bombing of Pearl Harbor, 1941* to answer each of the following questions.

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

() The middle of the ocean in a war
() Danny's new home in Hawaii
() A military hospital
() Aki's home near Danny

Danny's actions occur in which order?

A. Danny plans to stow away on a boat to go back to New York City.
B. Danny helps Aki's dad get released from jail.
C. Danny saves Lt. Mack.
D. Danny decides he can't leave his mom.

Answer: A, C, D, B

What are the sequences of events in *I Survived the Bombing of Pearl Harbor, 1941*?

() 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.

Which of the following events are minor events, designed to move the story of Danny along, but not really things that would have happened to those who survived the bombing of Pearl Harbor?

() Nurses in the hospital had to work many long hours to care for those hurt in the attack.
() Japanese people who lived in Hawaii were arrested.
() Wild boar were kept as pets.
() Boys stowed away on ships without paying.

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 beginning 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.

Book Club
I Survived the Bombing of Pearl Harbor, 1941

CCSS.ELA-LITERACY.RL.4.3 | *I Survived the Bombing of Pearl Harbor, 1941* Book Club | @BookPagez.com

Running Record

Title: *I Survived the Bombing of Pearl Harbor, 1941* Guided Reading Test Level: # _____ 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	Instructional	Hard
95% - 100% Accuracy	70% - 94% Accuracy	50% - 69% Accuracy
E	I	H
SC	SC	SC
MSV	MSV	MSV

Analysis and Comments: _____

Tested By: _____ @BookPagez.com

Running Record

Vocabulary Connections Resources

I Survived the Bombing of Pearl Harbor, 1941
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: R

Vocabulary Connections

Important Words to Know and Understand in "I Survived the Bombing of Pearl Harbor, 1941"

Barracks (pg. 58)
A building or group of buildings in which soldiers live

Blindsided (pg. 56)
To surprise or shock (someone) in a very unpleasant way

Chauffeured (pg. 12)
When someone is driven by another person in a car to a certain place

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

Cratered (pg. 67)
Having a large round hole in the ground made by the explosion of a bomb or by something falling from the sky

Drill (pg. 42)
An exercise done to practice military skills or procedures

Hangars (pg. 58)
Buildings where aircraft are kept

Plot (necessary to this lesson)
A series of events that form the story in a piece of fiction

Resolution (necessary to this lesson)
The answer or solution to a conflict or problem

Vicious (pg. 6)
Very violent and cruel

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in *I Survived the Bombing of Pearl Harbor, 1941* Word List

I Survived the Bombing of Pearl Harbor, 1941
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Vocabulary Connections

Barracks : Blindsided : Chauffeured :

A building or group of buildings in which soldiers live To surprise or shock (someone) in a very unpleasant way When someone is driven by another person in a car to a certain place

Climax : Cratered : Drill :

The most exciting and important part of a story, play, or movie that occurs usually at or near the end Having a large round hole in the ground made by the explosion of a bomb or by something falling from the sky An exercise done to practice military skills or procedures

Definition Vocabulary Sorting Cards | ©BookPages.com

I Survived the Bombing of Pearl Harbor, 1941
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: R

Vocabulary Connections

Hangars : Plot : Resolution :

Buildings where aircraft are kept A series of events that form the story in a piece of fiction The answer or solution to a conflict or problem

Vicious

Very violent and cruel

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

I Survived the Bombing of Pearl Harbor, 1941
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: R

Vocabulary Connections

Climax is a/an
noun verb
adverb adjective

Definition of Climax:

Cratered is a/an
noun verb
adverb adjective

Definition of Cratered:

Drill is a/an
noun verb
adverb adjective

Definition of Drill:

Climax looks like this:

Cratered looks like this:

Drill looks like this:

Climax reminds me of:

Cratered reminds me of:

Drill 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 *I Survived the Bombing of Pearl Harbor, 1941*

Directions: Read the vocabulary words. Then circle the synonym and underline the antonym.

Resolution → solution problem
Vicious → gentle brutal
Plot → storyline stoppage

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

Word Bank
Drill Climax Blindsided
Barracks Cratered Hangars

1. My grandfather used to live in _____ while serving in the war.
2. You need to be attentive so you can follow the _____.
3. _____ are large sheds where aircrafts are kept.
4. The _____ is usually the most action filled part of a plot.
5. The attack on Pearl Harbor _____ many Americans.

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

I Survived the Bombing of Pearl Harbor, 1941
By: Lauren Tarshis

Vocabulary Connections

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

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections

Directions:
1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. 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

Complete Common Core Alignment

Common Core State Standards Correlation
<p>I Survived the Bombing of Pearl Harbor, 1941 Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "I Survived the Bombing of Pearl Harbor, 1941" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Book Club Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.</p> <p>RL.2 – Determine a theme or topic of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3 – 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).</p> <p>RL.4 – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant figures found in mythology (e.g., Hercules).</p> <p>RL.5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verses, rhymes, meter) and drama (e.g., central characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.</p> <p>RL.7 – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL.9 – 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>RL.10 – 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>Reading: Foundational Skills</p> <p>RF.3 – Show and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.4.8 – 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>W.4.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4.6 – 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>SL.4.7 – Follow agreed-upon rules for discussion and carry out assigned roles.</p> <p>SL.4.8 – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and to the learning of others.</p> <p>I Survived the Bombing of Pearl Harbor, 1941 CCSS Alignment ©BookPages.com</p>

Book Club Common Core Alignment

Common Core State Standards Correlation
<p>I Survived the Bombing of Pearl Harbor, 1941 Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "I Survived the Bombing of Pearl Harbor, 1941" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.4.4 – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.5 – Consult general 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.</p> <p>L.4.6 – 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., traced, winked,斑斑, shimmered) and that are basic to a particular topic.</p> <p>I Survived the Bombing of Pearl Harbor, 1941 CCSS Alignment ©BookPages.com</p>

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 ...

Book Club
Survived the Bombing of Pearl Harbor, 1941

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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"> 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"/> Trabaja 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? <input type="checkbox"/> Registre su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

Book Club
Survived the Bombing of Pearl Harbor, 1941

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el I Survived the Bombing of Pearl Harbor, 1941 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 de la reunión del Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				
Tenía mis materiales.				Durante la reunión del Club de Libro
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				Después de la reunión del Club de Libro
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				
Nota		Una nota de tu maestro		
/ 27				

Book Club
Survived the Bombing of Pearl Harbor, 1941

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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>Elja 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>Escibe 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>Esciba 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>Esciba 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>Esciba sobre las cosas que un lector necesita saber para entender el texto.</p>	<p>Elige una escena del libro. Dijo cómo sería diferente si se convirtiera en una película.</p>
<p>Esciba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Esciba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Esciba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Esciba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>

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

Book Club
Survived the Bombing of Pearl Harbor, 1941

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with 4th Grade Common Core Alignment