

Here's What You'll Get with the I Survived the Sinking of the Titanic, 1912 Book Club

Sequence of Events Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

Guided Reading Level

Discussion Questions by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Key Vocabulary by Chapter

Book Club

I Survived the Sinking of the Titanic, 1912
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: Q

Discussion Questions and New Vocabulary

Meeting #4
A Note About the Discussion Questions and Vocabulary

Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.

New vocabulary words can be reviewed prior to assigning the reading or 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 add the discussion of the meaning of the words within each of the chapters.

Chapters 9 – 12 Discussion Questions:

1. Why was there a gate with a steward who had a pistol? What orders had the captain given? What conclusion can you draw from this?
Answer: The bottom decks were flooding and third class passengers were trying to get out. Only first class passengers were being sent to the boat deck for lifeboats, so someone was keeping them behind the gates. (page 54)
2. How did George know how to escape?
Answer: George had read the architect plans and knew there was a ladder off the end of the mail room. (page 6)
3. Why didn't...
Answer: children

Book Club

I Survived the Sinking of the Titanic, 1912
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: Q

Discussion Questions and New Vocabulary

Meeting #3 Continued
Chapters 5 – 8 Vocabulary Words:

1. Mummy (page 24) – a dead body of a person or animal prepared for burial in the manner of the ancient Egyptians by treating it with oils and wrapping it in strips of cloth
2. Lunged (page 31) – made a sudden forward movement
3. Stokes (page 34) – people who stir or add fuel to something that's burning
4. Underway (page 42) – to begin sailing
5. Corridor (page 44) – a long narrow passage inside a building, ship, or train with doors that lead to rooms on each side.

Book Club

I Survived the Sinking of the Titanic, 1912
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: Q

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.
- 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.
 - 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.

Story Line Graph

Book Club

I Survived the Sinking of the Titanic, 1912
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: Q

Introduce Sequence of Events

Meeting #1 Continued

Time to Teach: Introduce the Titanic

- 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 Titanic. Discuss and begin to fill in the KWL chart.
- Hand out copies of the Titanic site chart for each member of the reading group.
- Ask students to compare and contrast the site of the ship with the largest current commercial airplane, bus, car, and person. What does the chart tell us about the Titanic?
- Discuss the risks of being on a boat in the ocean!

Model How to Track Sequence of Events

Read pages 1-3 of *I Survived the Sinking of the Titanic, 1912* about what follows below. Take note of the time and date indicated on page 3.

1. Turn to page 4. Read the time and date. Ask students to explain why the time and date are important to the storyline (Chapter 1 is in the present while chapter 2 is in the past).
2. Ask students to identify the events that happened in the story of what happened during the sinking of the Titanic.
3. Display the timeline of the sinking of the Titanic. Ask students the reasons why the dates and times in the book to the timeline.
4. Discuss the reasons why the author chose to flash back rather than tell the story from beginning to end!

Sample Reader's Notebook Entries

Book Club

I Survived the Sinking of the Titanic, 1912
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: Q

Major and Minor Conflicts in the Sequence of Events

Meeting #4 Continued

- Identify minor conflicts that were experienced only by George and the other imaginary characters in the story.
 - encountering his cabin to get the mummy
 - encountering the fire
 - George's pattern of getting into trouble
 - the lemon drops
 - Phoebe getting lost in the middle of the night
 - the panther
- the story of George's mummy dying
- Discuss the reasons why it's important to notice the difference between major and minor conflicts and the difference between fictional and factual events in the book.
- Encourage students to continue to notice these conflicts as they finish reading the book.

Take Time to Reflect (2 minutes)

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in book by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap up the Book Club Meeting

- Assign students to independently read Chapters 13 – 14.
- Determine as a group when the book club should meet for the Check-in meeting and focus meeting.
- Remind students that they are responsible for the following:
 1. tracking sequence of events.
 2. Charting the sequence of events on their story line graphs.
 3. Responding to chapters 13 – 14 using the Reader's Response Board.

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Sequence of Events

Meeting #1 Continued

Sequence of Events and Flashbacks

Meeting #2 Continued

Model How to Sequence Events

- Ask students to draw their sequence of events chart for chapters 2, 3, and 4.
- Discuss the chart.
- Put the events on the chart in order of importance.
- Ask students to identify the events that are most important to the story.
- Collect the charts and allow students to share their charts with the class.

Take Time to Reflect

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in book by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap up the Book Club Meeting

- Assign students to independently read Chapters 13 – 14.
- Determine as a group when the book club should meet for the Check-in meeting and focus meeting.
- Remind students that they are responsible for the following:
 1. tracking sequence of events.
 2. Charting the sequence of events on their story line graphs.
 3. Responding to chapters 13 – 14 using the Reader's Response Board.

Sorting Out the Sequence of Events

Meeting #3 Continued

Model How to Sort Out the Sequence of Events in a Story

Read pages 1-3 of *I Survived the Sinking of the Titanic, 1912* about what follows below. Take note of the time and date indicated on page 3.

1. Turn to page 4. Read the time and date. Ask students to explain why the time and date are important to the storyline (Chapter 1 is in the present while chapter 2 is in the past).
2. Ask students to identify the events that happened in the story of what happened during the sinking of the Titanic.
3. Display the timeline of the sinking of the Titanic. Ask students the reasons why the dates and times in the book to the timeline.
4. Discuss the reasons why the author chose to flash back rather than tell the story from beginning to end!

Major and Minor Conflicts in the Sequence of Events

Meeting #4 Continued

- Identify minor conflicts that were experienced only by George and the other imaginary characters in the story.
 - encountering his cabin to get the mummy
 - encountering the fire
 - George's pattern of getting into trouble
 - the lemon drops
 - Phoebe getting lost in the middle of the night
 - the panther
- the story of George's mummy dying
- Discuss the reasons why it's important to notice the difference between major and minor conflicts and the difference between fictional and factual events in the book.
- Encourage students to continue to notice these conflicts as they finish reading the book.

Take Time to Reflect (2 minutes)

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in book by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

Wrap up the Book Club Meeting

- Assign students to independently read Chapters 13 – 14.
- Determine as a group when the book club should meet for the Check-in meeting and focus meeting.
- Remind students that they are responsible for the following:
 1. tracking sequence of events.
 2. Charting the sequence of events on their story line graphs.
 3. Responding to chapters 13 – 14 using the Reader's Response Board.

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

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: Major and Minor Conflicts in the Sequence of Events (7-10 minutes)

- Invite students to list the sequence of events from their charts.
- Ask students to place the sticky notes on the group story line graph.
- Work as a group to place the sticky notes on the group story line graph.
- Review the chart.
- They find Marco and Enzo who help them find Phoebe.
- George gets them up to the deck with the lifeboats.
- Phoebe and Aunt Daisy get in a lifeboat with Enzo but George is left behind.
- Marco and George jump into the water with Phoebe.
- They climb into a lifeboat, helped by the scar-faced man.

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 ...

© BookPages.com | Book Club Calendar

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.)

© BookPages.com | Expectations for Book Club

Student Self-Evaluation Rubric

Name: _____

How I Did in I Survived the Sinking of the Titanic, 1912 Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try
I read the assignment			
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			
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: _____

© BookPages.com | Book Club Self Evaluation

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 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.

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

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 Sinking of the Titanic, 1912
CCSS Assessment

Directions: Use what you know about *I Survived the Sinking of the Titanic, 1912* 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 of the story from the list below.

Choose all answers that show what happened in the story when George's family got to New York.

Choose the best meaning for this image, "thinking about Mama was like standing close to a fire. Warm at first. But get too close and it hurt too much."

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 Sinking of the Titanic, 1912
Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in *I Survived the Sinking of the Titanic, 1912* 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 Sinking of the Titanic*?

CCSS:ELA-LITERACY.RL.4.3 | I Survived the Sinking of the Titanic, 1912 Book Club | @BookPagez.com

Focus Assessment for Sequence of Events

Answer Keys

Answer Key

I Survived the Sinking of the Titanic, 1912
CCSS Assessment

Directions: Use what you know about *I Survived the Sinking of the Titanic, 1912* to answer each of the following questions.

What is the author's purpose in starting the book with a flashback?
Answer: It gets you interested in the events of the story, and shows that he survived the sinking of the Titanic.

Select the best answer for the message of the story from the list below.

Choose the best meaning for this image, "thinking about Mama was like standing close to a fire. Warm at first. But get too close and it hurt too much."
Answer: His mother is scary.

Choose all answers that show what happened in the story when George's family got to New York.
Answer: A, B, C, D

Describe the setting of the story.
Answer: On a ship in the North Atlantic; New York, New York; 1912; In a fancy neighborhood in France.

What are the sequences of events in *I Survived the Sinking of the Titanic, 1912*?
Answer: It begins the day the ship hit the iceberg; It begins before the ship hits the iceberg; It begins after the Titanic has sunk; It occurs completely during the time on board the ship.

George's actions occur in which order?
Answer: D → B → C → A

Select the best words that describe George.
Answer: Scared, Curious, Brave, Kind.

CCSS:ELA-LITERACY.RL.4.3 | I Survived the Sinking of the Titanic, 1912 Book Club | @BookPagez.com

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: Conflict and resolution	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:

- Tracking primary conflicts through a text
- Tracking secondary conflicts through a text
- Identifying resolutions
- Showing how conflicts are related
- Identifying the ways in which conflicts and resolutions affect characters

Book Club
I Survived the Sinking of the Titanic, 1912

CCSS:ELA-LITERACY.RL.4.3 | I Survived the Sinking of the Titanic, 1912 Book Club | @BookPagez.com

Running Record

Title: *I Survived the Sinking of the Titanic, 1912* Guided Reading Test Level: G 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	COUNT	INFORMATION USED					
				E	SC	E	SC	MSV	SC	MSV
Page: 12										

Analysis and Comments:

Tested By: _____ @BookPagez.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
I Survived the Sinking of the Titanic, 1912 Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "I Survived the Sinking of the Titanic, 1912" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.
RL.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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).
RL.4 – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters, figures, or events (e.g., references to the characters in Act 1 of a play).
RL.5 – Analyze major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verses, lines, meter) and drama (e.g., acts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
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.
RL.8 – 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.
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.
Reading: Foundational Skills
RF.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.4 – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources.
W.4 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.4 – Come to discussions 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.4 – Follow agreed-upon rules for discussion and carry out assigned roles.
SL.4 – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and tie to the remarks of others.

Book Club Common Core Alignment

Common Core State Standards Correlation
I Survived the Sinking of the Titanic, 1912 Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "I Survived the Sinking of the Titanic, 1912" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Vocabulary Lesson Plan and Resources
Language
L.4 – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4 – 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.
Language
L.4 – 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., wizard, unicorn, shimmer); and that are basic to a particular topic.

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 Sinking of the Titanic, 1912

© BookPages.com | Book Club Calendar

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"/> 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? <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 Sinking of the Titanic, 1912

© BookPages.com | Expectations for Book Club

Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el I Survived the Sinking of the Titanic, 1912 Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Pude 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.				Durante la reunión del Club de Libros
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión del Club de Libros
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				

Book Club
Survived the Sinking of the Titanic, 1912

© BookPages.com | Book Club Self-Evaluation

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?	Elija dos configuraciones del texto. Explique 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? Enumere 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. Dita 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.	Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	Elija dos configuraciones del texto. Explique por qué cada uno es importante para la historia.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
Direcciones: Elija una de las opciones de resp. Después de que hayas escrito tu respuesta.	RL.1 ¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.	RL.4 Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	RL.10 ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.
RL.10 Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	RL.5 ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	RL.4 Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	RL.9 Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
RL.3 Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	RL.1 Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.	RL.10 Escribe sobre las cosas que un lector necesita saber para entender el texto.	RL.7 Elige una escena del libro. Dita cómo sería diferente si se convirtiera en una película.
RL.5 Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	RL.4 Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.	RL.10 ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	RL.2 Escribe un resumen del texto que leíste hoy.

Direcciones:
Elija una de las opciones de respuesta de la pizarra. Escribe tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, colorea en el cuaderno de la tabla de arriba.

Book Club
Survived the Sinking of the Titanic, 1912

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

with 4th Grade Common Core Alignment