

Here's What You'll Get with the Inventing the Future: A Photobiography of Thomas Alva Edison Book Club

Making Inferences Lesson Plans for 3 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter


| Book Club | |
|--|---|
| Inventing the Future: A Photobiography of Thomas Alva Edison By: Marfé Ferguson Delano Grade Level: 4 / Guided Reading Level: R | |
| Discussion Questions and New Vocabulary | Meeting #2 Continued Chapters 24 – 31 Discussion Questions: <ol style="list-style-type: none"> 1. What important people did Edison meet around 1870? How do you know these people were special to Edison? Answer: He met Charles Batchelor and John Kruesi, a machinist and a clockmaker. I know they were special to him because they worked together for over 20 years! He also met Mary Stilwell, his future wife. (page 25) 2. What can you infer about the way Edison's work affected his family? How do you know? Answers will vary. Sample answers include: Edison nicknamed his first two children "Dot" and "Dash" after the Morse code telegraph signal. He also often worked long hours through the night and wouldn't come home for several days at a time. This was probably hard on his family. (page 26) 3. How did Edison's work help improve the design of the telephone? Answer: Edison was able to add a carbon button transmitter to improve the sound and the range of the telephone. (page 28) |
| | Chapters 24 – 31 New Vocabulary: <ol style="list-style-type: none"> 1. Laboratory (page 24) - a room or building with special equipment for doing scientific experiments and tests 2. Machinist (page 25) - a person who makes, repairs, or operates machine 3. Transmitter (page 28) - a device that sends out radio or television signals |
| Inventing the Future: A Photobiography of Thomas Alva Edison Book Club ©BookPages.com | |

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

| Book Club | |
|--|---|
| Inventing the Future: A Photobiography of Thomas Alva Edison By: Marfé Ferguson Delano Grade Level: 4 / Guided Reading Level: R | |
| Making Inferences Using Nonfiction Text Features | Meeting #2 Continued Kick-off the Book Club Meeting (5-7 minutes) <ul style="list-style-type: none"> • Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). • Review the conversation prompts on the Book Club Calendar. • Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. • If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. • Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. |
| | Time to Teach: Making Inferences Using Nonfiction Text Features (7-10 minutes) <ul style="list-style-type: none"> • Invite students to share the inferred character traits that they made while reading independently. • Review with students that when we make inferences, we use text clues and our background knowledge to come to a new understanding of the information that the author did not explicitly state. • Explain to students that today we are going to continue making inferences, but this time we'll be focusing on using nonfiction text features in the book to help us. • Review examples of nonfiction text features that the students will see in the book. <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> • Captions are words placed near an image that describe the image. Captions help readers understand what is happening in an image. • Diagrams are drawings that have been labelled. A diagram helps readers understand the parts of people, places, or things in the text. |
| Inventing the Future: A Photobiography of Thomas Alva Edison Book Club ©BookPages.com | |

| Book Club | |
|--|---|
| Inventing the Future: A Photobiography of Thomas Alva Edison By: Marfé Ferguson Delano Grade Level: 4 / Guided Reading Level: R | |
|  | Meeting #2 Continued Take Time to Reflect (2 minutes) <ul style="list-style-type: none"> • Distribute the Student Self-Evaluation Assessment. • Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. • Collect the evaluation forms (the forms can be saved until the last day of Book Club to review student progress across the Book Club). |
| | Wrap Up the Book Club Meeting <ul style="list-style-type: none"> • Assign students pages 32-55 for independent reading. • While reading independently, students are responsible for adding 10 character traits based on nonfiction text features to their Making Inferences About Thomas Edison graphic organizer. Students must infer the character trait, identify the nonfiction text feature, explain the clue, and list the page number to complete the chart. • Determine as a group when the Book Club should meet again. • Model how to record the assignment on their Book Club Calendar. |
| Inventing the Future: A Photobiography of Thomas Alva Edison Book Club ©BookPages.com | |

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

| Introduce Making Inferences | |
|---|--|
| Introduce Making Inferences | Meeting #1 Continued Time to Teach: Making Inferences <ul style="list-style-type: none"> • Provide students with a few minutes to look through <i>Inventing the Future: A Photobiography of Thomas Alva Edison</i>. • Ask students what they notice about this book? (Possible answers: I noticed that there are lots of neat photographs from Thomas Edison's life. I noticed that the photographs are all black and white and look old.) • Explain that Edison lived from 1847 to 1931. During his life, he kept notebooks and many photographs were taken. • Discuss that historians use these items to tell about Edison's life. Sometimes people may want to know about something in his life that was not written in black and white. When this happens, inferences can be made using details from Edison's notebooks, photographs, and things that are known about the period in which he lived. • Define making an inference as "reading between the lines" or using clues and what we already know to help us understand what is happening. • Direct students to turn to page 3 of the book. • Ask students to describe what they see. There is a quote at the top of the page: "Genius is 1 percent inspiration and 99 percent preparation." There is also a black and white photograph of a person in a lab coat by a beaker, test tubes, and other equipment. • Tell students that from this information, they can make several inferences such as: <ul style="list-style-type: none"> • The person in the photograph is Thomas Edison. • He is working in a laboratory. • He is a scientist. • He is a hard worker. • He is a person who likes to experiment. • Invite students to make their own inferences and support their inferences with text clues and nonfiction text features. |
| Inventing the Future: A Photobiography of Thomas Alva Edison Book Club ©BookPages.com | |

| Making Inferences Using Nonfiction Text Features | |
|---|--|
| Using Nonfiction Text Features | Meeting #2 Continued Time to Teach: Making Inferences Using Nonfiction Text Features (7-10 minutes) <ul style="list-style-type: none"> • Invite students to share the inferred character traits that they made while reading independently. • Review with students that when we make inferences, we use text clues and our background knowledge to come to a new understanding of the information that the author did not explicitly state. • Explain to students that today we are going to continue making inferences, but this time we'll be focusing on using nonfiction text features in the book to help us. • Review examples of nonfiction text features that the students will see in the book. <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> • Captions are words placed near an image that describe the image. Captions help readers understand what is happening in an image. • Diagrams are drawings that have been labelled. A diagram helps readers understand the parts of people, places, or things in the text. |
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| Reflecting on Making Inferences with a Nonfiction Text | |
|---|--|
| Reflecting on Making Inferences with a Nonfiction Text | Final Meeting Continued Kick-off the Book Club Meeting (5-7 minutes) <ul style="list-style-type: none"> • Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). • Review the conversation prompts on the Book Club Calendar. • Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. • If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. • Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. |
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Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
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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 Inventing the Future: A Photobiography of Thomas Alva Edison 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 to participate in my 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 my Book Club |
| I shared my thinking | | | | |
| I asked someone a question | | | | |
| I stayed on task, listened, and showed respect to others | | | | After I was respectful in my response |
| I took the time to reflect | | | | |
| I know when and where I will prepare for the next meeting | | | | |

Date: _____

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. | | | |

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

Name: _____ Score: _____

Inventing the Future: A Photobiography of Thomas Alva Edison
CCSS Assessment

Directions: Use what you know about *Inventing the Future: A Photobiography of Thomas Alva Edison* to answer each of the following questions.

In your own words, explain what Edison meant when he famously said, "Genius is 1 percent inspiration and 99 percent perspiration."

Which of these BEST describes Thomas Edison's personality?

A Thomas Edison was born with a great idea.

B Thomas Edison was a very hard worker.

C Thomas Edison was a very curious person.

D Thomas Edison noticed things that others didn't.

Use the numbers 1-5 to put the following events in sequential order.

_____ A 50th anniversary of Thomas Edison's death.

_____ Thomas Edison created the first practical incandescent light bulb.

_____ Thomas Edison started the first motion picture studio.

_____ Thomas Edison started the first motion picture studio.

_____ Thomas Edison starts working on the first practical incandescent light bulb.

Which of these best describes how this book is organized?

A This book is written in time order.

B This book is written alphabetically.

C This book is split into several chapters.

This book is written by Marj Ferguson Deiano. In your own words, explain how this book would be different if it was written by Thomas Edison.

Practice with multiple choice questions

Short answer practice

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

Name: _____

Inventing the Future: A Photobiography of Thomas Alva Edison
Book Club Focus Assessment

Making Inferences

Directions: Use what you know about making inferences with *Inventing the Future: A Photobiography of Thomas Alva Edison* to answer each of the following questions.

Which of these inferences can we reasonably make after reading *Inventing the Future: A Photobiography of Thomas Alva Edison*?

A Thomas Edison was better than any other inventor who ever lived.

B The world today would be very different without Thomas Edison's inventions.

C Thomas Edison did not like to invent.

List at least two pieces of evidence from the text to support the inference you chose from question 1.

In your opinion, which of these words best describes Thomas Edison?

A Impatient

B Lazy

C Driven

D Rude

Focus Assessment for Making Inferences

Answer Keys

Answer Key

Inventing the Future: A Photobiography of Thomas Alva Edison
Book Club Focus Assessment

Making Inferences

Directions: Use what you know about making inferences with *Inventing the Future: A Photobiography of Thomas Alva Edison* to answer each of the following questions.

Support your answer to question 3 by providing at least 2 examples from the text.

Answers will vary. Sample answers include:

- He worked 18 hours a day.
- He kept trying to invent a better lightbulb even when he failed many times.

Which of these is MOST LIKELY an idea that Thomas Edison would agree with?

A If you try something and fail, just give up.

B If at first you don't succeed, try, try again.

In your own words, explain why you chose your answer to question 5. Provide evidence from the text to support your answer.

Answers will vary. Sample answers include: I think he would agree with "If at first you don't succeed, try, try again" because he and his team tried over 1,600 materials before they found the right one for his lightbulb filament.

Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Information Standard 4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

| Levels | Beginning | Developing | Proficient | Secure |
|-----------------------------------|---|--|--|---|
| Correct Answers | 0 - 1 Correct | 2 - 3 Correct | 4 - 5 Correct | 6 Correct |
| Specific Skill: Making Inferences | Was not able or is beginning to make inferences that are supported by details and examples in a text. | Is able to make inferences that are supported by details and examples in a text some of the time. | Is able to make inferences that are supported by details and examples in a text most of the time. | Is able to make inferences that are supported by details and examples in a text all of the time. |

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

- Identify details in the text that support inferences.
- Use inferences to understand information from the text beyond what the author explicitly states.
- Attend to the details in the features of nonfiction text to inform inferences.

Book Club
Inventing the Future: A Photobiography of Thomas Alva Edison

Running Record

Title: *Inventing the Future: A Photobiography of Thomas Alva Edison* Guided Reading Text Level: R Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

Error Rate: (# of incorrect words/100 words)

Self-Correction Rate: (# of words self-corrected/100 words)

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60)

| Page | Error | Type | Correction | Accuracy | | COUNT | INFORMATION USED |
|------|--|------|------------|------------|-----------|-------|------------------|
| | | | | 95% - 100% | 90% - 94% | | |
| 8 | Thomas Edison never met a problem he didn't think he could solve. He was sure that if he worked hard enough and long enough at something, he would eventually discover a way to make it work. And he often did just that. In the process, he developed many inventions that would shape the way we live today. Edison was born on February 11, 1847, in Milan, Ohio. His father, Samuel Edison, Jr., ran a single mill and grain business. His mother, Nancy Elliott Edison, was a schoolteacher before her marriage to Samuel. Thomas Alva was the last of their... | | | | | | |

Analysis and Comments:

Tested By: _____ ©BookPages.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in Inventing the Future: A Photobiography of Thomas Alva Edison Word List

Vocabulary Connections

Important Words to Know and Understand in *Inventing the Future: A Photobiography of Thomas Alva Edison*

Filament (page 36)
A thin wire in a light bulb that glows when electricity passes through it

Invention (page 8)
A useful new device or process

Kinetograph (page 44)
An early movie camera

Kinetoscope (page 44)
Peep-hole viewing machine for watching movies

Machinist (page 25)
A person who makes, repairs, or operates machine

Patent (page 21)
An official document that gives a person or company the right to be the only one that makes or sells a product for a certain period of time

Phonograph (page 32)
A device that plays back recorded sound

Synthetic (page 55)
Made by combining different substances; not natural

Telegraph (page 11)
An old-fashioned system of sending messages over long distances by using wires and electrical signal

Transmitter (page 28)
A device that sends out radio or television signals

Vocabulary Word List | @BookPages.com

Vocabulary Connections

| Filament | Invention | Kinetograph |
|---|--------------------------------|-----------------------|
| A thin wire in a light bulb that glows when electricity passes through it | A useful new device or process | An early movie camera |

Vocabulary Connections

| Phonograph | Synthetic | Telegraph |
|---|---|--|
| A device that plays back recorded sound | Made by combining different substances; not natural | An old-fashioned system of sending messages over long distances by using wires and electrical signal |

Transmitter

| |
|---|
| A device that sends out radio or television signals |
|---|

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

| Filament is a/an | Invention is a/an | Kinetograph is a/an |
|-------------------------------|-------------------------------|-------------------------------|
| noun verb adverb adjective | noun verb adverb adjective | noun verb adverb adjective |
| Definition of Filament: | Definition of Invention: | Definition of Kinetograph: |
| Filament looks like this: | Invention looks like this: | Kinetograph looks like this: |
| Filament reminds me of: | Invention reminds me of: | Kinetograph reminds me of: |
| I saw this word in | I saw this word in | I saw this word in |

Interactive Vocabulary Notebook Cards | @BookPages.com

Word Games
with Words from *Inventing the Future: A Photobiography of Thomas Alva Edison*

Directions: Use the clues to decide which vocabulary word goes in the crossword puzzle below.

Across

- kinetograph
- kinetoscope
- phonograph
- machinist
- telegraph
- invention

Down

- A device that plays back recorded sound
- Peep-hole viewing machine for watching movies

Directions: Write a sentence using one of the vocabulary words from the word bank above.

Name: _____

Answer Key: _____

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Inventing the Future: A Photobiography of Thomas Alva Edison
By Marfé Ferguson Delano

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

It means: _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the last.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

| Word | What I Think the Word Means | Context Clues | Real Definition | ✓ |
|------|-----------------------------|---------------|-----------------|---|
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Independent Word Exploration | @BookPages.com

Complete Common Core Alignment

| Common Core State Standards Correlation |
|---|
| Inventing the Future: A Photobiography of Thomas Alva Edison Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with Inventing the Future: A Photobiography of Thomas Alva Edison correlate with the following English Language Arts Common Core State Standards for fourth grade. |
| Book Club Lesson Plan and Resources |
| Reading: Informational Text |
| RI.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RI.2 – Determine the main idea of a text and explain how it is supported by key details; analyze the text. |
| RI.3 – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| RI.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grades 4 topics or subject areas. |
| RI.5 – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| RI.6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| RI.7 – Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| RI.8 – Cite specific textual evidence and use relevant details to support particular points in a text. |
| RI.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| Reading: Foundational Skills |
| RF.1 – 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.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research. |

Book Club Common Core Alignment

| Common Core State Standards Correlation |
|--|
| Inventing the Future: A Photobiography of Thomas Alva Edison Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with Inventing the Future: A Photobiography of Thomas Alva Edison 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.5 – Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| L.6 – Accurately and use appropriately general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., activate, witness, examine) 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 |
|---------|-------|--------|-----------|--------|---------|--------|
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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 |
|--|--|--|
| <ul style="list-style-type: none"> Lee el texto asignado. Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elige al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). | <ul style="list-style-type: none"> Ven al Club de Libro a tiempo y listo para comenzar la discusión. Trabaja su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Píde ayuda si la necesitas. Permanecer en el tema. Haz contacto visual con las personas en tu Club de Libro. Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente | <ul style="list-style-type: none"> 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? Regístre su tarea de lectura en su calendario del Club de Libro. Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.). |

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Inventing the Future: A Photobiography of Thomas Alva Edison Book Club

| Expectativas del Club de Libros | 3 Hice lo mejor que pude | 2 Puedo hacer mejor | 1 No lo intenté | |
|---|--------------------------|---------------------|-----------------|--|
| Leí la tarea. | | | | Antes yo participé en el Club de libros |
| Respondí al texto en el cuaderno de mi lector. | | | | |
| Preparé algo para compartir con mi Club de libros. | | | | Durante yo participé en el Club de libros |
| Tenía mis materiales. | | | | |
| Compartí mi pensamiento. | | | | Después yo era responsable |
| 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: _____

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| <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? Enumere 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>Direcciones: Elige una de las opciones de respuesta de la pizarra. Después de que haya escrito tu respuesta, colorea en el espacio de la tabla de arriba.</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>¿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>Elige 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>Escucha sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</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>¿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> <p>Escribe un resumen del texto que leíste hoy.</p> |
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