

Here's What You'll Get with the Magic Tree House: Dinosaurs Before Dark Book Club

Retelling and Summarizing Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

Book Club		Magic Tree House: Dinosaurs Before Dark By: Mary Pope Osborne Grade Level: 2 / Guided Reading Level: M
Discussion Questions and New Vocabulary	Meeting #2 Continued	<p>Chapter 1 New Vocabulary:</p> <ol style="list-style-type: none"> Pretend (page 1) – not real Tucked (page 3) – a quiet or hidden place where something is located Disappeared (page 5) – to stop being visible <p>Chapter 2 Discussion Questions:</p> <ol style="list-style-type: none"> What books did Jack and Annie want to read? Answer: Jack wanted to read about dinosaurs and Annie wanted to read about castles. (page 8) Why did Jack and Annie crouch on the floor? Answer: Jack and Annie crouched on the floor because they became frightened when they saw a Pteranodon fly toward the tree house. (page 9) What happened to the tree house? Can you predict what will happen next? Answers will vary. Sample answers include: The tree house spun in the wind faster and faster, then became still. I predict that the tree house blew to somewhere new. (page 10) <p>Chapter 2 New Vocabulary:</p> <ol style="list-style-type: none"> Ancient (page 8) – belonging to a time that was long ago in the past Reptile (page 8) – an animal (such as a snake, lizard, turtle, or alligator) that has cold blood, lays eggs, and is covered in scales or hard parts Crest (page 9) – the highest part or point of something
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Magic Tree House: Dinosaurs Before Dark By: Mary Pope Osborne Grade Level: 2 / Guided Reading Level: M
Identify Major and Minor Characters	Meeting #2 Continued	<p>Kick-off the Book Club Meeting (5-7 minutes)</p> <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. <p>Time to Teach: Identify Major and Minor Characters (7-10 minutes)</p> <ul style="list-style-type: none"> Encourage volunteers to share the details that they recorded in the "Then" box on their Retelling graphic organizer while reading Chapters 2-3. Allow students to add/complete their "Then" box during the discussion. (See sample graphic organizer.) Tell students that one way to help them decide which details to use as they retell and summarize the story is to pay attention to what the characters are doing. Explain to students that there are two types of characters in a story: major characters and minor characters. We can differentiate the characters using the following details: <ul style="list-style-type: none"> Major characters will take a primary role in the action, while minor characters don't affect the plot. Major characters are usually described with a lot of detail, while we often do not learn as much about minor characters.
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Discussion Questions by Chapter

Key Vocabulary by Chapter

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club		Magic Tree House: Dinosaurs Before Dark By: Mary Pope Osborne Grade Level: 2 / Guided Reading Level: M
Meeting #3 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. <p>(This can be saved until the last day of Book Club to review student progress across the Book Club).</p>
	Wrap Up the Book Club Meeting	<ul style="list-style-type: none"> Assign students to independently read Chapters 7 – 9. While reading, students are responsible for adding information to the "The problem is" and "After that" boxes on the Retelling graphic organizer. Monitor students as they record the assignment on their Book Club Calendar. Determine as a group when the Book Club should meet again.
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Introduce Retelling and Summarizing

Identify Major and Minor Characters

Identify Major and Minor Events

Sequence Major Events and Describe Character Response to Events

Analyze the Effect of a Different Response to Final Event on the Outcome of the Story

5 Retelling and Summarizing 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 Magic Tree House: Dinosaurs Before Dark Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in Book Club
I had my materials				
I shared my thinking				After I was prepared to respond
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: _____

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the connections you can make to the text.	Would you recommend this book? Why or why not?	Write about the character you like most / least. Explain why you feel the way you do.	Write about the ways a character changed in the story and why the character changed.
Write about the parts of the text that you found confusing or the things you're wondering about.	Write about the unfamiliar words you read. What do you think the words mean? Why?	Choose three events from the book. Write about what caused those events to happen.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to improve your comprehension.	Write about your favorite part. Explain why it's your favorite part.	Write about the author's message and use evidence from the text to support your thinking.	Identify the genre and explain how you know. Compare the text to other texts in the same genre.
Compare and contrast ideas from the book. Write about two characters, events, or settings that are the same or different.	Predict what might happen next and explain.	Write about the things a reader needs to know in order to understand the text.	Draw and label a picture of a setting described in the text.

Directions: Choose one of the After you've written your response, color in the square on the board above.

RL.2.6	RL.2.7	RL.2.3	RL.2.3
Write about the connections you can make to the text.	Would you recommend this book? Why or why not?	Write about the character you like most / least. Explain why you feel the way you do.	Write about the ways a character changed in the story and why the character changed.
RL.2.1	RL.2.10	RL.2.1	RL.2.4
Write about the parts of the text that you found confusing or the things you're wondering about.	Write about the new words you read. What do you think the words mean? Why?	Choose three events from the book. Write about what caused those events to happen.	What are some powerful words or phrases used in the text? Why are they powerful?
RL.2.10	RL.2.5	RL.2.2	RL.2.7
Write about the reading strategies you used to help you be a better reader.	Write about your favorite part. Explain why it's your favorite part.	Write about the author's message and use evidence from the text to support your thinking.	Tell the genre of your text and explain how you know.
RL.2.6	RL.2.1	RL.2.10	RL.2.7
Compare and contrast two characters. Tell how they are the same and different.	Predict what might happen next and explain why your prediction makes sense.	Write about the things a reader needs to know in order to understand the text.	Draw and label a picture of a setting described in the text.
RL.2.5	RL.2.4	RL.2.10	RL.2.2
Find a place in the book that caused you to feel something (happy, sad, mad). Explain why you felt the way you did.	Find a place in the book that caused you to feel something (happy, sad, mad). Explain why you felt the way you did.	What did you learn about yourself as a reader today?	What's the most important fact or idea that you read today? Why do you think so?

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 2nd Grade Common Core Alignment

Book Club Assessment Materials

Focus Assessment for Retelling and Summarizing

Name: _____

Magic Tree House: Dinosaurs Before Dark
Book Club Focus Assessment

Retelling and Summarizing

Directions: Use what you know about retelling and summarizing with **Magic Tree House: Dinosaurs Before Dark** to answer each of the following questions.

<p>Which event happened in the beginning of the story?</p> <p><input type="radio"/> A Annie asked Henry to fly Jack to safety.</p> <p><input type="radio"/> B Jack and Annie discovered a tree house filled with books.</p> <p><input type="radio"/> C Jack and Annie's mother called to them to come home.</p> <p><input type="radio"/> D Annie pet the Pteranodon.</p>	<p>Name one major event from the story?</p>
<p>How did Annie respond when the Tyrannosaurus wandered close to the tree where Jack was hiding?</p> <p><input type="radio"/> A She hid in the tree house.</p> <p><input type="radio"/> B She asked Henry to fly Jack to safety.</p> <p><input type="radio"/> C She looked up facts on the Tyrannosaurus in a book.</p>	<p>How did the story end? Describe how Jack and Annie felt at the end of their adventure.</p>
<p>Number the following events in order.</p> <p>___ Jack made a wish to go back to Frog Creek.</p> <p>___ Annie climbed down the rope ladder to make friends with the Pteranodon.</p> <p>___ Jack and Annie found many dinosaur nests.</p>	<p>Why was the medalion important to Jack?</p> <p><input type="radio"/> A It was valuable.</p> <p><input type="radio"/> B It proved that someone had been there before.</p> <p><input type="radio"/> C It could help Jack and Annie return home.</p>

Magic Tree House: Dinosaurs Before Dark Book Club | ©BookPagez.com

Practice with multiple choice questions

Short answer practice

Complete Common Core Assessment

Name: _____

Magic Tree House: Dinosaurs Before Dark
CCSS Assessment

Score: _____

Directions: Use what you know about **Magic Tree House: Dinosaurs Before Dark** to answer each of the following questions.

<p>Name the two major characters introduced in Chapter 1. What did they want?</p>	<p>Number the following events to show what happened 1st, 2nd, 3rd, 4th.</p> <p>___ Jack found a medalion.</p> <p>___ Jack and Annie returned home.</p> <p>___ Annie asked Henry the Pteranodon to save Jack from the Tyrannosaurus.</p> <p>___ The Tyrannosaurus started up the hill and moved toward Jack.</p>
<p>Which character was a minor character?</p> <p><input type="radio"/> A Jack</p> <p><input type="radio"/> B The Triceratops</p> <p><input type="radio"/> C Tyrannosaurus Rex</p> <p><input type="radio"/> D Annie</p>	<p>In the following sentence from the book, why did the author write the words in <i>italics</i>? <i>The sun was about to set. No time had passed since they'd left Frog Creek.</i></p> <p><input type="radio"/> A The words are important.</p> <p><input type="radio"/> B The words are unimportant.</p> <p><input type="radio"/> C Jack and Annie whispered the words.</p> <p><input type="radio"/> D The words are dialogue.</p>
<p>Describe the major problem in the story and how it was solved.</p>	

CCSS Assessment 2nd Grade Reading Standards for Literature | ©BookPagez.com

Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 2.3
Describe how characters in a story respond to major events and challenges.

Levels	Beginning	Developing	Proficient	Secure
Correct	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Retelling and Summarizing	is not able or is beginning to retell and summarize the story, including describing how characters respond to major events in the story.	is able to retell and summarize the story, including describing how characters respond to major events, some of the time.	is able to retell and summarize the story, including describing how characters respond to major events, most of the time.	is able to retell and summarize the story, including describing how characters respond to major events, all of the time.

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

- Identify major and minor events and characters.
- Describe the beginning, middle, and end of the story.
- Use transition words to retell the story (first, then, after that, finally).
- Identify the effects that the events have on the characters.
- Identify how the characters responded to major events and challenges.
- Identify how the characters change throughout the story.
- Use SWBST (somebody-wanted-but-so-then) to summarize the story.

Magic Tree House: Dinosaurs Before Dark

CCSS.ELA-LITERACY.RL.2.3 Magic Tree House: Dinosaurs Before Dark Book Club | ©BookPagez.com

Answer Key

Magic Tree House: Dinosaurs Before Dark
CCSS Assessment

Directions: Use what you know about **Magic Tree House: Dinosaurs Before Dark** to answer each of the following questions.

Jack and Annie are brother and sister, but they are very different. Name one way that Jack and Annie are different.
Answers will vary. Sample answers include: Jack likes real things while Annie likes pretend things. Jack is cautious, but Annie is brave. Jack is 8 1/2, but Annie is 7.

How do the illustrations in *Dinosaurs Before Dark* help you know which time period Jack and Annie are in?
Answers will vary. Sample answers include: When Jack and Annie are in the current time, the illustrations show them in the Frog Creek forest. When they travel back in time, the illustration show them in a prehistoric forest with a volcano, ferns, different trees, etc.

Even though Jack and Annie are different, they worked together to solve problems. Name another story that had characters who worked together to solve problems. **Answers will vary. Sample answers include:** *The Berenstain Bears* stories.
Write one way the stories are alike. Answers will vary. Sample answers include: Brother and Sister Bear are related like Jack and Annie.

Write one way the stories are different. Answers will vary. Sample answers include: Brother Bear likes soccer and Sister Bear likes to play school.

Which of the following genres best describes *Dinosaurs Before Dark*?
 A Nonfiction B Poetry C Fairy Tale D Fiction

CCSS Assessment 2nd Grade Reading Standards for Literature | ©BookPagez.com

Answer Keys

One essential question for each of the 2nd grade Reading Literature standards

Running Record

Title: *Magic Tree House: Dinosaurs Before Dark* Guided Reading Text Level: M 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 80% - 87% Accuracy	COUNT	INFORMATION USED
				E SC	E SC
Page					MSV
1					

CHAPTER ONE
INTO THE WOODS

"Help! A monster!" said Annie.

"Heh, sure," said Jack. "A real monster in Frog Creek, Pennsylvania."

"Run, Jack!" said Annie. She ran up the road.

Oh, brother, thought Jack. This was the best for spending time with his seven-year-old sister.

Annie loved pretend stuff, but Jack was eight and a half. He read real things.

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Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in Magic Tree House: Dinosaurs Before Dark Word List

Vocabulary Connections

Important Words to Know and Understand in Magic Tree House: Dinosaurs Before Dark

Bolted (page 57)
To run away quickly

Cautiously (page 17)
Careful about avoiding danger or risk

Clasped (page 65)
A strong hold with your hands

Distance (page 60)
A place that is far away from another place

Glided (page 12)
To move smoothly

Nudged (page 24)
To push someone gently with your elbow to get their attention

Plain (page 37)
A large area of flat land without trees

Pretend (page 1)
Not real

Reptile (page 8)
An animal (such as a snake, lizard, turtle, or alligator) that has cold blood, lays eggs, and is covered in scales or hard parts

Wandered (page 49)
To move around without a particular place or direction

Vocabulary Word List | ©BookPagez.com

Vocabulary Connections

Word and Definition Sorting Cards

Bolted	Cautiously	Clasped
To run away quickly	Careful about avoiding danger or risk	A strong hold with your hands
Distance	Glided	Nudged
A place that is far away from another place	To move smoothly	To push someone gently with your elbow to get their attention

Definition Vocabulary Sorting Cards | ©BookPagez.com

Vocabulary Connections

Word and Definition Sorting Cards

Plain	Pretend	Reptile
A large area of flat land without trees	Not real	An animal (such as a snake, lizard, turtle, or alligator) that has cold blood, lays eggs, and is covered in scales or hard parts
Wandered		
To move around without a particular place or direction		

Definition Vocabulary Sorting Cards | ©BookPagez.com

Vocabulary Connections

Interactive Vocabulary Notebook Cards

Bolted is a/an noun verb adverb adjective Definition of Bolted:	Cautiously is a/an noun verb adverb adjective Definition of Cautiously:	Clasped is a/an noun verb adjective Definition of Clasped:
Bolted looks like this:	Cautiously looks like this:	Clasped looks like this:
Bolted reminds me of:	Cautiously reminds me of:	Clasped reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Word Games

Word Bank

Bolted, Clasped, Glided, Pretend, Cautiously, Distance, Nudged, Wandered

Directions: Complete the sentences using the correct vocabulary words from the Word Bank.

- My school is within walking _____ of my house.
- The dog _____ when his leash broke.
- It is best to move _____ when you encounter a snake.
- The fisherman _____ his boat over the river.
- I loved to _____ that I was a doctor when I was little.
- My friend _____ me when I fell asleep during the movie.
- The last little girl _____ around the store.

Name: _____

Answer Key | ©BookPagez.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Personalized Vocabulary Builder Card

Magic Tree House: Dinosaurs Before Dark

By Mary Pope Osborne

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

It means: _____

It looks like: _____

Name: _____

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

Vocabulary Connections

Visualize

Draw a picture to illustrate the meaning of the word.

Connect to Your Life

When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Name: _____

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 text.
- 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	✓

Independent Word Exploration | ©BookPagez.com

Vocabulary Word Extension Activities

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
Magic Tree House: Dinosaur Before Dark Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with Magic Tree House: Dinosaur Before Dark correlate with the following English Language Arts Common Core State Standards for second grade.
Book Club Lesson Plan and Resources
Reading: Literature
RI.1 – Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RI.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RI.3 – Describe how characters in a story respond to major events and challenges.
RI.4 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RI.5 – Analyze knowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RI.6 – Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.7 – In the end of the text, read and comprehend literature, including stories and poetry, in the grades 2-3 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.2.4 – Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.10 – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.10a – Build on others' talk in conversations by linking their comments to the remarks of others.
SL.10c – Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2 – recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.4 – Produce complete sentences when appropriate to task and situation in order to provide requested detail of clarification.
Language
L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).
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Book Club Common Core Alignment

Common Core State Standards Correlation
Magic Tree House: Dinosaur Before Dark Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with Magic Tree House: Dinosaur Before Dark correlate with the following English Language Arts Common Core State Standards for second grade.
Vocabulary Lesson Plan and Resources
Language
L.2.4 – Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.6 – Identify readable connectors between words and their use (e.g., describe foods that are salty or juicy).
L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).
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Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar


Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me da cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...



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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. Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. Prepárese para el Club del 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.). 	<ul style="list-style-type: none"> Ven al Club de Libro a tiempo y listo para comenzar la discusión. Traga 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. Pide 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 tu 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 Magic Tree House: Dinosaurs Before Dark 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 de la reunión yo escribí en el Club de libro
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión yo participé en el Club de libro
Tenía más materiales.				
Compartí mi pensamiento.				Después de la reunión yo escribí en el Club de libro
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.				
Me cuándo y dónde me prepararé para la próxima reunión.				
Nota	Una nota de tu maestro			
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escibe sobre las conexiones que puede hacer con el texto.</p> <p>¿Recomendarías este libro? ¿Por qué o por qué no?</p>	<p>Escibe sobre el personaje que más te gusta / menos.</p> <p>Explica por qué te sientes de la manera en que lo haces.</p>	<p>Escibe sobre las formas en que un personaje cambió en la historia y por qué el personaje cambió.</p>
<p>Escibe sobre las partes del texto que encontró confusas o sobre las cosas que se está preguntando.</p>	<p>Escibe sobre las palabras desconocidas que lees.</p> <p>¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>Elija tres eventos del libro. Escibe sobre qué causó que sucedieran los eventos.</p>
<p>Escibe sobre las estrategias de lectura que usó para mejorar su comprensión.</p>	<p>Escibe sobre tu parte favorita. Explica por qué es tu parte favorita.</p>	<p>Escibe sobre el mensaje del autor y use evidencia del texto para apoyar su pensamiento.</p>
<p>Compara y contrasta ideas del libro. Escibe sobre dos personajes, eventos o configuraciones que son iguales o diferentes.</p>	<p>Escibe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.</p>


Directions: Elija una de las opciones de resp. Después de que haya escrito tu respuesta, coloree en el recuadro de la tabla de arriba.

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Nombre:	RL.2.4	RL.2.7	RL.2.3	RL.2.3
Escibe sobre las conexiones que puede hacer con el texto.	¿Recomendarías este libro? ¿Por qué o por qué no?	Escibe sobre el personaje que más te gusta / menos. Explica por qué te sientes de la manera en que lo haces.	Escibe sobre las formas en que un personaje cambió en la historia y por qué el personaje cambió.	
Escibe sobre las partes del texto que encontró confusas o sobre las cosas que se está preguntando.	Escibe sobre las palabras desconocidas que lees.	Elija tres eventos del libro. Escibe sobre qué causó que sucedieran los eventos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?	RL.2.4
Escibe sobre las estrategias de lectura que usó para mejorar su comprensión.	Escibe sobre tu parte favorita. Explica por qué es tu parte favorita.	Escibe sobre el mensaje del autor y use evidencia del texto para apoyar su pensamiento.	Identifica el género y explica cómo lo sabes. Compare el texto con otros textos del mismo género.	RL.2.7
Compara y contrasta ideas del libro. Escibe sobre dos personajes, eventos o configuraciones que son iguales o diferentes.	Predice un lugar en el libro que te haga sentir algo (feliz, triste, enojado).	Escibe sobre las cosas que un lector necesita saber para entender el texto.	Dibuja y etiqueta una imagen de una configuración descrita en el texto.	RL.2.7
Escibe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	Busca un lugar en el libro que te haga sentir algo (feliz, triste, enojado). Explica por qué te sientes de la manera en que lo hiciste.	¿Qué aprendiste sobre ti como lector hoy? ¿Qué has aprendido lo que hiciste?	¿Cuál es el hecho o idea más importante que lees hoy? ¿Por qué piensas eso?	RL.2.2

Directions: Elija una de las opciones de respuesta de la pizarra. Escibe tu respuesta en el cuaderno de tu lector. Después de que haya escrito tu respuesta, coloree en el recuadro de la tabla de arriba.

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with 2nd Grade Common Core Alignment