

# Here's What You'll Get with the Maniac Magee Book Club

## Figurative Language Lesson Plans for 6 Book Club Meetings

### 4 Part Lesson Plans

Key Vocabulary by Chapter

Discussion Questions by Chapter

Book Club	
Maniac Magee By: Jerry Spinelli Grade Level: 6 / Guided Reading Level: W	
Discussion Questions and New Vocabulary	<b>Meeting #3 Continued</b> <b>Chapters 12 – 21 Discussion Questions:</b> 4. What strategies does Maniac use to untangle Cobble's Knot? Answer: First, he just looks at it and touches it lightly. Then he starts picking at it gently. Then he eats some kimpels and takes a nap before finishing untangling the knot. (pages 70 – 73) 5. What is the "confetti" at the Cobble's Knot celebration? Answer: Bits of the pages of Amanda's 'A' encyclopedia. (page 75) 6. Why does Maniac end up leaving the Beale's home? Answer: He loves them too much to let them be hurt by the people who don't want him to stay there. (page 75) <b>Chapters 12 – 21 New Vocabulary:</b> 1. Pulpit (page 51) – a raised platform where a priest or minister stands when leading a worship service 2. Converged (page 51) – to move toward one point and in together; to come together and meet 3. Ranting (page 61) – to talk loudly and in a way that shows anger; to complain in a way that is unreasonable 4. Wisecrack (page 65) – a person who says or does things that are funny but also annoying 5. Publicize (page 68) – to cause something to be publicly known; to give information about something to the public 6. Tator (page 73) – a person who makes men's clothes that are measured to fit a particular person Maniac Magee Book Club   @BookPages.com

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
Maniac Magee By: Jerry Spinelli Grade Level: 6 / Guided Reading Level: W	
Identifying and Understanding Personification and Idioms	<b>Meeting #3 Continued</b> <b>Kick-off the Book Club Meeting (5-7 minutes)</b> <ul style="list-style-type: none"><li>Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li><li>Review the conversation prompts on the Book Club Calendar.</li><li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li><li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li><li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li></ul> <b>Time to Teach: Identifying and Understanding Personification and Idioms (7-10 minutes)</b> <ul style="list-style-type: none"><li>Invite volunteers to share examples of similes, metaphors, and hyperbole that they recorded on their <b>Tracking Figurative Language with Maniac Magee</b> chart while reading independently.</li><li>Display the <b>Figurative Language Idea Web</b> from the first meeting. Use it to remind students of the focus of this Book Club: exploring figurative language.</li><li>Tell students that this meeting will concentrate on two more types of figurative language: personification and idioms. (Review definitions and examples as necessary.)</li><li>Direct student attention to page 36 and draw attention to the sentence, "The flies were waiting."</li><li>Identify this phrase as personification and discuss it using the following questions:<ul style="list-style-type: none"><li>What is the non-human object in this example? (Answer: A fly)</li><li>What human characteristic is the fly being given? (Answer: The fly is waiting.)</li></ul></li></ul> Maniac Magee Book Club   @BookPages.com

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club	
Maniac Magee By: Jerry Spinelli Grade Level: 6 / Guided Reading Level: W	
Meeting #5 Continued Take Time to Reflect (2 minutes)	<ul style="list-style-type: none"><li>Distribute the <b>Student Self-Evaluation Assessment</b>.</li><li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li><li>Collect the evaluation forms (the forms will be on the last day of Book Club along with any other items from the teacher).</li></ul> <b>Wrap Up the Book Club Meeting</b> <ul style="list-style-type: none"><li>Assign students to read <b>Chapters 40 – 46</b> independently.</li><li>Remind students that they are responsible for the following:<ul style="list-style-type: none"><li>Continuing to track examples of figurative language using their <b>Tracking Figurative Language with Maniac Magee</b> graphic organizer. This includes identifying the tone and underlining any words that express specific connotations.</li><li>Respond to Chapters 40 – 46 using the Reading Response Board.</li></ul></li><li>Determine as a group when the Book Club should meet again.</li><li>Model how to record the assignment on their Book Club Calendar.</li></ul> Maniac Magee Book Club   @BookPages.com

Introduce Figurative Language ("Before the Story")

Identifying and Understanding Similes, Metaphors, and Hyperbole

Identifying and Understanding Personification and Idioms

Understanding Tone and Connotation

Exploring Symbolism as Figurative Language

Reflecting on the Impact of Figurative Language

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

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## Student Self-Evaluation Rubric

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

### How I Did in Maniac Magee Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was responsible
I took the time to reflect				
I know when and where I will prepare for the next meeting				

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

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

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## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

From whose point of view is the text written? How do you know?	What do you see/hear when reading the text?	Describe how the main character evolves with the plot.	What is the theme of this book? Why do you think so? Give examples.
Why did the author write this piece? Give 3 examples to support your answer.	Tell how the author used words to impact your emotions while reading the text.	Briefly summarize the plot and theme of the text.	What are some powerful words or phrases used in the text? Why are they powerful?
Identify the genre of the text you read. Provide at least 3 examples to support your answer.	Which text structure did the author use to tell the story? How do you know?	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.
Describe the problem in the text you read today. How do you think the problem will be resolved?	What inferences did you make while reading today?	Write about the things a reader needs to know in order to understand the text you read today.	Choose a scene from the book. Tell how it would be different if it was made into a movie.

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

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with 6<sup>th</sup> Grade Common Core Alignment

# Book Club Assessment Materials

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

**Figurative Language** Maniac Magee  
Book Club Focus Assessment

**Directions:** Use what you know about **Maniac Magee** to answer each of the following questions.

The phrase "down-and-out" is used to describe one of the visitors at the Pickwell's dinner table (page 20). What is the meaning of this phrase? What does this tell you about the Pickwell family?

While McNab was shikking out kids after the Little League game, the text says, "He was like a shark" (page 23). Which of the following words could replace this simile?

When describing a hot day in August, author Jerry Spinelli wrote, "So hot, if you were packing candy, you had soup in your pocket by two o'clock" (page 59). This sentence is an example of what type of figurative language?

Maniac Magee Book Club | ©BookPages.com

Focus Assessment  
for Figurative Language

Short answer  
practice

Practice with  
multiple choice  
questions

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

**Maniac Magee**  
CCSS Assessment

**Directions:** Use what you know about **Maniac Magee** to answer each of the following questions.

What evidence from the text supports the inference that Maniac Magee helped to end segregation in Two Mills?

What is Maniac's running a symbol of in Maniac Magee?

How does Mrs Bar feel about Maniac at the beginning of the story compared to the end? Why do his feeling towards Maniac change?

CCSS Assessment 6<sup>th</sup> Grade Reading Standards for Literature | ©BookPages.com

Complete Common  
Core Assessment

Answer Keys

One essential question for  
each of the 6<sup>th</sup> Grade  
Reading Literature Standards

Rubric with optional  
Common Core Alignment

**Figurative Language Focus Assessment Rubric**

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

**CCSS Reading Literature Standard 6.4**  
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

	Beginning	Developing	Proficient	Secure
<b>Correct Answer</b>	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
<b>Specific Skill:</b> Determine the meaning of figurative language	Was not able or is beginning to explain how figurative language is used in the text.	Was able to identify and understand figurative language in the text most of the time.	Was able to identify and understand figurative language in the text most of the time.	Was able to consistently identify and understand figurative language in the text.

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

- Identify various types of figurative language including similes, metaphors, hyperbole, personification, idioms, and symbolism.
- Interpret the meaning of figurative language including similes, metaphors, hyperbole, personification, idioms, and symbolism.
- Understand the impact of figurative language on meaning, tone, and connotation.

Book Club  
Maniac Magee

CCSS.ELA-LITERACY.RL.6.4 Maniac Magee Book Club | ©BookPages.com

**Answer Key** Maniac Magee  
CCSS Assessment

**Directions:** Use what you know about **Maniac Magee** to answer each of the following questions.

What did the author, Jerry Spinelli, mean when he wrote "Maniac Magee was blind. Sort of."

Maniac Magee is written in three parts. Why do you think author Jerry Spinelli chose to write it this way?

Match the characters below with the description of their point of view.

Maniac: Informal and flippant  
McNab: Calm and innocent  
Grayson: Caring and no-nonsense  
Amanda: Hesitant and loving

CCSS Assessment 6<sup>th</sup> Grade Reading Standards for Literature | ©BookPages.com

**Running Record**

Title: Maniac Magee Guided Reading Text Level: W 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 85% - 89% Accuracy
Page	E	SC	MSV
1	They say Maniac Magee was born in a dump.	They say his stomach was a cereal box and his heart a sofa spring.	They say he kept an eight-inch cockroach on a leash and that rat stood guard over him while he slept.
	They say if you knew he was coming and you spit-kicked sat on the ground and he ran over it, within two or three blocks he would be as slow as everybody else. They say,		

Tested By: \_\_\_\_\_ ©BookPages.com

Running Record

# Vocabulary Connections Resources

## Important Words to Know and Understand in Maniac Magee Word List

**Vocabulary Connections**  
Maniac Magee  
By: Jerry Spinelli  
Grade Level: 6 / Guided Reading Level: W

**Important Words to Know and Understand in Maniac Magee**

**Befuddled** (page 35)  
Unable to think clearly; very confused

**Dumbfounded** (page 87)  
Very shocked or surprised

**Finicky** (page 38)  
Requiring a lot of care or attention

**Hoarse** (page 178)  
Having a harsh or rough sound or voice

**Knack** (page 101)  
An ability, talent, or special skill needed to do something

**Languished** (page 111)  
To continue for a long time without activity or progress in an unpleasant or unwanted situation

**Marauding** (page 152)  
Traveling from place to place to attack others

**Pulpit** (page 51)  
A raised platform where a priest or minister stands when leading a worship service

**Repertoire** (page 97)  
All the things that a person is able to do

**Wiseacre** (page 65)  
A person who says or does things that are funny but also annoying

Vocabulary Word List | ©BookPages.com

**Vocabulary Connections**  
Maniac Magee  
By: Jerry Spinelli  
Grade Level: 6 / Guided Reading Level: W

<b>Befuddled</b>	<b>Dumbfounded</b>	<b>Finicky</b>
Unable to think clearly; very confused	Very shocked or surprised	Requiring a lot of care or attention
<b>Hoarse</b>	<b>Knack</b>	<b>Languished</b>
Having a harsh or rough sound or voice	An ability, talent, or special skill needed to do something	To continue for a long time without activity or progress in an unpleasant or unwanted situation

Definition Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections**  
Maniac Magee  
By: Jerry Spinelli  
Grade Level: 6 / Guided Reading Level: W

<b>Marauding</b>	<b>Pulpit</b>	<b>Repertoire</b>
Traveling from place to place to attack others	A raised platform where a priest or minister stands when leading a worship service	All the things that a person is able to do
<b>Wiseacre</b>	A person who says or does things that are funny but also annoying	

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
Maniac Magee  
By: Jerry Spinelli  
Grade Level: 6 / Guided Reading Level: W

<b>Befuddled</b> is a/an noun/verb/adverb/adjective Definition of <b>Befuddled</b> : _____	<b>Dumbfounded</b> is a/an noun/verb/adverb/adjective Definition of <b>Dumbfounded</b> : _____	<b>Finicky</b> is a/an noun/verb/adverb/adjective Definition of <b>Finicky</b> : _____
<b>Befuddled</b> looks like this: _____	<b>Dumbfounded</b> looks like this: _____	<b>Finicky</b> looks like this: _____
<b>Befuddled</b> reminds me of: _____	<b>Dumbfounded</b> reminds me of: _____	<b>Finicky</b> 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 Maniac Magee**

**Directions:** Circle the correct spelling of each word in the box. Then write each correct word to complete the following sentences.

- The \_\_\_\_\_ thieves robbed one village after another.
- I have some \_\_\_\_\_ plants that require water and sunlight everyday.
- Always remember to include your \_\_\_\_\_ of skills when writing your resume.
- The audience was \_\_\_\_\_ when the magician walked on stage and then left without performing his tricks.
- My ninety-year-old grandmother was \_\_\_\_\_ by the smartwatch I gave her.

**Directions:** Write your own sentence using your favorite word in the box.

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

Answers will vary.

Answer Key | ©BookPages.com

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**  
Maniac Magee  
By: Jerry Spinelli  
Grade Level: 6 / Guided Reading Level: W

**Maniac Magee**  
By: Jerry Spinelli

A new word word I learned in this book is: \_\_\_\_\_  
It means: \_\_\_\_\_  
Name: \_\_\_\_\_

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

## Vocabulary Word Extension Activities

**Vocabulary Connections**  
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 | ©BookPages.com

## Personalized Vocabulary Bookmark

Common Core State Standards Correlation
Marzano Maggee Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Marzano Maggee correlate with the following English Language Arts Common Core State Standards for sixth grade.
<b>Book Club Lesson Plan and Resources</b>
Speaking & Listening
<b>SL.1.6</b> – Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and comparison.
<b>SL.2</b> – Integrate information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<b>SL.3</b> – Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Language
<b>L.6.4</b> – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Book Club  
Common Core Alignment

Common Core State Standards Correlation
Marzano Maggee Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Marzano Maggee correlate with the following English Language Arts Common Core State Standards for sixth grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language
<b>L.6.4a</b> – Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>L.6.4b</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.6.4</b> – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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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 di 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  
Maniac Magee

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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"> <li>Lee el texto asignado.</li> <li>Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector.</li> <li>Prepárese para el Club de Libro antes de tiempo:               <ul style="list-style-type: none"> <li>Elja al menos una parte interesante, divertida o confusa para compartir con su club de lectura.</li> <li>Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno.</li> <li>Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ven al Club de Libro a tiempo y listo para comenzar la discusión.</li> <li>Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted.</li> <li>Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas.</li> <li>Apoye su pensamiento con evidencia del texto.</li> <li>Pide ayuda si la necesitas.</li> <li>Permanecer en el tema.</li> <li>Haz contacto visual con las personas en tu Club de Libro.</li> <li>Respeto a las personas en tu Club de libro:               <ul style="list-style-type: none"> <li>Intenta no interrumpir: espera tu turno para compartir.</li> <li>Use lenguaje respetuoso.</li> <li>Escucha cuidadosamente.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas:               <ul style="list-style-type: none"> <li>¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector?</li> <li>¿Qué puedes hacer para tener una mejor conversación la próxima vez?</li> </ul> </li> <li>Registre su tarea de lectura en su calendario del Club de Libro.</li> <li>Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).</li> </ul>

Book Club  
Maniac Magee

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## Student Self-Evaluation Rubric

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

**Cómo lo hice en el Maniac Magee Book Club**

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				<b>Antes</b> Responde a las expectativas del Club de libro.
Respondí al texto en el cuaderno de mi lector.				
Prepáre algo para compartir con mi Club de libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				<b>Durante</b> Yo participé 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.				
Leí cuando y dónde me preparé para la próxima reunión.				<b>Después</b> Yo escribí una reflexión.
Nota	Una nota de tu maestro			
/ 27				

Book Club  
Maniac Magee

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## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

¿Desde qué punto de vista está escrito el texto? ¿Cómo lo sabes?	¿Qué ves / escuchas al leer el texto?	Describe cómo evoluciona el personaje principal con la trama.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Por qué el autor escribió esta pieza? Da 3 ejemplos para apoyar tu respuesta.	¿Dígame a la autora cómo usó las palabras para impactar sus emociones mientras lee el texto?	Resume brevemente la trama y el tema del texto.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Identifica el género del texto que lees. Proporciona al menos 3 ejemplos para respaldar su respuesta.	¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	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.
Describe el problema en el texto que lees hoy. ¿Cómo crees que se resolverá el problema?	¿Qué inferencias hiciste al leer el texto? ¿Cómo lo sabes?	Escribe sobre las cosas que un lector necesita saber para comprender el texto que lee hoy.	Elige una escena del libro. Di cómo sería diferente si se hiciera en una película.
Identifica la parte / capítulo más importante de la historia que leste hoy. Dile por qué crees que es importante.			

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

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