

Here's What You'll Get with the One Crazy Summer Book Club

Point of View Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Book Club		One Crazy Summer By: Rita Williams-Garcia Grade Level: 6 / Guided Reading Level: W
Discussion Questions and New Vocabulary	Meeting #2	<p>A Note About the Discussion Questions and Vocabulary</p> <p>The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.</p> <p>You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as a guide.</p> <p>Cassius Clay Clouds Discussion Questions:</p> <ol style="list-style-type: none"> Who is telling the story? Answers will vary: The big sister of Fern and Vonetta is telling the story. (page 1) Where are they going and whom will they see? Answers will vary: They are going to Oakland, California to see their mom, Cecile. (page 3) With whom do the girls live? Answers will vary: The girls live with their father and grandmother. (page 4) <p>Cassius Clay Clouds New Vocabulary:</p> <ol style="list-style-type: none"> Orbit (pg. 1) – curved path that something (such as a planet or satellite) follows as it goes around something else (such as a planet) Revival (pg. 5) – a meeting or series of meetings led by a preacher to make people interested in a Christian religion Muumuu (pg. 7) – a Hawaiian dress that is usually long, loose-fitting, and decorated with bright colors <p>One Crazy Summer Book Club @BookPagez.com</p>
	Key Vocabulary by Chapter	

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		One Crazy Summer By: Rita Williams-Garcia Grade Level: 6 / Guided Reading Level: W
Understanding How the Narrator's Point of View Influences the Reader	Meeting #4 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: Understanding How the Narrator's Point of View Influences the Reader (7-10 minutes)</p> <ul style="list-style-type: none"> Explain that because the narrator is telling the story, she helps guide us as to who we should like or dislike, who is honest and who is not, and who is reliable or not. Explain that today we are going to take some time to notice how we feel about characters based on what Delphine says about them. Identify her as the most complex character in the story. <ul style="list-style-type: none"> Discuss the ways in which Delphine feels about her mother. <ul style="list-style-type: none"> Possible answer: Delphine has mixed emotions and reacts in many different ways to her mother. Direct student attention to page 96. <p>"I was too tired to make this thing between Vonetta and Fern go away... Vonetta slept on the top of the daybed, and Fern slept with me below."</p> <p>One Crazy Summer Book Club @BookPagez.com</p>
	Key Vocabulary by Chapter	

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club		One Crazy Summer By: Rita Williams-Garcia Grade Level: 6 / Guided Reading Level: W						
Understanding A Character's Point of View	Meeting #3 Continued	<ul style="list-style-type: none"> Model how to use a T-chart to track the ways in which perspective is shaped by what other people say about the narrator (Delphine) following the example provided. <table border="1"> <thead> <tr> <th colspan="2">Sample Reader's Notebook Entry</th> </tr> <tr> <th>What someone else says about Delphine (page no.)</th> <th>What it shows me about her</th> </tr> </thead> <tbody> <tr> <td>Vonetta says, "Big deal, baby." Fern banged her fists at her sides and was set to leap on Vonetta, but I grabbed her in midjump. "Y'all just stop it." Fern was near tears mad. "I'm gonna tell." "Who you gonna tell, Cecile? She don't care..." I said, "Shut up, Vonetta." And she shut up. That was all it took. (91)</td> <td>Delphine is in charge of keeping the girls happy and they listen to her for the most part. She takes responsibility. She cares about her sisters. She doesn't like people making fun of them.</td> </tr> </tbody> </table> <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> Distribute the student self-evaluation assessments. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. Collect the evaluation forms (the forms are provided on the last day of Book Club along with the notes from the teacher). <p>Wrap up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to independently read pages 95-145. Tell students to continue to track perspective using the T-Charts in their reader's notebooks. Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar. <p>One Crazy Summer Book Club @BookPagez.com</p>	Sample Reader's Notebook Entry		What someone else says about Delphine (page no.)	What it shows me about her	Vonetta says, "Big deal, baby." Fern banged her fists at her sides and was set to leap on Vonetta, but I grabbed her in midjump. "Y'all just stop it." Fern was near tears mad. "I'm gonna tell." "Who you gonna tell, Cecile? She don't care..." I said, "Shut up, Vonetta." And she shut up. That was all it took. (91)	Delphine is in charge of keeping the girls happy and they listen to her for the most part. She takes responsibility. She cares about her sisters. She doesn't like people making fun of them.
	Sample Reader's Notebook Entry							
What someone else says about Delphine (page no.)	What it shows me about her							
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Scheduling and Reader Responsibility								

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Introduce Point of View

Meeting #1
Introduce the Book and Set Expectations

Understanding the Narrator's Point of View

Understanding a Character's Point of View

Understanding How the Narrator's Point of View Influences the Reader

Meeting #4 Continued
Kick-off the Book Club Meeting (5-7 minutes)

Connecting Point of View to the Author's Purpose

Thinking About Point of View as a Writer

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 ...

Book Club
One Crazy Summer

© BookPages.com | Book Club Calendar

Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

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

Book Club
One Crazy Summer

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Student Self-Evaluation Rubric

Name: _____

How I Did in One Crazy Summer 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 had time to prepare 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 the conversation
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was ready to respond
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?			
Identify the most important part / chapter of the story you read today. Tell why you think it's important.			

Directions: Choose one of the response options after you've written your response.

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Name: _____

RL.6.4 From whose point of view is the text written? How do you know?	RL.6.7 What do you see/hear when reading the text?	RL.6.3 Describe how the main character evolves with the plot.	RL.6.2 What is the theme of this book? Why do you think so? Give examples.
RL.6.1 Why did the author write this piece? Give 3 examples to support your answer.	RL.6.4 Tell how the author used words to impact your emotions while reading the text.	RL.6.10 Briefly summarize the plot and theme of the text.	RL.6.4 What are some powerful words or phrases used in the text? Why are they powerful?
RL.6.10 Identify the genre of the text you read. Provide at least 3 examples to support your answer.	RL.6.5 Which text structure did the author use to tell the story? How do you know?	RL.6.6 Write about the narrator's message and use evidence from the text to support your thinking.	RL.6.9 Name another text with a similar theme to your text. Tell how the texts are the same and different.
RL.6.3 Describe the problem in the text you read today. How do you think the problem will be resolved?	RL.6.1 What inferences did you make while reading today? Tell how your inferences helped you as a reader.	RL.6.10 Write about the things a reader needs to know in order to understand the text you read today.	RL.6.7 Choose a scene from the book. Tell how it would be different if it was made into a movie.
RL.6.5 Identify the most important part / chapter of the story you read today. Tell why you think it's important.	RL.6.4 Give an example of figurative language in the text you read today. Tell how the word choice impacted your comprehension of the text.	RL.6.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.6.2 What does the story you read today suggest about life? Use examples to support your answer.

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.

Book Club
One Crazy Summer

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with 6th Grade Common Core Alignment

Book Club Assessment Materials

Complete Common Core Assessment

Practice with multiple choice questions

Name: _____ Score: _____

One Crazy Summer
CCSS Assessment

Directions: Use what you know about **One Crazy Summer** to answer each of the following questions.

What is the meaning of the following simile: "Today we are going to be like the earth, spinning around and affecting many."

(A) Science is like spinning.
(B) Revolution means going something in society.
(C) The girls were going to...
(D) The earth spins around and make sure the student...

Fern was given Miss Patty Cake of the chapter called Alana?
(A) It is meant to tease Fern.
(B) It was the part of the story name for Fern.
(C) It occurred when Cecile had given her.
(D) It was the chapter where finally had learned who...

Why do you think the author...
(A) So the main character...
(B) To show the changes that changes in the narrat...
(C) So the various feelings could be revealed.
(D) None of the above.
(E) B and C.

Looking at the cover of the story, how does it fit your interpretation of the attitudes of the three sisters?
RL.4.7

How are the poems Nzila wrote similar to the poem Fern wrote?
(A) They don't rhyme.
(B) They have uneven line structure.
(C) They have a message.
(D) They are rebellious poems that support the fight for civil rights.
(E) All of the above.
RL.4.9

CCSS Assessment 6th Grade Reading Standards for Literature | @BookPages.com

Short answer practice

One essential question for each of the 6th grade Reading Literature standards

Focus Assessment for Point of View

Answer Keys

Name: _____

One Crazy Summer
Book Club Focus Assessment

Directions: Use what you know about **One Crazy Summer** to answer each of the following questions.

What effect did telling the story from this point of view have on you as a reader?

How would the story be different if it were told from Fern's point of view?
(A) It would be more rebellious against Cecile.
(B) It would not support the Black Panther movement.
(C) It would not have the wisdom and insights of an older girl.
(D) All of the above.

How does the narrator help to convey the author's message in the story?
(A) The narrator grows to understand the Civil Rights movement and support it.
(B) The narrator shows that the people in power are more important than the poor people.
(C) The narrator gains an appreciation for the police.
(D) None of the above.

One Crazy Summer Book Club | @BookPages.com

Answer Key

One Crazy Summer
Book Club Focus Assessment

Directions: Use what you know about **One Crazy Summer** to answer each of the following questions.

Point of View

What effect did telling the story from this point of view have on you as a reader?
Answers will vary. Sample answers include: Students should feel connected to Delphine and her struggles with parents, decisions, caring for siblings, etc.

How would the story be different if it were told from Fern's point of view?
(A) It would be more rebellious against Cecile.
(B) It would not support the Black Panther movement.
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How does the narrator help to convey the author's message in the story?
(A) The narrator grows to understand the Civil Rights movement and support it.
(B) The narrator shows that the people in power are more important than the poor people.
(C) The narrator gains an appreciation for the police.
(D) None of the above.

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Rubric with optional Common Core Alignment

Student: _____ Date: _____

Focus Assessment Rubric

CCSS Reading Literature Standard 6.6
Assess how point of view or purpose shapes the content and style of a text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Point of view	Was not able to or's beginning to show how point of view shaped the content of the story.	Is able to show how point of view relates to the author's purpose some of the time.	Is able to show how point of view relates to the author's purpose most of the time.	Is able to show how point of view relates to the author's purpose and shapes the content of the text all of the time.

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

- Identifying point of view in a text
- Tracking how the point of view fits the character
- Identifying other characters in the story and how they feel
- Identifying the ways in which language affects point of view
- Identifying how this point of view communicates the author's purpose

Book Club
One Crazy Summer

CCSS.ELA-LITERACY.RL.6.6 One Crazy Summer Book Club | @BookPages.com

Running Record

Title: One Crazy Summer Guided Reading Test 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) _____

Page	Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy	
	E	SC	E	SC	E	SC
1						

Analysis and Comments:

Tested By: _____ @BookPages.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in One Crazy Summer Word List

Vocabulary Connections
One Crazy Summer
 By: Rita Williams-Garcia
 Grade Level: 6 / Guided Reading Level: W

Important Words to Know and Understand in "One Crazy Summer"

Altitude (pg. 9)
 Height of something (such as an airplane) above the level of the sea

Bottled (pg. 78)
 Confused

Entitled (pg. 101)
 To have the right to something

Excursion (pg.153)
 A short trip especially for pleasure

Gushing (pg. 205)
 To say (something) in an extremely enthusiastic way; a sudden outflow of emotion

Kin (pg. 78)
 Relatives

Merriam-Webster (pg.83)
 A dictionary

Muumuu (pg. 7)
 A Hawaiian dress that is usually long, loose-fitting, and decorated with bright colors

Rally (pg. 129)
 A public meeting to support or oppose someone or something

Ringlossing (pg. 65)
 Playing a game where players throw rings and they fall over a stick on top of each other

Vocabulary Word List | ©BookPages.com

Vocabulary Connections
One Crazy Summer
 By: Rita Williams-Garcia
 Grade Level: 6 / Guided Reading Level: W

Altitude **Bottled** **Entitled**

Height of something (such as an airplane) above the level of the sea

Confused

To have the right to something

Excursion **Gushing** **Kin**

A short trip especially for pleasure

To say (something) in an extremely enthusiastic way; a sudden outflow of emotion

Relatives

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
One Crazy Summer
 By: Rita Williams-Garcia
 Grade Level: 6 / Guided Reading Level: W

Merriam-Webster **Muumuu** **Rally**

A dictionary

A Hawaiian dress that is usually long, loose-fitting, and decorated with bright colors

A public meeting to support or oppose someone or something

Ringlossing

Playing a game where players throw rings and they fall over a stick on top of each other

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
One Crazy Summer
 By: Rita Williams-Garcia
 Grade Level: 6 / Guided Reading Level: W

Excursion is a/an
 noun/verb/adverb/adjective

Gushing is a/an
 noun/verb/adverb/adjective

Kin is a/an
 noun/verb/adverb/adjective

Excursion looks like this:

Gushing looks like this:

Kin looks like this:

Excursion reminds me of:

Gushing reminds me of:

Kin 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 One Crazy Summer

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

Word Bank: Gushing, Altitude, Muumuu, Merriam-Webster, Rally, Ringlossing

- Brennan's favorite dictionary is _____.
- The award recipient delivered a wonderfully _____ acceptance speech.
- Youth group and students join a _____ to protest the tuition fee hike.
- I need a beautiful _____ dress for a Hula event.
- We will play _____ in our team building.

Directions: Draw a line to match each vocabulary word to its correct synonym.

Word Bank: Bottled, Confused, Kin, Excursion, Outing, Eligible

Answer Key: Merriam-Webster, Muumuu, Ringlossing, Gushing, Rally, Outing, Excursion, Eligible, Confused, Relatives

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
One Crazy Summer
 By: Rita Williams-Garcia
 Grade Level: 6 / Guided Reading Level: W

One Crazy Summer
 By Rita Williams-Garcia

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

It means: _____

Name: _____

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

Vocabulary Connections
 Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

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?

Independent Word Exposition | ©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 Exposition | ©BookPages.com

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
One Crazy Summer Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "One Crazy Summer" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 – Cite textual evidence to support analysis of what the text(s) explicitly as well as inferences drawn from the text.
RL.2 – Determine a theme or central idea of a text and how it's conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.3 – Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the character responds or changes as the plot moves toward a resolution.
RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.5 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6 – Explain how an author develops the point of view of the narrator or speaker in a text.
RL.7 – Compare and contrast the experience of reading a story, drama, or poem (listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch).
RL.8 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing
W.8 – Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.1a – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.1b – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.1c – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
One Crazy Summer CCSS Alignment BookPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
One Crazy Summer Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "One Crazy Summer" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Vocabulary Lesson Plan and Resources
Language
L.4a – 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.
L.4b – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4c – 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.
One Crazy Summer CCSS Alignment BookPages.com

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 ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> 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.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Trabaja su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanece en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? <input type="checkbox"/> Regístrate su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el One Crazy Summer Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Pude hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión del Club de Libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión del 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.				
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: _____

¿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.	¿Dígale 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?			
Identifica la parte / capítulo más importante de la historia que leste hoy. Dile por qué crees que es importante.			

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

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Nombre: _____

RL.6.6 ¿Desde qué punto de vista está escrito el texto? ¿Cómo lo sabes?	RL.6.7 ¿Qué ves / escuchas al leer el texto?	RL.6.3 Describe cómo evoluciona el personaje principal con la trama.	RL.6.2 ¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
RL.6.1 ¿Por qué el autor escribió esta pieza? Da 3 ejemplos para apoyar tu respuesta.	RL.6.4 ¿Dígale a la autora cómo usó las palabras para impactar sus emociones mientras lee el texto?	RL.6.10 Resume brevemente la trama y el tema del texto.	RL.6.4 ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
RL.6.10 Identifica el género del texto que lees. Proporciona al menos 3 ejemplos para respaldar su respuesta.	RL.6.5 ¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	RL.6.6 Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	RL.6.9 Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
RL.6.3 Describe el problema en el texto que lees hoy. ¿Cómo crees que se resolverá el problema?	RL.6.1 ¿Qué inferencia hiciste al leer hoy? Cuéntales cómo tus inferencias te ayudaron como lector.	RL.6.10 Escribe sobre las cosas que un lector necesita saber para comprender el texto que lee hoy.	RL.6.7 Elige una escena del libro. Di cómo sería diferente si se hiciera en una película.
RL.6.5 Identifica la parte / capítulo más importante de la historia que leste hoy. Dile por qué crees que es importante.	RL.6.4 Da un ejemplo de lenguaje figurativo en el texto que lees hoy. Cuéntales cómo la elección de palabras impactó su comprensión del texto.	RL.6.10 ¿Qué aprendiste sobre ti como lector hoy? Usa ejemplos del texto.	RL.6.2 ¿Qué sugiere la historia que lees hoy sobre la vida? Usa ejemplos para respaldar su respuesta.

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

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with 6th Grade Common Core Alignment