

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

## Theme Lesson Plans for 6 Book Club Meetings

### 4 Part Lesson Plans

**Book Club**  
Grade Level: 4 / Guided Reading Level: 5

**Poppy**  
By: Avi

**Discussion Questions and New Vocabulary**

**Meeting #2**  
**A Note About the Discussion Questions and Vocabulary**  
Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.

New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to add the discussion of the meaning of other words within each of the chapters.

**Chapter 1 Discussion Questions:**

- Describe Mr. Ocax.  
Answers will vary: Mr. Ocax is a great horned owl. He has round and yellow eyes with large pupils. He has great eyesight. (page 1)
- How does Poppy, the little deer mouse, seem scared?  
Answer: Poppy is scared because it isn't safe where they are. Her father has warned her that they need to ask Mr. Ocax's permission to be on the hill and they did not. (page 4)
- What happens to Ragweed?  
Answer: Mr. Ocax eats Ragweed for dinner.

**Chapter 1 New Vocabulary:**

- Swiveling (page 2) – to turn around
- Feeling (page 3) – feeling or showing a lack of courage or confidence

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

**Book Club**  
Grade Level: 4 / Guided Reading Level: 5

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**Tracking Examples of Fear and Courage in the Text**

**Meeting #3 Continued**  
**Kick-off the Book Club Meeting (5-7 minutes)**

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

**Time to Teach: Tracking Examples of Fear and Courage in the Text (7-10 minutes)**

- Tell the students that often they will not know what the theme of a story is until they have read some, most, or even all of it. Being able to read a story carefully and pick out evidence of theme from the text is an important skill of a reader. Remind the students that Fear and Courage is a very important theme in the story of Poppy.
- Explain to them that because we already know the theme "Fear and Courage" we are going to look carefully through the text and pick out details that show us examples of fear and Courage.
- Read and students of the quote we discussed at the beginning. Read it again. "Courage is not the absence of fear. It is the ability to act in the presence of fear" Explain that many times people are fearful of something/someone. Sometimes that leads to an act of courage, and other times it does not.
- Tell the students to open their book to page 45. Read the top paragraph on page 45 out loud.

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Discussion Questions by Chapter

Key Vocabulary by Chapter

**Book Club**  
Grade Level: 4 / Guided Reading Level: 5

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**Summarizing the Text**

**Meeting #2 Continued**  
**Model How to Respond to Reading (continued)**

- Ask the students to work with a partner and complete the organizer for chapters 2-4. Make sure the students understand they are summarizing chapters 2, 3, and 4 together. There is not a separate organizer for each chapter.
- Share their summaries with the group if there is time.

**Take Time to Reflect (2 minutes)**

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

**Wrap Up the Book Club Meeting**

- Assign students to independently read Chapters 5 – 8. Write a summary using **Somebody Wanted But So Then** for chapters 5 – 8.
- Determine as a group when the Book Club should meet again.
- Monitor students as they record the assignment on their Book Club Calendar.

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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Introduce Theme**

**Meeting #1 Continued**  
**Time to Teach: Text Structure**

**Tracking Examples of Fear and Courage in the Text**

**How do the Characters Develop the Theme**

**How is the Theme Conveyed Throughout the Story**

**Summarizing the Text**

**Meeting #3 Continued**  
**Model How to Respond to Reading**

**How do the Other Story Elements Support/Develop the Theme**

6 Theme 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 ...

Book Club  
Poppy

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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>

Book Club  
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## Student Self-Evaluation Rubric

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

### How I Did in Poppy 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 have completed my assignment 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 my Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I have completed my assignment
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 way this story was told. Was it told in 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.			

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

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

<p><b>RL.4.1</b></p> <p>Write about the way this story was told. Was it told in 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person? How do you know?</p>	<p><b>RL.4.7</b></p> <p>How do the illustrations provide you with a deeper understanding of the text?</p>	<p><b>RL.4.3</b></p> <p>Choose two settings from the text. Explain why each is important to the story.</p>	<p><b>RL.4.2</b></p> <p>What is the theme of this book? Why do you think so? Give examples.</p>
<p><b>RL.4.10</b></p> <p>What was the main idea of the text you read today? List at least 3 details that support your main idea.</p>	<p><b>RL.4.4</b></p> <p>Write about the new words you read. What do you think the words mean? Why?</p>	<p><b>RL.4.10</b></p> <p>How does this text compare to other books you've read? Give examples.</p>	<p><b>RL.4.4</b></p> <p>What are some powerful words or phrases used in the text? Why are they powerful?</p>
<p><b>RL.4.10</b></p> <p>Write about the reading strategies you used to help you be a better reader.</p>	<p><b>RL.4.5</b></p> <p>Which chapter was the most important? Why do you think so?</p>	<p><b>RL.4.6</b></p> <p>Write about the narrator's message and use evidence from the text to support your thinking.</p>	<p><b>RL.4.9</b></p> <p>Name another text with a similar theme to your text. Tell how the texts are the same and different.</p>
<p><b>RL.4.3</b></p> <p>Compare and contrast two characters. Tell how they are the same and different.</p>	<p><b>RL.4.1</b></p> <p>Make an inference about the main character. What makes the character happy? Give examples.</p>	<p><b>RL.4.10</b></p> <p>Write about the things a reader needs to know in order to understand the text.</p>	<p><b>RL.4.7</b></p> <p>Choose a scene from the book. Tell how it would be different if it was made into a movie.</p>
<p><b>RL.4.5</b></p> <p>Write about the way the main problem and solution unfolded in the story.</p>	<p><b>RL.4.4</b></p> <p>Give an example of an interesting phrase you read today. Tell how the author's language affected your comprehension.</p>	<p><b>RL.4.10</b></p> <p>What did you learn about yourself as a reader today? Use examples from the text.</p>	<p><b>RL.4.2</b></p> <p>Write a summary of the text that you read today.</p>

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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Book Club  
Poppy

with 5<sup>th</sup> Grade Common Core Alignment



# Vocabulary Connections Resources

**Vocabulary Connections** Poppy By: Avi Grade Level: 4 / Guided Reading Level: 5

**Important Words to Know and Understand in "Poppy"**

**Abundant** (page 27)  
Existing or occurring in large amounts

**Ceased** (page 17)  
To stop happening; to end

**Dilapidated** (page 121)  
In very bad condition because of age or lack of care

**Dismay** (page 68)  
To cause (someone) to feel very worried, disappointed, or upset

**Embedded** (page 85)  
To place or set (something) firmly in something else

**Exhaustion** (page 64)  
The state of being extremely tired

**Foliage** (page 136)  
The leaves of a plant or of many plants

**Hastily** (page 49)  
Done or made very quickly

**Ravenously** (page 60)  
Very hungry

**Vast** (page 82)  
Very great in size, amount, or extent

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in *Poppy* Word List

**Vocabulary Connections** Poppy By: Avi Grade Level: 4 / Guided Reading Level: 5

<b>Abundant</b>	<b>Ceased</b>	<b>Dilapidated</b>
Existing or occurring in large amounts	To stop happening; to end	In very bad condition because of age or lack of care

Step-by-Step Directions: 1. Cut on the Dotted Line. 2. Fold on the Solid Line.

Word and Definition Sorting Cards

**Vocabulary Connections** Poppy By: Avi Grade Level: 4 / Guided Reading Level: 5

<b>Dismay</b>	<b>Foliage</b>	<b>Hastily</b>	<b>Ravenously</b>
To cause (someone) to feel very worried, disappointed, or upset	The leaves of a plant or of many plants	Done or made very quickly	Very hungry
<b>Vast</b>			
Very great in size, amount, or extent			

Step-by-Step Directions: 1. Cut on the Dotted Line. 2. Fold on the Solid Line. 3. Glue, Tape or Staple the Top of Each Card to One of the Pages of Your Notebook.

Definition Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections** Poppy By: Avi Grade Level: 4 / Guided Reading Level: 5

<b>Dismay is a/an</b> noun verb adverb adjective Definition of Dismay:	<b>Embedded is a/an</b> noun verb adverb adjective Definition of Embedded:	<b>Exhaustion is a/an</b> noun verb adverb adjective Definition of Exhaustion:
Dismay looks like this:	Embedded looks like this:	Exhaustion looks like this:
Dismay reminds me of:	Embedded reminds me of:	Exhaustion reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

**Word Games with Words from Poppy**

Directions: Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

**Down:**  
1. bountiful  
2. stop

**Across:**  
1. very hungry  
2. tiredness  
3. very large  
4. very quickly

Word Bank: Abundant, Ceased, Dilapidated, Dismay, Embedded, Exhaustion, Foliage, Hastily, Ravenously, Vast

Answer Key from Poppy: RAVENOUSLY, DILAPIDATED, ABUNDANT, DISMAY, EXHAUSTION, FASTIDIOUSLY, HASTILY

Word Games and Answer Key

**Vocabulary Connections** Poppy By: Avi Grade Level: 4 / Guided Reading Level: 5

**Poppy**  
By: Avi

Directions: 1. Cut on the Dotted Line. 2. Fold on the Solid Line. 3. Complete the Vocabulary Card. 4. Glue, Tape or Staple the Card to Your Notebook or the Top of Your Book.

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

Personalized Vocabulary Bookmark

**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?

**Vocabulary Connections** Name: \_\_\_\_\_

Directions:  
1. Write a word from your reading that is new to you in the first column.  
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.  
3. Explain why you think your definition makes sense based on the context clues in the text.  
4. Write the dictionary definition.  
5. 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

Vocabulary Word Extension Activities

# Complete Common Core Alignment

Common Core State Standards Correlation
<p>Poppy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Poppy" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Book Club Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RL.1</b> – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.</p> <p><b>RL.2</b> – Determine a theme or a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.3</b> – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions).</p> <p><b>RL.4</b> – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p><b>RL.5</b> – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., conflict, characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>RL.6</b> – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrators.</p> <p><b>RL.7</b> – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version relates specific descriptions and situations in the text.</p> <p><b>RL.8</b> – Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p><b>RL.10</b> – By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.3</b> – Show and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4</b> – Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.4.1</b> – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.2</b> – Show evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.4.1a</b> – Come to discussion prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>SL.4.1b</b> – Follow agreed-upon rules for discussion and carry out assigned roles.</p> <p><b>SL.4.1c</b> – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>Poppy CCSS Alignment   @BookPages.com</p>

## Book Club Common Core Alignment

Common Core State Standards Correlation
<p>Poppy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Poppy" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>L.4.0</b> – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.4.1</b> – Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.4.2</b> – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, slammed) and that are basic to a particular topic.</p> <p>Poppy CCSS Alignment   @BookPages.com</p>

## Vocabulary Connections Common Core Alignment

# Book Club Management Materials Spanish Resources

## Book Club Calendar

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

domingo	lunes	martes	miércoles	jueves	viernes	sábado

**Iniciar el Conversación**

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

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

Book Club  
Poppy

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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"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> <li>• Elija 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>	<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"/> Permanezca en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta a las personas en tu Club de libro: <ul style="list-style-type: none"> <li>• Intenta no interrumpir: espera tu turno para compartir</li> <li>• Use lenguaje respetuoso</li> <li>• Escucha cuidadosamente</li> </ul>	<input type="checkbox"/> 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> <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>

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## Student Self-Evaluation Rubric

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

**Cómo lo hice en el Poppy Book Club**

	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
<b>Antes</b>				Leí la tarea. Respondí al texto en el cuaderno de mi lector. Preparé algo para compartir con mi Club de Libros. Tenía mis materiales. Compartí mi pensamiento.
<b>Durante</b>				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.
<b>Después</b>				Se 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: \_\_\_\_\_

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

**Direcciones:**  
Elija una de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de su lector. Después de que haya escrito su respuesta, coloree en el respaldo de la tabla de arriba.

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with 4<sup>th</sup> Grade Common Core Alignment