

# Here's What You'll Get with the Remember Valley Forge Book Club

## Identifying Main Ideas and Supporting Details Lesson Plans for 4 Book Club Meetings

### 4 Part Lesson Plans

<p>Discussion Questions by Chapter</p> <p>Key Vocabulary by Chapter</p>	<p><b>Book Club</b></p> <p><b>Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories</b> By: Thomas B. Allen Grade Level: 5 / Guided Reading Level: 1</p> <p><b>Meeting #2 Continued</b> <b>Chapter 1, Pages 10-17 Discussion Questions:</b></p> <p>3. According to the text, who were the Hessians? Describe the Continental Army's surprise attack on the Hessians using a sequencing text structure and clue words such as first, next, then, and last.</p> <p>Answer: The Hessians were hired German allies. First, Washington learned that the Hessians would be having a Christmas party, so their guard would be down. Then, he and his men boarded flat bottom boats and crossed the Delaware River at midnight. Next, they surprised the unsuspecting Hessians with an attack that lasted 45 minutes. Last, the Americans won the battle, killing 21 Hessians, wounding 90, and taking 900 prisoners. (pages 13-17)</p> <p><b>Chapter 1, Pages 10-17 New Vocabulary:</b></p> <p>1. Revolution (page 11) – the usually violent attempt by many people to end the rule of one government and start a new one</p> <p>2. Tyrant (page 12) – a ruler who has complete power over a country and who is cruel and unfair</p> <p>3. Independence (page 12) – freedom from outside control or support</p>	<p>Guided Reading Level</p> <p>Specific Instructional Focus</p>	<p><b>Book Club</b></p> <p><b>Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories</b> By: Thomas B. Allen Grade Level: 5 / Guided Reading Level: 1</p> <p><b>Meeting #3 Continued</b> <b>Time to Teach: Summarizing the Text Using Main Idea and Supporting Details</b></p> <ul style="list-style-type: none"> <li>Invite volunteers to share the main idea and supporting details they added to their <b>Supporting the Main Idea with Features of Nonfiction Text</b> graphic organizer for Chapters 3–4.</li> <li>Explain to students that they are going to use the main idea and supporting details to summarize the text.</li> <li>Define a <b>summary</b> as a snapshot of the information found in a text. A strong summary has the following qualities:             <ul style="list-style-type: none"> <li><b>It is accurate.</b> The information in a summary needs to be correct and true.</li> <li><b>It is concise.</b> The information should be presented in enough details so that someone who has never read the text before could get the gist of what the text is all about without reading the entire book.</li> <li><b>It is objective.</b> The information in a summary should be free from your personal opinions of the topic.</li> </ul> </li> </ul> <p>Explain that when you write a summary of a nonfiction text, it is important to include the main idea and important supporting details from the text.</p> <p><b>Model How to Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Tell students that they are going to write a summary from Chapter 1 together.</li> <li>Instruct students to turn to their <b>Main Idea and Supporting Details</b> graphic organizer from Chapter 1. (Hint: It may be helpful to turn to your large chart paper copy to work along with students.)</li> <li>Explain to students that to write our nonfiction summary, we must start with a topic sentence. The topic sentence should explain the main idea of the text.</li> <li>Model for students how to turn the main idea notes into a topic sentence. For example, the Chapter 1 main idea notes from our graphic organizer state,</li> </ul>
	<p>Reflection and Self-Evaluation</p> <p>Scheduling and Reader Responsibility</p>	<p>Summarizing the Text Using Main Idea and Supporting Details</p> <p>Reflecting on Main Idea and Supporting Details</p>	<p>Step by Step Guided Mini Lesson</p>

<p><b>Book Club</b></p> <p><b>Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories</b> By: Thomas B. Allen Grade Level: 5 / Guided Reading Level: 1</p> <p><b>Using Features of Nonfiction Text to Identify Main Idea and Supporting Details</b></p> <p><b>Supporting the Main Idea with Features of Nonfiction Text</b></p> <p><b>Main Idea and Supporting Details</b></p>	<p><b>Meeting #2 Continued</b> <b>Wrap Up the Book Club Meeting</b></p> <ul style="list-style-type: none"> <li>Distribute copies of the <b>Supporting the Main Idea with Features of Nonfiction Text Graphic Organizer</b>.</li> <li>Assign students to independently read <b>Chapters 3-4</b>.</li> <li>While reading independently, students are responsible for completing the <b>Supporting the Main Idea with Features of Nonfiction Text</b> graphic organizer for Chapters 3 and 4.</li> <li>Remind students that they are also responsible for responding to the text in their reader's notebook using the Reading Response board.</li> <li>Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.</li> </ul>
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<p><b>Introduce Identifying Main Idea and Supporting Details</b></p> <p>This graphic organizer to complete with students at _____</p> <ul style="list-style-type: none"> <li>Explain to students that this graphic organizer is a place for them to record the main idea and supporting details for each of the chapters in <i>Remember Valley Forge</i>.</li> </ul>	<p><b>Using Features of Nonfiction Text to Identify Main Idea and Supporting Details</b></p> <p><b>DETAILS</b></p> <ul style="list-style-type: none"> <li>When they ask the question, "What is this text mostly about?" They are determining the main idea.</li> <li>When they ask, "How do I know?" they are identifying the supporting details of the text.</li> <li>Chapter 1: Help us identify the main idea and supporting details.</li> <li>Explain that today they will look for how the features of nonfiction text can help the reader identify the main idea and the supporting details.</li> <li><b>NOTE:</b> Use the features of nonfiction text, Reference Sheet, and Scavenger Hunt (available on <a href="http://BookPages.com">BookPages.com</a>) to supplement students' knowledge of the features of nonfiction text.</li> <li>Challenge our students to find examples of each of the features of nonfiction text in the book. Briefly explain the features of nonfiction text in the book.</li> </ul>
<p><b>Summarizing the Text Using Main Idea and Supporting Details</b></p> <p><b>Supporting the Main Idea with Features of Nonfiction Text</b> graphic organizer for Chapter 3–4</p> <ul style="list-style-type: none"> <li>Explain to students that they are going to use the main idea and supporting details to summarize the text.</li> <li>Define a <b>summary</b> as a snapshot of the information found in a text. A strong summary has the following qualities:             <ul style="list-style-type: none"> <li><b>It is accurate.</b> The information in a summary needs to be correct and true.</li> <li><b>It is concise.</b> The information should be presented in enough details so that someone who has never read the text before could get the gist of what the text is all about without reading the entire book.</li> <li><b>It is objective.</b> The information in a summary should be free from your personal opinions of the topic.</li> </ul> </li> </ul> <p>Explain that when you write a summary of a nonfiction text, it is important to include the main idea and important supporting details from the text.</p> <p><b>Model How to Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Tell students that they are going to write our nonfiction summary from Chapter 1 together.</li> <li>Instruct students to turn to their <b>Main Idea and Supporting Details</b> graphic organizer from Chapter 1. (Hint: It may be helpful to turn to your large chart paper copy to work along with students.)</li> <li>Explain to students that to write our nonfiction summary, we must start with a topic sentence. The topic sentence should explain the main idea of the text.</li> <li>Model for students how to turn the main idea notes into a topic sentence. For example, the Chapter 1 main idea notes from our graphic organizer state,</li> </ul>	<p><b>Reflecting on Main Idea and Supporting Details</b></p> <p><b>Main Idea and Supporting Details</b></p> <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>Facilitate, initiate, the discussion using one of the discussion questions for the chapter or focus on a specific page.</li> <li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> </ul> <p><b>Time to Teach: Reflecting on Identifying Main Idea and Supporting Details (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Engage students in a group discussion about main idea and details.</li> <li>Prompt students to look back at their graphic organizers from the past readings and reflect on how identifying main ideas and supporting details impacted them as a reader.</li> <li>Use the following discussion prompts as needed:             <ul style="list-style-type: none"> <li>Which main ideas and supporting details related to Valley Forge were the most important? Why?</li> <li>How did identifying the main idea and supporting details help you to have a deeper understanding of what happened at Valley Forge?</li> <li>How did the author's inclusion of features of nonfiction text impact their identification of the main idea and supporting details?</li> <li>Why is identifying main ideas and details an important skill when we read nonfiction?</li> </ul> </li> </ul>

### 4 Identifying Main Ideas and Supporting Details 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  
Remember Valley Forge

© 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"> <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  
Remember Valley Forge

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## Student Self-Evaluation Rubric

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

### How I Did in Remember Valley Forge 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: \_\_\_\_\_

Book Club  
Remember Valley Forge

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Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

Was your text based on first or second hand accounts? How do you know?	List 3 search terms you could use to learn more about the topic of your text on the internet.	Choose two events from the text. Explain why each is important.	What is the main idea of your text? Why do you think so? Give examples.
Make an inference about the author's opinion. Support your inference with evidence from the text.	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.	How is your text organized? Give an example to support your answer.	Write about the author's point of view.	How did you determine the key ideas in the text you read?
Compare and contrast two concepts. Tell how they are the same and different.	What is the conclusion of your text. Support the conclusion with a quote from the text.	Write about the things a reader needs to know in order to understand the text.	What other texts could you refer to in order to learn more about the topic of your text?

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.

RI.5.4	RI.5.7	RI.5.3	RI.5.2
Was your text based on first or second hand accounts? How do you know?	List 3 search terms you could use to learn more about the topic of your text on the internet.	Choose two events from the text. Explain why each is important.	What is the main idea of your text? Why do you think so? Give examples.
RI.5.1	RI.5.4	RI.5.10	RI.5.4
Make an inference about the author's opinion. Support your inference with evidence from the text.	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?
RI.5.10	RI.5.5	RI.5.4	RI.5.9
Write about the reading strategies you used to help you be a better reader.	How is your text organized? Give an example to support your answer.	Write about the author's point of view.	How did you determine the key ideas in the text you read?
RI.5.3	RI.5.1	RI.5.10	RI.5.7
Compare and contrast two concepts. Tell how they are the same and different.	What is the conclusion of your text. Support the conclusion with a quote from the text.	Write about the things a reader needs to know in order to understand the text.	What other texts could you refer to in order to learn more about the topic of your text?
RI.5.5	RI.5.4	RI.5.10	RI.5.2
Write about the reading strategies you used to help you be a better reader.	How is your text organized? Give an example to support your answer.	Write about the author's point of view.	How did you determine the key ideas in the text you read?

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  
Remember Valley Forge

© BookPages.com | Common Core Aligned Book Club Reading Response Option Board

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

# Book Club Assessment Materials

## Focus Assessment for Identifying Main Idea and Supporting Details

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

**Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**  
Book Club Focus Assessment

**Identifying Main Idea and Supporting Details**

Directions: Use what you know about **Remember Valley Forge** to answer each of the following questions.

Which of these BEST describes the main idea of Chapter 1: "The Road to Valley Forge"?

A Valley Forge is a place the American army traveled to attack the British.

B The American army was not doing well and needed a place to rest for the winter.

C The Americans surrendered to the British at Valley Forge.

List at least two supporting details from **Remember Valley Forge** to support your main idea choice from question 1.

Which of these BEST describes the main idea of Chapter 4: "The Making of an Army"?

A During their time at Valley Forge, the Continental Army got much needed rest and military training.

B During their time at Valley Forge, the Continental Army played games such as chess during their off duty time.

C During their time at Valley Forge, some soldiers in the Continental Army learned to play drums.

CCSS:ELA-LITERACY.RI.5.2 Remember Valley Forge Book Club | ©BookPagez.com

Short answer practice

Practice with multiple choice questions

## Complete Common Core Assessment

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

**Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**  
CCSS Assessment

Score: \_\_\_\_\_

Directions: Use what you know about **Remember Valley Forge** to answer each of the following questions.

Imagine you are reading through this text and come across an unfamiliar word, 'spymaster'. Tell how you could use parts of this word to determine its meaning.

Which of these BEST describes how **Remember Valley Forge** is organized?

A This text is organized by problem and solution.

B This text is organized alphabetically.

C This text is organized by chapters and in time order.

D This text is organized by cause and effect.

**Remember Valley Forge** was written by Revolutionary War expert and author Thomas B. Allen. How might this text have been different if it was written by George Washington?

CCSS Assessment 5<sup>th</sup> Grade Reading Standards for Informational Text | ©BookPagez.com

Answer Keys

One essential question for each of the 5<sup>th</sup> grade Reading Informational standards

Rubric with optional Common Core Alignment

Identifying Main Idea and Supporting Details focus Assessment Rubric

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

**CCSS Reading Informational Text Standard RI.5.2**  
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill:	Was not able or is beginning to identify the main idea and supporting details of a text.	Is able to identify the main idea and supporting details of a text some of the time.	Is able to identify the main idea and supporting details of a text most of the time.	Is able to identify the main idea and supporting details of a text all of the time.

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

- Determine the main idea of a chapter.
- Identifying supporting details from the text.
- Identify how the features of nonfiction text support the main idea.
- Write a chapter summary using the main idea and supporting details.

Book Club  
Remember Valley Forge

CCSS:ELA-LITERACY.RI.5.2 Remember Valley Forge Book Club | ©BookPagez.com

Answer Key

**Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**  
CCSS Assessment

Directions: Use what you know about **Remember Valley Forge** to answer each of the following questions.

If you wanted to learn more about Valley Forge and the Revolutionary War, what resources could you use? List at least 3 places you could look for more information.

Answers may vary. Sample answers include:

- An Internet search
- A biography of George Washington
- Social studies textbook

In the last sentence of **Remember Valley Forge**, the author states that "Without the new army that marched out of winter and into spring at Valley Forge, the Revolution almost certainly would have been lost." Describe one piece of evidence in the book that supports the author's claim.

Answers may vary. Sample answers include:

The Continental Army was trained to be more organized at Valley Forge. Without this training, they may not have been able to win the war.

If you were preparing a presentation about Valley Forge to share with someone who had never heard of it before, what details would be VERY important to include in your presentation? List at least 3 important details.

Answers may vary. Sample answers include:

- George Washington led the Continental Army.
- Valley Forge was a place where the army rested and trained.
- After leaving Valley Forge, the Americans went onto win the war.

CCSS Assessment 5<sup>th</sup> Grade Reading Standards for Informational Text | ©BookPagez.com

**Running Record**

Title: **Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories** Guided Reading Text Level: 1 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	Accuracy			COUNT	INFORMATION USED
	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 80% - 89% Accuracy		
11					

Key: E = Error, SC = Self-Correction, M = Marking, S = Structure/Syntax, X = Visual

Tested By: \_\_\_\_\_ ©BookPagez.com

Running Record

# Vocabulary Connections Resources

**Vocabulary Connections**

**Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**  
By: Thomas B. Allen  
Grade Level: 5 / Guided Reading Level: T

**Important Words to Know and Understand in Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**

- Allegiance** (page 43)  
Loyalty to a person, country, group, etc.
- Cabal** (page 31)  
A small group of people who work together secretly
- Dragoons** (page 19)  
A soldier especially in the past who rode a horse and carried a gun
- Independence** (page 12)  
Freedom from outside control or support
- Inoculation** (page 43)  
To give (a person or animal) a weakened form of a disease in order to prevent infection by the disease
- Musket** (page 38)  
A type of long gun that was used by soldiers before the invention of the rifle
- Peace treaty** (page 54)  
An official agreement that is made between two or more countries or groups to stop fighting a war
- Reconnaissance** (page 48)  
Military activity in which soldiers are sent to find out information about an enemy
- Redoubts** (page 23)  
A small building or area that gives protection to soldiers under attack
- Revolution** (page 11)  
The usually violent attempt by many people to end the rule of one government and start a new one

Vocabulary Word List | ©BookPagez.com

## Important Words to Know and Understand in Remember Valley Forge Word List

**Vocabulary Connections**

**Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**  
By: Thomas B. Allen  
Grade Level: 5 / Guided Reading Level: T

<b>Allegiance</b>	<b>Cabal</b>	<b>Dragoons</b>
Loyalty to a person, country, group, etc.	A small group of people who work together secretly	A soldier especially in the past who rode a horse and carried a gun
<b>Independence</b>	<b>Inoculation</b>	<b>Musket</b>
Freedom from outside control or support	To give (a person or animal) a weakened form of a disease in order to prevent infection by the disease	A type of long gun that was used by soldiers before the invention of the rifle

Definition Vocabulary Sorting Cards | ©BookPagez.com

**Vocabulary Connections**

**Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**  
By: Thomas B. Allen  
Grade Level: 5 / Guided Reading Level: T

<b>Peace treaty</b>	<b>Reconnaissance</b>	<b>Redoubts</b>
An official agreement that is made between two or more countries or groups to stop fighting a war	Military activity in which soldiers are sent to find out information about an enemy	A small building or area that gives protection to soldiers under attack
<b>Revolution</b>		
The usually violent attempt by many people to end the rule of one government and start a new one		

Definition Vocabulary Sorting Cards | ©BookPagez.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**  
By: Thomas B. Allen  
Grade Level: 5 / Guided Reading Level: T

<b>Independence is a/an</b> noun/verb/adverb/adjective Definition of Independence:	<b>Inoculation is a/an</b> noun/verb/adverb/adjective Definition of Inoculation:	<b>Musket is a/an</b> noun/verb/adverb/adjective Definition of Dragoons:
Independence looks like this:	Inoculation looks like this:	Musket looks like this:
Independence reminds me of:	Inoculation reminds me of:	Musket 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**  
with Words from Remember Valley Forge

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

**Across**

- The act of giving someone or an animal a weakened version of a disease in order to prevent infection
- A soldier who rode a horse and carried a gun in the past

**Down**

- Loyalty to a person, country, group, etc.
- Freedom from outside control or influence
- A group that works secretly together

**Directions:** From the word bank, select two vocabulary words and write sentences with them. Write these sentences on the back of this page.

Word Bank: **inoculation, allegiance, cabal, dragoons, revolution, reconnaissance, musket, independence**

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

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**

**Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**  
By: Thomas B. Allen  
Grade Level: 5 / Guided Reading Level: T

**Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories**  
By Thomas B. Allen

A new word that I learned in this book is: \_\_\_\_\_  
It means: \_\_\_\_\_  
I think... \_\_\_\_\_  
I feel... \_\_\_\_\_

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

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

## Vocabulary Word Extension Activities

**Vocabulary Connections**

**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the 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

## Personalized Vocabulary Bookmark

# Complete Common Core Alignment

Common Core State Standards Correlation
Remember Valley Forge, Patriots, Tories, and Redcoats Tell Their Stories Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Remember Valley Forge (Patriots, Tories, and Redcoats Tell Their Stories) correlate with the following English Language Arts Common Core State Standards for fifth grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading Informational Text</b>
<b>RI.1</b> – Cite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.2</b> – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>RI.3</b> – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>RI.4</b> – Determine the meaning of general academic and domain-specific words and phrases in their reading (to a grade 5 topic or subject area).
<b>RI.5</b> – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<b>RI.6</b> – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>RI.7</b> – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>RI.8</b> – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
<b>RI.9</b> – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RI.10</b> – By the end of the year, read and comprehend informational texts, including nonfictional studies, scientific, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>Reading Foundational Skills</b>
<b>RF.1.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.1.4</b> – Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b>
<b>W.1.5</b> – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>W.1.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Book Club Common Core Alignment

Common Core State Standards Correlation
Remember Valley Forge, Patriots, Tories, and Redcoats Tell Their Stories Lesson Plans, Resources, and Activities
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.1.4a</b> – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>L.1.4b</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.1.4c</b> – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## 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"> <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>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> </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>Respete 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>

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## Student Self-Evaluation Rubric

## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

### Cómo lo hice en el Remember Valley Forge Book Club

Expectativas del Club de Libros	3 Hice lo mejor que puede	2 Pudeo hacer mejor	1 No lo intenté	Antes de El Club de Libros	Durante El Club de Libro	Después de El Club de Libro
Lí la tarea.						
Respondí al texto en el cuaderno de mi lector.						
Prepárese algo para compartir con mi Club de Libros.						
Tenía mis materiales.						
Compartí mi pensamiento.						
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.						
Se cuándo y dónde me prepararé para la próxima reunión.						

Nota: \_\_\_\_\_ / 27

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

¿Tu texto se basó en el primero o el segundo tenía cuentas? ¿Cómo lo sabes?	Enumera 3 términos de búsqueda que puedas usar para aprender más sobre el tema de tu texto en internet.	Elige dos eventos del texto. Explica por qué cada uno es importante.	¿Cuál es la idea principal de tu texto? ¿Por qué piensas eso? Dar ejemplos.
Haga una inferencia sobre la opinión del autor. Apoye su inferencia con evidencia del texto.	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?
Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	¿Cómo está organizado tu texto? Da un ejemplo para apoyar tu respuesta.	Escribir sobre el punto de vista del autor.	¿Cómo determinaste las ideas clave en el texto que lees?
Compara y contrasta dos conceptos. Cuéntales cómo son iguales y diferentes.	¿Cuál es la conclusión de tu texto? Responde la conclusión con una cita del texto.	Escriba sobre las cosas que un lector necesita saber para entender el texto.	¿A qué otros textos podrías referirte para aprender más sobre el tema de tu texto?

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

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

<b>RI.5.6</b> ¿Tu texto se basó en el primero o el segundo tenía cuentas? ¿Cómo lo sabes?	<b>RI.5.7</b> Enumera 3 términos de búsqueda que puedas usar para aprender más sobre el tema de tu texto en internet.	<b>RI.5.3</b> Elige dos eventos del texto. Explica por qué cada uno es importante.	<b>RI.5.2</b> ¿Cuál es la idea principal de tu texto? ¿Por qué piensas eso? Dar ejemplos.
<b>RI.5.1</b> Haga una inferencia sobre la opinión del autor. Apoye su inferencia con evidencia del texto.	<b>RI.5.4</b> Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	<b>RI.5.10</b> ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	<b>RI.5.4</b> ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
<b>RI.5.10</b> Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	<b>RI.5.5</b> ¿Cómo está organizado tu texto? Da un ejemplo para apoyar tu respuesta.	<b>RI.5.6</b> Escribir sobre el punto de vista del autor.	<b>RI.5.9</b> ¿Cómo determinaste las ideas clave en el texto que lees?
<b>RI.5.3</b> Compara y contrasta dos conceptos. Cuéntales cómo son iguales y diferentes.	<b>RI.5.1</b> ¿Cuál es la conclusión de tu texto? Responde la conclusión con una cita del texto.	<b>RI.5.10</b> Escriba sobre las cosas que un lector necesita saber para entender el texto.	<b>RI.5.7</b> ¿A qué otros textos podrías referirte para aprender más sobre el tema de tu texto?
<b>RI.5.5</b> Compara su texto con otro texto sobre el mismo tema.	<b>RI.5.4</b> Cuéntanos acerca de una nueva palabra o frase que encontraste al leer hoy. ¿Cómo determinaste el significado de la palabra o frase?	<b>RI.5.10</b> ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	<b>RI.5.2</b> Escribe un resumen del texto que leíste hoy.

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, cólaela en el recuadro de la tabla de arriba.

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