

# Character Traits Lesson Plans for 5 Book Club Meetings

## Discussion Questions by Chapter

## Key Vocabulary by Chapter

<p><b>Book Club</b></p>	<p><b>Riding Freedom</b>          By: Pam Muñoz Ryan          Grade Level: 3 / Guided Reading Level: <b>4.0</b></p>
<p><b>Discussion Questions and New Vocabulary</b></p>	<p><b>Meeting #3 Continued</b></p> <p><b>Chapters 3 – 5 Discussion Questions:</b></p> <p>6. Ebenezer let her stay at the stable. What character trait can you infer from this act?          Answers will vary. Sample answers include: He has a soft heart. He is sympathetic. (pages 55 and 56)</p>
	<p><b>Chapters 3 – 5 New Vocabulary:</b></p> <p>1. Furrow (page 36) – a narrow line or wrinkle in the skin of a person's face</p> <p>2. Wither (page 37) – to become dry and weak</p> <p>3. Droning (page 47) – to speak for a long time in a dull voice without saying anything interesting</p> <p>4. Erupted (page 49) – to happen suddenly and violently</p> <p>5. Reliable (page 56) – able to be trusted to do or provide what is needed</p>
	<p>6. Coax (page 57) – to influence or persuade to do something by talking in a gentle and friendly way</p> <p>7. Notion (page 60) – an idea or opinion</p>
<p>Riding Freedom Book Club   @BookPagez.com</p>	

Guided Reading Level

### Specific Instructional Focus





## Step by Step Guided Mini Lesson

Book Club		Riding Freedom By: Pam Muñoz Ryan Grade Level: 3 / Guided Reading Level: P	
Distinguishing and Describing Major and Minor Characters	Meeting #3 Continued		
	Kick-off the Book Club Meeting (5-7 minutes)		
	<ul style="list-style-type: none"><li>Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li><li>Review the conversation prompts on the Book Club Calendar.</li><li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li><li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li><li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li></ul>		
	Time to Teach: Distinguishing and Describing Major and Minor Characters (7-10 minutes)		
	<ul style="list-style-type: none"><li>Invite students share some of the additions they made to their <b>Character Trait Thinking Map</b> for Charlotte.</li><li>Tell students that there are two types of characters in a story: major and minor. Define these types of characters in the following way:<ul style="list-style-type: none"><li>Major – Characters that play a big role in the story's plot/action. These characters are the focus of the story.</li><li>Minor – Characters that help to move the story along by helping, or creating obstacles for, the major characters.</li></ul></li><li>Explain that it can sometimes be tricky to tell if a character is a major or minor character. One helpful way to think of it is if the story could not happen the way it did without a certain character, he/she is a major character.</li><li>Explain that both types of characters are important to the story because they each play a role in the story's conflict and resolution: moving the story to its conclusion.</li></ul>		
		Riding Freedom Book Club   @BookPagez.com	

## Book Club

**Riding Freedom**  
 By: Pam Muñoz Ryan  
 Grade Level: 3 / Guided Reading Level: F

### Determining How Character Traits Impact a Story







### Meeting #4 Continued


**Model How to Respond to Reading (continued)**

- Discuss how Vern and Ebenezer's character traits impact the story? (Possible answer: They provide hope for Charlotte and their acts of kindness create suspense: Will Charlotte get away? Will Mr. Milbark catch her?)
- Distribute copies of the **What If...** game cards. Have students work in pairs to take turns pulling a card and asking their partner the new scenario.
- Circulate while the students play the game and correct any misconceptions as needed.

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

- Ask students to reflect on the work they did in Book Club by completing the self-evaluation 
- Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).

**Wrap Up the Book Club Meeting**

- Assign students to read **Chapters 6 – 8** independently.
- While reading independently, students are responsible for adding traits for each of the characters listed on their **Major and Minor Characters** chart.
- Determine as a group when the Book Club **will meet** again. 
- Model how to record the assignment on the **Book Club Calendar**.

Riding Freedom Book Club | @BookPagez.com

## Reflection and Self-Evaluation

## Scheduling and Reader Responsibility

# Introduce Character Traits

**Character Traits**

- Tell students that, while reading *Freedom Riders*, we will be paying attention to the characters' learning how to identify their traits and analyzing how the characters' actions contribute to the story.
- Explain further that *Freedom Riders* is a work of fiction,

<h1>Identifying Character Traits - Explicit and Inferred</h1>	<p><b>Character traits - Explicit vs. Inferred</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 prompt on the Book Club Calendar</li> <li>Invite students to begin the conversation by sharing things they love and not love about the book</li> </ul>
---	---

## Distinguishing and Describing Major and Minor Characters

## Determining How Character Traits Impact the Story

## Understanding the Role of Character Traits in Identifying Theme and Author's Message

**Topic to teach** **Impact of character traits on story**

**Learning objectives**

- might need to bring Book Club book, teacher's notebook, pencils
- Review the character prompts on the Book Club cards
- Invite students to begin the conversation by sharing their thoughts on interesting traits
- If needed, introduce the discussion questions for the character prompts for the chapter or focus on vocabulary.
- Focus on discussing specific character traits using the character prompts provided on the Book Club Calendar.

**Focus to teach** **Determining How Character Traits Impact a Story (7-10 minutes)**

- Encourage volunteers to share any traits they added to the **Major and Minor Characters** section of the book club independently.
- Invite the students first, now that we have described the character's traits, we will see what impact those traits have on the story.
- Prompt students to think again about the story of Cinderella, its characters, and their traits that were discussed at the last meeting. (Review briefly as needed.)
- Discuss how each character's traits impact the story. (Possible answers: the reader likes Cinderella and wants her to succeed because she is the underdog Step Mother and Step Sisters. The reader wants good things to come to Cinderella.)
- Connect further the traits of the Step Mother and Step Sisters that help to create the story of Cinderella.
- They are selfish and make Cinderella do everything. They try to keep what is theirs.

*Original text from [www.180seconds.com](http://www.180seconds.com)*

# 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 ...

© 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>

© BookPages.com | Expectations for Book Club

## Student Self-Evaluation Rubric

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

**How I Did in Riding Freedom 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 / 30

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

© BookPages.com | Book Club Self-Evaluation

## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

<b>RL.3.6</b> Who is telling the story? How do you know?	<b>RL.3.7</b> How do the illustrations help tell the story?	<b>RL.3.3</b> Tell about a main character in your book. How do you know it's a main character?	<b>RL.3.2</b> What is the theme of this book? Why do you think so? Give examples.
<b>RL.3.1</b> Retell a chapter that you read today.	<b>RL.3.4</b> Write about the new words you read. What do you think the words mean? Why?	<b>RL.3.10</b> How does this text compare to other books you've read? Give examples.	<b>RL.3.4</b> Give an example of a literal phrase from the book you read today. Explain why it's literal.
<b>RL.3.10</b> Write about the reading strategies you used to help you be a better reader.	<b>RL.3.5</b> How is your book organized? Can you think of another way the author could have organized the book?	<b>RL.3.6</b> Do you agree or disagree with the author's message so far? Why?	<b>RL.3.7</b> Name another text with a similar setting to your text. Tell how the texts are the same and different.
<b>RL.3.3</b> Compare and contrast two characters. Tell how they are the same and different.	<b>RL.3.1</b> Choose a scene where you learned something new about the problem. Tell what you learned.		

**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.

© BookPages.com | Common Core

with 3<sup>rd</sup> Grade Common Core Alignment

# Book Club Assessment Materials

## Complete Common Core Assessment

Practice with multiple choice questions

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

Short answer practice

Name: \_\_\_\_\_ Score: \_\_\_\_\_ **Riding Freedom**  
CCSS Assessment

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

What did Mrs. Boyle do with Charlotte when adoptive parents came to the orphanage?

What is the central message of the story?

☐ A) Life is hard.  
☐ B) Good prevails over evil.  
☐ C) Slow and steady wins the race.  
☐ D) Don't give up on your dreams.

At the beginning of the story, Charlotte is very strong and brave, however, there are certain events that make her cry. What are those events?

Use examples from the text to support your answer.

Contrast what life is like for Charlotte with what life is like for her while she is disguised as "Charley".

Riding Freedom is a work of fiction, based upon a real person. How would this story be different if it was written as a biography?

CCSS Assessment 4<sup>th</sup> Grade Reading Standards for Literature | @BookPagez.com

Name: \_\_\_\_\_ Score: \_\_\_\_\_ **Riding Freedom**  
Book Club Focus Assessment

**Character Traits**

**Directions:** Use what you know about character traits with **Riding Freedom** to answer each of the following questions.

Charlotte is very strong and brave, however, there are certain events that make her cry. What are those events?

Charlotte convinces herself to run away even though she is scared. What character trait does this action infer?

Describe a character trait for Vern. Provide an example from the text that illustrates this trait.

Riding Freedom Book Club | @BookPagez.com

## Focus Assessment for Character Traits

## Answer Keys

Name: \_\_\_\_\_ Score: \_\_\_\_\_ **Riding Freedom**  
Book Club Focus Assessment

**Character Traits**

**Directions:** Use what you know about character traits with **Riding Freedom** to answer each of the following questions.

Is Charlotte a major or minor character in **Riding Freedom**? How do you know?

Charlotte is a major character. Answers will vary. Sample answers include: I know this because the entire story is about her. She is involved in all of the action of the story's plot.

If Mr. Millshark was kind, gentle and fair, how would that impact the story?

Answers will vary. Sample answers include: If Mr. Millshark was a kind, gentle, and fair character, Charlotte would not have run away from the orphanage and may have found a family of her own at a very young age.

In what way do Charlotte's character traits contribute to **Riding Freedom's** theme of never giving up?

Answers will vary. Sample answers include: Charlotte's character shows determination which supports the theme of never giving up throughout the entire story; from living through the night after her family's buggy flips to learning to drive a six-horse team under pressure and teaching herself to drive again after the loss of her eye.

Riding Freedom Book Club | @BookPagez.com

Rubric with optional Common Core Alignment

**Focus Assessment Rubric**

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

**CCSS Reading Literature Standard 3.3**  
Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 – 1 Correct	2 – 3 Correct	4 – 5 Correct	6 Correct
<b>Specific Skill:</b> Identifying Character Traits	Was not able or is beginning to identify character traits and how they contributed to the events in the story.	Was able to identify character traits and how they contributed to the events in the story <u>some</u> of the time.	Was able to identify character traits and how they contributed to the events in the story <u>most</u> of the time.	Was able to identify character traits and how they contributed to the events in the story <u>all</u> of the time.

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

- Identify explicit character traits.
- Identify inferred character traits.
- Distinguish between major and minor characters.
- Determine how character traits contribute to the story.
- Explain how character traits impact the action/events.
- Analyze the role of character traits in determining theme and author's message.

Book Club  
Riding Freedom

CCSS:ELA-LITERACY:RL.3.3 Riding Freedom Book Club | @BookPagez.com

**Running Record**

Title: **Riding Freedom** Guided Reading Test Level: **F** Word Count: 100

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

Accuracy Rate: (# of words correct/100 words)  
Error Rate: (# of incorrect words/100 words)  
Self-Correction Rate: (# of words self-corrected/100 words)

Time: (in seconds) \_\_\_\_\_ Words Per Minute: (100/seconds read x 60)


	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 80% - 89% Accuracy	Count	Information Used
1					
2					

Tested By: \_\_\_\_\_ @BookPagez.com

## Running Record

## Vocabulary Connections Resources

## Important Words to Know and Understand in *Riding Freedom* Word List

<h2 style="text-align: center;">Vocabulary Connections</h2>	
<p style="text-align: right;"> <b>Riding Freedom</b>            By: Pam Muñoz Ryan            Grade Level: 3 / Guided Reading Level: F         </p>	
<p><b>Important Words to Know and Understand in <i>Riding Freedom</i></b></p>	
<p><b>Dank</b> (page 7)            Wet and cold in a way that is unpleasant</p>	
<p><b>Erupted</b> (page 49)            To happen suddenly and violently</p>	
<p><b>Jiffy</b> (page 72)            Very nervous</p>	
<p><b>Manifold</b> (page 70)            A list of people with tickets</p>	
<p><b>Notion</b> (page 60)            An idea or opinion</p>	
<p><b>Pestered</b> (page 8)            To annoy or bother (someone) in a repeated way</p>	
<p><b>Reliable</b> (page 56)            Able to be trusted to do or provide what is needed</p>	
<p><b>Ruination</b> (page 127)            The act or process of destroying something</p>	
<p><b>Substantial</b> (page 112)            A large amount</p>	
<p><b>Wither</b> (page 37)            To become dry and weak</p>	

<b>Riding Freedom</b> By: Pam Muñoz Ryan Grade Level: 3 / Guided Reading Level:		
<b>Vocabulary Connections</b>		
<b>Dank</b>	<b>Erupted</b>	<b>Jittery</b>
Wet and cold in a way that is unpleasant	To happen suddenly and violently	Very nervous

## Vocabulary Connections

**Riding Freedom**  
 By: Pam Muñoz Ryan  
 Grade Level: 3 (Cubed) Reading Level: 4

**Step by Step Directions:**  
 1. Cut out the vocabulary words.  
 2. Paste on the provided line.  
 3. Draw, Figure out the meaning (or give the word) Connect to Character.

<b>Reliable</b>	<b>Ruinution</b>	<b>Substantial</b>
Able to be trusted to do or provide what's needed	The act or process of destroying something	A large amount

<b>Wither</b>		
<div style="position: relative; height: 100px;"> </div> Some dry and weak		

Definition Vocabulary Sorting Cards | @BookPages.com

## Word and Definition Sorting Cards

## Vocabulary Connections

Grade Level: 3 / Guided Reading Level F

## Riding Freedom

By: Pam Muñoz Ryan  
and Reading Level F

**Manifest is a/an**  
noun verb  
adverb adjective

**Definition of Manifest:**

Manifest looks like this:

Manifest reminds me of:

I saw this word in

**Notion is a/an**  
noun verb  
adverb adjective

**Definition of Notion:**

Notion looks like this:

Notion reminds me of:

I saw this word in

**Pestered is a/an**  
noun verb  
adverb adjective

**Definition of Pestered:**

Pestered looks like this:

Pestered reminds me of:

I saw this word in

**Riding Freedom**  
By: Pam Muñoz Ryan  
and Reading Level F

**Step by Step Directions**

1. Cut out the front and back of the vocabulary cards.  
2. Fold on this solid line.  
3. Glue the front of the vocabulary card on the front of the book.  
4. Write the vocabulary word on the front of the book.  
5. Glue the back of the vocabulary card on the front of the book.  
6. Write the vocabulary word on the front of the book.

Interactive Vocabulary Notebook Cards | @BookPages.com

Riding Freedom

By: Pam Muñoz Ryan  
and Reading Level F

<b>Word Games</b> <b>with Words from Riding Freedom</b>		
<p><b>Directions:</b> Complete the sentences using the correct vocabulary words from the Word Bank.</p> <ol style="list-style-type: none"> <li>Paul received a _____ amount of money after winning the lottery.</li> <li>Mount St. Helens is an active volcano in Washington that has _____ in recent years.</li> <li>The nervous kid is always _____ when he goes to see the dentist.</li> <li>A _____ employee shows up for work on time and completes his work.</li> <li>Don't forget to water your plant so it will not _____.</li> </ol> <p><b>Directions:</b> Identify the correct spelling of each word below. Then circle the synonym that best matches each word.</p> <ol style="list-style-type: none"> <li>_____      A. Danrik      B. Dank      C. Danrik</li> </ol> <p><b>Synonym:</b> <i>musty / dry / bright</i></p> <ol style="list-style-type: none"> <li>_____      A. Nollon      B. Nulion      C. Noolton</li> </ol> <p><b>Synonym:</b> <i>clue / idea / awareness</i></p> <ol style="list-style-type: none"> <li>_____      A. Releablee      B. Reeliable      C. Releable</li> </ol> <p><b>Synonym:</b> <i>careful / weak / trustworthy</i></p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <b>Wither</b>   <b>Reliable</b>   <b>Dank</b>   <b>Jittery</b>   <b>Erupted</b>   <b>Substantial</b> </div>	<p><b>Answer Key</b> <b>Riding Freedom</b></p> <p>the correct vocabulary words from _____</p> <p>_____ amount of money after winning the lottery.</p> <p>_____ in recent years.</p> <p>_____ when he goes to see the dentist.</p> <p>_____ employee shows up for work on time and completes his work.</p> <p>it will not _____.</p> <p><b>Directions:</b> Identify the correct spelling of each word below. Then circle the synonym that best matches each word.</p> <ol style="list-style-type: none"> <li>_____      A. Dank      C. Dankik</li> </ol> <p><b>Synonym:</b> <i>dry / bright</i></p> <ol style="list-style-type: none"> <li>_____      A. Nollon      B. Nulion      C. Noolton</li> </ol> <p><b>Synonym:</b> <i>clue / idea / awareness</i></p> <ol style="list-style-type: none"> <li>_____      A. Nollon      B. Nulion      C. Noolton</li> </ol> <p><b>Synonym:</b> <i>careful / weak / trustworthy</i></p>

Name: \_\_\_\_\_ @BookPages.com

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

[illegible]

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

## Vocabulary Connections

**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	
<p><b>Name:</b> _____</p>	<p><b>Visualize</b>            Draw a picture to illustrate the meaning of the word.</p>
<p><b>Connections</b></p> <p>_____ your reading that is new to you in the first column.</p> <p>_____ below <u>gld</u> offer the sentence where the word appears.</p> <p>_____ the word means in the second column.</p> <p>_____ the definition makes sense based on the context clues in _____.</p> <p>_____ definition.</p> <p>_____ in the last column if the dictionary definition matches what _____ and meant.</p>	<p><b>Connect to Your Life</b>            When or where have you seen it, heard it, felt it, smelled it, or tasted it?</p>
<p><b>I Think the Word Means</b></p>	<p><b>Context Clues</b></p>
<p><b>Real Definition</b></p>	<p><input checked="" type="checkbox"/></p>

Spring Words | ©KhanPages.com

## Vocabulary Word Extension Activities

[illegible]

## Personalized Vocabulary Bookmark

Common Core State Standards Correlation
Riding Freedom Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Riding Freedom correlate with the following English Language Arts Common Core State Standards for third grade.
<b>Book Club Lesson Plan and Resources</b>
Reading: Literature
<b>RL.3.1</b> – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
<b>RL.3.2</b> – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<b>RL.3.3</b> – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>RL.3.4</b> – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>RL.3.5</b> – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>RL.3.6</b> – Distinguish their own point of view from that of the narrator or those of the characters.
<b>RL.3.7</b> – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RL.3.8</b> – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<b>RL.3.9</b> – By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 2–3 text complexity band independently and proficiently.
Reading: Foundational skills
<b>RF.3.3</b> – Show and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.3.4</b> – Read with sufficient accuracy and fluency to support comprehension.
Writing
<b>W.3.8</b> – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening
<b>SL.3.1</b> – Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
<b>SL.3.2</b> – Explain the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SL.3.3</b> – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language
<b>L.3.4</b> – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Riding Freedom CCSS Alignment   ©BookPages.com

Book Club

Common Core Alignment

Common Core State Standards Correlation
Riding Freedom Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Riding Freedom correlate with the following English Language Arts Common Core State Standards for third grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language
<b>L.3.4a</b> – Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.3.4b</b> – Identify real-life connections between words and their use (e.g., identify people who are friendly or helpful).
<b>L.3.4</b> – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Riding Freedom 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 ...

Book Club  
Riding Freedom

© BookPages.com | Book Club Calendar

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

Book Club  
Riding Freedom

© BookPages.com | Expectations for Book Club

## Student Self-Evaluation Rubric

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

**Cómo lo hice en el Riding Freedom Book Club**

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				Durante la reunión del Club de libros
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.				Después de la reunión del Club de libros
Me acordé y dónde me preparé para la próxima reunión.				
Nota	Una nota de tu maestro			
/ 27				

Book Club  
Riding Freedom

© BookPages.com | Book Club Self-Evaluation

## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

¿Quién está contando la historia? ¿Cómo lo sabes?	¿Cómo ayudan las ilustraciones a contar la historia?	¿Cuántas acerca de un personaje principal en tu libro. ¿Cómo sabes que es un personaje principal?	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
Vuelve a contar un capítulo que leste hoy.	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.	Da un ejemplo de una frase literal del libro que leste hoy. Explica por qué es literal.
Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	¿Cómo está organizado tu libro? ¿Puedes pensar en otra forma en que el autor podría haber organizado el libro?	¿Estás de acuerdo o en desacuerdo con el mensaje del autor hasta el momento? ¿Por qué?	Nombra otro texto con una configuración similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.			
Elige una escena donde aprendió algo nuevo sobre el problema. Dílo que has aprendido.			

Book Club  
Riding Freedom

© BookPages.com | Book Club

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

RL.3.4	RL.3.7	RL.3.3	RL.3.2
¿Quién está contando la historia? ¿Cómo lo sabes?	¿Cómo ayudan las ilustraciones a contar la historia?	¿Cuántas acerca de un personaje principal en tu libro. ¿Cómo sabes que es un personaje principal?	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
RL.3.1 Vuelve a contar un capítulo que leste hoy.	RL.3.4 Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	RL.3.10 ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	RL.3.4 Da un ejemplo de una frase literal del libro que leste hoy. Explica por qué es literal.
RL.3.10 Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	RL.3.5 ¿Cómo está organizado tu libro? ¿Puedes pensar en otra forma en que el autor podría haber organizado el libro?	RL.3.6 ¿Estás de acuerdo o en desacuerdo con el mensaje del autor hasta el momento? ¿Por qué?	RL.3.9 Nombra otro texto con una configuración similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
RL.3.3 Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	RL.3.1 Nombra 3 detalles importantes que aprendió hoy. Explica por qué son importantes para el texto.	RL.3.10 Escribe sobre las cosas que un lector necesita saber para entender el texto.	RL.3.7 Elige una ilustración divertida en su libro. Explica qué hace que la ilustración sea divertida.
RL.3.5 Elige una escena donde aprendió algo nuevo sobre el problema. Dílo que has aprendido.	RL.3.4 Encuentra una palabra que sea nueva para usted. Indique cómo usó las claves de contexto para determinar el significado de la nueva palabra.	RL.3.10 ¿Qué aprendiste sobre ti como lector hoy? Usa evidencia del texto para apoyar tu respuesta.	RL.3.2 ¿Cuál fue la moraleja de la historia que leste? Usa evidencia del texto para apoyar tu respuesta.

Book Club  
Riding Freedom

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

with 3<sup>rd</sup> Grade Common Core Alignment