

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

## Evaluating the Impact of Visual Elements Lesson Plans for 5 Book Club Meetings

### 4 Part Lesson Plans

Book Club		Smile By: Raina Telgemeier Grade Level: 5 / Guided Reading Level: T
Discussion Questions and New Vocabulary	<b>Meeting #3 Continued</b> <b>Chapter 3 New Vocabulary:</b> <ol style="list-style-type: none"> <li>Freaks (page 56) – strange or unusual people</li> <li>Optimism (page 65) – a feeling or belief that good things will happen in the future</li> <li>Epicenter (page 72) – the part of the earth's surface that is directly above the place where an earthquake starts</li> </ol> <b>Chapter 4 Discussion Questions:</b> <ol style="list-style-type: none"> <li>Why does Raina spend the time before Christmas break worried? Answer: She is scared to get her teeth removed and have a retainer. (page 87)</li> <li>What event happens that doesn't have the outcome Raina expected? Answer: Raina goes to see the Little Mermaid, which she thinks is a little kid movie, but she totally loves it. (page 90)</li> <li>Why do you think Raina dreams about the tooth fairy when she is getting her teeth removed? Answer: She has been very worried about her teeth all chapter. (page 101)</li> </ol> <b>Chapter 4 New Vocabulary:</b> <ol style="list-style-type: none"> <li>Extraction (page 84) – the act or process of getting something by pulling it out, forcing it out, etc. (page 93) – easily broken or cracked</li> <li>Used (page 85) – to join or combine together</li> </ol>	<b>Guided Reading Level</b>  <b>Specific Instructional Focus</b>  <b>Step by Step Guided Mini Lesson</b>
	<b>Discussion Questions by Chapter</b>  <b>Key Vocabulary by Chapter</b>	

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club		Smile By: Raina Telgemeier Grade Level: 5 / Guided Reading Level: T
Introduction to Graphic Novels	<b>Meeting #1 Continued</b> <b>Time to Teach: Introduction to Graphic Novels</b> <ul style="list-style-type: none"> <li>Introduce Smile as a graphic novel. Tell students that this first Book Club meeting will focus on exploring what makes graphic novels unique. (Note: Prior to this meeting, you may want to gather copies of several different graphic novels, as well as traditional novels, for students to use during the meeting.)</li> <li>Ask students to raise their hand if they have read a graphic novel before. If any students indicate that they have, request that they call out titles of the graphic novels that they have read. Record titles on the board or chart paper. (Note: If students are not familiar with any titles, skip to the next bullet.)</li> <li>Break students into pairs or small groups. Each group of students should have a copy of Smile, a copy of at least one other graphic novel, and a copy of one or two traditional novels.</li> <li>Complete the following activity with students.               <ul style="list-style-type: none"> <li>For the Graphic Novels:                   <ul style="list-style-type: none"> <li>Provide students with several minutes to look through the graphic novels.</li> <li>Instruct each small group to generate a list of characteristics the graphic novels have in common.</li> <li>After several minutes, have the small groups share their findings.</li> <li>Record the characteristics that the groups generated on the board or chart paper. (Sample answers: Lots of pictures, few words, the words are written in different fonts, the characters show their feelings, the background of the illustrations shows the setting, etc.)</li> </ul> </li> <li>For the Traditional Novels:                   <ul style="list-style-type: none"> <li>Repeat the process outlined above. (Sample answers: Many words, few/no illustrations, readers have to use the author's words to create a picture in their mind, etc.)</li> </ul> </li> </ul> </li> </ul>	<b>Book Club</b>  <b>Smile</b> By: Raina Telgemeier Grade Level: 5 / Guided Reading Level: T
	<b>Reflection and Self-Evaluation</b>  <b>Scheduling and Reader Responsibility</b>	

Book Club

Introduction to Graphic Novels

Meeting #1 Continued

Time to Teach: Introduction to Graphic Novels

- Introduce Smile as a graphic novel. Tell students that this first Book Club meeting will focus on exploring what makes graphic novels unique. (Note: Prior to this meeting, you may want to gather copies of several different graphic novels, as well as traditional novels, for students to use during the meeting.)
- Ask students to raise their hand if they have read a graphic novel before. If any students indicate that they have, request that they call out titles of the graphic novels that they have read. Record titles on the board or chart paper. (Note: If students are not familiar with any titles, skip to the next bullet.)
- Break students into pairs or small groups. Each group of students should have a copy of Smile, a copy of at least one other graphic novel, and a copy of one or two traditional novels.
- Complete the following activity with students.
  - For the Graphic Novels:
    - Provide students with several minutes to look through the graphic novels.
    - Instruct each small group to generate a list of characteristics the graphic novels have in common.
    - After several minutes, have the small groups share their findings.
    - Record the characteristics that the groups generated on the board or chart paper. (Sample answers: Lots of pictures, few words, the words are written in different fonts, the characters show their feelings, the background of the illustrations shows the setting, etc.)
  - For the Traditional Novels:
    - Repeat the process outlined above. (Sample answers: Many words, few/no illustrations, readers have to use the author's words to create a picture in their mind, etc.)

Smile

By: Raina Telgemeier

Grade Level: 5 / Guided Reading Level: T

Smile Book Club | @BookPages.com

Book Club		Smile By: Raina Telgemeier Grade Level: 5 / Guided Reading Level: T
<b>Meeting #3 Continued</b> <b>Take Time to Reflect (2 minutes)</b> <ul style="list-style-type: none"> <li>Distribute the <b>Student Self-Evaluation Assessment</b>.</li> <li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li> <li>Collect the self-evaluation forms. The forms will be sent home to be saved over the last day of Book Club to show student progress across the Book Club).</li> </ul> <b>Wrap Up the Book Club Meeting</b> <ul style="list-style-type: none"> <li>Assign students to independently read <b>Chapters 5-6</b>.</li> <li>Instruct students to complete the <b>Tone and Mood in a Graphic Novel</b> chart for one event per each assigned chapter.</li> <li>Determine as a group when the Book Club should meet again.</li> <li>Model how to record the assignment on their Book Club Calendar.</li> </ul>	<b>Reflection and Self-Evaluation</b>  <b>Scheduling and Reader Responsibility</b>	<b>Introduction to Graphic Novels</b>  <b>Identifying Tone and Mood Using Visual Elements</b>  <b>Influencing Perspective Using Visual Elements</b>  <b>Understanding the Story Using Visual Elements</b>  <b>Reviewing the Impact of Visual Elements</b>

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduction to Graphic Novels

Understanding the Story Using Visual Elements

Identifying Tone and Mood Using Visual Elements

Influencing Perspective Using Visual Elements

Reviewing the Impact of Visual Elements

# Book Club Management Materials

## Book Club Calendar

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**Start the Conversation**

- I think ...
- I agree ... because ...
- I disagree ... because...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

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

### Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> <li><input type="checkbox"/> Read the assigned text</li> <li><input type="checkbox"/> Choose a reading response option from your option board then respond to the text in your reader's notebook</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Come to Book Club on time and ready to begin discussion</li> <li><input type="checkbox"/> Bring your book, reader's notebook, and any other materials you might need for Book Club with you</li> <li><input type="checkbox"/> Participate in Book Club by sharing your thinking, listening to others, and asking questions</li> <li><input type="checkbox"/> Support your thinking with evidence from the text</li> <li><input type="checkbox"/> Ask for help if you need it</li> <li><input type="checkbox"/> Stay on topic</li> <li><input type="checkbox"/> Make eye contact with the people in your Book Club</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Record your reading assignment on your Book Club calendar</li> <li><input type="checkbox"/> Decide when you will complete your assignment (during independent reading time, as homework, etc.)</li> </ul>

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## Student Self-Evaluation Rubric

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

### How I Did in Smile 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 <small>I was prepared for Book Club</small>
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During <small>I participated in Book Club</small>
I had my materials				
I shared my thinking				After <small>I was responsible</small>
I asked someone a question				
I stayed on task, listened, and showed respect to others				
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.	Make an inference about the main character. What makes the character happy?	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if it was made into a movie.

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

Write about the main problem and solution unfolded in the story.	Write about the way this story was told. Who told the story?	What is the overall mood of this book. Why do you think so? Give examples.	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.
Write about the three inferences you made while reading. Explain why these inferences are important.	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 author's message and use evidence from the text to support your thinking.
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 things a reader needs to know in order to understand the text.	Write about the things a reader needs to know in order to understand the text.	Tell the genre of your text and explain how you know.
Compare and contrast two characters. Tell how they are the same and different.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know in order to understand the text.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if it was made into a movie.
Give at least 3 examples of figurative language. Tell how the language affected your comprehension.	What did you learn about yourself as a reader today? Use examples from the text.	Write a summary of the text that you read today.		

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

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

# Book Club Assessment Materials

## Focus Assessment for Evaluating the Impact of Visual Elements

Name: \_\_\_\_\_ **Smile**  
Book Club Focus Assessment

**Evaluating the Impact of Visual Elements**

**Directions:** Use what you know about evaluating the impact of visual elements with **Smile** to answer each of the following questions.

**When Raina gets her teeth removed, how do you know the scene is a dream?**

A The pages are a different color.  
 B Someone else is telling the story.  
 C Everything is shown from her perspective.  
 D The words are all italicized.

**What visual cues support the idea that Raina's friends in middle school are mean to her?**

\_\_\_\_\_

**When Raina meets Sammy, what attracts her to him initially?**

A He is very tall.  
 B He likes art.  
 C He tells good jokes.  
 D He has braces like her.

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Short answer practice

Practice with multiple choice questions

## Complete Common Core Assessment

Name: \_\_\_\_\_ **Smile**  
CCSS Assessment

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

**Why is the word "smile" important to the story?**

A Raina is self-conscious about her teeth.  
 B Raina is sometimes unhappy and doesn't feel like smiling.  
 C Raina is always happy and feels like smiling.  
 D Both A and B

**How is Raina's experience in high school different than middle school?**

\_\_\_\_\_

**How would the incident with Sammy be different if he was telling the story?**

\_\_\_\_\_

CCSS Assessment 5th Grade Reading Standards for Literature | ©BookPagez.com

Answer Keys

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

Rubric with optional Common Core Alignment

**Focus Assessment Rubric**

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

**CCSS Reading Literature Standard 5.7**  
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct

**Specific Skill:** Evaluating the impact of visual elements in a graphic novel.

**Beginning:** is not able or is beginning to show how visual elements impact a graphic novel.

**Developing:** is able to show how visual elements impact a graphic novel some of the time.

**Proficient:** is able to show how visual elements impact a graphic novel most of the time.

**Secure:** is able to show how visual elements impact a graphic novel all of the time.

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

- Analyze the details of the visual elements of a graphic novel to understand the story.
- Identify the tone and mood of the graphic novel using the visual elements.
- Understand how the visual elements of a graphic novel influence perspective.

Book Club Smile

CCSS.ELA-LITERACY.RL.5.7 Smile Book Club | ©BookPagez.com

**Answer Key** **Smile**  
Book Club Focus Assessment

**Evaluating the Impact of Visual Elements**

**Directions:** Use what you know about evaluating the impact of visual elements with **Smile** to answer each of the following questions.

**When the earthquake happens, how do the pictures illustrate the danger?**

Answers will vary. Sample answers include: Raina and her younger sister are holding on tight to each other under the table. They have scared looks on their faces.

**At the end of the story, how do you know Raina is content with her life?**

A She has come to peace with her braces.  
 B She gives big smile for the camera.  
 C She hugs her mom.  
 D She goes on a date with Sean.

**When Raina sees the results of the basketball layouts, what is one visual cue that explains why she didn't make the team?**

Answers will vary. Sample answers include: Everyone on the team is taller than she is in the pictures.

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**Running Record**

Title: Smile Guided Reading Text Level: T 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	Error	Accuracy			COUNT	INFORMATION USED
		Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 80% - 89% Accuracy		
1	Smile! Flash!					
	Good! Let's get you set up in a chair, and the orthodontist will look at your teeth in a few minutes.					
	Hi Raina! Hi Dr. Dagoni. Hi...					
	So you're in sixth grade?					
	Where do you go to school?					
	HURUP					
	TSS...					

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Running Record



# Complete Common Core Alignment

Common Core State Standards Correlation
Smile Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Smile correlate with the following English Language Arts Common Core State Standards for 8th grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.1</b> – Cite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.2</b> – Determine a theme or topic of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>RL.3</b> – Compare and contrast two or more characters, settings, or events in a story or drama; drawing on specific details in the text (e.g., how characters interact).
<b>RL.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphor and simile.
<b>RL.5</b> – Analyze how a text's structure or form, or the speaker's point of view influences how events are described.
<b>RL.6</b> – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<b>RL.7</b> – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RL.8</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, of the high end of the grades 4–5 text complexity band independently and proficiently.
<b>Reading: Foundational Skills</b>
<b>RF.1</b> – Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2</b> – Read with sufficient accuracy and fluency to support comprehension.
<b>RF.3</b> – Read with sufficient accuracy and fluency to support comprehension.
<b>RF.4</b> – Read with sufficient accuracy and fluency to support comprehension.
<b>RF.5</b> – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and final work, and provide a list of sources.
<b>RF.6</b> – Cite evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking &amp; Listening</b>
<b>SL.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.
<b>SL.1b</b> – Follow agreed-upon rules for discussions and carry out assigned roles.
<b>SL.1c</b> – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## Book Club Common Core Alignment

Common Core State Standards Correlation
Smile Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Smile correlate with the following English Language Arts Common Core State Standards for 8th grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.5</b> – Use context (e.g., class/inject relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>L.6</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.8</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
<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 del 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"/> Traga 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> </ul> <input type="checkbox"/> Registre su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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## Student Self-Evaluation Rubric

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

### Cómo lo hice en el Smile Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Pude hacer mejor	1 No lo intenté	
Leí la tarea.				Antes Leí el texto y preparé el cuaderno de mi lector.
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante Yo participé en el Club del libro.
Tenía mis materiales.				
Compartí mi pensamiento.				Después Yo escribí una respuesta a la tarea.
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				
<b>Nota</b>	Una nota de tu maestro			
/ 27				

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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?	Elja dos configuraciones del texto. Explica 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 leste hoy? Enumere al menos 3 detalles que respalden su 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? ¿Por qué?	Escribe sobre las cosas que un lector necesita saber para entender el texto.	Elige una escena del libro. Dica 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 una inferencia sobre el personaje principal. ¿Qué hace? ¿Por qué?	Escribe sobre las cosas que un lector necesita saber para entender el texto.	Elige una escena del libro. Dica cómo sería diferente si se convirtiera en una película.
<b>Direcciones:</b> Elja una de las opciones de respuesta de la pizarra. Después de que hayas escrito tu respuesta, colorea en el recuadro de la tabla de arriba.	<b>RL.5.4</b> Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	<b>RL.5.7</b> Elja dos configuraciones del texto. Explica por qué cada uno es importante para la historia.	<b>RL.5.2</b> ¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
<b>RL.5.1</b> ¿Cuál fue la idea principal del texto que leste hoy? Enumere al menos 3 detalles que respalden su idea principal.	<b>RL.5.4</b> Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	<b>RL.5.10</b> ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	<b>RL.5.4</b> ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
<b>RL.5.10</b> Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	<b>RL.5.5</b> ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	<b>RL.5.6</b> Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	<b>RL.5.9</b> Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
<b>RL.5.3</b> Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	<b>RL.5.1</b> Haz una inferencia sobre el personaje principal. ¿Qué hace? ¿Por qué?	<b>RL.5.10</b> Escribe sobre las cosas que un lector necesita saber para entender el texto.	<b>RL.5.7</b> Elige una escena del libro. Dica cómo sería diferente si se convirtiera en una película.
<b>RL.5.5</b> Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	<b>RL.5.4</b> Da un ejemplo de una frase interesante que lees hoy. Indica cómo el lenguaje del autor afecta su comprensión.	<b>RL.5.10</b> ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	<b>RL.5.2</b> Escribe un resumen del texto que leste hoy.

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