

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

## Asking and Answering Questions Lesson Plans for 5 Book Club Meetings

### 4 Part Lesson Plans

**Book Club**  
By: John Reynolds Gardiner  
Grade Level: 3 / Guided Reading Level: P

**Meeting #3 Continued**  
**Chapter 3 New Vocabulary:**

1. Outskirts (page 24) – the parts of a city or town that are far from the center
2. Perked (page 26) – to lift (the ears) in a quick or alert way
3. Tremendous (page 28) – very large or great

**Chapter 4 Discussion Questions:**

1. How much money does Grandfather owe in taxes to the government?  
Answer: Grandfather owes \$500. (page 36)
2. What will happen if Willy doesn't pay the taxes on the farm?  
Answer: If Willy doesn't pay taxes on the farm, the government will take away the farm. (page 37)
3. Do you think the taxes are the reason why Grandfather is sick? Why or why not?  
Answer: Yes, I think the taxes are the reason why Grandfather is sick. He owes the government a lot of money and if he can't pay, they will take away his farm. He feels hopeless.

**Chapter 4 New Vocabulary:**

1. Ricocheting (page 30) – to bounce off a surface and continue moving in a different direction
2. Jabbed (page 36) – to push something sharp or hard quickly or suddenly into or toward someone or something
3. Exposing (page 37) – to reveal (something hidden)

Stone Fox Book Club | @BookPages.com

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

**Book Club**  
By: John Reynolds Gardiner  
Grade Level: 3 / Guided Reading Level: P

**Meeting #1 Continued**  
**Time to Teach: Introduce Asking and Answering Questions**

- Read the book summary.
- Tell students that we are going to focus on asking and answering questions while reading the book.
- Explain that asking questions helps us understand the book better and is one way that we learn more information about topics that we are interested in.
- Ask students to brainstorm words that usually start a question. Write student responses on the board. Ensure the following are listed: who, what, where, when, why, and how.
- Tell the students that you are interested in learning more about them and you are going to do that by asking them questions that start with these six words.
- Ask the following questions:
  - Who loves listening to music? (Choose a student to answer, then ask them the following questions.)
  - What is your favorite band/artists?
  - When do you really like to listen to music?
  - Where do you enjoy listening to music?
  - Why do you listen to music?
  - How do you listen to music?
- Tell students what they learned about the student who answered the questions. (Sample answer: I learned she loves Taylor Swift. I learned she listens to music while she does her homework. I learned that she likes to listen to music in her room, etc.)

**Model How to Respond to Reading**

- Tell the students that asking questions is a great way to get ready to read a book. When we ask ourselves questions, we answer those questions by making predictions about the book. As we read, we are then able to focus on finding out if the predictions we made are correct or not.

Stone Fox Book Club | @BookPages.com

**Book Club**  
By: John Reynolds Gardiner  
Grade Level: 3 / Guided Reading Level: P

**Meeting #4 Continued**  
**Take Time to Reflect (2 minutes)**

- Distribute the **Student Self-Evaluation Assessment**.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with the calendar from the teacher).

**Wrap Up the Book Club Meeting**

- Assign students to independently read **Chapter 8, 9, and 10**.
- Instruct students to write down three important details from these chapters and two questions that they have about what will happen to Willy and Stone Fox after the book ends.
- Determine as a group when the Book Club should meet again.
- Monitor students as they record the assignment on their Book Club Calendar.

**Sample Reader's Notebook Entry**

**Three Important Details:**

- Willy tried to get a loan from the bank in order to pay the taxes. The bank denied him a loan. (42)
- Willy finds out there is a Dogged race that pays \$500 to the winner. That is how he thinks he will get the money to pay the taxes. (44)
- Stone Fox enters the race. He is an impressive runner. (52)

**Two Questions:**

- What will Willy have to do to win the race?
- Why does Stone Fox hit Willy?

Stone Fox Book Club | @BookPages.com

Reflection and Self-Evaluation

Sample Reader's Notebook Entry

Scheduling and Reader Responsibility

**Introduce Asking and Answering Questions**

- Tell students that we are going to focus on asking and answering questions while reading the book.
- Explain that asking questions helps us understand the book better and is one way that we learn more information about topics that we are interested in.
- Ask students to brainstorm words that usually start a question. Write student responses on the board. Ensure the following are listed: who, what, where, when, why, and how.
- Tell the students that you are interested in learning more about them and you are going to do that by asking them questions that start with these six words.
- Ask the following questions:
  - Who loves listening to music? (Choose a student to answer, then ask them the following questions.)
  - What is your favorite band/artists?
  - When do you really like to listen to music?
  - Where do you enjoy listening to music?
  - Why do you listen to music?
  - How do you listen to music?
- Tell students what they learned about the student who answered the questions. (Sample answer: I learned she loves Taylor Swift. I learned she listens to music while she does her homework. I learned that she likes to listen to music in her room, etc.)

**Asking and Answering Questions about Characters**

**Asking and Answering Questions about Events**

**Making Inferences to Answer Questions**

**Synthesizing to Answer Questions**

Stone Fox Book Club | @BookPages.com

5 Asking and Answering Questions 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  
Stone Fox

© 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><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>

Book Club  
Stone Fox

© BookPages.com | Expectations for Book Club

## Student Self-Evaluation Rubric

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

### How I Did in Stone Fox Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try		
I read the assignment				Before I have completed my assignment for Book Club	During I participated in the meeting
I responded to the text in my reader's notebook					
I prepared something to share with my Book Club				After I have completed my assignment	After I have completed my assignment
I had my materials					
I shared my thinking					
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

Book Club  
Stone Fox

© BookPages.com | Book Club Self-Evaluation

Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

Who is telling the story? How do you know?	How do the illustrations help tell the story?	Tell about a main character in your book. How do you know it's a main character?	What is the theme of this book? Why do you think so? Give examples.
Retell a chapter that you read today.	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.	Give an example of a literal phrase from the book you read today. Explain why it's literal.
Write about the reading strategies you used to help you be a better reader.	How is your book organized? Can you think of another way the author could have organized the book?	Do you agree or disagree with the author's message so far? Why?	Name another text with a similar setting 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.	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.

Name: _____			
<b>RL.3.4</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.3.9</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> Name 3 important details that you learned about today. Tell why they are important to the text.	<b>RL.3.10</b> Write about the things a reader needs to know in order to understand the text.	<b>RL.3.7</b> Choose a funny illustration in your book. Explain what makes the illustration funny.
<b>RL.3.5</b> Choose a scene where you learned something new about the problem. Tell what you learned.	<b>RL.3.4</b> Find a word that was new to you. Tell how you used context clues to determine the meaning of the new word.	<b>RL.3.10</b> What did you learn about yourself as a reader today? Use examples from the text.	<b>RL.3.2</b> What was the moral of the story you read. Use evidence from the text to support your answer.

Book Club  
Stone Fox

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

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

# Book Club Assessment Materials

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

**Stone Fox**  
CCSS Assessment

Complete Common Core Assessment

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

Using details from the text, do you think this story takes place in the past, present, or future? Why do you think so?

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

**Stone Fox**  
CCSS Assessment

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

On the cover, there is an illustration of one black dog and five white dogs right behind him. Who do you think these dogs are? Which part of the story do you think the picture is representing?

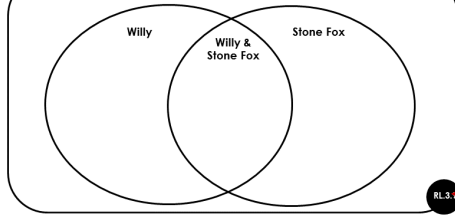
Short answer practice

- Which statement best demonstrates the theme of the story?**
- (A) Winning is everything.
  - (B) If you have a problem, ask for help.
  - (C) There are some things money can't buy.
  - (D) Never look behind you when you're running.

Practice with multiple choice questions

- Draw a line to match the character to the description.**
- |                |       |
|----------------|-------|
| 1. Stone Fox   | _____ |
| 2. Grandfather | _____ |
| 3. Willy       | _____ |
| 4. Searchlight | _____ |

Fill in the Venn diagram and compare and contrast Willy and Stone Fox.



One essential question for each of the 3rd grade Reading Literature standards

CCSS Assessment 3rd Grade Reading Standards for Literature | @BookPagez.com

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

**Stone Fox**  
Book Club Focus Assessment

**Asking and Answering Questions**

**Directions:** Use what you know about asking and answering questions with **Stone Fox** to answer each of the following questions.

**Put these events from Stone Fox in order.**

- \_\_\_\_\_ Willy signs up for the dogsled race
- \_\_\_\_\_ Grandfather won't get out of bed
- \_\_\_\_\_ Stone Fox and Willy start to race!
- \_\_\_\_\_ Willy takes care of the potato harvest all by himself, but Grandfather doesn't get better.
- \_\_\_\_\_ Willy carries Searchlight across the finish line

**Use these two facts from the book to synthesize an answer to the question:**

Fact #1. Grandfather owes money to the government.  
Fact #2. The prize if you win the dogsled race is \$500.  
Question: Why is Willy signing up for the race?

**Pretend you are the teacher. Write two questions you would ask your students about the dogsled race that would help them better understand the events of the race.**

Stone Fox Book Club | @BookPagez.com

## Focus Assessment for Asking and Answering Questions

Answer Keys

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

**Stone Fox**  
Book Club Focus Assessment

**Asking and Answering Questions**

**Directions:** Use what you know about asking and answering questions with **Stone Fox** to answer each of the following questions.

**Match the question with the quote from the story that gives you the answer.**

1. How do Willy and Grandfather communicate?	A. "He'll get better. You'll see. Wait till after the harvest." (page 12)
2. Why does Willy first think that his Grandfather is sick?	B. "Grandfather turned his hand over and laid it flat on the bed. Palm down meant "no". Palm up meant "yes". (page 14)
3. Does Willy think he can win the race?	C. "Although little Willy's eye was black, puffy, and swollen shut, he still felt like a winner. He was smiling." (page 69)

**Fill in the blank with the correct question word (Who, What, Where, Why, or How), then answer the question.**

- \_\_\_\_\_ does Willy compete against in the race?
- \_\_\_\_\_ is Grandfather sick?
- \_\_\_\_\_ does Willy plan to get the money in order to pay the taxes?

**Answer:** 1. Who (Stone Fox) 2. Why (He owes lots of taxes) 3. How (winning the race)

**Use details from the story to support the following statement: Willy is a hardworking kid.**

**Answer:** Willy is a hardworking kid because he harvests the potatoes on his own. Also, he never gave up finding a way to pay back the taxes. When he signed up for the race, he practiced for it over and over.

Stone Fox Book Club | @BookPagez.com

**Answer Key**

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

**Use the context in the following passage to determine what a "deninger" is.**

"Searchlight held his head up and pointed it at Searchlight. His hand was flat." (page 30)

**What is going to happen in that chapter, called "The Day," "The Race," and "The Winner" in the book that you think they would be called?**

**What would be about when the town came around him? What would be about Stone Fox and after the race.**

**Why. Have you ever lost a dog? How did you feel? How did you feel after you lost a pet, but I was if Willy must be at the finish line.**

Stone Fox Book Club | @BookPagez.com

**Focus Assessment Rubric**

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

**CCSS Reading Literature Standard 3.1**  
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
<b>Specific Skill:</b> Ask and answer questions by citing the text.	Was not able or beginning to ask and answer questions by citing the text.	Is able to ask and answer questions by citing the text some of the time.	Is able to ask and answer questions by citing the text most of the time.	Is able to ask and answer questions by citing the text all of the time.

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

- Ask questions about characters and answer by citing the text.
- Ask questions about events and answer by citing the text.
- Answer questions by making inferences from the text.
- Answer questions by synthesizing information from the text.

Book Club  
Stone Fox

CCSS.ELA-LITERACY.RL.3.1 Stone Fox Book Club | @BookPagez.com

Rubric with optional Common Core Alignment

**Running Record**

Title: Stone Fox Guided Reading Text 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) \_\_\_\_\_

Page	Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
	E	SC	E	SC	E	SC
3						

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

Running Record

# Vocabulary Connections Resources

## Important Words to Know and Understand in Stone Fox Word List

**Vocabulary Connections**

**Stone Fox**  
By: John Reynolds Gardiner  
Grade Level: 3 / Guided Reading Level: F

**Important Words to Know and Understand in "Stone Fox"**

**Abrupt** (page 65)  
Very sudden and not expected

**Amateurs** (page 48)  
A person who does something poorly: a person who is not skillful at an activity

**Blotted** (page 48)  
To dry (something, such as wet ink) by pressing a piece of cloth or paper over it

**Crop** (page 11)  
A plant or plant product that is grown by farmers

**Harmonica** (page 4)  
A small musical instrument that is played with your mouth

**Instantly** (page 79)  
Without delay

**Roofing** (page 57)  
To express or show support for (a person, a team, etc.)

**Strutted** (page 51)  
To walk in a confident and proud way

**Treacherous** (page 58)  
Very dangerous and difficult to deal with

**Tremendous** (page 28)  
Very large or great

Vocabulary Word List | ©BookPages.com

**Vocabulary Connections**

**Stone Fox**  
By: John Reynolds Gardiner  
Grade Level: 3 / Guided Reading Level: F

**Abrupt**      **Amateurs**      **Blotted**

Very sudden and not expected

A person who does something poorly: a person who is not skillful at a job or other activity

To dry (something, such as wet ink) by pressing a piece of cloth or paper over it

©BookPages.com

**Vocabulary Connections**

**Stone Fox**  
By: John Reynolds Gardiner  
Grade Level: 3 / Guided Reading Level: F

**Roofing**      **Strutted**      **Treacherous**

To express or show support for (a person, a team, etc.)

To walk in a confident and proud way

Very dangerous and difficult to deal with

**Tremendous**

Very large or great

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**Stone Fox**  
By: John Reynolds Gardiner  
Grade Level: 3 / Guided Reading Level: F

Crop is a/an noun verb adverb adjective	Harmonica is a/an noun verb adverb adjective	Instantly is a/an noun verb adverb adjective
Definition of Crop:	Definition of Harmonica:	Definition of Instantly:
Crop looks like this:	Harmonica looks like this:	Instantly looks like this:
Crop reminds me of:	Harmonica reminds me of:	Instantly reminds me of:
I saw this word in:	I saw this word in:	I saw this word in:

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games with Words from Stone Fox**

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

**Down:**

- A word that means very dangerous.
- Another word for quickly.
- A verb that means showing support for a team or person.

**Word Bank:** Instantly, Crop, Amateurs, Roofing, Tremendous, Treacherous

**Across:**

- An adjective that means very large.
- Also known as produce or yield by farmers.
- Persons are called \_\_\_\_\_ if they are not yet expert on something.

**Directions:** Complete the sentences using the correct vocabulary words from the Word Bank.

- They are \_\_\_\_\_ in playing basketball so they need to be trained.
- I was so tired that I fell asleep almost \_\_\_\_\_ in playing basketball so \_\_\_\_\_.
- Our entire class is \_\_\_\_\_ for our classmate to win in quiz bee.

Name: \_\_\_\_\_ ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**

**Stone Fox**  
By: John Reynolds Gardiner  
Grade Level: 3 / Guided Reading Level: F

**Stone Fox**  
By: John Reynolds Gardiner

A new word that I learned in the book is: \_\_\_\_\_

It means: \_\_\_\_\_

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

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

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

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

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

**New Word**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

## Vocabulary Word Extension Activities

# Complete Common Core Alignment

Common Core State Standards Correlation
Stone Fox Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Stone Fox" correlate with the following English Language Arts Common Core State Standards for third grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RI.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
<b>RI.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>RI.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>RI.4</b> - Determine the meaning of words and phrases as they are used in a text; distinguishing literal from nonliteral language.
<b>RI.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 scenes.
<b>RI.6</b> - Distinguish their own point of view from that of the narrator or those of the characters.
<b>RI.7</b> - Explain how specific aspects of a text's illustration contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RI.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>RI.9-10</b> - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grade 2-3 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>Writing</b>
<b>W.1</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>Speaking &amp; Listening</b>
<b>SL.1a</b> - Ask and answer questions to check understanding of information presented, stay on topic, and list their comments to the topics or issues.
<b>SL.1b</b> - Explain their own ideas and understanding in the light of the discussion.
<b>SL.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SL.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>Language</b>
<b>L.1</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).
Stone Fox CCSS Alignment   <a href="#">iBookPages.com</a>

## Book Club Common Core Alignment

Common Core State Standards Correlation
Stone Fox Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Stone Fox" correlate with the following English Language Arts Common Core State Standards for third grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.1</b> - Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.1b</b> - Identify real-life connections between words and their use (e.g., identify people who are friends or neighbors).
<b>L.1c</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).
Stone Fox CCSS Alignment   <a href="#">iBookPages.com</a>

## 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 opinión ...
- 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 ...

© 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
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> <li>Elige 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"/> Traiga 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.).

© BookPages.com | Expectations for Book Club

## Student Self-Evaluation Rubric

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

Cómo lo hice en el Stone Fox 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.				Durante la reunión del Club de Libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión del Club de Libro
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				

Nota: \_\_\_\_\_ / 27 Una nota de tu maestro

© 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?	¿Cuántos 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 ayudarte a ser un mejor lector.	¿Cómo está organizado tu libro? ¿Puedes pensar en otro libro en el 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. Dí lo que has aprendido.			

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

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

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