

Here's What You'll Get with the The Candymakers Book Club

Comparing and Contrasting Lesson Plans for 8 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club	
The Candymakers By: Wendy Mass Grade Level: 5 / Guided Reading Level: U	
Discussion Questions and New Vocabulary	<p>Meeting #2 Continued</p> <p>Part 1, Chapters 1 – 4 Discussion Questions:</p> <p>4. How do the other contestants feel about Philip so far? What makes you think that?</p> <p>Answers will vary. Sample answers include: The other kids don't really like Philip, especially Daisy. I think this because of the things that Logan thinks, and the way Daisy talks back to him whenever he says something negative. Philip keeps insulting Miles whenever he talks about the afterlife. (Chapters 2 and 3)</p> <p>5. What does Philip say that shocks everyone?</p> <p>Answer: He says he doesn't like candy. (page 39)</p> <p>6. In which rooms of the tour do the contestants meet the factory workers?</p> <p>Answer: The contestants meet workers in the Cocoa Room, Taffy Room, Tropical Room, and Bee Room. (pages 32, 36, 45, 52)</p> <p>Part 1, Chapters 1 – 4 New Vocabulary:</p> <ol style="list-style-type: none"> Irrigation (page 12) – to supply land with water by using artificial means (such as pipes) Admissible (page 28) – to be able to be admitted or allowed Scrutiny (page 29) – the act of carefully examining something especially in a critical way Attract (page 37) – very light from being pulled or attracted not loose or slack Afterlife (page 39) – a life that some people believe exists after death Processed (page 42) – to change something from one form into another by preparing, handling, or treating in a special way <p style="text-align: right;">The Candymakers Book Club @BookPagez.com</p>

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
The Candymakers By: Wendy Mass Grade Level: 5 / Guided Reading Level: U	
Identifying Character Traits Using Thoughts, Dialogue, and Actions	<p>Meeting #2 Continued</p> <p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). Review the conversation prompts on the Book Club Calendar. Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. <p>Time to Teach: Identifying Character Traits Using Thoughts, Dialogue, and Actions (7-10 minutes)</p> <ul style="list-style-type: none"> Invite volunteers to share their thoughts about the characters so far. (Discussion will vary.) Remind students that we are learning about each of the characters to be able to compare and contrast them. Ask students how we can get to know the characters as we are reading? (Possible Answer: We can get to know characters by looking at what each one says, thinks, and does. We can also pay attention to what the other characters say about him/her.) Prompt students to turn to page 10 in <i>The Candymakers</i>. <ul style="list-style-type: none"> Direct students to identify character traits for Logan while they listen to this section of the story. Read page 10 aloud. Ask students how they would describe Logan based upon what they heard? (Possible Answer: grateful (he begins each day thinking about what he is thankful for), thoughtful (he recites the same chant with his father each morning), (he wants to wear the same uniform as the workers even though he is not <p style="text-align: right;">The Candymakers Book Club @BookPagez.com</p>

Reflection and Self-Evaluation

Book Club	
The Candymakers By: Wendy Mass Grade Level: 5 / Guided Reading Level: U	
Identifying Character Traits Using Thoughts, Dialogue, and Actions	<p>Meeting #2 Continued</p> <p>Model How to Respond to Reading (continued)</p> <ul style="list-style-type: none"> Assign each small group a section of the previously read text to review for more character traits for Logan. After some time, invite volunteers to share the character traits and corresponding evidence they identified for Logan. <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessment. Ask students to reflect on the work they did by completing the self-evaluation form. Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to read Part 1, Chapters 5 – 7 independently. Remind students that they are responsible for the following: <ul style="list-style-type: none"> Continue adding traits and page numbers to the Tracking Character Traits graphic organizer. Respond to Part 1, Chapters 5 – 7 using the Reading Response Board. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar. <p style="text-align: right;">The Candymakers Book Club @BookPagez.com</p>

Scheduling and Reader Responsibility

Introduce Comparing and Contrasting

Identifying Character Traits Using Thoughts, Dialogue, and Actions

Comparing Character Traits

Comparing and Contrasting Settings

Comparing and Contrasting Events

Analyzing How Character Relationships are Built Through Similarities and Differences

Analyzing How Characters Affect the Resolution

Reflecting on Comparing and Contrasting

8 Comparing and Contrasting 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 ...

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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"> Read the assigned text Choose a reading response option from your option board then respond to the text in your reader's notebook Prepare for Book Club ahead of time: <ul style="list-style-type: none"> Choose at least one interesting, funny, or confusing part to share with your book club Mark the part you want to share with a sticky note or write the page number in your notebook Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> Come to Book Club on time and ready to begin discussion Bring your book, reader's notebook, and any other materials you might need for Book Club with you Participate in Book Club by sharing your thinking, listening to others, and asking questions Support your thinking with evidence from the text Ask for help if you need it Stay on topic Make eye contact with the people in your Book Club Respect the people in your Book Club: <ul style="list-style-type: none"> Try not to interrupt—wait your turn to share Use respectful language Listen carefully 	<ul style="list-style-type: none"> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> What part of the meeting made you feel good about yourself as a reader? What can you do to have a better conversation next time? Record your reading assignment on your Book Club calendar Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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Student Self-Evaluation Rubric

Name: _____

How I Did in The Candymakers 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 participated in my Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in my Book Club
I had my materials				
I shared my thinking				After I was responsible
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 / 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 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.			

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

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with 5th Grade Common Core Alignment

Name: _____

RLS.6 Write about the way this story was told. Who told the story?	RLS.7 What is the overall mood of this book? Why do you think so? Give examples.	RLS.3 Choose two settings from the text. Explain why each is important to the story.	RLS.2 What is the theme of this book? Why do you think so? Give examples.
RLS.1 Write about the three inferences you made while reading. Explain why these inferences are important.	RLS.4 Write about the new words you read. What do you think the words mean? Why?	RLS.10 How does this text compare to other books you've read? Give examples.	RLS.4 What are some powerful words or phrases used in the text? Why are they powerful?
RLS.10 Write about the reading strategies you used to help you be a better reader.	RLS.5 Which chapter was the most important? Why do you think so?	RLS.6 Write about the author's message and use evidence from the text to support your thinking.	RLS.9 Tell the genre of your text and explain how you know.
RLS.3 Compare and contrast two characters. Tell how they are the same and different.	RLS.1 Make an inference about the main character. What makes the character happy? Give examples.	RLS.10 Write about the things a reader needs to know in order to understand the text.	RLS.7 Choose a scene from the book. Tell how it would be different if it was made into a movie.
RLS.5 Write about the way the main problem and solution unfolded in the story.	RLS.4 Give at least 3 examples of figurative language. Tell how the language affected your comprehension.	RLS.10 What did you learn about yourself as a reader today? Use examples from the text.	RLS.2 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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Book Club Assessment Materials

Name: _____

The Candymakers
Book Club Focus Assessment

Comparing & Contrasting

Directions: Use what you know about comparing and contrasting with **The Candymakers** to answer each of the following questions.

In what ways are Daisy and Phillip alike? In what ways are they different?

Complete Common Core Assessment

The Candymakers
Book Club Focus Assessment

Comparing & Contrasting

Directions: Use what you know about comparing and contrasting with **The Candymakers** to answer each of the following questions.

What attitude does story?

What do the contrasts between the characters in **The Candymakers** add to the story?

Answers will vary. Sample answers include: The contrasts between characters make the story more interesting and help to move the plot along. Also, the fact that each character brings different strengths to solving the problem allows them to be successful.

How does Miles change from the beginning, to the end of the story?

Answers will vary. Sample answers include: At the beginning he is depressed and withdrawn about not being able to save the girl at the lake. By the end, he is more outgoing and less afraid of living his life.

Why was the incident with the toy truck one of the most important events in the story?

Answers will vary. Sample answers include: This event is so important because it is why Phillip enters the candy making contest (which ultimately saves the factory) and how Logan was burned.

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Practice with multiple choice questions

One essential question for each of the 5th grade Reading Literature standards

Short answer practice

The Candymakers
CCSS Assessment

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

Describe how **The Candymakers** is organized. Why do you think the author wrote the book this way?

The book is organized in five sections. Logan begins the story, then there is a section for each of the other characters to tell the story from their point of view. The last section is...

I think the author wrote each of the characters...

the crowd by playing the # if it was told from Phillip's...

The story was told on how nervous he...

of be the most...

Candymakers ment to be you would by their...

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Focus Assessment for Comparing and Contrasting

Answer Keys

Name: _____

The Candymakers
Book Club Focus Assessment

Comparing & Contrasting

Directions: Use what you know about comparing and contrasting with **The Candymakers** to answer each of the following questions.

What do the contrasts between the characters in **The Candymakers** add to the story?

How does Miles change from the beginning, to the end of the story?

Why was the incident with the toy truck one of the most important events in the story?

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The Candymakers
Book Club Focus Assessment

Comparing & Contrasting

Directions: Use what you know about comparing and contrasting with **The Candymakers** to answer each of the following questions.

In what ways are Daisy and Phillip alike? In what ways are they different?

Answers will vary. Sample answers include: They are alike because they both have strong personalities and speak their minds. Neither of them have a strong relationship with their parents and both are very independent. They are different because Daisy is willing to take a chance and make new relationships. She is more protective than Phillip. Phillip is more insecure than Daisy.

What attitude does Phillip display at the beginning of the story? What about at the end?

Answers will vary. Sample answers include: At the beginning, Phillip acts superior to everyone else. He is rude and impatient. At the end, he is more kind and helpful and willing to work as part of the team.

How's the Life is Sweet Candy Factory, where Logan lives, similar to and different than where Daisy lives?

Answers will vary. Sample answers include: Both places are a home and a business and full of workers. The places are different because Daisy's parents are rarely home, while Logan's always are, one is a spy business and one is a candy factory, and the workers live at Daisy's home and come and go from the factory.

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Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 5.3
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).

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Compare and Contrast	Was not able or is beginning to compare and contrast characters, settings, or events.	Was able to compare and contrast characters, settings, or events some of the time.	Was able to compare and contrast characters, settings, or events most of the time.	Was able to consistently compare and contrast characters, settings, or events.

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

- Identify characters, settings, and events in the story.
- Identify similarities and differences between two or more characters, settings, or story events.
- Use specific details when comparing and contrasting two or more characters, settings, or events.
- Analyze how similarities and differences contribute to the story.

Book Club
The Candymakers

CCSS.ELA-LITERACY.RL.5.3 The Candymakers Book Club | @BookPagez.com

Running Record

Title: **The Candymakers** Guided Reading Text Level: U Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

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

Page	Accuracy			COUNT	INFORMATION USED
	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy		
5					

Once there were four children whose names were Logan, Miles, Phillip, and Daisy. Each of them had recently turned twelve, and although none of them knew it yet, their lives would never be the same.

You might ask, what makes them so special that their lives were selected over hundreds of others? Why do they each want to win the contest so badly, they are willing to do everything?

Perhaps it would be better to show you.

Let's start with Logan, since he is the Candymaker's son, after all. But don't think he has an edge in the contest just...

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Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in The Candymakers Word List

Vocabulary Connections **The Candymakers**
By: Wendy Mass
Grade Level: 5 / Guided Reading Level: U

Important Words to Know and Understand in The Candymakers

Blunder (page 166)
To make a stupid or careless mistake

Captivating (page 132)
Attractive and interesting in a way that holds your attention

Cavernous (page 390)
Resembling a large cave; very large

Feeble (page 149)
Not lasting; lasting for only a short time

Inexplicably (page 139)
Not able to be explained or understood

Profound (page 75)
Having or showing great knowledge or understanding

Resentful (page 406)
Having or showing a feeling of anger or displeasure about someone or something unfair

Scrutiny (page 29)
The act of carefully examining something especially in a critical way

Taut (page 37)
Very tight from being pulled or stretched; not loose or slack

Uncanny (page 76)
Strange or unusual in a way that is surprising or difficult to understand

Vocabulary Word List | @BookPages.com

Vocabulary Connections **The Candymakers**
By: Wendy Mass
Grade Level: 5 / Guided Reading Level: U

Blunder To make a stupid or careless mistake

Captivating Attractive and interesting in a way that holds your attention

Cavernous Resembling a large cave; very large

Vocabulary Connections **The Candymakers**
By: Wendy Mass
Grade Level: 5 / Guided Reading Level: U

Feeble Not lasting for only a short time

Resentful Having or showing a feeling of anger or displeasure about someone or something unfair

Scrutiny The act of carefully examining something especially in a critical way

Taut Very tight from being pulled or stretched; not loose or slack

Uncanny Strange or unusual in a way that is surprising or difficult to understand

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections **The Candymakers**
By: Wendy Mass
Grade Level: 5 / Guided Reading Level: U

Feeling is a/an noun verb adverb adjective

Inexplicably is a/an noun verb adverb adjective

Profound is a/an noun verb adverb adjective

Definition of **Feeling**: _____

Definition of **Inexplicably**: _____

Definition of **Profound**: _____

Feeling looks like this: _____

Inexplicably looks like this: _____

Profound looks like this: _____

Feeling reminds me of: _____

Inexplicably reminds me of: _____

Profound reminds me of: _____

I saw this word in _____

I saw this word in _____

I saw this word in _____

Interactive Vocabulary Notebook Cards | @BookPages.com

Word Games with Words from The Candymakers

Directions: Use the clues to decide where to place the vocabulary words on the crossword puzzle below.

Across

3. A synonym of **large** or **spacious**

4. A word that means **unusual**

Down

1. Another word for **bitter** or **spiteful**

2. You are a _____ person when you have **intellectual thoughts**

3. An **opposite** word for **disgusting**

Directions: Use the vocabulary words to complete the sentences below.

1. My parents would like to buy a house with a _____ garage so it can hold four cars.

2. It's hard not to feel _____ when your best friend forgets to invite you to her birthday party.

3. My teacher's _____ words of encouragement inspired me to finish college.

4. Mary's sweet voice is so _____ that I can talk to her for hours.

5. I think it's _____ that you don't eat vegetables.

Name: _____

Answer Key | @BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections **The Candymakers**
By: Wendy Mass
Grade Level: 5 / Guided Reading Level: U

The Candymakers
By Wendy Mass

A new word that I learned in this book is: _____

It means: _____

It reminds me of: _____

Name: _____

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

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:

1. Write a word from your reading that is new to you in the first column.

2. Read the sentence below and write the word in the second column. Write what you think the word means in the third column.

3. Explain why you think your definition makes sense based on the context clues in the text.

4. Write the dictionary definition.

5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

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

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?

Independent Word Exploration | @BookPages.com

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
The Candymakers Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with The Candymakers correlate with the following English Language Arts Common Core State Standards for fifth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.2 - 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.
RI.3 - 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).
RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RI.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RI.6 - Describe how a narrator's or speaker's point of view influences how events are described.
RI.7 - 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).
RI.9 - Compare and contrast stories in the same genre (e.g., myths and adventure stories) or that approach similar themes and topics.
RI.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing
W.1 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
W.3 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.1 - 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.
SL.1b - Follow agreed-upon rules for discussions and carry out assigned roles.
SL.1c - Note 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
The Candymakers Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with The Candymakers correlate with the following English Language Arts Common Core State Standards for fifth grade.
Vocabulary Lesson Plan and Resources
Language
LA.4 - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.6 - 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 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 The Candymakers

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

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

Book Club The Candymakers

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el The Candymakers 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 Libro yo participé en el Club de Libro
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				
Tenía mis materiales.				Durante la reunión del Club de Libro yo participé en la conversación
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				Después de la reunión del Club de Libro yo escribí una nota de reflexión
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Se cuándo y dónde me prepararé para la próxima reunión.				
Nota		Una nota de tu maestro		
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p> <p>¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p> <p>Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p>Escriba sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p> <p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>Elija dos configuraciones del texto. Explica por qué cada uno es importante para la historia.</p> <p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p> <p>Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p> <p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> <p>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p> <p>Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p> <p>Direcciones: Elija una de las opciones de respuesta de la pizarra. Después de que hayas escrito.</p>	<p>RLS.4 Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p> <p>RLS.1 ¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p> <p>RLS.10 Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p> <p>RLS.3 Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p> <p>RLS.5 Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>RLS.7 ¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p>RLS.4 Escriba sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p> <p>RLS.5 ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p> <p>RLS.1 Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p> <p>RLS.4 Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>RLS.3 Elija dos configuraciones del texto. Explica por qué cada uno es importante para la historia.</p> <p>RLS.10 ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p> <p>RLS.6 Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p> <p>RLS.10 Escriba sobre las cosas que un lector necesita saber para entender el texto.</p> <p>RLS.10 ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>
<p>Direcciones: Elija una de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que haya escrito tu respuesta, colorea en el recuadro de la tabla de arriba.</p>			

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with 5th Grade Common Core Alignment