

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

Determining Theme Lesson Plans for 10 Book Club Meetings

4 Part Lesson Plans

Book Club	
The Lightning Thief By: Rick Riordan Grade Level: 6 / Guided Reading Level: W	
Discussion Questions and New Vocabulary	<p>Meeting #2</p> <p>A Note About the Discussion Questions and Vocabulary</p> <p>The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.</p> <p>You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.</p> <p>Chapters 2-4 Discussion Questions:</p> <ol style="list-style-type: none"> 1. What elements of the fantasy genre did you notice? 2. Who influences Percy? Cite evidence from the text. 3. Describe changes in Grover. 4. What do you predict Annabeth meant by, "He's the one. He must be." ? (pg. 56) <p>Chapters 2-4 New Vocabulary:</p> <ol style="list-style-type: none"> 1. Obnoxious (pg. 17) – unpleasant in a way that makes people feel offended, annoyed, or disgusted 2. Delinquents (pg. 22) – young people who regularly do illegal or immoral things 3. Expulsion (pg. 33) – the act of forcing someone to leave a place (such as a country or a school) 4. Half-Hoof (pg. 43) – a foot of some animals (such as sheep, goats, or cows) that is divided into two parts

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
The Lightning Thief By: Rick Riordan Grade Level: 6 / Guided Reading Level: W	
Determining Theme	<p>Meeting #9 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: Summarization (7-10 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on completing the book. • Explain that it's time to think about themes. • Remind students that themes are not topics. • Explain that you will work together to consider the lessons learned by the characters. Thinking about what the author was teaching through a character and viewing it through our personal lens of experiences, we will identify a theme. • Review with members the Plot Diagram created in Meeting #6. • Add to the rising action, identify the climax, and falling action and resolution. • Visit the graphic organizer from Meeting #3. • Add to the Characters, Setting, Problem/Solution, and Topic sections • Ask members to think about the challenges Percy and other characters faced. • Refer to the graphic organizers for ideas about lessons learned.

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club	
The Lightning Thief By: Rick Riordan Grade Level: 6 / Guided Reading Level: W	
Using Character Clues to Determine Theme	<p>Meeting #7 Continued</p> <ul style="list-style-type: none"> • Explain that characters develop as they encounter problems, or challenges. As characters learn lessons, we learn along with them. • Invite students to think about a challenge Percy has faced in the story so far. • Generate a list as a group. • Responses may include: trouble learning, Mrs. Dodds, Gabe harassing Percy for money, the Minotaur, and any other text-based answer. • Record responses on a chart. • Ask members to draw a picture of the event in their notebooks. It should be a quick sketch using stick figures or other basic representations. • Label the drawing with the following: "Percy faced _____ and reacted by _____ and learned _____." • Share out if time allows. • Discuss possible themes based on the lessons the characters have learned. <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> • Distribute the student self-evaluation form 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 any notes from the teacher). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> • Assign students to independently read pages 266-319 (Chapters 17-19). • Determine as a group when the book club should meet again. Monitor students as they plan on their book club calendar.

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introducing Theme	
Picking Up the Bread Crumbs of Clues	
Understanding Symbolism in Literature	
Connecting Plot Development and Theme	
Summarization	
Reflection	
Determining Theme	
Using Character Clues to Determine Theme	
Making Inferences to Determine Theme	
Finding Topics in a Text	
Background Knowledge about Hurricanes	
Time to Teach: Establish Background Knowledge about Hurricanes	
Sample Notebook Entry	
Sequence of Events Chart	
Model How to Track Sequence of Events	
Time to Teach: Establish Background Knowledge about Hurricanes	
Sample Notebook Entry	
Sequence of Events Chart	
Model How to Track Sequence of Events	

10 Determining Theme 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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Book Club
The Lightning Thief

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 textChoose a reading response option from your option board then respond to the text in your reader's notebookPrepare 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 clubMark the part you want to share with a sticky note or write the page number in your notebookRemember 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 discussionBring your book, reader's notebook, and any other materials you might need for Book Club with youParticipate in Book Club by sharing your thinking, listening to others, and asking questionsSupport your thinking with evidence from the textAsk for help if you need itStay on topicMake eye contact with the people in your Book ClubRespect the people in your Book Club:<ul style="list-style-type: none">Try not to interrupt - wait your turn to shareUse respectful languageListen 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 calendarDecide when you will complete your assignment (during independent reading time, as homework, etc.)

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Book Club
The Lightning Thief

Student Self-Evaluation Rubric

Name: _____

How I Did in The Lightning Thief Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				
I shared my thinking				During I participated in Book Club
I asked someone a question				
I stayed on task, listened, and showed respect to others				
I took the time to reflect				After I was responsible
I know when and where I will prepare for the next meeting				
Score	A Note from Your Teacher			
/ 27				

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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. Give examples.	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 _____	Write about the things a _____	Choose a scene from the _____

Name: _____

RL.6.6 Write about the way this story was told. Who told the story?	RL.6.7 What is the overall mood of this book. Why do you think so? Give examples.	RL.6.3 Choose two settings from the text. Explain why each is important to the story.	RL.6.2 What is the theme of this book? Why do you think so? Give examples.
RL.6.1 Write about the three inferences you made while reading. Explain why these inferences are important.	RL.6.4 Write about the new words you read. What do you think the words mean? Why?	RL.6.10 How does this text compare to other books you've read? Give examples.	RL.6.4 What are some powerful words or phrases used in the text? Why are they powerful?
RL.6.10 Write about the reading strategies you used to help you be a better reader.	RL.6.5 Which chapter was the most important? Why do you think so?	RL.6.6 Write about the author's message and use evidence from the text to support your thinking.	RL.6.9 Tell the genre of your text and explain how you know.
RL.6.3 Compare and contrast two characters. Tell how they are the same and different.	RL.6.1 Make an inference about the main character. What makes the character happy? Give examples.	RL.6.10 Write about the things a reader needs to know in order to understand the text.	RL.6.7 Choose a scene from the book. Tell how it would be different if made it was in a movie.
RL.6.5 Write about the way the main problem and solution unfolded in the story.	RL.6.4 Give at least 3 examples of figurative language. Tell how the language affected your comprehension.	RL.6.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.6.2 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
The Lightning Thief

with 6th Grade Common Core Alignment

Book Club Assessment Materials

Complete Common Core Assessment

Practice with multiple choice questions

Short answer practice

One essential question for each of the 6th grade Reading Literature standards

Name: _____ Score: _____

The Lightning Thief
CCSS Assessment

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

Which textual evidence piece would support the inference that Percy did not have much self-confidence at the beginning of the story?

☐ A "Mr. Brunner kept talking to me."

☐ B "Mrs. Dodds materialized next to me."

☐ C "Grover looked at me desperately."

☐ D "I hoped that for once I wouldn't get in trouble."

Name: _____ Score: _____

The Lightning Thief
CCSS Assessment

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

Which of the following would be a synonym close in meaning to "dismissively" in "...the biker waved his hand dismissively and they all sat down."

☐ A harshly ☐ C carefully

☐ B scornfully ☐ D cheerfully

RL.4.4

How does the setting of the Underworld help the author develop the plot?

RL.4.5

From whose point of view is *The Lightning Thief* told?

☐ A Mr. Brunner

☐ B Annabeth

☐ C Percy

☐ D Grover

RL.4.6

CCSS Assessment 6th Grade Reading Standards for Literature | @BookPages.com

Name: _____

Determining Theme

The Lightning Thief
Book Club Focus Assessment

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

Which text-based detail helps the reader realize Mr. Brunner is helpful to Percy?

☐ A "Mr. Brunner led the museum tour."

☐ B "What ho, Percy!" he shouted and tossed the pen through the air."

☐ C "Mr. Brunner parked his wheelchair next to the ramp."

☐ D "Percy, there is no Mrs. Dodds on this trip."

1. _____

2. _____

3. _____

What might the Lotus Casino symbolize?

Which is a challenge not faced by Percy?

☐ A Betrayal by a "friend"

☐ B Fighting a Minotaur

☐ C Saving Grover from Annabeth's attack

☐ D Facing Hades

The Lightning Thief Book Club | @BookPages.com

Focus Assessment for Determining Theme

Answer Keys

Answer Key

Determining Theme

The Lightning Thief
Book Club Focus Assessment

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

What is not a theme in *The Lightning Thief*?

☐ A What may seem like a disability, may actually be an unusual ability.

☐ B Loyalty to friends and family is an important value.

☐ C Be careful who you trust.

☒ D Humans will always win out over machines.

List three personal qualities that made Percy successful when challenged.

1. Answers will vary. Sample answers include: bravery, willingness to try, acceptance of help, determination, and any other text-based quality.

2. _____

3. _____

What does the lightning bolt symbolize?

☒ A Power ☐ C Creativity

☐ B Mercy ☐ D Hunger

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Rubric with optional Common Core Alignment

Determining Theme Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific skill: Determine a theme	Is beginning to or was not able to determine a theme conveyed through the text.	Is able to determine a theme conveyed through the text some of the time.	Is able to determine a theme conveyed through the text most of the time.	Is able to determine a theme conveyed through the text all of the time.

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

- ☐ Understand what a theme is
- ☐ Recognize character traits as related to plot development
- ☐ Understand symbolism
- ☐ Make inferences based on text details
- ☐ Summarize
- ☐ Analyze character responses to challenges

Book Club
The Lightning Thief

CCSS.ELA-LITERACY.RL.6.2 Book Club | @BookPages.com

Running Record

Title: *The Lightning Thief* Guided Reading Test Level: W Word Count: 100

Name: _____ Date: _____

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

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

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

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

	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy	Count	Information Used
	E	SC	SC	E	SC
1					

Look: I don't want to be a half-blood.

If you're reading this because you think you might be one, my advice is: close this book right now. Believe whatever lies your mom or dad told you about your birth, and try to lead a normal life.

Being a half-blood is dangerous. It's scary. Most of the time, it gets you killed in painful, nasty ways.

If you're a normal kid, reading this because you think it's fiction, great. Read on. I envy you for being able to believe that none of this ever happened.

But if you recognize...

Analysis and Comments:

Tested By: _____ @BookPages.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in *The Lightning Thief* Word List

Vocabulary Connections
The Lightning Thief
By: Rick Riordan
Grade Level: 6 / Guided Reading Level: W

Important Words to Know and Understand in "The Lightning Thief"

Amphitheater (pg. 42)
A large building with seats rising in curved rows around an open space on which games and plays take place

Defunct (pg. 231)
No longer existing or being used

Dissipating (pg. 330)
Causing (something) to spread out and disappear

Expulsion (pg. 33)
The act of forcing someone to leave a place (such as a country or a school)

Misnomer (pg. 155)
A name that is wrong or not proper or appropriate

Propaganda (pg. 155)
Ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader, a government, etc.

Pseudonym (pg. 64)
A name that someone (such as a writer) uses instead of his or her real name

Sparring (pg. 110)
Boxing with someone as a form of training or practice

Qualms (pg. 281)
Feelings of doubt or uncertainty about whether you are doing the right thing

Trundle (pg. 218)
To roll on wheels slowly and noisily

Vocabulary Word List | ©BookPages.com

Vocabulary Connections
The Lightning Thief
By: Rick Riordan
Grade Level: 6 / Guided Reading Level: W

Amphitheater	Defunct	Dissipating
A large building with seats rising in curved rows around an open space on which games and plays take place	No longer existing or being used	Causing (something) to spread out and disappear
Expulsion	Misnomer	Propaganda
The act of forcing someone to leave a place (such as a country or a school)	A name that is wrong or not proper or appropriate	Ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader, a government, etc.

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
The Lightning Thief
By: Rick Riordan
Grade Level: 6 / Guided Reading Level: W

Pseudonym	Sparring	Qualms
A name that someone (such as a writer) uses instead of his or her real name	Boxing with someone as a form of training or practice	Feelings of doubt or uncertainty about whether you are doing the right thing
Trundle		
To roll on wheels slowly and noisily		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
The Lightning Thief
By: Rick Riordan
Grade Level: 6 / Guided Reading Level: W

Expulsion is a/an noun verb adverb adjective Definition of Expulsion:	Misnomer is a/an noun verb adverb adjective Definition of Misnomer:	Propaganda is a/an noun verb adverb adjective Definition of Propaganda:
Expulsion looks like this:	Misnomer looks like this:	Propaganda looks like this:
Expulsion reminds me of:	Misnomer reminds me of:	Propaganda 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 Lightning Thief*

Directions: Complete the following sentences by choosing the correct vocabulary word from the Word Bank.

Word Bank

Defunct	Amphitheater	Qualms
Expulsion	Pseudonym	Dissipating

- We enjoyed watching the opera held at the city's huge _____.
- My community was disappointed when the new business had no _____ about cutting down trees to build a factory.
- Uncle Bob is a well-known writer who uses a _____ to hide his true identity.
- My best friend's fever is _____, which means he will come back to school soon!
- Jim knew that with the right parts and some hard work he could repair his Dad's _____ truck.

Directions: Use the back of this page to write five sentences using the words in the word bank.

Name: _____ ©BookPages.com

Answer Key
The Lightning Thief

_____ by choosing the correct _____

Amphitheater	Qualms
Pseudonym	Dissipating

_____ opera held at the city's huge _____

_____ ifted when the new business had _____ ing down trees to build a factory.

_____ after who uses a _____ his true identity.

_____ dissipating _____, which means _____ soon!

_____ parts and some hard work he _____ defect _____ truck.

_____ p write five sentences using the words in _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
The Lightning Thief
By: Rick Riordan
Grade Level: 6 / Guided Reading Level: W

The Lightning Thief
By Rick Riordan

Step-by-Step Directions

1. Cut on the solid line.
2. Fold on the solid line.
3. Complete the Vocabulary Card.
4. Add your Vocabulary Card to your notebook or to the 11x14 Absorbent Card.

Name: _____

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 before and after the sentence where the word appears. Write what you think the word means in the second 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	✓

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
The Lightning Thief Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Lightning Thief" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.3 – Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.5 – Describe how a particular story or drama portrays events in a series of episodes as well as how the character responds or change as the plot moves toward a resolution.
RL.6.6 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.8 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the themes, setting, or plot.
RL.6.9 – Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7 – Compare and contrast the experience of reading a story, drama, or poem following to or viewing an audio, video, or live version of the text, including contrasting what they "hear" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.6.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing
W.6.8 – Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.6.1a – Come to discussions prepared, having read or studied/required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
The Lightning Thief CCSS Alignment BookPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
The Lightning Thief Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Lightning Thief" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Vocabulary Lesson Plan and Resources
Language
L.6.4a – Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
The Lightning Thief CCSS Alignment BookPages.com

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me di cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

Book Club The Lightning Thief

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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"/> Elja 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 de Libro antes de tiempo: <ul style="list-style-type: none"> Elja 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.). 	<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"/> 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 	<input type="checkbox"/> 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? <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.).

Book Club The Lightning Thief

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el The Lightning Thief 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
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				Durante la reunión del Club de 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.				
Se cuándo y dónde me preparé para la próxima reunión.				Después de la reunión del Club de Libro
Nota	Una nota de tu maestro			
/ 27				

Book Club The Lightning Thief

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

¿Desde qué punto de vista está escrito el texto? ¿Cómo lo sabes?	¿Qué ves / escuchas al leer el texto?	Describe cómo evoluciona el personaje principal con la trama.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Por qué el autor escribió esta pieza? Da 3 ejemplos para apoyar tu respuesta.	¿Dígame a la autora cómo usó las palabras para impactar sus emociones mientras lee el texto?	Resume brevemente la trama y el tema del texto.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Identifica el género del texto que lees. Proporciona al menos 3 ejemplos para respaldar su respuesta.	¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	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.
Describe el problema en el texto que lees hoy. ¿Cómo crees que se resolverá el problema?	¿Qué inferencias hiciste al leer hoy? Cuéntales cómo tus inferencias te ayudaron como lector.	Escribe sobre las cosas que un lector necesita saber para comprender el texto que lee hoy.	Elige una escena del libro. Di cómo sería diferente si se hiciera en una película.
Identifica la parte / capítulo más importante de la historia que leste hoy. Dile por qué crees que es importante.			

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

Book Club The Lightning Thief

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