

Here's What You'll Get with the Little Prince Book Club

Point of View Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Book Club		The Little Prince By: Antoine de Saint-Exupéry Grade Level: 6 / Guided Reading Level: X
Discussion Questions and New Vocabulary	Meeting #6	
	A Note About the Discussion Questions and Vocabulary	Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer. New vocabulary words can be reviewed prior to assigning the reading or 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 add the discussion of the meaning of other words within each of the chapters.
	Chapter 21 Discussion Question:	1. What does the fox believe about language? Answers will vary. He says "language is the source of misunderstandings." (page 60)
	Chapter 21 New Vocabulary:	1. Monotonous (page 60) – something that is boring because it is always the same
	Chapter 22 Discussion Question:	1. How does the prince define children as different? Answers will vary. They know what they are looking for – unlike adults. (page 65)
	Chapter 22 New Vocabulary:	1. Patch (page 64) – to send quickly to a particular place for a purpose

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		The Little Prince By: Antoine de Saint-Exupéry Grade Level: 6 / Guided Reading Level: X
How does Point of View Impact Setting?	Meeting #3 Continued	
	Kick-off the Book Club Meeting (5-7 minutes)	<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.
	Time to Teach: How does point of view impact setting? (7-10 minutes)	<ul style="list-style-type: none"> Remind the students that this book is written from the plot's point of view (first person). Tell students that this is important because we can only view the characters and events of the story from the plot's perspective (i.e., through his "eyes" or with his way of thinking). Ask students why it might be important to consider the point of view of the story. Example responses include: The information the narrator provides the reader may be inaccurate or incomplete because the narrator may not have all of the facts. Have students refer to their Point of View Notes for examples they found during their reading. Tell students that what the reader learns about all of the story elements is influenced by the perspective of the narrator (in this case, the plot).

Book Club		The Little Prince By: Antoine de Saint-Exupéry Grade Level: 6 / Guided Reading Level: X								
What is Point of View?	Meeting #1 Continued									
	<ul style="list-style-type: none"> Optional: If you do not use Reader's Notebooks, provide students with a copy of the Point of View Notes chart. You may staple several pages together for students to use throughout Book Club. 									
	Point of View Notes - Sample Reader's Notebook Entry									
	<table border="1"> <thead> <tr> <th>Chapter # Page #</th> <th>What does the narrator say?</th> <th>What information does this provide the reader?</th> <th>What might the narrator be missing?</th> </tr> </thead> <tbody> <tr> <td>Chapter 1 Page 1</td> <td>"I showed the grown-ups my masterpiece, and I asked them if my drawing scared them."</td> <td>The narrator enjoyed art when he was younger.</td> <td>What if the grown-ups could not determine what the picture was?</td> </tr> </tbody> </table>	Chapter # Page #	What does the narrator say?	What information does this provide the reader?	What might the narrator be missing?	Chapter 1 Page 1	"I showed the grown-ups my masterpiece, and I asked them if my drawing scared them."	The narrator enjoyed art when he was younger.	What if the grown-ups could not determine what the picture was?	
Chapter # Page #	What does the narrator say?	What information does this provide the reader?	What might the narrator be missing?							
Chapter 1 Page 1	"I showed the grown-ups my masterpiece, and I asked them if my drawing scared them."	The narrator enjoyed art when he was younger.	What if the grown-ups could not determine what the picture was?							
	Wrap Up the Book Club Meeting	<ul style="list-style-type: none"> Assign students to independently read Chapters 1-5. 								

Sample Reader's Notebook Entries

Book Club		The Little Prince By: Antoine de Saint-Exupéry Grade Level: 6 / Guided Reading Level: X
How does Point of View Impact Theme?	Meeting #6 Continued	
	Take Time to Reflect (2 minutes)	<ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessments. 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 any notes from the teacher).
	Wrap Up the Book Club Meeting	<ul style="list-style-type: none"> Assign students to independently read Chapters 26 - Epilogue. Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar. Tell students that they are responsible for adding 2-3 entries to their Point of View Notes while reading. They should look for clues that reflect how the point of view impacts their impression of the ending of the story.

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club		The Little Prince By: Antoine de Saint-Exupéry Grade Level: 6 / Guided Reading Level: X
What is Point of View?	Meeting #2 Continued	
	Kick-off the Book Club Meeting (5-7 minutes)	<ul style="list-style-type: none"> Tell students that we are going to look at how the point of view impacts the author's setting.
How Does the Author Develop Point of View?	How Does Point of View Impact Setting?	<ul style="list-style-type: none"> Distribute copies of the Theme Analysis chart to each student or have them draw it in their Reader's Notebook. Tell students that you are going to look at how the theme of Relationships is explored in the text. Write the word "Relationship" in the middle of the chart. Next, have students turn to Chapter 2 and read the first two paragraphs. Note for students that this section tells the reader that the pilot is lonely and when he could really use a friend, the little prince shows up. Have students work in pairs to add to the Relationship theme analysis graphic for Chapters 1-26. They should look for places in the text that discuss relationships and write them on the outer lines of the circle. (See sample). Based upon the information, discuss with the group what impact the point of view of the narrator has on a story's theme. (Example response will vary. Ideas should include the concept of the theme being based on the pilot's perspective of events/drama of the story since he is the narrator).
How Does Point of View Impact Theme?	How Does Point of View Impact Characters?	<ul style="list-style-type: none"> Collect the information that the reader learns about the setting, characters, and plot may be biased or unfair because it is coming from one specific narrator. The themes that are explored in the text are described through the narrator's perspective. As we read, we gain understanding about the perspective of the narrator who is telling the story. Tell students that now that they have finished the book, they can apply the information they have learned in all of the Book Club meetings to the entire story.
How Does Point of View Impact Plot?	Reflection on Point of View	<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.
	Time to Teach: Reflecting on point of view (7-10 minutes)	<ul style="list-style-type: none"> Briefly remind students of the discussions of previous meetings. The story is told in first person point of view of the pilot. The information that the reader learns about the setting, characters, and plot may be biased or unfair because it is coming from one specific narrator. The themes that are explored in the text are described through the narrator's perspective. As we read, we gain understanding about the perspective of the narrator who is telling the story. Tell students that now that they have finished the book, they can apply the information they have learned in all of the Book Club meetings to the entire story.

7 Point of View 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
The Little Prince

© 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"> 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.)

Book Club
The Little Prince

© BookPages.com | Expectations for Book Club

Student Self-Evaluation Rubric

Name: _____

How I Did in The Little Prince 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 had my materials for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in conversations during Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was ready to respond to the next meeting
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
The Little Prince

© BookPages.com | Book Club Self Evaluation

Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

From whose point of view is the text written? How do you know?	What do you see/hear when reading the text?	Describe how the main character evolves with the plot.	What is the theme of this book? Why do you think so? Give examples.
Why did the author write this piece? Give 3 examples to support your answer.	Tell how the author used words to impact your emotions while reading the text.	Briefly summarize the plot and theme of the text.	What are some powerful words or phrases used in the text? Why are they powerful?
Identify the genre of the text you read. Provide at least 3 examples to support your answer.	Which text structure did the author use to tell the story? How do you know?	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.
Describe the problem in the text you read today. How do you think the problem will be resolved?			
Identify the most important part / chapter of the story you read today. Tell why you think it's important.			

Directions: Choose one of the response options after you've written your response. Color in the square on the board above.

Book Club
The Little Prince

© BookPages.com | Common Core

Name: _____

RL.6.4	RL.6.7	RL.6.3	RL.6.2
From whose point of view is the text written? How do you know?	What do you see/hear when reading the text?	Describe how the main character evolves with the plot.	What is the theme of this book? Why do you think so? Give examples.
Why did the author write this piece? Give 3 examples to support your answer.	Tell how the author used words to impact your emotions while reading the text.	Briefly summarize the plot and theme of the text.	What are some powerful words or phrases used in the text? Why are they powerful?
Identify the genre of the text you read. Provide at least 3 examples to support your answer.	Which text structure did the author use to tell the story? How do you know?	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.
Describe the problem in the text you read today. How do you think the problem will be resolved?	What inferences did you make while reading today? Tell how your inferences helped you as a reader.	Write about the things a reader needs to know in order to understand the text you read today.	Choose a scene from the book. Tell how it would be different if it was made into a movie.
Identify the most important part / chapter of the story you read today. Tell why you think it's important.	Give an example of figurative language in the text you read today. Tell how the word choice impacted your comprehension of the text.	What did you learn about yourself as a reader today? Use examples from the text.	What does the story you read today suggest about life? Use examples to support your answer.

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.

Book Club
The Little Prince

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

with 6th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____ Score: _____ **The Little Prince**
CCSS Assessment

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

On his travels, the prince learns more about his flower. What details from the story support the facts that the prince learns?

Name: _____ Score: _____ **The Little Prince**
CCSS Assessment

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

Based on the following passage, what does the word *irreparable* mean?
"Once again, I felt chilled by the sense of something irreparable."

(A) Too bad to be corrected or repaired.
(B) Able to be corrected or repaired.
(C) A foreshadowed event.
(D) A bad event in the story.

How is the prince's second conversation with the snake different than the first?

Why does the pilot tell the story?

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

Complete Common Core Assessment

Short answer practice

Practice with multiple choice questions

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

Name: _____ **The Little Prince**
Book Club Focus Assessment

Point of View

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

In which voice is the story told?

(A) First person voice
(B) Second person voice
(C) Third person voice
(D) The voice changes

How does the point of view impact the setting?

(A) The setting is trustworthy because the narrator is uninvolved.
(B) The setting changes because the narrator changes.
(C) We only see the setting of the story through the pilot's eyes.
(D) The setting changes because the narrator does not stay in one place.

How does the point of view impact the description of characters?

The Little Prince Book Club | ©BookPages.com

Focus Assessment for Point of View

Answer Keys

Answer Key

The Little Prince
CCSS Assessment

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

In which voice is the story told?
(B) Second person voice

On his travels, the prince learns more about his flower. What details from the story support the facts that the prince learns?
Answers will vary. Sample answers include: The prince comes across five thousand flowers like his flower in one garden, when she told him, she was the only one.

What does the story convey about things people love?
(D) Love is fickle and you must be able to change.

Put the following plot events in numerical order.
5. The prince returns to his planet.
2. The prince meets a king.
3. The prince tames the fox.
1. The pilot shipwrecks in the desert.
4. The prince helps the pilot find water.

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

Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CSS Reading Literature Standard 6.4
Explain how an author develops the point of view of the narrator or speaker in a text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Point of view	Was not able to describe the point of view of the story or how it was developed.	Is able to describe the point of view of the story but not explain how it was developed.	Is able to describe how the point of view of a story and how it is developed.	Is able to show the point of view of a story and how it is developed.

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

- Defining the point of view of the story, including what voice the story is told in.
- Explaining how the point of view is established with details from the story.
- Reviewing the impact of point of view on other elements of the story.

Book Club
The Little Prince

CCSS.ELA-LITERACY.RL.6.4 The Little Prince Book Club | ©BookPages.com

Running Record

Title: *The Little Prince* Guided Reading Test Level: X 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	E = Error	SC = Self-Correction	M = Misreading	I = Incomplete/omission	A = Visual	COUNT		INFORMATION USED	
						E	SC	E	SC
1									

Analysis and Comments: _____

Tested By: _____ ©BookPages.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in The Little Prince Word List

Vocabulary Connections

The Little Prince
By: Antoine de Saint-Exupéry
Grade Level: 6 / Guided Reading Level: X

Important Words to Know and Understand in "The Little Prince"

- Abashed** (page 23)
Embarrassed or ashamed
- Abys** (page 76)
A hole so deep or a space so great it cannot be measured
- Contemplation** (page 8)
The act of thinking deeply about something
- Depression** (page 34)
A state of feeling sad
- Enlightened** (page 3)
Not ignorant or narrow in thinking
- Exasperated** (page 67)
To make very angry or annoyed
- Gradually** (page 16)
Moving or changing in small amounts
- Monotonous** (page 60)
Something that is boring because it is always the same
- Peculiar** (page 54)
Not usual or normal
- Rheumatism** (page 37)
A disease that causes stiffness in the joints

Vocabulary Word List | @BookPages.com

Vocabulary Connections

The Little Prince
By: Antoine de Saint-Exupéry
Grade Level: 6 / Guided Reading Level: X

Abashed	Abys	Contemplation
Embarrassed or ashamed	A hole so deep or a space so great it cannot be measured	The act of thinking deeply about something
Depression	Enlightened	Exasperated
A state of feeling sad	Not ignorant or narrow in thinking	To make very angry or annoyed

Definition Vocabulary Sorting Cards | @BookPages.com

Vocabulary Connections

The Little Prince
By: Antoine de Saint-Exupéry
Grade Level: 6 / Guided Reading Level: X

Gradually	Monotonous	Peculiar
Moving or changing in small amounts	Something that is boring because it is always the same	Not usual or normal
Rheumatism	A disease that causes stiffness in the joints	

Definition Vocabulary Sorting Cards | @BookPages.com

Vocabulary Connections

The Little Prince
By: Antoine de Saint-Exupéry
Grade Level: 6 / Guided Reading Level: X

Depression is a/an noun verb adverb adjective Definition of Depression:	Enlightened is a/an noun verb adverb adjective Definition of Enlightened:	Exasperated is a/an noun verb adverb adjective Definition of Exasperated:
Depression looks like this:	Enlightened looks like this:	Exasperated looks like this:
Depression reminds me of:	Enlightened reminds me of:	Exasperated 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

Vocabulary Connections

The Little Prince
By: Antoine de Saint-Exupéry
Grade Level: 6 / Guided Reading Level: X

The Little Prince
By Antoine de Saint-Exupéry

Booklet with crown illustration and a space for the student's name.

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

Personalized Vocabulary Bookmark

Word and Definition Sorting Cards

Word Games with Words from The Little Prince

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

Word Bank: Contemplation, Monotonous, Abashed, Gradually, Rheumatism, Depression

- Hary considers his job to be _____ because he does the same thing every single day.
- The bully student has _____ his classmate in front of the class.
- The pawnshop's interest rate will _____ increase.
- Grandpa has been experiencing pain in his muscles and joints due to _____.
- _____ of the consequences of your actions is worthy to make the right decisions.

Directions: Write your own sentences using two vocabulary words from the Word Bank.

- _____
- _____

Name: _____ @BookPages.com

Answer Key The Little Prince

Answers by choosing the correct word from the Word Bank:

- monotonous
- abashed
- gradually
- rheumatism
- contemplation

Answer Key | @BookPages.com

Word Games and Answer Key

Vocabulary Connections

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

Name: _____

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?

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
The Little Prince Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Little Prince" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 – Cite textual evidence to support analysis of what the text(s) explicitly as well as inferences drawn from the text.
RL.3 – Describe 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.5 – Describe how a particular story or drama portrays a series of episodes as well as how the character respond or change as the plot moves toward a resolution.
RL.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.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.9 – Explain how an author develops the point of view of the narrator or speaker in a text.
RL.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 "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.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.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.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.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.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.1b – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.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 Little Prince CCSS Alignment @BookPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
The Little Prince Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Little Prince" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Vocabulary Lesson Plan and Resources
Language
L.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 for the meaning of a word or phrase.
L.6 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when conducting a word or phrase important to comprehension or expression.
The Little Prince 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 cuenta...
- Me pregunta...

- 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"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club del Libro antes de tiempo: <ul style="list-style-type: none"> 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.). 	<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"> 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.).

© BookPages.com | Expectations for Book Club

Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el The Little Prince Book Club

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

© BookPages.com | Book Club Self Evaluation

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.	¿Dígale 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?	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:
Elija uno de las opciones de resp. Después de que hayas escrito tu respuesta, colorea en el recuadro de la tabla de arriba.

© BookPages.com | Common Core

with 6th Grade Common Core Alignment