

# Here's What You'll Get with the Tale of Despereaux Book Club

## Linear vs. Nonlinear Plots Lesson Plans for 6 Book Club Meetings

### 4 Part Lesson Plans

Book Club		The Tale of Despereaux By: Kate DiCamillo Grade Level: 5 / Guided Reading Level: U
Discussion Questions and New Vocabulary	<b>Meeting #3</b>	<p><b>A Note About the Discussion Questions and Vocabulary</b></p> <p>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.</p> <p>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.</p> <p><b>Chapters 16 – 23 Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>How did Roscuro, a rat who is supposed to love the darkness, come to love the light? Answer: Gregory lit a match when he gnawed at his rope. (page 88)</li> <li>Botficelli tells Roscuro how to torture a person. What is the strategy? Answer: Whatever his heart most desires, you withhold. (page 99)</li> <li>What does Roscuro take from Gregory to try to forget the light? Answer: Roscuro takes the red cloth. (page 101)</li> </ol> <p><b>Chapters 16 – 23 New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>Chiaroscuro (page 85) – the arrangement of light and dark, darkness and light together</li> <li>Torment (page 98) – to cause someone to feel extreme physical or mental pain</li> <li>Minstrel (page 104) – a musical entertainer in the Middle Ages</li> </ol>
		The Tale of Despereaux: Book Club   @BookPages.com

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		The Tale of Despereaux By: Kate DiCamillo Grade Level: 5 / Guided Reading Level: U
Introduce Timelines in Stories	<b>Meeting #1 Continued</b>	<p><b>Time to Teach: Timelines in stories</b></p> <ul style="list-style-type: none"> <li>Ask students if they know what a timeline is, and if they can explain it. Summarize by stating that a timeline is a chronological list of events that happens in order. Many stories are written so that you can clearly see that the events are in order.</li> <li>Create a timeline on chart paper. <ul style="list-style-type: none"> <li>Make a list of the events that happened in class during the week, and place them on the timeline.</li> <li>Discuss the events: <ul style="list-style-type: none"> <li>Are all the events in order?</li> <li>What would happen if we wrote a story and put the events that happened at the end of the week first?</li> <li>How would changing the order of events affect our understanding of the week? (Push students to discuss if they can see the outcome first, they can then identify why it happened.)</li> </ul> </li> </ul> </li> </ul> <p><b>Model How to Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Tell students that you will be working together to track the timeline in <i>The Tale of Despereaux</i>.</li> <li>Read chapter 1 aloud while students follow along.</li> <li>Use chart paper or a paper off a roll to model how to keep track of what happens. <ul style="list-style-type: none"> <li>Note: It will be helpful to create the timeline in landscape.</li> <li>Events on the timeline. If desired, post cut-outs of major characters when they appear in time.</li> </ul> </li> <li>Read chapter 2 aloud, charting the sequence of events as you go.</li> <li>Ask students to use your example to create the same timeline in their reader's notebooks. <ul style="list-style-type: none"> <li>Note: Students should also create their timelines in landscape. Students can tape pages together to create one long timeline to fold into their notebooks.</li> </ul> </li> </ul>
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Book Club		The Tale of Despereaux By: Kate DiCamillo Grade Level: 5 / Guided Reading Level: U
Discussion Questions and New Vocabulary	<b>Meeting #4 Continued</b>	<p><b>Take Time to Reflect (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the student self-evaluation assessments.</li> <li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li> <li>Collect the evaluation forms (the forms will be sent on the last day of Book Club along with any notes from the teacher).</li> </ul> <p><b>Wrap Up the Book Club Meeting</b></p> <ul style="list-style-type: none"> <li>Assign students to independently read <b>Book IV: Chapters 34 - 52 (pages 175-269)</b>.</li> <li>Determine as a group when the book club should meet again.</li> <li>Monitor students as they record the assignment on their book club calendar.</li> <li>Tell students that in addition to tracking characters, they should respond to their reading using their Reading Response boards.</li> </ul>
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club		The Tale of Despereaux By: Kate DiCamillo Grade Level: 5 / Guided Reading Level: U
Introduce Timelines	<b>Meeting #1</b>	<p><b>Time to Teach: Timelines in stories</b></p> <ul style="list-style-type: none"> <li>Ask students if they know what a timeline is, and if they can explain it. Summarize by stating that a timeline is a chronological list of events that happens in order. Many stories are written so that you can clearly see that the events are in order.</li> <li>Create a timeline on chart paper. <ul style="list-style-type: none"> <li>Make a list of the events that happened in class during the week, and place them on the timeline.</li> <li>Discuss the events: <ul style="list-style-type: none"> <li>Are all the events in order?</li> <li>What would happen if we wrote a story and put the events that happened at the end of the week first?</li> <li>How would changing the order of events affect our understanding of the week? (Push students to discuss if they can see the outcome first, they can then identify why it happened.)</li> </ul> </li> </ul> </li> </ul> <p><b>Model How to Respond to Reading</b></p> <ul style="list-style-type: none"> <li>Tell students that you will be working together to track the timeline in <i>The Tale of Despereaux</i>.</li> <li>Read chapter 1 aloud while students follow along.</li> <li>Use chart paper or a paper off a roll to model how to keep track of what happens. <ul style="list-style-type: none"> <li>Note: It will be helpful to create the timeline in landscape.</li> <li>Events on the timeline. If desired, post cut-outs of major characters when they appear in time.</li> </ul> </li> <li>Read chapter 2 aloud, charting the sequence of events as you go.</li> <li>Ask students to use your example to create the same timeline in their reader's notebooks. <ul style="list-style-type: none"> <li>Note: Students should also create their timelines in landscape. Students can tape pages together to create one long timeline to fold into their notebooks.</li> </ul> </li> </ul>
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Understanding Linear and Nonlinear	<b>Meeting #2</b>	<p><b>Time to Teach: Understanding Linear and Nonlinear</b></p> <ul style="list-style-type: none"> <li>Ask students if they know what a linear plot is, and if they can explain it. Summarize by stating that a linear plot is a story that happens in order.</li> <li>Ask students if they know what a nonlinear plot is, and if they can explain it. Summarize by stating that a nonlinear plot is a story that does not happen in order.</li> <li>Read chapter 1 aloud while students follow along.</li> <li>Use chart paper or a paper off a roll to model how to keep track of what happens.</li> <li>Ask students to use your example to create the same timeline in their reader's notebooks.</li> </ul>
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Examining Nonlinear Timelines	<b>Meeting #3</b>	<p><b>Time to Teach: Examining Nonlinear Timelines</b></p> <ul style="list-style-type: none"> <li>Ask students if they know what a nonlinear plot is, and if they can explain it. Summarize by stating that a nonlinear plot is a story that does not happen in order.</li> <li>Read chapter 1 aloud while students follow along.</li> <li>Use chart paper or a paper off a roll to model how to keep track of what happens.</li> <li>Ask students to use your example to create the same timeline in their reader's notebooks.</li> </ul>
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Understanding Flashbacks and Events and Consequences	<b>Meeting #4</b>	<p><b>Time to Teach: Understanding Flashbacks and Events and Consequences</b></p> <ul style="list-style-type: none"> <li>Ask students if they know what a flashback is, and if they can explain it. Summarize by stating that a flashback is a scene that is set in a time earlier than the current time of the story.</li> <li>Read chapter 1 aloud while students follow along.</li> <li>Use chart paper or a paper off a roll to model how to keep track of what happens.</li> <li>Ask students to use your example to create the same timeline in their reader's notebooks.</li> </ul>
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Understanding Flash Forwards	<b>Meeting #5</b>	<p><b>Time to Teach: Understanding Flash Forwards</b></p> <ul style="list-style-type: none"> <li>Ask students if they know what a flash forward is, and if they can explain it. Summarize by stating that a flash forward is a scene that is set in a time later than the current time of the story.</li> <li>Read chapter 1 aloud while students follow along.</li> <li>Use chart paper or a paper off a roll to model how to keep track of what happens.</li> <li>Ask students to use your example to create the same timeline in their reader's notebooks.</li> </ul>
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Recognizing the Author's Voice	<b>Meeting #6</b>	<p><b>Time to Teach: Recognizing the Author's Voice (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to identify who was telling the story (narrator, POV, etc.).</li> <li>Ask students to discuss the reasons why the author inserted her voice into the text.</li> <li>Ask students to discuss the reasons why the author inserted her voice into the text.</li> <li>Ask students to discuss the reasons why the author inserted her voice into the text.</li> </ul>
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# Book Club Management Materials

## Book Club Calendar

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**Start the Conversation**

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

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

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

### Expectations for Book Club

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

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## Student Self-Evaluation Rubric

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

### How I Did in The Tale of Despereaux Book Club

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

Score: \_\_\_\_\_ / 27

A Note from Your Teacher

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Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

Write about the way this story was told. Was it told in 1 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if it were not there.

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.

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

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

# Book Club Assessment Materials

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

**The Tale of Despereaux**  
 CCSS Assessment

Complete Common Core Assessment

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

In the coda, the author says, "reader, I would like if very much if you thought of me as a mouse telling you a story." What does she mean by this?

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

**The Tale of Despereaux**  
 CCSS Assessment

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

What is the best meaning of this passage: "Pea was aware, suddenly, of how fragile her heart was, how much darkness was inside of it, fighting always, with the light"?

- A Pea is afraid of Roscuro and might have a heart attack.
- B Pea's heart is dark because she is in the dungeon.
- C Pea is trying to get out of the dungeon into the light and her heart is preventing her.
- D Pea has hatred in her heart as well as love, and the two sometimes are hard to figure out.

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

Short answer practice

- Which of the following statements is true?
- A It never pays to be meek in the long run.
  - B We are better off forgiving a better person.
  - C Stories are not worth telling if they are not true.
  - D People and rodents can be friends.

How are Botticelli and Roscuro alike?

Which best explains the difference between the chapters in this story and Book One, Two, Three and Four?

- A The books are longer than the chapters.
- B Some books are about separate characters.
- C The books show when the events happen in time.
- D All of the above.

What is the narrator's perspective in the story?

- A The narrator is an outside observer.
- B The narrator is in the story.
- C The narrator is a character, telling the story about the events from the first person.
- D A and C.

Practice with multiple choice questions

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

**The Tale of Despereaux**  
 Book Club Focus Assessment

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

Part II begins, "As our story continues, reader, we must go back in time to the birth of a rat." How does this part of the text connect with what has happened in Book I?

How do the different books in the story fit into the timeline of the events that happen?

Chapter 52 is titled, "Happily Ever After." Is the conclusion of the story a fairy tale ending where everyone lives happily ever after?

The Tale of Despereaux Book Club | ©BookPagez.com

Focus Assessment for Story Structure: Linear vs. Nonlinear Plots

Answer Keys

Answer Key

**The Tale of Despereaux**  
 Book Club Focus Assessment

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

How is the message of the story in Book I: A Mouse is Born similar to the message in Book IV: Recalled to the Light?

Answers: Book I tells us Despereaux isn't going to conform. Book IV shows you don't have to act like everyone around you.

How would this story change if we took out the parts where the author is speaking to the reader, including the Coda?

Answers will vary. Sample answers include: We might not fully understand the point of telling stories to overcome difficulties.

Why do you think the author chose to put the chapters out of chronological order?

Answers will vary. Sample answers include: To create suspense and to help us better understand the events and their consequences.

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Rubric with optional Common Core Alignment

Story Structure: Linear vs. Nonlinear Plots Focus Assessment Rubric

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

**CCSS Reading Literature Standard 5.5**  
 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter) relate to each other and the whole.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-3 Correct	4 Correct
Specific Skill	Was not able to show how events relate to each other in a text.	Is able to show how events relate to each other in a text, but not all of the time.	Is able to show how events relate to each other in a text, most of the time.	Is able to show how events relate to each other in a text, all of the time.

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

- Tracking primary events through a text
- Tracking secondary events and characters through a text
- Identifying flashbacks
- Showing how flashbacks and flash forwards are related
- Identifying the ways in which time structure affects the reader's understanding of the story

Book Club  
 The Tale of Despereaux

CCSS.ELA-LITERACY.RL.5.5 The Tale of Despereaux Book Club | ©BookPagez.com

**Running Record**

Title: *The Tale of Despereaux* 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	Easy 85% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 80% - 87% Accuracy	
	F	SC	F	SC	F	SC
11						

Analysis and Comments: \_\_\_\_\_

Tested By: \_\_\_\_\_ ©BookPagez.com

Running Record

# Vocabulary Connections Resources

**Vocabulary Connections**

**The Tale of Despereaux**  
By: Kate DiCamillo  
Grade Level: 5 / Guided Reading Level: U

**Important Words to Know and Understand in "The Tale of Despereaux"**

**Clout** (pg. 128)  
A hit especially with the hand

**Coda** (pg. 270)  
An ending part of a work of literature that is separate from the earlier parts

**Fate** (pg. 127)  
The things that will happen to a person

**Indisputable** (pg. 43)  
Impossible to question or doubt

**Minstrel** (pg. 104)  
A musical entertainer in the middle ages

**Outrage** (pg. 56)  
Extreme anger

**Perfidy** (pg. 45)  
Not being loyal

**Portentous** (pg. 167)  
Giving a sign or warning that something usually bad or unpleasant is going to happen

**Quest** (pg. 218)  
A long and difficult journey made in search of something

**Tribunal** (pg. 35)  
A kind of court

Vocabulary Word List | @BookPages.com

## Important Words to Know and Understand in The Tale of Despereaux Word List

**Vocabulary Connections**

**The Tale of Despereaux**  
By: Kate DiCamillo  
Grade Level: 5 / Guided Reading Level: U

<b>Clout</b>	<b>Coda</b>	<b>Fate</b>
A hit especially with the hand	An ending part of a work of literature that is separate from the earlier parts	The things that will happen to a person
<b>Indisputable</b>	<b>Minstrel</b>	<b>Outrage</b>
Impossible to question or doubt	A musical entertainer in the middle ages	Extreme anger

Definition Vocabulary Sorting Cards | @BookPages.com

**Vocabulary Connections**

**The Tale of Despereaux**  
By: Kate DiCamillo  
Grade Level: 5 / Guided Reading Level: U

<b>Perfidy</b>	<b>Portentous</b>	<b>Quest</b>
Not being loyal	Giving a sign or warning that something usually bad or unpleasant	A long and difficult journey made in search of something
<b>Tribunal</b>		
A kind of court		

Definition Vocabulary Sorting Cards | @BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**The Tale of Despereaux**  
By: Kate DiCamillo  
Grade Level: 5 / Guided Reading Level: U

<b>Indisputable</b> is a/an	<b>Minstrel</b> is a/an	<b>Outrage</b> is a/an
noun/verb/adverb/adjective	noun/verb/adverb/adjective	noun/verb/adverb/adjective
Definition of Indisputable:	Definition of Minstrel:	Definition of Outrage:
Indisputable looks like this:	Minstrel looks like this:	Outrage looks like this:
Indisputable reminds me of:	Minstrel reminds me of:	Outrage reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games**  
with Words from The Tale of Despereaux

**Directions:** Read the clues below to identify the missing letters of the vocabulary words. Then find the words in the puzzle below.

**Answer Key**

**Tale of Despereaux**

By the missing letters of the vocabulary words below.

**E** Another word for unquestionable

**E** Another word for unquestionable

**E** An extreme anger

**E** A synonym of destiny

**Y** Another word for disloyalty

**L** A singer and musician in medieval times

**A** A separate passage of the end of something such as a book

**T** You might get this when you are misbehaving badly

**C O A** You might get this when you are misbehaving badly

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

Answer Key | @BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**

**The Tale of Despereaux**  
By: Kate DiCamillo  
Grade Level: 5 / Guided Reading Level: U

**The Tale of Despereaux**  
By: Kate DiCamillo

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

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

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

## Personalized Vocabulary Bookmark

**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.

**New Word**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

**Directions:**

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

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

Independent Word Exploration | @BookPages.com

## Vocabulary Word Extension Activities

# Complete Common Core Alignment

Common Core State Standards Correlation
The Tale of Despereaux Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Tale of Despereaux" correlate with the following English Language Arts Common Core State Standards for 4th grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.1</b> – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.2</b> – Determine a theme or topic, analyze its development, and analyze how it is conveyed through details in a story, drama, or poem from which students recognize and analyze how characters react to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>RL.3</b> – Compare and contrast two or more characters, settings, or events in a story or drama; analyze how specific details in a text (e.g., how characters in a play react) contribute to the overall meaning and style, including figurative language such as metaphors and similes.
<b>RL.4</b> – Analyze how a text (e.g., chapters, scenes, or stanzas) is organized to provide the overall structure of a particular story, drama, or poem.
<b>RL.5</b> – Analyze how a narrator or speaker's point of view influences how events are described.
<b>RL.6</b> – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<b>RL.7</b> – Compare and contrast texts in the same genre (e.g., myths and adventure stories) on their approaches to similar themes and topics.
<b>RL.10</b> – In the final year of the grade 4-5 text complexity band, independently and proficiently read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 4-5 text complexity band independently and proficiently.
<b>Reading: Foundational Skills</b>
<b>RF.3</b> – Show and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.4</b> – Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b>
<b>W.1</b> – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and organized lists, outlines, and graphs or charts.
<b>W.2</b> – Write evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking &amp; Listening</b>
<b>SL.1</b> – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>SL.2</b> – Follow agreed-upon rules for discussions and carry out assigned roles.
<b>SL.3</b> – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## Book Club Common Core Alignment

Common Core State Standards Correlation
The Tale of Despereaux Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Tale of Despereaux" correlate with the following English Language Arts Common Core State Standards for 4th grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.4.1</b> – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>L.4.2</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.4.3</b> – Analyze 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., moreover, 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 ...



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



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## Student Self-Evaluation Rubric

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

**Cómo lo hice en el The Tale of Despereaux Book Club**

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Lí la tarea.				Antes de la reunión Yo participé en el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				Durante la reunión Yo participé en el Club de libros
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión Yo participé en el Club de libros
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				

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



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## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?	Elige dos configuraciones del texto. Explica por qué cada uno es importante para la historia.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Cuál fue la idea principal del texto que leíste hoy? Enumera al menos 3 detalles que respalden su idea principal.	Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.	Escribe sobre las cosas que un lector necesita saber para entender el texto.	Elige una escena del libro. Dijo cómo sería diferente si se convirtiera en una película.
Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.	Haz una inferencia sobre el personaje principal. ¿Qué crees que significan las palabras? ¿Por qué?	Escribe sobre las cosas que un lector necesita saber para entender el texto.	Elige una escena del libro. Dijo cómo sería diferente si se convirtiera en una película.

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



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