

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

## Cause and Effect Lesson Plans for 5 Book Club Meetings

### 4 Part Lesson Plans

Book Club		The Twits By: Roald Dahl Grade Level: 4 / Guided Reading Level: 5
Discussion Questions and New Vocabulary	<b>Meeting #5</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>Chapter 24 Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>1. What did the monkey children think that Muggle-Wump was going crazy?</li> <li>2. What did they do after they got the glue on the ceiling? Why did they do that?</li> </ol> <p><b>Chapter 24 New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Rubbish (page 59) – things that are no longer useful or wanted and that have been thrown out such as trash</li> <li>2. Nits (page 59) – a stupid or silly person</li> <li>3. Roped (page 60) – to raise (something) especially by using ropes or machinery</li> </ol>	

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		The Twits By: Roald Dahl Grade Level: 4 / Guided Reading Level: 5
Connecting Cause and Effect to the Main Idea	<b>Meeting #2 Continued</b>	
	<p><b>Kick-off the Book Club Meeting (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).</li> <li>• Review the conversation prompts on the Book Club Calendar.</li> <li>• Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li> <li>• If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li> <li>• Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> <li>• Review the Cause and Effect chart.</li> <li>• Ask students to share the cause and effect relationships that they discovered while reading chapters 1-7 and add them to the anchor chart.</li> <li>• Add student findings to the group Cause and Effect Chart.</li> </ul> <p><b>Time to Teach: Identifying the main idea of cause and effect (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review what a main idea is.</li> <li>• Explain that the main idea of chapter 8 can be identified by paying attention to the causes and the effects in the chapter.</li> <li>• Invite students that you are going to read chapter 8 aloud to them. When you are finished, you will work as a group to identify the main idea by looking at the cause and effect relationships in the chapter.</li> <li>• Read chapter 8 aloud.</li> <li>• Ask students to identify the main idea (possible answer: Mr. Twit enjoys playing Tricks on Mrs. Twit).</li> <li>• Explain that the main idea has been caused by the supporting details.</li> </ul>	

Book Club		The Twits By: Roald Dahl Grade Level: 4 / Guided Reading Level: 5
Connecting Cause and Effect to Primary and Secondary Events	<b>Meeting #3 Continued</b>	
	<ul style="list-style-type: none"> <li>• Explain that these two events were caused when Mr. Twit smeared Hughtlight glue on the branches of a tree.</li> <li>• Show students how to label Primary and Secondary effects.</li> <li>• Write the following on the Cause and Effect Anchor Chart <ul style="list-style-type: none"> <li>• Cause: Mr. Twit smeared Hughtlight glue on the branches of a tree.</li> <li>• Effect: <ul style="list-style-type: none"> <li>• Birds get stuck in the tree (2)</li> <li>• Birds are killed for bird pie (1)</li> </ul> </li> </ul> </li> </ul> <p><b>Take time to Reflect (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Student Self-Evaluation Assessment</b>.</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 home 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>chapters 16 – 23</b>.</li> <li>• Determine as a group when the Book Club should meet again.</li> <li>• Model how to record the assignment on their Book Club Calendar.</li> <li>• Remind students they are responsible for the following: <ol style="list-style-type: none"> <li>1. To track cause and effect relationships.</li> <li>2. Responding to <b>chapters 16 – 23</b> using the Reading Response Board.</li> <li>3. To find an interesting, funny, or confusing part to share with the group.</li> </ol> </li> </ul>	

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

The collage displays several pages from the lesson plan series. Key pages include:

- Introduce Cause and Effect:** Focuses on introducing the concept of cause and effect through a guided reading level.
- Connect Cause and Effect to the Main Idea:** Involves identifying the main idea of a chapter by looking at cause and effect relationships.
- Use Illustrations to Predict Effect:** Encourages students to use illustrations to predict the effects of actions in the story.
- Connect Cause and Effect to Theme:** Guides students in connecting specific events to the overall theme of the book.

5 Cause and Effect 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 Twits

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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>☑ Read the assigned text</li> <li>☑ Choose a reading response option from your option board then respond to the text in your reader's notebook</li> <li>☑ 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>☑ Come to Book Club on time and ready to begin discussion</li> <li>☑ Bring your book, reader's notebook, and any other materials you might need for Book Club with you</li> <li>☑ Participate in Book Club by sharing your thinking, listening to others, and asking questions</li> <li>☑ Support your thinking with evidence from the text</li> <li>☑ Ask for help if you need it</li> <li>☑ Stay on topic</li> <li>☑ Make eye contact with the people in your Book Club</li> <li>☑ 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>☑ 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>☑ Record your reading assignment on your Book Club calendar</li> <li>☑ Decide when you will complete your assignment (during independent reading time, as homework, etc.)</li> </ul>

Book Club The Twits

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## Student Self-Evaluation Rubric

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

### How I Did in The Twits 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 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 Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After Book Club
I took the time to reflect				
I know when and where I will prepare for the next meeting				

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

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

A Note from Your Teacher: \_\_\_\_\_

Book Club The Twits

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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 characters. Tell how they are the same and different.			
Write about the way the main problem and solution unfolded in the story.			

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

Book Club The Twits

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with 4<sup>th</sup> Grade Common Core Alignment

# Book Club Assessment Materials

Complete Common Core Assessment

Name: \_\_\_\_\_ Score: \_\_\_\_\_ **The Twits**  
CCSS Assessment

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

Why did the monkeys and birds want to play a trick on the Twits?

List three words to describe The Twits.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What's the overall setting of the story?

A The old dead tree

B The monkey's cage

C The Twit's house

D The hardware store

CCSS Assessment 4th Grade

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Name: \_\_\_\_\_ Score: \_\_\_\_\_ **The Twits**  
CCSS Assessment

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

Explain how the illustrations in the book helped to tell the story. Use one specific example.

Number each of the following events in the correct sequence from beginning to end to reveal the pattern in the text.

\_\_\_\_\_ The monkeys and birds trick the Twits into thinking that they are upside down so the Twits stand on their heads and get stuck.

\_\_\_\_\_ Mr. Twit catches birds by painting glue on a dead tree to trick birds.

\_\_\_\_\_ The Twits play various tricks on each other.

\_\_\_\_\_ The Twits keep monkeys to train them to do tricks for the circus.

What is the pattern in the text?

Which best describes the genre of *The Twits*?

A Drama

B Comedy

C Mystery

D Science Fiction

CCSS Assessment 4th Grade Reading Standards for Literature @BookPages.com

Short answer practice

Practice with multiple choice questions

One essential question for each of the 4<sup>th</sup> grade Reading Literature standards

Name: \_\_\_\_\_ **The Twits**  
Book Club Focus Assessment

**Cause and Effect**

**Directions:** Use what you know about the cause and effect in *The Twits* to answer each of the following questions.

Write two cause and effect relationships from the book, *The Twits*.

CAUSE	EFFECT
1. _____	1. _____
2. _____	2. _____

Fill in the blanks with the correct words.

The monkeys and birds wanted to play a trick on the Twits because they were mean to them. They glued everything to the ceiling so the Twits would think they were \_\_\_\_\_. When they stood on their heads and got glued to the ground, then they got the \_\_\_\_\_ and disappeared.

The Twits Book Club | @BookPages.com

Focus Assessment for Cause and Effect

Answer Keys

**Answer Key**

**Cause and Effect**

**Directions:** Use what you know about the cause and effect in *The Twits* to answer each of the following questions.

Why did Mr. Twit make Mrs. Twit's walking stick longer?

A It was broken.

B Mrs. Twit was growing taller.

C He wanted to fix it for her.

D He was playing a trick on her because she put worms in his spaghetti.

Name the effect of one of Mr. Twit's tricks on Mrs. Twit.

Answers will vary. Sample answers include: Mrs. Twit thought she had the shivels after Mr. Twit played a trick on her walking stick.

What happened to the boys who went into the Twit's yard?

Answer:

They climbed in the tree and got stuck. Mr. Twit was mad because there weren't any birds for birds pie, so he started to climb up the tree to capture the boys to make little boy pie. They managed to escape by slipping out of their pants and run away.

List three important acts the Poly-Poly bird did in the story.

Answers:

- Sang to the other birds in English to warn them of the glue on the branches.
- Got the key to release the monkeys from their cage.
- Help paint glue on the ceiling

The Twits Book Club | @BookPages.com

Rubric with optional Common Core Alignment

**Cause and Effect Focus Assessment Rubric**

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

**CCSS Reading Literature Standard 4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill:	Does not or is beginning to understand cause and effect relationships in a text.	Is able to understand cause and effect relationships in a text some of the time.	Is able to understand cause and effect relationships in a text most of the time.	Is able to understand cause and effect relationships in a text all of the time.

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

- Track primary events through a text
- Track secondary events through a text
- Identify main ideas
- Identify the problem
- Determine the theme

Book Club  
The Twits

CCSS.ELA-LITERACY.RL.4.3 The Twits Book Club | @BookPages.com

**Running Record**

Title: *The Twits* Guided Reading Text Level: 5 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	Instructional	Hard	
	95% - 100% Accuracy	70% - 94% Accuracy	50% - 69% Accuracy	
	E	I	H	SC
	MSV	MSV	MSV	MSV
Page				
3				

Analysis and Comments:

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

Running Record

# Vocabulary Connections Resources

## Important Words to Know and Understand in The Twits Word List

**Vocabulary Connections**  
The Twits  
By: Roald Dahl  
Grade Level: 4 / Guided Reading Level: 5

**Important Words to Know and Understand in "The Twits"**

**Bough** (page 73)  
Main branch of a tree

**Froth** (page 11)  
Bubbles that form in or on a liquid

**Frumptious** (page 54)  
Dressed in an unattractive way

**Giddy** (page 40)  
Playful and silly

**Glorious** (page 28)  
Very beautiful or delightful

**Gnash** (page 28)  
To grind your teeth together

**Maggoty** (page 7)  
An insect that looks like a small worm and that is a young form of a fly

**Rubbish** (page 59)  
Things that are no longer useful or wanted and that have been thrown out such as trash

**Solemn** (page 22)  
Very serious or formal in manner, behavior, or expression

**Twit** (page 21)  
A stupid or foolish person

Vocabulary Word List | @BookPages.com

**Vocabulary Connections**  
The Twits  
By: Roald Dahl  
Grade Level: 4 / Guided Reading Level: 5

**Step by Step Directions:**  
1. Cut on the solid line. 2. Fold on the dashed line. 3. Glue, tape or staple the top of each card to class.

<b>Bough</b>	<b>Froth</b>	<b>Frumptious</b>
Main branch of a tree	Bubbles that form in or on a liquid	Dressed in an unattractive way
<b>Giddy</b>	<b>Glorious</b>	<b>Gnash</b>
Playful and silly	Very beautiful or delightful	To grind your teeth together

Definition: Vocabulary Sorting Cards | @BookPages.com

**Vocabulary Connections**  
The Twits  
By: Roald Dahl  
Grade Level: 4 / Guided Reading Level: 5

**Step by Step Directions:**  
1. Cut on the solid line. 2. Fold on the dashed line. 3. Glue, tape or staple the top of each card to class.

<b>Maggoty</b>	<b>Rubbish</b>	<b>Solemn</b>
An insect that looks like a small worm and that is a young form of a fly	Things that are no longer useful or wanted and that have been thrown out such as trash	Very serious or formal in manner, behavior, or expression
<b>Twit</b>		
A stupid or foolish person		

Definition: Vocabulary Sorting Cards | @BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
The Twits  
By: Roald Dahl  
Grade Level: 4 / Guided Reading Level: 5

**Step by Step Directions:**  
1. Cut on the solid line. 2. Fold on the dashed line. 3. Complete the Vocabulary Card. 4. Write the Vocabulary Card on the front of the card. 5. Write the definition on the back of the card.

<b>Giddy is a/an</b> noun verb adverb adjective Definition of <b>Giddy</b> :	<b>Glorious is a/an</b> noun verb adverb adjective Definition of <b>Glorious</b> :	<b>Gnash is a/an</b> noun verb adverb adjective Definition of <b>Gnash</b> :
<b>Giddy</b> looks like this:	<b>Glorious</b> looks like this:	<b>Gnash</b> looks like this:
<b>Giddy</b> reminds me of:	<b>Glorious</b> reminds me of:	<b>Gnash</b> 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 Twits**

**Directions:** Circle the adjectives in the word bank.

**Word Bank**  
Bough Giddy Maggoty Rubbish Twit  
Frumptious Gnash Glorious Solemn Froth

**Directions:** Complete the sentences using the adjectives.

- Peter throws away the \_\_\_\_\_ out from his room.
- The church wedding is \_\_\_\_\_.
- My siblings and I were so \_\_\_\_\_ when we were kids.
- My grandmother does not want to look \_\_\_\_\_.
- Gazing at \_\_\_\_\_ Christmas tree makes me happy.

**Directions:** Choose a word from the Word Bank to label each of the pictures below.

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

**Answer Key from The Twits**

Word Bank: Rubbish, Twit, Solemn, Froth

Directions: Circle the adjectives.

1. Peter throws away the Rubbish out from his room.

2. The church wedding is Solemn.

3. My siblings and I were so Giddy when we were kids.

4. My grandmother does not want to look Frumptious.

5. Gazing at Glorious Christmas tree makes me happy.

Directions: Choose a word from the Word Bank to label each of the pictures below.

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

Answer Key | @BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**  
The Twits  
By: Roald Dahl  
Grade Level: 4 / Guided Reading Level: 5

**Step by Step Directions:**  
1. List on the solid line. 2. Complete the Vocabulary Card. 3. Add your Vocabulary Cards to your notebook or to the Vocabulary Builder Card.

**The Twits**  
By: Roald Dahl

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:**  
1. Write a word from your reading that is new to you and write it in the box below.  
2. Read the sentence before and after the sentence where the word appears. Then fill in the blanks to connect the new word to words you already know.  
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.

**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 Telly Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Telly" correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.1</b> - Refer to details and examples in a text when explaining what the text says explicitly 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 the details of the text.
<b>RL.3</b> - Describe in detail a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions).
<b>RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
<b>RL.5</b> - Explain major differences between poems, drama, and prose, and analyze to the structural elements of poems (e.g., verses, stanzas, lines, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<b>RL.6</b> - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
<b>RL.7</b> - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and actions in the text.
<b>RL.9</b> - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<b>RL.10</b> - By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<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.4.1</b> - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>W.4.2</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking &amp; Listening</b>
<b>SL.4.1a</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.4.1b</b> - Follow agreed-upon rules for discussion and carry out assigned roles.
<b>SL.4.1c</b> - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

## Book Club Common Core Alignment

Common Core State Standards Correlation
The Telly Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Telly" correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.4.0</b> - Use context (e.g., definitions, examples, or statements in text) as a clue to the meaning of a word or phrase.
<b>L.4.0a</b> - Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>Language</b>
<b>L.4.1</b> - Acquire and use accurately general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., aimed, witness, slammed) and that are basic to a particular topic.

## Vocabulary Connections Common Core Alignment

# Book Club Management Materials Spanish Resources

## Book Club Calendar

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

domingo	lunes	martes	miércoles	jueves	viernes	sábado

**Iniciar el Conversación**

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En opinión ...
- Me da 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
<ul style="list-style-type: none"> <li>Lee el texto asignado.</li> <li>Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector.</li> <li>Prepárese para el Club del Libro antes de tiempo:           <ul style="list-style-type: none"> <li>Elige al menos una parte interesante, divertida o confusa para compartir con su club de lectura.</li> <li>Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno.</li> <li>Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ven al Club de Libro a tiempo y listo para comenzar la discusión.</li> <li>Trabaja su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted.</li> <li>Particpe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas.</li> <li>Apoye su pensamiento con evidencia del texto.</li> <li>Pide ayuda si la necesitas.</li> <li>Permanecer en el tema.</li> <li>Haz contacto visual con las personas en tu Club de Libro.</li> <li>Respete 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> </li> </ul>	<ul style="list-style-type: none"> <li>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> </li> </ul>

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## Student Self-Evaluation Rubric

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

**Cómo lo hice en el The Twits 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: Estaba preparado para 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 la discusión.
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión: Yo hice una reflexión.
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				

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

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## Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

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

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

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with 4<sup>th</sup> Grade Common Core Alignment