

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

Mystery Genre Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Discussion
Questions
by Chapter

Guided Reading Level

Key
Vocabulary
by Chapter

Specific
Instructional Focus

Step by Step
Guided Mini
Lesson

Reflection and
Self-Evaluation

Scheduling and
Reader Responsibility

Sample Reader's
Notebook Entry

Book Club

The Westing Game
By: Ellen Raskin
Grade Level: 5 / Guided Reading Level: V

Discussion Questions and New Vocabulary

Meeting #2 Continued

Chapter 8 Discussion Questions:

1. What happened to complicate the search for the murderer? (They are snowbound with no phones and no electricity) pg. 46
2. How did Turtle decide to spend her \$10,000 while she played the game with her partner? (she decided to invest in the stock market) pg. 50
3. Why is the shorthand notebook important? (It's the only "copy" of what's really in the will) pg. 48

Chapters 1 - 8 New Vocabulary:

1. Tenants (chapter 1, page 1) - a person living in a rented house or apartment
2. Tittle (chapter 1, page 4) - slightly

Book Club

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Discussion Questions and New Vocabulary

Meeting #2 Continued

Chapters 1 - 8 New Vocabulary:

9. Beneficiary (chapter 4, page 25) - a person, organization, etc., that receives money or property when someone dies
10. Tapestry (chapter 5, page 29) - a heavy cloth that has designs or pictures woven into it
11. Dastardly (chapter 5, page 35) - very cruel; using tricks to hurt people
12. Verified (chapter 6, page 33) - to prove, show, find out, or state that (something) is true or correct
13. Biting (chapter 6, page 34) - having a sharply critical and often clever quality
14. Forfeit (chapter 7, page 38) - to lose or give up (something) as a punishment or because of a rule or law
15. Jaunty (chapter 7, page 40) - suggesting a lively and confident quality
16. Jibberish (chapter 7, page 45) - foolish, confused, or meaningless words
17. Motive (chapter 8, page 52) - a reason for doing something
18. Incriminating (chapter 8, page 54) - to cause (someone) to appear guilty of or responsible for something (such as a crime)

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Book Club

The Westing Game
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Grade Level: 5 / Guided Reading Level: V

Identifying Suspects in a Mystery

Meeting #5 Continued

Kick-off the Book Club Meeting (5-7 minutes)

- 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: Identifying Suspects in a Mystery (7-10 minutes)

- Review the elements that are part of a mystery novel.
- Explain that when reading a mystery, it is important to keep a list of suspects so that you can work out the puzzle the author has created.
 - Suspects are those individuals who may be responsible for the crime presented in the story.
 - We can use background information or what the individuals say or do to get a better understanding of the suspects.
 - The suspect must have the means (a way to do it), a motive (a reason for doing it) and an opportunity (the circumstance where they could achieve it).
 - Those investigating a crime look at the evidence and have hunches about who might have done it.
- Tell students that today they are going to work on creating a list of suspects—the crime is killing Mr. Westing.
- Direct students' attention to page 164. On this page the judge has some hunches about who the killer might be, as well as other hunches.
- Ask students to describe the judge's hunch.

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Book Club

The Westing Game
By: Ellen Raskin
Grade Level: 5 / Guided Reading Level: V

Identifying Clues in the Mystery

Meeting #2 Continued

Take Time to Reflect (2 minutes)

- 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 or can be saved until the last day of Book Club to review student's progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students to independently read chapters 9 - 15.
- Determine as a group when the book club should meet for the check-in meeting and focus meeting.

Identifying Clues in the Mystery

Model How to Respond to Reading

- Hand out the graphic organizer "Investigating the Case of Mr. Westing".
- With the class, begin to list some of the ideas that might be clues. (See sample).
- Students may benefit from also listing the team clues (words on the pages the teams received when the will was read). This can be done as all one clue on the graphic organizer. (Each team in the story must come up with what their 4 or 5 words might mean).
- Have students work in pairs to discuss what clues they have found so far and what they might mean.
- Ask students to continue working with the graphic organizer in the coming chapters they will read.

Sample Notebook Entry

What I noticed (page)	Why it might mean
Made all the clues put together make one sentence (3)	The teams will have to work together to solve the puzzle.
It's not what you have, it's what you don't have that counts. (4)	When you look at the words, what is missing might be important.
Some are not who they say they are. (4)	Each person came up with their own idea. They may be lying.

Note: The box "Conclusions and Evidence" at the bottom of the page will be completed in the final meeting. Students will not put together all the clues to solve the puzzle until after page 186.

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Introduce the Elements of the Mystery Genre

Identifying The Clues in the Mystery

How the Author Creates Suspense in the Mystery

Finding Foreshadowing in the Mystery

Identifying the Suspects in the Mystery

Solving the Puzzle

6 Mystery Genre Lesson Plans

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...

- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Book Club
The Westing Game

Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none">Read the assigned textChoose a reading response option from your option board then respond to the text in your reader's notebookPrepare for Book Club ahead of time:<ul style="list-style-type: none">Choose at least one interesting, funny, or confusing part to share with your book clubMark the part you want to share with a sticky note or write the page number in your notebookRemember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.)	<ul style="list-style-type: none">Come to Book Club on time and ready to begin discussionBring your book, reader's notebook, and any other materials you might need for Book Club with youParticipate in Book Club by sharing your thinking, listening to others, and asking questionsSupport your thinking with evidence from the textAsk for help if you need itStay on topicMake eye contact with the people in your Book ClubRespect the people in your Book Club:<ul style="list-style-type: none">Try not to interrupt - wait your turn to shareUse respectful languageListen carefully	<ul style="list-style-type: none">Reflect on your Book Club meeting. Think about these things:<ul style="list-style-type: none">What part of the meeting made you feel good about yourself as a reader?What can you do to have a better conversation next time?Record your reading assignment on your Book Club calendarDecide when you will complete your assignment (during independent reading time, as homework, etc.)

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Book Club
The Westing Game

Student Self-Evaluation Rubric

Name: _____

How I Did in The Westing Game Book Club

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

Score: _____ / 27

A Note from Your Teacher: _____

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Book Club
The Westing Game

Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.	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 was made into a movie.

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

Book Club
The Westing Game

with 5th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Score: _____

The Westing Game
CCSS Assessment

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

What can you conclude from this passage: "I never heard of anyone dying of lemon juice consumption."

RL.5.1

How does Turtle respond to the challenges she faces with her mother and the competition with Angela? (select all that apply)

☐ A She gives up.

☐ B She goes on working toward her goal of solving the puzzle.

☐ C She blackmails her mother.

☐ D She takes the blame for her sister.

RL.5.2

Compare Christos and his brother Theo.

RL.5.3

CCSS Assessment 5th Grade Reading Standards for Literature | ©BookPages.com

Complete Common Core Assessment

Practice with multiple choice questions

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

Name: _____

The Westing Game
Book Club Focus Assessment

Mysteries

Directions: Read each of the following passages from *The Westing Game* and select the inference you would draw from it.

This selection can be best described as a _____.

"A trembling Madame Hoo stood before the judge. 'For to go to China,' she said timidly, setting a scarf tied bundle on the desk. Weeping softly, the thief shuffled back to her seat."

What is the key event in the conclusion of the mystery?

☐ A Mr. Westing wins the chess game.

☐ B Mr. Eastman wins the chess game.

☐ C The judge wins the chess game.

☐ D Turtle discovers the identities in the will.

How would this story change if we took out the story about Angela and Dr. Deere?

☐ A We wouldn't know who the bomber was.

☐ B It wouldn't change at all.

☐ C The niece of Turtle, to carry on the mystery to her heirs.

☐ D Turtle wouldn't have someone to blame the murder on.

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Focus Assessment for Mystery Genre

Answer Keys

Answer Key

The Westing Game
Book Club Focus Assessment

Mysteries

Directions: Read each of the following passages from *The Westing Game* and select the inference you would draw from it.

Which are the key elements of a mystery that make it different from another type of novel? (select all that apply)

☒ A Plot

☒ B Suspense

☒ C Foreshadowing

☐ D Red herrings

☐ E A puzzle

The cast of characters in a mystery are

☒ A The detectives

☒ B suspects

☒ C The witnesses

☒ D All of the above

Elements of the plot that further the suspense are (select all that are correct):

☒ A Alibis

☒ B Breakthroughs

☒ C Clues

☒ D Crimes

☒ E Evidence

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Answer Key

The Westing Game
CCSS Assessment

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

What is the meaning of the underlined word in this sentence: "And if anyone here suspects us of murder, forget it, we both have alright alibis."

Answer: A claim that you cannot be guilty of a crime because you were somewhere else when the crime was committed

RL.5.4

are they?

the characters:

RL.5.5

RL.5.6

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Rubric with optional Common Core Alignment

Mysteries 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, scene) relate to each other and the whole.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill:	Was not able to begin to show how conflicts and resolutions relate to each other in a text.	Is able to show how conflicts and resolutions relate to each other in a text some of the time.	Is able to show how conflicts and resolutions relate to each other in a text most of the time.	Is able to show how conflicts and resolutions relate to each other in a text and solve the puzzle.

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

- ☐ Tracking primary conflicts through a text
- ☐ Tracking secondary conflicts through a text
- ☐ Identifying resolutions
- ☐ Showing how conflicts are related
- ☐ Identifying the ways in which conflicts and resolutions affect characters

Book Club
The Westing Game

CCSS.ELA-LITERACY.RL.5.5 The Westing Game Book Club | ©BookPages.com

Running Record

Title: *The Westing Game* Guided Reading Text Level: V Word Count: 100

Name: _____ Date: _____

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

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

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

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

	Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 85% - 89% Accuracy
E = Error S = Self-Correction M = Marking I = Inference/Infer V = Visual			
Page	E	SC	SC MSV
1			

The sun set in the west just about everyone knows that, but Sunset Towers faced east. Strange! Sunset Towers faced east and had no towers. This glittery, glassy apartment house stood alone on the Luck Michigan shore five stories high. Five empty stories high. Then one day (it happened to be the Fourth of July, a most uncommon loading delivery boy rode around town slipping letters under the doors of the chosen tenants to be. The letters were signed Barney Northrup, the delivery boy was sixty-two years old, and there was no such person as Barney Northrup.

Dear Lucky One:



Here it is—

Analysis and Comments: _____

Tested By: _____ ©BookPages.com

Running Record

Vocabulary Connections Resources

<h2>Vocabulary Connections</h2>	
<h3>The Westling Game</h3>	
By: Bern Razikin Grade Level: 5 Guided Reading Level: V	
<h4>Important Words to Know and Understand in "The Westling Game"</h4>	
Amnesia (page 116) A condition in which a person is unable to remember things because of brain injury, shock, or stress	
Broker (page 122) Person who helps another buy or sell property or stocks	
Commissions (page 95) Money paid for selling something	
Dentures (page 162) A set of artificial teeth	
Ethnic (page 167) Belonging to a particular race or group of people	
Jibberish (page 45) Foolish, confused, or meaningless words	
Rasping (page 179) To speak in a way that sounds rough	
Spasm (page 10) A sudden and painful tightening of a muscle	
Tenants (page 1) A person living in a rented house or apartment	
Tidbit (page 69) Small piece of news	

Important Words to Know and Understand in *The Westing Game* Word List

The Westing Game By: Ellen Raskin Grade Level: 5 / Guided Reading Level: V		
Amnesia A condition in which a person is unable to remember things because of brain injury, shock, or illness	Broker Person who helps another buy or sell property or stocks	Commissions Money paid for selling something
Dentures A set of artificial teeth	Ethnic Belonging to a particular race or group of people	Jibberish Foolish, confused, or meaningless words

Vocabulary Connections		
<p>The Westing Game By: Ellen Kazdin Grade Level: 5 / Guided Reading Level: V</p>		
<p>Rasping</p>	<p>Spasm</p>	<p>Tenants</p>
<p>To speak in a way that sounds rough</p>	<p>A sudden and painful lightning of a muscle</p>	<p>A person living in a rented house or apartment</p>
<p>Tidbit</p>		
<p>Small piece of news</p>		

Word and Definition Sorting Cards

<h2 style="text-align: center;">The Westing Game</h2> <p style="text-align: center;">By: Ellen Konkin Grade Level: 5 / Guided Reading Level: V</p>			Westing Game by: Ellen Konkin Guid Reading Level:
Vocabulary Connections <div> <div> Dentures is a/an noun verb adverb adjective Definition of Dentures: </div> <div> Ethnic is a/an noun verb adverb adjective Definition of Ethnic: </div> <div> Jibberish is a/an noun verb adverb adjective Definition of Jibberish: </div> </div>	g/a/n n r/b c p t i v e o f k l i e n d m o r d i n	How to Map Questions 1. Read on the Solid line. 2. Read on the Dotted line. 3. Connect the Vocabulary Card on the front of the book to the Vocabulary Card on the front of the book. 4. Write the Vocabulary word on the front of the book.	
Dentures look like this: 	Ethnic looks like this: 	Jibberish looks like this: 	
Dentures remind me of: 	Ethnic reminds me of: 	Jibberish reminds me of: 	
I saw this word in 	I saw this word in 	I saw this word in 	

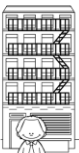
Interactive Vocabulary Notebook Cards

Word Games with Words from The Westing Game		
<p>Directions: Complete the following sentences by choosing the correct vocabulary word from the Word Bank.</p> <ol style="list-style-type: none"> My toothless grandmother wears her _____ every day. _____ often causes intense muscle pain. I only need to know a _____, not the whole story. A few years ago, John suffered _____ or a total memory loss because of car accident. When my brother and I were young, we were fond of taking in _____ which annoys our big sister. <p>Directions: Identify the correct spelling of each word below. Then circle the synonym that best matches each word.</p> <ol style="list-style-type: none"> _____. A. Tennants B. Tenants C. Tenantts _____. Occupants / Guest / Visitor _____. A. Commissions B. Comisions C. Commismons _____. Discount / Compensation / Gift _____. A. Broker B. Brocker C. Brocher _____. Dealer / Operator / Employer 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> Word Bank dentures tidbit rasping amnesia spasm jibberish </div> <p>Answer Key The Westing Game</p> <p>ices by choosing the correct</p> <p>er _____ dentures</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> Word Bank dentures tidbit rasping amnesia spasm jibberish </div> <p>muscle pain. _____, not the whole story.</p> <p>amnesia _____ or a accident.</p> <p>g, we were fond which annoys our</p> <p>each word below, as each word.</p> <p>Tennants C. Tenantts</p> <p>Visitor</p> <p>Comissions C. Commismons</p> <p>ation / Gift</p> <p>Brocker C. Brocher</p>	
Name: _____	©BookPages.com	
Dealer / Operator / Employer		
		Answer Key ©BookPages.com

Word Games and Answer Key

The Westing Game


By Ellen Raskin




A new word that I learned in this book is _____

It means _____

It will _____





Name: _____

Step by Step Directions

1. Read the book.

2. Find a new word in the book.

3. Write the word in the box.

4. Write the meaning of the word in the box.

5. Write the word in the box.

Personalized Vocabulary Bookmark

[illegible]

Complete Common Core Alignment

Common Core State Standards Correlation
The Writing Game Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Writing Game" correlate with the following English Language Arts Common Core State Standards for 8th grade.
Book Club Lesson Plan and Resources
Reading: Literature RL.8.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.8.2 - Determine a theme or topic of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.8.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.8.5 - Analyze how a text uses a variety of techniques (e.g., sound, imagery, figures of speech, repetition) to create a particular effect. RL.8.6 - Analyze how a narrator or speaker's point of view influences how events are described. RL.8.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.8.8 - Compare and contrast stories in the same genre (e.g., myths and adventure stories) or their approaches to similar themes and topics. RL.8.9 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. Reading: Foundational Skills RF.8.3 - Show and apply grade-level phonics and word analysis skills in decoding words. RF.8.4 - Read with sufficient accuracy and fluency to support comprehension. Writing W.8.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and listed works, and provide a list of sources. W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. Speaking & Listening SL.8.1a - Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.8.1b - Follow agreed-upon rules for discussions and carry out assigned roles. SL.8.1c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
The Writing Game CCSS Alignment ©BookPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
The Writing Game Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Writing Game" correlate with the following English Language Arts Common Core State Standards for 8th grade.
Vocabulary Lesson Plan and Resources
Language L.8.4a - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
The Writing Game 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 da 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 ...

Book Club The Westing Game

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

Book Club The Westing Game

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el The Westing Game 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 Libro
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				Durante la reunión del Club de Libro
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Leí la tarea.				Después de la reunión del Club de Libro
Me tomé el tiempo para reflexionar.				
Leí la tarea.				
Leí la tarea.				

Nota: _____ / 27

Una nota de tu maestro: _____

Book Club The Westing Game

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p>	<p>Elja 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>Elja una escena del libro. ¿Qué escena sería diferente si se convirtiera en una película?</p>
<p>Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Escriba sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>Elja 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>Elja una escena del libro. ¿Qué escena sería diferente si se convirtiera en una película?</p>
<p>Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Da un ejemplo de una frase interesante que leas hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p>Escriba un resumen del texto que leíste hoy.</p>

Direcciones:
Elja una de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, cópiala en el recuadro de la tabla de arriba.

Book Club The Westing Game

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