

Here's What You'll Get with the The Wild Robot Book Club

Determining Theme Lesson Plans for 7 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
The Wild Robot By: Peter Brown Grade Level: 4 / Guided Reading Level: R	
Discussion Questions and New Vocabulary	Meeting #6 Continued Chapters 51 – 70 Discussion Questions: 5. What was Digdown's advice? Which animal did he think did the best job of it? Answer: Digdown tells the other animals to spend more time helping others like the beavers. (page 190) 6. How did Roz help Rockmouth? Answer: Instead of punishing him, she brought him back to the river, his home. (page 199) 7. Name two good things and one bad thing that happened to Brightbill during the migration. Answers will vary: Longneck died, which was sad. He stayed in a barn and a greenhouse and kept warm. (page 207) He saw a robot factory. (page 210) (Page numbers will depend on student answers.) 8. What was one bad result of the bonfire Roz built to scare spring? Answer: The airship saw the fire and the robots came on the island to reclaim Roz. (page 226) Chapters 51 – 70 New Vocabulary: 1. Migratory (page 163) – moving from one place to another at different times of the year 2. Plummeted (page 176) – fell suddenly 3. Avalanche (page 187) – large amount of snow or ice that slides suddenly down a mountain 4. Unanimous (page 188) – experiencing no disagreement 5. Tugged (page 122) – made through great effort 6. Refurbish (page 227) – repair and make improvements to The Wild Robot Book Club @BookPagez.com

Book Club	
The Wild Robot By: Peter Brown Grade Level: 4 / Guided Reading Level: R	
Identifying How Authors Develop Theme	Meeting #3 Continued Time to Teach (continued) playing and hit it, it brought Roz to life. (page 6). • Setting – Important details of the setting include descriptions of the location, time, place, climate, weather, and mood/atmosphere. (For example, the story would not be the same if it happened any other place. Roz is new to the island, and her curiosity helps her learn new things she uses to survive.) • Story Events – Details for the story events include paying attention to what happens, when, and why. It is also important to notice how story events foreshadow each other and connect throughout the text. (For example, Roz is chased by the bears, which leads her to climb a tree. She is then attacked by a bird, falls out of the tree and discovers the Walking Stick. This series of events teaches her the importance of camouflage as a survival technique.) Model How to Respond to Reading • Ask students to turn to their "Curiosity Helps us Learn" T-chart in their Reader's Notebook. • Direct students to the first example from Meeting 1. ("The gang of sea otters wanted to learn about the pieces of robot that they found." (page 5).) • Ask the students if this is related to character thought, dialogue, or action, setting, or story event? (Answer: Character action) • Model how to label this entry on the T-chart as such. (See sample T-chart.) • Tell students to review the remaining entries on their T-chart and label each one as character thought, dialogue, or action, setting, or story event. • Allow time for students to work. • Encourage volunteers to share examples from the text that fall under each category (character thoughts).

Identifying How Authors Develop Theme

Take Time to Reflect (2 minutes)

Wrap Up the Book Club Meeting

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Theme

Identifying How Authors Develop Theme

Determining Theme Using Character Thoughts, Dialogue, and Actions

Supporting Theme with Story Events

Supporting Theme with Setting

Summarizing the Text

Discovering Multiple Themes

Culminating Activity

7 Determining Theme Lesson Plans

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

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

© BookPages.com | Book Club Calendar

Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

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

© BookPages.com | Expectations for Book Club

Student Self-Evaluation Rubric

Name: _____

How I Did in The Wild Robot Book Club

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

Score: _____ / 27

A Note from Your Teacher: _____

© BookPages.com | Book Club Self-Evaluation

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 were 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

with 4th Grade Common Core Alignment

Book Club Assessment Materials

Focus Assessment for Determining Theme

Name: _____

The Wild Robot
Book Club Focus Assessment

Determining Theme

Directions: Use what you know about evaluating visual content with *The Wild Robot* to answer each of the following questions.

Briefly describe how the theme of "Curiosity Helps us Learn" was supported by one of the following: characters, setting, or story events.

What theme could you determine from this quote from the text? "You better speak with Mr. Beaver. He can build anything. He's a little gruff at times, but if you're extra friendly, I'm sure he'll help you out. And if he gives you trouble, remind him that he owes me a favor."

(A) Everyone should take care of themselves.
(B) Sometimes you help others, and sometimes others help you.
(C) If you are mean, you will get what you want.
(D) All of the above.
(E) None of the above.

The Wild Robot Book Club | ©BookPages.com

Short answer practice

Practice with multiple choice questions

Complete Common Core Assessment

Name: _____

The Wild Robot
CCSS Assessment

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

"You have also taught me to be wild!" said the robot. What does Roz mean by this?
(A) She didn't know how to act before she met them.
(B) She enjoys celebrating her life in the wild woods with the animals.
(C) She hates the animals.
(D) All of the above.
(E) None of the above.

What is the setting of this story?

Identify who is speaking in this passage from the text: "Reader, I'm not quite sure how Chitchat got enough air into her lungs to go on like that. And I'm not quite sure how Brightbill had the patience to listen."

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

Answer Keys

Answer Key

The Wild Robot
CCSS Assessment

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

How do the pictures in the story support the events that occur?
(A) The pictures give us an image of the animals and how they look with Roz.
(B) The pictures help explain events that happen.
(C) The pictures help us develop feelings for the animals.
(D) All of the above.
(E) None of the above.

Briefly describe what *The Wild Robot* is about.

Answers will vary. Sample answers include: *The Wild Robot* is about a robot named Roz that is stranded on an island with no other robots around. She has to learn how to survive by watching the animals that inhabit the island.

Would you enjoy reading another book by the author of *The Wild Robot*, Peter Brown? Why or why not?
Answers will vary. Sample answers include: I would like to read another Peter Brown. I enjoyed *The Wild Robot* and like that the author has illustrations even though it is a chapter book.

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

One essential question for each of the 4th grade Reading Literature standards

Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 4.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Determining Theme	Is not able or beginning to show how the text supports the theme.	Is able to show how the text supports the theme some of the time.	Is able to show how the text supports the theme most of the time.	Is able to show how the text supports the theme all of the time.

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

- Summarizing the text.
- Identifying how character thoughts, dialogue, and actions support the theme.
- Relating how the details of the setting support the theme of a text.
- Connecting the story events to the development of the text's theme.
- Identifying how the author communicates his/her message when writing a text.

Book Club
The Wild Robot

CCSS.ELA-LITERACY.RL.4.2 The Wild Robot Book Club | ©BookPages.com

Running Record

Title: *The Wild Robot* Guided Reading Test Level: *E* 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		Instructional		Hard		COUNT	INFORMATION USED
	95% - 100% Accuracy	90% - 94% Accuracy	80% - 89% Accuracy	70% - 79% Accuracy	60% - 69% Accuracy			
1								

1 Our story begins on the ocean, with wind and rain and thunder and lightning and waves. A hurricane roared and raged through the night. And in the middle of the chaos, a cargo ship was sinking down down down down to the ocean floor. The ship left hundreds of crates floating on the surface. But as the hurricane threatened and swelled and knocked them around, the crates also began sinking into

©BookPages.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in *The Wild Robot* Word List

Vocabulary Connections

The Wild Robot
By: Peter Brown
Grade Level: 4 / Guided Reading Level: R

Important Words to Know and Understand in *The Wild Robot*

Avalanche (page 187)
Large amount of snow or ice that slides suddenly down a mountain

Harmonious (page 188)
Experiencing no disagreement or fighting

Lush (page 12)
Covered with healthy green plants

Marveled (page 119)
Felt great admiration

Murky (page 105)
Dark, foggy, or cloudy

Nonessential (page 25)
Not necessary

Pulverized (page 58)
Crushed into dust

Refurbish (page 227)
Repair and make improvements to

Strides (page 138)
Steps

Trove (page 31)
Collection of valuable things

Vocabulary Word List | ©BookPages.com

Vocabulary Connections

The Wild Robot
By: Peter Brown
Grade Level: 4 / Guided Reading Level: R

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

Avalanche	Harmonious	Lush
Large amount of snow or ice that slides suddenly down a mountain	Experiencing no disagreement or fighting	Covered with healthy green plants
Marveled	Murky	Nonessential
Felt great admiration	Dark, foggy, or cloudy	Not necessary

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections

The Wild Robot
By: Peter Brown
Grade Level: 4 / Guided Reading Level: R

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

Pulverized	Refurbish	Strides
Crushed into dust	Repair and make improvements to	Steps
Trove		
Collection of valuable things		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

The Wild Robot
By: Peter Brown
Grade Level: 4 / Guided Reading Level: R

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

Marveled is a/an noun verb adverb adjective Definition of Marveled :	Murky is a/an noun verb adverb adjective Definition of Murky :	Nonessential is a/an noun verb adverb adjective Definition of Nonessential :
Marveled looks like this:	Murky looks like this:	Nonessential looks like this:
Marveled reminds me of:	Murky reminds me of:	Nonessential reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games
with Words from *The Wild Robot*

Directions: Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

Across:

- A synonym of **foggy** or **cloudy**.
- A word that means **not important**.

Down:

- A word that means to be **amazed**.
- Another word for **steps**.

Directions: Complete the sentences using the correct vocabulary words from the Word Bank.

Word Bank: pulverized, avalanche, trove, lush, strides, nonessential

- There was horrible _____ during the snowstorm.
- Daddy has a _____ of classic music albums inside his cabinet.
- We have to avoid _____ expenditures to save some money.
- Grandma's _____ garden is full of blossoming flowering plants.
- She _____ the carrots into small pieces using a food processor.

Name: _____ ©BookPages.com

Answer Key
The Wild Robot

Directions: Use each vocabulary word goes in the crossword puzzle below.

Across:

- MURKY
- NONESSENTIAL

Down:

- MAZED
- STEPS

Name: _____ ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections

The Wild Robot
By: Peter Brown
Grade Level: 4 / Guided Reading Level: R

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

The Wild Robot
By: Peter Brown

A new word that I learned in the book is _____

it means _____

Name: _____

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

Vocabulary Word Extension Activities

Vocabulary Connections

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

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?

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
The Wild Robot Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with The Wild Robot correlate with the following English Language Arts Common Core State Standards for fourth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.4.1 – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.
RL.4.2 – Determine a theme or main idea of a story, drama, or poem from details in the text; summarize the text.
RL.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).
RL.4.4 – 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).
RL.4.5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) as drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.
RL.4.7 – 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 directions in the text.
RL.4.8 – 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.
RL.4.10 – By the end of the year, read and comprehend literature, including stories, drama, and poetry, of the high end of the grade 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.4.1 – Show and display grade-level phonics and word analysis skills in decoding words.
RF.4.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.4.8 – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.4.6 – 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.4.7b – Follow agreed-upon rules for discussion and carry out assigned roles.
SL.4.8 – 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.
The Wild Robot CCSS Alignment @BookPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
The Wild Robot Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with The Wild Robot correlate with the following English Language Arts Common Core State Standards for fourth grade.
Vocabulary Lesson Plan and Resources
Language
L.4.4a – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4b – 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.
L.4.6 – 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., quizzed, whined, stomped) and that are basic to a particular topic.
The Wild Robot CCSS Alignment @BookPages.com

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

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

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

Book Club
The Wild Robot

© BookPages.com | Book Club Calendar

Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

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

Book Club
The Wild Robot

© BookPages.com | Expectations for Book Club

Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el The Wild Robot Book Club

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

Book Club
The Wild Robot

© BookPages.com | Book Club Self-Evaluation

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?	Elja 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? Enumere 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. Dín 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 lenguaje del autor afectó su comprensión.	¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	Escribe un resumen del texto que leíste hoy.

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

Book Club
The Wild Robot

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

with 4th Grade Common Core Alignment