

Here's What You'll Get with the Who Was Walt Disney? Book Club

Visual Features Lesson Plans for 4 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter



Book Club		Who Was Walt Disney? By: Whitney Stewart Grade Level: 4 / Guided Reading Level: Q
Discussion Questions and New Vocabulary	<p>Meeting #2 Continued</p> <p>Chapter 4 Discussion Questions:</p> <ol style="list-style-type: none"> Who did Walt team up with in Kansas City? How were the two artists different? How were they the same? Answer: He teamed up with Ub Werks to start their own company. Ub was shy and serious, while Walt loved the spotlight. They were both talented artists who had lots of ideas. (page 25) What is animation? How did artists create animation during this time? Answer: Animation is a film of drawings that move. An artist creates animation by drawing the same character on different pieces of paper. When the papers are flipped fast, the character will appear to move. (pages 26-27) Describe Walt's first cartoons. What success did his company see with these cartoons? What failure did he experience? Answer: Walt's first cartoons were Laugh-O-Grams. They were silent, full of slapstick humor, and very short. He sold some of these cartoons to movie theaters in Kansas City. He started a company and hired more artists to make more. However, his company eventually went bankrupt. (pages 28-31) <p>Chapter 4 New Vocabulary:</p> <ol style="list-style-type: none"> Animation (page 26) – a way of making a movie by using a series of drawings that are slightly different from one another and that, when viewed quickly one after another, create the appearance of movement Illusion (page 27) – something that is false or not real but that seems to be true or real Bankrupt (page 31) – a person or business that is unable to pay debts 	<p>Guided Reading Level</p>
	<p>Who Was Walt Disney? Book Club @BookPagez.com</p>	

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Who Was Walt Disney? By: Whitney Stewart Grade Level: 4 / Guided Reading Level: Q
Discussion Questions and New Vocabulary	<p>Meeting #3 Continued</p> <p>Chapter 7 Discussion Questions:</p> <ol style="list-style-type: none"> Why did Ub Werks decide to leave the Disney company? What do these pages help you understand about Walt Disney as a boss? Answer: Werks said that Walt was never happy with the work he did and would take all the credit for the cartoons. Ub claimed Walt couldn't even draw Mickey correctly. Other employees after Ub knew that they needed to quit or keep quiet if they had a problem with Walt's ideas. These stories tell me that Walt might have been hard to work for sometimes. (pages 53-54) What was happening in our country during the year of 1933 when Disney's <i>Three Little Pigs</i> came out? How did that affect the number of people going to the movies during this time? How did it affect Disney's company? Answer: Our country was going through the Great Depression. Thousands of companies went out of business and many people lost their homes and jobs, so they didn't have much extra money to spend on things like going to the movies. However, Disney's company survived through this and did fine. (pages 55-58) Describe Walt's family life between 1933 and 1938. What were the happy changes? What were some tragic changes? Answer: Walt and Lillian had their first baby in 1933 and adopted another daughter in 1937. Walt and Lillian lived very close to his brother Roy and his wife and their children would play together. Walt and Roy bought a house to move their parents closer to them, but sadly their parents became sick from smoking poisonous gas in the new house. Their father, Elias, recovered but their mother, Flora, passed away. Walt was so upset that he wouldn't talk about his mother's death for the rest of his life. (pages 60-67) 	
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Book Club		Who Was Walt Disney? By: Whitney Stewart Grade Level: 4 / Guided Reading Level: Q
	<p>Meeting #3 Continued</p> <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessment. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to independently read Chapters 8-11, pages 68-103. Remind students that they are responsible for adding two more secondary articles to their Using Visual Features graphic organizer. Remind students to complete all three columns for each secondary article they record. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar. 	<p>Reflection and Self-Evaluation</p>
	<p>Who Was Walt Disney? Book Club @BookPagez.com</p>	<p>Scheduling and Reader Responsibility</p> 

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Identifying Visual Features in a Text

Introduce Identifying Visual Features in a Text	Meeting #1 Continued
<p>Time to Teach: Introduce Identifying Visual Features in a Text</p> <ul style="list-style-type: none"> Provide students with several copies of National Geographic magazine to look through. After a few minutes, discuss with students what they notice about these magazines. (Trade between them one item with large, colorful photographs. There are words for the articles, but the photographs also tell their story. The articles are often supported by timelines, maps, captions, etc.) Explain to students that authors of books also choose to include visual features to add interest and information to their text. Tell students that the words visual features can include illustrations, photographs, diagrams, maps, timelines, and more. Instruct students to turn to page 1 of the text. Read the first about until the students look at the illustration on the bottom of page 1. Ask students the following questions: (Answer: No, it's not what I would expect to see on a book about Walt Disney.) 	

Identifying and Understanding the Contribution of Illustrations in a Text

Identifying and Understanding the Contribution of Illustrations in a Text	Time to Teach: Identifying and Understanding the Contribution of Illustrations in a Text (7-10 minutes)
<p>a Text</p> <ul style="list-style-type: none"> 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. 	<p>Time to Teach: Identifying and Understanding the Contribution of Illustrations in a Text (7-10 minutes)</p> <ul style="list-style-type: none"> Review the work from the last Book Club meeting by making students to give the visual features they added to their Using Visual Features graphic organizer while reading independently. Explain to students that we are going to continue our study of visual features, but for the meeting we will focus on the illustrations in the book. Prompt students to define what the word illustration means to them. Make sure they understand that an illustration is a picture.

Identifying and Understanding the Contribution of Secondary Articles in a Text

Identifying and Understanding the Contribution of Secondary Articles in a Text	Time to Teach: Identifying and Understanding the Contribution of Secondary Articles in a Text (7-10 minutes)
<p>and Understanding the Contributions of Secondary Articles in a Text</p> <ul style="list-style-type: none"> Gather students around 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. <p>Time to Teach: Identifying and Understanding the Contribution of Secondary Articles in a Text (7-10 minutes)</p> <ul style="list-style-type: none"> Allow students time to share the illustrations they added to their Using Visual Features graphic organizer while reading independently. Explain to students that another type of visual feature found in the book is called a secondary article. Secondary articles are small, one-page texts that are not directly about Walt Disney, but tell about a topic related to his life. Students can find these articles by looking for a font that looks more handwritten than typed, along with an illustration. Another example is the "Charlie Chaplin" secondary article. Read the article aloud to the students before doing "Meet" if there is time. Show the students a clip of Chaplin's "little tramp" character as each student reads. (Answer: https://www.youtube.com/watch?v=N2u0d0CQg) 	

Reflecting on Visual Features in a Text

Reflecting on Visual Features in a Text	Final Meeting Continued
<p>Reflecting on Visual Features in a Text</p> <ul style="list-style-type: none"> 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. 	<p>Final Meeting Continued</p> <p>Kick-off the Book Club Meeting (5-7 minutes)</p> <ul style="list-style-type: none"> Gather students around 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. <p>Time to Teach: Reflecting on Visual Features in a Text (7-10 minutes)</p> <ul style="list-style-type: none"> Allow students to share the additions to their Using Visual Features graphic organizer from their independent reading. Review with students the visual features that were added over the course of the Book Club including the illustrations and secondary articles. Prompt students to turn to pages 102-103 and use them to identify the visual features on these pages. (Answer: Timeline) Read over the timeline together and discuss the contribution of each to the book. (Possible answer: the timeline of Disney's life helps me see many important events by his life all on one page together. It gives me a good idea of the time that passed between these events. The timeline of the words helps me connect the events from his life to events happening in the world of his time.)

4 Visual Features 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
Who Wee, Walt Disney

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

Book Club
Who Wee, Walt Disney

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Student Self-Evaluation Rubric

Name: _____

How I Did in Who Was Walt Disney? 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 have prepared to read the text.
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in our Book Club.
I had my materials				
I shared my thinking				After I was prepared to respond to the text.
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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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.			

Name: _____

RL.4.6 Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	RL.4.7 How do the illustrations provide you with a deeper understanding of the text?	RL.4.3 Choose two settings from the text. Explain why each is important to the story.	RL.4.2 What is the theme of this book? Why do you think so? Give examples.
RL.4.1 What was the main idea of the text you read today? List at least 3 details that support your main idea.	RL.4.4 Write about the new words you read. What do you think the words mean? Why?	RL.4.10 How does this text compare to other books you've read? Give examples.	RL.4.4 What are some powerful words or phrases used in the text? Why are they powerful?
RL.4.10 Write about the reading strategies you used to help you be a better reader.	RL.4.5 Which chapter was the most important? Why do you think so?	RL.4.6 Write about the narrator's message and use evidence from the text to support your thinking.	RL.4.9 Name another text with a similar theme to your text. Tell how the texts are the same and different.
RL.4.3 Compare and contrast two characters. Tell how they are the same and different.	RL.4.1 Make an inference about the main character. What makes the character happy? Give examples.	RL.4.10 Write about the things a reader needs to know in order to understand the text.	RL.4.7 Choose a scene from the book. Tell how it would be different if it was in a movie.
RL.4.5 Write about the way the main problem and solution unfolded in the story.	RL.4.4 Give an example of an interesting phrase you read today. Tell how the author's language affected your comprehension.	RL.4.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.4.2 Write a summary of the text that you read today.

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

Book Club
Cresshaw

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

with 4th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Score: _____

Who Was Walt Disney?
CCSS Assessment

Directions: Use what you know about **Who Was Walt Disney?** to answer each of the following questions.

Which of these quotes from the text BEST supports to conclusion that Walt Disney was creative?

(A) Walt and Lillian were parents of four children.
(B) Walt and Roy's employees worked long hours.
(C) Walt had the idea to add sound to his length animated film.
(D) Walt liked living in the small town of Marceline, Missouri.

Write a sentence explaining your answer.

Sequence the following based on the order they were used according to the text.

_____ The artist flips the paper.
_____ The artist chooses the colors.
_____ The artist draws the pieces of paper, making them into a story.
_____ The character appears on the screen.

CCSS Assessment 4th Grade Reading Standards for Information | @BookPagez.com

Complete Common Core Assessment

Practice with multiple choice questions

Name: _____

Score: _____

Who Was Walt Disney?
CCSS Assessment

Directions: Use what you know about **Who Was Walt Disney?** to answer each of the following questions.

How does the secondary article and illustration about Charlie Chaplin help us understand more about Disney's life and work?

RI.4.7

The author begins Chapter 8 with this sentence:
"Walt Disney was always looking for the next big idea."
List at least two examples from the text that support this statement.

RI.4.8

If you were writing a summary of Walt Disney's life, what details from this text would be very important to include in your summary? What details could you probably leave out? Fill in the blanks to complete your answer.

I would definitely include _____

I could probably leave out _____

RI.4.9

CCSS Assessment 4th Grade Reading Standards for Information | @BookPagez.com

Short answer practice

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

Name: _____

Score: _____

Who Was Walt Disney?
Book Club Focus Assessment

Visual Features

Directions: Use what you know about visual features in **Who Was Walt Disney?** to answer each of the following questions.

Which of these BEST describes the purpose of the illustrations found in this text?

(A) The illustrations have a lot of color which adds interest to the text.
(B) The illustrations show real photographs of Disney and his family.
(C) The illustrations help us visualize important parts of Disney's life and work and add interest to the text.

How does the illustration of Lillian Bounds contribute to our understanding of Walt Disney's life and work?

Which of these BEST describes the purpose of the secondary articles found in this text?

(A) The secondary articles provide more details about Mickey Mouse.
(B) The secondary articles give information on topics that are related to Disney's life.
(C) There are no secondary articles in the text.

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Focus Assessment for Visual Features

Answer Key

Who Was Walt Disney?
Book Club Focus Assessment

Visual Features

Directions: Use what you know about visual features in **Who Was Walt Disney?** to answer each of the following questions.

How does the secondary article, titled "Pearl Harbor", contribute to our understanding of Walt Disney's life and work?

Answers will vary. Sample answers include: The article tells about the Japanese bombing of the US naval base Pearl Harbor in Hawaii. After this event, the US joined World War II and Disney's studio began being used to make training videos for the army.

Which of the following BEST describes the purpose of the timelines found in this text?

(A) The timelines show important events in time order.
(B) The timelines give chapter titles and page numbers.
(C) The timelines show a map of Disney's paper route when he was a child.

How do the timelines, "Timeline of Walt Disney's Life" and "Timeline of the World", contribute to our understanding of Walt Disney's life and work?

Answers will vary. Sample answers include: These timelines show specific important events that happened in Disney's life from 1901-1998 and events that happened in the world from 1901-1998. They help the reader connect these important events visually.

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Answer Keys

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Information Standard 4.7
Interpret information presented visually and explain how the information contributes to an understanding of the text in which it appears.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Visual Features	Was not able or is beginning to identify and understand the contributions of visual features in a text.	Is able to identify and understand the contributions of visual features in a text some of the time.	Is able to identify and understand the contributions of visual features in a text most of the time.	Is able to identify and understand the contributions of visual features in a text all of the time.

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

- Identify visual features found in a text such as photographs, illustrations, maps, diagrams, etc.
- Think critically about how these features help deepen their understanding of the text.
- Demonstrate an understanding of why the author chose to include these features in the book and how the text would be different without these features.

Book Club
Who Was Walt Disney?

CCSS.ELA-LITERACY.RI.4.7 Who Was Walt Disney? Book Club | @BookPagez.com

Rubric with optional Common Core Alignment

Running Record

Title: Who Was Walt Disney? Guided Reading Text Level: G 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 50% - 89% Accuracy	CORRECTION INFORMATION USED			
	E	I	H	E	S	M	V
1							
2							

Tested By: _____ @BookPagez.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in Who Was Walt Disney? Word List

Vocabulary Connections Who Was Walt Disney? By: Whitney Stewart Grade Level: 4 / Guided Reading Level: Q

Important Words to Know and Understand in Who Was Walt Disney?

Animation
A way of making a movie by using a series of drawings that are slightly different from one another and that when viewed quickly, one after another, create the appearance of movement.

Comedian
A person who performs in front of an audience and makes jokes or funny stories.

Daredevil
A person who does dangerous things especially in order to get attention.

Double-crossed
To cheat or deceive someone especially by doing something that is different from what you said you would do.

Mustache
Hair growing on a man's upper lip.

Poisonous
Causing sickness or death by entering or touching the body.

Scurry
To move quickly and with short steps.

Slapstick
Comedy that involves physical action such as falling down.

Strike
A period of time when workers stop work in order to force an employer to agree to their demands.

Wholesome
Morally good.

Vocabulary Word List | ©BookPages.com

Vocabulary Connections Who Was Walt Disney? By: Whitney Stewart Grade Level: 4 / Guided Reading Level: Q

Animation	Comedian	Daredevil
A way of making a movie by using a series of drawings that are slightly different from one another and that when viewed quickly, one after another, create the appearance of movement.	A person who performs in front of an audience and makes people laugh by telling jokes or funny stories.	A person who does dangerous things especially in order to get attention.

Step by Step Directions: 1. Cut on the dashed line. 2. Fold on the solid line.

Vocabulary Connections Who Was Walt Disney? By: Whitney Stewart Grade Level: 4 / Guided Reading Level: Q

Double-crossed	Scurry	Slapstick	Strike
To cheat or deceive someone especially by doing something different from what you said you would do.	To move quickly and with short steps.	Comedy that involves physical action such as falling down.	A period of time when workers stop work in order to force an employer to agree to their demands.
Wholesome			
Morally good.			

Step by Step Directions: 1. Fold on the solid line. 2. Cut on the dashed line. 3. Glue. Tape or staple the top of each card to a classmate's notebook.

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections Who Was Walt Disney? By: Whitney Stewart Grade Level: 4 / Guided Reading Level: Q

Double-crossed is a/an noun, verb, adverb, adjective Definition of Double-crossed: _____	Mustache is a/an noun, verb, adverb, adjective Definition of Mustache: _____	Poisonous is a/an noun, verb, adverb, adjective Definition of Poisonous: _____
Double-crossed looks like this: _____	Mustache looks like this: _____	Poisonous looks like this: _____
Double-crossed reminds me of: _____	Mustache reminds me of: _____	Poisonous 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 and Definition Sorting Cards

Word Games with Words from Who Was Walt Disney?

Directions: Fill in the blanks with the correct vocabulary words from the word bank to complete the sentences below.

animation	poisonous	daredevil
mustache	wholesome	scurry

- My dad shaves off his _____ when it grows too long.
- It is easier to make cartoon films by using computer _____.
- I learned that some plants are _____ when you eat them.
- A _____ does dangerous stunts to get attention.
- The children are only allowed to watch _____ TV shows.

Directions: Identify the correct spelling of each word below. Then circle the synonym that best matches each word.

- _____ A. Strike B. Strike C. Streki
Synonym: rally / concert / meeting
- _____ A. Scurry B. Scury C. Scurt
Synonym: rush / walk / slow
- _____ A. Poisonous B. Poisonous C. Pisonous
Synonym: fatal / gentle / healthy

Name: _____ ©BookPages.com

Synonym: total / gentle / healthy

Answer Key | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections Who Was Walt Disney? By: Whitney Stewart Grade Level: 4 / Guided Reading Level: Q

Who Was Walt Disney?
By Whitney Stewart

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 Name: _____

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

New Word

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

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

Directions:

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

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

Independent Word Exploration | ©BookPages.com

Complete Common Core Alignment

Common Core State Standards Correlation
Who Was Walt Disney? Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Who Was Walt Disney? correlate with the following English Language Arts Common Core State Standards for fourth grade.
Book Club Lesson Plan and Resources
Reading: Informational Text
RI.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.3 – Analyze how and why individuals, issues, events, or ideas in a text are related to one another; analyze how and why they interact and build on one another to move a text forward.
RI.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to subjects in history/social studies/science or technical texts.
RI.5 – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.7 – Integrate information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, timelines, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.8 – Cite specific textual evidence and evidence from other pages to support particular points in a text.
RI.9 – Integrate information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, timelines, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.4.3 – Show and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.4.6 – 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.4.7 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

Book Club Common Core Alignment

Common Core State Standards Correlation
Who Was Walt Disney? Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Who Was Walt Disney? correlate with the following English Language Arts Common Core State Standards for fourth grade.
Vocabulary Lesson Plan and Resources
Language
L.4.0 – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.6 – Consult general and domain-specific 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.
Language
L.4.4 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., activate, witness, illuminate) 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 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"> Lee el texto asignado. Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<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. Permanezca en el tema. Haz contacto visual con las personas en tu Club de Libro. 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 	<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.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Who Was Walt Disney? 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 preparé el libro y el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante yo participé en el Club de libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después yo me preparé para la próxima reunión
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.				
Me acordé de cuándo y dónde me preparé 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>Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</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 estrategias de lectura que usó para ayudarte a ser un mejor lector.</p> <p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p> <p>Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p> <p>Direcciones: Elija una de las opciones de respuesta de la pizarra. Después de que haya escrito tu respuesta, coloree en el recuadro de la tabla de arriba.</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p>Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p> <p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p> <p>¿Cómo se compara este texto con otros libros que has leído? ¿Por qué?</p> <p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p> <p>Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p> <p>Da un ejemplo de una frase interesante que leíste hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p> <p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> <p>Nombre otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> <p>Nombre otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> <p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p> <p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> <p>Nombre otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> <p>Elige una escena del libro. Dijo cómo sería diferente si se convirtiera en una película.</p> <p>Escribe un resumen del texto que leíste hoy.</p>
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with 4th Grade Common Core Alignment