

Here's What You'll Get with the Wishtree Book Club

Figurative Language Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club
By: Katherine Applegate
Grade Level: 5 / Guided Reading Level: T

Discussion Questions: and New Vocabulary

Meeting #3 Continued
Chapters 12 – 20 (pages 42-86) Discussion Questions:

4. According to the text, how do skunks name themselves?
Answer: Skunks name themselves after pleasant scents. (page 67)
5. Who is Red worried about? Why?
Answers will vary. Sample answers include: Red is worried about all the animals. He is concerned about where they will live if he is cut down. Red is also worried about Samar because she was so sad and lonely. Finally, Red is worried about himself; he wants to continue living! (pages 74, 75)

Chapters 12 – 20 (pages 42-86) New Vocabulary:

1. Quivering (page 44) – to shake because of fear, cold, nervousness, etc.
2. Antics (page 66) – funny or playful actions or behavior
3. Impartial (page 56) – treating all people and groups equally
4. Notoriously (page 68) – well-known or famous especially for something bad
5. Fidgety (page 81) – moving a lot because of nervousness, boredom, etc.
6. Astonishing (page 83) – causing a feeling of great surprise or wonder

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club
By: Katherine Applegate
Grade Level: 5 / Guided Reading Level: T

Metaphor

Meeting #4 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: Metaphor (7-10 minutes)

- Invite volunteers to share examples of similes that they noted on their **Painting a Picture with Words** graphic organizer while reading independently.
- Review the **Figurative Language** anchor chart for personification and simile.
- Tell students that the next type of figurative language that we are going to discuss is a metaphor. Add the term **metaphor** to the chart.
- Define **metaphor** as a word or phrase that is used to compare two seemingly unrelated objects or actions to suggest that they are similar.
- Draw attention to the fact that a simile and a metaphor are very similar, but a metaphor does not use the words "like" or "as".
- Discuss further that a metaphor is more definitive. Instead of the two things being "like" each other, they are each other.
- Tell students that metaphors are common in our everyday life: "love is war", "he's a rock", "she's a tough cookie". All of these are common examples of metaphors.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club
By: Katherine Applegate
Grade Level: 5 / Guided Reading Level: T

Meeting #5 Continued
Take Time to Reflect (2 minutes)

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

Wrap Up the Book Club Meeting

- Assign students to independently read **Chapters 44 – 51, pages 173-211**.
- While reading independently, students are responsible for adding at least one example of figurative language to their **Painting a Picture with Words** graphic organizer from each assigned chapter. Remind students to identify personification, simile, metaphor, or idiom in the third column.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.

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Introduce Figurative Language

Similes

Meeting #3 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: Similes (7-10 minutes)

- Invite volunteers to share examples of metaphors that they noted on their **Painting a Picture with Words** graphic organizer while reading independently.
- Review the **Figurative Language** anchor chart noting the types of figurative language that have been covered so far: personification, simile, and metaphor.
- Tell students that we are going to learn about a new type of figurative language today that's a little different from the ones we have focused on so far. Today we are going to talk about idioms.
- Add the term **idioms** to the chart.
- Ask students if anyone knows what an idiom is. (Answer: An idiom is an expression that cannot be understood from the meanings of the separate words, but the phrase has a meaning all its own.)
- Review common idioms such as: "It's the best of both worlds", "It's raining cats and dogs", etc.
- Invite volunteers to suggest other idioms that they are familiar with.

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Personification

Meeting #2 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: Personification (7-10 minutes)

- Invite volunteers to share examples of metaphors that they noted on their **Painting a Picture with Words** graphic organizer while reading independently.
- Review the types of figurative language that we've explored through our Book Club using the **Figurative Language** anchor chart.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Exploring the Impact of Figurative Language (7-10 minutes)

- Invite volunteers to share examples of idioms that they noted on their **Painting a Picture with Words** graphic organizer while reading independently.
- Review the types of figurative language that we've explored through our Book Club using the **Figurative Language** anchor chart.
- Discuss with students what effect the use of figurative language had on them as a reader. Possible discussion points are as follows:
- It makes reading more enjoyable because the text is more interesting and memorable.
- It helps the reader to more clearly understand the characters and events in the story.
- It's a way for the author to express their own feelings or to communicate ideas, emotions, themes, etc. without having to explicitly state them.
- Encourage students to be on the look out for figurative language in other books they read and to try to incorporate it into their own writing.

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6 Figurative Language 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
Wishree

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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
<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.) 	<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 	<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
Wishree

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Student Self-Evaluation Rubric

Name: _____

How I Did in Wishree Book Club

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

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with 5th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Score: _____

Wishtree
CCSS Assessment

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

Use details from the story to infer how Red feels about being a wishtree. Explain your thinking.

RL.5.1

Which of the following themes are presented in **Wishtree**?

☐ A Be fearful of things that you don't know.

☐ B Differences can bring people together.

☐ C It is sometimes more important to listen than to talk.

☐ D Both B and C.

RL.5.3

Tell one way that Red and Bongo are alike and one way that they are different. Support your answer with details from the text.

RL.5.2

"Nature adores a good secret!" is an example of what type of figurative language found in **Wishtree**?

☐ A Metaphor

☐ B Idiom

☐ C Personification

☐ D Simile

RL.5.4

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

Complete Common Core Assessment

Practice with multiple choice questions

Short answer practice

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

Name: _____

Wishtree
Book Club Focus Assessment

Figurative Language

Directions: Use what you know about figurative language with **Wishtree** to answer each of the following questions.

The text says, "A soft wind tickled my branches. Spring, that old rascal, was teasing us with the promise of warmer days." (pg. 39) What is being personified?

☐ A A rascal is being personified. ☐ C A tree branch is being personified.

☐ B Spring is being personified. ☐ D A warm day is being personified.

The following quotation from **Wishtree** contains two examples of what type of figurative language?

"A little screwdriver with a yellow handle, thin as a twig, bright as a meadowlark." (pg. 45)

☐ A Similes ☐ C Metaphors

☐ B Idioms ☐ D Personification

Red describes trees as, "...impartial observers. We are the strong and silent type." (pg. 56) What two things is the author, Katherine Applegate, comparing with this metaphor? How is the use of this metaphor helpful to you as a reader?

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Focus Assessment for Figurative Language

Answer Keys

Name: _____

Wishtree
Book Club Focus Assessment

Figurative Language

Directions: Use what you know about figurative language with **Wishtree** to answer each of the following questions.

Red states that he could fill a book with all of the things that he has worried over that have not happened. He then goes on to joke that, "In fact, I could be a book..." (pg. 48) What are both the literal and figurative meanings of Red's statement?

Answers will vary. Sample answers include: Literally, Red could be a book because books are made of paper and paper comes from trees. Figuratively, Red could be a book because he has been around for over 200 years and has seen a lot of things.

In the following simile from the text, "He walked over to me, saw the eggshells scattered like puzzle pieces, and scowled" (pg. 159), how does knowing about puzzle pieces help you understand the meaning of the text?

Answers will vary. Sample answers include: Knowing that puzzle pieces usually are scattered around while someone is putting a puzzle together helps me to visualize what the eggshells looked like at the bottom of the tree.

How does author Katherine Applegate's use of figurative language impact the reader's understanding of **Wishtree**?

Answers will vary. Sample answers include: Katherine Applegate's use of figurative language in **Wishtree** helps the reader understand the emotions, thoughts, and actions of the characters. By using personification, similes, and metaphors that compare the animals to humans, the reader is better able to understand the animals.

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Name: _____

Wishtree
CCSS Assessment

Answer Key

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

What is the importance of the flashback about Maeve's life in **Wishtree**?

Answers will vary. Sample answers include: The flashback to Maeve's life is important to **Wishtree** because Red is breaking the rule about not talking to **Wishtree** because Red is breaking the story. Stephen and Samar will become friends. This flashback also tells the reader about the information that is contained in Maeve's journal that, ultimately, saves Red.

RL.5.1

Why are Red and Samar different if Samar is a wishtree?

Answers will vary. Sample answers include: Samar was the one who broke the rule about not talking to **Wishtree** because he is a wishtree. Samar was the one who broke the rule about not talking to **Wishtree** because he is a wishtree. Samar was the one who broke the rule about not talking to **Wishtree** because he is a wishtree.

RL.5.2

What is the importance of the flashback about Maeve's life in **Wishtree**?

Answers will vary. Sample answers include: The flashback to Maeve's life is important to **Wishtree** because Red is breaking the rule about not talking to **Wishtree** because Red is breaking the story. Stephen and Samar will become friends. This flashback also tells the reader about the information that is contained in Maeve's journal that, ultimately, saves Red.

RL.5.3

What is the importance of the flashback about Maeve's life in **Wishtree**?

Answers will vary. Sample answers include: The flashback to Maeve's life is important to **Wishtree** because Red is breaking the rule about not talking to **Wishtree** because Red is breaking the story. Stephen and Samar will become friends. This flashback also tells the reader about the information that is contained in Maeve's journal that, ultimately, saves Red.

RL.5.4

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Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Figurative Language	Was not able to determine the meaning of figurative language in a text some of the time.	Is able to determine the meaning of figurative language in a text some of the time.	Is able to determine the meaning of figurative language in a text most of the time.	Is able to determine the meaning of figurative language in a text all of the time.

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

- Identify examples of figurative language (personification, similes, metaphors, and idioms).
- Interpret the literal and figurative meaning of words and phrases.
- Understand how two objects are related when compared using a simile or metaphor.
- Recognize how the use of figurative language impacts the text.

Book Club
Wishtree

CCSS.ELA-LITERACY.RL.5.4 Wishtree Book Club | ©BookPagez.com

Running Record

Title: **Wishtree** Guided Reading Test Level: 1 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 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 80% - 89% Accuracy	
	E	SC	I	MSV	H	MSV
1						
2						

Analysis and Comments:

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Running Record

Vocabulary Connections Resources

<div> <div></div> <div> Whistree By: Katherine Applegate Grade Level: 5 / Guided Reading Level: T </div> </div>	
Vocabulary Connections	
Important Words to Know and Understand in Whistree	
Antics (page 66) Funny or playful actions or behaviour	
Deluge (page 188) A large amount of rain in a short time	
Ensnared (page 156) To firmly place or hide	
Fidgety (page 81) Moving a lot because of nervousness, boredom, etc...	
Honorable (page 11) Deserving honor and respect	
Introvert (page 3) A shy person; a quiet person who does not find it easy to talk to other people or prefers not to talk	
Melancholy (page 135) A sad mood or feeling	
Menagerie (page 204) A collection of animals kept especially to be shown to the public	
Quivering (page 44) To shake because of fear, cold, nervousness, etc...	
Tussle (page 125) To fight or struggle with someone by grabbing or pushing; to argue or compete with someone	

Important Words to Know and Understand in Wishtree Word List

Vocabulary Connections			Wishree By: Katherine Applegate Grade Level: 5 / Guided Reading Level: 1
Antics	Deluge	Enconced	Task 1: Map Connections 1. Look at the words in the box. 2. Read on the word wall. 3. Draw, figure or illustrate how you feel about each word.
Funny or playful actions or behavior	A large amount of rain in a short time	To firmly place or hide	
Fidgety	Honorable	Introvert	Task 2: Map Connections 1. Look at the words in the box. 2. Read on the word wall. 3. Draw, figure or illustrate how you feel about each word.
Moving a lot because of nervousness, boredom, etc.	Deserving honor and respect	A shy person: a quiet person who does not find it easy to talk to other people or prefers not to talk	

Vocabulary Connections			By: Katherine Applegate Grade Level: 5 / Guided Reading Level: T	Write the definition of the word in the box.
Melancholy	Menagerie	Quivering		
A sad mood or feeling	A collection of animals kept especially to be shown to the public	To shake because of fear, cold, nervousness, etc....		
Tussle				
To fight or struggle with someone by grabbing or pushing; to argue or compete with someone				

Word and Definition Sorting Cards


[illegible]

Interactive Vocabulary Notebook Cards

Word Games

with Words from Wishtree

Directions: Complete the sentences below using the correct vocabulary words from the tree.



- I was injured during a _____ for the ball.
- She was _____ last night because of the cold winter.
- My brother is an _____ who rarely goes to parties.
- Jim is in a state of _____ because he lost his puppy.
- The _____ principal gave an excellent speech during the school opening.

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

Across

- A word that means **respectable** _____
- A feeling of **sadness** is called _____
- A synonym of **shaking** _____

Down

- Another word for **struggle** _____
- They call you _____ when you are a **loner**.

Name: _____ ©BookPages.com

Answer Key

for Wishtree

Use the correct vocabulary words to complete the sentences below.

- I was injured during a **hustle** for the ball.
- She was **quivering** last night because of the cold winter.
- My brother is an **introvert** who rarely goes to parties.
- Jim is in a state of **melancholy** because he lost his puppy.
- The **honorable** principal gave an excellent speech during the school opening.

Use the clues to decide where each vocabulary word goes in the crossword puzzle below.

Across

- A word that means **respectable** **honorable**
- A feeling of **sadness** is called **melancholy**
- A synonym of **shaking** **quivering**

Down

- Another word for **struggle** **hustle**
- They call you **loner** when you are a **loner**.

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Word Games and Answer Key


Wishtree
 By: Katherine Applegate
 Grade Level: 5 / Guided Reading Level: T

Step by Step Directions
 1. Read the book.
 2. Read the vocabulary list.
 3. Identify the vocabulary words.
 4. Add your vocabulary cards to the notebook or to a notebook.
 5. Use the cards to review.

Vocabulary Connections

Wishtree


By Katherine Applegate



A new word I read I learned in this book is _____

it means _____

it feels _____



Name: _____

Personalized Vocabulary Bookmark

[illegible]

Complete Common Core Alignment

Common Core State Standards Correlation
Whitree Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Whitree 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 – Cite 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 metaphor and simile. RL.8.5 – Analyze how a text builds and sustains meaning as the plot or action develops. 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 – In 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 explain 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 finished work, 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.
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Book Club Common Core Alignment

Common Core State Standards Correlation
Whitree Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Whitree 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 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).
Whitree 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 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
Wishree

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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. 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
Wishree

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Wishtree 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 Estaba preparado para el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Prepáre algo para compartir con mi Club de libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				Durante Yo participé en el Club del 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.				
Se cuándo y dónde me prepararé para la próxima reunión.				Después Yo escribí una nota de mi maestro
Nota	Una nota de tu maestro			
/ 27				

Book Club
Wishree

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

<p>Escriba sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabe?</p> <p>¿Cuál fue la idea principal del texto que leste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p> <p>Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p> <p>Compare y contraste dos personajes. Cuéntales cómo son iguales y diferentes.</p> <p>Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p>Escriba 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>Haz una inferencia sobre el personaje principal. ¿Qué hace falta al personaje? Dar ejemplos.</p> <p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p>Escriba 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>Haz una inferencia sobre el personaje principal. ¿Qué hace falta al personaje? Dar ejemplos.</p> <p>Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>Elja dos configuraciones del texto. Explique por qué cada uno es importante para la historia.</p> <p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p> <p>Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p> <p>Escriba sobre las cosas que un lector necesita saber para entender el 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>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> <p>Elige una escena del libro. Cuéntales cómo se desarrolló.</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>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> <p>Elige una escena del libro. Cuéntales cómo se desarrolló.</p> <p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p> <p>Escriba un resumen del texto que leste hoy.</p>
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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.

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with 5th Grade Common Core Alignment