

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

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

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

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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 <p>Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.)</p>	<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"/> 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.)

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Student Self-Evaluation Rubric

Name: _____

How I Did in Wonder 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 responsible 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				During I participated in Book Club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was responsible
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.	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 in 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

Focus Assessment for Perspective/Point of View

Name: _____

Perspective / Point of View Wonder
Book Club Focus Assessment

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

Whose point of view are we not told in this book? You can select more than one.

Jack

Auggie

Julian

Miranda

Justin

What did the other kids in the story learn about Auggie in 5th grade? Choose all that are correct.

He was smart.

He could not do regular 5th grade school work and didn't belong in this school.

He knew a lot about Star Wars.

He didn't want his sister to be in the play.

He was allergic to dogs.

How did Auggie's mom's perspective about Auggie change by the end of the book?

What does the author want us to know about perspective?

Wonder Book Club | @BookPagez.com

Practice with multiple choice questions

Short answer practice

Complete Common Core Assessment

Name: _____

Score: _____

Wonder
CCSS Assessment

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

Read the following passage and select the best sentence that explains the simile: (page 335) "I felt like I was floating. It was so weird. Like the sun was shining full force on my face and the wind was blowing."

A Auggie was embarrassed so his face was getting red when he got the award.

B Auggie was excited to be so famous among all his friends.

C Auggie is feeling like an ordinary kid and everyone is happy to look him in the face now that they know him for who he is.

D Mrs. Rubin was very excited for Auggie.

E Auggie is dreaming he is in Star Wars.

RL.5.4

How did the author organize the book?

The author made each part told from a _____ perspective.

Each part has separate _____ to show the events that happened.

RL.5.5

Who is the narrator of the book? Select any answer that is correct.

A Auggie D Summer

B Via E Justin

C Jack F Miranda

RL.5.6

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

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

Answer Keys

Answer Key

Perspective / Point of View Wonder
Book Club Focus Assessment

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RL.5.6

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

Rubric with optional Common Core Alignment

Perspective / Point of View Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Text Standard 5.6
Assess how point of view shapes the content and style of a text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: perspective/point of view	is beginning to show how a narrator's point of view influences how events are described.	is able to show how a narrator's point of view influences how events are described <u>some</u> of the time.	is able to show how a narrator's point of view influences how events are described <u>most</u> of the time.	is able to show how a narrator's point of view influences how events are described <u>all</u> of the time.

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

- Identify the person who is telling the story.
- Show how the person's feeling of the story is influenced by their role and the outcomes of the story.
- Show how a narrator's point of view influences the description of events.

Book Club
Wonder

CCSS.ELA.LITERACY.RL.5.4 Wonder Book Club | @BookPagez.com

Running Record

Title: Wonder Guided Reading Text Level: U 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	Accuracy			COUNT	INFORMATION USED
	Easy 95% - 100% Accuracy	Instructional 70% - 94% Accuracy	Hard 50% - 89% Accuracy		
	E = Error, SC = Self-Correction, M = Misreading, S = Structure/Syntax, V = Visual				
1					

Analysis and Comments:

Tested By: _____ @BookPagez.com

Running Record

Vocabulary Connections Resources

Vocabulary Connections
 Wonder
 By: R.J. Palacio
 Grade Level: 5 / Guided Reading Level: U

Important Words to Know and Understand in "Wonder"

Abundance (pg. 143)
A large amount of something

Alignment (pg. 50)
Being in proper position

Biracial (pg.127)
Having parents from two races

Diverse (pg. 107)
Made up of people or things that are different from each other

Entitled (pg. 203)
Have a right to

Expulsion (pg. 156)
Forcing someone to leave a place (such as a school)

Fashionista (pg. 84)
A person who designs, sells, or is very interested in clothing fashions

Monumental (pg. 293)
Very important

Tic (pg. 190)
A small repeated movement of a muscle especially in the face that cannot be controlled

Transition (pg. 107)
A change from one state or condition to another

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Wonder Word List

Vocabulary Connections
 Wonder
 By: R.J. Palacio
 Grade Level: 5 / Guided Reading Level: U

Abundance	Alignment	Biracial
A large amount of something	Being in proper position	Having parents from two races
Diverse	Entitled	Expulsion
Made up of people or things that are different from each other	Have a right to	Forcing someone to leave a place (such as a school)

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
 Wonder
 By: R.J. Palacio
 Grade Level: 5 / Guided Reading Level: U

Fashionista	Monumental	Tic
A person who designs, sells, or is very interested in clothing fashions	Very important	A small repeated movement of a muscle especially in the face that cannot be controlled
Transition		
A change from one state or condition to another		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
 Wonder
 By: R.J. Palacio
 Grade Level: 5 / Guided Reading Level: U

Abundance is a/an noun verb adverb adjective Definition of Abundance :	Alignment is a/an noun verb adverb adjective Definition of Alignment :	Biracial is a/an noun verb adverb adjective Definition of Biracial :
Abundance looks like this:	Alignment looks like this:	Biracial looks like this:
Abundance reminds me of:	Alignment reminds me of:	Biracial reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Wonder

Directions: Match each word with its correct synonym.

Abundance	Privileged
Alignment	Various
Diverse	Significant
Entitled	Richness
Monumental	Arrangement

Directions: Complete the following sentences by choosing the correct vocabulary word from the Word Bank.

Word Bank
 Transition Biracial Fashionista Expulsion

- My sister pulled the fire alarm at school and is now ashamed of her _____.
- My granny's retirement is a big _____.
- Naomi wants to design clothes someday and become a well-known _____.

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections
 Wonder
 By: R.J. Palacio
 Grade Level: 5 / Guided Reading Level: U

Wonder
 By R.J. Palacio

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

Vocabulary Word Extension Activities

Complete Common Core Alignment

Common Core State Standards Correlation
Wonder: Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Wonder" 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 specific textual details from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.8.2 – Determine a theme or main idea of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.8.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.8.5 – Analyze how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
RL.8.6 – Describe how a narrator's 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.8.9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 8-10 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.8.2 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.8.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.8.8 – Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and organize a list of sources.
W.8.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.8.9a – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore issues under discussion.
SL.8.9b – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.8.9c – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Wonder: CCSS Alignment ©BookPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
Wonder: Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Wonder" correlate with the following English Language Arts Common Core State Standards for 8th grade.
Vocabulary Lesson Plan and Resources
Language
L.8.6 – Use context (e.g., cues/affix relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.8.8 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.9 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Wonder: 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 ...

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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
<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"> 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.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Trabaja 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"/> Permanece en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta 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"/> Regístrate 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.).

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Wonder 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 ¿Participé en el Club de Libros?
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante ¿Participé en el Club de Libro?
Tenía mis materiales.				
Compartí mi pensamiento.				Después ¿Participé en la conversación?
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				

Nota: _____ Una nota de tu maestro

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

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

Direcciones: Elige 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.

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with 5th Grade Common Core Alignment