

# Here's What You'll Get with the A Long Way from Chicago Book Club

## Perspective Lesson Plans for 9 Book Club Meetings

### 4 Part Lesson Plans

**Book Club**  
A Long Way from Chicago  
By: Richard Peck  
Grade Level: 5 / Guided Reading Level: V

**Discussion Questions and New Vocabulary**

**Meeting #2**  
**Shotgun Cheelham's Last Night Above Ground**  
**A Note About the Discussion Questions and Vocabulary**

The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.

You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, picture clues). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

**Chapter 1 Discussion Questions:**

1. Where were Joey and Mary Alice's perspectives of their grandmother at the beginning of the chapter? Why do you think so?
2. What kind of a place is Grandma Dowdel's town? What do the people living in Grandma Dowdel's town think of her? Why do you think they have that perspective of her?
3. What did people in the town think of Shotgun Cheelham? What did Grandma Dowdel do to change their perspective?
4. What did Joey and Mary Alice learn about their grandma during their first summer together?

**Chapter 1 New Vocabulary:**

1. Corpse (pg. 3) – the body of a dead person
2. Privy (pg. 4) – a small outdoor building used as a toilet
3. Clitified (pg. 5) – a symbol of a sophisticated urban style of living

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### Guided Reading Level

### Specific Instructional Focus

### Step by Step Guided Mini Lesson

Discussion Questions by Chapter

Key Vocabulary by Chapter

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**Tracking Changes in Perspective Over Time**

**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: Case and Effect – Tracking Changes in Perspective Over Time (7-10 minutes)**

Invite students' attention to pages 5 and 6. Invite the students to reread the pages. Ask them to infer Joey's perspective of his grandma based on the information on pages 5 and 6.

- Discuss the chapter. Invite students to share details about Grandma Dowdel.
- Create a character chart listing the character traits that the students have learned about Grandma Dowdel up to this point in the book.
  - **Note:** You will use this chart to determine which words accurately define Grandma Dowdel and which words are no longer true as a result of Joey's deeper perspective.
- Draw students' attention to pages 14-16. Invite students to reread the pages. Ask them to infer Joey's perspective of his grandma based on the information on these pages.

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### Sample Reader's Notebook Entries

**Book Club**  
A Long Way from Chicago  
By: Richard Peck  
Grade Level: 5 / Guided Reading Level: V

**Introduce Perspective**

**Meeting #1 Continued**  
**Time to Teach: Introduce Perspective**

- Read the prologue aloud while the students follow along.
- Upon completing the prologue, draw the students' attention to the way the narrator uses the phrase "... or so we thought."
- Ask the students to discuss the reasons why someone would say "Or so we thought."
- Sample response: Or so we thought could mean that someone changed their mind about something.
- Introduce perspective:
  - Discuss how a person's point of view changes when they learn new information.
  - Example: you see them steal, or you could say, "He was really nice, or so I thought, until I saw him steal my lunch money."
  - Invite students to use the phrase "... or so I thought" in a sentence.
  - Sample response: I was going to be a great day, or so I thought, until I stepped in gum.

**Model How to Respond to Reading**

- Invite students to read the prologue again.
- When all students have finished reading discuss Joey's perspective of his grandma when he was little.
- What did he think about her? Why did his perspective change every summer?
- Model how to respond to reading using a reader's notebook. Open your notebook, write the date.

**Sample Notebook Entry**

A Long Way from Chicago 2/21  
Prologue  
Response: The prologue is narrated by Joey who tells us that when he was little he thought his grandma was really old, really big, and really hairy, but as he got older his perspective changed and he saw a different grandma every summer.

### Reflection and Self-Evaluation

### Scheduling and Reader Responsibility

**Book Club**  
A Long Way from Chicago  
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**Determining Pivotal Moments that Change Perspective**

**Meeting #3 Continued**

- Begin to discuss the events that occurred throughout the summer of 1935.
- What did Grandma Dowdel do during the summer of 1935 to deepen Joey's perspective of his grandmother?
- Work together to determine a pivotal moment for the chapter. Add the moment to the chart.
- Ask the students to work together to fill in the columns for "The Message" and the "Effect."
- Review as a group and

**Take Time to Reflect (2 minutes)**

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).

**Wrap Up the Book Club Meeting**

- Assign students to independently read chapter 3.
- Determine as a group when the book club should meet again. Monitor students as they record the agreement on their book club calendar.

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**Introduce Perspective**

**Tracking Changes in Perspective Over Time**

**Determining Pivotal Moments that Change Perspective**

**Noticing and Considering Historical Perspective**

**Changes in Perspective and Character Influence**

**Making Inferences to Identify Character Perspective**

**Noticing Changes in Perspective**

**Perspective and Author's Message**

**Reflection On Perspective**

**Reflection**

**Assessment**

**Wrap Up**

# 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  
A Long Way from Chicago

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

Book Club  
A Long Way from Chicago

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## Student Self-Evaluation Rubric

Name: \_\_\_\_\_

### How I Did in the A Long Way from Chicago 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 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. Who told the story?	What is the overall mood of this book. Why do you think so? Give examples.	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.
Write about the three inferences you made while reading. Explain why these inferences are important.	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 author's message and use evidence from the text to support your thinking.	Tell the genre of your text and explain how you know.

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.

RL.5.6	RL.5.7	RL.5.3	RL.5.2
Write about the way this story was told. Who told the story?	What is the overall mood of this book. Why do you think so? Give examples.	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.
RL.5.1	RL.5.4	RL.5.10	RL.5.4
Write about the three inferences you made while reading. Explain why these inferences are important.	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?
RL.5.10	RL.5.5	RL.5.6	RL.5.9
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 author's message and use evidence from the text to support your thinking.	Tell the genre of your text and explain how you know.
RL.5.3	RL.5.1	RL.5.10	RL.5.7
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 made in a movie.
RL.5.5	RL.5.4	RL.5.10	RL.5.2
Write about the way the main problem and solution story.	Give at least 3 examples of figurative language. Tell how the language affected your comprehension.	What did you learn about yourself as a reader today? Use examples from the text.	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  
A Long Way from Chicago

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

with 5<sup>th</sup> Grade Common Core Alignment

# Book Club Assessment Materials

Name: \_\_\_\_\_

**A Long Way from Chicago**  
Book Club Focus Assessment

**Perspective**

**Directions:** Use what you know about the different perspectives in **A Long Way from Chicago** to answer each of the following questions.

**What did Joey learn about about his Grandmother over time?**

She was a quiet person

She cared about people

She loved animals

**Number the following pivotal moments sequential order.**

\_\_\_\_\_ Grandma got Effie Wilcox's house back

\_\_\_\_\_ Grandma fed the drifters

\_\_\_\_\_ Grandma got put the mouse in the milk

**Name a character in Grandma's town. Tell about their perspective of Grandma.**

\_\_\_\_\_

**What pivotal moment changed Joey's perspective of his Grandmother?**

When grandma wore overalls to go fishing

When grandma got a free plane ride

When grandma gave Mary Alice a kitten

**What is historical perspective?**

The point of view of someone who lived long ago

Using what you know about history to form an opinion

Reading books from the past

**What does the author want us to know about perspective?**

\_\_\_\_\_

CCSS:ELA-LITERACY.RL.5.6      A Long Way from Chicago Book Club | @BookPagez.com

## Focus Assessment for Tracking Perspective

## Answer Keys

**A Long Way from Chicago**  
Book Club Focus Assessment

**Perspective**

**Directions:** Use what you know about the different perspectives in **A Long Way from Chicago** to answer each of the following questions.

**What did Joey learn about about his Grandmother over time?**

She was a quiet person

She cared about people

She loved animals

**Number the following pivotal moments sequential order.**

  3   Grandma got Effie Wilcox's house back

  2   Grandma fed the drifters

  1   Grandma got put the mouse in the milk

**Name a character in Grandma's town. Tell about their perspective of Grandma.**

Answers will vary.

**What pivotal moment changed Joey's perspective of his Grandmother?**

When grandma wore overalls to go fishing

When grandma got a free plane ride

When grandma gave Mary Alice a kitten

**What is historical perspective?**

The point of view of someone who lived long ago

Using what you know about history to form an opinion

Reading books from the past

**What does the author want us to know about perspective?**

Answers will vary.

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**Tracking Perspective Focus Assessment Rubric**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**CSS Reading Literature Standard 5.6**  
Describe how a narrator's or speaker's point of view influences how events are described.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 – 1 Correct	2 – 3 Correct	4 – 5 Correct	6 Correct
Specific Skill: Tracking Perspective	Was <b>not able or is beginning</b> to show how perspective influences how events are described in a text.	Is able to show how perspective influences how events are described in a text <b>some</b> of the time.	Is able to show how perspective influences how events are described in a text <b>most</b> of the time.	Is able to show how perspective influences how events are described in a text <b>all</b> of the time.

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

- Tracking changes in perspective through a text
- Determining pivotal moments that change a character's perspective in a text
- Noticing and considering historical perspective
- Determining how characters can influence perspective
- Making inferences to identify perspective
- Thinking about the ways in which the author's message can influence perspective

*Book Club*  
A Long Way from Chicago

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**Running Record**

Title: **A Long Way from Chicago**      Guided Reading Text Level: **V**      Word Count: **100**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy Rate: (# of words correct/100 words) \_\_\_\_\_

Error Rate: (# of incorrect words/100 words) \_\_\_\_\_

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

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

Easy	Instructional	Hard
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy
E = Errors    SC = Self-Correction    M = Meaning S = Structure/syntax    V = Visual		
Page	COUNT	INFORMATION USED
1	E    SC	E    SC MSV    MSV
Prologue		
It was August when we spent a week with our		
grandma. It was Joey then, not Joe: Joey Dowdel, and my		
sister was Mary Alice. In our first visits we were still just		
kids, so we could hardly see her town because of		
Grandma. She was so big, and the town was so small. She		
was so old too, or so we thought—old as the hills. And		
tough? She was tough as an old boot, or so we thought. As		
the years went by, though, Mary Alice and I grew up, and		
though Grandma never changed, we'd seem "...		
<b>Analysis and Comments:</b>		
Tested By: _____		

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Rubric with optional Common Core Alignment

Running Record

# Vocabulary Connections Resources

## Important Words to Know and Understand in A Long Way from Chicago Word List

**Vocabulary Connections** **A Long Way from Chicago**  
By: Richard Peck  
Grade Level: 5 / Guided Reading Level: V

**Important Words to Know and Understand in "A Long Way from Chicago"**

**Abdicated**  
Failed to do what was required by a duty or responsibility

**Centennial**  
The hundredth anniversary of something

**Chiggers**  
A small insect that bites people and causes painful swelling on the skin

**Drifters**  
A person who moves from one place or job to another without a purpose or plan

**Foreclosing**  
Taking back a property because the money owed for the property has not been paid

**Gratis**  
Free

**Great Depression**  
An economic crisis beginning with the stock market crash in 1929 and continuing through the 1930's

**Lye**  
A strong chemical that is used in making soap

**Privy**  
A small outdoor building used as a toilet

**Valise**  
An old fashioned word for a small suitcase

**Veteran**  
Someone who fought in a war as a soldier, sailor, etc.

**Telegram**  
A message that is sent by a telegraph

Vocabulary Word List | ©BookPages.com

**Vocabulary Connections** **A Long Way from Chicago**  
By: Richard Peck  
Grade Level: 5 / Guided Reading Level: V

<b>Abdicated</b> Failed to do what was required by a duty or responsibility	<b>Centennial</b> The hundredth anniversary of something	<b>Chiggers</b> A small insect that bites people and causes painful swelling on the skin
<b>Drifters</b> A person who moves from one place or job to another without a purpose or plan	<b>Foreclosing</b> Taking back a property because the money owed for the property has not been paid	<b>Gratis</b> Free

Read the Directions: 1. Fold on the solid line. 2. Glue, tape or staple the top of each card to create your own Vocabulary Connections cards.

Definition Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections** **A Long Way from Chicago**  
By: Richard Peck  
Grade Level: 5 / Guided Reading Level: V

<b>Great Depression</b> An economic crisis beginning with the stock market crash in 1929 and continuing through the 1930's	<b>Lye</b> A strong chemical that is used in making soap	<b>Privy</b> A small outdoor building used as a toilet
<b>Valise</b> An old fashioned word for a small suitcase	<b>Veteran</b> Someone who fought in a war as a soldier, sailor, etc.	<b>Telegram</b> A message that is sent by a telegraph

Read the Directions: 1. Fold on the solid line. 2. Glue, tape or staple the top of each card to create your own Vocabulary Connections cards.

Definition Vocabulary Sorting Cards | ©BookPages.com

### Word and Definition Sorting Cards

**Vocabulary Connections** **A Long Way from Chicago**  
By: Richard Peck  
Grade Level: 5 / Guided Reading Level: V

<b>Abdicated</b> is a/an noun verb adverb adjective Definition of <b>Abdicated</b> :  I saw this word in _____	<b>Centennial</b> is a/an noun verb adverb adjective Definition of <b>Centennial</b> :  I saw this word in _____	<b>Chiggers</b> are a/an noun verb adverb adjective Definition of <b>Chiggers</b> :  I saw this word in _____
<b>Abdicated</b> looks like this:  <b>Abdicated</b> reminds me of:  I saw this word in _____	<b>Centennial</b> looks like this:  <b>Centennial</b> reminds me of:  I saw this word in _____	<b>Chiggers</b> look like this:  <b>Chiggers</b> remind me of:  I saw this word in _____

Read the Directions: 1. Cut on the solid line. 2. Fold on the solid line. 3. Complete the Vocabulary Cards by filling in the blanks. 4. Write the Vocabulary Cards on the front of the card. 5. Write the Vocabulary Cards on the back of the card. 6. Write the Vocabulary Cards on the back of the card.

Interactive Vocabulary Notebook Cards | ©BookPages.com

### Interactive Vocabulary Notebook Cards

**Word Games with Words from A Long Way from Chicago**

**Directions:** Joey and Mary Alice need your help. Identify 8 nouns from the Word Bank. Then write them alphabetically on the books below.

**Word Bank**

- Valise
- Chiggers
- Foreclosing
- Gratis
- Veteran
- Abdicated
- Great Depression
- Privy
- Drifters
- Lye
- Telegram
- Centennial

**Answer Key**

Read the sentences below. Complete each sentence by writing the correct vocabulary word on the line.

- King Edward VIII of England \_\_\_\_\_ the throne in 1936.
- My great grandfather will turn a hundred old. He will commemorate his \_\_\_\_\_ birthday tomorrow.
- The bank is \_\_\_\_\_ the unpaid properties.
- \_\_\_\_\_ have no permanent house or job.
- We use \_\_\_\_\_ to make soap.

Name: \_\_\_\_\_

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### Word Games and Answer Key

**Vocabulary Connections** **A Long Way from Chicago**  
By: Richard Peck  
Grade Level: 5 / Guided Reading Level: V

**A Long Way from Chicago**  
By Richard Peck

A new word that I learned in this book is: \_\_\_\_\_

Name: \_\_\_\_\_

Read the Directions: 1. Fold on the solid line. 2. Complete the Vocabulary Card by filling in the blanks. 3. Write the Vocabulary Card on the front of the card. 4. Write the Vocabulary Card on the back of the card.

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

### Personalized Vocabulary Bookmark

**Vocabulary Connections**

**Directions:**

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

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

Independent Word Exploration | ©BookPages.com

### Vocabulary Word Extension Activities

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

# Complete Common Core Alignment

Common Core State Standards Correlation
A Long Way from Chicago Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "A Long Way from Chicago" correlate with the following English Language Arts Common Core State Standards for 5th grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.1</b> – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.2</b> – Determine a theme or central 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.
<b>RL.3</b> – 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).
<b>RL.4</b> – Describe how a writer or speaker's point of view influences how events are described.
<b>RL.5</b> – 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.
<b>Reading: Foundational Skills</b>
<b>RF.3</b> – Show and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.4</b> – Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b>
<b>W.1</b> – 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.
<b>W.2</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking &amp; Listening</b>
<b>SL.1</b> – 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.
<b>SL.1b</b> – Follow agreed-upon rules for discussion and carry out assigned roles.
<b>SL.1c</b> – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>SL.1d</b> – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
<b>SL.2</b> – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SL.3</b> – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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## Book Club Common Core Alignment

Common Core State Standards Correlation
A Long Way from Chicago Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "A Long Way from Chicago" correlate with the following English Language Arts Common Core State Standards for 5th grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.5.4</b> – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>L.5.5</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.5.6</b> – 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).
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## Vocabulary Connections Common Core Alignment

# Book Club Management Materials Spanish Resources

## Book Club Calendar

Mes: \_\_\_\_\_ Nombre: \_\_\_\_\_

domingo	lunes	martes	miércoles	jueves	viernes	sábado

**Iniciar el Conversación**

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

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

Book Club  
A Long Way from Chicago

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## Custom Calendar Template

Conversation Prompts

## Expectation Guide for Before, During, and After Book Club

Nombre: \_\_\_\_\_

### Cómo lo hice en el A Long Way from Chicago 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 Entonces yo participo en el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				
Tenía mis materiales.				Durante yo participo en el Club de libros
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				Después yo escribo mi respuesta
Me tomé el tiempo para reflexionar.				
Se cuándo y dónde me prepararé para la próxima reunión.				
Nota	Una nota de tu maestro			
/ 27				

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## Student Self-Evaluation Rubric

Nombre: \_\_\_\_\_

### Cómo lo hice en el A Long Way from Chicago 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 Entonces yo participo en el Club de libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de libros.				
Tenía mis materiales.				Durante yo participo en el Club de libros
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				Después yo escribo mi respuesta
Me tomé el tiempo para reflexionar.				
Se 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>Ello 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>Escibe 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>Escibe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>Escibe 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>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>Elige una escena del libro. ¿Día cómo sería diferente si se convirtiera en una película?</p>

**Direcciones:** Elige una de las opciones de respuesta de la pizarra. Escibe 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 5<sup>th</sup> Grade Common Core Alignment