

Here's What You'll Get with the I Survived the Great Chicago Fire, 1871 Book Club

Sequence of Events Lesson Plans for 5 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

I Survived the Great Chicago Fire, 1871
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: R

Book Club

Meeting #3 Continued
Chapters 5 – 8 Discussion Questions:

- Oscar goes into the burning house to try to rescue Jennie and Bruno. How does knowing that Oscar survives impact your reading?
Answers will vary: I know that the book is "I Survived!" Oscar will be okay. This part is very suspenseful and I wondered how Oscar would get out of the fire. (page 41)
- Has your opinion of Jennie changed from when she was first introduced in the story to now? Why or why not?
Answers will vary: Yes, my opinion of Jennie has changed. At first, I did not like her very much because she helped the boys steal the suitcases from Oscar. Now she helped save him from the fire. (page 43)

Chapters 5 – 8 Vocabulary Words:

- Ignited (page 30) – to begin burning; to catch fire
- Char (page 33) – a glowing piece of coal or wood from a fire
- Fireproof (page 47) – not easily burned; not able to catch fire

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

I Survived the Great Chicago Fire, 1871
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Book Club

Introduce Facts About Fires and Tracking Sequence Of Events

Meeting #1 Continued
Time to Teach: Introduce Facts About Fires and Tracking Sequence Of Events

- Ask students to look at the cover of *I Survived the Great Chicago Fire, 1871*. What do they notice?
- Distribute the **Great Chicago Fire Map and Facts**. Discuss the facts and map. (Note: The red portion of the map indicates the area of the city that was burned.)
- Instruct students to open the book and spend a minute looking through the pages. What do they notice? (Sample answers: There are a few illustrations, the chapters are fairly short, there is a picture of a sheriff's badge with a dent in it at the start of each chapter, many of the chapters have a location, date and time at the beginning.)
- Ask students why they think the date, time, and location are provided at the beginning of some of the chapters? (Sample answer: The time and location change, so the author is letting us know. The events are not happening in time order; the second chapter is three hours earlier than the first chapter.)
- Ask students why they think the author may have written the story using flashbacks instead of beginning to end? (Sample answer: The reader knows that the main character survives. We don't have to worry about the main character, so we can focus on how he survived.)

Model How to Track Sequence of Events

- Draw student attention to the fact that they will have to keep track of when the author is switching between present time, flashing back, or flashing forward.
- Distribute a copy of the **Tracking Sequence of Events** chart or ask students to copy the graph in their Reader's Notebook.
- Tell students that this chart will help them keep track of the order of events as they read.

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Book Club

I Survived the Great Chicago Fire, 1871
By: Lauren Tarshis

Sample Tracking Sequence of Events – Chapters 2 - 4

Chapter	Date, Time, and Location	Important Events
2	October 8, 1871 9:30 p.m. Train to Chicago	Oscar is riding on the train to Chicago with his mother and her new husband, Mr. Morrow. We learn that Oscar's father died in a railroad fire, and that on the farm and Mr. Morrow came to Chicago to start a new life in the city.
3	Train Station Chicago	Oscar feels out of place in the train station. Remember his father while waiting for his mother and Mr. Morrow to return from the bathroom. His dad had been a sheriff for a short time and chased a bad guy to Chicago. There was a gunfight and his dad died, but his badge saved him. Dad decided to become a farmer instead and met Oscar's mother. Oscar is excited and the suitcase was stolen (his dad's sheriff's badge is in the suitcase).
4	October 8, 1871 9:00 p.m. Chicago	After talking to the police, Oscar, his mother, and Mr. Morrow leave and head towards a hotel for dinner. Oscar spots the girl that stole his suitcase in the crowd.

Sample Reader's Notebook Entries

I Survived the Great Chicago Fire, 1871
By: Lauren Tarshis
Grade Level: 4 / Guided Reading Level: R

Book Club

Meeting #4 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 form will be sent home or can be saved until the student's progress across the book club.)

Wrap Up the Book Club Meeting

- Assign students to independently read Chapters 13 – 15.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.
- Remind students that they are responsible for the following:
 - Tracking sequence of events using the **Tracking Sequence of Events** chart.
 - Responding to Chapters 13 – 15 using the Reading Response Board.

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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Facts About Fires and Tracking Sequence of Events

Meeting #1 Continued
Time to Teach: Introduce Facts About Fires and Tracking Sequence of Events

Sorting Out of the Sequence of Events

Meeting #3 Continued
Kick-off the Book Club Meeting (5-7 minutes)

- Either students earned 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 responses to the question below.
- Deepen the discussion with questions from the chapters.
- Focus on developing respectful conversation prompts from the calendar.

Time to Teach: Sorting Out the Sequence of Events (20 minutes)

- Ask for volunteers to share their responses to the question below.
- Tell students that as we read the sequence of events for this story, we will be using a sequence of events chart to track the events in the story.
- Review the graph, and model how to use it.
- Line Graphing a story the events in the story that are complete a sample story in three lines that are:
 - Start events from the book
 - Place the key events of the story in the graph

Sequence of Events and Flashbacks

Meeting #2 Continued
Time to Teach (continued)

- Tell students that authors use flashbacks to give the reader more information about events or characters. Otherwise, the information is used to help the reader understand what's happening at the present time in the story.

Major and Minor Conflicts in the Sequence of Events

Meeting #4 Continued
Model How to Identify Major and Minor Conflicts

- Write the heading "Major" and "Minor" on chart paper.
- Place each of the conflicts written on the paper heading.
- Ask students to identify the conflicts that one body to have people in the Great Chicago Fire (see below).
- Write the heading "Major" and "Minor" on chart paper.
- Place each of the conflicts written on the paper heading.
- Ask students to identify the conflicts that one body to have people in the Great Chicago Fire (see below).
- Write the heading "Major" and "Minor" on chart paper.
- Place each of the conflicts written on the paper heading.
- Ask students to identify the conflicts that one body to have people in the Great Chicago Fire (see below).

Climax and Resolution as Part of a Sequence of Events in Fiction

Events in Fiction

- Mr. Morrow finds Oscar.
- Mr. Morrow and Oscar try to flee the city by crossing the river to Woodstock.
- The rowboat catches fire and Mr. Morrow and Oscar have to jump into the water.
- Mr. Morrow can't swim, so Oscar helps him with a piece of wood.
- Chicago.
- They reach the northshore of the river.
- Falling Action: Mr. Morrow and Oscar continue walking to get to Mr. Morrow's house. The fire continues to rage, so they must walk in Lake Michigan.
- Resolution: Mr. Morrow and Oscar make it to Mr. Morrow house where Oscar's mother is waiting.
- Jennie and Bruno are found and brought safely to Mr. Morrow's house to live. (This is a flash forward in the events sequence.)
- Oscar can't watch over the family's farm by looking at the picture Mr. Morrow drew.
- Review students that resolution refers to the point at which the conflict is solved or ended.
- Identify all of the ways that the story is resolved:
 - Oscar is reunited with his mother.
 - Chicago starts to be rebuilt.
 - Jennie and Bruno are found and finally have home with Oscar.
 - Enos goes to jail.

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5 Sequence of Events 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
I Survived the Great Chicago Fire, 1871

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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
I Survived the Great Chicago Fire, 1871

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Student Self-Evaluation Rubric

Name: _____

How I Did in I Survived the Great Chicago Fire, 1871 Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				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				

Book Club
I Survived the Great Chicago Fire, 1871

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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 _____	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.

Book Club
I Survived the Great Chicago Fire, 1871

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with 4th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____
Score: _____

I Survived the Great Chicago Fire, 1871
CCSS Assessment

Directions: Use what you know about *I Survived the Great Chicago Fire, 1871* to answer each of the following questions.

What was the author's purpose in writing this book?

Which of the following is a theme of the book?

A Children can help adults.
 B Sometimes good things can come from bad things.
 C Never give up.
 D All of the above.

Describe how the setting, Chicago in 1871, is different from today.

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

Complete Common Core Assessment

Practice with multiple choice questions

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

Name: _____
Score: _____

I Survived the Great Chicago Fire, 1871
CCSS Assessment

Directions: Use what you know about *I Survived the Great Chicago Fire, 1871* to answer each of the following questions.

What is the role of the illustrations in this story?

A The illustrations fill up extra pages.
 B The illustrations give me something to look at when I am tired of reading.
 C The illustrations show how the character were feeling.
 D The illustrations tell me how the fire started.

How might Oscar's experience be different from someone who actually lived through The Great Chicago Fire of 1871?

Which genre do you enjoy reading more, historical fiction or informational text? Explain your answer.

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

Short answer practice

Name: _____

I Survived the Great Chicago Fire, 1871
Book Club Focus Assessment

Directions: Use what you know about the conflicts and resolutions in *I Survived the Great Chicago Fire, 1871* to answer each of the following questions.

Tell about the setting of main part of the story. Why are these details important?

What is the sequence of events for *I Survived the Great Chicago Fire, 1871*?

Put these events in chronological order:

A The story begins when Oscar's father dies.
 B The story begins when the fire starts.
 C The story begins when Oscar arrives in Chicago.
 D The story begins when Mr. Morrow marries Oscar's mother.

A Oscar's suitcase is stolen in the train station.
 B Papa chases Earless Kildair to Chicago.
 C Oscar is reunited with Jennie and Bruno.
 D Oscar saves Mr. Morrow from drowning in the river.

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Focus Assessment for Tracking Sequence of Events

Answer Keys

Answer Key

I Survived the Great Chicago Fire, 1871
CCSS Assessment

Directions: Use what you know about *I Survived the Great Chicago Fire, 1871* to answer each of the following questions.

What is the role of the illustrations in this story?

A The illustrations fill up extra pages.
 B The illustrations give me something to look at when I am tired of reading.
 C The illustrations show how the character were feeling.
 D The illustrations tell me how the fire started.

How might Oscar's experience be different from someone who actually lived through The Great Chicago Fire of 1871?

Which genre do you enjoy reading more, historical fiction or informational text?

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Rubric with optional Common Core Alignment

Student: _____ Date: _____

Sequence of Events Focus Assessment Rubric

CCSS Reading Literature Standard 4.3
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill:	Was not able to describe the sequence of events in the story.	Was able to describe the sequence of events in the story some of the time.	Was able to describe the sequence of events in the story and support it with details from the text most of the time.	Was able to describe the sequence of events in the story and support it with details from the text all of the time.

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

- Look at sequence of events and identify where a flashback exists
- List details of the story and put them in order
- Identify the conflicts, climax, and resolution in a fictional story

Book Club
I Survived the Great Chicago Fire, 1871

CCSS:ELA-LITERACY:RL.4.3 | I Survived the Great Chicago Fire, 1871 Book Club | ©BookPagez.com

Running Record

Title: *I Survived the Great Chicago Fire, 1871* Guided Reading Text Level: **B** 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 50% - 89% Accuracy	COUNT		INFORMATION USED	
				E	I	SC	MSV
1							

Tested By: _____ ©BookPagez.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
I Survived the Great Chicago Fire, 1871 Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "I Survived the Great Chicago Fire, 1871" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.
RL.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., characters' thoughts, words, or actions).
RL.4 – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).
RL.5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, meter, rhyme, repeated lines, groups of stanzas), settings, descriptions, dialogue, stage directions when writing or speaking about a text.
RL.6 – Compare and contrast the point of view from which different stories are narrated, including the differences between first and third person narrations.
RL.7 – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.8 – Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.10 – By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
RF.3.3 – 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.4.4 – 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.
Speaking & Listening
SL.4.1a – 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.4.1b – Follow agreed-upon rules for discussion and carry out assigned roles.
SL.4.1c – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Book Club Common Core Alignment

Common Core State Standards Correlation
I Survived the Great Chicago Fire, 1871 Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "I Survived the Great Chicago Fire, 1871" 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.4.1 – Consult general and specialist reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.4 – 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., quizzed, whined, slammed) 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 adición ...
- 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
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda 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"/> Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanezca en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? 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 I Survived the Great Chicago Fire, 1871 Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Lí la tarea.				Antes Respondí al texto en el cuaderno de mi lector. Preparé algo para compartir con mi Club de Libros. Tenía mis materiales.
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante Le hice una pregunta a alguien. Me mantuve atento a la tarea, escuché y mostré respeto a los demás.
Tenía mis materiales.				
Compartí mi pensamiento.				Después Me tomé el tiempo para reflexionar. Sé cuándo y dónde me prepararé 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.				
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>Escriba 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>Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p> <p>Compare y contrasta 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 leíste. ¿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 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>Elja dos configuraciones del texto. Explica 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>¿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>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. Dita cómo sería diferente si se convirtiera en una película.</p> <p>Escriba un resumen del texto que leíste hoy.</p>
--	--	--	--

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, colorea en el cuaderno de la tabla de arriba.

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