

# Here's What You'll Get with the Pictures of Hollis Woods Book Club

## Plot Lesson Plans for 6 Book Club Meetings

### 4 Part Lesson Plans

Book Club		
<b>Pictures of Hollis Woods</b> By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V		
<b>Discussion Questions and New Vocabulary</b>	<b>Meeting #2 Continued</b> <b>Chapter 2 New Vocabulary:</b> <ol style="list-style-type: none"> <li>Whittling (pg. 18) – to make or shape (something) from a piece of wood by cutting small pieces from it</li> <li>Ancient (pg. 21) – very old; having lived or existed for a very long time</li> <li>Iridescent (pg. 23) – shining with many different colors when seen from different angles</li> <li>Pickereel (pg. 23) – a small North American fish that lives in rivers and streams</li> </ol> <b>Chapter 3 Discussion Questions:</b> <ol style="list-style-type: none"> <li>Why does Hollis say “on Josie’s check days we ate big”?                      Answer: As soon as they got a check, they would spend it on food they liked. They didn’t always save the money to eat well the whole month; “spread it out.” (pg. 30)</li> <li>What does Hollis know that the woman from foster care doesn’t?                      Answer: Josie forgets things a lot. (pg. 31)</li> <li>How do they get into the movie without money?                      Answer: Josie’s cousin, Beatrice is the ticket-taker and lets them in without paying. (pg. 34)</li> </ol> <b>Chapter 3 New Vocabulary:</b> <ol style="list-style-type: none"> <li>Trundled (pg. 30) – to walk slowly and heavily</li> <li>Tempera (pg. 33) – a kind of paint in which the color is mixed with water and usually egg</li> <li>Marquee (pg. 34) – a sign over the entrance to a theater that shows the name of the show, movie, play, etc., and the names of the main performers</li> </ol>	
	Pictures of Hollis Woods Book Club   ©BookPagez.com	

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		
<b>Pictures of Hollis Woods</b> By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V		
<b>Following a Linear Timeline as You Read</b>	<b>Meeting #2 Continued</b> <b>Kick-off the Book Club Meeting (5-7 minutes)</b> <ul style="list-style-type: none"> <li>Gather students – remind them to bring everything they might need for Book Club (book, Reader’s Notebook, pencil, etc.).</li> <li>Review the conversation prompts on the Book Club Calendar.</li> <li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li> <li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li> <li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> </ul> <b>Time to Teach: Following a Linear Plot Line As You Read (7-10 minutes)</b> <ul style="list-style-type: none"> <li>Remind students that in this story, the chapters with numbers follow a linear plot line. These events take place in chronological order.</li> <li>Can determine the sequencing of the text by:                             <ul style="list-style-type: none"> <li>Looking for time order words (first, next, then, etc.).</li> <li>Inferring that the text is written in chronological order by looking at the sequencing of events.</li> </ul> </li> <li>Tell students the reader can identify the organization of the plot by listing the events in those chapters.</li> <li>Distribute a copy of <b>Plot Diagram: Chapters</b> to students.</li> <li>Show students how to plot events (sticky notes) on the plot diagram.                             <ul style="list-style-type: none"> <li>In chapters 1-4 students should have sticky notes noting the exposition and conflicts described in chapters 1-4</li> <li>Exposition (chapter 1): Hollis is being taken to a new house by a lady “the mustard woman”; Hollis usually runs away, but the foster mom is an artist and Hollis likes her already.</li> </ul> </li> </ul>	
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Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club		
<b>Pictures of Hollis Woods</b> By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V		
<b>Looking at the Relationship Between Linear and Non-Linear Timelines</b>	<b>Meeting #5 Continued</b> <b>Model How to Respond to Reading:</b> <ul style="list-style-type: none"> <li>Tell students that you are going to work together to connect events from the “Pictures” chapters to the “Numbered” chapters.</li> <li>Refer to the <b>Plot Diagram: Chapters</b>. Choose a sticky note describing a time when Hollis runs away. Then look at the <b>Learning About Hollis: Pictures</b> chart. Choose a sticky note that describes a time when she ran away. Take the sticky note from the Learning About Hollis chart and place it next to the corresponding event on the plot diagram.</li> <li>If time permits, ask students to work with a partner to match events from both timelines.</li> <li>There may be some events that can not be matched.</li> </ul> <b>Take Time to Reflect (2 minutes)</b> <ul style="list-style-type: none"> <li>Distribute the Student Self-Evaluation Assessments.</li> <li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li> <li>Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any sticky notes from the teacher).</li> </ul> <b>Wrap Up the Book Club Meeting</b> <ul style="list-style-type: none"> <li>Assign students to independently read <b>Chapter 16 – End of the Book</b>.</li> <li>Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.</li> <li>Remind students that they are responsible for the following:                             <ol style="list-style-type: none"> <li>Continue to write sticky notes as you read. Place them on the Plot Diagram: Chapters or the Learning About Hollis: Pictures chart.</li> <li>Responding to the reading using the Learning About Hollis: Response Option Board.</li> </ol> </li> </ul>	
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Book Club		
<b>Pictures of Hollis Woods</b> By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V		
<b>Introduce Plot Structure and Organization</b>	<b>Model How to Respond to Reading</b> <ul style="list-style-type: none"> <li>Read together pages 1-2, “Introduction”</li> <li>Distribute two copies of the “Picture” chapters to students.</li> <li>Discuss the events of “Introduction”</li> <li>Open to a clean page in the book</li> <li>Write each event on a sticky note</li> <li>Place the sticky notes on the student’s Plot Diagram</li> <li>Open to another clean page in the book</li> <li>Write the page number on the sticky note</li> <li>Place the sticky notes on the Plot Diagram</li> </ul>	
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Book Club		
<b>Pictures of Hollis Woods</b> By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V		
<b>Learning About Character with a Non-Linear Timeline</b>	<b>Model How to Respond to Reading</b> <ul style="list-style-type: none"> <li>Ask students what the “Picture” chapters are about.</li> <li>Sample answers: they use flashcards about the characters from the story.</li> <li>Ask students to share one of their sticky notes about a character from the story.</li> <li>Place the sticky notes on the student’s Plot Diagram</li> </ul>	
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Book Club		
<b>Pictures of Hollis Woods</b> By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V		
<b>Following a Linear Timeline as You Read</b>	<b>Model How to Respond to Reading</b> <ul style="list-style-type: none"> <li>Ask students to work together to connect events from the “Pictures” chapters to the “Numbered” chapters.</li> <li>Refer to the <b>Plot Diagram: Chapters</b>. Choose a sticky note describing a time when Hollis runs away. Then look at the <b>Learning About Hollis: Pictures</b> chart. Choose a sticky note that describes a time when she ran away. Take the sticky note from the Learning About Hollis chart and place it next to the corresponding event on the plot diagram.</li> <li>If time permits, ask students to work with a partner to match events from both timelines.</li> <li>There may be some events that can not be matched.</li> </ul>	
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Book Club		
<b>Pictures of Hollis Woods</b> By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V		
<b>Connections Between Linear and Non-Linear Timelines</b>	<b>Model How to Respond to Reading</b> <ul style="list-style-type: none"> <li>Ask students to work together to connect events from the “Pictures” chapters to the “Numbered” chapters.</li> <li>Refer to the <b>Plot Diagram: Chapters</b>. Choose a sticky note describing a time when Hollis runs away. Then look at the <b>Learning About Hollis: Pictures</b> chart. Choose a sticky note that describes a time when she ran away. Take the sticky note from the Learning About Hollis chart and place it next to the corresponding event on the plot diagram.</li> <li>If time permits, ask students to work with a partner to match events from both timelines.</li> <li>There may be some events that can not be matched.</li> </ul>	
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Book Club		
<b>Pictures of Hollis Woods</b> By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V		
<b>Looking at the Relationship Between Linear and Non-Linear Timelines</b>	<b>Model How to Respond to Reading</b> <ul style="list-style-type: none"> <li>Tell students that you are going to work together to connect events from the “Pictures” chapters to the “Numbered” chapters.</li> <li>Refer to the <b>Plot Diagram: Chapters</b>. Choose a sticky note describing a time when Hollis runs away. Then look at the <b>Learning About Hollis: Pictures</b> chart. Choose a sticky note that describes a time when she ran away. Take the sticky note from the Learning About Hollis chart and place it next to the corresponding event on the plot diagram.</li> <li>If time permits, ask students to work with a partner to match events from both timelines.</li> <li>There may be some events that can not be matched.</li> </ul>	
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Book Club		
<b>Pictures of Hollis Woods</b> By: Patricia Reilly Giff Grade Level: 5 / Guided Reading Level: V		
<b>Reflecting on Plot Structure and Organization</b>	<b>Model How to Respond to Reading</b> <ul style="list-style-type: none"> <li>Distribute the Student Self-Evaluation Assessments.</li> <li>Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.</li> <li>Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any sticky notes from the teacher).</li> </ul>	
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# 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  
Pictures of Hollis Woods

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

Book Club  
Pictures of Hollis Woods

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## Student Self-Evaluation Rubric

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

### How I Did in Pictures of Hollis Woods Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I have prepared to participate in my 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 my 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				

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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 <sup>st</sup> , 2 <sup>nd</sup> , or 3 <sup>rd</sup> 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.			

Book Club  
Pictures of Hollis Woods

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

<b>RLS.6</b> Write about the way this story was told. Who told the story?	<b>RLS.7</b> What is the overall mood of this book? Why do you think so? Give examples.	<b>RLS.3</b> Choose two settings from the text. Explain why each is important to the story.	<b>RLS.2</b> What is the theme of this book? Why do you think so? Give examples.
<b>RLS.1</b> Write about the three inferences you made while reading. Explain why these inferences are important.	<b>RLS.4</b> Write about the new words you read. What do you think the words mean? Why?	<b>RLS.10</b> How does this text compare to other books you've read? Give examples.	<b>RLS.4</b> What are some powerful words or phrases used in the text? Why are they powerful?
<b>RLS.10</b> Write about the reading strategies you used to help you be a better reader.	<b>RLS.5</b> Which chapter was the most important? Why do you think so?	<b>RLS.6</b> Write about the author's message and use evidence from the text to support your thinking.	<b>RLS.9</b> Tell the genre of your text and explain how you know.
<b>RLS.3</b> Compare and contrast two characters. Tell how they are the same and different.	<b>RLS.1</b> Make an inference about the main character. What makes the character happy? Give examples.	<b>RLS.10</b> Write about the things a reader needs to know in order to understand the text.	<b>RLS.7</b> Choose a scene from the book. Tell how it would be different if it was made into a movie.
<b>RLS.5</b> Write about the way the main problem and solution unfolded in the story.	<b>RLS.4</b> Give at least 3 examples of figurative language. Tell how the language affected your comprehension.	<b>RLS.10</b> What did you learn about yourself as a reader today? Use examples from the text.	<b>RLS.2</b> Write a summary of the text that you read today.

Book Club  
Pictures of Hollis Woods

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

# Book Club Assessment Materials

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

**Plot** Pictures of Hollis Woods  
Book Club Focus Assessment

Complete Common Core Assessment

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

What are the elements of plot?

\_\_\_\_\_

What would change if you took out the "Pictures" chapters from this story?

\_\_\_\_\_

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

Score: \_\_\_\_\_

Pictures of Hollis Woods  
CCSS Assessment

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

What inference can you make from this passage? Choose all that apply.

"That foolish woman forgot that as long as I had a pencil and paper, I'd get along. I drew her with her pursed-up lips, then tied her picture to the tree for target practice with gravel from the path."

- A Hollis Woods is a mean girl.
- B The lemon lady has pursed up lips.
- C Hollis uses drawing to release her emotions.
- D None of the above.

RL.5.1

What is the theme of the story? Choose any that apply.

- A Everyone needs to belong.
- B Kindness is so important in life.
- C Creativity helps us get through difficulties.
- D None of the above.

RL.5.2

How are the lemon lady and the mustard woman alike?

- A They both are doing a job but aren't kind to Hollis.
- B They both have a sweet disposition.
- C They both drive her to new places.
- D None of the above.

RL.5.3

CCSS Assessment 5<sup>th</sup> Grade Reading Standards for Literature | ©BookPagez.com

Short answer practice

One essential question for each of the 5<sup>th</sup> grade Reading Literature standards

Practice with multiple choice questions

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

**Plot** Pictures of Hollis Woods  
Book Club Focus Assessment

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

What is the surprise event in the final picture chapter?

What is the part of the story that has many conflicts?

- A Resolution
- B Falling action
- C Rising action
- D None of the above

What is the key event in chapter 1?

- A Hollis is taken in by Old Man.
- B Hollis is reprimanded by a teacher for her drawing of a family.
- C Hollis does not know her alphabet.
- D None of the above.

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Focus Assessment for Plot

Answer Keys

Answer Key

**Plot** Pictures of Hollis Woods  
Book Club Focus Assessment

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

What is the author comparing in this line?  
"She's a mountain of trouble that Hollis Woods."

- A Hollis to a mountain that won't budge
- B Hollis to trouble
- C Mountains to trouble
- D None of the above

How is this text organized?

- A With chapters
- B With stanzas
- C With alternating chapters
- D None of the above

Who is telling the story?

- A Hollis, a first person narrator
- B Old Man
- C Lemon Lady
- D An outside third person narrator

CCSS Assessment 5<sup>th</sup> Grade Reading Standards for Literature | ©BookPagez.com

**Focus Assessment Rubric**

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

**CCSS Reading Literature Standard 5.5**  
Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 – 1 Correct	2 – 3 Correct	4 – 5 Correct	6 Correct
Specific Skill: Story Structure	Was beginning to show how chapters fit together to provide the overall structure of a novel.	Is able to show how chapters fit together to provide the overall structure of a novel, some of the time.	Is able to show how chapters fit together to provide the overall structure of a novel, most of the time.	Is able to show how chapters fit together to provide the overall structure of a novel, all of the time.

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

- Recognize that stories have different organizational elements
- Follow the message of the story across chapters
- Identifying how a text is organized
- Showing how the story would change if it did not have intervening chapters
- Identifying why the author chose to structure the story as she did

Book Club  
Pictures of Hollis Woods

CCSS.ELA-LITERACY.RL.5.5 Pictures of Hollis Woods Book Club | ©BookPagez.com

Rubric with optional Common Core Alignment

**Running Record**

Title: Pictures of Hollis Woods Guided Reading Test 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) \_\_\_\_\_

Topic	EASY 95%-100% Accuracy		INSTRUCTIONAL 90%-94% Accuracy		HARD 80%-89% Accuracy	
	E	SC	E	SC	E	SC
1						

Analysis and Comments:

Tested By: \_\_\_\_\_ ©BookPagez.com

Running Record

# Vocabulary Connections Resources

### Vocabulary Connections

**Pictures of Hollis Woods**  
By: Patricia Reilly Giff  
Grade Level: 5 / Guided Reading Level: V

**Important Words to Know and Understand in "Pictures of Hollis Woods"**

- Abominable** (pg. 107)  
Very bad or unpleasant
- Ancient** (pg. 165)  
Very old
- Astronomy** (pg. 147)  
The scientific study of stars, planets, and other objects in outer space
- Cascading** (pg. 140)  
A large amount of something hanging down
- Freebie** (pg. 31)  
Something that is given for free
- Frenzied** (pg. 77)  
Very excited
- Mangy** (pg. 7)  
Having a skin disease that causes itching and loss of hair
- Rummage** (pg. 85)  
To search for something especially by moving and looking through the contents of a place
- Sleet** (pg. 73)  
Frozen rain
- Tempera** (pg. 33)  
A kind of paint in which the color is mixed with water and usually egg

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in *Pictures of Hollis Woods* Word List

## Word and Definition Sorting Cards

### Vocabulary Connections

**Pictures of Hollis Woods**  
By: Patricia Reilly Giff  
Grade Level: 5 / Guided Reading Level: V

<b>Abominable</b> Very bad or unpleasant	<b>Ancient</b> Very old	<b>Astronomy</b> The scientific study of stars, planets, and other objects in outer space
<b>Cascading</b> A large amount of something hanging down	<b>Mangy</b> Having a skin disease that causes itching and loss of hair	<b>Rummage</b> To search for something especially by moving and looking through the contents of a place
<b>Tempera</b> A kind of paint in which the color is mixed with water and usually egg	<b>Sleet</b> Frozen rain	

Definition Vocabulary Sorting Cards | ©BookPages.com

### Vocabulary Connections

**Pictures of Hollis Woods**  
By: Patricia Reilly Giff  
Grade Level: 5 / Guided Reading Level: V

<b>Abominable</b> is a/an noun verb adverb adjective Definition of Abominable:  Abominable looks like this:  Abominable reminds me of:  I saw this word in	<b>Ancient</b> is a/an noun verb adverb adjective Definition of Ancient:  Ancient looks like this:  Ancient reminds me of:  I saw this word in	<b>Astronomy</b> is a/an noun verb adverb adjective Definition of Astronomy:  Astronomy looks like this:  Astronomy reminds me of:  I saw this word in
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Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

### Word Games with Words from *Pictures of Hollis Woods*

**Directions:** Use each clue to decide where each vocabulary word goes in the crossword puzzle.

**Across**

- 2. very old
- 4. a word that means to ransack

**Down**

- 1. very excited
- 2. another word for awful
- 3. synonym of outpouring

**Directions:** Circle the nouns in the word bank and use them to complete the following sentences.

**Word Bank**

Astronomy    Tempera    Ancient  
Frenzied    Freebie    Sleet

- 1. He is interested with the study of planets and all the objects in outer space, so his favorite subject is \_\_\_\_\_.
- 2. The winter storm has unleashed unexpected amount of \_\_\_\_\_.
- 3. She was delighted that the product she bought comes with a \_\_\_\_\_.

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

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**Answer Key**

For each vocabulary word goes in the crossword puzzle:

Across: 2. Ancient, 4. Rummage  
Down: 1. Frenzied, 2. Sleet, 3. Freebie

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

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## Word Games and Answer Key

### Vocabulary Connections

**Pictures of Hollis Woods**  
By: Patricia Reilly Giff  
Grade Level: 5 / Guided Reading Level: V

**Pictures of Hollis Woods**  
By Patricia Reilly Giff

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

**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 it 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?

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

**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
<p>Pictures of Holly Woods Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pictures of Holly Woods" correlate with the following English Language Arts Common Core State Standards for 8th grade.</p> <p><b>Book Club Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RL.8.1</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.8.2</b> - Determine a theme or topic, analyze how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>RL.8.3</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).</p> <p><b>RL.8.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.8.5</b> - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>RL.8.6</b> - Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>RL.8.7</b> - 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).</p> <p><b>RL.8.9</b> - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) or their approaches to similar themes and topics.</p> <p><b>RL.8.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, of the high end of the grades 8-10 text complexity band independently and proficiently.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.8.3</b> - Apply and adapt grade-level strategies and word analysis skills in decoding words.</p> <p><b>RF.8.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.8.8</b> - Recal 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.</p> <p><b>W.8.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.8.6</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.</p> <p><b>SL.8.7</b> - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>SL.8.8</b> - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>
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## Book Club Common Core Alignment

Common Core State Standards Correlation
<p>Pictures of Holly Woods Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Pictures of Holly Woods" correlate with the following English Language Arts Common Core State Standards for 8th grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>L.8.4a</b> - Use context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.8.4b</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.8.4c</b> - Analyze 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).</p>
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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 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"> <li>Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura.</li> <li>Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno.</li> <li>Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.).</li> </ul>	<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"/> Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> <li>Intenta no interrumpir: espera tu turno para compartir</li> <li>Use lenguaje respetuoso</li> <li>Escucha cuidadosamente</li> </ul>	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> <li>¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector?</li> <li>¿Qué puedes hacer para tener una mejor conversación la próxima vez?</li> <li>Regístre su tarea de lectura en su calendario del Club de Libro.</li> <li>Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).</li> </ul>




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## Student Self-Evaluation Rubric

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

### Cómo lo hice en el Pictures of Hollis Woods Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Pude hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del 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 la reunión del Club de Libro
Compartí mi pensamiento.				
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				Después de la reunión del Club de Libro
Me tomé el tiempo para reflexionar.				
Sié cuando 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>Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p> <p>¿Cuál fue la idea principal del texto que leste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p> <p>Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p> <p>Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p> <p>Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p> <p><b>Direcciones:</b> Elija una de las opciones de D después de que hayas escrito.</p>	<p>¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p>Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p> <p>¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>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>Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</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 lees hoy. Indique cómo el lenguaje del autor afecta su comprensión.</p>	<p>¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p> <p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> <p>Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p><b>RL.5.4</b> Escribe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p> <p><b>RL.5.1</b> ¿Cuál fue la idea principal del texto que leste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p> <p><b>RL.5.10</b> Escribe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p> <p><b>RL.5.3</b> Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p> <p><b>RL.5.5</b> Escribe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p><b>RL.5.7</b> ¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?</p> <p><b>RL.5.4</b> Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p> <p><b>RL.5.5</b> ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p><b>RL.5.3</b> Elja dos configuraciones del texto. Explica por qué cada uno es importante para la historia.</p> <p><b>RL.5.10</b> ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p> <p><b>RL.5.6</b> Escribe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p> <p><b>RL.5.10</b> Escribe sobre las cosas que un lector necesita saber para entender el texto.</p>	<p><b>RL.5.2</b> ¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p> <p><b>RL.5.4</b> ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> <p><b>RL.5.9</b> Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> <p><b>RL.5.7</b> ¿Dónde como sería diferente si se convirtiera en una película?</p> <p><b>RL.5.2</b> Escribe un resumen del texto que leste hoy.</p>



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