

# Here's What You'll Get with the Sarah, Plain and Tall Book Club

## Tracking Characters Lesson Plans for 5 Book Club Meetings

### 4 Part Lesson Plans

**Book Club**

**Sarah, Plain and Tall**  
By: Patricia MacLachlan  
Grade Level: 4 / Guided Reading Level: R

**Discussion Questions and New Vocabulary**

**Meeting #2**

**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 2 Discussion Questions:**

1. What can you infer about Sarah based on her letter to Caleb?
2. What can you infer about Sarah based on her letter to Caleb?
3. Why does Sarah want Papa to tell Caleb and Anna that she sings? Why is that important?

**Chapter 2 New Vocabulary:**

1. Pesky (pg. 12) – annoying or irritating
2. Pitchfork (pg. 14) – a tool used for lifting hay
3. Stall (pg. 14) – an enclosed area in a building where a farm animal (such as a horse or cow) is kept
4. Bonnet (pg. 15) – a hat that lies under the chin

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

**Book Club**

**Sarah, Plain and Tall**  
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**Tracking Characters with Inferring**

**Meeting #2 Continued**

**Time to Teach: Making Inferences to Track Characters (7-10 minutes)**

- Discuss the new character that was introduced in chapters 2 and 3 (Sarah).
- Draw students' attention to pages 11 – 12.
  - Reread Sarah's letter to Anna:

*Dear Anna,*

*Yes, I can braid hair and I can make stew and bake bread, though I prefer to build bookshelves and paint. My favorite colors are the colors of the sea, blue and gray and green, depending on the weather. My brother William is a fisherman, and that's when he is in the middle of a fog-bomb. The water is a color for which there is no name. He catches flounder and sea bass and bluefish. Sometimes he sees whales. And birds, too, of course. I am enclosing a book of sea birds so you will see what William and I see every day.*

*Very truly yours,*  
Sarah Elisabeth Wheaton

- Ask the students to identify things they know about Sarah from reading the letter.
- Talk about making inferences using clues from the text:
  - For example, Sarah writes a lot about the sea, therefore, the sea must be important to Sarah.
- Ask students what they can infer about Sarah when she explains that she would rather build bookshelves and paint than braid hair and bake bread.
- Begin to discuss the things that were learned about Anna, Caleb, and Papa in chapters 2-3.

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**Book Club**

**Sarah, Plain and Tall**  
By: Patricia MacLachlan  
Grade Level: 4 / Guided Reading Level: R

**Tracking Characters with Inferring**

**Meeting #2 Continued**

**Time to Teach (continued)**

- Draw students' attention to page 16.
  - Ask the students what they can infer about Papa from the following passage:
 

*"Papa got up early for the long day's trip to the train and back. He brushed his hair so slick and shiny that Caleb laughed. He wore a clean blue shirt, and..."*
- Prompt the students to add Sarah to their list of characters along with the information they can infer about each of the other characters in their Reader's Notebooks (refer to the Sample Notebook page).
- Allow students to set up their notebook following your example.

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

- Distribute the **Student Self Evaluation Assessment**.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

**Wrap up the Book Club Meeting**

- Assign students to independently read **Chapters 4-5**.
- Determine as a group when the Book Club should meet again.
- Monitor students as they record the assignments in their Book Club Calendar.

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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Introduce Tracking Characters**

**Tracking Primary vs. Secondary Characters**

**Inferring Character Traits**

**Tracking Characters Across Longer Text**

**Tracking New Characters**

**Discussion Questions and New Vocabulary**

**Meeting #2 Continued**

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*"Papa got up early for the long day's trip to the train and back. He brushed his hair so slick and shiny that Caleb laughed. He wore a clean blue shirt, and..."*

Prompt the students to add Sarah to their list of characters along with the information they can infer about each of the other characters in their Reader's Notebooks (refer to the Sample Notebook page).

Allow students to set up their notebook following your example.

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Distribute the Student Self Evaluation Assessment. Ask students to reflect on the work they did in Book Club by completing the self-evaluation form. Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student progress across the Book Club).

**Wrap up the Book Club Meeting**

Assign students to independently read Chapters 4-5. Determine as a group when the Book Club should meet again. Monitor students as they record the assignments in their Book Club Calendar.

**Discussion Questions and New Vocabulary**

**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 8 Discussion Questions:**

1. Why do you think it is important to Sarah that she learns to ride a horse and drive a wagon?
2. Why does Sarah correct Papa when she says "We write the roof"?
3. Do you think Sarah will stay? Why or why not?

**Chapter 4 - New Vocabulary:**

1. By (pg. 54) - clever
2. Squall (pg. 47) - a sudden violent wind, often with rain or snow
3. Pungent (pg. 57) - a strong, sharp taste or smell

**Chapter 9 Discussion Questions:**

1. Do you think that Papa was worried that Sarah wouldn't come back?
2. Why is Sarah so important to Anna and Caleb?
3. Why do you think Sarah decided to stay?

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### 5 Tracking Characters 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 ...

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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> </ul> </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>	<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>

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## Student Self-Evaluation Rubric

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

### How I Did in the Sarah, Plain and Tall 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 prepared something to share with my Book Club
I responded to the text in my reader's notebook				
I had my materials				
I shared my thinking				During I asked someone a question
I stayed on task, listened, and showed respect to others				
I took the time to reflect				After I know when and where I will prepare for the next meeting

Score: / 27

A Note from Your Teacher: \_\_\_\_\_

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Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

Write about the way this story was told. Was it told in 1 <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.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if it were in a movie!
Write about the main problem and solution unfolded in the text.			

Directions: Choose one of the After you've written your response, color in the square on the board above.

RL.4.6	RL.4.7	RL.4.3	RL.4.2
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.
RL.4.1	RL.4.4	RL.4.10	RL.4.4
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?
RL.4.10	RL.4.5	RL.4.6	RL.4.9
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 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.
RL.4.3	RL.4.3	RL.4.10	RL.4.7
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 it were in a movie!
RL.4.5	RL.4.4	RL.4.10	RL.4.2
Write about the main problem and solution unfolded in the text.	Give an example of an interesting phrase you read today. Tell how the author's 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.

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

with 4<sup>th</sup> Grade Common Core Alignment

# Book Club Assessment Materials

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

**Sarah, Plain and Tall**  
CCSS Assessment

Directions: Use what you know about **Sarah, Plain and Tall** to answer each of the following questions.

Give an example of a time when Sarah showed that she was brave. Tell why her actions were brave.

Which of the following is **not** a theme of the book?  
 (A) Courage  
 (B) Jealousy  
 (C) Love and Friendship  
 (D) Acceptance

What does the word **squall** mean in the following sentence:  
 A sudden **squall** caused the trees to bend and the tumble weeds to fly.  
 (A) Thunder storm  
 (B) Snow storm  
 (C) Wind storm  
 (D) Electrical storm

CCSS Assessment 4<sup>th</sup>

Complete Common Core Assessment

Short answer practice

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

**Sarah, Plain and Tall**  
CCSS Assessment

Directions: Use what you know about **Sarah, Plain and Tall** to answer each of the following questions.

From who's point of view is the story told?  
 (A) Sarah's  
 (B) Caleb's  
 (C) Papa's  
 (D) Anna's

Read the following then underline the words that help you to visualize the scene.  
 "I've touched seals. Real seals. They are cool and slippery and they slide through the water like fish. They can cry and sing. And sometimes they bark, a little like dogs."

Compare the theme of this story to another story you've read.  
 Theme of Sarah, Plain and Tall: \_\_\_\_\_  
 Title of another story: \_\_\_\_\_  
 The stories are alike because \_\_\_\_\_  
 The stories are different because \_\_\_\_\_

Sarah, Plain and Tall can be categorized into which of the following genres?  
 (A) Nonfiction  
 (B) Fantasy  
 (C) Historical Fiction  
 (D) Poetry

CCSS Assessment 4<sup>th</sup> Grade Reading Standards for Literature | @BookPagez.com

One essential question for each of the 4<sup>th</sup> grade Reading Literature standards

Practice with multiple choice questions

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

**Tracking Characters**  
Sarah, Plain and Tall Book Club Focus Assessment

Directions: Use what you know about the characters in Sarah, Plain and Tall to answer each of the following questions.

Circle the main characters in Sarah, Plain and Tall?  
 Sarah Jacob Nick  
 Matthew Aunt Lou Anna  
 Rose William Caleb

Why did Sarah come to the Prairie?  
 To become a farmer  
 To have a family of her own  
 To meet new people

List 6 of Sarah's character traits.  
 1. \_\_\_\_\_ 4. \_\_\_\_\_  
 2. \_\_\_\_\_ 5. \_\_\_\_\_  
 3. \_\_\_\_\_ 6. \_\_\_\_\_

Why is Maggie important to Sarah?

Match each of the people in Sarah's life to their identity.  
 William Husband  
 Caleb Brother  
 Jacob Son

What is a Secondary Character?

CCSS.ELA-LITERACY.RL.4.3 Sarah, Plain and Tall Book Club | @BookPagez.com

## Focus Assessment for Tracking Characters

Answer Keys

Answer Key

**Sarah, Plain and Tall**  
CCSS Assessment

Directions: Use what you know about **Sarah, Plain and Tall** to answer each of the following questions.

Give an example of a time when Sarah showed that she was brave. Tell why her actions were brave.  
 Answers will vary. Sample answers include: Sarah was brave when she chose to stay with Jacob, Caleb, and Anna. Her choice was brave because it would be scary to leave your home and your family behind.

Which of the following is **not** a theme of the book?  
 (A) Courage  
 (B) Jealousy  
 (C) Love and Friendship  
 (D) Acceptance

Name a character. List 4 specific details to describe the character.  
 Character: \_\_\_\_\_  
 Answers will vary.  
 1. \_\_\_\_\_ 4. \_\_\_\_\_  
 2. \_\_\_\_\_ 5. \_\_\_\_\_  
 3. \_\_\_\_\_ 6. \_\_\_\_\_

What does the word **squall** mean in the following sentence:  
 A sudden **squall** caused the trees to bend and the tumble weeds to blow.  
 (A) Thunder storm  
 (B) Snow storm  
 (C) Wind storm  
 (D) Electrical storm

What do Sarah's blue, gray, and green colored pencils symbolize?  
 (A) Sarah's love of the sea  
 (B) Sarah's love of drawing  
 (C) Sarah's love of the prairie  
 (D) Sarah's love of colors

CCSS Assessment 4<sup>th</sup> Grade Reading Standards for Literature | @BookPagez.com

Rubric with optional Common Core Alignment

Tracking Characters Focus Assessment Rubric

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

**CCSS Reading Literature Standard 4.3**  
 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: tracking Characters	Was <b>not</b> able to show how characters are developed in text.	is able to show how characters are developed in text <b>some</b> of the time.	is able to show how characters are developed in text <b>most</b> of the time.	is able to show how characters are developed in text <b>all</b> of the time.

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

- tracking major characters through a text
- tracking minor characters through a text
- identifying character traits
- showing how characters are related
- showing how characters are developed over time

Book Club  
Sarah, Plain and Tall

CCSS.ELA-LITERACY.RL.4.3 Sarah, Plain and Tall Book Club | @BookPagez.com

**Running Record**

Title: Sarah, Plain and Tall Guided Reading Test Level: II 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		Instructional		Hard		COUNT	INFORMATION USED
	95% - 100% Accuracy	90% - 94% Accuracy	80% - 89% Accuracy	70% - 79% Accuracy	60% - 69% Accuracy	E		
1								

Analysis and Comments:

Tested By: \_\_\_\_\_ @BookPagez.com

Running Record

# Vocabulary Connections Resources

**Vocabulary Connections**  
 Sarah, Plain and Tall  
 By: Patricia MacLachlan  
 Grade Level: 4 / Guided Reading Level: F

**Important Words to Know and Understand in "Sarah, Plain and Tall"**

**Canvas**  
 A strong rough cloth that is used to make bags, tents, sails, etc.

**Coarse**  
 Having a rough quality

**Dusk**  
 The time when day changes into night and the sky begins to get darker

**Marsh**  
 A soft, wet land that has many grasses and other plants

**Paddock**  
 A small field where animals (such as horses) are kept

**Pesky**  
 Annoying or irritating

**Pungent**  
 A strong, sharp taste or smell

**Reins**  
 A strap that is placed on the head of an animal and is used to guide and control the animal

**Sly**  
 Clever

**Squall**  
 A sudden violent wind, often with rain or snow

**Stall**  
 An enclosed area in a building where a farm animal (such as a horse or cow) is kept

**Sums**  
 The result of adding two or more numbers together

vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in Sarah, Plain and Tall Word List

**Vocabulary Connections**  
 Sarah, Plain and Tall  
 By: Patricia MacLachlan  
 Grade Level: 4 / Guided Reading Level: F

<b>Canvas</b> A strong rough cloth that is used to make bags, tents, sails, etc.	<b>Coarse</b> Having a rough quality	<b>Dusk</b> The time when day changes into night and the sky begins to get darker
<b>Marsh</b> A soft, wet land that has many grasses and other plants	<b>Paddock</b> A small field where animals (such as horses) are kept	<b>Pesky</b> Annoying or irritating

Definition Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections**  
 Sarah, Plain and Tall  
 By: Patricia MacLachlan  
 Grade Level: 4 / Guided Reading Level: F

<b>Pungent</b> A strong, sharp taste or smell	<b>Reins</b> A strap that is placed on the head of an animal and is used to guide and control the animal	<b>Sly</b> Clever
<b>Squall</b> A sudden violent wind, often with rain or snow	<b>Stall</b> An enclosed area in a building where a farm animal (such as a horse or cow) is kept	<b>Sums</b> The result of adding two or more numbers together

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
 Sarah, Plain and Tall  
 By: Patricia MacLachlan  
 Grade Level: 4 / Guided Reading Level: F

<b>Canvas</b> is a/an noun verb adverb adjective Definition of Canvas:	<b>Coarse</b> is a/an noun verb adverb adjective Definition of Coarse:	<b>Dusk</b> is a/an noun verb adverb adjective Definition of Dusk:
Canvas looks like this:	Coarse looks like this:	Dusk looks like this:
Canvas reminds me of:	Coarse reminds me of:	Dusk reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games with Words from Sarah, Plain and Tall**

**Directions:** Use the words in the word bank to complete the sentences below.

- Anna gets irritated by her \_\_\_\_\_ brother.
- Pa's horse sleeps in a \_\_\_\_\_.
- The salty sea has a \_\_\_\_\_ aroma.
- The sun will set shortly after \_\_\_\_\_.
- The sail was made of stiff \_\_\_\_\_.

**Directions:** Alphabetize the words in the word bank on the lines below.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Word Bank**  
 REINS  
 CANVAS  
 MARSH  
 STALL  
 PESKY  
 SQUALL  
 PADDOCK  
 SUMS  
 DUSK  
 SLY  
 COARSE  
 PUNGENT

**Word Bank**  
 REINS  
 CANVAS  
 MARSH  
 STALL  
 PESKY  
 SQUALL  
 PADDOCK  
 SUMS  
 DUSK  
 SLY  
 COARSE  
 PUNGENT

Answer Key | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**  
 Sarah, Plain and Tall  
 By: Patricia MacLachlan  
 Grade Level: 4 / Guided Reading Level: F

**Sarah, Plain and Tall**  
 By Patricia MacLachlan

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

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

Step by Step Directions: 1. List on the side line. 2. Draw a picture to illustrate the meaning of the word. 3. Complete the Vocabulary Card. 4. Add your Vocabulary Card to your notebook or wall display.

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

# Complete Common Core Alignment

Common Core State Standards Correlation
Sarah, Plain and Tall Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Sarah, Plain and Tall" correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.1</b> - Cite specific text and examples in a text when explaining what the text says and 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; analyze its meaning as it relates to characters, settings, or events in a story or drama, or to a character's thoughts, feelings, or actions.
<b>RL.3</b> - Describe in depth a character, setting, or event in a story or drama, and analyze its meaning as it relates to characters, settings, or events in a story or drama, or to a character's thoughts, feelings, or actions.
<b>RL.4</b> - Determine the meaning of words and phrases as they are used in a text; analyze their impact on a text's overall meaning and style, including figurative language.
<b>RL.5</b> - Analyze major differences between poems, dramas, and prose, and how elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, descriptions, dialogue, stage directions) when writing or speaking about a text.
<b>RL.6</b> - Compare and contrast the point of view from which different stories are told, including the difference between first and third person narrators.
<b>RL.7</b> - Make connections between the text of a story or drama and a visual or media presentation of the text, identifying where each version reflects specific details or ideas in the text.
<b>RL.9</b> - Compare and contrast the treatment of similar themes and topics (e.g., good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditions from different cultures.
<b>RL.10</b> - By the end of the year, read and comprehend literature, including works of the high end of the grade 4-5 text complexity band proficiently, with independence and fluency as indicated by state and local standards.
<b>Reading: Foundational Skills</b>
<b>RF.4</b> - Know and apply grade-level phonics and word analysis skills in decoding.
<b>RF.4.1</b> - Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b>
<b>W.4.8</b> - Recall information from experiences or gather relevant information from sources (e.g., interviews, experiments, field notes, questionnaires, and other media).
<b>W.4.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking &amp; Listening</b>
<b>SL.4.1a</b> - Come to discussion prepared having read or studied required material on the topic and other information known about the topic to explore the issues and concerns.
<b>SL.4.1b</b> - Follow agreed-upon rules for discussion and carry out assigned roles.
<b>SL.4.1c</b> - Pose and respond to specific questions to clarify or follow up on information; and contribute to the discussion and link to the remarks of others.
Sarah, Plain and Tall CCSS Alignment   ©BookPagez.com

## Book Club Common Core Alignment

Common Core State Standards Correlation
Sarah, Plain and Tall Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Sarah, Plain and Tall" correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Speaking &amp; Listening</b>
<b>SL.4.1a</b> - Review the key ideas expressed and explain their own idea and understanding in light of the discussion.
<b>SL.4.2</b> - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visuals, quantitatively, and orally.
<b>SL.4.3</b> - Identify the reasons and evidence a speaker provides to support particular points.
<b>Language</b>
<b>L.4.4</b> - 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., triggered, witnessed, stated), and that are basic to a particular topic.
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Common Core State Standards Correlation
Sarah, Plain and Tall Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Sarah, Plain and Tall" correlate with the following English Language Arts Common Core State Standards for fourth grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<b>L.4.4a</b> - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>L.4.4b</b> - Consult general 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.
<b>L.4.4c</b> - 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., triggered, witnessed, stated), and that are basic to a particular topic.
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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 ...

Book Club  
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## Custom Calendar Template

Conversation Prompts

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

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

**Expectativas para el Club de Libros**

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club del Libro antes de tiempo: <ul style="list-style-type: none"> <li>Elja 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"/> 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"> <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>Registre 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 Sarah, Plain and Tall 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 El texto asignado. El cuaderno de lectura y el Club de Libros.
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante Yo participé en la reunión.
Tenía mis materiales.				
Compartí mi pensamiento.				Después Yo hice una reflexión.
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: \_\_\_\_\_ / 27 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>Elja 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? Enumere al menos 3 detalles que respalden su idea principal.</p>	<p>Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>	<p>¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p>
<p>Escriba 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>Escriba 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>Escriba sobre las cosas que un lector necesita saber para entender el texto.</p>	<p>Elige una escena del libro. Diga 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 la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>Elja 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><b>Direcciones:</b> Elja una de las opciones de resp. Después de que hayas escrito tu respuesta...</p>	<p><b>RL.1</b> ¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p>	<p><b>RL.4</b> Escribe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p><b>RL.4</b> ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>
<p><b>RL.10</b> Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p><b>RL.4.5</b> ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p><b>RL.4.4</b> Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p><b>RL.4.9</b> Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p><b>RL.4.3</b> Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p>	<p><b>RL.4.1</b> Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p>	<p><b>RL.4.10</b> Escriba sobre las cosas que un lector necesita saber para entender el texto.</p>	<p><b>RL.4.7</b> Elige una escena del libro. Diga cómo sería diferente si se convirtiera en una película.</p>
<p><b>RL.4.5</b> Escibe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p><b>RL.4.4</b> Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p><b>RL.4.10</b> ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p><b>RL.4.2</b> Escriba un resumen del texto que leíste hoy.</p>

**Direcciones:**  
Elja 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, colorea en el cuaderno de la tabla de arriba.

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with 4<sup>th</sup> Grade Common Core Alignment