

# Here's What You'll Get with the The BFG Book Club

## Figurative Language Lesson Plans for 7 Book Club Meetings

### 4 Part Lesson Plans

**Book Club**  
The BFG  
By: Roald Dahl  
Grade Level: 5 / Guided Reading Level: U

**Discussion Questions and New Vocabulary**

**Meeting #5 Continued**  
**Chapter 14 (Dreams) Discussion Questions:**

1. What have you learned about the BFG in this chapter?
2. Which of the dreams in the BFG's jars do you like most?
3. Can you think of any way that Sophie and the BFG might stop the giants from eating people?

**Chapter 14 (Dreams) New Vocabulary:**

1. Overcome (page 98) – to affect someone or something very strongly
2. Laborious (page 100) – requiring a lot of time and effort
3. Mystical (page 108) – having a spiritual meaning that is difficult to see or understand

**Chapter 15 (The Great Plan) Discussion Questions:**

1. Describe Sophie's plan.
2. Do you think Sophie's plan will work? Why or why not?
3. What message is the author trying to share in this chapter?

**Chapter 15 (The Great Plan) New Vocabulary:**

1. Brutes (page 116) – cruel, rough, or violent people (or giants)
2. Shelf (page 122) – a shelf at the bottom of a window frame
3. Hungry (page 124) – very hungry

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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

**Book Club**  
The BFG  
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**Metaphors and Similes**

**Meeting #2 Continued**  
**Kick-off the Book Club Meeting (5-7 minutes)**

- Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapters or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

**Time to Teach: Tracking Metaphors and Similes (7-10 minutes)**

- Provide each student with a copy of the Figurative Language Practice Page
- Review the handout as a group
  - Focus on metaphors and similes
- Draw students' attention to page 22. Read the following aloud to students:
 

*Bills of pale gold were flying among delicate frosty-white flakes of cloud, and over to one side the rim of the morning sun was coming up as red as blood.*
- Ask the students to determine which type of figurative language is being used in the sentence.
- Discuss the phrase "red as blood":
  - Explain that it is a metaphor. The words do not mean that the sun was bloody.

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Discussion Questions by Chapter

Key Vocabulary by Chapter

**Book Club**  
The BFG  
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**Introduce Figurative Language**

**Meeting #1 Continued**  
**Time to Teach: Introduce Figurative Language**

- Reread the first page aloud while the students follow along.
- Upon completing the first page, draw the student's attention to the figurative language (simile) on the first page.
- Reread "The moonbeam was like a silver blade slicing through the room on her face."
- Invite the students to reflect on the language. Ask them to describe the mental images and the words help them to form in their minds.
- Discuss the reasons why an author would use figurative language.

**Model How to Respond to Reading**

- Model how to respond to reading using a reader's notebook. Open your notebook, write the date, book title and chapter.
- Begin to write about the use of figurative language. Think about as you do this to show your students what they should do.
- Focus on the importance of backing up an opinion with examples from the book.
- Invite students to read the first chapter of the book.

**Sample Notebook Entry**

The BFG 231

Chapter 1

I think Roald Dahl uses similes to make the setting come alive for his readers. For example when he writes about the moon slicing a silver blade through the room that language really helps visualize the bright light in the room.

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Introduce Figurative Language**

**Metaphors and Similes**

**Personification**

**Symbolism**

**Hyperboles**

**Onomatopoeias**

**Idioms**

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7 Figurative Language Lesson Plans

# Here's What You'll Get with the The BFG Book Club

## Figurative Language Lesson Plans for 7 Book Club Meetings

### 4 Part Lesson Plans

Discussion Questions by Chapter

Book Club		The BFG By: Roald Dahl Grade Level: 5 / Guided Reading Level: U
Discussion Questions and New Vocabulary	<b>Meeting #5 Continued</b>	
	<b>Chapter 14 (Dreams) Discussion Questions:</b>	
	<b>Chapter 14 (Dreams) New Vocabulary:</b>	
Key Vocabulary by Chapter	<b>Chapter 15 (The Great Plan) Discussion Questions:</b>	
	<b>Chapter 15 (The Great Plan) New Vocabulary:</b>	

Guided Reading Level

Specific Instructional Focus

Book Club		The BFG By: Roald Dahl Grade Level: 5 / Guided Reading Level: U
Metaphors and Similes	<b>Meeting #2 Continued</b>	
	<b>Kick-off the Book Club Meeting (5-7 minutes)</b>	
	<b>Time to Teach: Tracking Metaphors and Similes (7-10 minutes)</b>	
	<p><i>bits of pale gold were flying among delicate frothy-white flakes of cloud, and over to one side the rim of the morning sun was coming up as red as blood."</i></p>	

Step by Step Guided Mini Lesson

Book Club		The BFG By: Roald Dahl Grade Level: 5 / Guided Reading Level: U
Metaphors and Similes	<b>Meeting #2 Continued</b>	
	<p><b>Sample Notebook Entry</b></p> <p>The BFG 2/21 Chapter 4 Figurative Language Examples from the BFG Metaphor page 22 - red as blood</p>	
	<p><b>Take Time to Reflect (2 minutes)</b></p>	
	<p><b>Wrap Up the Book Club Meeting</b></p>	

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Figurative Language		Hyperboles	
Self-Evaluation on Introductory Book	Meeting #1	Keeping Track of Ideas	Meeting #2 Continued
Metaphors and Similes	Meeting #2 Continued	Onomatopoeias	Meeting #4 Continued
Personification	Symbolism	Idioms	

7 Figurative Language 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  
The BFC

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

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

### Expectations for Book Club

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

Book Club  
The BFC

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## Student Self-Evaluation Rubric

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

### How I Did in The BFG 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 read the text
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 the meeting
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I reflected on my experience
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: \_\_\_\_\_ / 27

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

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Tied to the Book Club Expectation Guide

## Reader's Response Option Board

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

Write about the way this story was told. Who told the story?	What is the overall mood of this book. Why do you think so? Give examples.	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
Write about the three inferences you made while reading. Explain why these inferences are important.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the author's message and use evidence from the text to support your thinking.	Tell the genre of your text and explain how you know.

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

<p>Compare and contrast two characters. Tell how they are the same and different.</p> <p>Write about the main problem/ conflict that unfolded in the story.</p> <p>Directions: Choose one of the response options from the board. After you've written your response, color in the square on the board above.</p>	<p>RL.5.6 Write about the way this story was told. Who told the story?</p> <p>RL.5.7 What is the overall mood of this book. Why do you think so? Give examples.</p> <p>RL.5.8 Choose two settings from the text. Explain why each is important to the story.</p> <p>RL.5.2 What is the theme of this book? Why do you think so? Give examples.</p>	<p>RL.5.1 Write about the three inferences you made while reading. Explain why these inferences are important.</p> <p>RL.5.4 Write about the new words you read. What do you think the words mean? Why?</p> <p>RL.5.10 How does this text compare to other books you've read? Give examples.</p> <p>RL.5.4 What are some powerful words or phrases used in the text? Why are they powerful?</p>	<p>RL.5.10 Write about the reading strategies you used to help you be a better reader.</p> <p>RL.5.5 Which chapter was the most important? Why do you think so?</p> <p>RL.5.6 Write about the author's message and use evidence from the text to support your thinking.</p> <p>RL.5.9 Tell the genre of your text and explain how you know.</p>
<p>RL.5.3 Compare and contrast two characters. Tell how they are the same and different.</p> <p>RL.5.5 Write about the way this story was told. Who told the story?</p>	<p>RL.5.1 Make an inference about the main character. What makes the character happy? Give examples.</p> <p>RL.5.4 Give at least 3 examples of figurative language. Tell how the language affected your comprehension.</p>	<p>RL.5.10 Write about the things a reader needs to know in order to understand the text.</p> <p>RL.5.10 What did you learn about yourself as a reader today? Use examples from the text.</p>	<p>RL.5.7 Choose a scene from the book. Tell how it would be different if made it was in a movie.</p> <p>RL.5.2 Write a summary of the text that you read today.</p>

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

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

# Book Club Assessment Materials

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

**The BFG**  
CCSS Assessment

Complete Common Core Assessment

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

In the BFG, Roald Dahl writes: "Two rights don't equal a left". Make an inference about the sentence. What do you think it means?

Short answer practice

Which of the following is **not** a theme of the book?

- A Bravery
- B Jealousy
- C Friendship
- D Acceptance

When the BFG picks a flower, he can hear the flower scream. Is an example of which of the types of figurative language?

- A Hyperbole
- B Symbolism
- C Personification
- D Onomatopoeia

CCSS Assessment 5<sup>th</sup>

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

**The BFG**  
CCSS Assessment

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

True or false, The BFG is told in first person?

- A True
- B False

RL.5.4

How do the illustrations in the BFG help you to better understand the text?

RL.5.7

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

Compare the theme of this story to another story you've read.

Theme of The BFG: \_\_\_\_\_

Title of another story: \_\_\_\_\_

The stories are alike because \_\_\_\_\_

The stories are different because \_\_\_\_\_

RL.5.9

The BFG can be categorized into which of the following genres?

- A Nonfiction
- B Fantasy
- C Historical Fiction
- D Poetry

RL.5.10

Practice with multiple choice questions

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

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

**The BFG**  
Book Club Focus Assessment

Directions: Use what you know about the figurative language in **The BFG** to answer each of the following questions.

**Buzz, bang, and burp are examples of what?**

- Idioms
- Verbs
- Onomatopoeias

**Put an "X" next to the examples of idioms.**

- \_\_\_ Give it a shot
- \_\_\_ As cold as ice
- \_\_\_ Slipped my mind
- \_\_\_ As big as a bear

**What is personification?**

Answer: Personification is a figure of speech in which human traits are given to animals or non-living things.

**A figure of speech using like or as when comparing two things is called what?**

- Simile
- Metaphor
- Idiom

**"If I don't get an A, I'll die" is an example of which type of figurative language?**

- Symbolism
- Hyperbole
- Simile

**What do the words "give it a shot" mean?**

Answer: Give it a shot means to try.

CCSS:ELA-LITERACY.RL.5.4      The BFG Book Club | ©BookPagez.com

## Focus Assessment for Figurative Language

Answer Keys

Answer Key

**The BFG**  
Book Club Focus Assessment

Directions: Use what you know about the figurative language in **The BFG** to answer each of the following questions.

**Buzz, bang, and burp are examples of what?**

- Idioms
- Verbs
- Onomatopoeias

**Put an "X" next to the examples of idioms.**

- Give it a shot
- Splat
- Slipped my mind
- As big as a bear

**What is personification?**

Answer: Personification is a figure of speech in which human traits are given to animals or non-living things.

**A figure of speech using like or as when comparing two things is called what?**

- Simile
- Metaphor
- Idiom

**"If I don't get an A, I'll die" is an example of which type of figurative language?**

- Symbolism
- Hyperbole
- Simile

**What do the words "give it a shot" mean?**

Answer: Give it a shot means to try.

CCSS:ELA-LITERACY.RL.5.4      The BFG Book Club | ©BookPagez.com

Rubric with optional Common Core Alignment

**Figurative Language Focus Assessment Rubric**

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

**CCSS Reading Literature Standard 5.4**  
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Figurative Language	Was not able to determine the meaning of figurative language in a text.	Is able to determine the meaning of figurative language in a text some of the time.	Is able to determine the meaning of figurative language in a text most of the time.	Is able to determine the meaning of figurative language in a text all of the time.

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

- Know that similes and metaphors are used to compare objects
- Identify literal and figurative meanings
- Determine the meaning of unknown words and phrases
- Using context clues to determine the meaning of unknown words and phrases

Book Club  
The BFG

CCSS:ELA-LITERACY.RL.5.4      The BFG Book Club | ©BookPagez.com

**Running Record**

Title: The BFG      Guided Reading Text Level: U      Word Count: 100

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

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

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

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

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

Page	Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 80%-89% Accuracy		Count	INFORMATION USED
	E	SC	E	SC	E	SC		
9								

**The Witching Hour**  
Sophie couldn't sleep. A brilliant moonbeam was darting through a gap in the curtains. It was shining right on her pillow. The other children in the dormitory had been asleep for hours. Sophie closed her eyes and lay quite still. She tried very hard to doze off. It was no good. The moonbeam was like a silver blade slicing through the room to her face. The house was absolutely silent. No voices came up from downstairs. There were no footsteps on the floor.

Tested By: \_\_\_\_\_ ©BookPagez.com

Running Record



# Complete Common Core Alignment

Common Core State Standards Correlation
The BFO Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The BFO" correlate with the following English Language Arts Common Core State Standards for 8th grade.
<b>Book Club Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.8.1</b> – Cite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<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.
<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).
<b>RL.8.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphor and simile.
<b>RL.8.5</b> – Analyze how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
<b>RL.8.6</b> – Describe how a narrator's or speaker's point of view influences how events are described.
<b>RL.8.7</b> – Analyze how visual and multimedia elements contribute to the meaning, form, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<b>RL.8.8</b> – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) or treat approaches to similar themes and topics.
<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 6–8 text complexity band independently and proficiently.
<b>Reading: Foundational Skills</b>
<b>RF.8.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.8.4</b> – Read with sufficient accuracy and fluency to support comprehension.
<b>Writing</b>
<b>W.8.8</b> – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>W.8.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Speaking &amp; Listening</b>
<b>SL.8.1a</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 issues under discussion.
<b>SL.8.1b</b> – Follow agreed-upon rules for discussions and carry out assigned roles.
<b>SL.8.4</b> – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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## Book Club Common Core Alignment

Common Core State Standards Correlation
The BFO Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The BFO" correlate with the following English Language Arts Common Core State Standards for 8th grade.
<b>Vocabulary Lesson Plan and Resources</b>
<b>Language</b>
<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.
<b>L.8.4b</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.8.6</b> – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Vocabulary Connections Common Core Alignment

# Book Club Management Materials Spanish Resources

## Book Club Calendar

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

domingo	lunes	martes	miércoles	jueves	viernes	sábado

**Iniciar el Conversación**

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

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

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## Custom Calendar Template

Conversation Prompts

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

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

**Expectativas para el Club de Libros**

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> <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"/> 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"/> Permanece en el tema. Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta a las personas en tu Club de Libro: <ul style="list-style-type: none"> <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> </ul> <input type="checkbox"/> Registre su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

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## Student Self-Evaluation Rubric

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

**Cómo lo hice en el The BFG 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 yo participé en el Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante yo participé en el Club de Libros
Tenía mis materiales.				
Compartí mi pensamiento.				Después yo participé en el Club de Libros
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		
/ 27				

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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 leste 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. ¿Día cómo sería diferente si se convirtiera en una película?</p>
<p>Escibe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p>Escibe un resumen del texto que leste 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 recuadro de la tabla de arriba.

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with 6<sup>th</sup> Grade Common Core Alignment