

Here's What You'll Get with the Lemonade War Book Club

Making Inferences Lesson Plans for 4 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

| Book Club | | The Lemonade War By: Jacqueline Davies Grade Level: 4 / Guided Reading Level: 5 |
|---|--|--|
| Discussion Questions and New Vocabulary | Final Meeting Continued Chapters 9 – 14 Discussion Questions: | <p>12. What would you say to Jessie?</p> <p>Answers will vary. Sample answers include: I would tell Jessie that it will be cool to go up a grade because she already has a friend (Megan) and she will be challenged academically.</p> <p>13. Why didn't Evan and Jessie's mom call them when the fireworks started?</p> <p>Answer: She wanted them to resolve their issues and feel that it was more important. (page 170)</p> |
| | Chapters 9 – 14 New Vocabulary: | <ol style="list-style-type: none"> puzzled (page 126) – feeling or showing confusion because something is difficult to understand desperation (page 130) – a strong feeling of sadness, fear, and loss of hope converge (page 136) – to move toward one point and join together; to come together and meet pulverize (page 139) – to destroy or defeat (someone or something) completely hesitation (page 140) – to stop briefly before you do something especially because you are nervous or unsure about what to do peddlers (page 142) – someone who sells things in small amounts often by traveling to different places; a person who peddles something regret (page 142) – to feel sad or sorry about (something that you did or did not do) reprimand (page 156) – to speak in an angry and critical way to (someone who has done something wrong, disobeyed an order, etc.) |
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

| Book Club | | The Lemonade War By: Jacqueline Davies Grade Level: 4 / Guided Reading Level: 5 |
|---|--|---|
| Connecting Making Inferences to the Resolution of the Story | Final Meeting Continued Kick-off the Book Club Meeting (5-7 minutes) | <ul style="list-style-type: none"> Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.). Review the conversation prompts on the Book Club Calendar. Invite students to begin the conversation by sharing things they found interesting, funny, or confusing. If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary. Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar. |
| | Time to Teach: Connecting Making Inferences to the Resolution of the Story (7-10 minutes) | <ul style="list-style-type: none"> Invite students to share the predictions that they made while reading Chapters 12-14. Allow students to use their Making Inferences with The Lemonade War graphic organizer as reference. Direct student attention to their completed Making Inferences with The Lemonade War graphic organizer. <ul style="list-style-type: none"> Ask students what they notice about their inferences from the beginning through the end of the story? (Answers will vary. Possible answers: Their inferences begin to build on one another. Their inferences become more detailed.) Ask students to look at the predictions that they made (starting with Chapter 9) based on their inferences. Were any of their predictions correct? Incomplete? (Answers will vary.) Ask if anyone made a prediction about the story's resolution (how the story would end)? Was their prediction correct? (Answers will vary.) |
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| Book Club | | The Lemonade War By: Jacqueline Davies Grade Level: 4 / Guided Reading Level: 5 |
|---|---|---|
| Inferring Character Traits and Emotions | Meeting #2 Continued Model How to Respond to Reading (continued) | <ul style="list-style-type: none"> Add student inferences and evidence to the Making Inferences with The Lemonade War graphic organizer. |
| | Take Time to Reflect (2 minutes) | <ul style="list-style-type: none"> 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 | | <ul style="list-style-type: none"> Assign students to read Chapters 5 – 8 independently. While reading, students are responsible for adding at least one inference from each chapter to their Making Inferences with The Lemonade War graphic organizer. Students should label their inference with a "C" for character traits or emotions or an "E" for story events. Determine as a group when the Book Club should meet again. Model how to record the assignment on their Book Club Calendar. |
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Making Inferences

Reading Inferences

- Display the **inferences anchor chart** for students.
- Tell students that, while reading the *Lemonade War*, we will focus on making logical inferences.
- Define an inference as a conclusion or opinion that is reached based upon known facts or evidence. To make a logical inference, we add our background knowledge or schema to the known facts/evidence from the text.
- Prompt students to notice that in daily life, we frequently make inferences.

Inferring Character Traits and Emotions

Meeting #2 Continued

Time to Teach (continued)

- Invite students to turn to pages 14-15 and follow along while you read out starting at, "Well," she said. "This is a conundrum, and hoping that the wagon took her, he wouldn't even get up with her."
- Explain to students that we can use the passage to learn about Evan.
- Inference: Evans upset to have Jessie in the class.
- Evidence from the text: Evans shouting "why" and yells "It's not fair!"
- My schema: When someone is yelling these things, it is usually not because they are happy.

Using Inferences to Make Predictions

Meeting #2 Continued

Time to Teach (continued)

- Review the end of chapter 6 to the group...
 - Evan and his friends sold lemonade at ten cents a cup.
 - They sold out and made a profit.
 - Evan's friends said that he did not have to sell!
 - Jessie gets to have the money!
- Prompt students to take what they know and add it to what they already know to make a prediction.
 - Things we already know:
 - Jessie and Evan's friends have had Jessie, and understand why.
 - Know that Jessie is not happy to sell.
 - Know that Jessie is a lot about business.
 - My prediction is that Jessie's friends will make sure that Evan's friends don't have the money!
- Remind students that the prediction will be wrong. Things change, and we might not always anticipate what will happen or modify our predictions as we read further in the text.

Connecting Inferences to the Resolution

Connecting Making Inferences to the Resolution of the Story

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

Time to Teach: Connecting Making Inferences to the Resolution of the Story (7-10 minutes)

- Invite students to share the predictions that they made while reading Chapters 12-14. Allow students to use their **Making Inferences with The Lemonade War** graphic organizer as reference.
- Direct student attention to their completed **Making Inferences with The Lemonade War** graphic organizer.
 - Ask students what they notice about their inferences from the beginning through the end of the story? (Answers will vary. Possible answers: Their inferences begin to build on one another. Their inferences become more detailed.)
 - Ask students to look at the predictions that they made (starting with Chapter 9) based on their inferences. Were any of their predictions correct? Incomplete? (Answers will vary.)
 - Ask if anyone made a prediction about the story's resolution (how the story would end)? Was their prediction correct? (Answers will vary.)

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | |
| | | | | | | |
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| | | | | | | |

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 Lemonade War

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

Book Club
The Lemonade War

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Student Self-Evaluation Rubric

Name: _____

How I Did in The Lemonade War Book Club

| Book Club Expectations | 3 I did my best | 2 I can do better | 1 I did not try | |
|---|--------------------------|-------------------|-----------------|--|
| I read the assignment | | | | Before I was prepared to join the Book Club |
| I responded to the text in my reader's notebook | | | | |
| I prepared something to share with my Book Club | | | | During I participated in the Book Club |
| I had my materials | | | | |
| I shared my thinking | | | | After I was able to respond |
| I asked someone a question | | | | |
| I stayed on task, listened, and showed respect to others | | | | |
| I took the time to reflect | | | | |
| Date: I know when and where I will prepare for the next meeting | | | | |
| Score | A Note from Your Teacher | | | |
| / 27 | | | | |

Book Club
The Lemonade War

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

| | | | |
|---|--|---|---|
| Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know? | How do the illustrations provide you with a deeper understanding of the text? | Choose two settings from the text. Explain why each is important to the story. | What is the theme of this book? Why do you think so? Give examples. |
| What was the main idea of the text you read today? List at least 3 details that support your main idea. | Write about the new words you read. What do you think the words mean? Why? | How does this text compare to other books you've read? Give examples. | What are some powerful words or phrases used in the text? Why are they powerful? |
| Write about the reading strategies you used to help you be a better reader. | Which chapter was the most important? Why do you think so? | Write about the narrator's message and use evidence from the text to support your thinking. | Name another text with a similar theme to your text. Tell how the texts are the same and different. |
| Compare and contrast two characters. Tell how they are the same and different. | | | |
| Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know? | How do the illustrations provide you with a deeper understanding of the text? | Choose two settings from the text. Explain why each is important to the story. | What is the theme of this book? Why do you think so? Give examples. |
| What was the main idea of the text you read today? List at least 3 details that support your main idea. | Write about the new words you read. What do you think the words mean? Why? | How does this text compare to other books you've read? Give examples. | What are some powerful words or phrases used in the text? Why are they powerful? |
| Write about the reading strategies you used to help you be a better reader. | Which chapter was the most important? Why do you think so? | Write about the narrator's message and use evidence from the text to support your thinking. | Name another text with a similar theme to your text. Tell how the texts are the same and different. |
| Compare and contrast two characters. Tell how they are the same and different. | Make an inference about the main character. What makes the character happy? Give examples. | Write about the things a reader needs to know in order to understand the text. | Choose a scene from the book. Tell how it would be different if made it was in a movie. |
| Write about the way the main problem and solution unfolded in the story. | 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.

Book Club
The Lemonade War

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with 4th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____
Score: _____

The Lemonade War
CCSS Assessment

Complete Common Core Assessment

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

Did author Jacqueline Davies write *The Lemonade War* to persuade, inform, or entertain her readers? Explain your thinking.

Name: _____
Score: _____

The Lemonade War
CCSS Assessment

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

Tell how the drawings and math problems included in *The Lemonade War* add to your understanding of the story.

RL.4.7

Compare and contrast how Evan reacted to finding out that Jessie was placed in his classroom, with how Jessie reacted to finding out her lemonade money was gone.

RL.4.9

The Lemonade War is an example of what genre? What do you like about reading from this genre?

RL.4.10

CCSS Assessment 4th Grade Reading Standards for Literature | @BookPage.com

Practice with multiple choice questions

Short answer practice

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

Name: _____

The Lemonade War
Book Club Focus Assessment

Focus Assessment for Making Inferences

Directions: Use what you know about making inferences with **The Lemonade War** to answer each of the following questions.

Why are Evan and Jessie so careful to not fight in front of their mom?

- A Their mom will get mad at them and ground them.
- B They get along so well, they don't need to fight.
- C After their dad left, they wanted to make sure they didn't make their mom sad.
- D Their mom doesn't understand why kids fight.

What can you infer about Jessie and her relationship with Evan before the war?

Jessie says that she thinks Megan must be nice because Evan wrote her name all over the front of his journal. What do Evan's actions most likely mean?

- A Evan likes to write a lot.
- B Jessie is always snooping on Evan.
- C Megan is a friendly person.
- D Evan has a crush on Megan.

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Answer Keys

Name: _____

The Lemonade War
Book Club Focus Assessment

Making Inferences

Directions: Use what you know about determining theme with **The Lemonade War** to answer each of the following questions.

Why did Evan want to call off the lemonade war?

- A He was tired and wanted to play with his friends.
- B He missed Jessie and the fun they had together.
- C He knew that he was not going to be able to win.
- D His mom told him that he had to call it off.

Make an inference about what most likely happened to Jessie's money. List clues from the story that support your inference.

Answers will vary. Sample answers include: I can infer that Scott stole Jessie's money from Evan. Clues from the text that support my inference are that the money was in Evan's pocket; Evan's shoes were no longer on top of his shirt when he went in to change after swimming; Scott went inside alone, and Scott left very quickly after being inside.

When Jessie found out her money had been stolen, she reacted by repeatedly hitting Evan. Make an inference about why Evan did not stop Jessie from hitting him.

Answers will vary. Sample answers include: I can infer that Evan did not stop Jessie from hitting him because he knew what he did was wrong. He knew he crossed a line and it was appropriate that Jessie was so upset.

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Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 4.1
Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.

| Levels | Beginning | Developing | Proficient | Secure |
|-----------------------------------|---|--|--|---|
| Correct Answers | 0 – 1 Correct | 2 – 3 Correct | 4 – 5 Correct | 6 Correct |
| Specific Skill: Making Inferences | Student is not able or is beginning to use schema and text evidence to make logical inferences. | Student is able to use schema and text evidence to make logical inferences some of the time. | Student is able to use schema and text evidence to make logical inferences most of the time. | Student is able to use schema and text evidence to make logical inferences all of the time. |

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

- Understand that what they are reading should make logical sense.
- Identify key details from the text and related schema.
- Use text clues and personal knowledge to make a logical inference.
- Support their inference with details from the text.

Book Club
The Lemonade War

CCSS:ELA-LITERACY:RI.4.1 The Lemonade War Book Club | @BookPage.com

Rubric with optional Common Core Alignment

Running Record

Title: *The Lemonade War* Guided Reading Text Level: 3 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 | Accuracy | | | Information Used | | |
|------|-----------|----------------------|-------------|------------------|----|-----|
| | E = Error | SC = Self-Correction | M = Meaning | E | SC | MSV |
| 1 | | | | | | |
| 2 | | | | | | |

Analysis and Comments: _____

Tested By: _____ @BookPage.com

Running Record

Complete Common Core Alignment

| Common Core State Standards Correlation |
|--|
| The lesson plans, resources, and activities for use with The Lemonade War correlate with the following English Language Arts Common Core State Standards for fourth grade. |
| Book Club Lesson Plan and Resources |
| <p>Reading: Literature</p> <p>RL.1 – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.</p> <p>RL.2 – Determine a theme or topic of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character thoughts, words, or actions).</p> <p>RL.4 – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).</p> <p>RL.5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verses, rhythm, meter) or drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.</p> <p>RL.7 – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and structures in the text.</p> <p>RL.9 – Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil, and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures).</p> <p>RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.3 – Show and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.4.8 – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4.1a – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1b – Follow agreed-upon rules for discussion and carry out assigned roles.</p> <p>SL.4.1c – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> |
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Book Club Common Core Alignment

| Common Core State Standards Correlation |
|--|
| The lesson plans, resources, and activities for use with The Lemonade War correlate with the following English Language Arts Common Core State Standards for fourth grade. |
| Vocabulary Lesson Plan and Resources |
| <p>Language</p> <p>L.4.0 – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.1 – 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.</p> <p>L.4.4 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quitless, withheld, starved) and that are basic to a particular topic.</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 |
|---------|-------|--------|-----------|--------|---------|--------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
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| | | | | | | |

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me da 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 |
|--|--|--|
| <ul style="list-style-type: none"> Lee el texto asignado. Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). | <ul style="list-style-type: none"> Ven al Club de Libro a tiempo y listo para comenzar la discusión. Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. Apoye su pensamiento con evidencia del texto. Pide ayuda si la necesitas. Permanecer en el tema. Haz contacto visual con las personas en tu Club de Libro. Respete a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente | <ul style="list-style-type: none"> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? Registre su tarea de lectura en su calendario del Club de Libro. Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.). |



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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el The Lemonade War Book Club

| Expectativas del Club de Libros | 3 Hice lo mejor que pude | 2 Puedo hacer mejor | 1 No lo intenté | |
|---|--------------------------|---------------------|-----------------|---|
| Leí la tarea. | | | | Antes de la reunión del Club de Libro |
| 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. | | | | |
| Me acordé de cuándo y dónde me prepararé para la próxima reunión. | | | | |

Nota: _____ Una nota de tu maestro




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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

| | | | |
|--|---|--|--|
| <p>ESCRIBA SOBRE LA FORMA EN QUE SE CONTÓ ESTA HISTORIA. ¿FUE CONTADO EN 1ra, 2da, o 3ra PERSONA? ¿CÓMO LO SABES?</p> | <p>¿DE QUÉ MANERA LAS ILUSTRACIONES LE PROPORCIONAN UNA COMPRESIÓN MÁS PROFUNDA DEL TEXTO?</p> | <p>ELIJA DOS CONFIGURACIONES DEL TEXTO. EXPLIQUE POR QUÉ CADA UNO ES IMPORTANTE PARA LA HISTORIA.</p> | <p>¿CUÁL ES EL TEMA DE ESTE LIBRO? ¿POR QUÉ PIENSA ESÓ? 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>ESCRIBA SOBRE LAS NUEVAS PALABRAS QUE LEES. ¿QUÉ CREEN QUE SIGNIFICAN LAS PALABRAS? ¿POR QUÉ?</p> | <p>¿CÓMO SE COMPARA ESTE TEXTO CON OTROS LIBROS QUE HAS LEÍDO? DAR EJEMPLOS.</p> | <p>¿CÓMO 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 PIENSA ESÓ?</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 COMO LOS TEXTOS SON IGUALES Y DIFERENTES.</p> |
| <p>COMPARA Y CONTRASTA DOS PERSONAJES. CUÉNTALES COMO SON IGUALES Y DIFERENTES.</p> | <p>ESCRIBA SOBRE LA FORMA EN QUE EL PROBLEMA PRINCIPAL Y LA SOLUCIÓN SE DESARROLLARON EN LA HISTORIA.</p> | <p>ESCRIBA SOBRE LA FORMA EN QUE SE CONTÓ ESTA HISTORIA. ¿FUE CONTADO EN 1ra, 2da, o 3ra PERSONA? ¿CÓMO LO SABES?</p> | <p>¿CUÁL ES EL TEMA DE ESTE LIBRO? ¿POR QUÉ PIENSA ESÓ? DAR EJEMPLOS.</p> |
| <p>DIRECCIONES: Elija una de las opciones de respuesta de la pizarra. Después de que haya escrito tu respuesta, colorea en el recuadro de la tabla de arriba.</p> | <p>RL.4.1 ¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p> | <p>RL.4.4 Escriba sobre las nuevas palabras que lees. ¿Qué creen que significan las palabras? ¿Por qué?</p> | <p>RL.4.3 ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p> |
| <p>RL.4.10 Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p> | <p>RL.4.5 ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p> | <p>RL.4.6 Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p> | <p>RL.4.4 ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p> |
| <p>RL.4.3 Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p> | <p>RL.4.1 Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p> | <p>RL.4.10 Escriba sobre las cosas que un lector necesita saber para entender el texto.</p> | <p>RL.4.9 Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p> |
| <p>RL.4.5 Escriba sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p> | <p>RL.4.4 Da un ejemplo de una frase interesante que lees hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p> | <p>RL.4.10 ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p> | <p>RL.4.7 Elige una escena del libro. Diga cómo sería diferente si se convirtiera en una película.</p> |
| <p>DIRECCIONES: Elija una de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que haya escrito tu respuesta, colorea en el recuadro de la tabla de arriba.</p> | <p>RL.4.2 Escriba un resumen del texto que leíste hoy.</p> | <p>RL.4.2 Escriba un resumen del texto que leíste hoy.</p> | <p>RL.4.2 Escriba un resumen del texto que leíste hoy.</p> |



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