

Here's What You'll Get with the The Miraculous Journey of Edward Tulane Book Club

Comparing and Contrasting Story Elements Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club	
The Miraculous Journey of Edward Tulane By: Kate DiCamillo Grade Level: 5 / Guided Reading Level: U	
Discussion Questions and New Vocabulary	Meeting #2 Continued Chapter 5 Discussion Questions: <ol style="list-style-type: none"> 1. What makes Abilene upset at the beginning of the chapter? Answers may vary. Sample answers include: Abilene does not want to leave her grandmother. (page 38) 2. Why does Edward get upset on the boat? Answer: The brothers undress him and toss him back and forth. (page 42) 3. How does Edward get separated from Abilene? Answer: Edward is thrown overboard. (page 43)
	Chapter 5 New Vocabulary: <ol style="list-style-type: none"> 1. Singular (page 39) – better or greater than what is usual or normal 2. Dashing (page 40) – attractive and impressive in a way that shows confidence Mortified (page 41) – to cause (someone) to feel very embarrassed and foolish
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Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club	
The Miraculous Journey of Edward Tulane By: Kate DiCamillo Grade Level: 5 / Guided Reading Level: U	
Tracking Characters, Settings, and Major Events	Meeting #2 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: Tracking Characters, Settings, and Major Story Events (7-10 minutes) <ul style="list-style-type: none"> • Invite volunteers to share details that they noted about the characters, setting, or story events as they read independently. • Remind students that they are focusing on better understanding the story by comparing and contrasting the characters, places, and events of Edward's journey. • Review the following story elements with students: <ul style="list-style-type: none"> • Characters – the people, animals, or imaginary creatures in the story. • Ask the students which characters we have been introduced to so far? (Answers: Edward, Abilene, Mr. and Mrs. Tulane, Pellegrina, Rosie, the maid, Amos, and Martin).
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Book Club	
The Miraculous Journey of Edward Tulane By: Kate DiCamillo Grade Level: 5 / Guided Reading Level: U	
Analyzing Character Similarities and Differences	Meeting #3 Continued Model How to Respond to Reading (continued) <ul style="list-style-type: none"> • Discuss the results of the Venn Diagram, focusing on comparing and contrasting Nellie and Lolly. (Note: During the discussion, be sure to include the fact that these two characters have very little in common.)
	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. • Collect the evaluation forms (the forms will be sent home or can be saved until the last day of Book Club to review student's progress across the Book Club).
Wrap Up the Book Club Meeting <ul style="list-style-type: none"> • Assign students to independently read Chapters 11 – 16. • While reading, students are responsible for adding details related to the characters, settings, and story events to their Tracking Story Elements graphic organizer. • Determine as a group when the Book Club should meet again. • Monitor students as they record the assignment on their Book Club Calendar. 	
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Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Comparing and Contrasting Story Elements Meeting

Tracking Characters, Settings, and Major Events

Analyzing Character Similarities and Differences

Comparing and Contrasting Settings

Identifying How Contrasts in the Story Impact the Main Character

Examining Major Story Events

Time to Teach: Identifying How Contrasts in the Story Impact the Main Character (7-10 minutes)

6 Comparing and Contrasting Story Elements 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 Miraculous Journey of Edward Tulane

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

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

Book Club
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Student Self-Evaluation Rubric

Name: _____

How I Did in The Miraculous Journey of Edward Tulane Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				During I participated in Book Club
I had my materials				
I shared my thinking				After I was responsible
I asked someone a question				
I stayed on task, listened, and showed respect to others				
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. 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 it was made into a movie.

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.

RL.5.4	RL.5.7	RL.5.3	RL.5.2
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.
RL.5.1	RL.5.4	RL.5.10	RL.5.4
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?
RL.5.10	RL.5.5	RL.5.6	RL.5.9
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 author's message and use evidence from the text to support your thinking.	Tell the genre of your text and explain how you know.
RL.5.3	RL.5.1	RL.5.10	RL.5.7
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 was made into a movie.
RL.5.5	RL.5.4	RL.5.10	RL.5.2
Give at least 3 examples of figurative language. Tell how the 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.	

Book Club
The Miraculous Journey of Edward Tulane

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with 5th Grade Common Core Alignment

Book Club Assessment Materials

Focus Assessment for Comparing and Contrasting Story Elements

Name: _____

Comparing and Contrasting Story Elements The Miraculous Journey of Edward Tulane Book Club Focus Assessment

Directions: Use what you know about *The Miraculous Journey of Edward Tulane* to answer each of the following questions.

Which character damaged Edward?

Bryce's dad
 the doll maker
 Bull
 Neal

Compare how Nellie and Pellegrina treat Edward. Provide at least one example of how they treat him the same way.

Contrast the way that Bryce and Abilene treat Edward. Provide at least one example of how they treat him differently.

What do Edward and the old doll have in common?

List two different settings in the story that make Edward feel the same way.

Name two story events that changed Edward in different ways. Tell how each event changed him.

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Practice with multiple choice questions

Short answer practice

Complete Common Core Assessment

Name: _____

The Miraculous Journey of Edward Tulane CCSS Assessment

Score: _____

Directions: Use what you know about *The Miraculous Journey of Edward Tulane* to answer each of the following questions.

When describing Edward's time in the garden, DiCamillo says, "the birds were insistent." Which detail does not fit this description?

The birds fly around his head.
 The birds tug at his sweater.
 The birds are afraid of him.
 The birds scream in his ears.

After his head breaks, Edward says his heart is broken. How does his heart start to heal?

Describe how the story would be different if it were told by Edward.

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPagez.com

Answer Keys

One essential question for each of the 5th grade Reading Literature standards

Rubric with optional Common Core Alignment

Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 5.3
 Compare and contrast two or more characters, settings, or events in a story, drawing specific details in the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Comparing and Contrasting Story Elements	Is not able or is beginning to compare and contrast story elements using details from the text.	Is able to compare and contrast story elements using details from the text some of the time.	Is able to compare and contrast story elements using details from the text most of the time.	Is able to compare and contrast story elements using details from the text all of the time.

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

- Identify characters, settings, and major events of a story.
- Compare story elements, focusing on their similarities.
- Contrast story elements, focusing on their differences.
- Provide details from the text to support conclusions.

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CCSS5A-LITERACY-RL.5.3 The Miraculous Journey of Edward Tulane Book Club | @BookPagez.com

Answer Key

The Miraculous Journey of Edward Tulane CCSS Assessment

Directions: Use what you know about *The Miraculous Journey of Edward Tulane* to answer each of the following questions.

Abilene says, "I love you, Edward," and waits for Edward's response. If Edward could talk, do you think he would say "I love you back"? Why or why not?

Answers may vary. Sample answers include: No, Edward would not say "I love you" back because he does not know that he loves Abilene at that part of the story.

When Edward is stuck on the bottom of the ocean, what does he do to pass the time?

He thinks about the princess story.
 He comes up with his own story.
 He tells the fish a story about a princess.
 He sleeps until he is rescued.

Which character treats Edward the most like Abilene?

the doll maker
 Bull
 Neal
 The woman with the garden

CCSS Assessment 5th Grade Reading Standards for Literature | @BookPagez.com

Running Record

Title: The Miraculous Journey of Edward Tulane 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		Instructional		Hard		COUNT	INFORMATION USED
	95% - 100% Accuracy	90% - 94% Accuracy	80% - 89% Accuracy	70% - 79% Accuracy	E	SC		
1								

ONCE, IN A HOUSE ON EGYPT STREET, there lived a rabbit who was made almost entirely of china. He had china arms and china legs, china paws and a china head, a china torso and a china nose. His arms and legs were jointed and joined by wire so that his china elbows and china knees could be bent, giving him much freedom of movement. His ears were made of real rabbit fur, and beneath the fur, there were strong, bendable wires.

Tested By: _____ @BookPagez.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
The Miraculous Journey of Edward Tulane Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with The Miraculous Journey of Edward Tulane correlate with the following English Language Arts Common Core State Standards for 8th grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.2 – Determine a theme or topic of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.3 – 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).
RL.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novels, multimedia presentations of fiction, slides, multi-poems).
RL.9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.1 – Know and apply grade-appropriate phonics and word analysis skills in decoding words.
RF.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.4 – 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.
W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.1a – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.1b – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.1c – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Book Club Common Core Alignment

Common Core State Standards Correlation
The Miraculous Journey of Edward Tulane Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with The Miraculous Journey of Edward Tulane correlate with the following English Language Arts Common Core State Standards for 8th grade.
Vocabulary Lesson Plan and Resources
Language
LS.40 – Use context (e.g., cause-effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LS.8 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LS.6 – 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).

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
The Miraculous Journey of Edward Tulane

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanezca en el tema. 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"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? <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.).

Book Club
The Miraculous Journey of Edward Tulane

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Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el The Miraculous Journey of Edward Tulane 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 de Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión de Club de Libros
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión de 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		
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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>Escriba sobre las nuevas palabras que leste. ¿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>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>Direcciones: Elja una de las opciones de respuesta de que hayas escrito tu respuesta, cópiala en el recuadro de tu libro de cartón.</p>	<p>RLS.1 ¿Cuál fue la idea principal del texto que leste hoy? Enumere al menos 3 detalles que respalden su idea principal.</p>	<p>RLS.4 Escriba sobre las nuevas palabras que leste. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>RLS.10 ¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.</p>
<p>RLS.10 Escriba sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.</p>	<p>RLS.5 ¿Qué capítulo fue el más importante? ¿Por qué piensas eso?</p>	<p>RLS.4 Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.</p>	<p>RLS.4 ¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?</p>
<p>RLS.3 Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.</p>	<p>RLS.1 Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.</p>	<p>RLS.10 Escriba sobre las cosas que un lector necesita saber para entender el texto.</p>	<p>RLS.9 Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.</p>
<p>RLS.5 Escibe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.</p>	<p>RLS.4 Da un ejemplo de una frase interesante que leste hoy. Indique cómo el lenguaje del autor afectó su comprensión.</p>	<p>RLS.10 ¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.</p>	<p>RLS.7 Elige una escena del libro. ¿Día cómo sería diferente si se convirtiera en una película?</p>
<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, cópiala en el recuadro de tu libro de cartón.</p>	<p>RLS.10 Escriba sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?</p>	<p>RLS.4 Escriba sobre las nuevas palabras que leste. ¿Qué crees que significan las palabras? ¿Por qué?</p>	<p>RLS.2 ¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.</p>

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