

Here's What You'll Get with the Tuck Everlasting Book Club

Figurative Language Lesson Plans for 6 Book Club Meetings

4 Part Lesson Plans

Book Club Tuck Everlasting By: Natalie Babbitt Grade Level: 6 / Guided Reading Level: W	
Discussion Questions and New Vocabulary	Meeting #6 Final Meeting 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, Greek/Latin roots, prefixes/suffixes). 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. Chapters 20-25 Discussion Questions: 1. What does Jesse bring to Winnie and why? (pg. 11) (water from the spring so when she's 17 she can drink it) (pg. 11) (water from the spring so when she's 17 she can drink it) 2. How will Winnie make a difference in the world? (pg. 115) (she will save Mae). 3. What did Winnie do with the water from the spring? (pg. 132) (she poured it on the load). Chapters 20-25 New Vocabulary: 1. Unwittingly (pg. 128) – not aware of what's really happening 2. Facilitator (pg. 129) – a person who works with or helps someone who is doing something. 3. Custody (pg. 129) – being kept in a prison or jail

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club Tuck Everlasting By: Natalie Babbitt Grade Level: 6 / Guided Reading Level: W	
METAPHORS	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: Metaphors (7-10 minutes) When you portray a person, place, thing, or an action as being something else, even though it is not actually that "something else," you are speaking metaphorically. "He is the black sheep of the family" is a metaphor because he is not a sheep and is not even black. However, we can use the word "sheep" to describe an association of a black sheep with that person. A black sheep is an unusual animal and typically stays away from the herd. The person you are describing shares similar characteristics– he is different from the rest of the family, like more outgoing if the family is rather shy. Here are more everyday examples of metaphors we use when we speak: My brother was boiling mad . (This implies he was really angry.) The assignment was a breeze . (This implies that the assignment was easy.)

Discussion Questions by Chapter

Key Vocabulary by Chapter

Book Club Tuck Everlasting By: Natalie Babbitt Grade Level: 6 / Guided Reading Level: W	
PERSONIFICATION	Meeting #4 Continued Here are examples from these chapters: 1. (pg. 52) the chatter of a sweeping kingfisher 2. (pg. 61) the bullfrog spoke again... another bullfrog answered. 3. (pg. 65) It lapped at the sides of the rowboat and hurried on around them. 4. (pg. 69) the frogs talked comfortably. Ask students how these descriptions make them feel. Is the setting imaginary and fairy-tale-like? Is Winnie amazed at what she is seeing? Personification always separates personification, metaphors and similes. In this chapter there is a very important metaphor, which is key to the theme of the story: Jesse tells Winnie (pg. 62), "Everything's a wheel, turning and turning and never stopping." What does he mean by this and what does Winnie suddenly understand (pg. 63)? Take Time to Reflect (2 minutes) <ul style="list-style-type: none"> Distribute the student self-evaluation assessments. 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 on the last day of Book Club along with the teacher). Wrap up the Book Club Meeting <ul style="list-style-type: none"> Assign students to independently read pages 73-100 (Chapters 15-19). Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Imagery Meeting #1 Continued Time to Teach Imagery	Metaphors Meeting #2 Continued
Simile Meeting #3 Continued Kick-off the Book Club Meeting (5-7 minutes)	Connotation Meeting #4 Continued Kick-off the Book Club Meeting (5-7 minutes)
Personification Meeting #5 Continued Kick-off the Book Club Meeting (5-7 minutes)	Examine How the Author Helps Us Understand the Story By Using Figurative Language Meeting #6 Continued Kick-off the Book Club Meeting (5-7 minutes)

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
Tuck Everlasting

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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
Tuck Everlasting

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Student Self-Evaluation Rubric

Name: _____

How I Did in Tuck Everlasting Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I have a response option for my book club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in my book club
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I have a response option
I took the time to reflect				
I know when and where I will prepare for the next meeting				
Score	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.			
Write about the way the main problem and solution unfolded in the story.			
<p>Directions: Choose one of the response options after you've written your response.</p> <p>© BookPages.com Book Club</p>			
Name: _____			
RL.6.6 Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	RL.6.7 What is the overall mood of this book? Why do you think so? Give examples.	RL.6.3 Choose two settings from the text. Explain why each is important to the story.	RL.6.2 What is the theme of this book? Why do you think so? Give examples.
RL.6.1 Write about the three inferences you made while reading. Explain why these inferences are important.	RL.6.4 Write about the new words you read. What do you think the words mean? Why?	RL.6.10 How does this text compare to other books you've read? Give examples.	RL.6.4 What are some powerful words or phrases used in the text? Why are they powerful?
RL.6.10 Write about the reading strategies you used to help you be a better reader.	RL.6.5 Which chapter was the most important? Why do you think so?	RL.6.6 Write about the author's message and use evidence from the text to support your thinking.	RL.6.9 Tell the genre of your text and explain how you know.
RL.6.3 Compare and contrast two characters. Tell how they are the same and different.	RL.6.1 Make an inference about the main character. What makes the character happy? Give examples.	RL.6.10 Write about the things a reader needs to know in order to understand the text.	RL.6.7 Choose a scene from the book. Tell how it would be different if it was in a movie.
RL.6.5 Write about the way the main problem and solution unfolded in the story.	RL.6.4 Give at least 3 examples of figurative language. Tell how the language affected your comprehension.	RL.6.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.6.2 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.</p> <p>© BookPages.com Common Core Aligned Book Club Reading Response Option Board</p>			

Book Club
Tuck Everlasting

with 6th Grade Common Core Alignment

Book Club Assessment Materials

Complete Common Core Assessment

One essential question for each of the 6th grade Reading Literature standards

Practice with multiple choice questions

Short answer practice

Tuck Everlasting
CCSS Assessment

Name: _____ Score: _____

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

What inference can you make from the following statement? Choose the best answer.
"It's no good hiding yourself. And it's no good just thinking."
 (A) People shouldn't hide.
 (B) People should do some.
 (C) People should not run.
 (D) It's not important to be.

What does Tuck Everlasting say?
 (A) Life is a cycle. We are d.
 (B) Life is unpleasant but w.
 (C) Life is all about what yo.
 (D) We should all make the

How does Winnie change th

Tuck Everlasting
CCSS Assessment

Name: _____ Score: _____

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

Explain the meaning of the following metaphor:
"This rowboat now, it's stuck. If we didn't move it out yourself, it would stay here forever, trying to get loose, but stuck. That's what us Tucks are, Winnie. Stuck so's we can't move on. We ain't part of the wheel no more, dropped off."
RL.4.4

How does personification contribute to the meaning of Tuck Everlasting?
 (A) The Tuck household is described as having human, or almost magical characteristics.
 (B) The Foster home is described as having human, or almost magical characteristics.
 (C) Comparisons are made using like or as.
 (D) All of the above.
RL.5.5

From whose point of view is Tuck Everlasting written?
 (A) The man in the yellow suit
 (B) Jesse Tuck
 (C) Winnie
 (D) A narrator who can describe all the events and what Winnie is feeling.
RL.6.6

CCSS Assessment 6th Grade Reading Standards for Literature | @BookPagez.com

Figurative Language

Tuck Everlasting
Book Club Focus Assessment

Name: _____

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

The following simile describes the man in the yellow suit. Explain what the simile means.
"He looked more than ever like a marionette, a marionette flung carelessly into a corner, arms and legs every which way, a tangle of strings."

Choose the best definition for personification.
 (A) A comparison using like or as
 (B) The meaning of a word that is positive or negative
 (C) Giving human qualities to a non-human object
 (D) None of the above

Select the positive connotation from each pair of words.
 Stingy Slender Proud
 Frugal Skinny Conceited

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Focus Assessment for Figurative Language

Answer Keys

Figurative Language

Tuck Everlasting
Book Club Focus Assessment

Name: _____

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

The following simile describes the man in the yellow suit. Explain what the simile means.
"He looked more than ever like a marionette, a marionette flung carelessly into a corner, arms and legs every which way, a tangle of strings."

Choose the best definition for personification.
 (A) A comparison using like or as
 (B) The meaning of a word that is positive or negative
 (C) Giving human qualities to a non-human object
 (D) None of the above

Select the positive connotation from each pair of words.
 Stingy Slender Proud
 Frugal Skinny Conceited

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Rubric with optional Common Core Alignment

Figurative Language Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 4.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Determine the meaning of figurative language	Was not able to or is beginning to explain how figurative language is used in a text.	Is able to explain how figurative language is used in a text some of the time.	Is able to explain how figurative language is used in a text most of the time.	Is able to explain how figurative language is used in a text all of the time.

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

- Understand synonyms
- Understand connotations
- Understand how word choice impacts meaning
- Interpret words and phrases using metaphors
- Make inferences

Book Club
Tuck Everlasting

CCSS.ELA-LITERACY.RL.6.4 Tuck Everlasting Book Club | @BookPagez.com

Running Record

Title: Tuck Everlasting Guided Reading Test Level: W 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) _____

	Easy 95% - 100% Accuracy	Instructional 70% - 94% Accuracy	Hard 50% - 89% Accuracy
Page			
3			

Analysis and Comments:

Tested By: _____ @BookPagez.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in *Tuck Everlasting* Word List

Vocabulary Connections
Tuck Everlasting
By: Natalie Babbitt
Grade Level: 6 / Guided Reading Level: W

Important Words to Know and Understand in *Tuck Everlasting*.

Accomplice (page 129)
A person who works with or helps someone who is doing something illegal

Camphor (page 85)
A white substance with a strong smell that is used in medicine and to keep insects away

Cavernous (page 51)
Resembling a large cave; very large

Custody (page 129)
Being kept in a prison or jail

Galling (page 23)
Causing someone to feel angry or annoyed

Illiterates (page 74)
People who cannot read or write

Petulance (page 98)
A person who is angry and annoyed when he doesn't get what he wants

Pitiless (page 50)
Very cruel; showing no pity

Self-deprecation (page 18)
Making yourself or the things you do seem unimportant

Unwittingly (page 128)
Not aware of what's really happening

Vocabulary Word List | ©BookPages.com

Vocabulary Connections
Tuck Everlasting
By: Natalie Babbitt
Grade Level: 6 / Guided Reading Level: W

Accomplice	Camphor	Cavernous
A person who works with or helps someone who is doing something illegal	A white substance with a strong smell that is used in medicine and to keep insects away	Resembling a large cave; very large
Custody	Galling	Illiterates
Being kept in a prison or jail	Causing someone to feel angry or annoyed	People who cannot read or write

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
Tuck Everlasting
By: Natalie Babbitt
Grade Level: 6 / Guided Reading Level: W

Petulance	Pitiless	Self-deprecation
A person who is angry and annoyed when he doesn't get what he wants	Very cruel; showing no pity	Making yourself or the things you do seem unimportant
Unwittingly		
Not aware of what's really happening		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Tuck Everlasting
By: Natalie Babbitt
Grade Level: 6 / Guided Reading Level: W

Accomplice is a/an noun, verb, adverb, adjective Definition of Accomplice :	Camphor is a/an noun, verb, adverb, adjective Definition of Camphor :	Cavernous is a/an noun, verb, adverb, adjective Definition of Cavernous :
Accomplice looks like this:	Camphor looks like this:	Cavernous looks like this:
Accomplice reminds me of:	Camphor reminds me of:	Cavernous 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 *Tuck Everlasting*

Directions: Complete the following sentences by choosing the correct vocabulary word from the Word Bank.

Word Bank
Camphor, Galling, Accomplice, Custody, Unwittingly, Cavernous

- The sorry _____ of the crime surrendered to the police.
- My little brother _____ let his sneaky puppy out the back door when he left for school.
- The honest minister found the scam accusation _____.
- Grandma applies _____ oil to his aching body.
- Bob has 5 cars so he needs to buy a house with a _____ garage.

Directions: Read the vocabulary word on the left, then circle its synonym and underline its antonym.

Illiterates | Educated | Ignorant
Pitiless | Cruel | Merciful

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections
Tuck Everlasting
By: Natalie Babbitt
Grade Level: 6 / Guided Reading Level: W

Tuck Everlasting
By Natalie Babbitt

A new word that I learned in this book is: _____
It means: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections
Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word _____

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

Complete Common Core Alignment

Common Core State Standards Correlation
Tuck Everlasting Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Tuck Everlasting" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.3 - Describe a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.5 - Describe how a particular story or drama portrays a series of episodes as well as how the character respond or change as the plot moves toward a resolution.
RL.6 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.8 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the themes, setting, or plot.
RL.9 - Explain how an author develops the point of view of the narrator or speaker in a text.
RL.7 - Compare and contrast the experience of reading a story, drama, or poem following to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing
W.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.1b - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.1c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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Book Club Common Core Alignment

Common Core State Standards Correlation
Tuck Everlasting Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Tuck Everlasting" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Vocabulary Lesson Plan and Resources
Language
L.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue for the meaning of a word or phrase.
L.6 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when conducting a word or phrase important to comprehension or expression.
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Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

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

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

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club del 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"/> Traiga 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"/> 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.).

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Student Self-Evaluation Rubric

Tied to the Book Club Expectation Guide

Nombre: _____

Cómo lo hice en el Tuck Everlasting Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Pude hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión del Club de Libros
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión del 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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Reader's Response Option Board

with 6th Grade Common Core Alignment

Nombre: _____

¿Desde qué punto de vista está escrito el texto? ¿Cómo lo sabes?	¿Qué ves / escuchas al leer el texto?	Describe cómo evoluciona el personaje principal con la trama.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Por qué el autor escribió esta pieza? Da 3 ejemplos para apoyar tu respuesta.	¿Dígale a la autora cómo usó las palabras para impactar sus emociones mientras lee el texto?	Resume brevemente la trama y el tema del texto.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Identifica el género del texto que lees. Proporcione al menos 3 ejemplos para respaldar su respuesta.	¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Describe el problema en el texto que lees hoy. ¿Cómo crees que se resolvió el problema?	¿Qué inferencias hiciste al leer hoy? Cuéntales cómo las inferencias te ayudaron como lector.	Escriba sobre las cosas que un lector necesita saber para comprender el texto que lee hoy.	Elige una escena del libro. Di cómo sería diferente si se hiciera en una película.
Identifica la parte / capítulo más importante de la historia que leste hoy. Dile por qué crees que es importante.	Da un ejemplo de lenguaje figurativo en el texto que lees hoy. Cuéntales cómo la elección de palabras impactó su comprensión del texto.	¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	¿Qué sugiere la historia que lees hoy sobre la vida? Use ejemplos para respaldar su respuesta.

Direcciones:
Elja uno de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, colorea en el cuadrado de la tabla de arriba.

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