

# Ms. Watkins' Reading Comprehension Book Club



## Pre-assessment

**Pre-assessment**—Answer the pre-assessment questions on a separate sheet of paper

## Part One

**Assignment 1**—Select a Text and Write Book's Information

**Assignment 2**—Find Vocabulary Words

**Assignment 3**—Create and Define a Vocabulary List Poster

**Part One Rubric**

## Part Two

**Assignment 4**—Read the Text Using Reading Strategy: Selecting Quotes

**Assignment 5**—Read the Text Using Reading Strategy: Asking Important Questions

**Assignment 6**—Read the Text Using Reading Strategy: Sensory-Emotional Connections

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**Part Two Rubric**

## Part Three

**Final Assessment**

**Part Three Rubric**

\*Do NOT fall behind on assignments! You will be sad if you do, and I don't want you to be sad.

# Pre-assessment

**Pre-assessment**—Answer the pre-assessment questions on a separate sheet of paper

**Directions:** Write your name, date, and period on your own paper. Read through each question, and then answer them honestly.

1. What is your favorite subject? (This does not have to be a book or a school subject.)
2. What book have you read about this subject?
3. What type of books do you like to read the most?
4. Tell me about some of the last books you've read.
5. Who is your favorite author?
6. What do you like about that author?
7. Suggest a book for me to read by that author. Why should I read it?
8. Who reads to you?
9. Whom do you read to?
10. How many books do you have in your house? (This can be e-books or physical books. You can estimate the amount.)
11. Tell me about your favorite reading spot?
12. What library have you been to? Do you have a library card?
13. How frequently do you check out books? (You can estimate your answer.)
14. What newspapers or magazines come to your house?
15. How often do you read them?
16. How do you keep up on current events?
17. How would you tell a 5-year-old child who does not know how to read that reading is important?
18. How would you explain the skills that make a good reader to a 5-year-old child who does not know how to read?
19. Do you think people who read have an advantage over people who do not read in society? Explain.
20. If you were brave enough to ask for help with reading, what would you ask? *\*This is private! You will not be graded on #20, and I am the only one to see your answer. Your answer is important to me because I want to be a good teacher for you, and I want you to love to learn and love to read because I know that reading and education is the key to success.*



# Part One

## Assignment 1 – Select a Text

- Find a **chapter book** on a topic that interests you
- Use the Five-Finger Rule for selecting a text at your level

### Five-Finger Rule

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**Directions**

1. Choose a Book
2. Open it to Any Page
3. Make a Fist
4. Start to Read the Page
5. Put up a Finger for Each Hard Word

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**Results**

1 Finger = Too Easy	Pick a More-Difficult Book
2-3 Fingers = Just Right	Keep Reading
4-5 Fingers = Too Hard	Pick an Easier Book



### Five Finger Rule

1. Choose a book!
2. Open the book to any page and begin reading.
3. Put one finger up for each word you don't know.

	<b>Too Easy</b>
0-1 Fingers	
	<b>Just Right!</b>
2-3 Fingers	
	<b>Too Hard</b>
4-5 Fingers	

- Check out the “Just Right” book (*Bring this to class*)
- Write down the book’s (*Bring this to class*)
  - Title
  
  - Author
  
  - Publisher
  
  - Date of Publication
  
  - Number of Pages

## Assignment 2—Find Vocabulary Words

- Write down at least 8-12 or more words that you do not know or that are interesting. You should find these **everywhere** in the book.
- Include the sentences and page numbers from your book that use the words
  - If you are reading an e-book, write down the sentences and the location of the word

Word	Pg #	Sentence Using the Word from the Book
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

## Assignment 3—Create and Define a Vocabulary List

- Write down 5-7 most interesting or unique words out of your list and **define** them on a *fancy piece of paper provided by Ms. Watkins*
- Indicate what part of speech they are (verb, noun, adjective, etc.)
  - *Knowing whether a word is a noun, a verb, or something else can help you know how to understand and use it. Be aware that many words, such as "run" and "low," can be more than one part of speech. Dictionaries generally use abbreviations such as "n." and "adj." to indicate parts of speech.*
- Create a completed version of your vocabulary words that is **creative** and **colorful** (*Bring this to class*)

## Part One Rubric

Level 4—A	<p>The student should have...</p> <ul style="list-style-type: none"> <li>● The pre-assessment</li> <li>● A chapter book</li> <li>● A sheet with the book's title, author, publisher, date of publication, and number of pages (5 requirements)</li> <li>● A sheet with at least 10 words you don't know</li> <li>● A well-developed, creative and colorful 5-7 word vocabulary list with the word's definitions and parts of speech</li> </ul>
Level 3—B	<p>The student should have...</p> <ul style="list-style-type: none"> <li>● The pre-assessment</li> <li>● A chapter book</li> <li>● A sheet with the book's title, author, publisher, date of publication, or number of pages (4 requirements)</li> <li>● A sheet with at least 6-9 words you don't know</li> <li>● A well-developed, creative and colorful 6-9 word vocabulary list with the word's definitions and parts of speech</li> </ul>
Level 2—C	<p>The student should have...</p> <ul style="list-style-type: none"> <li>● The pre-assessment</li> <li>● A chapter book</li> <li>● A sheet with the book's title, author, publisher, date of publication, or number of pages (2-3 requirements)</li> <li>● A sheet with at least 3-5 words you don't know</li> <li>● A well-developed, creative and colorful 3-5 word vocabulary list with the word's definitions and parts of speech</li> </ul>
Level 1—D	<p>The student should have...</p> <ul style="list-style-type: none"> <li>● The pre-assessment</li> <li>● A chapter book</li> <li>● A sheet with either the book's title, author, publisher, date of publication, or number of pages (1 requirement)</li> <li>● A sheet with at least 1-2 words you don't know</li> <li>● A well-developed, creative and colorful 1-2 word vocabulary list with the word's definitions and parts of speech</li> </ul>

# Part Two

## Assignment 4—Read the Text Using Reading Strategy: Selecting Quotes

### Why should you write down quotes?

*“I love quotations because it is a joy to find thoughts one might have, beautifully expressed with much authority by someone recognized wiser than oneself.”*

— Marlene Dietrich

*“I hate quotations. Tell me what you know.”*

— Ralph Waldo Emerson, *The Essays of Ralph Waldo Emerson*

*“Quotation, n: The act of repeating erroneously the words of another.”*

— Ambrose Bierce, *The Unabridged Devil's Dictionary*

*“He wrapped himself in quotations - as a beggar would enfold himself in the purple of Emperors.”*

— Rudyard Kipling, *Many Inventions*

*“[A] quotation is a handy thing to have about, saving one the trouble of thinking for oneself, always a laborious business.”*

— A.A. Milne, *If I May*

### Your Task

#### Directions:

- Find 10-15 quotes in your book that are unusually worded, inspiring, or meaningful to you.
- Write down the quote and page number.
- For each quote, explain what makes the wording unusual, why the quote is inspiring, or why it is meaningful to you.

**\*Complete this throughout your book**

Page Number	<b>Quote</b>
1	Quote:
	Explanation:
2	Quote:
	Explanation:
3	Quote:
	Explanation:
4	Quote:
	Explanation:
5	Quote:
	Explanation:

Page Number	<b>Quote</b>
6	Quote:
	Explanation:
7	Quote:
	Explanation:
8	Quote:
	Explanation:
9	Quote:
	Explanation:
10	Quote:
	Explanation:



Page Number	<b>Quote</b>
11	Quote:
	Explanation:
12	Quote:
	Explanation:
13	Quote:
	Explanation:
14	Quote:
	Explanation:
15	Quote:
	Explanation:

## Assignment 5—Read the Text Using Reading Strategy: Asking Important Questions (Inquiry)

### *Why should you question a text?*

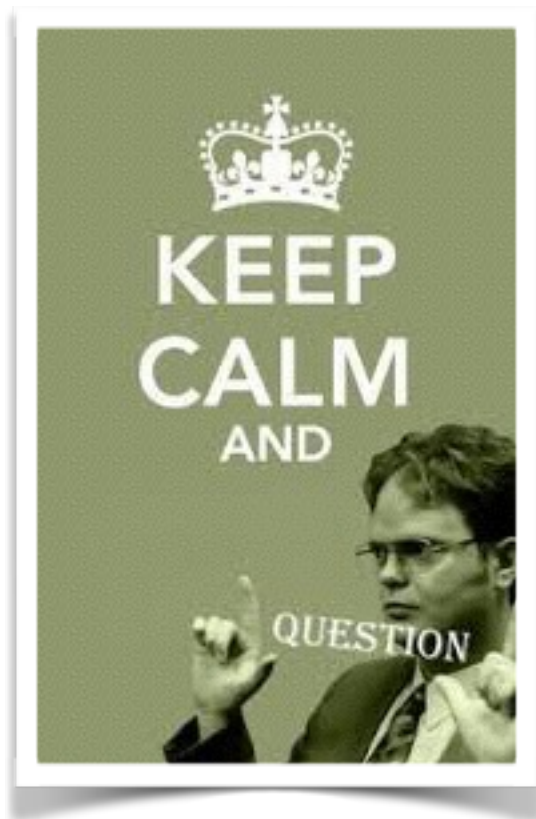
*Expert readers ask questions not only as they read, but they ask questions before and after reading. Questions help you clarify and deepen your understanding of the text you are reading.*

*Readers infer (make educated guesses) answers, find the answers in the text, and sometimes have to use an outside source to answer their questions.*

*Proficient listeners and readers are always generating questions as they read.*

*Questioning helps you move deeply into text, think more about what you read; organize your thinking; frame the pursuit of new understandings; locate specific information; think about unstated ideas such as themes, author goals and intents, and underlying meanings.*

*Good readers are curious about the world around them. Asking questions and wanting more information gives them a reason to read. Good readers ask questions when they learn something **new** or read something **unfamiliar**. Asking questions facilitates learning and new information often leads to more sophisticated learning.*



### **Your Task**

**Directions:** On a separate sheet of paper, create *four* (4) question webs using the template on page 6 (*Bring to class*)

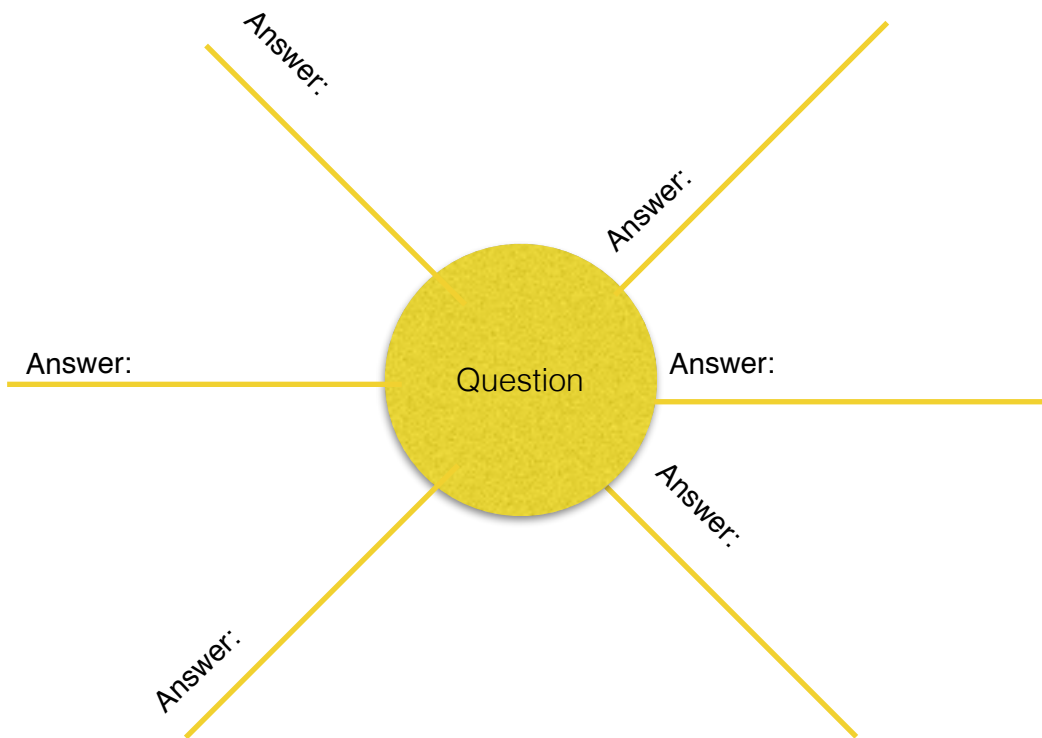
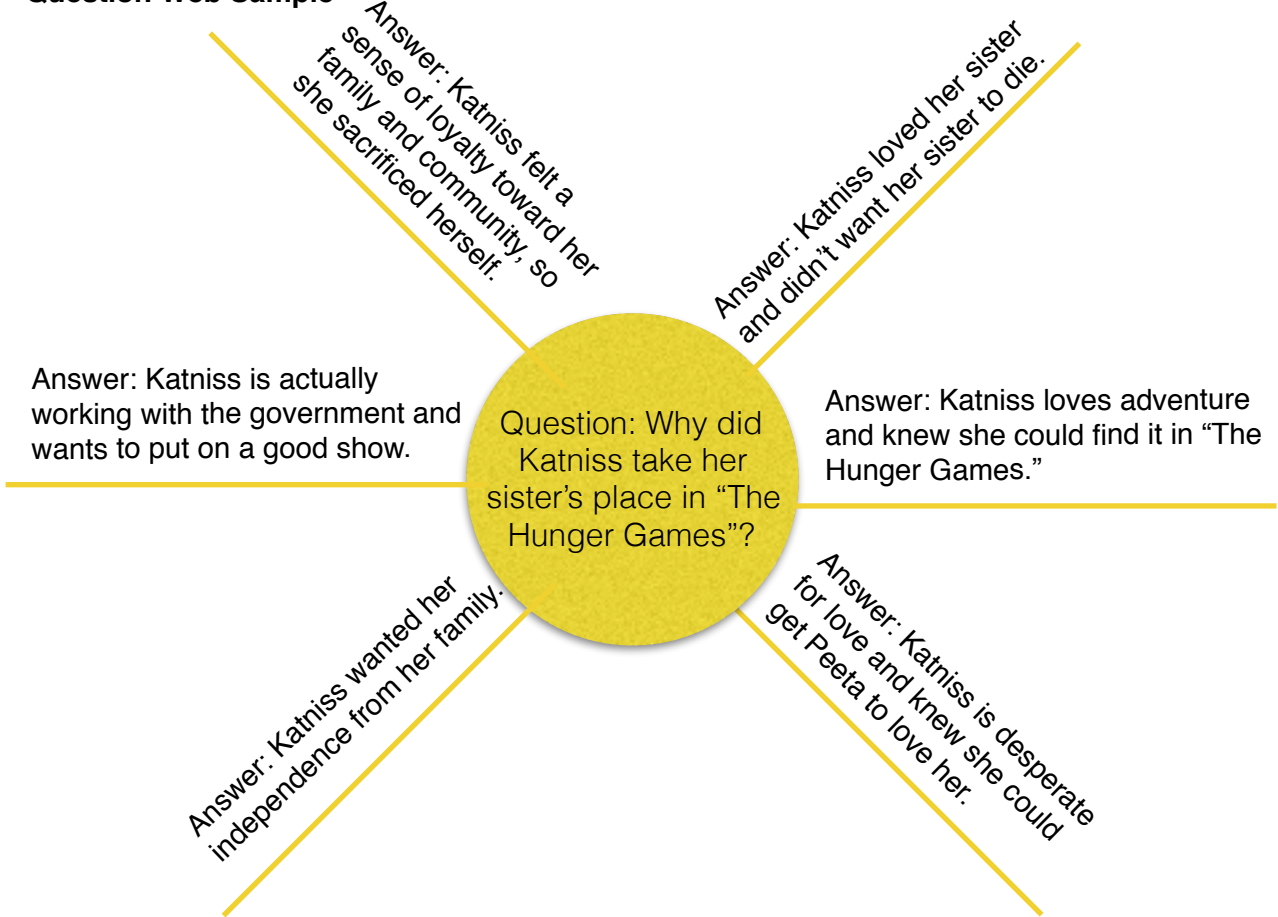
### **What are Question Webs?**

Question webs help guide your questions and develop possible answers as you read.

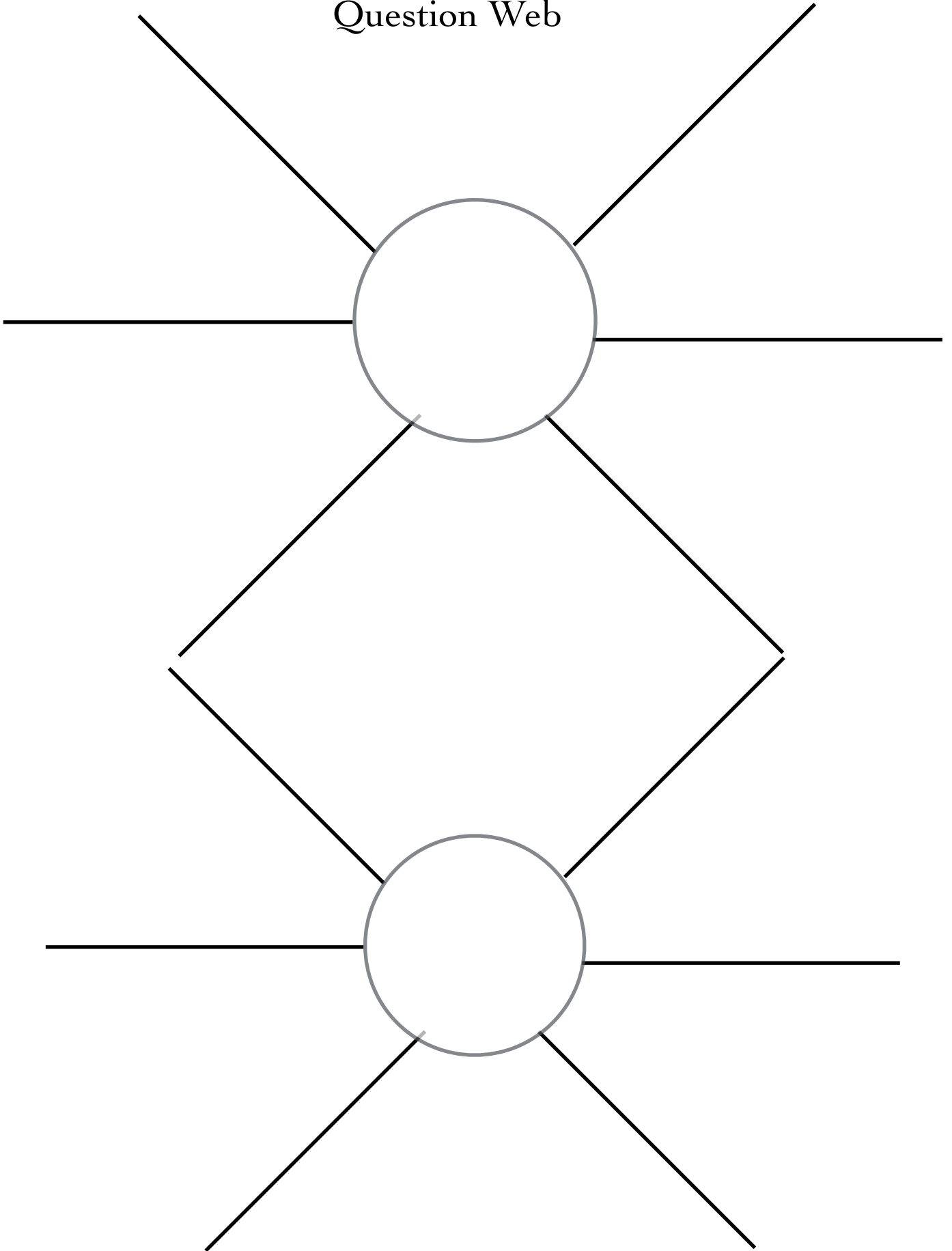
1. Write a question in the center of the web.
2. Draw six (6) lines that connect to your web and provide possible answers to your questions.

**\*Complete this throughout your book**

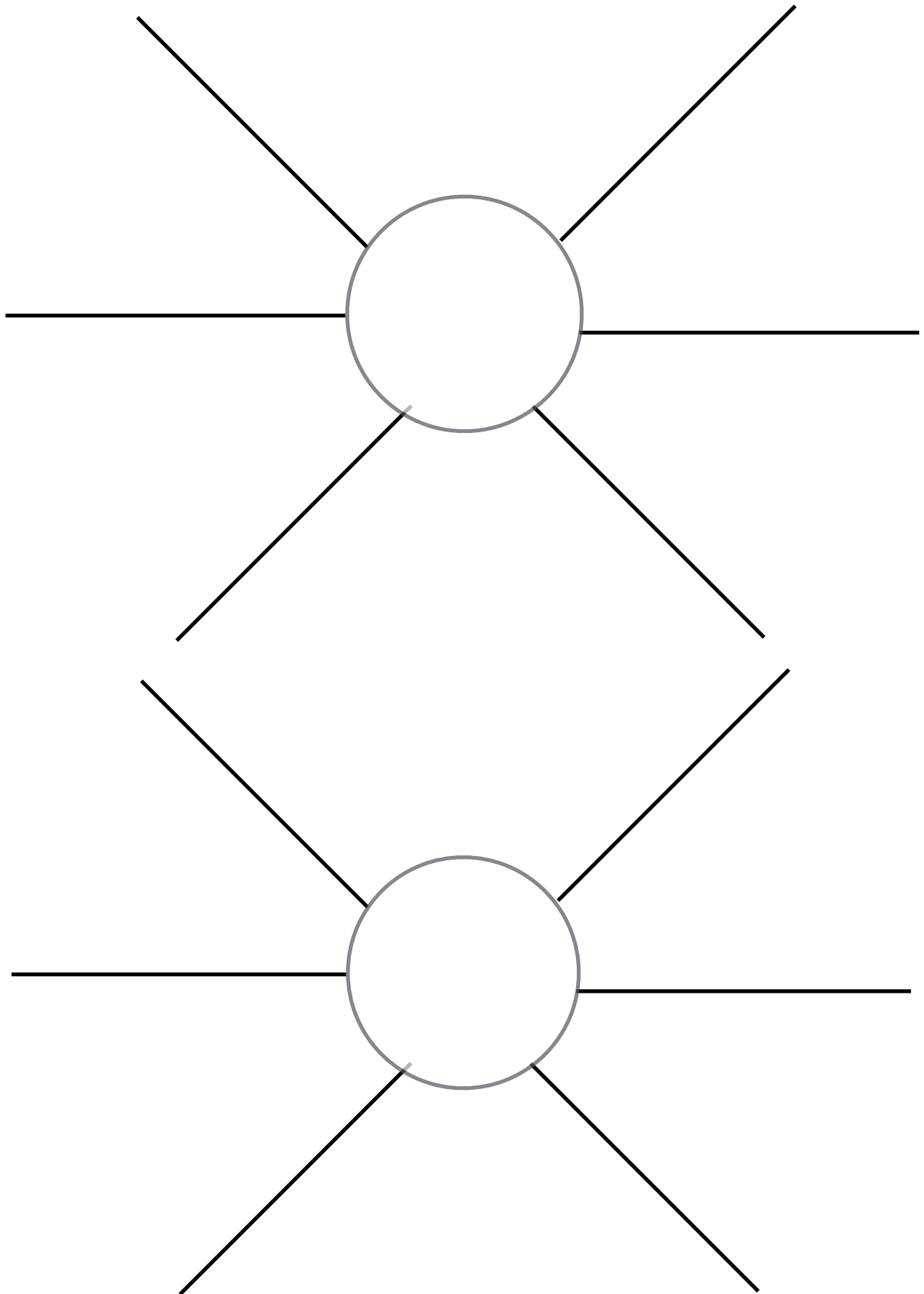
**Question Web Sample**



# Question Web



# Question Web



# Assignment 6—Read the Text Using Reading Strategy: Sensory-Emotional Connections (Discover Senses)

**Why should you think about different sensations when reading?**

*Discovering senses while you read can help you see the images in the book, hear what the characters' hear, feel what characters' feel, smell what they smell, and think what they think. This can help you understand the main idea of the book.*

**Your Task**

**Directions:** Fill in the Sensation Chart on the next page for what you see, hear, smell, feel, and think while you read the book on the left side. Then write what you feel is the most impactful image, sound, sensation, scent and thought, as well as *why* you thought that. *(Bring to class)* Remember, these sensations will take place in your imagination.

**\*Complete this throughout the book**

## Sensation Chart

I See	Most Interesting Picture Why?
I See	Draw what you see
I Hear	Most Interesting Sound Why?
I Touch	Most Interesting Feeling Why?
I Smell	Most Interesting Smell Why?
I Think/Feel Emotionally	Most Interesting Thought Why?

# Sensation Chart

I See	Most Interesting Picture Why?
I See	Draw what you see
I Hear	Most Interesting Sound Why?
I Touch	Most Interesting Feeling Why?
I Smell	Most Interesting Smell Why?
I Think/Feel Emotionally	Most Interesting Thought Why?

# Assignment 7—Read the Text Using Reading Strategy: Making Predictions (Forecasting)

## *Why should you make predictions when reading?*

*Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). A reader involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between their prior knowledge and the text.*

## **Your Task**

**Directions:** On a separate piece of paper, use the template below to make four (4) predictions and answer *why* you think your prediction will happen (*Bring this to class*)

**\*Complete this throughout the book**

**Predictions**

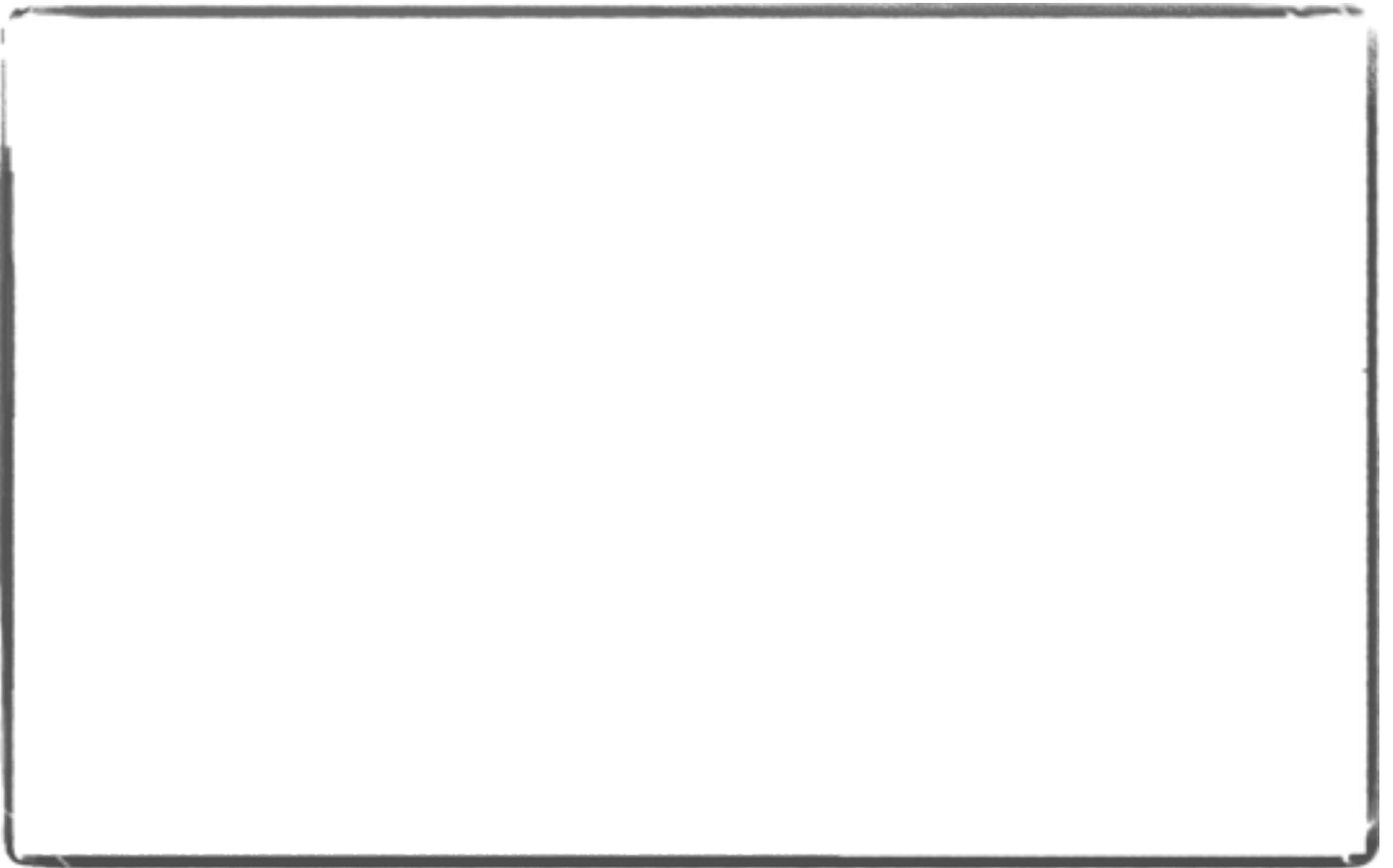
Draw a picture of what you predict will happen next.

Why do you think this will happen next?



# Predictions

Draw a picture of what you predict will happen next.



Why do you think this will happen next?

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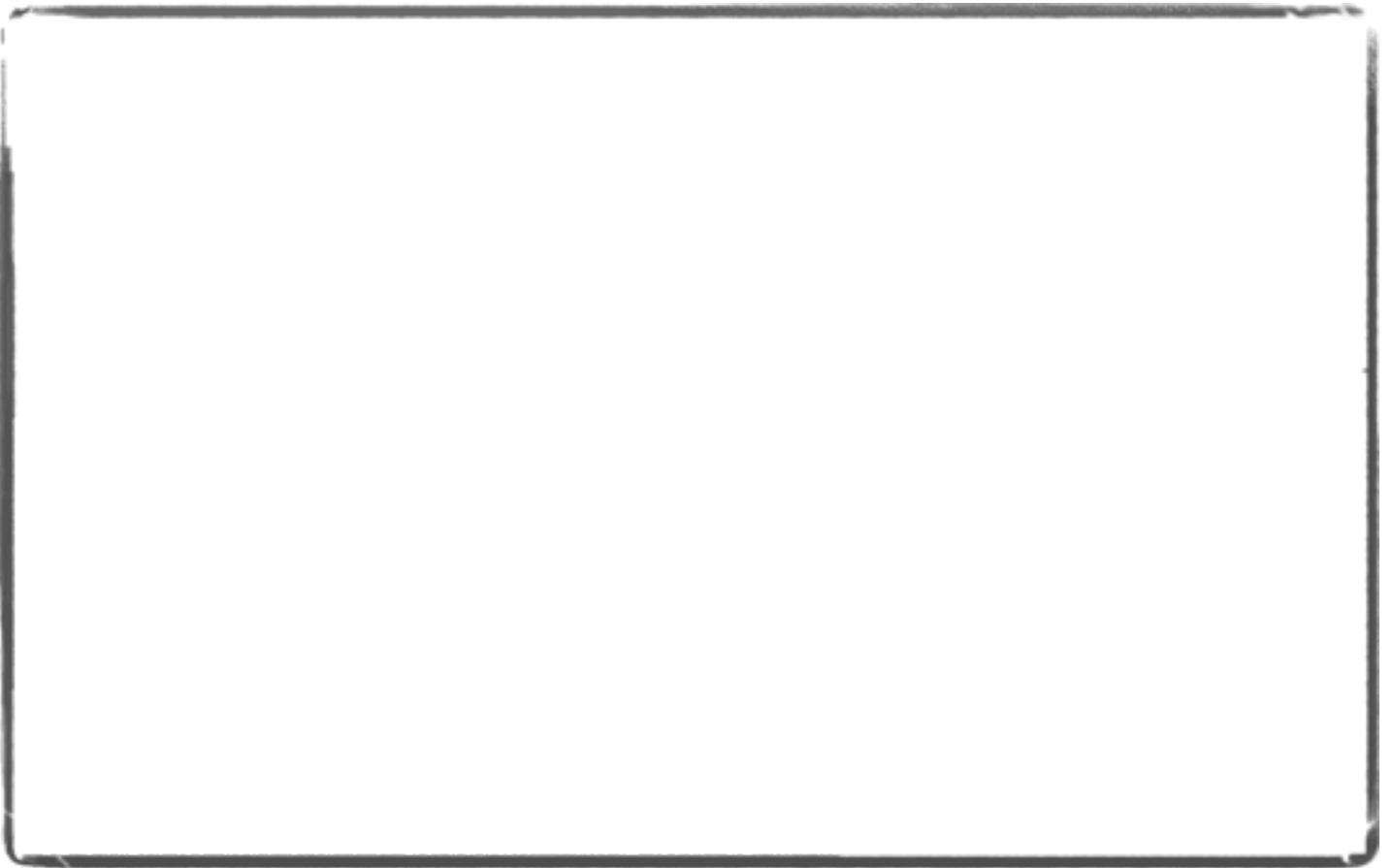
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# Predictions

Draw a picture of what you predict will happen next.



Why do you think this will happen next?

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# Predictions

Draw a picture of what you predict will happen next.



Why do you think this will happen next?

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# Predictions

Draw a picture of what you predict will happen next.



Why do you think this will happen next?

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# Assignment 8—Read the Text Using Reading Strategy: Connecting to Prior Knowledge (Make Connections)

## **Why should you make connections when reading?**

Good readers draw on prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections. Struggling readers often move directly through a text without stopping to consider whether the text makes sense based on their own background knowledge, or whether their knowledge can be used to help them understand confusing or challenging materials.

**Text-to-self connections** are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life. An example of a text-to-self connection might be, "This story reminds me of a vacation we took to my grandfather's farm."

Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are **text-to-text connections**. Readers gain insight during reading by thinking about how the information they are reading connects to other familiar text. "This character has the same problem that I read about in a story last year," would be an example of a text-to-text connection.

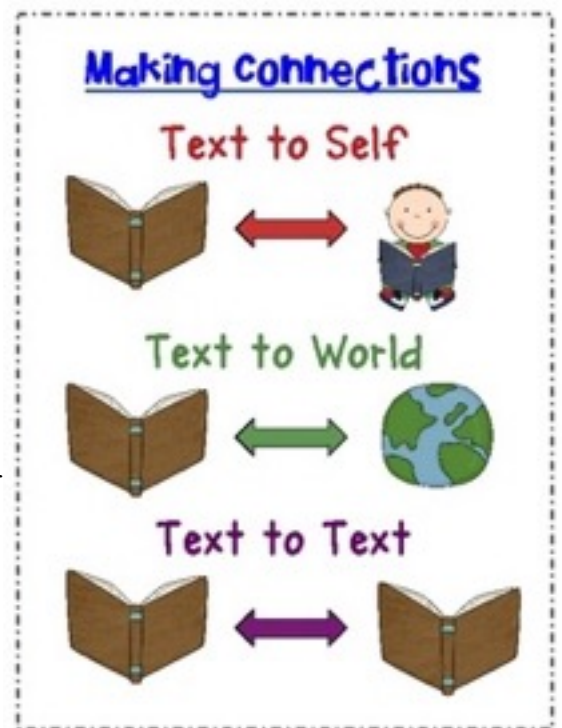
**Text-to-world connections** are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that goes far beyond our own personal experiences. We learn about things through television, movies, magazines, and newspapers. Often it is the text-to-world connections that teachers are trying to enhance when they teach lessons in science, social studies, and literature. An example of a text-to-world connection would be when a reader says, "I saw a program on television that talked about things described in this article."

## **Your Task**

### **Directions:**

- Create two (2) text-to-self connections that focus on your book
- Create two (2) text-to-text connections that focus on your book
- Create two (2) text-to-world connections that focus on your book

**\*Complete this throughout your book**



# Making Textual Connections

<i>Connections</i>	<i>Your Connections</i>
Text-to-Self	1) Text-to-Self
	2) Text-to-Self
Text-to-World	1) Text-to-World
	2) Text-to-World
Text-to-Text	1) Text-to-Text
	2) Text-to-Text

## Assignment 9—Read the Text Using Reading Strategy: Summarizing

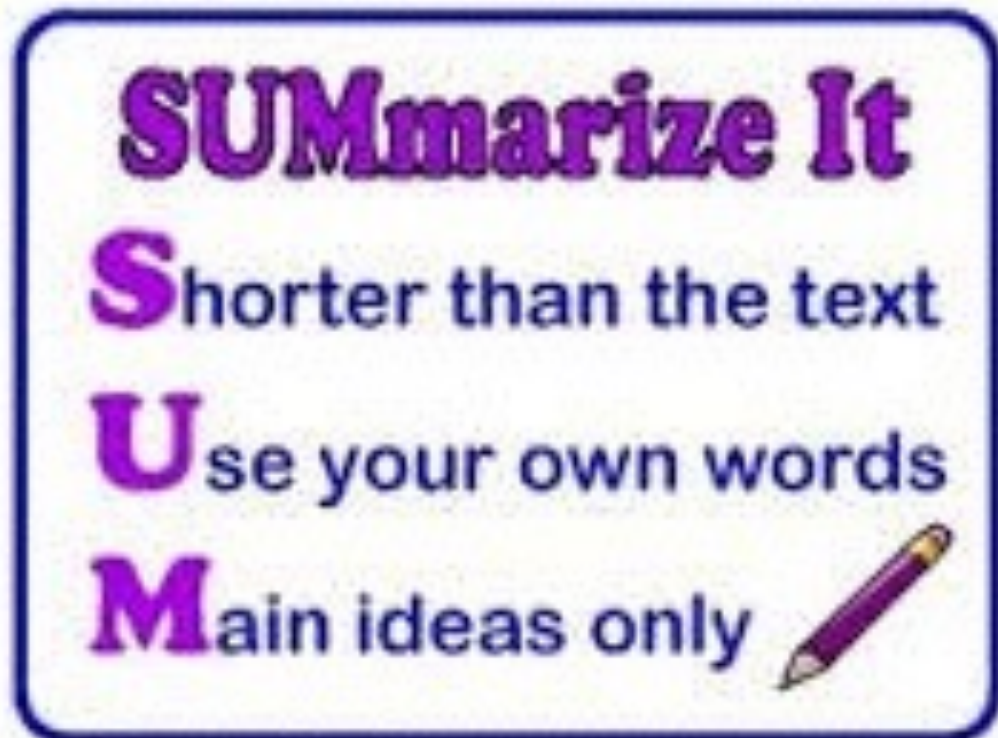
### *Why should you summarize when you read?*

- It helps students learn to determine essential ideas and consolidate important details that support them.
- It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.
- It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

### **Your Task**

**Directions:** On a separate piece of paper, write a five (5) paragraph summary of your book that answers the following questions:

- Introduce your book.
- What are the main ideas/themes of the?
- Who are the main characters in the book?
- What is(are) the setting(s) of the book?
- What are the main events of the book?



# Assignment 10—Read the Text Using Reading Strategy: Reviewing

## **Why should you review a book after reading it?**

*A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms.*

*Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization.*

*Reviewing can be a daunting task. Someone has asked for your opinion about something that you may feel unqualified to evaluate. Who are you to criticize Toni Morrison's new book if you've never written a novel yourself, much less won a Nobel Prize? The point is that someone—a professor, a journal editor, peers in a study group—wants to know what you think about a particular work. You may not be (or feel like) an expert, but you need to pretend to be one for your particular audience. Nobody expects you to be the intellectual equal of the work's creator, but your careful observations can provide you with the raw material to make reasoned judgments. Tactfully voicing agreement and disagreement, praise and criticism, is a valuable, challenging skill, and like many forms of writing, reviews require you to provide concrete evidence for your assertions.*

## **Your Task**

**Directions:** Write a three (3) paragraph review for your book that answers the following questions:

1. Did you like the book? Why?
2. What was your favorite part? Why?
3. What was your least favorite part? Why?
4. Would you recommend the book to someone? Why?
5. How many stars would you give it out of 5 stars? Why?



## Part Two Rubric

Level 4—A	● All 10 assignments are fully completed with quality
Level 3—B	● 6-9 assignments are fully completed with quality
Level 2—C	● 3-5 assignments are fully completed with quality
Level 1—D	● 1-2 assignments are fully completed with quality



# Part Three

## Final Assessment

Use all of the 10 assignments you have completed for the Reading Comprehension Book Club to create a final project.

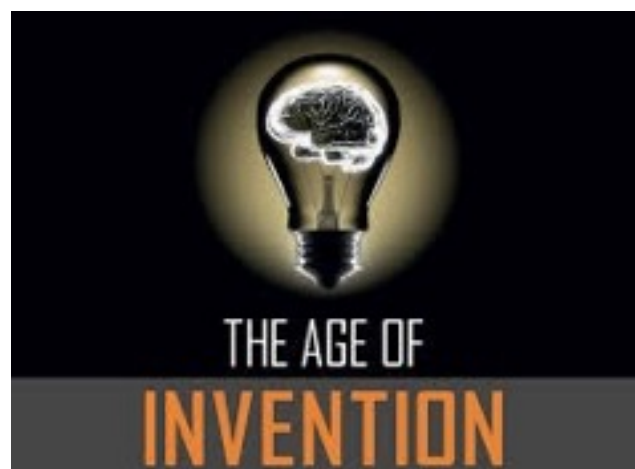
You will present your final project to the class on your assigned day.

Select *one* of the options listed below to create your final project **about the book**. If you would like to do something else, ask me and we will discuss the requirements. **(ALL PROJECTS MUST BE RELATED TO YOUR BOOK!!!!)**

## Final Project Options

<ul style="list-style-type: none"><li>• Create a video</li></ul>	<ul style="list-style-type: none"><li>• Create a play</li></ul>	<ul style="list-style-type: none"><li>• Create a test with questions and answers based on information from your book</li></ul>
<ul style="list-style-type: none"><li>• Create a PowerPoint</li></ul>	<ul style="list-style-type: none"><li>• Create an advertisement</li></ul>	<ul style="list-style-type: none"><li>• Do a service project</li></ul>
<ul style="list-style-type: none"><li>• Create a Prezi</li></ul>	<ul style="list-style-type: none"><li>• Create a blog</li></ul>	<ul style="list-style-type: none"><li>• Become the teacher by teaching the class about your book</li></ul>
<ul style="list-style-type: none"><li>• Create a Diorama (a model)</li></ul>	<ul style="list-style-type: none"><li>• Create a website</li></ul>	<ul style="list-style-type: none"><li>• Lead a class discussion</li></ul>
<ul style="list-style-type: none"><li>• Create a poster</li></ul>	<ul style="list-style-type: none"><li>• Perform a radio broadcast</li></ul>	<ul style="list-style-type: none"><li>• Perform a rap battle comparing two books (partners allowed)</li></ul>
<ul style="list-style-type: none"><li>• Change the ending of the book by rewriting it</li></ul>	<ul style="list-style-type: none"><li>• Write a diary from the perspective of a character</li></ul>	<ul style="list-style-type: none"><li>• Write the music and sing a song about the book</li></ul>

- **All final projects must include the 10 assignments we have worked on for the past weeks.**
- **All final projects must be original and fun for the class. (So do not get up in front of the class and talk us through your assignments. Be creative!!!)**



# Part Three Rubric

Level 4—A	● All 10 assignments are fully completed and presented to the class in a fun and unusual way
Level 3—B	● 6-9 assignments are fully completed and presented to the class in a fun and unusual way
Level 2—C	● 3-5 assignments are fully completed and presented to the class in a fun and unusual way
Level 1—D	● 1-2 assignments are fully completed and presented to the class in a fun and unusual way

Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.

-A Einstein



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