3rd Quarter Book Report

Book Club

My book club will be reading

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Due Date: **FRIDAY, MARCH 29th**

Each short day of the week you are **required to have your book at school and your Hidden Compartment Project**. You must be ready to discuss the assigned reading. You must be prepared on the following dates:

* Thursday, February 15
* Friday, February 23
* Friday, March 1
* Friday, March 8
* Thursday, March 14
* Friday, March 22 – BOOK NEEDS TO BE FINISHED
* Friday, March 29 - HIDDEN COMPARTMENT BOOK REPORT DUE

|  |
| --- |
| **Standard 5.SL.1 (PREPARATION AND PARTICIPATION IN BOOK CLUB DISCUSSIONS)**Participate effectively in a range of conversations and collaborations using age-appropriate vocabulary, on topics, texts, and issues.1. Respectfully acknowledge and respond to comments and claims from multiple perspectives and determine if additional information is needed.
2. Participate in conversations by asking questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.
 |

As you are reading and discussing your assigned book, you will be completing a **Hidden Compartment Project** at home.

DIRECTIONS FOR THE HIDDEN BOOK COMPARTMENT

**Front Cover**: Redesign the book cover. Be sure to include the title, author’s name, a picture that relates to the story, and don’t forget your name.

**Inside:** You need to include 4 sections:

* 1. Protagonist and Antagonist
	2. Vocabulary
	3. Figurative Language
	4. Theme
1. Draw the PROTAGONIST (leading character) and the ANTAGONIST (opposes the leading character). Compare and contrast these 2 characters using evidence from the book.

|  |
| --- |
| **Standard 5.R.7 (COMPARING THE PROTAGONIST AND ANTAGONIST)**Compare two characters, settings, or events in a story or drama, drawing on specific details in the text. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  |

1. Compile a list of 15 new vocabulary words and provide the definition for each.

|  |
| --- |
| **Standard 5.R.9 (15 NEW VOCABULARY WORDS)**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.1. Use context as a clue to the meaning of a word or phrase.
2. Use Greek and Latin affixes and roots as clues to the meaning of a word.
3. Consult reference materials to find the pronunciation and determine the precise meaning of key words and phrases.
 |

1. Find 7 metaphors, similes or other type of figurative language from the book. Share the example from the book including the page number. State what type of figurative language it represents. Then explain the meaning of it.

|  |
| --- |
| **Standard 5.R.8 (FIGURATIVE LANGUAGE)**Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning within a text. |

1. Determine the theme of the story. Write a **paragraph stating the theme and how you identified it.**

**Hidden Compartment:** Write a summary of what happens in the book.

|  |
| --- |
| **Standard 5.W.2:**Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented. |

Grading Rubric

*Book Club and Hidden Compartment Project*

**Standard 5.SL.1: CLASS DISCUSSION – PREPARATION and PARTICIPATION**
Participate effectively in a range of conversations and collaborations using age-appropriate vocabulary, on topics, texts, and issues.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| ~Prepared at all sessions~Listens attentively~Adds to the discussion~Easily able to summarize the text | ~Sometimes is prepared~Usually listens~Adds to the discussion~Able to summarize the text | ~Sometimes is prepared~Listens sometimes~Adds very little to the discussion~Struggles to summarize the text | ~Unprepared~Rarely listensDoes not add to the discussionUnable to summarize the text |

**Standard 5.R.9: VOCABULARY SECTION OF BOOK REPORT**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| -Included 15 unknown words and defined them correctly | -Included 15 unknown words and not all were defined correctly | -Included 10 unknown words and defined them correctly | -Incomplete or inaccurate |

**Standard 5.R.8: FIGURATIVE LANGUAGE SECTION OF BOOK REPORT**
Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning within a text.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| -Included the required number of examples.-Able to recognize the difference between similes and metaphors-Easily interpreted their meaning | -Included the required number of examples.-Able to recognize the difference between similes and metaphors-Struggled to interpret their meaning | -Included less than 5 examples of figurative language | -Incomplete or inaccurate |

**Standard 5.R.7: COMPARING PROTAGONIST AND ANTAGONIST**
Compare two characters, settings, or events in a story or drama, drawing on specific details in the text. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| -Clearly written -Complete summary of the book-Length of writing fits the assignment -Correct punctuation and spelling | -Clearly written-Most of the words are spelled correctly-Punctuation is correct | -Unclear writing-The length of writing does not fit the assignment-Many words are spelled incorrectly-Many punctuation problems | -Unclear writing-The length of writing does not fit the assignment-Incomplete summary of the book-Many words are spelled incorrectly-Many punctuation problems |

**Standard 5.W.2: BOOK SUMMARY**
Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| -Clear and interesting writing-Complete summary of the book-Length of writing fits the assignment-Correct punctuation and spelling-Writing is well organized – Includes transitions | -Clear writing-Complete summary of the book-Most of the words are spelled correctly-Punctuation is correct | -Incomplete summary of the book-The length of writing does not fit the assignment-Many words are spelled incorrectly-Many punctuation problems. | -Unclear writing-The length of writing does not fit the assignment-Incomplete summary of the book-Many words are spelled incorrectly-Many punctuation problems |

Comments

\_\_\_\_\_ Turned in on time

\_\_\_\_\_ Outstanding front cover

\_\_\_\_\_ Followed directions well

\_\_\_\_\_ Well organized

\_\_\_\_\_ Neat work

\_\_\_\_\_ Colorful and Eye-catching

\_\_\_\_\_ Readable handwriting or font

\_\_\_\_\_ Hidden Compartment Pages folded correctly

\_\_\_\_\_ Shows your best work