

APRIL 2009

Due by Wednesday, April 29, 2009



**Let's R.A.P. Coupon
(Let's Read As Partners)**

Award Winning Books –
Caldecott, Newbery,
Nene, other awards for
children's books

Student's Name: _____ Literary form: _____

Book Title: _____ Author: _____

Grade: 5 Room No.: _____ Teacher: _____

Parent/partner: Indicate coupon activity by circling item on back page or by listing it here.

Parent's/Partner's Signature: _____

ALL R.A.P COUPONS MUST HAVE A WRITTEN STATEMENT INCLUDED. PLEASE REFER TO THE REVERSE SIDE FOR INSTRUCTIONS.

(Faded text from the reverse side of the coupon is visible through the paper.)

1. Explain why you think this book was an award. Draw a picture of your favorite part of the story.

2. Give a Verbal Diagram or graphic organizer to compare your experiences with the story's character and describe any differences. Explain how your experiences helped to enrich your understanding of the story.

3. Respond by writing a theme (a lesson learned) and draw about reality - drawing a conclusion. Be drawn was organized for a long war and supporting it with specific examples from the text.

Respond by contrast of the author's style to an effect on the reader (for example, the characters' behavior, how the plot has been, is the ending justified).

4. Explain your interpretation of the story's plot or character and justify it with information from the text and your prior knowledge (for example, the author did not point out that the character's behavior would be dangerous if the author did not point out that he often that I understand the danger to be careful).

Let's Read As Partners

AWARD WINNING



Hawaii Content and Performance Standards (HCPS III)

General Learner Outcomes (Encompassing goals for all grade levels and content areas):

1. The ability to be responsible for one's own learning.
2. The understanding that it is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.
4. The ability to recognize and produce quality performance and quality products.
5. The ability to use a variety of communication skills to function effectively in society.
6. The ability to use a variety of technologies effectively and ethically.

Hawaii Content & Performance Standards III

Language Arts Standards for Reading and Literature – Grade K-12

Standard 2: Reading: Reading Comprehension: Use reading strategies to construct meaning from a variety of texts

Standard 3: Reading: Literary Response and Analysis: Respond to literary texts from a range of stances: personal, interpretive, critical.

List of Optional Activities (Based on Hawaii Content & Performance Standards III)

1. Explain why you think this book won an award. Draw a picture of your favorite part of the story.
2. Use a Venn Diagram or graphic organizer to compare your experiences with the story's character and describe any similarities and/or differences between you two. Explain how your past experiences helped to enrich your understanding of the story/situation.
3. Respond by stating:
 - a theme i.e. how adversity can bring about maturity
 - drawing a conclusion i.e. Japan was unprepared for a long war and supporting it with specific examples from the text:
4. Respond by connecting the author's craft to its effect on the reader (for example, are the characters believable, does the plot ring true, is the ending justified).
5. Explain your interpretation of the story's plot or character and justify it with information from the text and from prior knowledge (for example; the eight-year-old character's bravery would be unbelievable if the author did not point out that he often didn't understand the dangers he faced).