

Name: _____ Date: _____ Hr: _____

Fearless Leader

--NOTETAKER--

Fill in the blanks below by using the Fearless Leader Summary "Tips for Success" in the Nearpod.

1. Use the questions as a _____! Do not only answer the questions.
2. Write a _____ about the main events in only the section you read for _____ in the big box beneath the questions
3. Make sure you write the events down in the _____ in the story! Don't jump around.
4. Use enough _____ that an outsider could *completely understand* the _____ plot points that happened in that section. For example, you need to use the _____! Don't just say "the main character."
Consider having a parent or friend read your summary to see if it makes sense to them.

Fill in the blanks below by using the Fearless Leader Main Idea "Tips for Success" in the Nearpod.

- Make sure it is _____ to the story. It should act as a _____ sentence _____.
- Only mention the _____ DETAILS for the section that you read _____ (not the whole week!)
- Your main idea should be _____!



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Insightful Identifier

--Notetaker--



1. You are being assessed on your ability to determine the meaning of words _____ . That means you need to look at the _____ , _____ , and _____ meanings of words in the text.
 - a. **Figurative meaning** - the word is **not** used with its **literal** (basic) meaning but used instead with the intention of comparing or creating a _____ (e.g. metaphor, simile, hyperbole, etc. -- “it’s raining cats and dogs!”)
 - b. **Connotative meaning** - the meaning of the word includes _____ that people may connect with that word (e.g. *scrawny*--negative association vs. *athletic*--positive association)
 - c. **Technical meaning** - the meaning of the word as it relates to the _____ used in a particular subject or job (e.g. “jailbreak” - modify an electronic device to remove restrictions)
2. When you choose the 4 words that you want to discuss at your meeting, AT LEAST _____ of them should be words with figurative, connotative, or technical meanings
3. For the “Why I Chose It” sections, tell me why the word/passage is _____ in the text. If you chose a word because you didn’t know what it means, still explain why that word is significant now that you know the definition. If it turns out not to be an important word, consider choosing something else.
4. Space is tight on the insightful identifier sheet. Don’t be afraid to use another sheet of paper!

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CONNECTION CAPTAIN

--Notetaker--

Look at the rubric for Connection Captain. What are you being assessed on?

Read the model example of Connection Captain at your table. What did this person do really well?
What do you think led them to earn a high score on this assignment?

1. One of your connections must connect to a _____ event. You must do research to find an article on a **real-life event** that relates to your text.
2. DON'T STOP THERE! You must _____ the article, using your purposeful annotations document. You then must _____ it to your role sheet. This is _____ of your score for this task.
3. DON'T use the article I gave you at the beginning of the unit. You must do your OWN research to make ADDITIONAL connections, not connections that I handed to you.
4. The other part you are being graded on is the _____ of your connections. Consider making connections to the _____ of the text as those connections will likely be more important than connections to specific details.
5. Examples of what important connections *might* include:
 - a. **Text-to-world:** think _____ news/events that impacted many people (e.g. the women's march)
 - b. **Text-to-self:** personal experiences that were _____ or important in your life. Avoid surface-level similarities (e.g. we both like to go shopping).
 - c. **Text-to-text:** connect specific themes and explain why the connection is important to your understanding of this text or a larger issue
6. DON'T connect the book back to itself! Of course the main character is similar to herself... it's the same person!



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Question Commander

--Notetaker--

1. Support your answers to your questions with _____!
2. Yes, include _____, BUT don't forget to say what your answer is too... The quote can't answer the question for you. It can only help support your answer.
3. Write _____ questions. These have many possible answers (e.g. why do you think the main character made that choice?). These cannot be answered by simply _____ the text (e.g. what is the main character's name?)
4. Make sure that the quotes you choose to include actually help _____ for your answer. The quote helps you prove that what you think is the answer could actually be the answer.
5. Avoid choosing quotes that are only somewhat _____ to your answer. See the example below:
 - a. Notice how the answer and evidence are both about food, but the evidence doesn't actually support my answer:

Question: why do you think the main character chose to fix Italian food?

Answer: I think he made that choice because Italian food is his favorite. **Poor**

supporting evidence: "Taylor often goes out to eat" (Patten 31).

A **better piece of evidence** would be: "Taylor would eat Italian food for every meal if he could!" (Patten 31). This shows the likelihood that Italian food is his favorite if he is willing to eat it for every meal.

