

Here's What You'll Get in the An Angel for Solomon Singer Super Pack

3 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences

An Angel for Solomon Singer
By: Cynthia Rylant
Grade Level: 3 / Guided Reading Level: F

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
An Angel for Solomon Singer is the story of a man named Solomon Singer. Solomon lives in a dreary apartment in New York City and he is not happy about it. Solomon longs to have more space and freedom. One night, feeling sad and lonely, Solomon leaves his apartment to wander the streets of New York City. Soon, Solomon comes to a restaurant called the Westway Café. Solomon sits down, orders food, and silently wishes for the things that he has dreamed of having. For every wish that Solomon makes he begins to feel a little happier and less lonely.

Link to What You Know
• What does someone who is lonely look like?
• Think of a special dream that you have for yourself. What do you hope your life will be like when you grow up?
• How do you feel when you think about your special dream?

Important Words to Know and Understand
Journeyed - To have traveled from one place to another

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives.
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."
For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences Lesson Plan

Making Inferences

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3
Make Inferences While Reading
✓ Look for clues that tell you how a character might be feeling or what they might be thinking
✓ Study the pictures. What do you notice about characters, setting, and events?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 4 - When the author describes the things that Solomon wishes for, you can gather clues about the kind of place Solomon would rather live. What can you infer about Solomon? Where would he rather live? Why do you think so?
Page 17 - What can you infer about the way that Solomon feels when he is at the Westway Café? Why does he silently order dreams with his food? How does ordering dreams make him feel?
Page 20 - What can you infer about the change in Solomon? What has helped him to feel happier and appreciate the city more? Why do you think so?
Page 25 - What can you infer about Angel? Why do you think the author gave the walter the name Angel?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think - What types of inferences did you make while reading **An Angel for Solomon Singer**? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?
Talk - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the extra information you learned while reading **An Angel for Solomon Singer**. What was most helpful about making inferences? What was difficult? How does making inferences help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **An Angel for Solomon Singer**. (Remember to include examples from the book!)

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Identifying the Author's Purpose

An Angel for Solomon Singer
By: Cynthia Rylant
Grade Level: 3 / Guided Reading Level: F

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Identify the Author's Purpose While Reading
✓ Look for clues that tell you how a character might be feeling or what they might be thinking
✓ Study the pictures. What do you notice about characters, setting, and events?

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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Page 25 - What can you infer about Angel? Why do you think the author gave the walter the name Angel?

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Author's Purpose

Synthesizing

An Angel for Solomon Singer
By: Cynthia Rylant
Grade Level: 3 / Guided Reading Level: F

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Synthesize While Reading
✓ Look for clues that tell you how a character might be feeling or what they might be thinking
✓ Study the pictures. What do you notice about characters, setting, and events?

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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Page 25 - What can you infer about Angel? Why do you think the author gave the walter the name Angel?

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Synthesizing

Answer Key for Making Inferences with An Angel for Solomon Singer

Your Turn to Practice Making Inferences with An Angel for Solomon Singer

Page 4
What does the author describe the things that Solomon wishes for, you can gather clues about the kind of place Solomon would rather live. What can you infer about Solomon? Where would he rather live? Why do you think so?
Answers will vary.

Page 17
What can you infer about the way that Solomon feels when he is at the Westway Café? Why does he silently order dreams with his food? How does ordering dreams make him feel?
Answers will vary.

Page 20
What can you infer about the change in Solomon? What has helped him to feel happier and appreciate the city more? Why do you think so?
Answers will vary.

Page 25
What can you infer about Angel? Why do you think the author gave the walter the name Angel?
Answers will vary.

Answer Key for Identifying the Author's Purpose with An Angel for Solomon Singer

Your Turn to Practice Identifying the Author's Purpose with An Angel for Solomon Singer

Page 4
When the author describes the things that Solomon wishes for, you can gather clues about the kind of place Solomon would rather live. What can you infer about Solomon? Where would he rather live? Why do you think so?
Answers will vary.

Page 17
What can you infer about the way that Solomon feels when he is at the Westway Café? Why does he silently order dreams with his food? How does ordering dreams make him feel?
Answers will vary.

Page 20
What can you infer about the change in Solomon? What has helped him to feel happier and appreciate the city more? Why do you think so?
Answers will vary.

Page 25
What can you infer about Angel? Why do you think the author gave the walter the name Angel?
Answers will vary.

Answer Key for Synthesizing with An Angel for Solomon Singer

Your Turn to Practice Synthesizing with An Angel for Solomon Singer

Page 4
When the author describes the things that Solomon wishes for, you can gather clues about the kind of place Solomon would rather live. What can you infer about Solomon? Where would he rather live? Why do you think so?
Answers will vary.

Page 17
What can you infer about the way that Solomon feels when he is at the Westway Café? Why does he silently order dreams with his food? How does ordering dreams make him feel?
Answers will vary.

Page 20
What can you infer about the change in Solomon? What has helped him to feel happier and appreciate the city more? Why do you think so?
Answers will vary.

Page 25
What can you infer about Angel? Why do you think the author gave the walter the name Angel?
Answers will vary.

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

An Angel for Solomon Singer: Identifying the Author's Purpose

Solomon Singer is a dreamer. What did Cynthia Rylant teach you about the importance of having dreams in this book?

☐ I can figure out what an author really means by the words and phrases that are written.

CCSS: RL.3.4

An Angel for Solomon Singer: Identifying the Author's Purpose

Solomon Singer is a dreamer. What did Cynthia Rylant teach you about the importance of having dreams in this book?

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CCSS: RL.3.4

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free Option

An Angel for Solomon Singer: Identifying the Author's Purpose

Solomon Singer is a dreamer. What did Cynthia Rylant teach you about the importance of having dreams in this book?

An Angel for Solomon Singer: Identifying the Author's Purpose

Solomon Singer is a dreamer. What did Cynthia Rylant teach you about the importance of having dreams in this book?

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An Angel for Solomon Singer: Identifying the Author's Purpose

Solomon Singer is a dreamer. What did Cynthia Rylant teach you about the importance of having dreams in this book?

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Use for clues the text or pictures.	What do you know about the story?	Explain thoughts, ideas, feelings.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is... <th>How I understand...</th> <th>After thinking about...</th>	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Important Words to Know and Understand in An Angel for Solomon Singer Word List

Word and Picture Sorting Cards

Word and Definition Sorting Cards

Word Games and Answer Key

Vocabulary Word Extension Activities

Interactive Vocabulary Notebook Cards

Personalized Vocabulary Bookmark

Vocabulary Connections

An Angel for Solomon Singer
By: Cynthia Rylant
Grade Level: 3 / Guided Reading Level: P

Important Words to Know and Understand in "An Angel for Solomon Singer"

Dine
To eat or have breakfast, lunch, or dinner

Journeyed
To have traveled from one place to another

Midwest
A region of the United States that is located around the Great Lakes. It is generally considered to include Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, and Nebraska

Supper
A light evening meal after eating a dinner sized lunch

Vocabulary Word List | ©BookPages.com

Vocabulary Connections

An Angel for Solomon Singer
By: Cynthia Krigel
Grade Level: 3 / Guided Reading Level: F

Dine



Journeyed



Midwest



Supper



1. Read the story.

2. Find on the map the 1. State, 2. Region or Region the 3. Capital of each State in Column 4.

Vocabulary Connections		
An Angel for Solomon Singer By: Cynthia Rylant Grade Level: 3 / Guided Reading Level: F		
Dine To eat or have breakfast, lunch, or dinner	Journeyed To have traveled from one place to another	Midwest A region of the United States that is located around the Great Lakes. It generally consists of Indiana, Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, and Nebraska
Supper A light evening meal after eating a dinner sized lunch		


<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">An Angel for Solomon Singer By: Cynthia Rylant Grade Level: 3 / Guided Reading Level: P</p>		
<p>Dine is a/an noun verb adverb adjective</p> <p>Definition of Dine:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Journeyed is a/an noun verb adverb adjective</p> <p>Definition of Journeyed:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Midwest is a/an noun verb adverb adjective</p> <p>Definition of Midwest:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Dine looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Journeyed looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Midwest looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Dine reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Journeyed reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Midwest reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Word Games

with Words from An Angel for Solomon Singer

Word Bank

ONE
JOURNEY
MIDWEST
SUPPER







Unscramble each of the words. Use the letters that appear in  to discover a secret word.

IDNE

DEONEUJY

MIDWITS

RUSPEP

SECRET WORD:      

Directions: Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

Across

- A word that means to travel
- A light evening meal is called a

Down

- A region of the United States that is located around the Great Lakes
- A word that means to eat is

Name: _____







©BookPages.com

Word Games

get for Solomon Singer

of the words. Use the letters to discover a secret word.

E
O U R N E Y E D
D W E S T
P E R

is in

M I
E Y E D
W E
S U P P E R
T

region of the United States that is located around the Great Lakes

word that means to eat is

Answer Key | ©BookPages.com

An Angel for Solomon Singer

By Cynthia Rylant

A new word that I learned in this book is:

Name: _____

Vocabulary Connections

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

Name: _____

Connections

Your reading that is new to you in the first column.
 Below and after the sentence where the word appears.
 The word means in the second column.
 Think your definition makes sense based on the context clues in the definition.

Write in the last column if the dictionary definition matches what you meant.

I Think the Word Means	Context Clues	Real Definition	
			<input checked="" type="checkbox"/>

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?

Spring Words |

CiaoPages.com

Conventions

Vocabulary Connections

Name: _____

Directions:

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

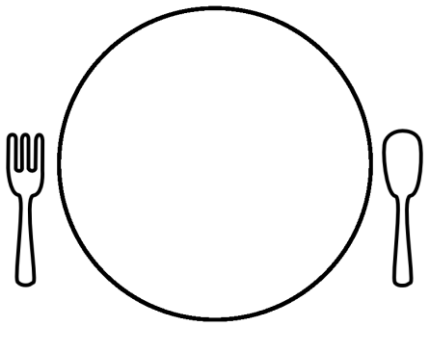
Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | **CBookPages.com**

Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
The book, *An Angel for Solomon Singer*, is about a man who visits a café for dinner. While at the café he silently orders his dreams along with his food. Draw a picture of one of your dreams on the plate below and tell why you'd like the dream to come true.



Extension Activity | ©BookPagez.com

Bonus Extension Activity

Running Record
Title: *An Angel for Solomon Singer* Guided Reading Text Level: P 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 90 %- 94% Accuracy		Hard 50 %- 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				E	SC
				MSV	SC
				MSV	MSV
1	Solomon Singer lived in a hotel for men near the Corner of Columbus Avenue and Eighty-fifth Street In New York City, and he did not like it. The hotel had none of the things he loved.				
3	His room had no balcony (he dreamed of beautiful balconies). It had no fireplace (and he knew he would surely think better sitting before a fireplace). It had no porch swing for mapping and no picture window for watching the birds.				
4	He could not have a cat. He could not have a dog. He could not even paint his walls a different color "...				

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation
An Angel for Solomon Singer Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "An Angel for Solomon Singer" correlate with the following English Language Arts Common Core State Standards for third grade.

Identifying the Author's Purpose Lesson Plan and Resources

Reading: Literature
RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10 - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.1a - Explain their own ideas and understanding in the light of the discussion.
SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

An Angel for Solomon Singer CCSS Alignment | ©BookPagez.com

Common Core State Standards Correlation
An Angel for Solomon Singer Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "An Angel for Solomon Singer" correlate with the following English Language Arts Common Core State Standards for third grade.

Identifying the Author's Purpose Lesson Plan and Resources

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Writing
W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.1a - Explain their own ideas and understanding in the light of the discussion.
SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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Common Core State Standards Correlation
An Angel for Solomon Singer Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "An Angel for Solomon Singer" correlate with the following English Language Arts Common Core State Standards for third grade.

Synthesizing Lesson Plan and Resources

Reading: Literature
RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10 - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.1a - Ask and answer questions to check understanding of information presented, stay on topic, and tie their comments to the results of others.
SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

An Angel for Solomon Singer CCSS Alignment | ©BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
An Angel for Solomon Singer Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "An Angel for Solomon Singer" correlate with the following English Language Arts Common Core State Standards for third grade.

Vocabulary Lesson Plan and Resources

Language
L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b - Identify real-life connections between words and their use (e.g., identify people who are friendly or helpful).
L.3.4 - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

An Angel for Solomon Singer CCSS Alignment | ©BookPagez.com

Vocabulary Connections Common Core Alignment

Student Facing Resources in Spanish for An Angel for Solomon Singer Super Pack

3 Comprehension Strategy Practice Pages

Making Inferences Practice Page

Tu turno para practicar: Hacer inferencias
con An Angel for Solomon Singer
(Un ángel para Solomon Singer)


Página 4:
Cuando el autor describe las cosas que desea Salomón, puede reunir pistas sobre el tipo de lugar donde Salomón preferiría vivir. ¿Qué puedes inferir sobre Salomón? ¿Dónde preferiría vivir? ¿Por qué piensas eso?

Página 17:
¿Qué puedes inferir sobre la forma en que Salomón se siente cuando está en el Westway Café? ¿Por qué ordena en silencio los sueños con su comida? ¿Cómo lo hace sentir el orden de los sueños?

Página 20:
¿Qué puedes inferir sobre el cambio en Salomón? ¿Qué lo ha ayudado a sentirse más amable y apreciar más la ciudad? ¿Por qué piensas eso?

Página 25:
¿Qué puedes inferir sobre Ángel? ¿Por qué crees que el autor le dio al camarero el nombre Ángel?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Hacer inferencias
con An Angel for Solomon Singer
(Un ángel para Solomon Singer)

Página 4:
Cuando el autor describe las cosas que desea Salomón, puede reunir pistas sobre el tipo de lugar donde Salomón preferiría vivir. ¿Qué puedes inferir sobre Salomón? ¿Dónde preferiría vivir? ¿Por qué piensas eso?

Las respuestas varían. Podrían incluir: Salomón preferiría vivir en un lugar más agradable, en algún lugar con chimenea, balcón, columpio en el porche, un gato y una pared amarilla o morada.

Página 17:
¿Qué puedes inferir sobre la forma en que Salomón se siente cuando está en el Westway Café? ¿Por qué ordena en silencio los sueños con su comida? ¿Cómo lo hace sentir el orden de los sueños?

Las respuestas varían. Podrían incluir: Salomón se siente más feliz en el café Westway. Se siente esperanzado cuando ordena sus sueños con sus comidas.


Página 20:
¿Qué puedes inferir sobre el cambio en Salomón? ¿Qué lo ha ayudado a sentirse más amable y apreciar más la ciudad? ¿Por qué piensas eso?

Las respuestas varían. Podrían incluir: Salomón se siente más feliz porque comenzó a ir al Westway Café, donde se siente feliz y tiene amigos. Puedo inferir esto porque me siento feliz cuando estoy con mis amigos.

Página 25:
¿Qué puedes inferir sobre Ángel? ¿Por qué crees que el autor le dio al camarero el nombre Ángel?

Las respuestas varían. Podrían incluir: Puedo inferir que Ángel es un buen hombre, porque todas las fotos de él lo muestran sonriendo. Creo que el autor lo nombró Ángel porque es como un ángel para Solomon Singer.

Nombre: _____

 Answer Key | @BookPages.com

Identifica el propósito del autor
con An Angel for Solomon Singer
(Un ángel para Solomon Singer)

Página 10:
¿Qué crees que el autor quiere que sepamos sobre Salomón? ¿Por qué lo escribió?

El autor quiere que sepamos que Salomón es un niño que vive en un apartamento en absoluto. En la vida real, Salomón es un niño que vive en un apartamento en absoluto.

Página 14:
¿Por qué el autor se tomó el tiempo de presentarnos a Ángel? ¿Por qué Ángel es importante para el cuento? ¿Por qué el autor se tomó el tiempo de presentarnos a Ángel?

El autor se tomó el tiempo de presentarnos a Ángel porque es un niño que vive en un apartamento en absoluto. En la vida real, Salomón es un niño que vive en un apartamento en absoluto.

Páginas 19 y 20:
¿Qué mensaje está tratando de decir el autor sobre la importancia de tener sueños? ¿Qué le pasó a Salomón? ¿Qué le pasó a Salomón por los sueños que ordenó en el Westway Café?

El autor quiere que sepamos que Salomón es un niño que vive en un apartamento en absoluto. En la vida real, Salomón es un niño que vive en un apartamento en absoluto.


Página 28:
¿Cómo se siente Salomón al final del libro? ¿Qué pasó en la vida de Salomón Singer para cambiar la forma en que se siente? ¿Por qué piensas eso?

El autor quiere que sepamos que Salomón es un niño que vive en un apartamento en absoluto. En la vida real, Salomón es un niño que vive en un apartamento en absoluto.

¿Por qué crees que Cynthia Rylant escribió este libro?

Para persuadir. Informar. Entretener.

Nombre: _____

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Identifying the
Author's Purpose

Sintetizar
con An Angel for Solomon Singer
(Un ángel para Solomon Singer)

Página 6:
¿Cuál es tu opinión sobre el cuento? ¿Por qué lo escribiste?

Las respuestas varían. Podrían incluir: Me gusta mucho. Me gusta mucho.

Página 10:
Ahora que sabes más acerca de lo que espera Salomón Singer, ¿qué crees que debería hacer? ¿Por qué piensas eso?

Las respuestas varían. Podrían incluir: Me gusta mucho. Me gusta mucho.

Página 17:
¿Cuál es tu opinión sobre el cuento? ¿Por qué lo escribiste?

Las respuestas varían. Podrían incluir: Me gusta mucho. Me gusta mucho.

Página 24:
¿Crees que Salomón está usando para decidir si el está feliz o no?

Las respuestas varían. Podrían incluir: Me gusta mucho. Me gusta mucho.

Tu turno para practicar: Sintetizar
con An Angel for Solomon Singer
(Un ángel para Solomon Singer)

Página 6:
¿Cuál es tu opinión sobre el cuento? ¿Por qué lo escribiste?

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¿Crees que Salomón está usando para decidir si el está feliz o no?

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Nombre: _____

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Synthesizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Hacer inferencias
Objetivo:

Lo que dice el texto	Lo que sé	Lo que puedo inferir
1. Contesta la pregunta.		
2. Contesta cuidadosamente en las líneas de puntos.		
3. Pega o engancha fajas en la columna del lector.		

Indicaciones:

1. Contesta la pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha fajas en la columna del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Inferences

Identificar el propósito del autor
Objetivo:

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir
☐ Para informar
☐ Para entretener

¿Te sé porque...

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

Elige la cosa más importante en que el autor te hizo pensar mientras estabas leyendo.

Indicaciones:

1. Contesta la pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha fajas en la columna del lector.

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Author's Purpose

Sintetizar
Objetivo:

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

¿Mi nueva forma de pensar es...?

¿Después de pensar sobre...?

¿Puedo concluir que...?

Indicaciones:

1. Contesta la siguiente pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha fajas en la columna del lector.

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Synthesizing

Extension Activity

Nombre : _____ La fecha: _____

Instrucciones:

El libro, **Un ángel para Solomon Singer**, trata de un hombre que visita un café para cenar. Mientras está en el café ordena silenciosamente sus sueños junto con su comida. Haz un dibujo de uno de tus sueños en el plato de abajo y di por qué te gustaría que el sueño se haga realidad.

