

Here's What You'll Get in the Arnie the Doughnut Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Understanding Text Structure Lesson Plan

Understanding Text Structure
Arnie the Doughnut
By: Laurie Keller
Grade Level: 4 / Guided Reading Level: R

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

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

Summary
Arnie the Doughnut is a wacky story about a doughnut who is everything he ever wanted to be – chocolate covered with sprinkles. Arnie is delighted to live in the bakery where he tries to make friends with the other doughnuts. Life is wonderful until Arnie discovers that doughnuts are something that people eat. Soon, he is fighting for his life, doing everything he can to avoid being eaten.

Link to What You Know
• Have you read a comic before? If so, how are comics different from picture and chapter books?
• What do you do when you are unsure of how to go on reading a new text format (newspaper, flowchart, infographic)?

Important Words to Know and Understand
Stammered – To speak with involuntary pauses or repetition

Why Readers Notice Text Structure While Reading
Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:
Description – when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does
Sequence – when information is given in chronological order (first, next, then, last / morning, afternoon, night)
Problem and Solution – when a problem is explained and a solution is discovered
Compare and Contrast – when an author writes about the ways two or more people, places, or things are alike and different
Cause and Effect – when the author explains why something happened (cause) and what happened (effect)

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Understanding Text Structure Lesson Plan

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3
Understand Text Structure While Reading
✓ Notice the words an author uses – does the author describe things or explain events?
✓ Look at the pictures.
✓ Give you clues about text structure

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

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 2 – Here the author is using sequence to tell about the things that happened to Arnie. Does the author use first, second, or third person narration? How do you know? What words does the author use to tell you the order of the things that happened to Arnie?
Pages 13 to 15 – Here the author is using cause and effect to move the story forward. What caused Arnie to speak to Mr. Bing? How does Arnie talking effect Mr. Bing?
Page 20 – Here the author is using sub text to describe how Arnie feels when he discovers that doughnuts are meant to be eaten. Which words describe Arnie's feelings?
Pages 25 to 34 – Here the author is using a problem and solution text structure. What is the problem? How do Arnie and Mr. Bing solve their problem? Which words help you to identify the problem and solution text structure?

Time to Reflect
Think – How did the different text structures help you to better understand Arnie the Doughnut? Why do you think authors use more than one text structure when they tell stories?
Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.
Reflect – Think about the text structures in Arnie the Doughnut. How does paying attention to the way the author organizes text help you to be a better reader?
Write – Use your Strategy Slip into your reader's notebook. Write about the work you did while reading Arnie the Doughnut. (Remember to include examples from the book!)

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Visualizing
Arnie the Doughnut
By: Laurie Keller
Grade Level: 4 / Guided Reading Level: R

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2
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3
Visualizing While Reading
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✓ Look at the pictures.
✓ Give you clues about text structure

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

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 16 – Notice the word "horribly". How do you picture Arnie looking at the text on the page? See how the other words in the text help you to visualize what is happening?
Page 17 – Notice the words "he was so angry". How do you picture Arnie looking at the text on the page? See how the other words in the text help you to visualize what is happening?
Page 18 – Notice the words "he was so angry". How do you picture Arnie looking at the text on the page? See how the other words in the text help you to visualize what is happening?
Page 19 – Notice the words "he was so angry". How do you picture Arnie looking at the text on the page? See how the other words in the text help you to visualize what is happening?

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Visualizing

Asking Questions

Synthesizing
Arnie the Doughnut
By: Laurie Keller
Grade Level: 4 / Guided Reading Level: R

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✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

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

3
Synthesizing While Reading
✓ Look for places where the author changes the way he or she is writing something
✓ Notice the words an author uses – does the author describe things or explain events?
✓ Look at the pictures.
✓ Give you clues about text structure

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

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.
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Synthesizing

Answer Key for Visualizing with Arnie the Doughnut

Your Turn to Practice Visualizing with Arnie the Doughnut

Page 5: Notice the way the author describes the bakery of 600 AM. Point to the words that help you picture that bakery in your mind.

Page 19: Notice the word "horribly". How do you picture Arnie looking at the text on the page? See how the other words in the text help you to visualize what is happening?

Answer Key for Asking Questions with Arnie the Doughnut

Your Turn to Practice Asking Questions with Arnie the Doughnut

Page 2: Notice the word "horribly". How do you picture Arnie looking at the text on the page? See how the other words in the text help you to visualize what is happening?

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Pages 25 to 34: Here the author is using a problem and solution text structure. What is the problem? How do Arnie and Mr. Bing solve their problem? Which words help you to identify the problem and solution text structure?

Answer Key for Understanding Text Structure with Arnie the Doughnut

Your Turn to Practice Understanding Text Structure with Arnie the Doughnut

Page 2: Here the author is using sequence to tell about the things that happened to Arnie. Does the author use first, second, or third person narration? How do you know? What words does the author use to tell you the order of the things that happened to Arnie?

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Pages 25 to 34: Here the author is using a problem and solution text structure. What is the problem? How do Arnie and Mr. Bing solve their problem? Which words help you to identify the problem and solution text structure?

Answer Key for Synthesizing with Arnie the Doughnut

Your Turn to Practice Synthesizing with Arnie the Doughnut

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Visualizing
Title: _____
What page did you use to practice visualizing?
Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

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

Visualizing

Asking Questions
Title: _____
Question Sentence Starters
I wonder... Why didn't I... How does...
I am confused about... I am curious about... I am not sure why...

Question Answer

Question Answer

Question Answer

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

Asking
Questions

Understanding Text Structure
Title: _____
Text Structure Where the Text Structure was Used How the Text Structure Helped Me

Page: _____

Page: _____

Page: _____

Page: _____

Text Structures You Might Use While Reading
Description Compare and Contrast Sequence Problem and Solution Cause and Effect

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

Understanding
Text Structure

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... How I understand... After thinking about...
Because... Because... I conclude...
Because...

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

Synthesizing

Vocabulary Connections Resources

Important Words to Know and Understand in Arnie the Doughnut Word List

Vocabulary Connections

Arnie the Doughnut
By: Laurie Keller
Grade Level: 4 / Guided Reading Level: R

Important Words to Know and Understand in "Arnie the Doughnut"

Frantically
To behave in a desperate or wild way with excitement, passion, fear, or pain

Panted
To breathe in rapid, short gasps

Portrait
A painting or drawing of someone (usually the person's shoulders and head)

Stammered
To speak with involuntary pauses or repetitions

Streamed
A continuous flow. In this book, streamed means a continuous flow of people moving through a line

Whisked
To move very quickly

Vocabulary Word List | ©BookPages.com

Vocabulary Connections

Arnie the Doughnut
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Frantically	Panted	Portrait
Stammered	Streamed	Whisked

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

Arnie the Doughnut
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Grade Level: 4 / Guided Reading Level: R

Frantically	Panted	Portrait
To behave in a desperate or wild way with excitement, passion, fear, or pain	To breathe in rapid, short gasps	A painting or drawing of someone (usually the person's shoulders and head)
Stammered	Streamed	Whisked
To speak with involuntary pauses or repetitions	A continuous flow. In this book, streamed means a continuous flow of people moving through a line	To move very quickly

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

Arnie the Doughnut
By: Laurie Keller
Grade Level: 4 / Guided Reading Level: R

Frantically is a/an noun verb adverb adjective Definition of Frantically:	Panted is a/an noun verb adverb adjective Definition of Panted:	Portrait is a/an noun verb adverb adjective Definition of Portrait:
Frantically looks like this:	Panted looks like this:	Portrait looks like this:
Frantically reminds me of:	Panted reminds me of:	Portrait reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Arnie the Doughnut

Directions: Read the word below each doughnut. Then use the code to color the doughnuts.

Nouns = Brown Adverbs = Yellow Adjectives = Pink Verbs = Orange

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

Across

- A word that is often confused with stuttered

Down

- A noun for something that can be hung on the wall
- A word that describes fast flowing movement
- A synonym for the word puffed
- A verb to describe a motion used by a baker
- A word that means to behave wildly

Word Bank
FRANTICALLY
PANTED
PORTRAIT
STAMMERED
STREAMED
WHISKED

Answer Key
Arnie the Doughnut

Adjectives = Pink Verbs = Orange

Word Bank
FRANTICALLY
PANTED
PORTRAIT
STAMMERED
STREAMED
WHISKED

Word Games and Answer Key

Word Games and Answer Key

Vocabulary Connections

Arnie the Doughnut
By: Laurie Keller
Grade Level: 4 / Guided Reading Level: R

Arnie the Doughnut
By Laurie Keller

A new word that I learned in this book is:

Write it: _____

Mean it: _____

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?

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- 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 | ©BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Arnie the Doughnut
By: Laurie Keller
Grade Level: 4 / Guided Reading Level: R

Instructional Focus:
Compound Words

Background:
Compound words are made when two words are joined together to make a new word with a new meaning. Recognize these words while reading.

Examples:

ham + burger = hamburger
thunder + storm = thunderstorm
under + dog = underdog
grass + hopper = grasshopper
eye + balls = eyeballs

Materials and Preparation:

- A Copy of *Arnie the Doughnut*
- Chart Paper or Chalkboard
- Compound Words Printout
- Copies of Word Cards
- Dunk Your Doughnuts Word Work Practice Page
- Optional - Word Detective Worksheet

Word Work

Arnie the Doughnut
By: Laurie Keller
Grade Level: 4 / Guided Reading Level: R

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

COMPOUND WORDS	
work + sheet = worksheet	
hill + case = hillcase	
bed + house = bedhouse	
news + paper = newspaper	
cat + dam = catdam	

Step 2: Connect Word Work to Reading

Extend Engagement

- Duplicate the word cards included with this lesson.
- Randomly pass out the word cards, giving one card to each student.
- Tell students to keep the cards hidden until you say, "Go."
- Set a timer and allow students to find their compound word partner.

Introduce Compound Words

- Write some examples of compound words on chart paper, chalkboard, or Smartboard (examples: play + ground = playground, foot + ball = football, shoe + lace = shoelace).
- Tell students that these words are examples of compound words.
- Explain that a compound word is made by putting two words together to create a new word.
- There are three types of compound words: closed (doughnut), open (fire drill), and hyphenated (by-pass).
- In our book today, there are closed and hyphenated compound words.
- Hint: In a compound word, each word must be a real word, not an affix or partial word. For example, *reptile* is not a compound word, although "re" is a real word, "ptile" on its own is not.

Compound Words in the Text

- Tell the students that the book they will be reading today has a lot of examples of compound words both closed and hyphenated, but today we will concentrate on closed compound words.
- Read the cover of *Arnie the Doughnut*.
- Ask the students to identify the compound word; add it to the anchor chart.
- Tell the students that you are going to read the book once from beginning to end. Ask the students to listen carefully and look at the words while you read. Tell them to be looking for compound words.
- Read *Arnie the Doughnut*.

Examples of Compound Words Found in the Text:

CLOSED	HYPHENATED	Silly new compound words made up by author
doughnut	industrial-size	Doughnut bag
downtown	thank-you	Archie
whatsoever	chocolate-covered	
another	bright-colored	
everywhere	deep-fried	
houseguests	double-checking	

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work

Arnie the Doughnut
By: Laurie Keller
Grade Level: 4 / Guided Reading Level: R

Step 3: Guided Word Work Practice

Interactive Exploration

- Have the students work in pairs to identify as many of the compound words in the text that they can.
- Remind them to be very careful to read all of the tiny text throughout the book, too.
- Give the students five minutes.
- Have student pairs take turns sharing one compound word with the class and record the words on the board or chart paper.
- Students should cross off the same words that are on their list.
- The student pairs who have the most extra compound words are **Top-Notch Compounders**.
- If students have not identified all of the compound words in five minutes, play the game again until all words have been identified.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Dunk Your Doughnuts Word Work*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for compound words in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

TOP-NOTCH COMPOUNDERS

Interactive Activity

Directions: Working in pairs, use your text to find and record all of the compound words that you can find. Your teacher will tell you how much time you have and when you should start.

1. _____	21. _____
2. _____	22. _____
3. _____	23. _____
4. _____	24. _____
5. _____	25. _____
6. _____	26. _____
7. _____	27. _____
8. _____	28. _____
9. _____	29. _____
10. _____	30. _____
11. _____	31. _____
12. _____	32. _____
13. _____	33. _____
14. _____	34. _____
15. _____	35. _____
16. _____	36. _____
17. _____	37. _____
18. _____	38. _____
19. _____	39. _____
20. _____	40. _____

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Compound Words

Extension Activity

Directions:
Be a word detective!
Be on the lookout for compound words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Dunk Your Doughnuts

Word Work Practice Page

Directions:
Use two words from the doughnuts below to make one of the compound words that appears in *Arnie the Doughnut*. Write the compound word on the lines provided.

room	cushion	brow	body	town
house	dough	pin	ball	paper
guard	stop	eye	guests	door
weigh	nut	boxes		
mail	down			

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record
Assessment:
Use the first 100 words
from the text to assess
oral reading fluency

Running Record					
Title: <i>Arnie the Doughnut</i>		Guided Reading Text Level: R		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	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	Arnie turned out to be just the kind of doughnut he hoped he'd be. He was made very early in the morning at the Downtown Bakery – "Home of the Best Doughnuts A-Round!"				
	Arnie was proud to be one of the best. He knew that people all over town made special trips to his bakery to buy doughnuts of their very own.				
2	As Arnie sat on the tray, which had just been placed in the doughnut case, he took a moment to reflect on the amazing things that had happened to him that *...				
Analysis and Comments:					
Tested By: _____					
©BookPagez.com					


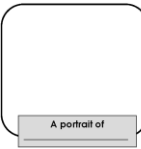
Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Arnie the Doughnut CCSS Assessment	
Name: _____	Score: / 9
Directions: Use what you know about <i>Arnie the Doughnut</i> to answer each of the following questions.	
1. What did Arnie think that people did with doughnuts from the doughnut shop? <input type="radio"/> A He thought they were taken to school for teachers. <input type="radio"/> B He thought they were taken home to be house guests. <input type="radio"/> C He thought they would be eaten. <input type="radio"/> D He thought they would be decorations for parties.	
2. Which of these best shows one of the themes in <i>Arnie the Doughnut</i>? <input type="radio"/> A Doughnuts with chocolate and sprinkles are the best. <input type="radio"/> B People who eat doughnuts are mean and horrible. <input type="radio"/> C You never know where and when you might find a friend! <input type="radio"/> D Doughnuts make great pets.	
3. Why was it important for Arnie to talk to the baker and the other doughnuts about being eaten? <input type="radio"/> A He wanted to use the phone. <input type="radio"/> B He thought he should have been sold for more money. <input type="radio"/> C He wanted to have the bakery send more doughnuts. <input type="radio"/> D He needed to warn the others, but realized he was the only one who didn't know the truth.	
4. Arnie had to take a "crash course" in obedience. What does that phrase mean? <input type="radio"/> A He had to take a quick class to learn the rules. <input type="radio"/> B He had to take a class on how to crash into things. <input type="radio"/> C He got in trouble for chewing on things. <input type="radio"/> D He took an acting class so he would seem more like a dog.	
CCSS Assessment 4 th Grade Reading Standards for Literature	

Arnie the Doughnut CCSS Assessment Answer Key	
Directions: Use what you know about <i>Arnie the Doughnut</i> to answer each of the following questions.	
1. What did Arnie think that people did with doughnuts from the doughnut shop? (RL 4.1) <input type="radio"/> A He thought they were taken to school for teachers. <input checked="" type="radio"/> B He thought they were taken home to be house guests. <input type="radio"/> C He thought they would be eaten. <input type="radio"/> D He thought they would be decorations for parties.	
2. Which of these best shows one of the themes in <i>Arnie the Doughnut</i>? (RL 4.2) <input type="radio"/> A Doughnuts with chocolate and sprinkles are the best. <input type="radio"/> B People who eat doughnuts are mean and horrible. <input checked="" type="radio"/> C You never know where and when you might find a friend! <input type="radio"/> D Doughnuts make great pets.	
3. Why was it important for Arnie to talk to the baker and the other doughnuts about being eaten? (RL 4.3) <input type="radio"/> A He wanted to use the phone. <input type="radio"/> B He thought he should have been sold for more money. <input type="radio"/> C He wanted to have the bakery send more doughnuts. <input checked="" type="radio"/> D He needed to warn the others, but realized he was the only one who didn't know the truth.	
4. Arnie had to take a "crash course" in obedience. What does that phrase mean? (RL 4.4) <input checked="" type="radio"/> A He had to take a quick class to learn the rules. <input type="radio"/> B He had to take a class on how to crash into things. <input type="radio"/> C He got in trouble for chewing on things. <input type="radio"/> D He took an acting class so he would seem more like a dog.	
CCSS Assessment 4 th Grade Reading Standards for Literature BookPagez.com	

Answer Key

Extension Activity

Name: _____ Date: _____		
Directions: In the book <i>Amie the Doughnut</i> , the story is told by doughnut named Amie. The author used personification when she created Amie because Amie thinks and behaves like a person. Now it's your turn to play with personification .		
What is your favorite food? _____	<div>Personification is a literary device. It is used when the author writes about an animal or an object that thinks and behaves like a person.</div> 	
If your food had a name, it would be: _____		
Is your food a boy or a girl? _____		
How old is your food? _____		
Where does your food live? _____		
What is your food afraid of? _____	<div>A portrait of</div> 	
What makes your food happy? _____		
Write a short story about your food's most incredible adventure. (Use the back of this page or additional paper if needed.) _____ _____ _____ _____ _____ _____		
Extension Activity ©BookPages.com		

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
Amie the Doughnut Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Amie the Doughnut" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Visualizing Lesson Plan and Resources
Reading: Literature RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills RF.4.3 - Show and apply grade-level phonics and word analysis skills in decoding words. RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing W.4.8 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening SL.4.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. SL.4.1e - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Language L.4.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.
Amie the Doughnut CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Amie the Doughnut Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Amie the Doughnut" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Adding Questions Lesson Plan and Resources
Reading: Literature RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text. RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills RF.4.3 - Show and apply grade-level phonics and word analysis skills in decoding words. RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.
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Amie the Doughnut CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Amie the Doughnut Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Amie the Doughnut" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Understanding Text Structure Lesson Plan and Resources
Reading: Literature RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text. RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Common Core State Standards Correlation
Amie the Doughnut Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Amie the Doughnut" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Synthesizing Lesson Plan and Resources
Reading: Literature RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text. RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Language L.4.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Amie the Doughnut Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Amie the Doughnut" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Synthesizing Lesson Plan and Resources
Speaking & Listening SL.4.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. SL.4.1e - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Common Core State Standards Correlation
Amie the Doughnut Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Amie the Doughnut" correlate with the following English Language Arts Common Core State Standards for fourth grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills RF.4.3 - Show and apply grade-level phonics and word analysis skills in decoding words. RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.
Language L.4.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.
Amie the Doughnut CCSS Alignment ©BookPages.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Arnie the Doughnut

4 Comprehension Strategy Practice Pages

Understanding Text Structure Practice Page

Tu turno para practicar: Entender la estructura del texto con Arnie the Doughnut

Página 2:
Aquí la autora utiliza la secuencia para contar sobre las cosas que le han pasado a Arnie. ¿Usa la autora narración de primera, segunda o tercera persona? ¿Cómo lo sabes? ¿Qué palabras usa la autora para contarte de la orden en que las cosas le han pasado a Arnie?

Páginas 13 a 15:
Aquí la autora usa causa y efecto para avanzar la historia. ¿Qué causó que Arnie hablara con el Sr. Bing? ¿Cómo afecta esto al Sr. Bing?

Página 20:
Aquí la autora usa subtexto para describir cómo se siente Arnie cuando descubre que las rosquillas son para comer. ¿Cuáles son las palabras que describen los sentimientos de Arnie? ¿Cómo lo sabes?

Nombre: _____ ©BookPages.com

Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Tu turno para practicar: Entender la estructura del texto con Arnie the Doughnut

Página 2:
Aquí la autora utiliza la secuencia para contar sobre las cosas que le han pasado a Arnie. ¿Usa la autora narración de primera, segunda o tercera persona? ¿Cómo lo sabes? ¿Qué palabras usa la autora para contarte de la orden en que las cosas le han pasado a Arnie?

Las respuestas varían. Pueden incluir: La autora usa narración de tercera persona. Lo sé porque usa la palabra "él". La autora usa una lista numerada para contar de la orden de eventos de la mañana de Arnie.

Páginas 13 a 15:
Aquí la autora usa causa y efecto para avanzar la historia. ¿Qué causó que Arnie hablara con el Sr. Bing? ¿Cómo afecta esto al Sr. Bing?

Las respuestas varían. Pueden incluir: Arnie habló con el Sr. Bing porque el Sr. Bing iba a comerlo. El Sr. Bing estaba asustado cuando Arnie habló con él.

Página 20:
Aquí la autora usa subtexto para describir cómo se siente Arnie cuando descubre que las rosquillas son para comer. ¿Cuáles son las palabras que describen los sentimientos de Arnie? ¿Cómo lo sabes?

Las respuestas varían. Pueden incluir: cejas levantadas, ojos saliendo de su cara, expresión aturda, pérdida seria de grana, se aflojaron las piernas.

Clave de respuestas | ©BookPages.com

Tu turno para practicar: Hacer preguntas con Arnie the Doughnut

Portada:
Mira la portada. Lee todo el texto. ¿Cómo es diferente este libro de otros libros que has visto? ¿Qué estás pensando sobre este libro?

Página 4:
¿Qué preguntas tienes sobre la portada? ¿Qué preguntas tienes sobre la manera en que Arnie se comporta?

Página 18:
¿Qué preguntas tienes sobre la manera en que está escrito este libro? ¿Qué preguntas tienes sobre las ideas que piensas que Arnie tiene?

Nombre: _____

Tu turno para practicar: Hacer preguntas con Arnie the Doughnut

Portada:
Mira la portada. Lee todo el texto. ¿Cómo es diferente este libro de otros libros que has visto? ¿Qué estás pensando sobre este libro?

Las respuestas varían.

Página 4:
¿Qué preguntas tienes sobre la portada? ¿Qué preguntas tienes sobre la manera en que Arnie se comporta?

Las respuestas varían.

Página 18:
¿Qué preguntas tienes sobre la manera en que está escrito este libro? ¿Qué preguntas tienes sobre las ideas que piensas que Arnie tiene?

Las respuestas varían.

Clave de respuestas | ©BookPages.com

Tu turno para practicar: Visualizar con Arnie the Doughnut

Página 5:
Observa la manera en que la autora describe la panadería a las 6 a.m. Señala las palabras que te ayudan a visualizar la panadería en tu mente.

Página 19:
Observa la palabra "frenéticamente". ¿Cómo imaginas a Arnie a la hora de hacer las rosquillas? Señala las palabras.

Páginas 27 y 28:
Observa las palabras que la autora escoge para describir las cosas que Arnie puede hacer con las rosquillas. ¿Cómo son parecidas? ¿Cómo son diferentes?

Nombre: _____

Tu turno para practicar: Visualizar con Arnie the Doughnut

Página 5:
Observa la manera en que la autora describe la panadería a las 6 a.m. Señala las palabras que te ayudan a visualizar la panadería en tu mente.

Las respuestas varían.

Página 19:
Observa la palabra "frenéticamente". ¿Cómo imaginas a Arnie a la hora de hacer las rosquillas? Señala las palabras.

Las respuestas varían.

Páginas 27 y 28:
Observa las palabras que la autora escoge para describir las cosas que Arnie puede hacer con las rosquillas. ¿Cómo son parecidas? ¿Cómo son diferentes?

Las respuestas varían.

Clave de respuestas | ©BookPages.com

Tu turno para practicar: Sintetizar con Arnie the Doughnut

Página 2:
Observa el texto en esta página. ¿Cuáles son algunos de los rasgos de personalidad de Arnie? ¿Cómo lo sabes?

Página 8:
¿Por qué piensa Arnie que el Sr. Bing lo compró? ¿Qué es tu opinión?

Página 15:
¿Qué notas de Arnie? ¿Cómo lo sabes?

Nombre: _____

Tu turno para practicar: Sintetizar con Arnie the Doughnut

Página 2:
Observa el texto en esta página. ¿Cuáles son algunos de los rasgos de personalidad de Arnie? ¿Cómo lo sabes?

Las respuestas varían. Pueden incluir: frito, glaseado, esparcido.

Página 8:
¿Por qué piensa Arnie que el Sr. Bing lo compró? ¿Qué estrategias de comprensión estás empleando para formar tu opinión?

Las respuestas varían. Pueden incluir: Arnie piensa que el Sr. Bing lo compró para tratarlo como mascota. Pienso que el Sr. Bing lo compró para comer. Hice conexiones para llegar a mi respuesta.

Página 15:
¿Qué notas de Arnie? ¿Cómo ha cambiado tu opinión desde el principio del libro?

Las respuestas varían.

Clave de respuestas | ©BookPages.com

Asking Questions

Visualizing

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

4 Comprehension Strategy Graphic Organizers

<p>Vocalizator</p> <p>Título:</p> <p>¿Qué página vasste para practicar o vocalizar?</p> <p>Haz un dibujo de la imagen mental en el espacio obispo:</p> <p>Escribe algunas de las palabras que te suenan amiguo que le ayudaron a hacer estas imagenes en la mente.</p> <p>Comparte tu dibujo con alguien. Asignale de haber dibujado todas las palabras que te ayudaron a vocalizar.</p> <p>Instrucciones:</p> <ol style="list-style-type: none">1. Comparte tu dibujo con alguien.2. Cante o recite fuertemente en las letras de paradas.3. Prueba a emplearlas en la conversacion real del dia.

Visualizing

Hacer preguntas

Título:

Mujerista para empezar una oración

Quiero saber... ¿Por qué me...? ¿Cómo...?

¿Es confiable...? ¿Hay alguien...? ¿No estoy...?

¿Cuál es...? ¿Está...? ¿Por qué...?

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Indicaciones:

1. Conviértete en pregunta.
2. Conviértete cada vez en una línea de puntos.
3. Pasa a responder en la columna del lado derecho.

Estrategia de comprensión | **Elaboración**

Asking Questions

Entendiendo la estructura del texto		
Título:		
Estructura del texto	¿Dónde se encuentra la estructura del texto?	¿Cómo se estructura el texto me ayuda?
	Figuras	
	Figuras	
	Figuras	
	Figuras	
	Figuras	
Estructura los puntos en sus propias palabras		
Desarrollo	Resumen	
Comprender y aplicar	Comprender y aplicar	Causa y efecto

Indicaciones:

1. Conviértase en preguntas.
2. Crea cuidadosamente en su lista de puntos.
3. Ponga y explique en las columnas del texto.

Entrenamiento de comprensión | **©** 2008 Pearson Education, Inc.

Understanding Text Structure

Sinfonía Título:		
Al principio ya había personas...	Ahora pienso...	Antes ya pensaba...
Porque...	Porque...	Pero ahora pienso...
		Porque...
Ni nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puede concluir que...
		Porque...

Synthesizing

Extension Activities

Nombre: _____ Fecha: _____

Instrucciones:
En el libro *Amie the Doughnut*, la historia está contada por una rosquilla llamada Amie. La autora empleó la personificación cuando creó Amie porque Amie piensa y se comporta como una persona. Ahora te toca a ti jugar con la personificación.

¿Cuál es tu comida favorita?

Si tu comida tuviera un nombre, sería...

¿Es tu comida niño o niña?

¿Cuántos años tiene tu comida?

¿Dónde vive tu comida?

¿De qué tiene miedo tu comida?

¿Qué le hace feliz a tu comida?

La personificación es un recurso literario. Se usa cuando el autor escribe sobre un animal o un objeto que piensa y se comporta como una persona.

Escribe un cuento corto sobre la aventura más increíble de tu comida. (Usa el otro lado u otra hoja de papel si es necesario.)

Un retrato de _____

Actividad de extensión | ©BookPagez.com