

Here's What You'll Get in the Balloons Over Broadway Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Balloons Over Broadway
By: Melissa Sweet
Grade Level: 3 / Guided Reading Level: N

Asking Questions

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
Have you ever wondered about the giant balloons you see in big parades? *Balloons Over Broadway* tells the story behind the Macy's Thanksgiving Day Parade. It all began in 1880 when a little boy named Tony Sarg was born. Tony loved to figure out how things moved. Most of all, Tony loved puppets. So, when Tony grew up, he moved to New York City, got a job working at Macy's department store, and became the first man to make a parade of puppets.

Link to What You Know
• What do you know about the Macy's Parade?
• What questions do you have about the parade?

Important Words to Know and Understand
Marionette – A puppet that is moved by pulling strings or wires that are attached to its body.
Gear – A toothed wheel in a machine.

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ When you get confused

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading this book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about or where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understand what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

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Asking Questions

3
Ask Questions While Reading
✓ Try asking questions that begin with "I wonder..." or "Why...?"
✓ Decide whether or not your questions

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.

Front cover – Look at the title of the book and at the illustrations. What are two questions you hope to have answered? Why are these questions important to you?

Pages 3 and 4 – These pages tell us about the places Tony lived. What questions do you have after reading these pages?

Pages 11 and 12 – What questions does Tony need to answer in order to solve his problem? Can you think of any other questions he could ask himself?

Page 20 – Look at the illustrations on this page. How many are 3 speech bubbles with questions? What are you wondering about the parade and his balloons?

Page 28 – Tony Sarg was a famous puppeteer. If you had a chance to meet him, what questions would you ask him? Why?

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

Time to Reflect
Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Balloons Over Broadway*?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading *Balloons Over Broadway*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Balloons Over Broadway*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Balloons Over Broadway
By: Melissa Sweet
Grade Level: 3 / Guided Reading Level: N

Retelling and Summarizing

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
Retell and Summarize While Reading
✓ Retell the story
✓ Summarize the story

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ When you get confused

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

Balloons Over Broadway
By: Melissa Sweet
Grade Level: 3 / Guided Reading Level: N

Making Inferences

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
Make Inferences While Reading
✓ Look for clues
✓ Use your prior knowledge
✓ Think about the text you read

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ When you get confused

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

Retelling and Summarizing Making Inferences

Balloons Over Broadway
By: Melissa Sweet
Grade Level: 3 / Guided Reading Level: N

Identifying the Author's Purpose

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
✓ Use your prior knowledge
✓ Think about the text you read

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ When you get confused

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

Balloons Over Broadway
By: Melissa Sweet
Grade Level: 3 / Guided Reading Level: N

Determining Importance

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
Determine Importance While Reading
✓ Look for clues
✓ Use your prior knowledge
✓ Think about the text you read

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ When you get confused

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

Author's Purpose

Determining Importance

Answer Key for Retelling and Summarizing with *Balloons Over Broadway*

Your Turn to Practice Retelling and Summarizing with *Balloons Over Broadway*

Page 2: Look at the illustrations of Tony sailing in bed. Why is Tony sailing?

Page 3 and 4: These pages tell us about the places Tony lived. What are two questions you hope to have answered? Why are these questions important to you?

Page 11 and 12: What questions does Tony need to answer in order to solve his problem? Can you think of any other questions he could ask himself?

Page 20: Look at the illustrations on this page. How many are 3 speech bubbles with questions? What are you wondering about the parade and his balloons?

Page 28: Tony Sarg was a famous puppeteer. If you had a chance to meet him, what questions would you ask him? Why?

Answer Key for Making Inferences with *Balloons Over Broadway*

Your Turn to Practice Making Inferences with *Balloons Over Broadway*

Introduction: Look at the picture of Anthony "Tony" Sarg and think about the numbers you see below the picture. What do you think the numbers represent?

Page 4: Look carefully for the date listed in the illustration. Why is it important to notice the date?

Page 7: Look at the illustration of the map on this page. What information can you gather from looking at the map?

Page 15: Tony had an important realization on this page. What problem does Tony have?

Answer Key for Asking Questions with *Balloons Over Broadway*

Your Turn to Practice Asking Questions with *Balloons Over Broadway*

Front cover: Look at the title of the book and at the illustrations. What are two questions you hope to have answered?

Pages 3 and 4: These pages tell us about the places Tony lived. What are two questions you hope to have answered? Why are these questions important to you?

Pages 11 and 12: What questions does Tony need to answer in order to solve his problem? Can you think of any other questions he could ask himself?

Page 20: Look at the illustrations on this page. How many are 3 speech bubbles with questions? What are you wondering about the parade and his balloons?

Page 28: Tony Sarg was a famous puppeteer. If you had a chance to meet him, what questions would you ask him? Why?

Answer Key for Identifying the Author's Purpose with *Balloons Over Broadway*

Your Turn to Practice Identifying the Author's Purpose with *Balloons Over Broadway*

Introduction: Look at the picture of Anthony "Tony" Sarg and think about the numbers you see below the picture. What do you think the numbers represent?

Page 4: Look carefully for the date listed in the illustration. Why is it important to notice the date?

Page 7: Look at the illustration of the map on this page. What information can you gather from looking at the map?

Page 15: Tony had an important realization on this page. What problem does Tony have?

Answer Key for Determining Importance with *Balloons Over Broadway*

Your Turn to Practice Determining Importance with *Balloons Over Broadway*

Introduction: Look at the picture of Anthony "Tony" Sarg and think about the numbers you see below the picture. What do you think the numbers represent?

Page 4: Look carefully for the date listed in the illustration. Why is it important to notice the date?

Page 7: Look at the illustration of the map on this page. What information can you gather from looking at the map?

Page 15: Tony had an important realization on this page. What problem does Tony have?

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

Balloons Over Broadway: Retelling and Summarizing

Name 3 important things Tony did in his life.
Tell which accomplishment you think is the best. Why?

I can figure out the main idea of information I read. CCSS: RI.3.2

Balloons Over Broadway: Retelling and Summarizing

Name 3 important things Tony did in his life.
Tell which accomplishment you think is the best. Why?

I can figure out the main idea of information I read. CCSS: RI.3.2

Balloons Over Broadway: Retelling and Summarizing

Name 3 important things Tony did in his life.
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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Balloons Over Broadway: Retelling and Summarizing

Name 3 important things Tony did in his life.
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Balloons Over Broadway: Retelling and Summarizing

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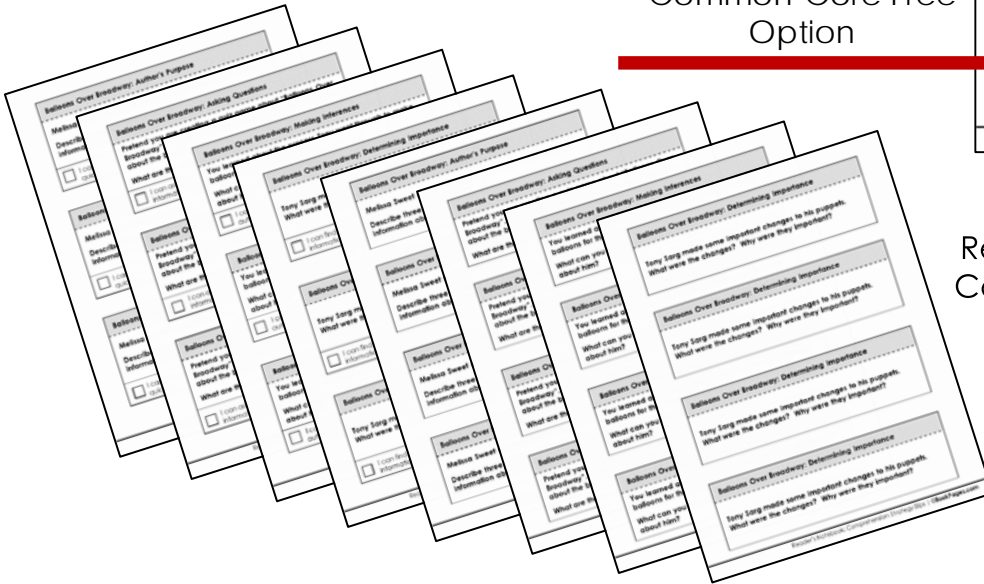
Balloons Over Broadway: Retelling and Summarizing

Name 3 important things Tony did in his life.
Tell which accomplishment you think is the best. Why?

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

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look to describe the text you are reading.	Describe things, events, thoughts, or feelings you know about the text.	Describe things, events, thoughts, or feelings you can infer about the text.

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

Comprehension Strategy Graphic Organizer | ©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 out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

1

2

3

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions

Title: _____

Question Sentence Starter

I wonder...	Why didn't...	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. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Vocabulary Connections Resources

Vocabulary Connections
Balloons Over Broadway
 By: Melissa Sweet
 Grade Level: 3 / Guided Reading Level: N

Important Words to Know and Understand in "Balloons Over Broadway"

Blimp
A large aircraft without wings that floats because it is filled with gas.

Canyon
A deep valley with steep rock sides and often a stream or river flowing through it.

Carnival
A traveling amusement show or circus.

Employee
A person who works for another person or for a company for wages or a salary.

Gear
A toothed wheel in a machine.

Immigrant
A person who comes to a country to live there.

Marionette
A puppet that is moved by pulling strings or wires that are attached to its body.

Pulley
A wheel or set of wheels that is used with a rope, chain, etc., to lift or lower heavy objects.







Rubber
A strong substance that stretches and that is made out of chemicals or from the juice of a tropical tree.

Tether
A rope or chain that is used to tie an animal to a post, wall, etc., so that it will stay in a particular area.

vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Balloons Over Broadway Word List

Vocabulary Connections
Balloons Over Broadway
 By: Melissa Sweet
 Grade Level: 3 / Guided Reading Level: N

Blimp 	Canyon 	Carnival 
Employee 	Gear 	Immigrant 

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
Balloons Over Broadway
 By: Melissa Sweet
 Grade Level: 3 / Guided Reading Level: N

Blimp A large aircraft without wings that floats because it is filled with gas.	Canyon A deep valley with steep rock sides and often a stream or river flowing through it.	Carnival A traveling amusement show or circus.
Employee A person who works for another person or for a company for wages or a salary.	Gear A toothed wheel in a machine.	Immigrant A person who comes to a country to live there.

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Balloons Over Broadway
 By: Melissa Sweet
 Grade Level: 3 / Guided Reading Level: N

Employee is a/an noun, verb adverb, adjective Definition of Employee:	Gear is a/an noun, verb adverb, adjective Definition of Gear:	Immigrant is a/an noun, verb adverb, adjective Definition of Immigrant:
Employee looks like this:	Gear looks like this:	Immigrant looks like this:
Employee reminds me of:	Gear reminds me of:	Immigrant 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 Balloons Over Broadway

Directions: Complete the sentences below using the vocabulary words in the word bank.

- Juan is an _____ because he moved from Mexico to America.
- My aunt is an _____ at the bank on the corner.
- Another word for puppet is _____.
- My favorite ride at the _____ is the Ferris wheel.
- The construction workers lifted the heavy equipment using rope and _____.

Word Bank: CANYON, CARNIVAL, EMPLOYEE, IMMIGRANT, MARIONETTE, PULLEY, GEAR, RUBBER, TETHER

Directions: Unscramble the letters inside of the balloons to create a vocabulary word. Write your answer inside the boy's balloon.

Answer Key: Immigrant, Employee, Marionette, Carnival, Heavy pulley.

Word Games and Answer Key

Vocabulary Connections
Balloons Over Broadway
 By: Melissa Sweet
 Grade Level: 3 / Guided Reading Level: N

Directions: A new word that I learned in the book is _____.

Directions: 1. List on the sticky line. 2. Complete the vocabulary card. 3. Add your vocabulary card to your notebook or the final notebook.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections
 Name: _____

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

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?

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

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Melissa Sweet
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Adding -ed to verbs

Background:
When writing most verbs, verb ends in a silent "e".

Examples:

agreed	deflated
arranged	eased
based	elevated
completed	figured
danced	hired

Materials and Preparation:

- A Copy of *Balloons Over Broadway*
- Chart Paper
- Markers
- Scissors
- Guided Word Work Sided (1 set for each student)
- Blue and Yellow
- Optional - Color Engagement in S
- Optional - Word

Step 1: Introduce the Focus of Word Work

Introduce Adding -ed to verbs

- Draw four columns on chart paper. Write "Verb" at the top of the first column; "Past Tense Add -ed" in the second column; "Verb" in the third column; and "Past Tense Add -ed" in the fourth column.
- Tell children that when writing a verb that happened in the past, most of the time you add the letters "-ed". If the verb ends in a silent "e", you add the letter "d".
- Under the first column, write the word "ask". Read the word, and ask children to repeat the word.
- Explain that when writing the verb "ask" in the past tense, you add -ed to the verb.
- Write the word "asked" under the "Past Tense Add-ed" column. Underline the letters "ed". Read the word, and ask children to repeat the word.
- Repeat the previous steps for the following verbs: attach, cheer, discover, fill and tighten.
- In the third column, write the word "move". Read the word, and ask children to repeat the word.
- Explain that because the verb ends with a silent "e", you only add the letter "d" to write the verb in past tense.
- Write the word "moved" under the "Past Tense Add-ed" column. Underline the letter "d". Read the word, and ask children to repeat the word.
- Repeat the previous steps for the words: hire, hope, surprise, serve and use.

Step 2: Connect Word Work to Reading

Adding -ed to verbs in the Text

- Explain to children that as you read one page of *Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade*, you are going to try to trick them.
- Explain that every time you see a verb that is written in past tense, you will read it in the present tense.
- Tell children that their job is to not be fooled! They are to listen carefully and raise their hand when they hear a verb that should be in the past tense. They will then say the word in the past tense.
- Explain that you will model the directions.
- Read page 2, reading the past tense verbs (asked, rigged, pulled, opened, stayed and impressed) as present tense verbs and raising your hand after reading each verb.
- Say each verb in past tense.
- Children are welcome to join in once they understand the directions.
- Begin reading the entire story.

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

Word Work
By: Melissa Sweet
Grade Level: 3 / Guided Reading Level: N

Step 2: Connect Word Work to Reading (continued)

Some Examples of Verbs with -ed Found in the Text

agreed	based	eased	gestured
approached	cheered	elevated	growled
arranged	completed	figured	helped
articulated	danced	filled	hired
asked	deflated	founded	hopped
attached	discovered	tightened	impressed

Step 3: Guided Word Work Practice

Interactive Exploration

- Copy the word card sheet and the balloon sheet together; double-sided on one sheet of paper. Make one copy for each group of players.
- Ask one child from each team to cut out the cards, mix them up, and turn them over so the balloons are facing upward.
- Tell children to take turns turning over two cards. If a match, that player gets to keep the cards. If they don't match, they should turn the cards over, put the cards back where they found them, and let the next player have a turn.
- A match is a card with a verb and a card with the same verb in past tense. For example, cards with the words "love" and "loved" would be a match.
- The player with the most matches when the time is up, wins the game.
- Differentiate the lesson by using a smaller amount of cards and allow more time.

Step 4: Independent Word Work Practice

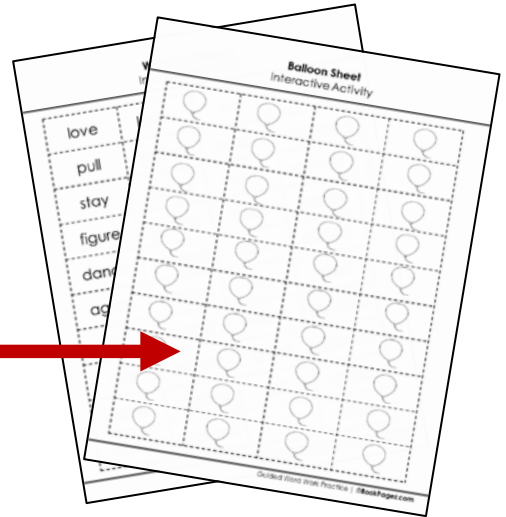
Practice Page

- Provide each student a copy of **Adding -ed to verbs Practice Page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Interactive Activities



Independent Practice Page

Adding -ed to verbs
Word Work Practice Page

Directions:
Add an "ed" or a "d" at the end of each verb in the rectangle to make it past tense. If you added the letters "ed" to the end of the verb, write the verb in the "ed" balloon. If you added the letter "d" to the end of the verb, write the verb in the "d" balloon.

fill	end	soil	pack
hope	scream	roar	arrange
love	dance	want	move

Added "ed" to the Verb **Added "d" to the Verb**

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

Extension Activity

Word Detective: Adding -ed to verbs
Extension Activity

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

Words	Book Title	Page

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

Student Facing Resources in Spanish for Balloons Over Broadway Super Pack

5 Comprehension Strategy Practice Pages

Determining Importance Practice Page


Tu turno para practicar: Determinar la importancia con Balloons Over Broadway (Globos sobre Broadway)

Página 4:
Mire cuidadosamente la fecha que figura en la ilustración. ¿Por qué es importante notar la fecha?

Página 7:
Observe la ilustración del mapa en esta página. ¿Qué información puedes reunir al mirar el mapa?

¿Por qué es importante esta información?

Página 15:
Tony tuvo una realización importante en esta página. ¿Qué problema tiene Tony?



Nombre: _____ ©BookPages.com

Page by Page Guided Questions

Answer Key

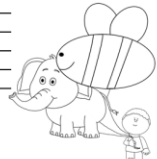
Determinar la importancia con Balloons Over Broadway (Globos sobre Broadway)

Página 4:
Mire cuidadosamente la fecha que figura en la ilustración. ¿Por qué es importante notar la fecha?
Las respuestas varían. Podrían incluir: Es importante notar la fecha en la página porque nos dice cuándo tuvo lugar esta parte del libro.

Página 7:
Observe la ilustración del mapa en esta página. ¿Qué información puedes reunir al mirar el mapa?
Las respuestas varían. Podrían incluir: El mapa nos dice dónde sucede el desfile. Parece que baja por Broadway a partir de la calle 146.

¿Por qué es importante esta información?
Las respuestas varían. Podrían incluir: Esta información es importante porque saber dónde comienza el desfile y qué calle baja me da una ubicación para el escenario de este libro.

Página 15:
Tony tuvo una realización importante en esta página. ¿Qué problema tiene Tony?
Las respuestas varían. Podrían incluir: Tony se dio cuenta de que sus títeres tenían que estar más altos en el aire y que deberían moverse más fácilmente.



Answer Key | ©BookPages.com

Sample answers
written in Spanish

Volver a contar y resumir con Balloons Over Broadway (Globos sobre Broadway)

Página 2:
Mira la ilustración. ¿Qué hizo el gallinero para que Tony lo hiciera?

Tu turno para practicar: Volver a contar y resumir con Balloons Over Broadway (Globos sobre Broadway)

Página 2:
Mira la ilustración de Tony sonriendo. ¿Qué hizo el gallinero para que Tony lo hiciera?

Hacer preguntas con Balloons Over Broadway (Globos sobre Broadway)

Página 7:
¿Qué hito ocurrió?

Tu turno para practicar: Hacer preguntas con Balloons Over Broadway (Globos sobre Broadway)

El foro:
Mire el título del libro y las ilustraciones. ¿Cuáles son dos preguntas que podrías hacer?

Página 7:
¿Cuándo fue el primer desfile?

Página 8:
¿Dónde estaba?

Páginas 3 y 4:
Estas páginas nos hablan de los lugares donde vivió Tony. ¿Qué preguntas necesitas responder Tony para resolver su problema?

Páginas 11 y 12:
¿Qué preguntas necesitas responder Tony para resolver su problema?

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¿Qué preguntas necesitas responder Tony para resolver su problema?

Hacer inferencias con Balloons Over Broadway (Globos sobre Broadway)

Introducción:
Mira la imagen de Anthony "Tony" Sarg y piensa en los números que ves en la imagen. ¿Qué crees que significan los números?

Tu turno para practicar: Hacer inferencias con Balloons Over Broadway (Globos sobre Broadway)

Introducción:
Mira la imagen de Anthony "Tony" Sarg y piensa en los números que ves en la imagen. ¿Qué crees que significan los números?

Página 1:
¿Cómo sabes esto?

Página 5:
Haz una inferencia sobre lo que hace un hombre de marionetas. ¿Qué te hace pensar eso?

Página 5:
Haz una inferencia sobre cómo se mueven las marionetas en esta página. ¿Qué te hace pensar eso?

Página 5:
Haz una inferencia sobre cómo se mueven las marionetas en esta página. ¿Qué te hace pensar eso?

Página 5:
Haz una inferencia sobre cómo se mueven las marionetas en esta página. ¿Qué te hace pensar eso?

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Haz una inferencia sobre cómo se mueven las marionetas en esta página. ¿Qué te hace pensar eso?

Página 5:
Haz una inferencia sobre cómo se mueven las marionetas en esta página. ¿Qué te hace pensar eso?

Página 5:
Haz una inferencia sobre cómo se mueven las marionetas en esta página. ¿Qué te hace pensar eso?

Página 5:
Haz una inferencia sobre cómo se mueven las marionetas en esta página. ¿Qué te hace pensar eso?

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Identifica el propósito del autor con Balloons Over Broadway (Globos sobre Broadway)

La funda:
Aquí el autor incluye una imagen de un libro y una clave. ¿Por qué crees que el autor agregó estos elementos al libro?

Tu turno para practicar: Identifica el propósito del autor con Balloons Over Broadway (Globos sobre Broadway)

La funda:
Aquí el autor incluye una imagen de un libro y una clave. ¿Por qué crees que el autor agregó estos elementos al libro?

Página 10:
¿Por qué crees que el autor agregó estos elementos al libro?

Página 10:
¿Por qué crees que el autor utilizó letras diferentes en las burbujas del discurso?

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Retelling and
Summarizing

Asking Questions

Making Inferences

Identifying the
Author's Purpose

Writing About Reading with Optional CCSS Alignment

Balloons Over Broadway (Globos sobre Broadway): Volver a contar y resumir

Nombra tres cosas importantes que Tony hizo en su vida.
Dile qué logro crees que es el mejor. ¿Por qué?

Puedo descifrar la idea principal de la información que leo. CCSS: RI.3.2

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

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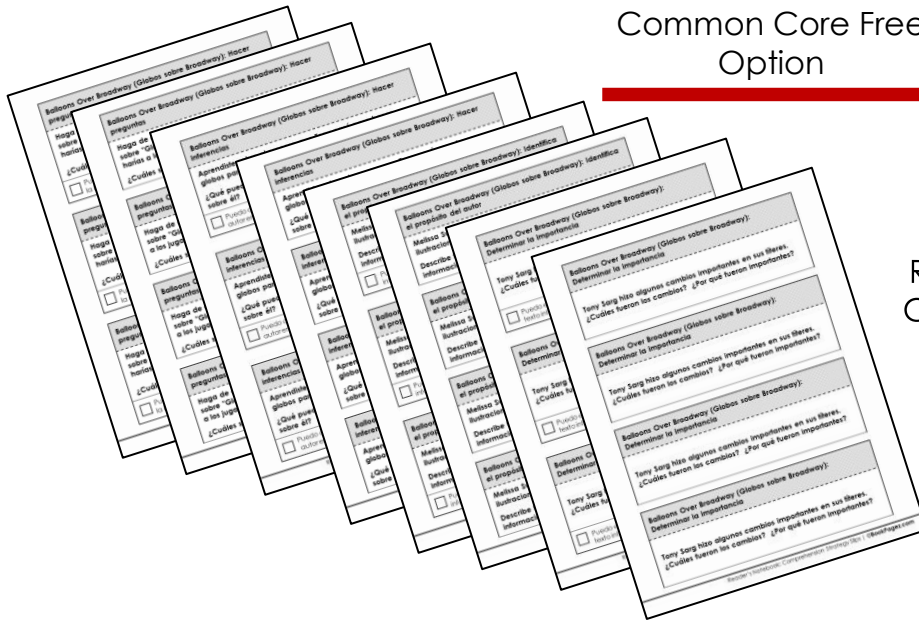
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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____

¿De qué se trata el libro?
¿Es ficción o no ficción?

Haz un dibujo o escribe una anécdota importante en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que habla el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engropa la hoja en tu cuaderno del lector.

Estrategia de comprensión | ©BookPage.com

Retelling and Summarizing

Hacer inferencias
Título: _____

Lo que dice el texto Escríbelo en el texto o en los globos.	Lo que sé ¿Qué sabes de esta parte? Inferencias, conocimientos, ideas anteriores.	Lo que puedo inferir Inferencias, conocimientos, ideas anteriores.
--	---	---

Instrucciones:
1. Contesta las preguntas.
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Estrategia de comprensión | ©BookPage.com

Making Inferences

Identificar el propósito del autor
Título: _____

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

Para persuadir
 Para informar
 Para entretener

Yo sé porque...

¿Qué piensa que el autor quería que pensamos mientras estamos leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estás leyendo.

Instrucciones:
1. Contesta cada pregunta.
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Estrategia de comprensión | ©BookPage.com

Author's Purpose

Determinar la importancia
Título: _____

Lee en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Contesta cada pregunta.
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3. Pega o engropa en tu cuaderno del lector.

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Determining Importance

Hacer preguntas
Título: _____

Muestrales para asegurarnos que todos entendamos... ¿Por qué no...? ¿Cómo puede...?

Me confundí cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

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Asking Questions

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Piensa en tu tradición familiar favorita. Si Tony Sarg te pidiera que hicieras un globo sobre tu tradición para el desfile de Macy's, ¿qué aspecto tendría? ¿Qué colores usarías? ¿Qué usarían los operadores de sogas mientras guían su globo en el desfile?

Haz un dibujo de tu globo debajo y luego escribe una oración sobre tu globo.

