

Here's What You'll Get in the Baloney, Henry P. Super Pack

3 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences

Baloney, Henry P.
By: Jon Scieszka
Grade Level: 3 / Guided Reading Level: P

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
Baloney, Henry P. is the story of an alien, who like you, can't be late for school. Unfortunately, Henry has been late one time too many and is now facing permanent lifelong detention. To save himself Henry comes up with an excuse that is out of this world. As you read the book, be on the lookout for words that look and sound like they come from outer space. Before you know it, Henry P. will have you speaking Martian too!

Link to What You Know
• What does it feel like when you use your imagination to make a crazy story?
• What do you do when you see or hear a brand new word? How do you figure out how to say new words? How do you figure out what new words mean?

Important Words to Know and Understand
Transmission – A message that is sent from one person, place, or thing to another person, place, or thing

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

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

Activate Prior Knowledge

Making Inferences Lesson Plan

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Grade Level: 3 / Guided Reading Level: P

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 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 3 – What can you infer about the meaning of the words **Zimula** and **Desk**? How do you know? Look at the pictures. What can you infer from the pictures?
Page 12 – What can you infer about the meaning of the words **Razzo** and **Szkola**? How do you know? Look at the pictures. What can you infer from the pictures?
Page 14 – What can you infer about the meaning of the words **Butuna** and **Ashosus**? How do you know?
Page 21 – What can you infer about the meaning of the words **Sighing Flosser** and **Macasse**? How do you know?
Page 24 – What can you infer about the meaning of the words **Uyarak**, **Zerplotten**, and **Speelplocht**?

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

Time to Reflect
Think – What types of inferences did you make while reading **Baloney, Henry P.**? 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 making inferences in **Baloney, Henry P.** What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Baloney, Henry P.** (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing

Baloney, Henry P.
By: Jon Scieszka
Grade Level: 3 / Guided Reading Level: P

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

3
Retell and Summarize While Reading
✓ Retell what you read
✓ Summarize what you read

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

Time to Read
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Time to Reflect
Think – What types of inferences did you make while reading **Baloney, Henry P.**? 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 making inferences in **Baloney, Henry P.** What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?
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Retelling and Summarizing

Understanding Text Structure

Baloney, Henry P.
By: Jon Scieszka
Grade Level: 3 / Guided Reading Level: P

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

3
Understand Text Structure 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 characters, setting, and events?

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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Time to Reflect
Think – What types of inferences did you make while reading **Baloney, Henry P.**? 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 making inferences in **Baloney, Henry P.** What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Baloney, Henry P.** (Remember to include examples from the book!)

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Understanding Text Structure

Answer Key for Retelling and Summarizing with Baloney, Henry P.

Your Turn to Practice Retelling and Summarizing with Baloney, Henry P.

Cover: Look at the title of the book. Who do you think is the main character? Why?

Page 3: What do you know about Henry P. at the beginning of his story? What does he do?

Page 12: Name all of the characters that you know.

Page 27: What was the biggest problem he did to solve his problem?

Page 30: Use your own words to explain what happened.

Answer Key for Making Inferences with Baloney, Henry P.

Your Turn to Practice Making Inferences with Baloney, Henry P.

Page 3: What can you infer about the meaning of the words **Zimula** and **Desk**? How do you know? Look at the pictures. What can you infer from the pictures?

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Page 24: What can you infer about the meaning of the words **Uyarak**, **Zerplotten**, and **Speelplocht**? How do you know? Look at the pictures. What can you infer from the pictures?

Answer Key for Understanding Text Structure with Baloney, Henry P.

Your Turn to Practice Understanding Text Structure with Baloney, Henry P.

Pages 3 to 8: How does Henry P. solve his problem? What words does Henry use to tell about the order of events?

Pages 12 to 14: How does Henry solve his problem? What words does Henry use to tell about the order of events?

Pages 15 to 17: How does Henry solve his problem? What words does Henry use to tell about the order of events?

Pages 21 to 24: How does Henry solve his problem? What words does Henry use to tell about the order of events?

Pages 27 to 30: How does Henry solve his problem? What words does Henry use to tell about the order of events?

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

Baloney, Henry P.: Retelling and Summarizing

Think about Henry P. Baloney's excuse for being late to school. List the parts of his story that were true (facts) and the parts of his story that were false (fiction).

Baloney's Facts	Baloney's Fiction

☐ I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

Baloney, Henry P.: Retelling and Summarizing

Think about Henry P. Baloney's excuse for being late to school. List the parts of his story that were true (facts) and the parts of his story that were false (fiction).

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Baloney's Facts	Baloney's Fiction

☐ I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

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

Common Core Free
Option

Baloney, Henry P.: Retelling and Summarizing

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Baloney's Facts	Baloney's Fiction

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Baloney, Henry P.: Retelling and Summarizing

Think about Henry P. Baloney's excuse for being late to school. List the parts of his story that were true (facts) and the parts of his story that were false (fiction).

Baloney's Facts	Baloney's Fiction

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

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non fiction?

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 on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Retelling and
Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Use the words in the text or picture.	What do you know about the story?	Draw, describe, explain, or write.

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

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

Making
Inferences

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 See While Reading:

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

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

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

Understanding
Text Structure

Vocabulary Connections Resources

Vocabulary Connections
Baloney, Henry P.
By: Jon Slezka
Grade Level: 3 / Guided Reading Level: F

Important Words to Know and Understand in "Baloney, Henry P."

Compose
To create or make

Detention
A place where people who behave badly go as punishment

Law of Gravity
A natural force of attraction that pulls to objects together. Objects with hold up down. Without gravity everything would float like the astronauts in outer space






Tall Tale
Type of story full of unbelievable events but told in a way that seems believable

Transmission
A message that is sent from one person, place or thing to another person, place or thing

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Baloney, Henry P. Word List

Vocabulary Connections
Baloney, Henry P.
By: Jon Slezka
Grade Level: 3 / Guided Reading Level: F

Compose	Detention	Law of Gravity
		
Tall Tale	Transmission	
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
Baloney, Henry P.
By: Jon Slezka
Grade Level: 3 / Guided Reading Level: F

Compose	Detention	Law of Gravity
To create or make	A place where people who behave badly go as punishment	A natural force of attraction that pulls to objects together. Gravity is what holds us down. Without gravity everything would float like the astronauts in outer space
Tall Tale	Transmission	
Type of story full of unbelievable events but told in a way that seems believable	A message that is sent from one person, place or thing to another person, place or thing	

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Baloney, Henry P.
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Grade Level: 3 / Guided Reading Level: F

Compose is a/an noun verb adverb adjective Definition of Compose:	Detention is a/an noun verb adverb adjective Definition of Detention:	Law of Gravity is a/an noun verb adverb adjective Definition of Law of Gravity:
Compose looks like this:	Detention looks like this:	Law of Gravity looks like this:
Compose reminds me of:	Detention reminds me of:	Law of Gravity 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 Baloney, Henry P.

Word Bank
COMPOSE
DETENTION
LAW OF GRAVITY
TALL TALE
TRANSMISSION

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

ALW FO VARIGTY
LLTA TAEI
DNETNIOTE
CSMOOPE
NISOMSTINRA

SECRET WORD: ○○○○○○

Graph the number of vowels in each of the words in the word bank.

Compose	Detention	Law of Gravity	Tall Tale	Transmission

Number of Vowels

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections
Baloney, Henry P.
By: Jon Slezka
Grade Level: 3 / Guided Reading Level: F

Baloney, Henry P.
By: Jon Slezka

A new word that I learned in this book is: _____

Write it here: _____

Draw a picture to illustrate the meaning of the word.

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections
Baloney, Henry P.
By: Jon Slezka
Grade Level: 3 / Guided Reading Level: F

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

Baloney, Henry P.
By: Jon Siczka
Grade Level: 3 / Guided Reading Level: P

Instructional Focus:
Past-tense Verbs

Background:
Spelling of simple past tense verbs that students must practice and use, such as *erased*.

Examples:

Ending in silent -e +d	Ending vowel +ed
vote=votes	stay=stays
love=loves	play=plays
like=likes	convey=conveys

Materials and Preparation:

- A Copy of *Baloney, Henry P.*
- Chart Paper
- Poster
- Subtraction
- Past Tense Verbs
- Optional: Yarn

Word Work

Baloney, Henry P.
By: Jon Siczka
Grade Level: 3 / Guided Reading Level: P

Step 1: Introduce the Focus of Word Work

Introduce Past-tense Verbs

- Explain to students that together, you will be reading *Baloney, Henry P.*, and looking for regular past tense verbs that end with the suffix -ed.
- Show students the Poster of Past Tense Spelling Rules and Sample Anchor Chart (provided).
- Go over the rules and examples given using the poster.
- Explain to students that Spelling Rules numbers 2, 3, & 4 are not used in this book. However, students can add words they find in other books, including their textbooks.

Step 2: Connect Word Work to Reading

Past-tense Verbs in the Text

- Tell the students that the book they will be reading today has a lot of examples of regular past-tense verbs.
- 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 regular past tense words with -ed.
- Read *Baloney, Henry P.*
- Have the students find regular past-tense verbs in the book and write list on the board.

Examples of Past-tense Verbs Found in the Text:

misplaced	decided	remembered
grabbed	changed	learned
jumped	covered	stopped
tuned	folded	
jammed	erased	
entertained	dropped	

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work

Baloney, Henry P.
By: Jon Siczka
Grade Level: 3 / Guided Reading Level: P

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to the students that we will be using past-tense verbs from the text to do some "subtraction." Not mathematics, but past-tense verb ending subtraction.
- Using some of the words listed on the board, demonstrate how to "subtract" the ending according to the rules chart and finally write the root word. Example: *erased* - *d* = *erase*
- After giving several examples on the board, distribute the **Subtracted Verbs Word Work Practice Sheet** (in pairs or independently).
- Remind students to check to chart if they have any questions.
- Go over together as a class to check for understanding.
- This activity could be extended by having the students determine which Rule number was used in their subtraction process.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Past Tense Verb Adding -ed 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 **past-tense verbs** 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 Activity

Independent Practice Page

Subtracted Verbs Word Work Practice Page

Directions:
The following verbs are shown in past tense. Your job is to subtract the ending and write the root word on the line next to the verb. The first one is done for you.

1. planned -	ned	=	planned
2. searched -		=	
3. lived -		=	
4. eliminated -		=	
5. dropped -		=	
6. erased -		=	
7. remembered -		=	
8. grabbed -		=	
9. misplaced -		=	
10. followed -		=	
11. bullied -		=	
12. created -		=	
13. mastered -		=	
14. guided -		=	
15. moved -		=	
16. obeyed -		=	
17. realized -		=	
18. spied -		=	

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

Extension Activity

Word Detective: Past-tense Verbs Extension Activity

Directions:
Be a word detective!
Be on the lookout for **past-tense verbs** 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

Past Tense Verb Adding -ed Word Work Practice Page

Directions:
Circle the correct past-tense spelling of the regular root verb in each row. Refer to the spelling rules poster if needed.

1. correct	corrected	corrected	corrected
2. formulate	formulated	formulated	formulated
3. mishandle	mishandled	mishandled	mishandled
4. use	used	used	used
5. laugh	laughed	laughed	laughed
6. brag	bragged	bragged	bragged
7. cry	cried	cried	cried
8. play	played	played	played
9. surprise	surprised	surprised	surprised
10. comment	commented	commented	commented
11. arrange	arranged	arranged	arranged
12. flip	flipped	flipped	flipped
13. mold	molded	molded	molded
14. create	created	created	created
15. spray	sprayed	sprayed	sprayed

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: Baloney, Henry P.		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	
Page		E	SC	E MSV	SC MSV
1	Last Tuesday morning, at 8:37 a.m., Henry P. Baloney was finally late for class once too often.				
2	"That's it," said Miss Bugscuffle. "Permanent Lifelong Detention... unless you have one very good and very believable excuse."				
Tested By: _____ @BookPagez.com					

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



Baloney, Henry P. CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about Baloney, Henry P. to answer each of the following questions.	
1. What planet did Henry P. Baloney end up on as he was trying to get to school on time? <input type="radio"/> (A) Skola <input type="radio"/> (B) Astrosus <input type="radio"/> (C) Pordo <input type="radio"/> (D) Piksas	
2. Which key detail supports the idea this story is a tall tale? <input type="radio"/> (A) Henry accidentally called the Astro guys a mean name. <input type="radio"/> (B) He lost his zimuls. <input type="radio"/> (C) Henry hasn't learned about gravity, so gravity doesn't work on him as he is falling. <input type="radio"/> (D) The torakku driving him to skola did not stop.	
3. What of Henry's character traits are most important to the story? <input type="radio"/> (A) He is imaginative, smart, quick-thinking, and persuasive. <input type="radio"/> (B) He is a trouble-maker and lazy. <input type="radio"/> (C) He is disrespectful and lies all the time. <input type="radio"/> (D) He is small, green, and has freckles.	
4. Which clues from the text help you figure out what a "zimuls" could be? <input type="radio"/> (A) It made him late. <input type="radio"/> (B) It took him to another planet. <input type="radio"/> (C) He used it to write, draw, erase, and could jam it into small places. <input type="radio"/> (D) It saved him from falling.	
CCSS Assessment 3rd Grade Reading Standards for Literature	

Baloney, Henry P. CCSS Assessment Answer Key
Directions: Use what you know about Baloney, Henry P. to answer each of the following questions.
1. What planet did Henry P. Baloney end up on as he was trying to get to school on time? (RL.3.1) <input type="radio"/> (A) Skola <input checked="" type="radio"/> (B) Astrosus <input type="radio"/> (C) Pordo <input type="radio"/> (D) Piksas
2. Which key detail supports the idea this story is a tall tale? (RL.3.2) <input type="radio"/> (A) Henry accidentally called the Astro guys a mean name. <input type="radio"/> (B) He lost his zimuls. <input checked="" type="radio"/> (C) Henry hasn't learned about gravity, so gravity doesn't work on him as he is falling. <input type="radio"/> (D) The torakku driving him to skola did not stop.
3. Which of Henry's character traits are most important to the story? (RL.3.3) <input checked="" type="radio"/> (A) He is imaginative, smart, quick-thinking, and persuasive. <input type="radio"/> (B) He is a trouble-maker and lazy. <input type="radio"/> (C) He is disrespectful and lies all the time. <input type="radio"/> (D) He is small, green, and has freckles.
4. Which clues from the text help you figure out what a "zimuls" could be? (RL.3.4) <input type="radio"/> (A) It made him late. <input type="radio"/> (B) It took him to another planet. <input checked="" type="radio"/> (C) He used it to write, draw, erase, and could jam it into small places. <input type="radio"/> (D) It saved him from falling.
CCSS Assessment 3rd Grade Reading Standards for Literature BookPagez.com

Answer Key



Student Facing Resources in Spanish for Baloney, Henry P. Super Pack

3 Comprehension Strategy Practice Pages


Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Baloney, Henry P.	
El foro: Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?	
Página 8: ¿Qué sabes del día de Henry P. Baloney hasta ahora? ¿Qué pasó al comienzo de su día? ¿Qué pasó después de eso?	
Página 18: Nombra todos los personajes sobre los que has leído hasta este momento en el libro.	
Página 27: ¿Cuál fue el mayor problema que enfrentó Henry P. Baloney en su cuento? ¿Cómo resolvió su problema?	
Página 30: Use sus propias palabras para explicar lo que el "Epílogo" le dice al lector.	
Nombre: _____	

Page by Page Guided Questions


Sample answers
written in Spanish

Answer Key

Volver a contar y resumir con Baloney, Henry P.	
El foro: Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?	<u>Las respuestas varían.</u>
Página 8: ¿Qué sabes del día de Henry P. Baloney hasta ahora? ¿Qué pasó al comienzo de su día? ¿Qué pasó después de eso?	<u>Las respuestas varían.</u>
Página 18: Nombra todos los personajes sobre los que has leído hasta este momento en el libro.	<u>Las respuestas varían.</u>
Página 27: ¿Cuál fue el mayor problema que enfrentó Henry P. Baloney en su cuento? ¿Cómo resolvió su problema?	<u>Las respuestas varían.</u>
Página 30: Use sus propias palabras para explicar lo que el "Epílogo" le dice al lector.	<u>Las respuestas varían.</u>
Answer Key @BookPagez.com	

Tu turno para practicar: Hacer inferencias con Baloney, Henry P.	
Página 3: ¿Qué puedes inferir sobre el significado de las palabras Zmule y Desk? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?	
Página 12: ¿Qué puedes inferir sobre el significado de las palabras Zmule y Desk? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?	<u>Las respuestas varían.</u>
Página 14: ¿Qué puedes inferir sobre el significado de las palabras Zmule y Desk? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?	<u>Las respuestas varían.</u>
Nombre: _____	

Making Inferences

Tu turno para practicar: Entender la estructura del texto con Baloney, Henry P.	
Páginas 3 a 8: Aquí Baloney usa la secuencia para contar las razones de por qué llegó tarde a la escuela. ¿Qué palabras usa Baloney para contar sobre el orden de los eventos?	
Páginas 13 a 14: Aquí Baloney está usando una estructura de texto de causa y efecto. ¿Qué hizo mal Baloney? ¿Qué le hizo su error hacer?	
Páginas 15 a 17: Aquí Baloney está usando una estructura de texto de problema y solución. ¿Cuál fue su problema? ¿Cómo resolvió su problema?	
Páginas 21 a 24: Aquí Baloney está usando una estructura de texto de descripción para contar sobre su escape. ¿Qué palabras usa Baloney para describir su escape? ¿Cómo te ayudó esta estructura de texto a comprender lo que estás leyendo?	
Nombre: _____	

Understanding Text Structure

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

Valor a contar y resumir
Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja.

Primero	Después	Entonces
Después de esto	Entonces	Al final

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

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pégalo o engáñalo en la cubierta del lector.

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Retelling and
Summarizing

Hacer inferencias
Título: _____

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Buscaba en el texto en las páginas	¿Qué sabe de la página?	Emociones, pensamientos, cosas, acciones

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pégalo o engáñalo en la cubierta del lector.

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Making
Inferences

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usada la estructura del texto	Cómo la estructura del texto me ayudó
	Página: _____	
	Página: _____	
	Página: _____	
	Página: _____	
	Página: _____	

Estructura que puedes ver mientras lees:
Descripción Secuencia Causa y efecto Comparación y contraste Resumen

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pégalo o engáñalo en la cubierta del lector.

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Understanding
Text Structure