

# Here's What You'll Get in the Deadliest Animals Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

### Guided Reading Level

**Making Inferences**  
By: Melissa Stewart  
Grade Level: 3 / Guided Reading Level: F

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

**Summary**  
**Deadliest Animals** is a nonfiction book full of true facts about the deadliest animals in our world. This book has a lot of photographs that will show us the surprising ways animals can be deadly to other animals or to humans who cross their paths. From big animals like elephants and hippopotamuses, to small animals like mosquitoes and spiders, this book will teach us about the incredible and unique ways animals can protect themselves.

**Link to What You Know**  
What are some clues that tell us when an animal is dangerous?  
What clues do animals give to show how they are dangerous?

**Important Words to Know and Understand**  
**Predator** – An animal that hunts and eats other animals  
**Species** – A group of similar creatures that can mate and produce healthy young animals

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Notice you get confused

**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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### Activate Prior Knowledge

### Making Inferences Lesson Plan

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**3**  
**Make Inferences While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about the 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.  
**Pages 4 to 5** – Use the information on these pages to make an inference about lions. Why do people call lions "kings of the jungle"?  
**Pages 10 to 13** – Use the photographs on these pages to make an inference. How do you think a polar bear or a crocodile's color might help it attack its prey? Is this an important inference to make? Why or why not?  
**Pages 14 to 19** – Use the information on these pages to make an inference. What could a person do to avoid being attacked by the animals shown on these pages?  
**Pages 28 to 29** – What can you infer about the chef on this page based on the text and photograph?  
**Pages 36 to 43** – What can you infer about an animal's size in relation to how deadly it is? How does making this inference help you as a reader?

**4**  
**Notice the Work You Did While Reading**  
Think – What types of inferences did you make while reading *Deadliest Animals*? 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. What was difficult? How does making inferences help you be a better reader?  
Write – Give your Strategy Slip into your Reader's Notebook. Remember to include examples from the book!

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

**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 Predictions While Reading**  
Look for clues that tell you about what is coming next  
Look for clues that tell you about how the author is feeling

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Notice you get confused

**4**  
**Notice the Work You Did While Reading**  
Think  
Talk  
Reflect  
Write

**Deadliest Animals**  
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### Making Predictions

**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**  
**Understand Text Structure While Reading**  
Notice the words and phrases that tell you about the text structure  
Study the pictures. What do you notice about the characters, setting, and events?

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Notice you get confused

**4**  
**Notice the Work You Did While Reading**  
Think  
Talk  
Reflect  
Write

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### Understanding Text Structure

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

**3**  
**Identify the Author's Purpose While Reading**  
Look for clues that tell you about the author's purpose  
Look for clues that tell you about how the author is feeling

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Notice you get confused

**4**  
**Notice the Work You Did While Reading**  
Think  
Talk  
Reflect  
Write

**Deadliest Animals**  
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### 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**  
**Synthesize While Reading**  
Look for clues that tell you about the author's purpose  
Look for clues that tell you about how the author is feeling

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
Notice you get confused

**4**  
**Notice the Work You Did While Reading**  
Think  
Talk  
Reflect  
Write

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### Synthesizing

**Answer Key for Making Predictions with *Deadliest Animals***

**Your Turn to Practice Making Predictions with *Deadliest Animals***

Page 12: The chapter heading says "No Bones About!" Make a prediction about what information you will learn on the next few pages.

**Answer Key for Identifying the Author's Purpose with *Deadliest Animals***

**Your Turn to Practice Identifying the Author's Purpose with *Deadliest Animals***

Pages 4 to 9: After reading these pages, what do you think the author's purpose for writing this book is? Does the author want to persuade, inform, or entertain us? Use evidence from the text and the photographs to support your answer.

**Answer Key for Understanding Text Structure with *Deadliest Animals***

**Your Turn to Practice Understanding Text Structure with *Deadliest Animals***

Pages 10 to 13: On these pages, the author is comparing and contrasting crocodiles. How are the animals the same? How are they different? What does an epithet do when it attacks? What does an epithet do when it attacks?

**Answer Key for Synthesizing with *Deadliest Animals***

**Your Turn to Practice Synthesizing with *Deadliest Animals***

Pages 14 to 19: Use the information on these pages to make an inference. How do you think a polar bear or a crocodile's color might help it attack its prey? Is this an important inference to make? Why or why not? Learn more about the ways big people call lions "kings of the jungle!"

**Answer Key for Making Inferences with *Deadliest Animals***

**Your Turn to Practice Making Inferences with *Deadliest Animals***

Pages 4 to 5: Use the information on these pages to make an inference about lions. Why do people call lions "kings of the jungle?"

Pages 10 to 13: Use the photographs on these pages to make an inference. How do you think a polar bear or a crocodile's color might help it attack its prey?

Pages 14 to 19: Use the information on these pages to make an inference. What could a person do to avoid being attacked by the animals shown on these pages?

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### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Deadliest Animals: Synthesizing**

Give an example of one way your thinking changed about deadly animals after reading this book. Use evidence from the text to support your answer.

I can recount the key details of a text and explain how they support the main idea. CCSS: RI.3.2

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

**Deadliest Animals: Synthesizing**

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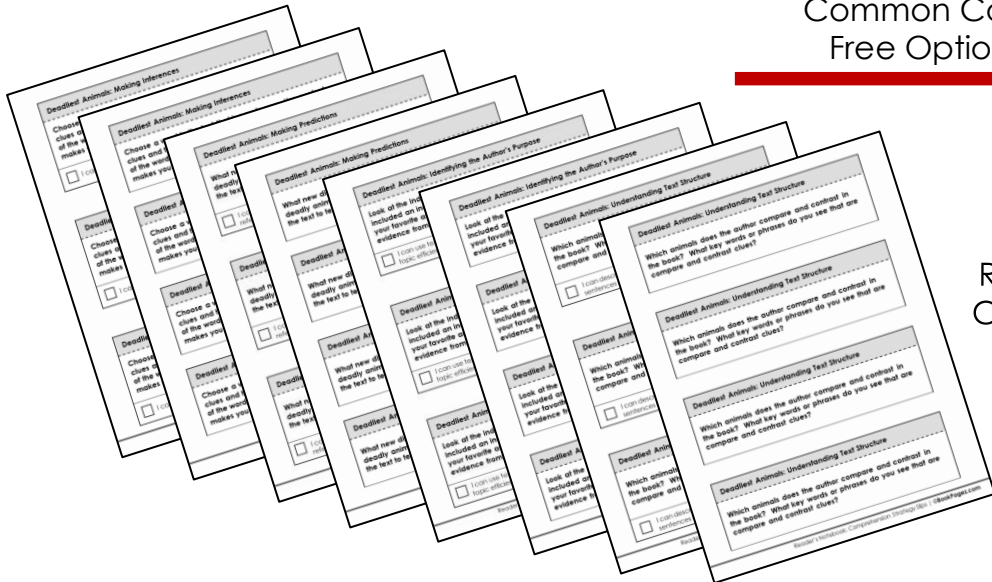
**Deadliest Animals: Synthesizing**

Give an example of one way your thinking changed about deadly animals after reading this book. Use evidence from the text to support your answer.

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

**Making Inferences**

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

**Making Predictions**

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

**Author's Purpose**

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

**Understanding Text Structure**

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

**Synthesizing**

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Making Predictions

Author's Purpose

Understanding Text Structure

Synthesizing



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
Deadliest Animals  
By: Melissa Stewart  
Grade Level: 3 / Guided Reading Level: P

**Instructional Focus:**  
Contractions

**Background:**  
A contraction is a shortened form of two words written as one word. An apostrophe takes the place of the missing letter or letters. Often the word 'not' is used to form a contraction.

**Examples:**

They're	Does
Won't	I'll
She's	I'm
We're	Isn't
Hadn't	I've

**Materials and Preparation:**

- A Copy of *Deadliest Animals*
- Chart Paper
- Markers
- Sticky Notes
- Contractions Memory Cards
- Contractions Practice Page
- Optional - Word Detective
- Optional - Extend Engagement

**Word Work**  
Deadliest Animals  
By: Melissa Stewart  
Grade Level: 3 / Guided Reading Level: P

**Step 1: Introduce the Focus of Word Work**

**Introduce Contractions**

- Direct students' attention to the prepared **Contractions anchor chart**.
- Read the definition of a contraction aloud to the students.
- Use the anchor chart to explain how a contraction is formed. Direct their attention to the words **have** and **not**. Explain that the word **haven't** is a contraction that is formed with the words **have** and **not**.
- Explain that when two words are combined to form a contraction, the first word stays the same while the second word loses some letters. Those letters are replaced with an apostrophe.
- Continue by discussing the contractions **ll** and **isn't** with students.
- Invite students to brainstorm additional contractions to add to the anchor.

**Step 2: Connect Word Work to Reading**

**Contractions in the Text**

- Explain to students that the book they will be reading today has many examples of contractions.
- Show students **page 5** of *Deadliest Animals*. Tell the students to listen carefully for contractions and look at the page while you read. Ask students to give a thumbs up when they hear one of these words. As students respond, you can add the words to the chart.
- Pass out one sticky note to each student. Explain that they are going to listen as you read the entire book, and when they hear or see a contraction, they should write the contraction on the sticky note. Additionally, they should add the two words that were combined to make the contraction.
- After reading the book, have students share their contractions with the class. Discuss the examples they heard and saw and add the contractions to the anchor chart.

**Some Examples of Contractions Found in the Text:**

- You'd
- They're
- Aren't
- That's
- Who's
- Won't
- Don't
- Isn't
- What's
- You're
- Does'n
- It's

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**  
Deadliest Animals  
By: Melissa Stewart  
Grade Level: 3 / Guided Reading Level: P

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are the base words used to form the contractions in *Deadliest Animals*.
- Review each of the words with the whole group, discussing any unknown words.
- Model how to play **Match Up**.
- Divide students into pairs and allow them to play **Match Up** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing **Match Up**.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the **Contractions practice page**.
- Read the directions with the class.
- Instruct the students to complete the page.
- Monitor students while they work; collect worksheets when they are finished.

**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 **contractions** in their own reading. Tell them to write their words on an index card and add them to the pocket chart. (Review the added cards 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

**Contractions Sorting Cards**  
Interactive Activity

**Directions:**  
Cut out the sorting cards below. Use the cards to **play Match Up** or use them to **sort by contraction words**.

Have not	Haven't
We are	We're
He would	He'd
We would	We'd
I have	I've

Independent Word Work Practice | @BookPagez.com

Independent Practice Page

**Contractions**  
Word Work Practice Page

**Directions:**  
Match the words to the correct contraction they form when combined.

- They will
- It is
- He would
- We are
- Should not
- a. He'd
- b. Shouldn't
- c. They'll
- d. It's
- e. We're

**Directions:**  
Complete the chart by either providing the contraction or the words used to form the contraction. The first one has been done for you.

Words	Contraction
I will	I'll
You are	6.
7.	I'd
8.	She's
Will not	9.
10.	Could have

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

Extension Activity

**Word Detective: Contractions**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **contractions** while you read. Write the words 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



# Assessments

**Running Record**

Title: **Deadliest Animals** 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 = Visuals				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
4	Deadly Surprises				
	Huge teeth!				
	Check.				
	Razor-sharp claws!				
	Check.				
	Fast and fierce!				
	Check.				
5	The African lion has all the features you'd expect to find in one of the world's deadliest animals. These powerful predators are skillful stalkers that usually hunt together in groups called "prides"				

Tested By: \_\_\_\_\_ ©BookPagez.com

## Running Record Assessment

**Deadliest Animals**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 9

**Directions:**  
Use what you know about **Deadliest Animals** to answer each of the following questions.

1. What is this book mostly about?

A Large animals  
 B Small animals  
 C Animals that are deadly  
 D Animals that live in the ocean

2. Which of these details is NOT used to support the main idea of this book?

A A mosquito can be deadly because  
 B A hippopotamus can be deadly if it  
 C A shark can be deadly because of its  
 D All deadly animals use venom.

3. According to the book, what is the result of \_\_\_\_\_?

A It may stab its enemies with its tusks.  
 B It will run away and hide.  
 C Elephants never feel threatened.  
 D It will change its skin color to blend

4. Imagine you were reading this book and saw \_\_\_\_\_ unsure what that word meant, where could you find the meaning of that word?

A Index  
 B Glossary  
 C Table of Contents  
 D Caption

5. Which phrase best describes how the information in this book is organized? (RI.3.5)

A The information is organized into chapters, by the types of animals it describes.  
 B The information is organized as a story, with a beginning, middle, and end.  
 C The information is organized alphabetically, in letter order.  
 D The information is organized numerically, in number order.

6. Which of the following sentences best describes the author's point of view? (RI.3.6)

A The author does not believe animals are deadly.  
 B The author believes that only big animals are deadly.  
 C The author believes only animals with large, sharp teeth are deadly.  
 D The author believes that animals of different shapes and sizes can be deadly.

7. How do the photographs in this book help you understand deadly animals? (RI.3.7)

A The photographs show that all deadly animals are the same size.  
 B The photographs show that all deadly animals live in the same place.  
 C The photographs show that many different types of animals can be deadly.  
 D The photographs show that deadly animals are not real.

8. The author claims that mosquitoes are the deadliest animals in the world. Which fact from the book supports this claim? (RI.3.8)

A Mosquitoes attack in teams.  
 B Mosquitoes spread deadly diseases.  
 C Mosquitoes use poisonous venom on their enemies.  
 D Mosquitoes have sharp, small teeth.

9. If you wanted to read another book about the same topic as this one, which of these books should you choose? (RI.3.9)

A *Animals and Their Babies*  
 B *Smartest Animals on Earth*  
 C *World's Most Dangerous Animals*  
 D *Animals of the Jungle*

CCSS Assessment 3<sup>rd</sup> Grade Reading Standards for Information | BookPagez.com

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

Answer Key

# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
Imagine you are a scientist who has just discovered a new type of deadly animal. Describe your imaginary animal by completing the sentences and then, draw a picture of your animal in the space provided. Finally, include your own nonfiction text features by writing a caption for your picture and labeling your animal's important parts.

**Discovering a Deadly Animal**

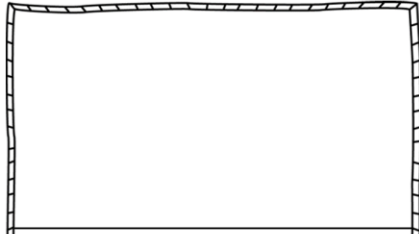
My animal is called \_\_\_\_\_

My animal lives \_\_\_\_\_

My animal eats \_\_\_\_\_

My animal is deadly because \_\_\_\_\_

A Picture of My Animal



Caption

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
<p>Deadliest Animals Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Deadliest Animals correlate with the following English Language Arts Common Core State Standards for this grade.</p> <p><b>Making Inference Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b>  <b>RI.3.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  <b>RI.3.4</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 curriculum.  <b>RI.3.7</b> - Use information gathered from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, who, what, and how key events occur).  <b>RI.3.9</b> - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.3.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.3.16</b> - Explain their own ideas and understanding in the light of the discussion.  <b>SL.3.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>SL.3.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b>  <b>L.3.4</b> - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, during, next, before, last, first, often, seldom, never, once, then, and while) for their own speaking and writing.</p> <p>Deadliest Animals CCSS Alignment   @BookPagez.com</p>

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Common Core State Standards Correlation
<p>Deadliest Animals Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Deadliest Animals correlate with the following English Language Arts Common Core State Standards for this grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b>  <b>RI.3.2</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>RI.3.4</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 curriculum.  <b>RI.3.7</b> - Use information gathered from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, who, what, and how key events occur).  <b>RI.3.9</b> - By the end of the year, read and comprehend informational text, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.3.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.3.16</b> - Explain their own ideas and understanding in the light of the discussion.  <b>SL.3.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>SL.3.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b>  <b>L.3.4</b> - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, during, next, before, last, first, often, seldom, never, once, then, and while) for their own speaking and writing.</p> <p>Deadliest Animals CCSS Alignment   @BookPagez.com</p>

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Common Core State Standards Correlation
<p>Deadliest Animals Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Deadliest Animals correlate with the following English Language Arts Common Core State Standards for this grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b>  <b>RI.3.2</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>RI.3.4</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 curriculum.  <b>RI.3.7</b> - Use information gathered from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, who, what, and how key events occur).  <b>RI.3.9</b> - By the end of the year, read and comprehend informational text, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.3.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.3.16</b> - Explain their own ideas and understanding in the light of the discussion.  <b>SL.3.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>SL.3.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b>  <b>L.3.4</b> - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, during, next, before, last, first, often, seldom, never, once, then, and while) for their own speaking and writing.</p> <p>Deadliest Animals CCSS Alignment   @BookPagez.com</p>

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Common Core State Standards Correlation
<p>Deadliest Animals Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Deadliest Animals correlate with the following English Language Arts Common Core State Standards for this grade.</p> <p><b>Synthesizing Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b>  <b>RI.3.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.  <b>RI.3.2</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>RI.3.4</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to the grade 3 curriculum.  <b>RI.3.7</b> - Use information gathered from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, who, what, and how key events occur).  <b>RI.3.9</b> - By the end of the year, read and comprehend informational text, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.3.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.3.16</b> - Explain their own ideas and understanding in the light of the discussion.  <b>SL.3.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b>SL.3.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Deadliest Animals CCSS Alignment   @BookPagez.com</p>

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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Deadliest Animals Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Deadliest Animals correlate with the following English Language Arts Common Core State Standards for this grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b>  <b>L.3.4</b> - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, during, next, before, last, first, often, seldom, never, once, then, and while) for their own speaking and writing.</p> <p>Deadliest Animals CCSS Alignment   @BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

Common Core State Standards Correlation
<p>Deadliest Animals Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Deadliest Animals correlate with the following English Language Arts Common Core State Standards for this grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b>  <b>RF.3.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.3.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Deadliest Animals CCSS Alignment   @BookPagez.com</p>

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Deadliest Animals Super Pack

## 5 Comprehension Strategy Practice Pages

### Making Inferences Practice Page

**Tu turno para Hacer inferencias**  
con Deadliest Animals (Los animales más mortales)

**Páginas 4 a 5:**  
Usa la información en estas páginas para hacer una inferencia sobre los leones. ¿Por qué la gente llama a los leones "reyes de la jungla"?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 10 a 13:**  
Usa las fotografías en estas páginas para hacer una inferencia. ¿Cómo crees que un oso polar o el color de un cocodrilo podrían ayudarlo a atacar a su presa?

\_\_\_\_\_

\_\_\_\_\_

¿Es esta una importante inferencia para hacer? ¿Por qué o por qué no?

\_\_\_\_\_


\_\_\_\_\_

**Páginas 14 a 19:**  
Usa la información en estas páginas para hacer una inferencia. ¿Qué podría hacer una persona para evitar ser atacados por los animales que se muestran en estas páginas?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



Page by Page  
Guided  
Questions

### Answer Key


**Hacer inferencias**  
con Deadliest Animals (Los animales más mortales)

**Páginas 28 a 29:**  
¿Qué puedes inferir sobre el chef en esta página según el texto y la fotografía?  
Las respuestas varían. Podrían incluir: De acuerdo con el texto, los peces globo son muy tóxicos, por lo que deben cocinarse correctamente. Puedo inferir que el chef es un experto en cocinar el pez globo.

**Páginas 36 a 43:**  
¿Qué puedes inferir sobre el tamaño de un animal en relación con lo mortal que es?  
Las respuestas varían. Podrían incluir: Puedo inferir que un animal puede ser mortal sin importar su tamaño.

¿Cómo te ayuda hacer esta inferencia como lector?  
Las respuestas varían. Podrían incluir: Esta inferencia me ayuda porque me ayuda a entender que cualquier animal puede ser mortal.

Answer Key | @BookPages.com



Sample answers  
written in Spanish

**Hacer predicciones**  
con Deadliest Animals (Los animales más mortales)

**Tu turno para Hacer predicciones**  
con Deadliest Animals (Los animales más mortales)

**Identificar el propósito del autor**  
con Deadliest Animals (Los animales más mortales)

**Tu turno para identificar el propósito del autor**  
con Deadliest Animals (Los animales más mortales)

**Sintetizar**  
con Deadliest Animals (Los animales más mortales)

**Tu turno para Sintetizar**  
con Deadliest Animals (Los animales más mortales)


**Entender la estructura del texto**  
con Deadliest Animals (Los animales más mortales)

**Tu turno para Entender la estructura del texto**  
con Deadliest Animals (Los animales más mortales)

**Author's Purpose**

**Synthesizing**

**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

**Deadliest Animals (Los animales más mortales): Sintetizar**

Dé un ejemplo de una manera en que cambió su forma de pensar acerca de los animales mortales después de leer este libro. Usa evidencia del texto para apoyar tu respuesta.

Puedo contar los detalles clave de un texto y explicar cómo apoyan la idea principal. CCSS: RI.3.2

---

**Deadliest Animals (Los animales más mortales): Sintetizar**

Dé un ejemplo de una manera en que cambió su forma de pensar acerca de los animales mortales después de leer este libro. Usa evidencia del texto para apoyar tu respuesta.

Puedo contar los detalles clave de un texto y explicar cómo apoyan la idea principal. CCSS: RI.3.2

---

**Deadliest Animals (Los animales más mortales): Sintetizar**

Dé un ejemplo de una manera en que cambió su forma de pensar acerca de los animales mortales después de leer este libro. Usa evidencia del texto para apoyar tu respuesta.

Puedo contar los detalles clave de un texto y explicar cómo apoyan la idea principal. CCSS: RI.3.2

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPages.com

Common Core Free Option

**Deadliest Animals (Los animales más mortales): Sintetizar**

Dé un ejemplo de una manera en que cambió su forma de pensar acerca de los animales mortales después de leer este libro. Usa evidencia del texto para apoyar tu respuesta.

---

**Deadliest Animals (Los animales más mortales): Sintetizar**

Dé un ejemplo de una manera en que cambió su forma de pensar acerca de los animales mortales después de leer este libro. Usa evidencia del texto para apoyar tu respuesta.

---

**Deadliest Animals (Los animales más mortales): Sintetizar**

Dé un ejemplo de una manera en que cambió su forma de pensar acerca de los animales mortales después de leer este libro. Usa evidencia del texto para apoyar tu respuesta.

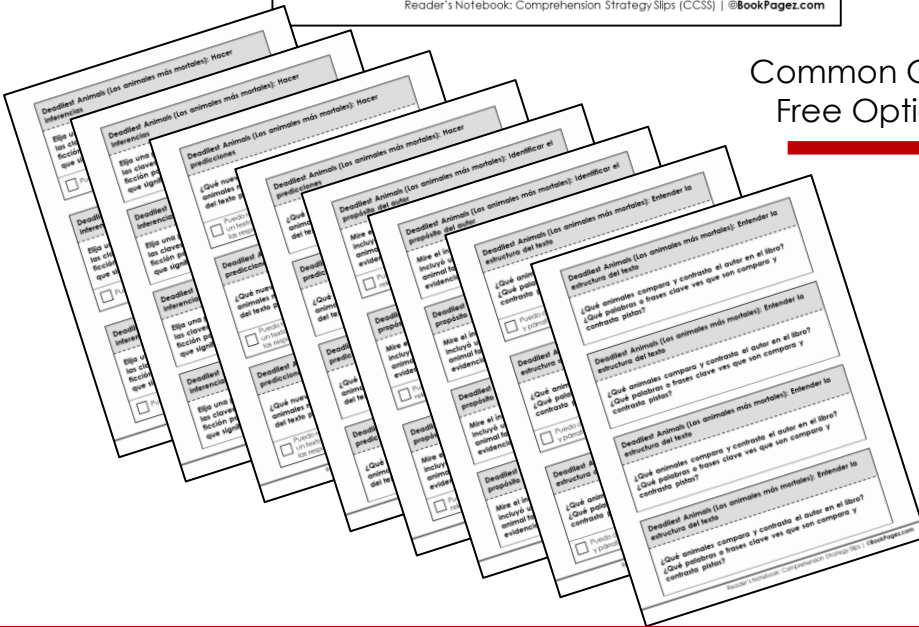
---

**Deadliest Animals (Los animales más mortales): Sintetizar**

Dé un ejemplo de una manera en que cambió su forma de pensar acerca de los animales mortales después de leer este libro. Usa evidencia del texto para apoyar tu respuesta.

Reader's Notebook: Comprehension Strategy Slips | @BookPages.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

**Hacer inferencias**  
Título: \_\_\_\_\_  
Encierra en un círculo las características de texto

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Responde en el espacio en el círculo	Responde en el espacio en el círculo	Responde en el espacio en el círculo

Instrucciones:  
1. Contesta la pregunta.  
2. Círculo cuidadosamente el texto en la línea de puntos.  
3. Pega o engrapa tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Making Inferences

**Hacer predicciones**  
Título: \_\_\_\_\_  
Encierra en un círculo las características de texto de la ficción que ves en tu libro.

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones
Responde en el espacio en el círculo	Responde en el espacio en el círculo	Responde en el espacio en el círculo

Instrucciones:  
1. Contesta la pregunta.  
2. Círculo cuidadosamente en la línea de puntos.  
3. Pega o engrapa tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Making Predictions

**Identifica el propósito del autor**  
Título: \_\_\_\_\_  
¿Quién es el autor de tu libro?

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

Para persuadir  
 Para informar  
 Para entretener

¿A qué el autor quería porque \_\_\_\_\_

Instrucciones:  
1. Contesta la pregunta.  
2. Círculo cuidadosamente en la línea de puntos.  
3. Pega o engrapa tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Author's Purpose

**Entender la estructura del texto**  
Título: \_\_\_\_\_  
Estructura del texto

Estructura del texto	Dónde las voy a leer	Cómo la estructura del texto me ayudó
Página: _____		
Página: _____		
Página: _____		
Página: _____		

Instrucciones: apóyate en las instrucciones

Descripción	Secuencia	Causa y efecto

Instrucciones:  
1. Contesta la pregunta.  
2. Círculo cuidadosamente en la línea de puntos.  
3. Pega o engrapa tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Understanding Text Structure

**Sintetizar**  
Título: \_\_\_\_\_  
Explica cómo una función de texto de no ficción en tu libro te ayudó a entender el tema de tu libro completando el cuadro a continuación.

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Para ahora pienso...
		Porque...
Mi manera forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

Instrucciones:  
1. Contesta la pregunta.  
2. Círculo cuidadosamente en la línea de puntos.  
3. Pega o engrapa tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Synthesizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

¡Imagina que eres un científico que acaba de descubrir un nuevo tipo de animal mortal! Describe su animal imaginario completando las oraciones y luego, haga un dibujo de su animal en el espacio provisto. Finalmente, incluya sus propias características de texto de no ficción escribiendo un título para su imagen y etiquetando las partes importantes de su animal.

## Descubriendo un animal mortal

Mi animal se llama \_\_\_\_\_.

Mi animal vive \_\_\_\_\_.

Mi animal come \_\_\_\_\_.

Mi animal es mortal porque \_\_\_\_\_.

Un dibujo de mi animal

