

Here's What You'll Get in the Doctor De Soto Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Doctor De Soto
By: William Steig
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

Summary
Doctor De Soto is the story of a mouse who works as a dentist. Doctor De Soto's wife works as his assistant and together they do a very good job of cleaning teeth and filling cavities. They treat small animals and large animals and are liked by them all. But the De Sotos have just one rule; they do not treat animals that are dangerous to mice. So when a fox with a bad toothache comes to their office begging for help, Doctor and Mrs. De Soto have to decide whether or not to break their rule. Because the fox is in so much pain, Doctor and Mrs. De Soto agree to treat him even if it means putting themselves in danger.

Link to What You Know
• What happens when you go to the dentist? What does the dentist do first, next, then, and last?
• Think of a time when you solved a problem. What was the problem? How did you solve it?

Important Words to Know and Understand
Winch - A machine that has a rope or chain and that is used for pulling or lifting heavy things.
Assistant - A person who helps someone

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

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important facts, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

©BookPages.com

Guided Reading Level

Retelling and Summarizing Lesson Plan

Doctor De Soto
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Retelling and Summarizing

3
Retell and Summarize While Reading
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and

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 8 - What characters have you met so far? Which of the characters is the main character? Is there more than one main character? Why do you think so?

Page 14 - What problem are Dr. and Mrs. De Soto facing? What problem is the fox facing? Do any of the characters have more than one problem? What is the problem?

Page 20 - Some of the fox's and the De Soto's problems have been solved. Which problems have been solved? What problems still need to be solved?

Page 29 - Dr. and Mrs. De Soto solved their problem in a clever way. What did they do?

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

Time to Reflect
Think - What type of information did you use when you retold and summarized **Doctor De Soto**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in **Doctor De Soto**. How does paying attention to the story 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 **Doctor De Soto**. (Remember to include examples from the book!)

©BookPages.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Doctor De Soto
By: William Steig
Grade Level: 3 / Guided Reading Level: N

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
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and

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

Visualizing
Visualizing While Reading
✓ Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

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 8 - What characters have you met so far? Which of the characters is the main character? Is there more than one main character? Why do you think so?

Page 14 - What problem are Dr. and Mrs. De Soto facing? What problem is the fox facing? Do any of the characters have more than one problem? What is the problem?

Page 20 - Some of the fox's and the De Soto's problems have been solved. Which problems have been solved? What problems still need to be solved?

Page 29 - Dr. and Mrs. De Soto solved their problem in a clever way. What did they do?

Time to Reflect
Think - What type of information did you use when you retold and summarized **Doctor De Soto**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in **Doctor De Soto**. How does paying attention to the story 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 **Doctor De Soto**. (Remember to include examples from the book!)

©BookPages.com

Making Predictions

Visualizing

Doctor De Soto
By: William Steig
Grade Level: 3 / Guided Reading Level: N

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
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and

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

Understanding Text Structure
Understand Text Structure While Reading
✓ Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

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 8 - What characters have you met so far? Which of the characters is the main character? Is there more than one main character? Why do you think so?

Page 14 - What problem are Dr. and Mrs. De Soto facing? What problem is the fox facing? Do any of the characters have more than one problem? What is the problem?

Page 20 - Some of the fox's and the De Soto's problems have been solved. Which problems have been solved? What problems still need to be solved?

Page 29 - Dr. and Mrs. De Soto solved their problem in a clever way. What did they do?

Time to Reflect
Think - What type of information did you use when you retold and summarized **Doctor De Soto**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in **Doctor De Soto**. How does paying attention to the story 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 **Doctor De Soto**. (Remember to include examples from the book!)

©BookPages.com

Understanding Text Structure

Answer Key for Retelling and Summarizing with Doctor De Soto

Your Turn to Practice Retelling and Summarizing with Doctor De Soto

Page 8
What characters have you met so far? Which of the characters is the main character? Is there more than one main character? Why do you think so?

Page 14
What problem are Dr. and Mrs. De Soto facing? What problem is the fox facing? Do any of the characters have more than one problem? What is the problem?

Page 20
Some of the fox's and the De Soto's problems have been solved. Which problems have been solved? What problems still need to be solved?

Page 29
Dr. and Mrs. De Soto solved their problem in a clever way. What did they do?

Answer Key for Making Predictions with Doctor De Soto

Your Turn to Practice Making Predictions with Doctor De Soto

Page 8
What characters have you met so far? Which of the characters is the main character? Is there more than one main character? Why do you think so?

Page 14
What problem are Dr. and Mrs. De Soto facing? What problem is the fox facing? Do any of the characters have more than one problem? What is the problem?

Page 20
Some of the fox's and the De Soto's problems have been solved. Which problems have been solved? What problems still need to be solved?

Page 29
Dr. and Mrs. De Soto solved their problem in a clever way. What did they do?

Answer Key for Visualizing with Doctor De Soto

Your Turn to Practice Visualizing with Doctor De Soto

Page 8
Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

Page 14
Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

Page 20
Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

Page 29
Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

Answer Key for Understanding Text Structure with Doctor De Soto

Your Turn to Practice Understanding Text Structure with Doctor De Soto

Page 8
Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

Page 14
Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

Page 20
Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

Page 29
Notice the words the author uses to describe the scene. How do you think the scene is looking? What is the author's purpose for using these words? How do you think the scene is looking? What is the author's purpose for using these words?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Doctor De Soto: Making Predictions

Find the scene where Dr. De Soto removes Fox's tooth. Make a prediction about the things that could have gone wrong in this scene. Explain why your prediction makes sense.

☐ I can write and talk about fiction by using the words for the different parts (e.g. chapter, scene, stanza). CCSS: RL.3.5

Doctor De Soto: Making Predictions

Find the scene where Dr. De Soto removes Fox's tooth. Make a prediction about the things that could have gone wrong in this scene. Explain why your prediction makes sense.

☐ I can write and talk about fiction by using the words for the different parts (e.g. chapter, scene, stanza). CCSS: RL.3.5

Doctor De Soto: Making Predictions

Find the scene where Dr. De Soto removes Fox's tooth. Make a prediction about the things that could have gone wrong in this scene. Explain why your prediction makes sense.

☐ I can write and talk about fiction by using the words for the different parts (e.g. chapter, scene, stanza). CCSS: RL.3.5

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

“I Can” Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

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.

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

Retelling and Summarizing

Making Predictions

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
What did you predict?	What did you predict?	How accurate was your prediction?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Reader's Response Prompt | ©BookPagez.com

Making Predictions

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

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

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

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 Reader's Response Prompt | ©BookPagez.com

Visualizing

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Repetition	Page: _____	
Comparison and Contrast	Page: _____	
Sequence	Page: _____	
Problem and Solution	Page: _____	
Cause and Effect	Page: _____	

Text Structures You might See While Reading


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 Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure

Vocabulary Connections Resources

Important Words to Know and Understand in Doctor De Soto Word List

<h2>Vocabulary Connections</h2>	<p>Doctor De Soto by: William Steig Grade Level: 3 / Guided Reading Level: N</p>
<p>Important Words to Know and Understand in "Doctor De Soto"</p> <p>Assistant A person who helps someone</p> <p>Bicuspid A tooth with two points</p> <p>Dainty Small and pretty</p> <p>Flannel A soft cloth made of wool or cotton</p> <p>Gauze Loosely woven cotton that is used as a bandage</p> <p>Hoisted To raise something, usually with ropes or machinery</p> <p>Socket A hollow part in a bone that holds an eye, a tooth, or another bone</p> <p>Winch A machine that has a rope or chain and that is used for pulling or lifting heavy things</p>	

Vocabulary Connections By: William Steig Grade Level: 3 / Guided Reading Level: H		
Assistant 	Bicuspid 	Dainty 
Flannel 	Gauze 	Hoisted 

1. Read the word and write the meaning in your notebook.
 2. Find on the Internet or in a book, picture or picture key for each word. Color.

Picture Vocabulary (Sorting Cards) ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

Doctor De Soto
 By: William Steig
 Grade Level: 3 / Guided Reading Level: H

Step 1: Flip Definition:
 1. Cut on the solid line.

Assistant	Bicuspid	Dainty
A person who helps someone	A tooth with two points	Small and pretty

Step 2: Flip the Card:
 2. Fold on the solid line.

Flannel	Gauze	Hoisted
A soft cloth made of wool or cotton	Loosely woven cotton that is used as a bandage	To raise something, usually with ropes or machinery

Step 3: Flip the Card:
 3. Fold on the solid line.

Step 4: Flip the Card:
 4. Open, flip up or flip down the top of every card to check.

Definition Vocabulary Sorting Cards | ©BookPages.com


Word and Definition Sorting Cards

[illegible]

Interactive Vocabulary Notebook Cards

Doctor De Soto


By William Steig



A new word that I learned in this book is:

Where it _____

Where it _____



Name: _____

Step by Step Directions

1. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

2. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

3. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

4. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

5. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

6. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

7. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

8. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

9. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

10. Cut out the book cover and glue on the back of a 12 inch by 18 inch piece of paper.

Word Games

with Words from Doctor De Soto

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

Word Bank

ASSISTANT
DAINTY
FLANNEL
GAUZE
HOISTED
SOCKET
VINCH

Word Games

Doctor De Soto

each vocabulary
te below.

Across

2. Synonym of the word helper. _____

5. A word that means cure. _____

7. Another word for dressing or plaster. _____

8. A lifting machine. _____

Down

1. A tooth with two points. _____

3. A hollow. _____

4. A verb that means to raise. _____

6. A soft woven fabric. _____

Across

2. Synonym of the word helper. **ASSISTANT**

5. A word that means cure. **DAINTY**

7. Another word for dressing or plaster. **GAUZE**

8. A lifting machine. **VINCH**

Down

1. A tooth with two points. **BICUSPID**

3. A hollow. **SOCKET**

4. A verb that means to raise. **HOISTED**

6. A soft woven fabric. **FLANNEL**

Name: _____
©BookPagez.com

Answer Key | ©BookPagez.com

Word Games and Answer Key

Name: _____

Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word	
-----------------	--

<p>Name: _____</p>	<p style="text-align: center;">Visualize</p> <p>Draw a picture to illustrate the meaning of the word.</p>
---------------------------	--

your reading that is new to you in the first column.

below and offer the sentence where the word appears.

the word means in the second column.

nk your definition makes sense based on the context clues in

definition.

nk in the last column if the dictionary definition matches what

and meant.

I Think the Word Means	Context Clues	Real Definition	
		<input checked="" type="checkbox"/>	<p style="text-align: center;">Connect to Your Life</p> <p>When or where have you seen it, heard it, felt it, smelled it, or tasted it?</p>

spring words | ©KhanPages.com

Vocabulary Word Extension Activities

Vocabulary Connections

Name: _____

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence below 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 | CBookPages.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Doctor De Soto
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Latin Suffixes

Background:
Latin Suffixes are word endings. Adding an ending to a word changes its meaning.
Latin Suffixes include -ly, -y, and -ous.

Examples:

ly	
calmly	
openly	
happily	
fearlessly	
hopelessly	
carelessly	
surely	

- Materials and Preparation:**
- A Copy of Doctor De Soto
 - Chart Paper
 - Tape (or giestick)
 - Latin Suffix Words Practice Cards (see Step 3)
 - Optional - Word Detective Worksheet

Word Work
Doctor De Soto
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Step 1: Introduce the Focus of Word Work

Introduce Latin Suffix Words

- Write some examples of -ly and -y suffix words in a column on chart paper (i.e., bravely, quickly, happily, shadily, greasy, rocky).
- Tell students that words with the -ly suffix describe the manner or way that you do something. For example, I sing happily. Ask for some other examples and add them to the chart paper.
- Tell students that words with the -y suffix describes the way something is. For example, He is cheery. Ask for other examples and add them to the chart paper.
- Explain to children that there are many different Latin suffixes. Today you will concentrate on -ly and -y and a few of the other suffixes. Write the following words on the chart paper and circle the suffix while you explain the meaning: **adventurous** (full of adventure); **lovable** (able to be loved); **treatment** (the act of treating); **artist** (a person who does art); **extractor** (a person who extracts); **regretful** (a person who has lots of regret); **stylish** (representing or having style).

Step 2: Connect Word Work to Reading

Latin Suffix Words in the Text

- Tell the students that the book they will be reading today has lots of examples of words with the different Latin suffixes.
- Show them **page 4-5 of Doctor De Soto**.
- Ask the students to listen carefully and look at the words while you read. Instruct them to raise their hands when they hear a word with a Latin suffix. (daintily, hardly, dangerous)
- Add the words to the chart paper.
- Read **Doctor De Soto**.

Examples of Words with Latin Suffixes in the Text:

-ly	-y	Other suffixes
• Especially	• Woosy	• Treatment
• Promptly	• Shabby	• Removable
• Certainly	• Manky	• Dangerous
• Definitely	• Tasty	• Series
• Finally	• Dignity	• Dental
• Really		• Extractor
• Hardly		• Foolish
• Slightly		
• Bravely	-ful	
• Unusually	• Cheerful	
• Sharply	• Pitiful	
• Recently	• Beautiful	
• Firmly		

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
Doctor De Soto
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Step 3: Guided Word Work Practice

Interactive Exploration

- Tell the students that they will be playing a game called **Suffix Search**.
- In advance of the activity, cut apart the Suffix Words and Clue Cards. Tape the Words around the room in different places.
- Alternatively: Place the Suffix Words on the chart paper, on the board, where children can easily reference them.
- Mix up the Clue Cards.
- Split the class into pairs. Distribute the Clue Cards evenly so each student pair has several cards. (Copy Clue Cards as needed.)
- Explain how to play. Partners must work together. Have them read the description on the Clue Card. They must search the room and find the word that completes the clue. Have them write the word with a Latin suffix to complete the clue. Hint: Most clues have a form of the answer word (i.e., joy, joyful).
- Allow teams to complete their clues.
- Review answers as a class.

Step 4: Independent Word Work Practice

Practice Page

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

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

Suffix Search Interactive Activity

Directions:
Cut out the Latin Suffix Word Cards below. Use the cards for the interactive exploration (Step 3).

Mark writes without care. He writes _____.	carelessly
Paul speaks in a loud voice. He speaks _____.	loudly
Dad drives with caution. He is _____.	cautious
Sherry has anxiety. She is _____.	anxious
Taylor has fame. She is _____.	famous
George has curiosity. He is _____.	curious
Dr. De Soto has courage. He is _____.	courageous

Guided Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: Latin Suffixes Extension Activity

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

Word	Book Title	Page

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

Word Detective: Latin Suffixes Extension Activity

Directions:
Read the sentences below. Choose a word from the word bank, add a suffix and use the word to complete the sentence. The first one has been done for you.

Hint:
Use these suffixes to complete the sentences: -ly, -y, and -ous.

1. Tim _____ anxiously waited for the principal.	Word Bank
2. Sarah _____ carried the pitcher of water.	careful
3. People were talking, so it was very _____.	quick
4. She wore sunglasses because it was a _____ day.	anxious
5. The famous _____ sold out the concert.	snow
6. The fireman _____ put out the fire.	sun
7. Michigan has _____ weather in the winter.	bake
8. The team was _____ when they won the game.	noise
9. The _____ made five dozen cupcakes.	rock
10. Lara cut her feet on the _____ path.	sing
	joy

Name: _____ Word Work Activity | ©BookPagez.com

Assessments

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



Running Record					
Title: Doctor De Soto		Guided Reading Text Level: N		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____			Words Per Minute: (100/seconds read x 60) _____		
Easy 95 % - 100 % Accuracy		Instructional 90 % - 94 % Accuracy		Hard 50 % - 89 % Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
2	Doctor De Soto, the dentist, did very good work, so he had no end of patients. Those close to his own size – moles, chipmunks, et cetera – sat in the regular dentist's chair. Larger animals sat on the floor, while Doctor De Soto stood on a ladder.				
3	For extra-large animals, he had a special room. There Doctor De Soto was hoisted up to the patient's mouth by his assistant, who also happened to be his wife.				
5	Doctor De Soto was especially popular with the big animals. He was able to work inside their mouths, wearing rubbers to keep his feet *...				
Analysis and Comments:					
Tested By: _____				©BookPagez.com	

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



Doctor De Soto CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about Doctor De Soto to answer each of the following questions.	
1. Why were Doctor and Mrs. De Soto worried about treating the fox's toothache? <input type="radio"/> A They were worried the fox might eat them. <input type="radio"/> B They were worried he might not be able to pay them. <input type="radio"/> C They weren't sure if they had the right medicine for him. <input type="radio"/> D They were used to treating small animals, and fox was big.	
2. This story is like a fable, using animals to teach a lesson. What lesson is this story? <input type="radio"/> A Never trust a fox. <input type="radio"/> B Toothaches are very painful. <input type="radio"/> C Mice make the best dentists because they are very small. <input type="radio"/> D If you work together, you can outsmart someone who might be stronger.	
3. What plan did the De Solos come up with to keep from being eaten? <input type="radio"/> A They told him to come back later and then they locked the door. <input type="radio"/> B They used a new "medicine" and really glued the fox's mouth shut. <input type="radio"/> C They invited a lion to the office to scare the fox. <input type="radio"/> D They called another dentist to finish the job.	
4. The fox wonders if he is being "shabby" for wanting to eat the mice on him. What is a possible synonym for "shabby" as he used it? <input type="radio"/> A horrible <input type="radio"/> B smart <input type="radio"/> C kind <input type="radio"/> D hungry	

5. If Doctor and Mrs. De Soto never came up with their plan, how would the ending have been different? (RL.3.5) <input type="radio"/> A It would not have been different. <input type="radio"/> B The fox would have eaten them, and their patients would have been sad. <input type="radio"/> C The fox would have become friends with the De Solos. <input type="radio"/> D The fox would have ended up with many more toothaches.
6. Who is telling this story? (RL.3.6) <input type="radio"/> A a narrator <input type="radio"/> B Doctor De Soto <input type="radio"/> C Mrs. De Soto <input type="radio"/> D the fox
7. How do the illustrations show the mood of the story at the end? (RL.3.7) <input type="radio"/> A The illustrations show how happy everyone was feeling. <input type="radio"/> B They show how grateful and happy the fox is to not have any more pain. <input type="radio"/> C They show the mice feeling relieved and happy, and the fox is embarrassed. <input type="radio"/> D The illustrations show how every one is shocked that the fox ate the mice.
8. How are Doctor De Soto and a real dentist the same? (RL.3.9) <input type="radio"/> A Neither one will treat cats. <input type="radio"/> B The both are afraid of foxes. <input type="radio"/> C They have nothing in common. <input type="radio"/> D They both want to help patients get rid of their pain.
9. How can you tell this story is fiction (animal fantasy)? (RL.3.10) <input type="radio"/> A It explains many facts about mice. <input type="radio"/> B Mice can't talk and are not dentists. <input type="radio"/> C It is a rhyming poem. <input type="radio"/> D It is a true story.

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
In **Doctor De Soto**, the author uses many words with Latin suffixes. Pretend you are a dentist like Dr. De Soto. If you see a tooth with a Latin suffix, fill it golden yellow. If the word does not have a Latin suffix, cross out the word. Use the **Latin Suffix Box** as a guide.

affordable	correctly	treatment	generous
develop	remarkable	morning	beautiful
retirement	fancy	daily	helpful
suddenly	government	office	greasy

Latin Suffix Box	able	dom	ade	y	ish	ous	ive	ous
	ness	ize	ite	ment	en	ful	ship	ly

Extension Activity | ©BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
Doctor De Soto Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Doctor De Soto" correlate with the following English Language Arts Common Core State Standards for third grade.
Reading and Summarizing Lesson Plan and Resources
Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing between formal and informal language. RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.3 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.10 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
Doctor De Soto CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Doctor De Soto Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Doctor De Soto" correlate with the following English Language Arts Common Core State Standards for third grade.
Reading Predictions Lesson Plan and Resources
Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing between formal and informal language. RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.3 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.10 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
Doctor De Soto CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Doctor De Soto Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Doctor De Soto" correlate with the following English Language Arts Common Core State Standards for third grade.
Understanding Lesson Plan and Resources
Reading: Literature RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.3 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.10 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
Doctor De Soto CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Doctor De Soto Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Doctor De Soto" correlate with the following English Language Arts Common Core State Standards for third grade.
Understanding Text Structure Lesson Plan and Resources
Reading: Literature RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.3 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.10 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
Doctor De Soto CCSS Alignment ©BookPages.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Doctor De Soto Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Doctor De Soto" correlate with the following English Language Arts Common Core State Standards for third grade.
Vocabulary Lesson Plan and Resources
L.3.4a – Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4b – Identify real-life connections between words and their use (e.g., identify people who are friendly or helpful). L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).
Doctor De Soto CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Doctor De Soto Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Doctor De Soto" correlate with the following English Language Arts Common Core State Standards for third grade.
Word Work Lesson Plan and Resources
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Doctor De Soto CCSS Alignment ©BookPages.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Doctor De Soto Super Pack

4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Doctor De Soto

Página 8:
¿Qué personajes has conocido hasta ahora? ¿Cuál de los personajes es el personaje principal? ¿Hay más de un personaje principal? ¿Por qué piensas eso?

Página 14:
¿Qué problema enfrentan el Dr. y la Sra. De Soto? ¿Qué problema está enfrentando el zorro? ¿Alguno de los personajes tiene más de un problema? ¿Cuál es el problema?

Página 20:
Algunos de los problemas de Fox y De Soto han sido resueltos. ¿Qué problemas se han resuelto? ¿Qué problemas aún deben ser resueltos?

Página 29:
El Dr. y la Sra. De Soto resolvieron su problema de una manera inteligente. ¿Que hicieron?

Nombre: _____

©BookPages.com

Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Volver a contar y resumir con Doctor De Soto

Página 8:
¿Qué personajes has conocido hasta ahora? ¿Cuál de los personajes es el personaje principal? ¿Hay más de un personaje principal? ¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Hasta ahora he conocido al doctor De Soto, a su esposa, a la señora De Soto, a algunos animales grandes y pequeños y a un zorro bien vestido.

Página 14:
¿Qué problema enfrentan el Dr. y la Sra. De Soto? ¿Qué problema está enfrentando el zorro? ¿Alguno de los personajes tiene más de un problema? ¿Cuál es el problema?
El Dr. y la Sra. De Soto tienen que quitar el diente de zorro lo cual es peligroso. El problema del zorro es que su diente lo está causando mucho dolor.

Página 20:
Algunos de los problemas de Fox y De Soto han sido resueltos. ¿Qué problemas se han resuelto? ¿Qué problemas aún deben ser resueltos?
Hasta ahora, el diente del zorro ha sido eliminado, por lo que no siente tanto dolor. Ahora el zorro tiene que volver al dentista mañana. El problema de De Soto es que no saben si es seguro ayudar a Fox, y Fox tiene que decidir si comer o no el De Sotos.

Página 29:
El Dr. y la Sra. De Soto resolvieron su problema de una manera inteligente. ¿Que hicieron?
y la Sra. De Soto se aseguraron de que el zorro no los comiera pegando sus dientes.

Answer Key | ©BookPages.com

Hacer predicciones con Doctor De Soto

Tu turno para practicar: Hacer predicciones con Doctor De Soto

Página 3:
El doctor De Soto predice si visitará al Doctor De Soto.
Las respuestas varían.

Página 10:
El doctor y la Sra. De Soto.
Las respuestas varían.

Página 20:
El doctor y la Sra. De Soto.
Las respuestas varían.

Página 26:
El doctor y la Sra. De Soto han ideado un plan para protegerse del zorro. ¿Cuál crees que es su plan? ¿Por qué piensas eso?

Nombre: _____

©BookPages.com

Making Predictions

Visualizar con Doctor De Soto

Tu turno para practicar: Visualizar con Doctor De Soto

Página 5:
Observe la forma en que el autor describe al Doctor De Soto en el trabajo. ¿Qué palabras le ayudan a visualizar la escena? Señalar las palabras.

Página 15:
El zorro está soñando con algo. ¿Qué crees que está visualizando en su sueño? ¿Cómo lo sabes?

Página 17:
Observe las palabras que el autor usa en esta página. Imagina que estás en la oficina del Dr. De Soto cuando saca el diente de zorro. ¿Qué ves? ¿Qué escuchas? ¿Qué palabras en la página le ayudan a visualizar la escena?

Página 26:
Observe las palabras que usa el autor para describir la acción en esta página. ¿Qué palabras le ayudan a visualizar? Señalar las palabras.

Nombre: _____

©BookPages.com

Visualizing

Entender la estructura del texto con Doctor De Soto

Tu turno para practicar: Entender la estructura del texto con Doctor De Soto

Página 10:
Aquí el autor está usando una estructura de texto problema y solución. ¿Cuál es el problema? ¿Qué decidieron hacer el Doctor y la Sra. De Soto?

Páginas 13 a 17:
Aquí el autor está usando la secuencia para contar sobre el tiempo que el zorro pasó en la oficina del Doctor De Soto. ¿Qué pasó primero, el siguiente, el último y el último cuando el zorro estaba en la oficina del doctor De Soto? ¿Qué palabras le ayudan a determinar la secuencia?

Página 20:
Aquí el autor está usando causa y efecto. ¿Qué eventos del día de De Soto en la oficina del dentista hacen que hagan de noche?

Página 26:
Aquí el autor está usando una descripción para saber sobre el trabajo que el Doctor De Soto hace dentro de la boca de Fox. ¿Qué palabras describen las acciones del Doctor De Soto?

Nombre: _____

©BookPages.com

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

4 Comprehension Strategy Graphic Organizers

Volverse a contar y resumir

Título:

¿De qué se trata el libro?

¿Es ficción o no ficción?

Has un dibujo o escribe una oración completa en cada celda.

Primero	Después	Entonces
Después de esto	Entonces	Al final

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

Intercambios:

1. Comparten las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pegue e intercambie pegue en la cuadrícula del factor.

Retelling and Summarizing

Hacer predicciones		
Título:		
Predicciones al principio ¿Puedes leer y escribir lo que oíste en el audio?	Predicciones mientras lees ¿Puedes leer y escribir lo que oíste en el audio?	Verifica las predicciones ¿Se parecen las predicciones a lo que realmente pasó?
		<input type="checkbox"/> Cierto <input type="checkbox"/> Falso
		<input type="checkbox"/> Cierto <input type="checkbox"/> Falso
		<input type="checkbox"/> Cierto <input type="checkbox"/> Falso
		<input type="checkbox"/> Cierto <input type="checkbox"/> Falso

Instrucciones:

- Escucha la grabación en inglés.
- Contesta cuidadosamente en las líneas de puntos.
- Prueba y enorgúlese en su contenido del lector.

Making Predictions

Vivualizar
Título:
¿Qué palabra usaste para practicar o vivualizar?
Haz un dibujo de tu imagen mental en el espacio abajo:
Escribe algunas de las palabras que te gusten emplear que te ayudaron a hacer esta imagen en tu mente.
Comparte tu dibujo con tus colegas. Acuérdale de haber dibujado todas las palabras que te ayudaron a vivualizar.
Instrucciones:
1. Escoge una sola palabra.
2. Crea conscientemente en la base de puntos.
3. Imagen enorgulloso tu conciencia del hecho.

Visualizing

Entender la estructura del texto		
Título:		
Estructura del texto	Dónde se vendió la estructura del texto	Cómo la estructura del texto me ayudó
Página:		
Página:		
Página:		
Página:		
Página:		
Estructura que pueden ser interesantes		
Desarrollo	Desarrollo	
Comparar y contrastar	Comparar y contrastar	Conclusión y efecto

Instrucciones:

1. Contesta las preguntas.
2. Crea cuidadosamente en los líneas de puntos.
3. Pagaré en las columnas de la derecha.

Understanding Text Structure