

Here's What You'll Get in the Each Kindness Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling & Summarizing Lesson Plan

Each Kindness
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

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
A new child named Maya quietly walks into a classroom. Her clothes are ragged and worn. How will the children react to her? Will they welcome her and make her feel at home, or will they turn away? This is the story of a what can happen when we choose to ignore those around us as well as what can happen when we choose to show kindness to people. Whether we are kind or mean, each little thing we do goes out like a ripple into the world.

Link to What You Know
Think of a time when you were kind to someone. What happened?
When someone is kind to you, what do you do?

Important Words to Know and Understand
Jacks - A small usually metal object that has six points and that is used in the game of jacks.
Settle - To make someone or something quiet or calm.

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

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

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Guided Reading Level

Retelling & Summarizing Lesson Plan

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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 what they do
Look for places where characters caused events to happen

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.
Cover - Look at the illustration on the cover of the book. Who do you think is the main character of the story? Why do you think so?
Page 4 - What have you learned about Maya? Why is this information important to the story?
Page 7 - Who are Chloe's friends? What do they do during lunchtime?
Page 19 - Describe what Ms. Albert did with a bowl of water and the stone. Why did she do this activity?
Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

4
Notice the Work Reading
Think
Talk
Reflect
Write

Time to Reflect
Think - What type of information did you use when you retold and summarized **Each Kindness**? 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 you chose 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 **Each Kindness**. How does paying attention to the story elements 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 **Each Kindness**. (Remember to include examples from the book)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Each Kindness
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Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

3
Make Inferences While Reading
Look for clues that help you understand what the author might be trying to tell you
Notice the names of the characters and what they do
Look for places where characters caused events to happen

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Making Inferences

Each Kindness
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

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
Ask Questions While Reading
Ask questions about the text
Look for clues that help you understand what the author might be trying to tell you
Notice the names of the characters and what they do
Look for places where characters caused events to happen

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

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Asking Questions

Each Kindness
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

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Learn about the book
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Understand the meaning of important words found in the book

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Make Predictions While Reading
Look for clues that help you understand what the author might be trying to tell you
Notice the names of the characters and what they do
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Making Predictions

Each Kindness
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

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
Identify the author's purpose for writing the text
Look for clues that help you understand what the author might be trying to tell you
Notice the names of the characters and what they do
Look for places where characters caused events to happen

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

4
Notice the Work Reading
Think
Talk
Reflect
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Author's Purpose

Answer Key for Retelling and Summarizing with Each Kindness

Your Turn to Practice Retelling and Summarizing with Each Kindness

Cover - Look at the illustration on the cover of the book. Who do you think is the main character of the story?

Page 4 - What have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stone. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Answer Key for Making Inferences with Each Kindness

Your Turn to Practice Making Inferences with Each Kindness

Cover - Look at the illustration on the cover of the book. Who do you think is the main character of the story?

Page 4 - What have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stone. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Answer Key for Asking Questions with Each Kindness

Your Turn to Practice Asking Questions with Each Kindness

Cover - Look at the illustration on the cover of the book. Who do you think is the main character of the story?

Page 4 - What have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stone. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Answer Key for Identifying the Author's Purpose with Each Kindness

Your Turn to Practice Identifying the Author's Purpose with Each Kindness

Cover - Look at the illustration on the cover of the book. Who do you think is the main character of the story?

Page 4 - What have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stone. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Answer Key for Making Predictions with Each Kindness

Your Turn to Practice Making Predictions with Each Kindness

Cover - Look at the illustration on the cover of the book. Who do you think is the main character of the story?

Page 4 - What have you learned about Maya? Why is this information important to the story?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

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

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or picture.	What do you know about the subject?	Opinions, thoughts, ideas, feelings.

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

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Making Inferences

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
What do you think will happen?	What do you think is happening?	How did you feel about your predictions?

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Asking Questions

Title: _____

Question	Answer

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

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

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Author's Purpose

Vocabulary Connections Resources

Vocabulary Connections
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Each Kindness
Important Words to Know and Understand in "Each Kindness"

Announce
To make something known in a public or formal way

Beneath
Directly under

Brilliant
Very bright

Farther
To or at a more distant place or time or a more advanced point

Jacks
A small usually metal object that has six points and that is used in the game of jacks

Lace
Interweave

Ragged
Wearing clothes that are torn and in bad condition

Secondhand
Having had a previous owner

Settle
To make someone or something quiet or calm

Tattered
Old and torn

Vocabulary Word List | @BookPages.com

Important Words to Know and Understand in Each Kindness Word List

Vocabulary Connections
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Each Kindness

Announce	Beneath	Brilliant
Farther	Jacks	Lace

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Each Kindness

Announce	Beneath	Brilliant
To make something known in a public or formal way	Directly under	Very bright
Farther	Jacks	Lace
To or at a more distant place or time or a more advanced point	A small usually metal object that has six points and that is used in the game of jacks	Interweave

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Each Kindness

Announce is a/an noun verb adverb adjective	Beneath is a/an noun verb adverb adjective	Brilliant is a/an noun verb adverb adjective
Definition of Announce :	Definition of Beneath :	Definition of Brilliant :
Announce looks like this:	Beneath looks like this:	Brilliant looks like this:
Announce reminds me of:	Beneath reminds me of:	Brilliant reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPages.com

Interactive Vocabulary Notebook Cards

Word Games
with Words from Each Kindness

Directions: Complete each kind sentence below using the vocabulary words in the Word Bank.

I taught my little brother how to play _____ over the weekend.

My friend helped the teacher by water the plant _____ the window.

Sophie gave my sister a _____ winter coat.

My parents told me I was _____ after getting a good grade on my test.

Now it is time for you to think about the ways you show kindness. Write one way you have been kind today.

Can you think of a time when you weren't kind? Tell what you did and what you could have done to more kind.

Name: _____

Word Bank
Beneath
Brilliant
Jacks
Ragged
Secondhand

Answer Key
Each Kindness

_____ over the weekend.
_____ the window.
_____ winter coat.
_____ after getting
_____ after getting
the ways you show been kind today.
_____ weren't kind? Tell what you to more kind.

Answer Key | @BookPages.com

Word Games and Answer Key

Vocabulary Connections
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Each Kindness
By Jacqueline Woodson

A new word I learned in this book is: _____
It means: _____
Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections
Name: _____

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

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

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

Independent Word Exploration | @BookPages.com

Vocabulary Word Extension Activities

Assessments

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



Running Record					
Title: Each Kindness		Guided Reading Text Level: M		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					
Page		COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
1	That winter, snow fell on everything, turning the world a brilliant white.				
4	One morning, as we settled into our seats, the classroom door opened and the principal came in. She had a girl with her, and she said to us. "This is Maya." Maya looked down at the floor. I think I heard her whisper. "Hello". We all stared at her. Her coat was open and the clothes beneath it looked old and ragged. Her shoes were spring shoes, not meant for the snow. A strap on one of them had broken. Our teacher, Ms. Albert, said, "Say good morning."				
Analysis and Comments:					
Tested By: _____					©BookPagez.com

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

Each Kindness CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about Each Kindness to answer each of the following questions.	
1. What was the reason all the students were mean to Maya?	
<input type="radio"/> A She was a new student, and she looked like she didn't have new things. <input type="radio"/> B She had been mean to them first. <input type="radio"/> C Maya never asked them to play. <input type="radio"/> D The teacher said it was okay to not be friends.	
2. What lesson did the students learn using the stones and the water?	
<input type="radio"/> A When you drop them in water, stones make waves. <input type="radio"/> B It is not nice to throw stones in the water. <input type="radio"/> C Acts of kindness spread to others like ripples in the water. <input type="radio"/> D A fun thing to do out by the water is to throw stones in the water.	
3. What effect did the lesson about kindness have on Chloe?	
<input type="radio"/> A She realized that Kendra was the only one being mean and told her. <input type="radio"/> B She realizes how she was mean to Maya, and she wanted to make it right. <input type="radio"/> C It made her glad that Maya was gone. <input type="radio"/> D It didn't change her at all. She still didn't like Maya.	
4. When the author wrote that Maya "just jumped..." after the girls made it, was an example of _____.	
<input type="radio"/> A rhyming <input type="radio"/> B repetition <input type="radio"/> C rhythm <input type="radio"/> D alliteration	
CCSS Assessment 2 nd Grade Reading Standards for Literature	

5. What is Chloe's big problem? (RL.2.5)
<input type="radio"/> A She got in trouble for being mean to Maya. <input checked="" type="radio"/> B Maya is not coming back, so she will never get to be nice to her. <input type="radio"/> C She couldn't think of anything nice to do. <input type="radio"/> D Maya sat next to her.
6. What kind of voice would a fluent reader use to read Each Kindness out loud? (RL.2.6)
<input type="radio"/> A happy and excited <input type="radio"/> B angry and rough <input type="radio"/> C frustrated <input checked="" type="radio"/> D a little sad and slow
7. What can we learn about Chloe by looking at the illustrations? (RL.2.7)
<input checked="" type="radio"/> A She truly feels sorry and sad for what she did to Maya. <input type="radio"/> B Chloe is happy and kind to everyone. <input type="radio"/> C Chloe stands up for other kids when they are being bullied. <input type="radio"/> D She is being bullied by the other kids at school.
8. How is Chloe different at the beginning of the story compared to the end? (RL.2.9)
<input type="radio"/> A She doesn't really change. <input type="radio"/> B At first she is just quiet, but by the end she makes fun of Maya too. <input checked="" type="radio"/> C At first she is unkind, but by the end she understands the importance of kindness. <input type="radio"/> D She is best friends with Maya, and at the end is very sad that she moved.
9. Based on what she learned, what will Chloe do the next time a kid wants to be friends with her? (RL.2.10)
<input type="radio"/> A She will just ignore them instead of whispering about them. <input checked="" type="radio"/> B She will show them kindness and try to get to know them. <input type="radio"/> C She will do whatever Kendra and Sophie do. <input type="radio"/> D She will throw some stones into the water at the pond.
CCSS Assessment 2 nd Grade Reading Standards for Literature BookPagez.com

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
In the book *Each Kindness*, Chloe chooses not to show Maya kindness. In each of the boxes below, write one way people can show kindness to new students.

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Each Kindness Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Each Kindness" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.1 - Ask and answer such questions such as who, what, where, when, why, and how demonstrate understanding of key details in text. RL.2 - Describe how characters in a story respond to major events and challenges. RL.3 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: x-small;">Each Kindness CCSS Alignment @BookPagez.com</p>	<p>Each Kindness Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Each Kindness" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.2 - Describe how characters in a story respond to major events and challenges. RL.3 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: x-small;">Each Kindness CCSS Alignment @BookPagez.com</p>	<p>Each Kindness Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Each Kindness" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.1 - Ask and answer such questions such as who, what, where, when, why, and how demonstrate understanding of key details in text. RL.2 - Describe how characters in a story respond to major events and challenges. RL.3 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Each Kindness Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Each Kindness" correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language
L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Common Core State Standards Correlation

Each Kindness Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Each Kindness" correlate with the following English Language Arts Common Core State Standards for second grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills
RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Each Kindness Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Each Kindness (Cada amabilidad)

El foro:
Mira la ilustración en el foro del libro. ¿Quién crees que es el personaje principal de la historia?

¿Por qué piensas eso?

Página 4:
¿Qué has aprendido sobre Maya?

¿Por qué esta información es importante para la historia?

Página 7:
¿Quiénes son los amigos de Chloe?

¿Qué hacen durante el almuerzo?

Nombre: _____



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Page by Page Guided Questions

Answer Key

Volver a contar y resumir con Each Kindness (Cada amabilidad)

El foro:
Mira la ilustración en el foro del libro. ¿Quién crees que es el personaje principal de la historia?
Las respuestas varían. Podrían incluir: La chica del foro es el personaje principal de la historia.

¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Ella es la única persona en el foro del libro.


Página 4:
¿Qué has aprendido sobre Maya?
Las respuestas varían. Podrían incluir: Ella es nueva en la escuela. Ella está usando ropa y zapatos viejos y harapientos.

¿Por qué esta información es importante para la historia?
Las respuestas varían. Podrían incluir: Saber que ella usa ropa vieja me ayuda a saber que Maya tiene una vida difícil.

Página 7:
¿Quiénes son los amigos de Chloe?
Las respuestas varían. Podrían incluir: Kendra y Sophie son amigas de Chloe.

¿Qué hacen durante el almuerzo?
Las respuestas varían. Podrían incluir: Se toman de la mano y cuentan secretos durante el almuerzo.

Nombre: _____



Answer Key | ©BookPagez.com

Sample answers written in Spanish

Hacer inferencias con Each Kindness (Cada amabilidad)

Páginas 3 a 4:
¿Haga una inferencia. ¿Cómo lo sabes? Use la evidencia.
Las respuestas varían.

Tu turno para practicar: Hacer inferencias con Each Kindness (Cada amabilidad)

Página 5:
¿Haga una inferencia. ¿Cómo lo sabes? Use la evidencia.
Las respuestas varían.

Página 13:
Maya invita a Chloe a la historia. ¿Cómo lo sabes?
Las respuestas varían.

Página 29:
¿Qué palabra usarías para describir cómo se siente Chloe en esta historia?
Las respuestas varían.

Nombre: _____

Making Inferences

Tu turno para practicar: Hacer preguntas con Each Kindness (Cada amabilidad)


Páginas 17 a 18:
Aquí, Maya hace una pregunta. ¿Tu pregunta es...?
Las respuestas varían.

Página 29:
Chloe se da cuenta de que no es amable. ¿Qué preguntas tienes sobre esto?
Las respuestas varían.

Páginas 3 a 4:
Aquí nos encontramos con Maya. ¿Qué preguntas tienes sobre esto?
Las respuestas varían.

Páginas 9 a 10:
Las chicas no jugarán con Maya, entonces ella juega sola. ¿Qué preguntas tienes sobre Maya y las otras chicas?
Las respuestas varían.

Nombre: _____



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Making Predictions

Tu turno para practicar: Hacer preguntas con Each Kindness (Cada amabilidad)

El foro:
Mira a la chica en el foro de este libro. ¿Qué preguntas tienes sobre esto?
Las respuestas varían.

¿Cómo te preparan estas preguntas para leer la historia?

Página 29:
Chloe se da cuenta de que no es amable. ¿Qué preguntas tienes sobre esto?
Las respuestas varían.

Páginas 3 a 4:
Aquí nos encontramos con Maya. ¿Qué preguntas tienes sobre esto?
Las respuestas varían.

¿Cómo te ayudan tus preguntas como lector?

Nombre: _____

Asking Questions

Identifica el propósito del autor con Each Kindness (Cada amabilidad)


Página 21:
¿Qué quiere el autor que sepas sobre Maya en esta página? Apoya tu respuesta con detalles de la historia.
Las respuestas varían. Podrían incluir: La autora quiere que sepamos que Maya no debe tener dinero para la ropa adecuada y que tiene miedo de conocer a sus nuevos compañeros de clase. La autora describe su ropa como "vieja y andrajosa". Maya susurra "hola" a la clase y mantiene la cabeza baja.

Página 5:
¿Qué quiere el autor que sepamos sobre Chloe en esta página? Apoya tu respuesta con detalles de la historia.
Las respuestas varían. Podrían incluir: Chloe no es muy amable. Se alejó de Maya y la ignoró.

Página 10:
¿Cómo quiere el autor que te sientas sobre la forma en que las chicas tratan a Maya?
Las respuestas varían. Podrían incluir: El autor quiere que nos sintamos mal por la forma en que las chicas tratan a Maya.

¿Qué pistas te ayudan a entender el mensaje del autor? Apoya tu respuesta con detalles de la historia.
Las respuestas varían. Podrían incluir: Es triste saber que Maya juega sola después de pedirle a las niñas que jueguen con ella.

Nombre: _____



Answer Key | ©BookPagez.com

Author's Purpose

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Each Kindness (Cada amabilidad): Identifica el propósito del autor

¿Cómo crees que a Jacqueline Woodson se le ocurrió la idea de escribir esta historia?

Puedo recordar y contar diferentes tipos de historias y compartir lo que el autor intenta enseñar. CCSS: RL.2.2

Each Kindness (Cada amabilidad): Identifica el propósito del autor

¿Cómo crees que a Jacqueline Woodson se le ocurrió la idea de escribir esta historia?

Puedo recordar y contar diferentes tipos de historias y compartir lo que el autor intenta enseñar. CCSS: RL.2.2

Each Kindness (Cada amabilidad): Identifica el propósito del autor

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Puedo recordar y contar diferentes tipos de historias y compartir lo que el autor intenta enseñar. CCSS: RL.2.2

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Each Kindness (Cada amabilidad): Identifica el propósito del autor

¿Cómo crees que a Jacqueline Woodson se le ocurrió la idea de escribir esta historia?

Each Kindness (Cada amabilidad): Identifica el propósito del autor

¿Cómo crees que a Jacqueline Woodson se le ocurrió la idea de escribir esta historia?

Each Kindness (Cada amabilidad): Identifica el propósito del autor

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Each Kindness (Cada amabilidad): Identifica el propósito del autor

¿Cómo crees que a Jacqueline Woodson se le ocurrió la idea de escribir esta historia?

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____
¿De qué se trata el libro?

¿Es ficción o no ficción?

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

Primero	Después	Entonces
Después de esto	Entonces	Al final

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

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer inferencias
Título: _____

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Búscalo en el texto o en el dibujo.	¿Qué sabes de tu propia experiencia, conocimientos, cosas, recuerdos?	Elusiones, pensamientos, cosas, recuerdos.

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Hacer predicciones
Título: _____

Predicciones al principio	Predicciones mientras leo	Verifica las predicciones
¿Qué crees que va a pasar? Escribe tu predicción abajo.	¿Qué crees que va a pasar? Escribe tu predicción abajo.	¿Las predicciones fueron correctas? Escribe lo que sucedió.
		Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>
		Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>
		Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.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

¿É que el autor quería porque... _____

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Hacer preguntas
Título: _____

Muestran para empezar una oración

¿Quiero saber...?	¿Por qué no...?	¿Cómo puede...?
Más confundido	Estoy curioso para saber...	No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro *Each Kindness (Cada amabilidad)*, Chloe elige no mostrar amabilidad a Maya. En cada una de las piedras abajo, escriba una forma en que las personas puedan mostrar amabilidad a los nuevos estudiantes.

