

Here's What You'll Get in the Finding Winnie Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences
By: Lindsay Matlack
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

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

Summary

Finding Winnie tells the true story of a remarkable bear named Winnipeg and the people who loved her. The story begins in 1914 when Harry Coleborn, a veterinarian, on his way to tend horses in World War I comes across a trapper with a bear at a train station. Harry buys the bear from the trapper, names it Winnipeg after his hometown, and takes the bear to war. Soon Harry realizes that war is no place for a bear and reluctantly takes Winnipeg to the London Zoo. That's when Winnipeg meets Christopher Robin and his father, A.A. Milne, who write make-believe stories about Christopher and Winnipeg (aka Winnie-the-Pooh).

Link to What You Know

- How can you tell if an animal likes you?
- How can you tell how animals are feeling? Give examples.

Important Words to Know and Understand

Platform - A flat area next to railroad tracks where people wait for a train or subway.

Trapper - Someone who catches animals in traps.

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 if a person's face turned 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.

Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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 characters, setting, and events?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 - The author has told us a lot about Harry Coleborn. What can you infer about Harry based on the author's description? Tell why your inference makes sense.

Pages 13 and 14 - Look at the pictures on these pages. What can you infer about the way the Colonel and the other soldiers feel about Winnie? How do you know?

Page 22 - What do you think it means when the author writes "But his heart made up his mind"? Tell why your inference makes sense.

Page 30 - Look at the picture on this page. What can you infer about Winnie? Is this an important inference to make? Why or why not?

Page 43 - What inferences can you make about the Cole and his mother based on the words and pictures on this page.

Time to Reflect

Think - What types of inferences did you make while reading *Finding Winnie*? 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 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 - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Finding Winnie*. (Remember to include examples from the book!)

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2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

3
Make Connections While Reading

- Look for places where your own experiences connect to the text
- Look for places where the text connects to other texts you've read
- Look for places where the text connects to other people you know

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Visualizing
By: Lindsay Matlack
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

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

3
Visualize While Reading

- Look for places where the author uses words to describe people, places, or events
- Look for places where the author uses words to describe feelings or thoughts

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Answer Key for Making Inferences with Finding Winnie

Page 3: The author has told us a lot about Harry Coleborn. What can you infer about Harry based on the author's description?

Page 13 and 14: Look at the pictures on these pages. What can you infer about the way the Colonel and the other soldiers feel about Winnie? How do you know?

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Answer Key for Making Connections with Finding Winnie

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Page 43: What inferences can you make about the Cole and his mother based on the words and pictures on this page.

Answer Key for Visualizing with Finding Winnie

Page 3: The author has told us a lot about Harry Coleborn. What can you infer about Harry based on the author's description?

Page 13 and 14: Look at the pictures on these pages. What can you infer about the way the Colonel and the other soldiers feel about Winnie? How do you know?

Page 22: What do you think it means when the author writes "But his heart made up his mind"? Tell why your inference makes sense.

Page 30: Look at the picture on this page. What can you infer about Winnie? Is this an important inference to make? Why or why not?

Page 43: What inferences can you make about the Cole and his mother based on the words and pictures on this page.

Answer Key for Asking Questions with Finding Winnie

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Page 13 and 14: Look at the pictures on these pages. What can you infer about the way the Colonel and the other soldiers feel about Winnie? How do you know?

Page 22: What do you think it means when the author writes "But his heart made up his mind"? Tell why your inference makes sense.

Page 30: Look at the picture on this page. What can you infer about Winnie? Is this an important inference to make? Why or why not?

Page 43: What inferences can you make about the Cole and his mother based on the words and pictures on this page.

Synthesizing
By: Lindsay Matlack
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

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

3
Synthesize While Reading

- Look for places where the author uses words to describe people, places, or events
- Look for places where the author uses words to describe feelings or thoughts

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Asking Questions
By: Lindsay Matlack
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

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

3
Ask Questions While Reading

- Look for places where the author uses words to describe people, places, or events
- Look for places where the author uses words to describe feelings or thoughts

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Answer Key for Synthesizing with Finding Winnie

Page 3: The author has told us a lot about Harry Coleborn. What can you infer about Harry based on the author's description?

Page 13 and 14: Look at the pictures on these pages. What can you infer about the way the Colonel and the other soldiers feel about Winnie? How do you know?

Page 22: What do you think it means when the author writes "But his heart made up his mind"? Tell why your inference makes sense.

Page 30: Look at the picture on this page. What can you infer about Winnie? Is this an important inference to make? Why or why not?

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Answer Key for Asking Questions with Finding Winnie

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Page 30: Look at the picture on this page. What can you infer about Winnie? Is this an important inference to make? Why or why not?

Page 43: What inferences can you make about the Cole and his mother based on the words and pictures on this page.

Synthesizing

Asking Questions

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Finding Winnie: Asking Questions

What questions do you think the author asked herself before writing this book? What makes you think so?

☐ I can tell the author's main purpose in nonfiction writing.

CCSS: RI.2.6

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

Common Core Free Option

Finding Winnie: Asking Questions

What questions do you think the author asked herself before writing this book? What makes you think so?

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What questions do you think the author asked herself before writing this book? What makes you think so?

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections
Title: _____
Think about the book. What does the book remind you of?
What type of connection did you make?
☐ Text to Self ☐ Text to Text ☐ Text to World
Draw a picture of your connection in the box below.

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 Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences
Title: _____
What the Text Says
What I Know
What I Can Infer
Draw a picture of your mental image in the space below.

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 Graphic Organizer | ©BookPagez.com

Making Inferences

Visualizing
Title: _____
What page did you use to practice visualizing?
Draw a picture of your mental image in the space below.

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 Graphic Organizer | ©BookPagez.com

Visualizing

Asking Questions
Title: _____
Question Sentence Starter
I wonder... Why didn't... How does...
I am confused... I am curious about... I am not sure why...
Question Answer
Question Answer
Question Answer
Question Answer

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 Graphic Organizer | ©BookPagez.com

Asking Questions


Synthesizing
Title: _____
At first I was thinking... My new thinking is... I used to think...
Because... Because... But now I think...
Because... Because... Because...
My new thinking is... Now I understand... After thinking about...
Because... Because... I conclude...
Because... Because... Because...

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 Graphic Organizer | ©BookPagez.com

Synthesizing


Vocabulary Connections Resources


<p>Vocabulary Connections</p>	<p>Finding Winnie By: Lindsay Matlock Grade Level: 2 / Guided Reading Level: M</p>
<p>Important Words to Know and Understand in "Finding Winnie"</p>	
<p>Condensed milk Canned milk with sugar added and much of the water removed</p>	
<p>Enclosure An area that is surrounded by a wall, fence, etc.</p>	
<p>Hind At or near the back</p>	
<p>Plain A large area of flat land without trees</p>	
<p>Platform A flat area next to railroad tracks where people wait for a train or subway</p>	
<p>Posed To stand, sit, or lie down in a particular position as a model for a photograph, painting, etc.</p>	
<p>Regiment A military unit that is usually made of several large groups of soldiers</p>	
<p>Remarkable Unusual or surprising</p>	
<p>Terraces A flat area created on the side of a hill</p>	
<p>Trapper Someone who catches animals in traps</p>	


Important Words to Know and Understand in Finding Winnie Word List


Vocabulary Connections


Finding Winnie
 By: Lindsay Matlock
 Grade Level: 2 / Guided Reading Level: M


Condensed Milk


Enclosure


Hind


Plain


Platform


Posed


Picture Dictionary
 1. Use the picture to find the word.
 2. Use the picture to find the word in the book.
 3. Use the picture to find the word in the book.

Word and Picture Sorting Cards

Vocabulary Connections			Finding Winnie By: Lindsay Matlock Grade Level: 2 / Guided Reading Level: M
Condensed Milk	Enclosure	Hind	Read by Amy Davidson 1. Can you find the word? 2. Read on this side the 3. Quia, Repeat! Repeat the (or) for each word in Chase
Canned milk with sugar added and much of the water removed	An area that is surrounded by a wall, fence, etc.	At or near the back	
Plain	Platform	Posed	
A large area of flat land without trees	A flat area next to railroad tracks where people wait for a train or subway	To stand, sit, or lie down in a particular position as a model for a photograph, painting, etc.	

Word and Definition Sorting Cards

Vocabulary Connections			Finding Winnie	
			By: Lindsay Mallick Grade Level: 2 / Guided Reading Level: M	
Condensed Milk is a/an noun verb adverb adjective Definition of Condensed Milk:	Enclosure is a/an noun verb adverb adjective Definition of Enclosure:	Hind is a/an noun verb adverb adjective Definition of Hind:	Finding Winnie by Lindsay Mallick Guided Reading Level: M	Finding Winnie by Lindsay Mallick Guided Reading Level: M
Condensed Milk looks like this:	Enclosure looks like this:	Hind looks like this:	Step by Step Directions: 1. Read the story. 2. Find the vocabulary words in the story. 3. Copy the words into the notebook. 4. Use the back of the first notebook to put notebook.	Step by Step Directions: 1. Read the story. 2. Find the vocabulary words in the story. 3. Copy the words into the notebook. 4. Use the back of the first notebook to put notebook.
Condensed Milk reminds me of:	Enclosure reminds me of:	Hind reminds me of:	ore re ective of es:	ore re ective of es:
I saw this word in	I saw this word in	I saw this word in	ook is:	ook is:
Condensed Milk	Enclosure	Hind	emind is:	emind is:
Condensed Milk	Enclosure	Hind	word in	word in


Interactive Vocabulary Notebook Cards

Vocabulary Connections

Grade Level: 2 | Guided Reading: L1

Finding Winnie

By
Lindsay Mattick



A new word that I learned in this book is:

It means.....

It means.....

Name: _____

Word Games




with Words from Finding Winnie

Directions: Fill in each blank with the correct vocabulary words. Use the words from the Word Bank.

Terraces	<u>Word Bank</u>	Enclosure
Posed	Hind Platform	Condensed Milk

- The farmer knows how to grow rice on hillsides _____.
- We waited for our train to arrive on _____ 5.
- The model _____ beautifully for a magazine cover.
- _____ is a sweet treat.
- The boy built an _____ to keep his hamster getting away.

Directions: Read the word on each bear below. Color the bear that has a 4 syllable word on its body.

Name: _____

Word Games

Finding Winnie

Directions: Use the correct vocabulary words. Use the

ank

Enclosure

Condensed Milk

rice on hillsides _____



is on _____ 5.

autifully for a magazine cover.

et treat.

re _____ to keep his hamster

below. Color the bear that has a 4

Answer Key | ©BookPages.com

Word Games and Answer Key

[illegible]

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

By: Lindsay Mattick
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
Double Consonants

Background:
When a word has a vowel followed by two of the same consonants in a row, the word is called a double consonant. Double consonant words have short vowel sounds.

Examples:

rr	ll	ss	bb	tt	mm	ff	nn
hurried	pillows	scissors					
arrived	called						
	silly						
	carefully						

Materials and Preparation:

- A Copy of Finding by Lindsay Mattick
- Chart Paper
- Double Consonant
- Sorting Cards (1 set)
- Bingo Board
- 25 Pennies or Bingo Chips
- Word Bingo Student
- Double Up Word Work
- Optional- Word Detective
- Optional-I Have...

Word Work

By: Lindsay Mattick
Grade Level: 2 / Guided Reading Level: M

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

Double Consonants							
ff	ll	ss	bb	tt	mm	ff	nn
after	back	down	head	jump	up	up	up
ask	back	down	head	jump	up	up	up

Double Consonants

rr	hurried	rr	trapped
ll	pillows	ll	called
ss	scissors	ss	scissors
bb	back	bb	back
tt	trapped	tt	trapped
mm	mouth	mm	mouth

Step 2: Connect Word Work to Reading

Extend Engagement!

Use the I Have... Who Has... cards to challenge students to quickly identify and read double consonant words.

- Make equal groups of 4-6 students.
- Each group will have a card to start with.
- Students will read the word and say it to the group.
- Begin play. The group to finish last wins.

Double Consonants in the Text

- Tell the students that the book they will be reading today has a lot of double consonant words.
- Show them **page 3** of *Finding Winnie*. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the double consonant words (Winnipeg, Harry, hiccup). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Students may hold up a thumb when they hear a double consonant word.
- Read *Finding Winnie*.

Examples of Double Consonants Found in the Text:

awfully	stopped	different	finally	Teddy
outraged	called	hollo	arrived	hences
Winnipeg	amoyed	carrots	running	allowed
Winnie	trapper	apples	nuzzled	hugged
many	dollar	hummed	shipping	
hiccup	little	happy	really	
rolled	infled	assigned	happen	
dinner	barbie	coming	stuffed	

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work

By: Lindsay Mattick
Grade Level: 2 / Guided Reading Level: M

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).
- Review the words.
- Sort according to double consonant.
- Provide each student with a copy of the **Word Bingo** game mat.
- Tell the students that they be making their own game board.
- Tell the students to **select 24 words** and copy the words on their sorting cards onto the bingo sheet. Some words may be used more than once in order to fill the board.
- Model how to do this. For example, select the word "little." Write the word in one box on the bingo mat. Move onto the next word and write it in a new box.
- Monitor students as they create their game board.
- Model how to play **Word Bingo** (refer to attached resources for directions).
- Upon completing the game, ask students to place their sorting cards into a resealable bag for later use or send the words home.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Double Up 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 **double consonants** 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 | @BookPages.com

Interactive Activities

Independent Practice Page

Word Bingo

Student Directions

Materials:

- Sorting Cards
- Bingo Board
- 25 Pennies or Bingo Chips

Players:

- 2 or more plus a Bingo Caller

Directions:

- Prepare Bingo Boards.
- The Bingo Caller selects one card from the deck of sorting cards and calls out the word.
- Players cover the word that is called, spelling as they cover the word.
- The first player to cover all of the words in a row calls out "BINGO" and wins the game.

Tip: Only 24 words are not enough words to cover the entire Bingo Board.

Guided Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Double Consonants

Extension Activity

Directions:

Be a word detective!

Be on the lookout for **double consonants** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPages.com

Double Up

Word Work Practice Page

Directions:

Sort the words in the word bank into the correct column. The first one has been done for you.

Word Bank

called	apples	battle	awfully	rolled	arrived
stopped	dollar	shipping	really	trapper	little

pp	ff	ll
		called

Directions:

Double the final consonant in the words below to create a new word ending in "ed".

Hug _____

Ship _____

Stop _____

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

Assessments

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



Running Record					
Title: Finding Winnie		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				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
2	<p>"Could you tell me a story?" asked Cole.</p> <p>"It's awfully late." It was long past dark, and time to be asleep.</p> <p>"What kind of story?"</p> <p>"You know. A True Story. One about a Bear."</p> <p>We cuddled up close.</p> <p>"I'll do my best," I said.</p>				
3	<p>A very long time ago,</p> <p>about a hundred years before you were born, there was a veterinarian who lived in Winnipeg. His name was Harry Colebourn.</p> <p>"A vegetarian?" said Cole. "Bear doesn't like vegetables."</p>				
Tested By: _____					
©BookPagez.com					

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



Finding Winnie CCSS Assessment	
Name: _____	Score: / 9
Directions: Use what you know about <i>Finding Winnie</i> to answer each of the following questions.	
1. Who was the true inspiration for the bear Winnie-the-Pooh? <input type="radio"/> A Cole's stuffed animal bear. <input type="radio"/> A fur trapper in Canada <input type="radio"/> Christopher Robin invented him when he was playing. <input type="radio"/> Winnie the bear from the London Zoo	
2. What is the main idea from the 1st half of the story? <input type="radio"/> Bears belong in the zoo. <input type="radio"/> Winnie was a remarkable bear who served as a mascot for Canada. <input type="radio"/> Winnie-the-Pooh was written by Alan Alexander Milne. <input type="radio"/> Harry Colebourn was a veterinarian a very long time ago.	
3. How did Winnie the bear have an effect on us today? <input type="radio"/> Without Winnie the bear, we would not have Winnie-the-Pooh stories. <input type="radio"/> He was a brave soldier. <input type="radio"/> He is still one of the favorite attractions at the London Zoo. <input type="radio"/> He proved that bears can be good pets.	
4. The suffix -er can mean "a person who" does something. Knowing that, <u>trapper</u> do? <input type="radio"/> A person who raises wild animals <input type="radio"/> A zookeeper <input type="radio"/> A person who traps animals <input type="radio"/> An animal doctor	

5. Which text feature helps us understand the connection between Harry and Cole? (RI.2.5) <input type="radio"/> There is an index at the end. <input type="radio"/> The connections are in bold print. <input checked="" type="radio"/> There is a diagram that shows their family tree. <input type="radio"/> There is a timeline at the end of the story..
6. Why did the author write the story of Winnie? (RI.2.4) <input checked="" type="radio"/> She wrote to explain her family's connection to the bear who inspired Winnie-the-Pooh. <input type="radio"/> She needed a bedtime story for her son. <input type="radio"/> She wanted to explain how to train a bear. <input type="radio"/> She loves Winnie-the-Pooh.
7. How does the author support her idea that Winnie was a remarkable bear? (RI.2.8) <input type="radio"/> Winnie made friends with a piglet. <input type="radio"/> Winnie helped fight in the war. <input type="radio"/> Winnie could talk. <input checked="" type="radio"/> Winnie could find hidden things, even very far away.
8. What did Harry and Christopher Robin both think about Winnie? (RI.2.9) <input type="radio"/> They both thought she got too big to be around. <input checked="" type="radio"/> They both realized there was something special about her. <input type="radio"/> They both had Winnie as a pet. <input type="radio"/> Harry wanted Winnie to be a soldier, but Christopher wanted her to be a pet.
9. How is this biography different from most biographies you have read? (RI.2.10) <input type="radio"/> It is written by a bear. <input type="radio"/> It is completely make-believe fiction. <input checked="" type="radio"/> It is really about two different people, both connected to Winnie. <input type="radio"/> It is not told in sequence.

Answer Key



Extension Activity

Name: _____ Date: _____	
Directions: In the book Finding Winnie , you learned a lot about Winnie. Use what you know about the famous bear to complete the poster below.	
All About The World's Most Famous Bear	
Name: _____	
Hometown: _____	
Favorite Foods: _____	
Talents: _____	
Last Known Residence: _____	
Interesting Facts: _____	
<div style="border: 1px dashed black; width: 150px; height: 100px; margin: 0 auto;"></div> <p style="text-align: center;">An Illustration of Winnie</p>	
Extension Activity @BookPage.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>Finding Winnie Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Finding Winnie" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Informational Text</p> <p>RI.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RI.2 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.3 - Analyze the main idea and supporting details of a text, including historical events, scientific ideas/ concepts, or topics in technical/professional texts.</p> <p>RI.4 - Analyze the main idea and supporting details of a text, including historical events, scientific ideas/ concepts, or topics in technical/professional texts.</p> <p>RI.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, etc.) to locate key facts or information in a text efficiently.</p> <p>RI.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.8 - Describe how reasons support specific points the author makes in a text.</p> <p>RI.9 - In the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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</p> <p>RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1 - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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</p> <p>L.1 - 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>Finding Winnie CCSS Alignment @BookPage.com</p>	<p>Common Core State Standards Correlation</p> <p>Finding Winnie Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Finding Winnie" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Informational Text</p> <p>RI.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RI.2 - 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Finding Winnie Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Finding Winnie" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.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>L.5 - 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>Finding Winnie CCSS Alignment @BookPage.com</p>

Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<p>Finding Winnie Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Finding Winnie" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Language</p> <p>L.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>L.5 - 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>Finding Winnie CCSS Alignment @BookPage.com</p>

Word Work Common Core Alignment

Student Facing Resources in Spanish for Finding Winnie Super Pack

5 Comprehension Strategy Practice Pages

Making Inferences Practice Page

Tu turno para practicar: Hacer inferencias
con Finding Winnie (Encontrar a Winnie)


Página 3:
El autor nos ha contado mucho sobre Harry Colebourn. ¿Qué puedes inferir sobre Harry basado en la descripción del autor?

Explica por qué tu inferencia tiene sentido.

Páginas 13 y 14:
Mira las imágenes en estas páginas. ¿Qué puedes inferir sobre la forma en que el Coronel y los otros soldados se sienten sobre Winnie?

¿Cómo lo sabes?

Nombre: _____

 ©BookPages.com

Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Hacer inferencias
con Finding Winnie (Encontrar a Winnie)

Página 22:
¿Qué crees que significa cuando el autor escribe "Pero su corazón tomó su decisión"?
Las respuestas varían. Podrían incluir: Creo que el autor quiso decir que Harry tomó una decisión basada en cómo se sentía, no en lo que pensaba.


Explica por qué tu inferencia tiene sentido.
Las respuestas varían. Podrían incluir: Mi inferencia tiene sentido porque siento con tu corazón.

Página 30:
Mira la imagen en esta página. ¿Qué puedes inferir sobre Winnie?
Las respuestas varían. Podrían incluir: Puedo inferir que Winnie no sabe a dónde va. Puedo inferir esto porque ella se ve emocionada y feliz.

¿Es esta una inferencia importante para hacer? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Esta es una inferencia importante porque me ayuda a saber que se decepcionará cuando descubra a dónde la llevará Harry.

Página 43:
¿Qué inferencias puedes hacer sobre Cole y su madre en base a las palabras e imágenes en esta página.
Las respuestas varían. Podrían incluir: Puedo inferir que la madre es la autora de este libro y que Cole está feliz de que la historia de Winnie sea realmente una historia sobre su familia.

Nombre: _____

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Hacer conexiones

Página 2:
¿Qué te recuerda esta página?
Las respuestas varían. Podrían incluir: Me recuerda a cuando yo era pequeño y me acordaba de mi mamá.

Página 7:
Esta página el mismo o diferente de la página anterior?
Las respuestas varían. Podrían incluir: Es diferente porque en esta página se habla de los soldados y en la anterior se habla de la conexión.

Páginas 15 y 16:
Estas páginas muestran a los soldados. ¿Cómo te ayudan a hacer conexiones?
Las respuestas varían. Podrían incluir: Me ayudan a hacer conexiones porque me recuerdan a los soldados que vi en la televisión.

Nombre: _____

Tu turno para practicar: Hacer conexiones

Página 2:
¿Qué te recuerda esta página?
Las respuestas varían. Podrían incluir: Me recuerda a cuando yo era pequeño y me acordaba de mi mamá.

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Esta página el mismo o diferente de la página anterior?
Las respuestas varían. Podrían incluir: Es diferente porque en esta página se habla de los soldados y en la anterior se habla de la conexión.

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Las respuestas varían. Podrían incluir: Me ayudan a hacer conexiones porque me recuerdan a los soldados que vi en la televisión.

Nombre: _____

Visualizar


Página 3:
Aquí el autor usa muchas palabras descriptivas para contarnos sobre Harry Colebourn. ¿Qué palabras pintan una imagen en tu mente mientras lees esta página?

Página 14:
Aquí el autor usa algunas palabras para ayudarnos a visualizar la acción. ¿Qué palabras te ayudan a hacer una película en tu mente? Señalar las palabras.

Página 24:
Esta página nos cuenta sobre el viaje de Harry y Winnie a través del Océano Atlántico. ¿Qué palabras te ayudan a visualizar el viaje?

¿Es esta una página importante para visualizar? ¿Por qué o por qué no?

Nombre: _____

 ©BookPages.com

Tu turno para practicar: Visualizar


Página 3:
Aquí el autor usa muchas palabras descriptivas para contarnos sobre Harry Colebourn. ¿Qué palabras pintan una imagen en tu mente mientras lees esta página?

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Página 24:
Esta página nos cuenta sobre el viaje de Harry y Winnie a través del Océano Atlántico. ¿Qué palabras te ayudan a visualizar el viaje?

¿Es esta una página importante para visualizar? ¿Por qué o por qué no?

Nombre: _____

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Sintetizar

Página 26:
Esta página nos cuenta sobre la vida de Winnie. ¿Qué palabras te ayudan a sintetizar la información?

Página 37:
Esta página nos cuenta sobre la vida de Winnie. ¿Qué palabras te ayudan a sintetizar la información?

Página 19:
Esta página nos dice más sobre Winnie. ¿En qué es diferente de las otras páginas?

Nombre: _____

Synthesizing

Tu turno para practicar: Sintetizar

Página 10:
¿Qué sabes sobre el oso basado en esta página?

Página 15:
¿Qué aprendiste sobre Winnie en esta página?

Página 37:
Esta página nos cuenta sobre la vida de Winnie. ¿Qué palabras te ayudan a sintetizar la información?

Página 19:
Esta página nos dice más sobre Winnie. ¿En qué es diferente de las otras páginas?

Nombre: _____

Hacer preguntas


Página 26:
Winnie y Harry. ¿Qué preguntas tienes sobre esta página?

Página 34:
¿Qué preguntas tienes sobre esta página?

Página 11:
Hay varias palabras en esta página que pueden ser nuevas para usted. ¿Qué palabras te estás preguntando?

Página 19:
Esta página nos dice más sobre Winnie. ¿En qué es diferente de las otras páginas?

Nombre: _____

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Asking Questions

Making Connections

Visualizing

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

The image shows a central graphic organizer for the book "Finding Winnie (Encontrar a Winnie): Sintetizar". It contains the text: "Winnie era un oso especial. Enumera todos los hechos sobre Winnie que demuestran que ella era un oso especial." and a checkbox for "Puedo decir la idea principal de un trabajo de no ficción." with the CCSS RI.2.2 standard. To the right, a "Common Core Free Option" version of the same prompt is shown. Below these, a stack of other graphic organizers is displayed, including "Hacer conexiones", "Hacer inferencias", "Visualizar", "Hacer preguntas", and "Sintetizar".

5 Comprehension Strategy Graphic Organizers

Making Connections

Making Inferences

Visualizing

Asking Questions

Synthesizing

Each graphic organizer includes instructions in Spanish and a table for student responses. The "Making Connections" organizer asks for connections to self, text, or world. "Making Inferences" asks for inferences from text. "Visualizing" asks for a mental image of the text. "Asking Questions" asks for questions about the text. "Synthesizing" asks for a synthesis of the text.

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

En el libro *Finding Winnie (Encontrar a Winnie)*, aprendiste mucho sobre Winnie. Usa lo que sabes sobre el oso famoso para completar el póster abajo.

Todo sobre el oso más famoso del mundo

Nombre: _____

Ciudad natal: _____

Comidas favoritas: _____

Prendas: _____

Última residencia conocida: _____

Datos interesantes: _____



Una ilustración de Winnie

Nombre: _____

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