

Here's What You'll Get in the Fireboat Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Fireboat
By: Maira Kaiman
Grade Level: 2 / Guided Reading Level: M

Making Connections

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

Fireboat is a nonfiction book that tells the true story of the John J. Harvey, a famous fireboat in New York City. Launched in 1931, the Harvey sailed up and down the Hudson River fighting fires at the piers. As time passed, New York City began to change and the Harvey became old and was no longer needed. While the fireboat was waiting to become scrap, a group of friends decided to rescue it and fix the Harvey up like new. However, the Harvey was still unable to fight fires. Then came September 11, 2001. A terrible event happened in New York City. Would the John J. Harvey be able to help?

Link to What You Know

- What happened in New York City on September 11?
- Describe what firefighters do.

Important Words to Know and Understand

Proud – Feeling very happy because of something you have done

Manner – Kinds or types of (of things)

Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text-to-text** connection. When readers make a **text-to-text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text-to-world** connection. When readers make a **text-to-world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Making Connections Lesson Plan

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Pages 1 & 2 – Some of the words on these two pages are printed to match their meaning. “big” is written in big letters, “small” is written in small letters. Make a **text-to-text** connection and think of another story where the print of the words changes to match the meaning of the story.

Pages 11 & 12 – The author is describing the Harvey and its crew. Make a **text-to-world** connection and tell how a fireboat and a fire truck are the same and different.

Page 18 – The group of friends decided they wanted to save the Harvey. Make a **text-to-self** connection by telling about a time when you worked with a group of people to get something done. How does making this connection help you to understand the story better?

Page 27 – The author names all the different kinds of people that were helped after the twin towers exploded. Make a **text-to-world** connection by telling about another time when lots of different people came to help when there was trouble.

Page 34 – The Harvey received an award for the important work that was done after the attack on the twin towers. Make a **text-to-self** connection. Tell about a time when you won an award, or were recognized, for doing something to help others. How did this make you feel?

Time to Reflect

Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **Fireboat**? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the connections that you made while reading this book. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write – Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading. (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

Fireboat
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Making Inferences

Get Ready To Read

- Learn about the book
- Get your brain ready to read
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Make Inferences While Reading

Look for clues that let you know a character might be feeling a certain way. What do you notice about the character's actions, what they are saying?

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 on your practice page.

Page 10 – The author tells you that the city was changing and the piers were changing. Why do you think the piers were changing? How does making this connection help you as a reader?

Page 21 – The author says, “Big letters were something you saw every day and being proud.” Make an inference about why the author says this. What do you think the author is trying to tell you?

Page 28 – The author tells you that the Harvey was old and that it was no longer needed. How do you think the Harvey was old? How do you think it was no longer needed? How does making this connection help you as a reader?

Time to Reflect

Think – How do the different facts about the Harvey help you understand the story? How do you think the author is trying to tell you something about the Harvey? How does making this connection help you as a reader?

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Visualizing

Get Ready To Read

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

Visualize While Reading

Look for words that describe things or places. How do you think the author is trying to help you see the pictures in the book?

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 on your practice page.

Page 10 – The author is comparing the Harvey to the other boats on the river. How do you think the author is trying to help you understand the story?

Pages 13 & 14 – The author says that the piers were “bustling.” What do you think the author is trying to tell you? How do you think the piers were bustling? How does making this connection help you as a reader?

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Making Inferences

Visualizing

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Grade Level: 2 / Guided Reading Level: M

Understanding Text Structure

Get Ready To Read

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

Understand Text Structure While Reading

Look for words that describe things or places. How do you think the author is trying to help you see the pictures in the book?

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 on your practice page.

Page 10 – The author uses a problem and solution text structure. How do you think the author is trying to help you understand the story?

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Determining Importance

Get Ready To Read

- Learn about the book
- Get your brain ready to read
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Determine Importance While Reading

Look for words that describe things or places. How do you think the author is trying to help you see the pictures in the book?

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Understanding Text Structure

Determining Importance

Answer Key for Making Connections with Fireboat

Your Turn to Practice Making Connections with Fireboat

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Answer Key for Making Inferences with Fireboat

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Answer Key for Visualizing with Fireboat

Your Turn to Practice Visualizing with Fireboat

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Answer Key for Understanding Text Structure with Fireboat

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Answer Key for Determining Importance with Fireboat

Your Turn to Practice Determining Importance with Fireboat

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

The diagram illustrates the flow of information from a central source to various prompt formats. At the top center is a large box labeled "Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com". This box contains three identical prompts, each with a "Fireboat: Understanding Text Structure" header, a question about comparing New York City in the 1930s and 1995, and a checkbox for the statement "I can explain why the author includes certain details in a text. CCSS: RI.2.8".

- A red arrow labeled "Strategy and Text Based Reader's Response Prompt" points from the top prompt to the right.
- A red arrow labeled "Common Core State Standard" points from the checkbox area of the top prompt to the right.
- A red arrow labeled "'I Can' Statement" points from the left towards the checkbox area of the top prompt.
- A red arrow labeled "Common Core Free Option" points from the bottom prompt of the central box to the right.

To the right of the central box is a vertical stack of four smaller prompts, each identical to the ones in the central box. Below this stack is another red arrow pointing to the right, labeled "Reading Response Prompts for Each Comprehension Strategy Lesson Plan".

At the bottom left, a stack of several overlapping strategy slips is shown, including "Making Connections", "Making Inferences", "Visualizing", "Determining Importance", and "Making Connections" again. A red arrow points from this stack towards the right.

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

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.

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 Graphic Organizer | @BookPagez.com

Visualizing

Determining Importance
Title: _____
Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____
#2 _____
#3 _____

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

Determining Importance

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Self-Check: You Might See While Reading

Describe	Sequence	Problem and Solution	Cause and Effect
_____	_____	_____	_____

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

Understanding Text Structure

Vocabulary Connections Resources

Important Words to Know and Understand in Fireboat Word List

Vocabulary Connections **Fireboat**
By: Maria Kalman
Grade Level: 2 / Guided Reading Level: M

Important Words to Know and Understand in Fireboat

Captain
A person who is in charge of a ship

Coffee
A dark brown drink made from ground coffee beans and water

Controls
Equipment used to operate a machine

Crew
The group of people that run a ship

Invented
Made something for the first time

Island
An area of land that is surrounded by water

Manner
Kinds or types (of things)







Proud
Feeling very happy because of something you have done

Treat
Something that tastes good

Useless
Not able to do what is needed

Vocabulary Word List | ©BookPages.com

Vocabulary Connections **Fireboat**
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Captain	Coffee	Controls
		
Crew	Invented	Island
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections **Fireboat**
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Grade Level: 2 / Guided Reading Level: M

Manner	Proud	Treat
Kinds or types (of things)	Feeling very happy because of something you have done	Something that tastes good
Useless	Not able to do what is needed	

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections **Fireboat**
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Captain is a/an noun verb adverb adjective Definition of Captain : _____ _____ _____ Captain looks like this: Captain reminds me of: I saw this word in _____	Coffee is a/an noun verb adverb adjective Definition of Coffee : _____ _____ _____ Coffee looks like this: Coffee reminds me of: I saw this word in _____	Controls is a/an noun verb adverb adjective Definition of Controls : _____ _____ _____ Controls look like this: Controls remind me of: I saw this word in _____
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Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games with Words from Fireboat

Directions: Complete each sentence below using the vocabulary words in the word bank.

Word Bank: **treat coffee island proud crew**

- I put sugar in my _____ to make the drink sweeter.
- We can take a boat to visit the _____.
- I learned that Alexander Graham Bell _____ the first telephone.
- She is _____ of her academic achievements.
- Oatmeal cookies are a healthy _____.

Directions: Graph the number of vowels in each of the words below.

CAPTAIN					
COFFEE					
CONTROLS					
CREW					
INVENTED					
USELESS					

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections **Fireboat**
By: Maria Kalman
Grade Level: 2 / Guided Reading Level: M

Fireboat
By Maria Kalman

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

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

Personalized Vocabulary Bookmark

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: _____

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

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Maira Kalman
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
o_e (as in those)

Background:
Phonics Rule (o_e):
Silent "e" on the end of a word usually makes the vowel before it long.

Word Work
By: Maira Kalman
Grade Level: 2 / Guided Reading Level: M

Step 1: Introduce the Focus of Word Work

Introduce Phonics Rule (o_e)

- Create an anchor chart titled Phonics Rule (o_e).
- Write the word **those** on the chart paper. Ask a volunteer to read the word.
- Prompt students to identify the vowels in the word. (o and e)
- Underline the vowels.
- Ask students to identify what vowel sound they hear. (long o)
- Share with students the following rule: Silent "e" on the end of a word usually makes the vowel before it long.
- Add the following words to the chart: bone, hope, stroke. Read the words with students. Encourage students to notice the rule while underlining the "o" and "e" in each example.
- Invite students to provide more words with the o_e pattern. Add the words to the chart paper. Encourage several patterns, such as -ope, -one, -ose, -ode, etc.

Step 2: Connect Word Work to Reading

Phonics Rule (o_e) in the Text

- Tell the students that the book they will be reading today will have some examples of o_e words.
- Show **page 1** of **Fireboat**. Ask the students to look at the words as you read the page. Instruct them to hold up a finger each time they hear an o_e word.
- Read the page. Then ask the students to identify the o_e word on that page. (ropes)
- Add the word to the word chart. Tell the students that you are going to read the rest of the book. Direct them to listen and look for other words that follow the o_e pattern.

Examples of Phonics Rule (o_e) Found in the Text:

- home • ropes • holes • smoke

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

Word Work
By: Maira Kalman
Grade Level: 2 / Guided Reading Level: M

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into groups of two. Give each pair a stack of flashcards, lying face down. Students are not allowed to look at the words.
- Give directions to the game "Think About It." Tell them to decide who goes first. The first person will pick up a flashcard and without looking at it, hold it up to their forehead, with the letters facing their partner. Their partner must give that person clues to what their word is. They are NOT allowed to tell the word, spell it, or even tell what it begins with. The student with the flashcard must try to guess what their word is. If they do, they get to keep the card. Then the play passes to the other student. Continue back and forth in this way.
- Set the timer for 10 minutes. When it goes off, play must stop. The partner with the most cards is the winner of the pair.

Step 4: Independent Word Work Practice

Practice Page

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

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for o_e words 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.

Interactive Activity

Independent Practice Page

Thinking About It Flashcards Interactive Activity

bone	stone
envelope	choke
cone	home
joke	ropes

Extension Activity

Word Detective: Phonics Rule (o_e) Extension Activity

Directions: Be a word detective! Be on the lookout for o_e words 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

Sound Addition and Subtraction Word Work Practice Page

Directions: Read each word. Add and subtract letters to make new words. In the column, write a word that rhymes with both words.

Word	-	+	New Word	Rhyming Word
mole	m	h		
stove	st	dr		
choke	ch	sp		
bone	b	st		
rose	r	ch		
rope	r	h		

Directions: Choose 2 of the words above. Write a sentence for each one you choose.

- _____
- _____

Assessments

Running Record					
Title: Fireboat		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
1	New York City, 1931. Amazing things were happening big and small.				
2	The Empire State Building went up up.				
3	Babe Ruth hit his 611th home run in Yankee Stadium.				
4	The tasty candy treat Snickers hit the stores.				
Tested By: _____ ©BookPagez.com					

Running Record Assessment

Fireboat CCSS Assessment	Name: _____ Score: / 9
<p>Directions: Use what you know about Fireboat to answer each of the following questions.</p>	
<p>1. What is a key detail for understanding why the Harvey was a hero?</p> <p><input type="radio"/> A The Harvey was launched in 1931.</p> <p><input type="radio"/> B Friends fixed the Harvey up shiny and new.</p> <p><input type="radio"/> C People thought the Harvey could never again be used for fighting fires.</p> <p><input type="radio"/> D They mayor said everyone would work together.</p>	
<p>2. Why was the Harvey given an award?</p> <p><input type="radio"/> A The Harvey fought a lot of fires at the city.</p> <p><input type="radio"/> B The Harvey came out of retirement.</p> <p><input type="radio"/> C The Harvey was the fastest boat on the water.</p> <p><input type="radio"/> D The Harvey had five engines.</p>	
<p>3. What is one way New York City changed the city?</p> <p><input type="radio"/> A There were no piers in the 1930s.</p> <p><input type="radio"/> B The Twin Towers were the tallest buildings in the world.</p> <p><input type="radio"/> C In 1995, more fireboats were needed.</p> <p><input type="radio"/> D They city needed more scrap metal.</p>	
<p>4. What is the meaning of the word "launched" in the text?</p> <p><input type="radio"/> A Shot up into the air</p> <p><input type="radio"/> B Sunk into the river</p> <p><input type="radio"/> C Taken out of the water</p> <p><input type="radio"/> D Put into service</p>	
<p>5. Why does the author repeat the word "up" when she talks about the Empire State Building being built? (RI.2.5)</p> <p><input type="radio"/> A The author wants to show that the building was very tall.</p> <p><input type="radio"/> B The author wants the story to rhyme.</p> <p><input type="radio"/> C The author wants to form a song in your head.</p> <p><input type="radio"/> D The author wants to make a joke about the building.</p>	
<p>6. What is the author mostly telling about in this book? (RI.2.6)</p> <p><input type="radio"/> A The author is telling about the events of 9/11.</p> <p><input type="radio"/> B The author is telling the story of the Harvey's crew members.</p> <p><input type="radio"/> C The author is telling why fireboats aren't used anymore.</p> <p><input checked="" type="radio"/> D The author is telling the story of the fireboat, the John J. Harvey.</p>	
<p>7. How were the illustrations of the events before 9/11 different from the illustrations of the events during 9/11? (RI.2.7)</p> <p><input type="radio"/> A The pictures before 9/11 are dark and the pictures after 9/11 are lighter.</p> <p><input type="radio"/> B Before 9/11, the pictures are mostly of New York City.</p> <p><input checked="" type="radio"/> C The pictures before 9/11 were simple and calm; the pictures during 9/11 were messy and confused.</p> <p><input type="radio"/> D All the pictures before 9/11 are about events in the 1930s.</p>	
<p>8. How does the author feel about the John J. Harvey? (RI.2.8)</p> <p><input type="radio"/> A The author doesn't care about the John J. Harvey.</p> <p><input type="radio"/> B The author feels the Harvey didn't deserve an award.</p> <p><input type="radio"/> C The author is jealous of the Harvey for winning an award.</p> <p><input checked="" type="radio"/> D The author feels proud of the John J. Harvey.</p>	
<p>9. What is the difference between fiction and nonfiction? (RI.2.9)</p> <p><input checked="" type="radio"/> A Fiction is made up, and nonfiction is true.</p> <p><input type="radio"/> B Some parts of nonfiction are made up, but all fiction is true.</p> <p><input type="radio"/> C Nonfiction always tells a story, and fiction does not.</p> <p><input type="radio"/> D There is no difference between fiction and nonfiction.</p>	
<p>CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com</p>	

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
Read the sentence in each flame. Draw a spray of water to each flame that has a detail that was mentioned in the story.

Put Out the Flames

Write one more detail that was mentioned in the story.

Extension Activity | @BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Freeboat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Freeboat correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.9 - By 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 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.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - 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>

Common Core State Standards Correlation
<p>Freeboat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Freeboat correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Informational Text RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.9 - By 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 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.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - 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>

Common Core State Standards Correlation
<p>Freeboat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Freeboat correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Visualizing Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.9 - By 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 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.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - 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>

Common Core State Standards Correlation
<p>Freeboat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Freeboat correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Impromptu Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.9 - By 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 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.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - 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>

Common Core State Standards Correlation
<p>Freeboat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Freeboat correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.9 - By 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 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.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - 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>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Freeboat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Freeboat correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.6 - Use general academic and domain-specific words and phrases, including those that mark the organization of a text (e.g., terms, signals, referents, transitions, etc.). L.2.7 - Use context to determine or infer the meaning of words and phrases, including general academic and domain-specific words and phrases, and phrases that mark the organization of a text (e.g., terms, signals, referents, transitions, etc.). L.2.8 - Use general academic and domain-specific words and phrases, including those that mark the organization of a text (e.g., terms, signals, referents, transitions, etc.).</p>

Common Core State Standards Correlation
<p>Freeboat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Freeboat correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</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>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Fireboat Super Pack

5 Comprehension Strategy Practice Pages

Understanding Text Structure Practice Page

Tu turno para Entender la Estructura del Texto con Fireboat (Barco de fuego)

Página 10:
El autor utiliza la descripción para contar sobre el John J. Harvey. ¿Qué palabras usa ella para describir el barco de fuego?

Páginas 16 y 17:
El autor utiliza una estructura de texto de causa y efecto en estas páginas. ¿Qué hizo que Harvey fuera considerado viejo e inútil?

Página 22:
El autor está utilizando la descripción en esta página. ¿Qué está describiendo?

¿Cómo te ayuda esta descripción a entender la historia?

Nombre: _____ ©BookPagez.com

Page by Page
Guided
Questions

Answer Key

Entender la Estructura del Texto con Fireboat (Barco de fuego)

Páginas 25 a 28:
El 11 de septiembre de 2001, los aviones se estrellaron contra las Twin Towers. El autor está utilizando una estructura de texto de causa y efecto. ¿Cuál fue el efecto de los aviones que chocaron contra las Twin Towers?
Las torres explotaron porque los aviones se estrellaron contra ellas. Los edificios cayeron al suelo. Muchas personas resultaron heridas. Muchas vidas se perdieron.

Página 31:
Aquí el autor utiliza una estructura de texto de problema y solución. El problema era que las tuberías de agua estaban rotas y enterradas. Los camiones de bomberos no pudieron bombear agua. ¿Cuál fue la solución?
La solución fue que conectaron mangueras al Harvey y combatieron los incendios.

¿Cómo te ayuda esto a entender la historia?
Las respuestas varían. Podrían incluir: Esto me ayuda a comprender por qué se necesitaba el Harvey y cómo el barco de fuego se convirtió en un héroe nuevamente.

Nombre: _____ Answer Key | ©BookPagez.com

Sample answers
written in Spanish

Hacer conexiones con Fireboat (Barco de fuego)

¿Cómo te ayuda esta descripción a entender la historia?
Las respuestas varían. Podrían incluir: Esto me ayuda a comprender por qué se necesitaba el Harvey y cómo el barco de fuego se convirtió en un héroe nuevamente.

Nombre: _____

Tu turno para Hacer conexiones con Fireboat (Barco de fuego)

Páginas 1 y 2:
Algunas de las palabras en esta página tienen un significado. "Grande" está escrito en letras pequeñas. Haz una conexión con la impresión de las palabras con el mundo que ves en la página.

Página 29:
El autor nos ayuda a entender el mundo que vivieron a través de sus palabras. ¿Qué palabras te ayudan a entender el mundo que vivieron a través de sus palabras?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Páginas 11 y 12:
El autor está describiendo el mundo que vivieron a través de sus palabras. ¿Qué palabras te ayudan a entender el mundo que vivieron a través de sus palabras?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Página 36:
Harvey recibió un ataque a corazón el momento que ayudó a otros. ¿Qué palabras te ayudan a entender el mundo que vivieron a través de sus palabras?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Página 18:
El grupo de amigos decidió que texto a tu mismo al hablar sobre de personas para hacer algo.
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Nombre: _____

Hacer Inferencias con Fireboat (Barco de fuego)

Página 22:
El autor dijo: "Harvey era un hombre que estaba orgulloso de su trabajo". ¿Qué te hace pensar eso?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Página 31:
Los bomberos inferencia si...
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Página 16:
El autor nos dice que la ciudad estaba cambiando y los muelles se estaban cerrando. Inferir por qué los muelles se estaban cerrando.
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Nombre: _____

Visualizar con Fireboat (Barco de fuego)

Página 10:
El autor está comparando el Harvey con los otros barcos. ¿Cómo te ayuda a visualizar cómo se veía el Harvey?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Página 13:
El autor dijo: "bus" "bustling". ¿Cómo te ayuda a visualizar cómo se veía el Harvey?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Páginas 13 y 14:
El autor dijo que los muelles estaban "bustling". ¿Cómo te ayuda a visualizar cómo se veía el Harvey?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Nombre: _____

Determinar la Importancia con Fireboat (Barco de fuego)

Páginas 1 y 2:
Mira las palabras que el autor escribió en estas dos páginas. ¿Qué notas sobre el texto?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Página 16:
Esta página habla sobre cómo estaban cambiando las cosas en la ciudad de Nueva York. ¿Cómo es esta información importante para la historia?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Página 20:
El autor cuenta cómo se convirtió el Harvey en un héroe. ¿Qué es importante recordar de esta página?
Las respuestas varían. Podrían incluir: "grande", "pequeño", "arriba", "abajo", "dentro", "fuera", "cerca", "lejos", "dentro", "fuera", "cerca", "lejos".

Nombre: _____

Making
Connections

Making
Inferences

Visualizing

Determining
Importance

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

Fireboat (Barco de fuego): Hacer conexiones

Nombre un hecho de que usted sabía de 9/11 antes de leer este libro. Nombre un hecho nuevo sobre el 11 de septiembre que aprendió mientras leía este libro. Indica cómo están conectados los hechos.

Puedo explicar cómo van juntos los eventos o las ideas. CCSS: RI.2.3

Fireboat (Barco de fuego): Hacer conexiones

Nombre un hecho de que usted sabía de 9/11 antes de leer este libro. Nombre un hecho nuevo sobre el 11 de septiembre que aprendió mientras leía este libro. Indica cómo están conectados los hechos.

Puedo explicar cómo van juntos los eventos o las ideas. CCSS: RI.2.3

Fireboat (Barco de fuego): Hacer conexiones

Nombre un hecho de que usted sabía de 9/11 antes de leer este libro. Nombre un hecho nuevo sobre el 11 de septiembre que aprendió mientras leía este libro. Indica cómo están conectados los hechos.

Puedo explicar cómo van juntos los eventos o las ideas. CCSS: RI.2.3

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

Fireboat (Barco de fuego): Hacer conexiones

Nombre un hecho de que usted sabía de 9/11 antes de leer este libro. Nombre un hecho nuevo sobre el 11 de septiembre que aprendió mientras leía este libro. Indica cómo están conectados los hechos.

Fireboat (Barco de fuego): Hacer conexiones

Nombre un hecho de que usted sabía de 9/11 antes de leer este libro. Nombre un hecho nuevo sobre el 11 de septiembre que aprendió mientras leía este libro. Indica cómo están conectados los hechos.

Fireboat (Barco de fuego): Hacer conexiones

Nombre un hecho de que usted sabía de 9/11 antes de leer este libro. Nombre un hecho nuevo sobre el 11 de septiembre que aprendió mientras leía este libro. Indica cómo están conectados los hechos.

Fireboat (Barco de fuego): Hacer conexiones

Nombre un hecho de que usted sabía de 9/11 antes de leer este libro. Nombre un hecho nuevo sobre el 11 de septiembre que aprendió mientras leía este libro. Indica cómo están conectados los hechos.

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

Hacer conexiones

Título: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo

Texto a texto

Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer inferencias

Título: _____

Lo que dice el texto
¿Qué sabes de la historia?

Lo que ve
¿Qué sabes de la imagen?

Lo que puede inferir
¿Qué sabes de la emoción, pensamiento, actitud, emoción?

Instrucciones:
1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Visualizar

Título: _____

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escibe algunas de las palabras que el autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:
1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

Determinar la importancia

Título: _____

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para listar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Entender la estructura del texto

Título: _____

Estructura del texto	Dónde he usado la estructura del texto	Cómo lo uso en mi texto
_____	Página: _____	_____
_____	Página: _____	_____
_____	Página: _____	_____
_____	Página: _____	_____

Selecciona que parte te resultó más interesante.

Descripción	Importancia	Cómo y cuándo
_____	_____	_____

Instrucciones:
1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

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Understanding Text Structure

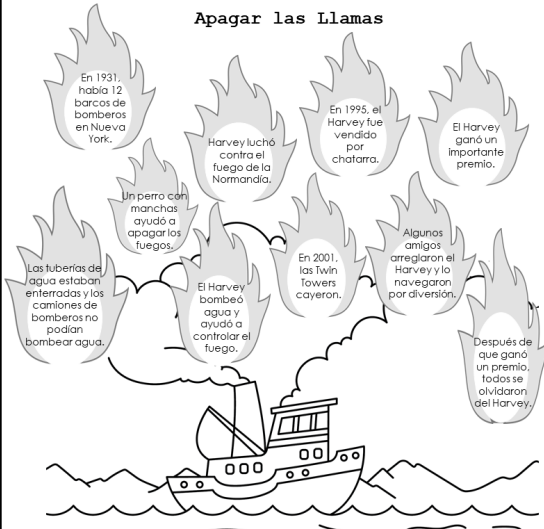
Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Lee la oración en cada llama. Dibuja un chorro de agua a cada llama que tenga un detalle que se mencionó en la historia.

Apagar las Llamas



Escribe un detalle más que fue mencionado en la historia.
