




## 4 Comprehension Strategy Lesson Plans and Practice Pages

Guided Reading Level

## Activate Prior Knowledge

<h2 style="text-align: center;">Fly Away Home</h2> <p style="text-align: center;">By: Eve Bunting Grade Level: 2 / Guided Reading Level: M</p>	
<div style="text-align: center;">  <h3>3</h3> </div> <h3>Asking Questions While Reading</h3> <ul style="list-style-type: none"> <li>✓ Try asking questions that begin with "I wonder..." or "Why..." or "Decide whether or not your questions</li> </ul>	<h3>Time to Read</h3> <p>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.</p> <p><b>Page 2</b> – The boy and his father live in an airport. What are you wondering about the boy and his father? What questions do you have about living in an airport?</p> <p><b>Page 10</b> – What are you wondering about the other people who live in the airport? How will your question help you to better understand the book?</p> <p><b>Page 15</b> – Look at the picture. What do you notice? What questions do you have about the way the boy and his father live?</p> <p><b>Page 22</b> – What are you wondering now?</p> <p>✓ Stop from time to time. Ask yourself if you've found the answers to your questions</p>
<div style="text-align: center;">  <h3>4</h3> </div> <h3>Notice the Work You Did While Reading</h3> <ul style="list-style-type: none"> <li>✓ Think</li> <li>✓ Reflect</li> <li>✓ Write</li> </ul>	<h3>Time to Reflect</h3> <p><b>Think</b> – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy <i>Fly Away Home</i>?</p> <p><b>Talk</b> – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.</p> <p><b>Reflect</b> – Think about the questioning work you did while reading <i>Home</i>. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?</p> <p><b>Write</b> – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading <i>Fly Away Home</i>. (Remember to include examples from the book!)</p> <div style="text-align: right;">  </div>

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## Turn, Talk, and Reflect

## Making Predictions

Practice Pages and Answer Keys

Page 3 What about the first day of the trip?	<p align="center"><b>Answer Key for Refelling and Summarizing with Fly Away Home</b></p>
Page 4 Why does the boy and his father like the bird?	<p align="center"><b>Your Turn to Practice Refelling and Summarizing with Fly Away Home</b></p>
Page 5 What do you think the boy and his father will do with the bird?	<p><b>Page 7</b></p> <p>The boy and his father know a lot about living in an airport. Name some of the small jobs they follow.</p> <p>_____</p> <p>_____</p> <p>_____</p>
Page 6 What do you think the boy and his father will do with the bird?	<p><b>Page 14</b></p> <p>Why do you suppose the author told us about the bird that got caught in the airport? Do you think this is an important part of the story? Why or why not?</p> <p>_____</p> <p>_____</p> <p>_____</p>
Page 7 What do you think the boy and his father will do with the bird?	<p><b>Page 20</b></p> <p>The Medina has some things in common with the boy and his father. What do they have in common? Why do the boy and his father talk to the Medina, but not the other birds? (Write in the box.)</p> <p>_____</p> <p>_____</p> <p>_____</p>
Page 8 What do you think the boy and his father will do with the bird?	<p align="center"><b>Answer Key for Making Inferences with Fly Away Home</b></p>
Page 9 What do you think the boy and his father will do with the bird?	<p align="center"><b>Your Turn to Practice Making Inferences with Fly Away Home</b></p>
Page 10 What do you think the boy and his father will do with the bird?	<p><b>Page 8</b></p> <p>What can you infer about the lady with the coat and the dirty coat? How do you know? Look at the pictures. What can you infer from the pictures?</p> <p>_____</p> <p>_____</p> <p>_____</p>
Page 11 What do you think the boy and his father will do with the bird?	<p><b>Page 14</b></p> <p>What can you infer about Andrew when he sees the bird? What is he thinking? How is he feeling? How do you know? Look at the pictures. What can you infer from the pictures?</p> <p>_____</p> <p>_____</p> <p>_____</p>
Page 12 What do you think the boy and his father will do with the bird?	<p><b>Page 21</b></p> <p>Make an inference about Andrew. Why does he save money in his shoe? Why do you think so?</p> <p>_____</p> <p>_____</p> <p>_____</p>
Page 13 What do you think the boy and his father will do with the bird?	<p><b>Pages 22 to 24</b></p> <p>Make an inference about Andrew's father. What is he thinking? How does he feel about living in an airport? Why do you think so?</p> <p>_____</p> <p>_____</p> <p>_____</p>

Page 1	Answer Key for Making Predictions with Fly Away Home
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# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Common Core Free Option**

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or non-fiction?

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

First	Next	Then
After that	Then	Last

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

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

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

Retelling and Summarizing

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
1. How do you feel about the story?	2. How do you feel about the story?	3. How do you feel about the story?

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

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

Making Inferences

**Making Predictions**

Title: \_\_\_\_\_

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
1. How do you feel about the story?	2. How do you feel about the story?	3. How do you feel about the story?

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

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

Making Predictions

**Asking Questions**

Title: \_\_\_\_\_

Question Sentence Starter

I wonder... Why didn't... How does...  
I am confused when... I am curious about... I am not sure why...

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 Reader's Response Prompt | ©BookPagez.com

Asking Questions




## Vocabulary Connections Resources

## Important Words to Know and Understand in Fly Away Home Word List




<b>Vocabulary Connections</b>	<b>Fly Away Home</b> By: Eva Bunting Grade Level: 2 / Guided Reading Level: M
<b>Important Words to Know and Understand in "Fly Away Home"</b>	
<b>Attendant</b>	An employee who serves or helps customers
<b>Bushed</b>	Very tired
<b>Escalator</b>	A moving set of stairs that carries people up or down from one floor of a building to another
<b>Luggage</b>	The bags and suitcases that a person carries when traveling
<b>Security</b>	A job held by people who work to make other people and places safe
<b>Slingy</b>	Someone who does not like to give or spend their money
<b>Terminal</b>	A building in an airport where people get on and off airplanes

**Fly Away Home**  
 By: Eve Bunting  
 Grade Level: 2 / Guided Reading Level: M

## Vocabulary Connections

Attendant	Bushed	Escalator
		

Luggage	Security	Stingy
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

Vocabulary Connections		
By: Eve Hunting Grade Level: 2 / Guided Reading Level: M		
<b>Attendant</b>	<b>Bushed</b>	<b>Escalator</b>
An employee who serves or helps customers	Very tired	A moving set of stairs that carries people up or down from one level of a building to another
<b>Luggage</b>	<b>Security</b>	<b>Sling</b>
The bags and suitcases that a person carries when traveling	A job held by people who work to make other people and places safe	Someone who does not like to give or spend their money

## Word and Definition Sorting Cards

Vocabulary Connections		
Fly Away Home By Eve Bunting Grade Level: 2 / Guided Reading Level: M		
<b>Attendant</b> is a/an noun verb adverb adjective	<b>Bushed</b> is a/an noun verb adverb adjective	<b>Escalator</b> is a/an noun verb adverb adjective
Definition of Attendant:	Definition of Bushed:	Definition of Escalator:
<b>Attendant</b> looks like this:	<b>Bushed</b> looks like this:	<b>Escalator</b> looks like this:
<b>Attendant</b> reminds me of:	<b>Bushed</b> reminds me of:	<b>Escalator</b> reminds me of:
I saw this word in	I saw this word in	I saw this word in

Fly Away Home  
 by Eve Bunting  
 Grade Level: M  
 Guided Reading Level: M  
 Vocabulary Words:  
 attendant    bushed    escalator  
 1. Look up each word in your dictionary.  
 2. Write down the definition of each word.  
 3. Draw a picture of each word.  
 4. Write a sentence using each word.  
 5. Write a paragraph about each word.  
 6. Write a story using all three words.  
 7. Write a poem using all three words.  
 8. Write a song using all three words.  
 9. Write a play using all three words.  
 10. Write a book using all three words.  
 11. Write a movie using all three words.  
 12. Write a game using all three words.  
 13. Write a dance using all three words.  
 14. Write a song using all three words.  
 15. Write a poem using all three words.  
 16. Write a story using all three words.  
 17. Write a paragraph about each word.  
 18. Write a sentence using each word.  
 19. Draw a picture of each word.  
 20. Look up each word in your dictionary.


## Interactive Vocabulary Notebook Cards

## Word Games

with Words from Fly Away Home


**Word Bank**


ATTENDANT  
ESCALATOR  
LUGGAGE  
SECURITY  
STINGY  
TERMINAL





**Directions:** Read the word on each suitcase. Then use the code to color the suitcase.


Nouns = red
Adjectives = yellow

















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

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## Word Games

Fly Away Home

ch of the words. Take the letters and unscramble them to

st word.

T I N G Y

E R M I N A L

E C U R I T Y


U G A G E

T T E N D A N T

I S H E D


I S C A L A T O R


A I R P L A N E





suicide. Then use the code to

Nouns = red
Adjectives = yellow

  
adjective

  
noun

  
adjective

  
noun

noun      noun

Answer Key | ©IckBookPages.com

## Word Games and Answer Key

[illegible]

## Personalized Vocabulary Bookmark

[illegible]

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

### Word Work

**Instructional Focus:**  
Final "e" Rule (CVCe)

**Background:**  
When the letter "e" at the end of a word, it is silent and the preceding vowel represents its long sound (as opposed to as "Bossy E" or "Magic e" which follow the CVCe pattern (consonant-vowel-consonant-e)).

**Examples:**

Short Vowel Sound
mat
pin
map
cut

**Materials and Preparation:**

- A Copy of Fly Away Home
- Chart Paper
- Colored Markers
- Final "e" Rule (CVCe) P
- Bingo Board
- 25 Pennies or Bingo Chips
- Word Bingo Student Directions
- Bossy "E" Rule Word Work
- Optional - Word Detective
- Optional - Index Cards

### Word Work

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

**Sample Anchor Chart**

**Final "e" Rule (CVCe) (Bossy E)**

tap, tape  
not, note  
can, cane  
both, both  
all, ale  
late, late  
yet, yet  
this, this

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

**Extend Engagement**

Use the list of example CVCe words to create cards and sentence strips.

- Divide the number of students into 2 groups.
- Create CVCe word cards for 1 of the groups by writing one CVCe word on each card.
- Create sentence strips for the other group. Write one sentence with a missing CVCe word on each strip.
- Challenge students to match their card to the correct sentence strip.

**Final "e" Rule (CVCe) in the Text**

- Tell the students that the book they will be reading today has a lot of Bossy E words.
- Show them **page 5 of Fly Away Home**. 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 Bossy E words (live, have, home, careful). 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. Remind them to be polite and not to interrupt you while you read.
- Read **Fly Away Home**.

**Examples of Final "e" Rule (CVCe) Words in the Text:**

noticed	outside	shake
change	safe	home
like	more	far
weave	nice	live
name	police	careful
close	time	chutes
shoves	phones	fare
place		

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

### Word Work

**Fly Away Home**  
By: Eve Bunting  
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 the cards apart or provide them with pre-cut cards).
- Review the words.
- Sort according to vowel sound.
- Provide each student with a copy of the **Word Bingo game mat**.
- Tell the students that they are making their own game board.
- Tell the students to **select 24 words** and copy the words on their sorting cards onto the Bingo sheet.
- Model how to do this. For example, select the word "time" and write it in a 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 **Bossy "E" Rule Word Work Page**.
- 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 **Final "e" Rule (CVCe)** words in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

Extension Activity

### Word Bingo

**Interactive Activity**

**Directions:**  
Use your sorting cards to make your Bingo board. Write one word in each box. Make sure that you don't use a word more than once. Have fun and good luck!

		FREE		

Guided Word Work Practice | ©BookPagez.com

### Word Detective: Bossy "E" Words

**Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for **bossy "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

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

### Bossy "E" Rule

**Word Work Practice Page**

**Directions:**  
Unscramble the words to form the words in the word bank. The first one has been done for you. Remember the letter **e** is the boss. If makes the other vowels say their names.

**Word Bank**

careful	chute	outside	while	more
place	shove	safe	home	airline

- outside
- lipcoe
- hwel
- eam
- llamei
- tuice
- efucral
- fesa
- hsvea
- ohme

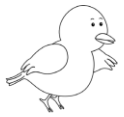
Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com



# Bonus Activity and Running Record Assessment

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

**Directions:**  
In the book **Fly Away Home**, Andrew saw a bird at the airport. What might you see at an airport? Imagine you snapped a photo of 8 different nouns. Draw a mini photo of each person, place, or thing you might see. Write a caption below each picture.

Extension Activity | ©BookPagez.com

Bonus Extension Activity

**Running Record**

Title: Fly Away Home 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	Instructional	Hard																								
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy																								
<p>E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual</p> <table border="1"><thead><tr><th rowspan="2">Page</th><th colspan="2">COUNT</th><th colspan="2">INFORMATION USED</th></tr><tr><th>E</th><th>SC</th><th>E MSV</th><th>SC MSV</th></tr></thead><tbody><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td><td></td></tr></tbody></table>			Page	COUNT		INFORMATION USED		E	SC	E MSV	SC MSV	2					3					5				
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Running Record Assessment

## Complete Common Core Alignment

**Common Core State Standards Correlation**

Fly Away Home Lesson Plans, Resources, and Activities

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

**Reading: Literature**

**RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** - Describe how characters in a story respond to major events and challenges.

**RL.2.4** - Analyze how different media (e.g., books, films, and digital texts) present stories and events differently.

**RL.2.5** - Analyze how different media (e.g., books, films, and digital texts) present stories and events differently.

**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.

**Writing**

**W.2.2** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**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.

**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).

Fly Away Home CCSS Alignment | ©BookPagez.com

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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

Fly Away Home Lesson Plans, Resources, and Activities

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

**Vocabulary Lesson Plan and Resources**

**Language**

**L.2.4a** - 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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Vocabulary Connections  
Common Core Alignment

**Common Core State Standards Correlation**

Fly Away Home Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Fly Away Home" 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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Word Work  
Common Core Alignment