

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Fox by Margaret Wild

Making Connections Lesson Plan

Making Connections
By: Margaret Wild
Fox
Grade Level: 3 / Guided Reading Level: O

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

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

Summary
Fox is a very unique story about Dog and Magpie's friendship. Dog and Magpie became friends the day their forest was burned. Dog found Magpie struggling in the flames and carefully carried her back to his cave. Both Dog and Magpie suffered injuries from the fire and were left handicapped. Dog is unable to see out of one of his eyes and Magpie's wing is broken. Together Dog and Magpie are able to run through the forest. They are best friends and take care of one another. But everything changes when a jealous fox wanders into Dog's cave looking for shelter.

Link to What You Know
• Think about your best friend. Why do you like your best friend? Why does your best friend like you?
• What do you know about birds? What might happen to a bird if it lost a wing?

Important Words to Know and Understand
Pell - To move very quickly
Charred - Made black from burning

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 a reader makes 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 a reader makes 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 a reader makes 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

Activate Prior Knowledge

Making Connections Lesson Plan

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Grade Level: 3 / Guided Reading Level: O

3
Make Connections While Reading
✓ Does this book remind you of your own life?
✓ Does this book remind you of other books you've read?
✓ Does this book remind you of something about the world?

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 4 - Both Dog and Magpie have been injured. What do you know about people or animals with injuries? How does your prior knowledge help you understand the characters?

Page 7 - Dog and Magpie make a good team. Make a **text to self** connection. Tell about a time when you were part of a team. How did you feel about your teammates?

Page 18 - Fox has come between Dog and Magpie. Think about the other books you've read that are about friendship. Make a **text to text** connection.

Page 27 - Fox has left Magpie alone in the desert. She is ready to die until she remembers Dog. Magpie loves Dog and wants to return to him. Can you think of a time when you were sad about someone who was in a dangerous situation, but was able to face the situation bravely because of someone they love? Tell about your **text to world** connection.

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect

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 Fox? 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 Fox. Think about the connections that helped you understand the book better. How does making connections help you be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading Fox. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Identifying the Author's Purpose
By: Margaret Wild
Fox
Grade Level: 3 / Guided Reading Level: O

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3
Identify the Author's Purpose While Reading
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Visualizing
By: Margaret Wild
Fox
Grade Level: 3 / Guided Reading Level: O

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Synthesizing
By: Margaret Wild
Fox
Grade Level: 3 / Guided Reading Level: O

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Synthesizing While Reading
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Understanding Text Structure
By: Margaret Wild
Fox
Grade Level: 3 / Guided Reading Level: O

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✓ Get your brain ready to read
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✓ Know what to do when you get confused

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Understanding Text Structure While Reading
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Answer Key for Making Connections with Fox

Your Turn to Practice Making Connections with Fox

Pages 6 and 7: Dog and Magpie have been injured. What do you know about people or animals with injuries? How does your prior knowledge help you understand the characters?

Page 18: Dog and Magpie make a good team. Make a **text to self** connection. Tell about a time when you were part of a team. How did you feel about your teammates?

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Answer Key for Identifying the Author's Purpose with Fox

Your Turn to Practice Identifying the Author's Purpose with Fox

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Fox: Identifying the Author's Purpose	
<p>Dog is a true friend, but Fox is not. What did Margare! Wild teach you about friendship in this book?</p>	
<input type="checkbox"/>	<p>I can find the main message of a story.</p>

CCSS: RL.3.2

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Fox: Identifying the Author's Purpose	
<p>Dog is a true friend, but Fox is not. What did Margare! Wild teach you about friendship in this book?</p>	
<input type="checkbox"/>	<p>I can find the main message of a story.</p>

CCSS: RL.3.2

Fox: Identifying the Author's Purpose

Dog is a true friend, but Fox is not. What did Margaret Wild teach you about friendship in this book?

☐ I can find the main message of a story.

CCSS: RL.3.2

"I Can" Statement

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

Fox: Identifying the Author's Purpose

Dog is a true friend, but Fox is not. What did Margaret Wild teach you about friendship in this book?

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Common Core Free
Option

Common Core Free Option

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. Creatively cut out the dotted lines.
3. Glue, tape, or staple into your teacher's notebook.

Making Connections

Identifying the Author's Purpose
Title:
Who is the author of your book?
What was the author's purpose for writing this book? How do you know?
<input type="checkbox"/> To Persuade <input type="checkbox"/> To Inform <input type="checkbox"/> To Entertain
I know because....
What do you think author wanted you to think about while reading this book?
Draw a picture of the most important thing the author made you think about while reading.
Directions:
1. Read each of the questions.
2. Carefully cut out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Author's Purpose

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 draw all of the words that helped you visualize.

Directions:
1. Write the number of the questions.
2. Carefully cut on the dotted line.
3. Give, show, or display into your teacher's notebook.

Visualizing

Understanding Text Structure		
Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
	Pages:	
	Pages:	
	Pages:	
	Pages:	
	Pages:	
Text Structures You Might See While Reading		
Descriptions: Compare and Contrast:	Sequence: Problem and Solution:	Cause and Effect:

Directions:

1. Answer each of the questions.
2. Carefully cut out the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Understanding Text Structure


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

Directions:

1. Research of two speakers.
2. Carefully cut out the dotted box.
3. Glue, tape, or staple into your reader's notebook.

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections	Fox By: Margaret Wild Grade Level: 3 / Guided Reading Level: O
Important Words to Know and Understand in "Fox"	
Ash	
The soft gray powder that remains after something has been completely burned and destroyed by fire	
Charred	
Made black from burning	
Despair	
Extreme sadness and worry	
Pelt	
To move very quickly	
Rejoice	
To feel or show that you are very happy about something	
Salt Pans	
A flat area of land in the desert that is covered with salt and other minerals	
Sapling	
Young trees	
Swiftly	
To move quickly	

Important Words to Know and Understand in Fox Word List

Vocabulary Connections	By: Margaret Wild Grade Level: 3 / Guided Reading level: O	Fox Copyright © 2016 by Fox & Dog Publishing Inc. All rights reserved.
Ash	Charred	Despair
		
Pelt	Rejoice	Salt Pans
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections			By: Margaret Wild Grade Level: 3 / Guided Reading Level: C
			Step 1: Prep Definitions: 1. Cut out the definition card. 2. Fold on the solid line. 3. Write, type or dictate the top of each card to create
Ash	Charred	Despair	
The soft gray powder that remains after something has been completely burned and destroyed by fire	Made black from burning	Extreme sadness and worry	
Pelt	Rejoice	Salt Pans	
To move very quickly	To feel or show that you are very happy about something	A flat area of land in the desert that is covered with salt and other minerals	

Word and Definition Sorting Cards

Vocabulary Connections		
By: Margaret Wild Grade Level: 3 / Guided Reading Level: O		
Ash is a/an noun verb adverb adjective	Charred is a/an noun verb adverb adjective	Despair is a/an noun verb adverb adjective
Definition of Ash: 	Definition of Charred: 	Definition of Despair:
Ash looks like this: 	Charred looks like this: 	Despair looks like this:
Ash reminds me of: 	Charred reminds me of: 	Despair reminds me of:
I saw this word in 	I saw this word in 	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games

with Words from Fox

Word Games

s from Fox

Find each of the vocabulary words in the word search below. When you have found all of the words, look for a hidden message between the words.

Word Bank

ASH
CHARRED
DESPAIR
PELT
REJOICE
SALT PANS
SAPLING
SWIFTLY

words in the word search below. When a hidden message between the words.

The hidden message is:

Use the words in the word bank to complete the story below.

Dog carried Maggie through a _____ forest that was covered in _____. Maggie was very sad and worried that she would never be able to glide _____ over the _____. She felt great _____ because Dog was Maggie's friend, he told her that he could make her feel as if she was flying. He promised to _____ through the bushes and over every _____. He promised to be her wings if she would be his missing eye.

Name: _____

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_____ promised to be her wings if she would be his missing eye.

Name: _____

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Answer Key: 1 ©BookPages.com

Word Games and Answer Key


Vocabulary Connections

By Margaret Wild

Grade Level: 2 / Guided Reading Level: O

Fox


By Margaret Wild



A new word that I learned in this book is:

.....

.....

Name: 

By Step Directions

1. Read the book. 2. Complete the Vocabulary Card. 3. Add your Vocabulary Card to your notebook or use it as a flashcard.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 8bookpages.com

Personalized Vocabulary Bookmark

[illegible]

Assessments

Running Record					
Title: Fox		Guided Reading Text Level: O		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	Through the charmed forest, over the hot ash, runs dog, with a bird clamped in his big, gentle mouth. He takes her to his cave above the river. And there he tries to tend her burnt wing. But magpie does not want his help. "I will never again be able to fly," She whispers. "I know," says Dog. He is silent for a moment, then he says, "I am blind in one eye, but life is still good."...				
Tested By: _____ @BookPagez.com					

Running Record Assessment

Fox		Name: _____
CCSS Assessment		Score: / 9
Directions: Use what you know about Fox to answer each of the following questions.		
1. What happened to bring Magpie and Dog together as friends?		
<input type="radio"/> A They both like to spend time by the lake.		
<input type="radio"/> B Magpie was injured in a forest fire, and Dog saved her.		
<input type="radio"/> C They went to the same school.		
<input type="radio"/> D Dog was hurt and Magpie saved him.		
2. Magpie learns a lesson about loyalty. How is this shown in the story?		
<input type="radio"/> A She lets Fox trick her into leaving Dog, but then knows she has to try to make it right.		
<input type="radio"/> B Dog convinces her to stay by reminding her of all he had done for her.		
<input type="radio"/> C Magpie refuses to be tricked by Fox.		
<input type="radio"/> D She is very hurt when Dog leaves with Fox.		
3. How does Fox's personality effect the story?		
<input type="radio"/> A He loves to be sneaky and tricky, and wants		
<input type="radio"/> B He is friendly and wants to be part of Dog and		
<input type="radio"/> C He is caring and generous. He wants to help		
<input type="radio"/> D He is alone and unhappy, so he won't stop		
4. What does it mean when Magpie says she will be t wings?		
<input type="radio"/> A She will find him a new eye, and he will fix h		
<input type="radio"/> B She will teach him to see, and he will teach		
<input type="radio"/> C She can help him see things better, and he		
<input type="radio"/> D She doesn't want to help Dog and wishes st		

5. When Magpie first meets Fox, what gives us an idea that he may trick or betray her later? (RL.3.5)	
<input type="radio"/> A He tells her that he does not like birds.	
<input checked="" type="radio"/> B He is always staring at Magpie in an unkind way.	
<input type="radio"/> C He never says anything nice to Dog.	
<input type="radio"/> D He warns her that he should never be trusted.	
6. Dog lost his eye but still thought life was good. Which character feels differently about life? (RL.3.6)	
<input type="radio"/> A the narrator	
<input type="radio"/> B the strange new creature	
<input type="radio"/> C the forest	
<input checked="" type="radio"/> D Fox	
7. How do the illustrations show what the desert was like at the end? (RL.3.7)	
<input checked="" type="radio"/> A The colors show how hot, dry, and empty feeling it was for Magpie.	
<input type="radio"/> B The illustrations focus on the plants and animals in the desert.	
<input type="radio"/> C They show how beautiful a day in the desert can be.	
<input type="radio"/> D The illustration show the difference between the desert and a forest.	
8. How are Dog and Fox different? (RL.3.9)	
<input type="radio"/> A Dog is selfish, but Fox is friendly.	
<input type="radio"/> B They can both run fast.	
<input checked="" type="radio"/> C Dog truly cares about Magpie, but Fox only pretends to in order to trick her.	
<input type="radio"/> D Dog wants to be alone, but Fox wants to welcome everyone in friendship.	
9. What is the author trying to say by not telling us if Magpie makes it back to Dog? (RL.3.10)	
<input type="radio"/> A She is not going to make it back to Dog.	
<input checked="" type="radio"/> B She will only get back to Dog if she has learned to think of others and to not give up.	
<input type="radio"/> C Dog and Fox will now be best friends.	
<input type="radio"/> D Fox was joking and will come back for her, so we shouldn't worry.	

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

Answer Key

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Margaret Wild
Grade Level: 3 / Guided Reading Level: O

Instructional Focus:
Beginning Blends

Background:
Beginning blends are consonants that work together at the beginning of a word to form a new sound. Blends can be found in many words.

Examples:

blink	drink
blister	drip
bring	freeze
brush	fresh
chair	frog
cherry	fruit
choose	ghost
crab	grape

Materials and Preparation:

- A Copy of Fox by Margaret Wild
- Chart Paper
- Blend Feud Page (1 per student)
- Beginning Blends Word Work Practice Page
- Optional - Word Detective Worksheet

Word Work
By: Margaret Wild
Grade Level: 2 / Guided Reading Level: O

Step 1: Introduce the Focus of Word Work

Introduce Beginning Blends

- Explain that some words begin with one letter, like cat, top, and book. Some words begin with two consonants that work together to form a new sound, like crash, trap, start, and bright.
- Ask children to look at the chart paper and write the word blend at the top of the paper. Circle the letters -bl in the word blend. Ask children to identify other words that begin with the bl blend. Write the words on the chart paper. Examples: blink, blight, blew, blue, blast, blip, blast, blubber.
- Then write the word spring on the chart paper. Circle the letters -spr and explain that some words have three consonants in a blend at the beginning. Ask children to identify other words that contain the -spr blend and write the words on the chart paper. Examples: sprig, spray, spire, sprout, spring, sprint.
- Write some of the other common blends on the chart paper: -th, -wh, -pr, -tr, -sh, -pl, -fr, -gh, -gr, -sm, -str, -thr. Encourage children to identify a few words for each of the blends, as time allows.

Step 2: Connect Word Work to Reading

Beginning Blends in the Text

- Tell the students that the book they will be reading today has many words with beginning blends.
- Show them **page 1** of Fox. Ask students to listen carefully and look at the words while you read. If they hear a word with a beginning blend, they should cross their arms in front of them.
- After reading page 1, ask the students to identify the beginning blend words they heard. Add them 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 rhyme. Remind them to be polite and not to interrupt you while you read.

Read Fox.

Examples of Beginning Blends Found in the Text:

• spring	• show	• stars
• great	• sprouting	• crescent
• free	• creeps	• grows
• brown	• when	• disappears
• stream	• bloated	
• grows	• then	
• thick	• they	
• from	• shadows	
• start	• through	
		• cross

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
By: Margaret Wild
Grade Level: 2 / Guided Reading Level: O

Step 3: Guided Word Practice

Interactive Exploration

- Explain that you will be playing a game of Blend Feud! (similar to Family Feud!).
- Refer to the directions on the following page for rules and procedures.

Step 4: Independent Word Work Practice

Practice Page

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

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

Blend Feud!
Interactive Activity

Directions:
Cut out the first letters and give one letter to each player on Team First. Cut out the second letters and give one letter to each player on Team Second. Copy as needed.

Team First Letters

b	p	c	w	t
s	s	f	g	d

Team Second Letters

l	l
h	h

Blend Feud! Interactive Activity
Give Practice | ©BookPagez.com

Extension Activity

Word Detective: Beginning Blends
Extension Activity

Directions:
Be a word detective! Be on the lookout for beginning blends 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

Beginning Blends
Word Work Practice Page

Directions:
Circle the beginning blend word that completes each sentence about fox. Then write the word on the line.

- Fox was born in the _____ [winter spring summer].
- Fox was born in a great oak _____ [tree cloud forest].
- Fox's mamma has _____ [thick red long] fur.
- Fox saw buds on the _____ [sprouting dead broken] vines.
- Fox _____ [creeps runs wanders] toward the meadow.
- Fox asked, " _____ [how who when] will I be ready?"
- Fox watches the _____ [crescent yellow half] moon.
- Mama shows fox how to find _____ [rodents blackberries seeds] to eat.
- The small wind _____ [blows moves eats] into a billowy gust.
- Little fox _____ [trots laughs jumps] through the woods.
- Fox can hide in the _____ [hole shade leaves] of a tree.
- Little fox _____ [opens rubs blinks] his shiny eyes.
- Little fox twitches his _____ [black big runny] velvet nose.
- Little fox grows _____ [happy strong afraid] and able.

Name: _____ Independent Word Work Practice | ©BookPagez.com

5 Comprehension Strategy Practice Pages

Answer Key

Tu turno para practicar: Hacer conexiones con Fox

Página 4:


Ambos Dog y Maggie han sido heridos. ¿Qué sabes de gente o animales con heridas? ¿Cómo te ayuda tu conocimiento previo a entender los personajes? Las respuestas varían. Pueden incluir: He visto un perro con tres patas y caminó bien. Sé que los animales con heridas hacen su mejor.

Página 7:

Dog y Maggie hacen un buen equipo. Haz una conexión **texto a ti mismo**. Cuenta sobre una vez cuando eras parte de un equipo. ¿Cómo te sentías sobre tus compañeros? Las respuestas varían.

Página 18:

Fox se interpuso entre Dog y Maggie. Piensa en otros libros que has leído sobre la amistad. Haz una conexión **texto a texto**. Las respuestas varían. Pueden incluir: Cualquier libro sobre la amistad en que un personaje le deja la amistad pero vuelve cuando se da cuenta de cuánto valora la amistad.



Clave de respuestas | @BookPages.com

Sample answers
written in Spanish

[illegible]

Identifying the Author's Purpose

Understanding Text Structure

Synthesizing

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

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

¿Qué tipo de conexión hiciste?

☐ Text a mí mismo ☐ Texto a texto ☐ Texto al mundo

Has un dibujo de tu conexión abajo.

Instrucciones:
1. Conéctate a preguntas.
2. Conéctate a preguntas en las líneas de puntos.
3. Pégalo en tu cuaderno del lector.

Making Connections

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir ☐ Para informar ☐ Para entretener

Yo sé porque...

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estabas leyendo.

Instrucciones:
1. Conéctate a preguntas.
2. Conéctate a preguntas en las líneas de puntos.
3. Pégalo en tu cuaderno del lector.

Author's Purpose

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

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

Escibe algunas de las palabras que la autora empleó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todos los problemas que te ayudaron a visualizar.

Instrucciones:
1. Conéctate a preguntas.
2. Conéctate a preguntas en las líneas de puntos.
3. Pégalo en tu cuaderno del lector.

Visualizing

Entender la estructura del texto
Título: _____

Estructura del texto	¿Cómo ha cambiado la opinión de Maggie mientras lees el cuento?	¿Cómo ha cambiado la opinión de Maggie mientras lees el cuento?
Inicio		
Desarrollo		
Clímax		
Resolución		
Final		

Instrucciones:
1. Conéctate a preguntas.
2. Conéctate a preguntas en las líneas de puntos.
3. Pégalo en tu cuaderno del lector.

Understanding Text Structure

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Frase...	Frase...	Frase...
Frase...	Frase...	Frase...
Frase...	Frase...	Frase...
Frase...	Frase...	Frase...

Instrucciones:
1. Conéctate a preguntas.
2. Conéctate a preguntas en las líneas de puntos.
3. Pégalo en tu cuaderno del lector.

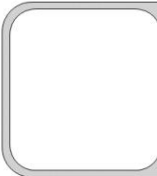
Synthesizing


Extension Activity

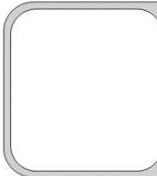
Nombre: _____ Fecha: _____

Instrucciones:

En el libro **Fox**, Dog y Magpie son un buen equipo. Magpie es el ojo perdido de Dog y Dog es las alas de Magpie. Juntos corren por el bosque y están contentos. Se complementan. Piensa de las personas en tu vida que te complementan. Completa las oraciones y haz un dibujo.

	En la escuela soy muy bueno/a a _____. Ojalá fuera mejor a _____. Pienso que _____ me complementará porque _____. Juntos podremos _____.
-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------

	En casa soy muy bueno/a a _____. Ojalá fuera mejor a _____. Pienso que _____ me complementará porque _____. Juntos podremos _____.
-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

	En _____ soy muy bueno/a _____. Ojalá fuera mejor a _____. Creo que _____ me complementará porque _____. Juntos podremos _____.
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------