

Here's What You'll Get in the Harold and the Purple Crayon Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Harold and the Purple Crayon
By: Crockett Johnson
Grade Level: 2 / Guided Reading Level: C

Retelling and Summarizing

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

Summary
Imagine entering a fantasyland where everything you draw with a purple crayon becomes real. What would you draw? Where would the drawings take you? Harold uses his purple crayon to draw adventures through forests, an ocean, and a crowded city. He finds trouble along the way, but keeps his wits about him and solves every problem with a quick drawing.

Link to What You Know
• Think of a problem you recently had to solve. What was the problem? How did you solve it?
• If you had to draw a picture of how you solved your problem, what details would you include in your picture?

Important Words to Know and Understand
Straight - Not having curves, bends or angles.
Path - A track that is made by people or animals walking over the ground.

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Write your own version of the story

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a reporter. Retell and summarize the information using important details, facts, and vocabulary from the text.
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Retelling and Summarizing

3
Retell and Summarize While Reading
✓ Think about the important events that happened first, next, then, and last.
✓ Notice the names of the characters and the settings.

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Cover - Look at the cover of the book. Who do you think the main character of the story is? Why do you think so?
Page 12 - What creature is Harold drawing? Why is he drawing this creature?
Page 19 - Summarize how Harold found himself under water and what he did to get out of the water.
Page 27 - Summarize Harold's actions after he got off the sailboat.
Page 30 - Name all of the things Harold has drawn so far. Is this information important? Why or why not?

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

Time to Reflect
Think - What type of information did you use when you retold and summarized *Harold and the Purple Crayon*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the characters, events, and the settings in *Harold and the Purple Crayon*. How does paying attention to the story elements help you to be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Harold and the Purple Crayon*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Harold and the Purple Crayon
By: Crockett Johnson
Grade Level: 2 / Guided Reading Level: C

Asking Questions

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

3
Ask Questions While Reading
✓ Think about the important events that happened first, next, then, and last.
✓ Notice the names of the characters and the settings.

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Write your own version of the story

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

Asking Questions

Harold and the Purple Crayon
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Grade Level: 2 / Guided Reading Level: C

Making Connections

3
Make Connections While Reading
✓ Think about the important events that happened first, next, then, and last.
✓ Notice the names of the characters and the settings.

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

Making Connections

Harold and the Purple Crayon
By: Crockett Johnson
Grade Level: 2 / Guided Reading Level: C

Making Predictions

3
Make Predictions While Reading
✓ Think about the important events that happened first, next, then, and last.
✓ Notice the names of the characters and the settings.

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

Making Predictions

Harold and the Purple Crayon
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Synthesizing

3
Synthesize While Reading
✓ Think about the important events that happened first, next, then, and last.
✓ Notice the names of the characters and the settings.

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

Synthesizing

Answer Key for Retelling and Summarizing with Harold and the Purple Crayon

Your Turn to Practice Retelling and Summarizing with Harold and the Purple Crayon

Answer Key for Asking Questions with Harold and the Purple Crayon

Your Turn to Practice Asking Questions with Harold and the Purple Crayon

Answer Key for Making Connections with Harold and the Purple Crayon

Your Turn to Practice Making Connections with Harold and the Purple Crayon

Answer Key for Making Predictions with Harold and the Purple Crayon

Your Turn to Practice Making Predictions with Harold and the Purple Crayon

Answer Key for Synthesizing with Harold and the Purple Crayon

Your Turn to Practice Synthesizing with Harold and the Purple Crayon

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Harold and the Purple Crayon: Asking Questions

Describe a page in the story that made you stop and wonder.

What did you wonder about?

☐ I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

Harold and the Purple Crayon: Asking Questions

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

Common Core Free Option

Harold and the Purple Crayon: Asking Questions

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Harold and the Purple Crayon: Asking Questions

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

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

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making 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 out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Tell how Harold felt at the beginning of the story. Use examples from the story to support your answer.	Imagine Harold's crayon. Make a prediction about what examples from the story.	Tell how Harold felt at the beginning, the middle, and the end of the story. Use examples from the story to support your answer.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Asking Questions

Title: _____

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

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Synthesizing

Title: _____

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

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections

Harold and the Purple Crayon
By Crockett Johnson
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in "Harold and the Purple Crayon"

Ashore
On or to the shore of an ocean, sea, lake or river.

Deserve
Used to say that someone or something should or should not have or be given something.

Field
An open area of land without trees or buildings.

Forest
A thick growth of trees and bushes that covers a large area.

Guard
A state in which someone is carefully looking for possible danger, threats, problems, etc.

Path
A track that is made by people or animals walking over the ground.

Straight
Not having curves, bends or angles.

Trim
To make the size, extent or amount of something smaller.

Wits
The ability to think or reason.

Woods
An area of land covered with many trees.

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Harold and the Purple Crayon Word List

Vocabulary Connections

Harold and the Purple Crayon
By Crockett Johnson
Grade Level: 2 / Guided Reading Level: K

Ashore	Deserve	Field
		
Forest	Guard	Path
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

Harold and the Purple Crayon
By Crockett Johnson
Grade Level: 2 / Guided Reading Level: K

Ashore On or to the shore of an ocean, sea, lake or river.	Deserve Used to say that someone or something should or should not have or be given something.	Field An open area of land without trees or buildings.
Forest A thick growth of trees and bushes that covers a large area.	Guard A state in which someone is carefully looking for possible danger, threats, problems, etc.	Path A track that is made by people or animals walking over the ground.

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

Harold and the Purple Crayon
By Crockett Johnson
Grade Level: 2 / Guided Reading Level: K

Straight is a/an noun, verb, adjective Definition of Straight:	Trim is a/an noun, verb, adjective Definition of Trim:	Wits are a/an noun, verb, adjective Definition of Wits:
Straight looks like this:	Trim looks like this:	Wits look like this:
Straight reminds me of:	Trim reminds me of:	Wits 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 Harold and the Purple Crayon

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

You will see different kinds of animals in the _____.

The gardener will _____ out plants into shapes tomorrow.

My friends and I walked along a narrow _____ through the forest.

We play volleyball on the open _____.

Tom drew a _____ line with his pencil.

Directions: Using your purple crayon shade the crayons below that contain a playable word.

Word Bank:
Ashore
Deserve
Field
Forest
Guard
Path
Straight
Trim
Wits

Answer Key and the Purple Crayon
Below using the vocabulary words in the Word Bank.

Word Bank:
Ashore
Deserve
Field
Forest
Guard
Path
Straight
Trim
Wits

©BookPages.com

Word Games and Answer Key

Vocabulary Connections

Harold and the Purple Crayon
By Crockett Johnson
Grade Level: 2 / Guided Reading Level: K

Harold and the Purple Crayon
By Crockett Johnson

A new word I found in the book is: _____

It means: _____

Visualize: _____

Connect to Your Life: _____

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

Vocabulary Word Extension Activities

Vocabulary Connections

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

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Harold and the Purple Crayon
By: Crockett Johnson
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
The letters -igh make one sound (long i)

Background:
The letter combination -igh makes the long "i" sound we hear in the words high, right, and sight.

Examples:

bright	light	sight
flight	might	
flight	right	
fright	right	
high	sight	

Materials and Preparation:

- A Copy of Harold and the Purple Crayon
- Chart Paper
- Colored Markers
- Scissors
- Pencils
- Sample Anchor Chart
- Three in a Row Worksheet
- igh Letter Combination Word Cards
- Optional - Lightbulb Engagement in Step 1
- Optional - Word Detective

Word Work

Harold and the Purple Crayon
By: Crockett Johnson
Grade Level: 2 / Guided Reading Level: K

Step 1: Introduce the Focus of Word Work

Introduce -igh Letter Combination

- Explain that the -igh letter combination makes a long "i" sound.
- Draw a lightbulb on chart paper.
- Write the word "light" at the top of the lightbulb, using a different color marker to write the -igh letter combination.
- Read the word and ask children to repeat the word.
- Ask if students can hear the long "i" sound in the word.
- Explain that the -igh letter combination makes the long "i" sound.
- Repeat the same steps for the words right, high, right, right and right.
- Ask children to share examples.

Step 2: Connect Word Work to Reading

-igh Letter Combination in the Text

- Give each child an -igh Word Card.
- Ask them to say each word and circle the -igh letter combination.
- Explain that as you read "Harold and the Purple Crayon", their job is to listen for the words that are on their -igh Word Cards.
- When they hear a word listed on the word card, they will draw one tally mark in the word box. Children will keep track of how many times they hear each word by adding tally marks in each word box.
- Begin reading the text and exaggerate the -igh words so children have a chance to respond.

List of words in the text that are examples of -igh letter combination:

lightening
higher
might
moonlight
night
straight

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work

Harold and the Purple Crayon
By: Crockett Johnson
Grade Level: 2 / Guided Reading Level: K

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out the **Three in a Row** worksheet.
- Tell children to choose an -igh word from the word list and write the word in an empty square.
- Follow the same procedure until all nine squares have a word written in it.
- Choose one student to be the "caller". Their job is to cut out the words from the word list, turn all of the words over, and shuffle them.
- The "caller" will pick a word from the pile and read it.
- When the players hear a word that they wrote on their chart, they can cross off the word.
- If a player gets three words in a row, they win the game.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a **Practice Page**.
- Ask students to say the name of each picture.
- Ask students to read the words on the right side of the page.
- Explain that they will draw a line from a picture to its name.

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 words with -igh letter combination in their own reading. Tell them to write their words on sticky notes and add them to the anchor chart (review the anchor chart from the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent Practice Page

Extension Activity

Three in a Row Interactive Activity

Word List

Directions: Cut out the words below, turn all of the words over, and shuffle them.

bright	light	sight
flight	might	sight
flight	right	straight
fright	right	high
high	sight	light

Guided Word Work Practice | ©BookPages.com

Word Detective: -igh Letter Combination Extension Activity

Directions: Be a word detective!

Be on the lookout for words with -igh letter combination 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: _____

Independent Word Work Practice | ©BookPages.com

-igh Letter Combination Word Work Practice Page

Directions: Fill in the blanks with the words located in the Word Bank.

WORD BANK

bright light high right sight
flight right high straight light

- The _____ to Florida was running late because of bad weather.
- It was hard to reach the book that was on a _____ shelf.
- The shirt was too small and felt _____.
- The soccer ball hit his _____ and left a red mark.
- What time do you go to bed at _____?
- The dogs started to _____ for the delicious bone they both wanted.
- Do you write with your _____ hand or your left hand?
- Drawing a _____ line is easy when you use a ruler.
- The sun was so _____ I had to wear sunglasses.
- Please turn on the _____ so I can see where I am going.

Name: _____

Independent Word Work Practice | ©BookPages.com

Assessments

Running Record				
Title: Harold and the Purple Crayon	Guided Reading Text Level: K 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	One evening, after thinking it over for some time, Harold decided to go for a walk in the moonlight.			
2	There wasn't any moon, and Harold needed a moon for a walk in the moonlight.			
3	And he needed something to walk on.			
4	He made a long straight path so he wouldn't get lost.			
5	And he set off on his walk, taking his big purple crayon with him.			
6	But he didn't seem to be getting anywhere on the long straight path.			
7	So he left the path for a short cut across a field. And the moon went with him.			
8	The short cut			
Analysis and Comments:				
Tested By: _____ ©BookPagez.com				

Running Record Assessment

Harold and the Purple Crayon CCSS Assessment	
Name: _____	Score: / 9
Directions: Use what you know about <i>Harold and the Purple Crayon</i> to answer each of the following questions.	
1. What does Harold want after he starts to feel tired from his walk? <input type="radio"/> A Harold wants to find his window so he can go to his bedroom to sleep. <input type="radio"/> B He wants a big glass of water. <input type="radio"/> C He wants to draw a horse so he can ride home. <input type="radio"/> D He wants a friend to walk with him.	
2. What is the "big idea" or lesson we can learn from <i>Harold and the Purple Crayon</i> ? <input type="radio"/> A Purple is the best color to draw with. <input type="radio"/> B Harold is magical. <input type="radio"/> C Using your imagination and being creative. <input type="radio"/> D Whatever you draw becomes real.	
3. How does Harold respond to any struggle he has? <input type="radio"/> A He gives up and breaks his crayon. <input type="radio"/> B He asks his mom for help. <input type="radio"/> C He goes to play with his toy cars. <input type="radio"/> D He stays calm and draws a solution.	
4. How do you know this is a story about Harold? <input type="radio"/> A There are rhyming words at the end of the story. <input type="radio"/> B The story has sentences and has a beginning, middle, and end. <input type="radio"/> C It gives information and facts. <input type="radio"/> D It has many characters, including a dog.	
5. What does Harold do at the beginning that helps us understand the rest of the story? (RL.2.5) <input type="radio"/> A He chooses a purple crayon. <input type="radio"/> B He thinks for a long time about what he wants to do. <input type="radio"/> C He gets ready for bed. <input checked="" type="radio"/> D He draws a moon when he needs one for his moonlight walk.	
6. After looking at the pictures and reading his thoughts, what kind of voice might Harold have? (RI.2.6) <input type="radio"/> A nervous <input type="radio"/> B angry <input checked="" type="radio"/> C high-pitched and cute <input type="radio"/> D low pitched and serious	
7. What do the words and illustrations tell you about Harold? (RI.2.7) <input checked="" type="radio"/> A He is creative and loves to draw his stories. <input type="radio"/> B He is bored. <input type="radio"/> C He dreams about drawing. <input type="radio"/> D He likes apple pie the best.	
8. What is the difference between the city windows Harold drew and his bedroom window? (RI.2.9) <input type="radio"/> A All the windows are purple. <input type="radio"/> B There is only one city window, but his bedroom has many windows. <input type="radio"/> C The city windows and his window have four parts each. <input checked="" type="radio"/> D You can't see the moon from the city windows, but you can from his bedroom.	
9. What will Harold most likely do when he wakes up? (RI.2.10) <input type="radio"/> A He will decide he doesn't like drawing anymore. <input checked="" type="radio"/> B He will draw another adventure story. <input type="radio"/> C He will go to school. <input type="radio"/> D He will break his purple crayon.	
CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com	

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book *Harold and the Purple Crayon*, Harold goes on quite an adventure with his imagination and a purple crayon. His quick drawings help save him from danger. Let your imagination and a purple crayon take you on a journey. Use a purple crayon to draw your adventure in the bubbles below.

This is a picture of a place I want to visit.

This is a picture of a problem I could run into on my adventure.

This is how I will solve my problem.

Extension Activity | ©BookPage.com

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Harold and the Purple Crayon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Harold and the Purple Crayon" comply with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.2 Describe how characters in a story respond to major events and conflicts.</p> <p>RL.2.3 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of the text, such as sequencing events.</p> <p>RL.2.4 By the end of the year, read and comprehend literature, including stories and novels, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.2 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.10 Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.11 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.12 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>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 did it happen? How did it make you feel?).</p> <p>Harold and the Purple Crayon CCSS Alignment ©BookPage.com</p>	<p>Harold and the Purple Crayon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Harold and the Purple Crayon" comply with the following English Language Arts Common Core State Standards for second grade.</p> <p>Connections Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.2 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.3 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of the text, such as sequencing events.</p> <p>RL.2.4 By the end of the year, read and comprehend literature, including stories and novels, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.2 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.10 Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.11 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.12 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>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 did it happen? 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How did it make you feel?).</p> <p>Harold and the Purple Crayon CCSS Alignment ©BookPage.com</p>	<p>Harold and the Purple Crayon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Harold and the Purple Crayon" comply with the following English Language Arts Common Core State Standards for second grade.</p> <p>Big Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.2 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.3 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of the text, such as sequencing events.</p> <p>RL.2.4 By the end of the year, read and comprehend literature, including stories and novels, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.2 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.10 Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.11 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.12 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>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 did it happen? How did it make you feel?).</p> <p>Harold and the Purple Crayon CCSS Alignment ©BookPage.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Harold and the Purple Crayon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Harold and the Purple Crayon" comply with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.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 did it happen? How did it make you feel?).</p> <p>Harold and the Purple Crayon CCSS Alignment ©BookPage.com</p>

Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<p>Harold and the Purple Crayon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Harold and the Purple Crayon" comply 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</p> <p>RF.2.2 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Harold and the Purple Crayon CCSS Alignment ©BookPage.com</p>

Word Work Common Core Alignment

Student Facing Resources in Spanish for Harold and the Purple Crayon Super Pack

5 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Tu turno para practicar: Sintetizar
con Harold and the Purple Crayon (Harold y el crayón morado)

Página 2:
Ahora que ha leído esta página, ¿dónde cree que está Harold?

¿Por qué piensas eso?

Página 9:
¿Dónde está Harold ahora?

¿Cómo crees que se siente Harold?

¿Qué te hace pensar eso?

Página 15:
¿Cómo se siente Harold sobre el monstruo que dibujó?

Nombre: _____



Page by Page
Guided
Questions

Answer Key

Sintetizar
con Harold and the Purple Crayon (Harold y el crayón morado)

Página 2:
Ahora que ha leído esta página, ¿dónde cree que está Harold?
Las respuestas varían. Podrían incluir: Harold está en su habitación.

¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Lo sé porque está en pijama cuando decide dar un paseo a la luz de la luna.


Página 9:
¿Dónde está Harold ahora?
Las respuestas varían. Podrían incluir: Harold está perdido.

¿Cómo crees que se siente Harold?
Las respuestas varían. Podrían incluir: Creo que Harold tiene miedo de perderse.

¿Qué te hace pensar eso?
Las respuestas varían. Podrían incluir: Él usa su crayón para hacer un camino y un pequeño bosque para que no se pierda.

Página 15:
¿Cómo se siente Harold sobre el monstruo que dibujó?
Las respuestas varían. Podrían incluir: Harold tiene miedo.

Nombre: _____



Sample answers
written in Spanish

Volver a contar y resumir
con Harold and the Purple Crayon (Harold y el crayón morado)

El foco:
Mira el foro.
El personaje principal es Harold.
¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Harold es el protagonista.
Página 12:
¿Qué crees que está pensando Harold?
Las respuestas varían. Podrían incluir: Harold está pensando en cómo dibujar un monstruo.
Página 19:
Resume cómo Harold se encuentra.
Las respuestas varían. Podrían incluir: Harold se encuentra perdido y asustado.
Nombre: _____

Tu turno para practicar: Volver a contar y resumir
con Harold and the Purple Crayon (Harold y el crayón morado)

El foco:
Mira el foro del libro. ¿Quién es el personaje principal?
¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Harold es el protagonista.
Página 12:
¿Qué crees que está pensando Harold?
Las respuestas varían. Podrían incluir: Harold está pensando en cómo dibujar un monstruo.
Página 19:
Resume cómo Harold se encuentra.
Las respuestas varían. Podrían incluir: Harold se encuentra perdido y asustado.
Nombre: _____

Hacer Conexiones
con Harold and the Purple Crayon (Harold y el crayón morado)

¿Qué hacen los personajes principales?
Las respuestas varían. Podrían incluir: Los personajes principales están jugando a dibujar.
Página 20:
Haz una conexión entre el texto y tu vida.
Las respuestas varían. Podrían incluir: Me gusta dibujar como Harold.
Página 21:
Haz una conexión entre el texto y el mundo.
Las respuestas varían. Podrían incluir: El mundo de Harold es muy divertido.
Página 22:
Haz una conexión entre el texto y la cultura.
Las respuestas varían. Podrían incluir: La cultura de Harold es muy interesante.
Nombre: _____

Tu turno para practicar: Hacer Conexiones
con Harold and the Purple Crayon (Harold y el crayón morado)

¿Qué hacen los personajes principales?
Las respuestas varían. Podrían incluir: Los personajes principales están jugando a dibujar.
Página 20:
Haz una conexión entre el texto y tu vida.
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Las respuestas varían. Podrían incluir: El mundo de Harold es muy divertido.
Página 22:
Haz una conexión entre el texto y la cultura.
Las respuestas varían. Podrían incluir: La cultura de Harold es muy interesante.
Nombre: _____

Hacer predicciones
con Harold and the Purple Crayon (Harold y el crayón morado)

Página 3:
Haz una predicción sobre lo que Harold dibujará.
Las respuestas varían. Podrían incluir: Harold dibujará un monstruo.
Página 5:
Haz una predicción sobre por qué Harold trae su gran amigo.
Las respuestas varían. Podrían incluir: Harold trae su gran amigo porque quiere jugar.
Página 13:
Haz una predicción sobre lo que Harold hará después.
Las respuestas varían. Podrían incluir: Harold hará un camino.
Nombre: _____

Tu turno para practicar: Hacer predicciones
con Harold and the Purple Crayon (Harold y el crayón morado)

Página 3:
Haz una predicción sobre lo que Harold dibujará.
Las respuestas varían. Podrían incluir: Harold dibujará un monstruo.
Página 5:
Haz una predicción sobre por qué Harold trae su gran amigo.
Las respuestas varían. Podrían incluir: Harold trae su gran amigo porque quiere jugar.
Página 13:
Haz una predicción sobre lo que Harold hará después.
Las respuestas varían. Podrían incluir: Harold hará un camino.
Nombre: _____

Hacer preguntas
con Harold and the Purple Crayon (Harold y el crayón morado)

Página 1:
¿Qué preguntas tienes sobre Harold después de leer esta página?
Las respuestas varían. Podrían incluir: ¿Por qué Harold dibujó un monstruo?
Página 10:
¿Qué preguntas tienes sobre Harold y el monstruo?
Las respuestas varían. Podrían incluir: ¿Por qué Harold dibujó un monstruo?
Página 11:
¿Qué preguntas tienes sobre los monstruos?
Las respuestas varían. Podrían incluir: ¿Por qué Harold dibujó un monstruo?
Nombre: _____

Tu turno para practicar: Hacer preguntas
con Harold and the Purple Crayon (Harold y el crayón morado)

Página 1:
¿Qué preguntas tienes sobre Harold después de leer esta página?
Las respuestas varían. Podrían incluir: ¿Por qué Harold dibujó un monstruo?
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¿Qué preguntas tienes sobre los monstruos?
Las respuestas varían. Podrían incluir: ¿Por qué Harold dibujó un monstruo?
Nombre: _____

Retelling and
Summarizing

Making
Predictions

Making
Connections

Asking Questions

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

→

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5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Making Connections

Making Predictions

Asking Questions

Synthesizing

Extension Activity

Nombre : _____ La fecha: _____

Instrucciones:

En el libro Harold y el crayón morado, Harold sigue una gran aventura con su imaginación y un crayón morado. Sus dibujos rápidos ayudan a salvarlo del peligro. Deje que su imaginación y un crayón morado lo lleven en un viaje. Usa un crayón morado para dibujar tu aventura en las burbujas de abajo.

Esta es una imagen de un lugar que quiero visitar.



Esta es una imagen de un problema que podría encontrar en mi aventura.

Así es como voy a resolver mi problema.