

# Here's What You'll Get in the How I Spent My Summer Vacation Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Asking Questions Lesson Plan

**How I Spent My Summer Vacation**  
By: Mark League  
Grade Level: 1 / Guided Reading Level: 1

**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

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
When you get confused

**Summary**  
Wallace is a young boy with a wild imagination. In fact, his parents feel his imagination could use a rest so they send him out west to visit his Aunt Fern for summer vacation. Wallace recounts his summer in a back to school essay, taking readers on his adventurous vacation where he gets captured by wild cowboys. After a quick introduction he gives new clothes and spends his days learning cowboy tricks. Nothing short of a miracle will save the day when a stampede of cattle come charging and the cowboys all hide, leaving Wallace to put his new skills to the test.

**Link to What You Know**  
Have you ever had to write or give a report about what you did on summer vacation? Did you stick to the true facts or did you add any details that stretched the truth? Do you think it's right to embellish the truth when writing a report about a trip or vacation? Why or why not?

**Important Words to Know and Understand**  
**Plains** - A large area of flat land without trees  
**Captured** - To take and hold someone as a prisoner, especially by using force

**Why Readers Ask Questions While Reading**  
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions they think about what they already know and what they want to find out.  
When you choose a book, it's important to ask questions before you read. Read the title, the blurp on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?  
You should also ask questions while you read. Try asking questions that help you answer who or what the book is about, where or when the story takes place.  
It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

### Asking Questions Lesson Plan

**How I Spent My Summer Vacation**  
By: Mark League  
Grade Level: 1 / Guided Reading Level: 1

**Asking Questions**

**3**  
**Ask Questions While Reading**  
Try asking questions that begin with "I wonder..." or "Why..."  
Decide whether or not your questions

**4**  
**Notice the Work You Did While Reading**  
Look  
Reflect  
Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 1** - The boy's parents told him that his imagination is getting too wild. What things does that make you wonder about the boy?  
**Page 3** - The boy says his parents put him on a westbound train. What are you wondering based on this information? How will the answer to your question help you understand the story?  
**Page 8** - The boy explains that while on the train, some cowboys take him from the train and run off on horses. What are you wondering about the boy and cowboys? How does your question help you as a reader?  
**Page 12** - Wallace writes his aunt to let her know he's safe and not to worry. What is one question you have about his letter?  
**Pages 23 to 24** - What questions do you have as you look at the picture on these pages? Do your questions help you to better understand the story?

**Time to Reflect**  
**Think** - 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 *How I Spent My Summer Vacation*?  
**Task** - 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.  
**Reflect** - Think about the questioning work you did while reading *How I Spent My Summer Vacation*. 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?  
**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *How I Spent My Summer Vacation*. (Remember to include examples from the book.)

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Key Vocabulary

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Explanation of Strategy

Turn, Talk, and Reflect

**Visualizing**

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

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
When you get confused

**3**  
**Visualize While Reading**  
Try asking questions that begin with "I wonder..." or "Why..."  
Decide whether or not your questions

**4**  
**Notice the Work You Did While Reading**  
Look  
Reflect  
Write

**Synthesizing**

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

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
When you get confused

**3**  
**Synthesize While Reading**  
Try asking questions that begin with "I wonder..." or "Why..."  
Decide whether or not your questions

**4**  
**Notice the Work You Did While Reading**  
Look  
Reflect  
Write

**Understanding Text Structure**

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

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
When you get confused

**3**  
**Understand Text Structure While Reading**  
Try asking questions that begin with "I wonder..." or "Why..."  
Decide whether or not your questions

**4**  
**Notice the Work You Did While Reading**  
Look  
Reflect  
Write

**Determining Importance**

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

**2**  
**Learn About Comprehension Strategies**  
Think about the text you read  
When you get confused

**3**  
**Determine Importance While Reading**  
Try asking questions that begin with "I wonder..." or "Why..."  
Decide whether or not your questions

**4**  
**Notice the Work You Did While Reading**  
Look  
Reflect  
Write

**Answer Key for Asking Questions with How I Spent My Summer Vacation**

**Your Turn to Practice Asking Questions with How I Spent My Summer Vacation**

**Page 1:** The boy's parents told him that his imagination is getting too wild. What things does that make you wonder about the boy?  
**Page 3:** The boy says his parents put him on a westbound train. What are you wondering based on this information? How will the answer to your question help you understand the story?  
**Page 8:** The boy explains that while on the train, some cowboys take him from the train and run off on horses. What are you wondering about the boy and cowboys? How does your question help you as a reader?  
**Page 12:** Wallace writes his aunt to let her know he's safe and not to worry. What is one question you have about his letter?  
**Pages 23 to 24:** What questions do you have as you look at the picture on these pages? Do your questions help you to better understand the story?

**Answer Key for Determining Importance with How I Spent My Summer Vacation**

**Your Turn to Practice Determining Importance with How I Spent My Summer Vacation**

**Page 1:** The boy's parents told him that his imagination is getting too wild. What things does that make you wonder about the boy?  
**Page 3:** The boy says his parents put him on a westbound train. What are you wondering based on this information? How will the answer to your question help you understand the story?  
**Page 8:** The boy explains that while on the train, some cowboys take him from the train and run off on horses. What are you wondering about the boy and cowboys? How does your question help you as a reader?  
**Page 12:** Wallace writes his aunt to let her know he's safe and not to worry. What is one question you have about his letter?  
**Pages 23 to 24:** What questions do you have as you look at the picture on these pages? Do your questions help you to better understand the story?

**Answer Key for Synthesizing with How I Spent My Summer Vacation**

**Your Turn to Practice Synthesizing with How I Spent My Summer Vacation**

**Page 1:** The boy's parents told him that his imagination is getting too wild. What things does that make you wonder about the boy?  
**Page 3:** The boy says his parents put him on a westbound train. What are you wondering based on this information? How will the answer to your question help you understand the story?  
**Page 8:** The boy explains that while on the train, some cowboys take him from the train and run off on horses. What are you wondering about the boy and cowboys? How does your question help you as a reader?  
**Page 12:** Wallace writes his aunt to let her know he's safe and not to worry. What is one question you have about his letter?  
**Pages 23 to 24:** What questions do you have as you look at the picture on these pages? Do your questions help you to better understand the story?

**Answer Key for Understanding Text Structure with How I Spent My Summer Vacation**

**Your Turn to Practice Understanding Text Structure with How I Spent My Summer Vacation**

**Page 1:** The boy's parents told him that his imagination is getting too wild. What things does that make you wonder about the boy?  
**Page 3:** The boy says his parents put him on a westbound train. What are you wondering based on this information? How will the answer to your question help you understand the story?  
**Page 8:** The boy explains that while on the train, some cowboys take him from the train and run off on horses. What are you wondering about the boy and cowboys? How does your question help you as a reader?  
**Page 12:** Wallace writes his aunt to let her know he's safe and not to worry. What is one question you have about his letter?  
**Pages 23 to 24:** What questions do you have as you look at the picture on these pages? Do your questions help you to better understand the story?

**Answer Key for Visualizing with How I Spent My Summer Vacation**

**Your Turn to Practice Visualizing with How I Spent My Summer Vacation**

**Pages 13 to 14:** Wallace and Wallace tell with his new cowboy clothes. Which words helped you see it in your mind?  
**Pages 21 to 22:** Wallace is narrating the story. On these pages he is telling about the barbecue at Aunt Fern's. Which words help you visualize?  
**Does the illustration match your visualization?**  
Why or why not?

Understanding Text Structure

Determining Importance

Practice Pages and Answer Keys





# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**How I Spent My Summer Vacation**  
By: Mark Teague  
Grade Level: 1 / Guided Reading Level: I

**Instructional Focus:**  
Suffix -ly

**Background:**  
Suffixes are used at the end of a base word. Adding the suffix -ly to an adjective changes the word to an adverb, describing how something is done.

Step by Step Lesson Plan

**Word Work**

**How I Spent My Summer Vacation**  
By: Mark Teague  
Grade Level: 1 / Guided Reading Level: I

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

**Suffix -ly in the Text**

- Tell the students that the book they'll be reading today has a few words that have the suffix -ly.
- Show students page 19 of *How I Spent My Summer Vacation*. Tell the class to listen carefully and look at the words while you read. Instruct them to put a thumb up when they hear a word with the suffix -ly.
- Read, "Slowly the word spread all over the land; That wrangler 'Kid Bleff' is a first-rate cowhand."
- After reading, ask students to identify the word with the suffix -ly (slowly). Add the word to the chart paper.
- Explain to the students that you are going to read the book once from beginning to end. Challenge the students to listen carefully for the few words that have the suffix -ly.
- Read *How I Spent My Summer Vacation*.

**Examples of Words Ending in Suffix -ly found in the text:**  
slowly suddenly finally hardly

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each child with the 4 Rules! page.
- Read the directions to the students as they follow along silently.
- Note that the 4 rules are also on the paper. Emphasize that this is here to help remind them of the rules and to look at them often as they work on this page.
- Direct students to put their finger on the first word in the first column. Tell students you will read the word out loud first and then they will read it out loud. You will continue to do the same for the entire page, moving down the first column, then the second column, then the third column, and finishing with the last column.
- As students are working, walk around, observe and provide support as needed.
- After 10-12 minutes, go over the answers with the students. Take this time to address any wrong answers.

Word Work Lesson Plan | @BookPages.com

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

**Examples:**  
sadly  
deeply

**Materials and Preparation:**

- A Copy
- A Copy
- Chart paper
- Tape
- Markers
- 4 Rules!
- Adding
- Options
- Options

Interactive Activity

**Word Work**

**How I Spent My Summer Vacation**  
By: Mark Teague  
Grade Level: 1 / Guided Reading Level: I

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the **Adding the Suffix -ly to Base Words Practice Page**.
- Read the directions with the class.
- Go over the example with the class.
- Tell the students to complete the rest of 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 **words ending in suffix -ly** 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**.

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Independent Practice Page

**Adding the Suffix -ly to Base Words**  
Word Work Practice Page

**Directions:**  
Read the base word. Then, add the suffix -ly, making sure to follow the correct rule when writing the new word. Write the new word in a sentence. The first one has been done for you.

|   |   |   |   |
|---|---|---|---|
| When the base word ends with a consonant, just add -ly. | When the base word ends with a vowel, just add -ly. | When the base word ends with an e, change the e to -ly. | When the base word ends with an i, change the y to an i, and add -ly. |
|---|---|---|---|

| Base Word | Add suffix -ly (to make new word) | Write a sentence with the new word                  |
|-----------|-----------------------------------|---|
| easy      | easily                            | The snowplow easily pushed the snow off the street. |
| love      |                                   |   |
| deep      |                                   |   |
| gentle    |                                   |   |

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPages.com

Extension Activity

**Word Detective: Suffix -ly**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **words ending in suffix -ly** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |
|      |            |      |          |

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPages.com

# Assessments

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



### Running Record

Title: *How I Spent My Summer Vacation*    Guided Reading Text Level: I    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<br>95%- 100% Accuracy | Instructional<br>90%- 94% Accuracy | Hard<br>50%- 89% Accuracy |
|----------------------------|------------------------------------|---------------------------|

| Page | Text  | COUNT |    | INFORMATION USED |        |
|------|---|-------|----|------------------|--------|
|      |   | E     | SC | E MSV            | SC MSV |
| 1    | When summer began, I headed out west.<br>My parents had told me I needed a rest.<br>"Your imagination," they said, "is getting too wild.<br>It will do you some good to relax for a while." |       |    |                  |        |
| 3    | So they put me aboard a westbound train   |       |    |                  |        |
| 6    | To visit Aunt Fern in her house on the plains.  |       |    |                  |        |
| 8    | But I was captured by cowboys.<br>A wild-looking crowd.   |       |    |                  |        |

Tested By: \_\_\_\_\_ ©BookPagez.com

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



**How I Spent My Summer Vacation**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 9

**Directions:**  
Use what you know about *How I Spent My Summer Vacation* to answer each of the following questions.

- Where did Wallace's parents send him for summer vacation?
  - A To a cowboy camp
  - B To his Aunt Fern's house
  - C To California
  - D They didn't send him anywhere
- Which of the tricks listed below is not something Wallace learned from the cowboys?
  - A Roping
  - B Cooking
  - C Riding
  - D Making fire with sticks
- Which of the following best describes Wallace?
  - A He has a wild imagination
  - B He is big and strong
  - C He likes to tell lies
  - D He is a good friend
- How was Wallace feeling when he said "It's a scene I'll remember till my very last day."?
  - A Sad
  - B Excited
  - C Afraid
  - D Angry

**How I Spent My Summer Vacation**  
CCSS Assessment Answer Key

**Directions:**  
Use what you know about *How I Spent My Summer Vacation* to answer each of the following questions.

- Where did Wallace's parents send him for summer vacation? (RL.1.1)
  - A To a cowboy camp
  - B To his Aunt Fern's house
  - C To California
  - D They didn't send him anywhere
- Which of the tricks listed below is not something Wallace learned from the cowboys? (RL.1.2)
  - A Roping
  - B Cooking
  - C Riding
  - D Making fire with sticks
- Which of the following best describes Wallace? (RL.1.3)
  - A He has a wild imagination
  - B He is big and strong
  - C He likes to tell lies
  - D He is a good friend
- How was Wallace feeling when he said "It's a scene I'll remember till my very last day."? (RL.1.4)
  - A Sad
  - B Excited
  - C Afraid
  - D Angry

Answer Key



# Extension Activity

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

**Directions:**  
The Cattle Boss needs a new cowboy and you need a job! Use what you know from the story and help create the help wanted flyer.

## COWBOY NEEDED

We need a new cowboy because \_\_\_\_\_.

\_\_\_\_\_ You must wear \_\_\_\_\_ and \_\_\_\_\_.

You will learn to do tricks like \_\_\_\_\_, \_\_\_\_\_, and making a \_\_\_\_\_ with \_\_\_\_\_.

Most importantly, you will learn how a matador uses a \_\_\_\_\_ to scare away a stampede of \_\_\_\_\_.

We will only need you in the hot months of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

You'll be back in time for the 1st day of school.

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## Bonus Extension Activity

# Complete Common Core Alignment

| Common Core State Standards Correlation   | Common Core State Standards Correlation   | Common Core State Standards Correlation   | Common Core State Standards Correlation   |
|---|---|---|---|
| <p>How I Spent My Summer Vacation Lesson Plan, Resources, and Activities</p> <p>This lesson plan, resources, and activities for use with "How I Spent My Summer Vacation" correlate with the following English Language Arts Common Core State Standards for 4th grade:</p> <p><b>Reading: Literature</b></p> <p><b>RI.1.1</b> - Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> - Explain major differences between stories that feature, and those that give information, drawing on a wide reading of a range of texts.</p> <p><b>RI.1.3</b> - Use descriptive details to identify characters, settings, events, and ideas.</p> <p><b>RI.1.4</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 4.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1.2</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.3</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>RF.1.4</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.1.1</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that was not understood.</p> <p><b>SL.1.4</b> - Add drawing or other visual displays to descriptions when appropriate to clarify thoughts and feelings.</p> <p><b>Language</b></p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>How I Spent My Summer Vacation CCSS Alignment   ©BookPagez.com</p> | <p>How I Spent My Summer Vacation Lesson Plan, Resources, and Activities</p> <p>This lesson plan, resources, and activities for use with "How I Spent My Summer Vacation" correlate with the following English Language Arts Common Core State Standards for 4th grade:</p> <p><b>Reading: Literature</b></p> <p><b>RI.1.1</b> - Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> - Explain major differences between stories that feature, and those that give information, drawing on a wide reading of a range of texts.</p> <p><b>RI.1.3</b> - Use descriptive details to identify characters, settings, events, and ideas.</p> <p><b>RI.1.4</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 4.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1.2</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.3</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>RF.1.4</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

How I Spent My Summer Vacation Lesson Plan, Resources, and Activities

This lesson plan, resources, and activities for use with "How I Spent My Summer Vacation" correlate with the following English Language Arts Common Core State Standards for 4th grade:

**Vocabulary Lesson Plan and Resources**

**Language**

**L.4.4** - Use the general meaning of a word to figure out the meaning of a word or phrase.

**L.4.5** - Identify notable connections between roots and free base (e.g., notepaper or home that are both "not").

**L.4.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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**Common Core State Standards Correlation**

How I Spent My Summer Vacation Lesson Plan, Resources, and Activities

This lesson plan, resources, and activities for use with "How I Spent My Summer Vacation" correlate with the following English Language Arts Common Core State Standards for 4th grade:

**Word Work Lesson Plan and Resources**

**Reading: Foundational Skills**

**RF.4.3** - Know and apply the general rules for affixes and understand how affixes change the meaning of a word.

**RF.4.4** - Identify notable connections between roots and free base (e.g., notepaper or home that are both "not").

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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for How I Spent My Summer Vacation Super Pack

## 5 Comprehension Strategy Practice Pages

### Visualizing Practice Page

**Tu turno para practicar: Visualizar**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Páginas 9 a 10:**  
Los vaqueros capturan a Wallace, y lo llevan a su campamento de vacas. ¿Cómo crees que es un campamento de vacas?

\_\_\_\_\_

¿Cómo es tu visualización igual o diferente que la ilustración?

\_\_\_\_\_

**Página 11:**  
Observa las palabras que el autor usó para describir al jefe de ganado hablando con Wallace. ¿Qué visualizas?

\_\_\_\_\_

¿Cómo te ayuda tu imagen mental a comprender mejor la historia?

\_\_\_\_\_

Nombre: \_\_\_\_\_



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### Page by Page Guided Questions

### Answer Key

**Visualizar**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Páginas 9 a 10:**  
Visualice cómo se sintió Wallace con su nueva ropa de vaquero. ¿Qué palabras te ayudaron a verlo en tu mente?  
**Las respuestas varían. Podrían incluir:** Wallace parecía un niño vaquero.


¿Qué palabras te ayudaron a visualizar?  
**Las respuestas varían. Podrían incluir:** Las palabras que me ayudaron son; wrangler, cabeza a los pies, botas y sombrero.

**Páginas 21 a 22:**  
Wallace está narrando la historia. En estas páginas, él cuenta acerca de la barbacoa en casa de la Tía Fern. ¿Qué palabras te ayudan a visualizar la escena?  
**Las respuestas varían. Podrían incluir:** Las palabras que me ayudaron fueron banda, comida, comer y delicioso.

¿La ilustración coincide con su visualización?  
**Las respuestas varían. Podrían incluir:** Mi visualización y la ilustración coinciden bastante bien.

¿Por qué o por qué no?  
**Las respuestas varían. Podrían incluir:** Coincidieron porque sé es una barbacoa.

Nombre: \_\_\_\_\_



Answer Key | ©BookPages.com

Sample answers written in Spanish

**Hacer preguntas**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Página 1:**  
Los padres de salvaje. ¿Qué...  
**Las resp...**  
ha metid...

**Tu turno para practicar: Hacer preguntas**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Página 1:**  
Los padres del niño le dijeron que salvaje. ¿Qué cosas te hacen p...

**Sintetizar**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Páginas 1 a 4:**  
Los padres evidenciap Wallace list...

**Tu turno para practicar: Sintetizar**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Páginas 1 a 4:**  
Los padres del niño dijeron que Wallace tenía una gran imaginación. ¿Qué evidencia puede encontrar en estas páginas para apoyar el hecho de que Wallace tiene una imaginación salvaje?

**Entender la estructura del texto**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Página 21:**  
Wallace usa Fern. ¿Qué...  
**Las resp...**  
banda m...

**Tu turno para practicar: Entender la estructura del texto**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Página 21:**  
Wallace usa la descripción para contar sobre la barbacoa. ¿Qué palabras se usan para describir la barbacoa?

**Determinar la importancia**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Página 1:**  
Observa lo que nota...  
**Las resp...**  
para not...

**Tu turno para practicar: Determinar la importancia**  
con How I Spent My Summer Vacation (Cómo pasé mis vacaciones de verano)

**Página 1:**  
Observa lo que dice el niño en esta página. ¿Es este un detalle importante para notar?

Asking Questions

Understanding Text Structure

Synthesizing

Determining Importance





# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

¡The Cattle Boss necesita un nuevo vaquero y necesitas un trabajo! Usa lo que sabes de la historia y ayuda a crear el anuncio de ayuda deseada.

## VAQUERO NECESARIO

Necesitamos un nuevo vaquero porque

\_\_\_\_\_. Debes vestir

\_\_\_\_\_ y \_\_\_\_\_.

Aprenderás a hacer trucos como \_\_\_\_\_,

\_\_\_\_\_, y haciendo un

\_\_\_\_\_ con \_\_\_\_\_.

Lo más importante es que aprenderá cómo

un matador usa un \_\_\_\_\_

ahuyentar una estampida de \_\_\_\_\_.

Solo te necesitaremos en los

meses calurosos de

\_\_\_\_\_.

\_\_\_\_\_, and

\_\_\_\_\_.

Regresarás a tiempo para el

primer día de clases.

Ejemplo de la ropa  
de vaquero que te darán.