

Here's What You'll Get in the How Many Days to America? Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences
How Many Days to America?
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: 3

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 confused

Summary
How Many Days to America? is a story about a family fleeing their home to come to America. Their journey across the Caribbean Sea has many challenges, such as a broken engine, not enough food and water, and thieves that raid their boat. The family keeps moving forward and eventually arrives in America where a surprise celebration is waiting for them.

Link to What You Know
What do you think it's like to move to a new place? Have you ever moved? What was it like?
Imagine being on a boat for many days and not knowing when you will arrive at your destination. What do you think it would be like?

Important Words to Know and Understand
Direction - the course or path on which something is moving or pointing
Huddled - To come close together in a group

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives.
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."
For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

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3
Make Inferences While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice about characters, setting, and events?

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 3 - Why do you think the mother hid the boy and girl under the bed? Make an inference about the boy and girl. What are they thinking?
Page 9 - The father asked for the Mother's wedding ring and garnets? What can you infer about the way the mother is feeling? What makes you think so?
Page 15 - Make an inference about the father. Why was the father singing about being free?
Page 19 - Why were they filled with joy when they saw a boat coming towards them? What happened?
Page 27 - Make an inference about the boy. Why was the boy afraid to hope when they saw land again?

4
Notice the Work
Think
Talk
Reflect
Write

Time to Reflect
Think - What types of inferences did you make while reading How Many Days to America? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences? Talk with your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the extra information you learned while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading How Many Days to America? (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Retelling and Summarizing
How Many Days to America?
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: 3

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
Retell and Summarize While Reading
Think about the problem or event that is happening in the text. How does the character or event change?
Read the text and retell the story to a partner. Use the retelling questions to help you.
Page 1 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?
Page 3 - How does the mother feel about the problem? How does the father feel about the problem? How does the boy and girl feel about the problem?
Page 9 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?
Page 15 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?
Page 19 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?
Page 27 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?

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

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

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Determining Importance
How Many Days to America?
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: 3

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
Determine Importance While Reading
Look for clues that tell you what is important in the text.
Page 1 - What are some important details of the story so far?
Page 3 - What are some important details of the story so far?
Page 9 - What are some important details of the story so far?
Page 15 - What are some important details of the story so far?
Page 19 - What are some important details of the story so far?
Page 27 - What are some important details of the story so far?

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

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

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Retelling & Summarizing

Determining Importance

Visualizing
How Many Days to America?
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: 3

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
Visualize While Reading
Think about the picture or scene that is happening in the text. How does it look?
Page 1 - How does the father look? How does the mother look? How does the boy and girl look?
Page 3 - How does the mother look? How does the father look? How does the boy and girl look?
Page 9 - How does the father look? How does the mother look? How does the boy and girl look?
Page 15 - How does the father look? How does the mother look? How does the boy and girl look?
Page 19 - How does the father look? How does the mother look? How does the boy and girl look?
Page 27 - How does the father look? How does the mother look? How does the boy and girl look?

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

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

@BookPagez.com

Visualizing

Synthesizing
How Many Days to America?
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: 3

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
Synthesize While Reading
Think about the different parts of the text. How do they fit together?
Page 1 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?
Page 3 - How does the mother feel about the problem? How does the father feel about the problem? How does the boy and girl feel about the problem?
Page 9 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?
Page 15 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?
Page 19 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?
Page 27 - How does the father feel about the problem? How does the mother feel about the problem? How does the boy and girl feel about the problem?

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Synthesizing

Answer Key for Retelling and Summarizing with How Many Days to America?

Your Turn to Practice Retelling and Summarizing with How Many Days to America?

Answer Key for Making Inferences with How Many Days to America?

Your Turn to Practice Making Inferences with How Many Days to America?

Answer Key for Visualizing with How Many Days to America?

Your Turn to Practice Visualizing with How Many Days to America?

Answer Key for Synthesizing with How Many Days to America?

Your Turn to Practice Synthesizing with How Many Days to America?

Answer Key for Determining Importance with How Many Days to America?

Your Turn to Practice Determining Importance with How Many Days to America?

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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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____

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

Comprehension Strategy Graphic Organizers | ©BookPagez.com

Retelling and Summarizing

Making Inferences
Title: _____

What the Text Says <small>Underline key words, phrases, or details.</small>	What I Know <small>What do you know about the story?</small>	What I Can Infer <small>Reasons, thoughts, or conclusions.</small>
--	---	---

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

Comprehension Strategy Graphic Organizers | ©BookPagez.com

Making Inferences

Visualizing
Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

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

Comprehension Strategy Graphic Organizers | ©BookPagez.com

Visualizing

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Draw a picture of your mental image in the space below:

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

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Graphic Organizers | ©BookPagez.com

Determining Importance

Synthesizing
Title: _____

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

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Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
How Many Days to America?
 By: Eve Bunting
 Grade Level: 4 / Guided Reading Level: 3

Instructional Focus:
 Long /i/ patterns

Background:
 Long /i/ says its name. There are many words with the /i/ sound such as i-consonant-e.

Examples:

while	right
nice	right
time	high
smile	sight
like	flight

Materials and Preparation:

- A Copy of *How Many Days to America?*
- Chart Paper
- Long /i/ Sorting Cards
- Which Is Correct? Worksheet
- Long /i/ Pattern Practice Page
- Optional - Word Detective Worksheet

Word Work
How Many Days to America?
 By: Eve Bunting
 Grade Level: 4 / Guided Reading Level: 3

Step 1: Introduce the Focus of Word Work

Introduce Long /i/ patterns

- Explain that vowels make short and long sounds.
- Ask students what sound the letter /i/ makes in the word "ice." Explain that this is short /i/ sound.
- Then, ask what sound /i/ makes in the word "like." Explain that this is the long /i/ sound and says its name.
- Explain that the word "like" follows the i-consonant-e pattern where the letter "e" at the end helps /i/ say its name.
- On the chart, ask student to help list long /i/ words.

Sample Anchor Chart

Long /i/ Patterns	
right	light
try	try
like	like
bike	bike

Step 2: Connect Word Work to Reading

Extend Engagement

- Cut out long /i/ word cards.
- Pair students to sort cards by spelling pattern.

Long /i/ patterns in the Text

- Ask the students to look at the list of words on the chart and identify any common spelling patterns for long /i/.
 - i-consonant-e is probably the most common
 - igh/ is also used a lot
 - /i/ can also say /i/ and is usually at the end of a word
 - /i/ at the end of a syllable is tricky because you have to find the syllable in a word such as silent. Long /i/ is as the end of the first syllable si-
- Explain that you will read the book from beginning to end and ask them to pay attention to long /i/ words. Also, ask the students to think about how they are spelled and which pattern each word follows.
- Ask them to be polite and wait until the end to share the words they hear.

i-C-e	igh	y	i at the end of a syllable
• While	• Like	• Night	• Why
• Nice	• Twice	• Right	• Shy
• Time	• Line	• High	• Cry (cited)
• Sometimes	• Lives	• Sighted	• Silence
• Smile			

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

Word Work
How Many Days to America?
 By: Eve Bunting
 Grade Level: 4 / Guided Reading Level: 3

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to the students that knowing long /i/ patterns helps them to be better readers and writers.
- Pair students to complete the **Which Is Correct?** worksheet.
- Read the instructions and review the example.
- Monitor students as they work through the worksheet.

Step 4: Independent Word Work Practice

Practice Page

- Pass out the **Long /i/ Patterns Practice Page** to each student.
- Read the instructions to the class.
- Monitor students as they complete practice page.

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 for students to look for words with long /i/ patterns in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class) 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

Which Is Correct? Interactive Activity

Directions: Circle the correct spelling for each word.

flight	spi	smyle
fite	spy	smile
bite	ice	nite
bight	ighce	night
shyne	July	tyle
shine	Juli	file

Guided Word Work Practice | @BookPagez.com

Long /i/ patterns Sorting Cards Interactive Activity

fly	pliers
sly	tiger
reply	idea
try	iron

Word Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Long /i/ patterns Extension Activity

Directions: Be a word detective! Be on the lookout for long /i/ patterns 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

Long /i/ Pattern Word Work Practice Page

Directions: Use the words in the word bank to fill-in the blanks.

Word Bank

high	right	sighted	silently	cry
alive	smile	like	sometimes	night

- The family left their home in the middle of the _____ when it was dark.
- They had to walk _____ so the soldiers wouldn't hear them.
- It was scary and they did not have a _____ on their faces.
- The children were brave and tried not to _____.
- The boat ride was rough _____ a roller coaster.
- Some of the waves were really _____.
- _____, they didn't have any food and had to fish.
- They didn't know if they were going in the _____ direction to get to America.
- When they _____ land, they got really excited.
- They were thankful that they were still _____.

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

Assessments

Running Record

Title: *How Many Days to America?* Guided Reading Text Level: 5 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	SC
				MSV	MSV
2	It was nice in our village. Till the night in October when the soldiers came.				
3	My mother hid my little sister and me under the bed. When I peered out I could see my mother's feet in the black slippers				
5	and the great, muddy boots of the soldiers. When they were gone my father said: "We must leave right now." "Why?" I asked. "Because we do not think the way they think, my son. Hurry!"				

Tested By: _____ ©BookPagez.com

Running Record Assessment

How Many Days to America?
A Thanksgiving Story
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *How Many Days to America?* to answer each of the following questions.

- The family left their home quickly without all their things. What can you infer about the soldier's visit?
 - A The soldiers asked them if they wanted to move to America.
 - B The soldiers were just making sure everyone was safe.
 - C The soldiers got mud in the house and this made mother and father angry.
 - D The soldiers scared mother and father, and they did not feel safe.
- The family is going to America to be free. Importance of freedom?
 - A The motor of the boat was broken.
 - B There were many people on the boat.
 - C The family gave up everything and they left late at night.
 - D They left late at night.
- Why was the boat of people and families w...
 - A The Americans knew families were le...
 - B The boat was a vacation cruise boat.
 - C The families had brought the Ameri...
 - D They had been waiting for them for...
- The author writes that the boats bobbed in what does quay mean?
 - A dock or pier
 - B shore
 - C sea or ocean
 - D rape

- When father sings the song from home to his family, that song was an example of a _____? (RL.4.5)
 - A story
 - B poem
 - C article
 - D drama/play
- How do you know the son in the family is telling the story in 1st person point of view? (RL.4.6)
 - A He uses words like "he, she, and they."
 - B This is the first time he has told the story.
 - C He uses words like "my, I, our, and we."
 - D He was the only one who remembered all the details.
- If the story were made into a play or movie, what part would be the climax (the turning point in the story)? (RL.4.7)
 - A When their boat was pulled to shore, and they heard, "Welcome to America."
 - B When the thieves took all their belongings
 - C When the soldiers came to their house and the kids had to hide under the bed
 - D When they were out of food on the boat
- How was the family's Thanksgiving the same as the first Thanksgiving long ago? (RL.4.9)
 - A They ate mashed potatoes.
 - B They were celebrating the harvest.
 - C The Pilgrims long ago were thankful, but the family from the boat was not.
 - D They were giving thanks because they were able to start new lives.
- What is one reason readers might enjoy realistic fiction like *How Many Days to America?* (RL.4.10)
 - A It has talking animals for characters.
 - B Readers can learn important historical facts.
 - C It seems real and readers can make personal connections.
 - D It is a true story.

CCSS Assessment 4th Grade Reading Standards for Literature | BookPagez.com

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

Answer Key

Student Facing Resources in Spanish for How Many Days to America? Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir con How Many Days to America? (¿Cuántos días a América?)

Página 5:
La familia tiene un problema. ¿Cuál es el problema? ¿Cómo quiere el padre resolver el problema?

Página 9:
Nombra a los personajes. ¿Qué has aprendido sobre los personajes hasta ahora?

Página 15:
Describe el escenario en esta página. ¿Qué es importante saber acerca de este escenario?

Nombre: _____

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Page by Page Guided Questions

Answer Key

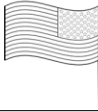
Volver a contar y resumir con How Many Days to America? (¿Cuántos días a América?)

Página 5:
La familia tiene un problema. ¿Cuál es el problema? ¿Cómo quiere el padre resolver el problema?
Las respuestas varían. Podrían incluir: La familia no puede quedarse en su país porque no es seguro para ellos. El padre quiere llevar a la familia a América.

Página 9:
Nombra a los personajes. ¿Qué has aprendido sobre los personajes hasta ahora?
Las respuestas varían. Podrían incluir: Hasta ahora, los personajes son el narrador, la madre, la hermana pequeña, los soldados y otras personas en las imágenes. Me he enterado de que la familia está abandonando su hogar e irá a América.

Página 15:
Describe el escenario en esta página. ¿Qué es importante saber acerca de este escenario?
Las respuestas varían. Podrían incluir: El ajuste en esta página es el barco. La gente está enferma y abarrotada en el barco. Está amaneciendo. La parte importante que debe saber acerca de este escenario es que el barco no es un lugar cómodo para estar.

Nombre: _____

 Answer Key | @BookPages.com

Sample answers written in Spanish

Hacer inferencias con How Many Days to America? (¿Cuántos días a América?)

Página 3:
¿Por qué crees que una inferencia...
Las respuestas...

Página 9:
El padre pide...
Las respuestas...

Página 15:
Haz inferencias...
Las respuestas...

Nombre: _____

Making Inferences

Visualizar con How Many Days to America? (¿Cuántos días a América?)

Página 3:
¿Cómo crees...
Las respuestas...

Página 7:
¿Cómo crees...
Las respuestas...

Página 14:
Intenta visualizar...
Las respuestas...

Nombre: _____

Visualizing

Determinar la importancia con How Many Days to America? (¿Cuántos días a América?)

Página 7:
¿Cuáles son...
Las respuestas...

Página 14:
El motor de...
Las respuestas...

Página 18:
¿Cómo sobrevivieron...
Las respuestas...

Nombre: _____

Determining importance

Sintetizar con How Many Days to America? (¿Cuántos días a América?)

Página 5:
El autor ha...
Las respuestas...

Página 9:
¿A qué hora...
Las respuestas...

Página 15 a 18:
¿Cómo se siente...
Las respuestas...

Nombre: _____

Synthesizing

