

# Here's What You'll Get in the I Went Walking Super Pack

## 3 Comprehension Strategy Lesson Plans and Practice Pages

### Making Predictions Lesson Plan

**Making Predictions**  
Grade Level: K / Guided Reading Level: C

**1 Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

**Summary**  
*I Went Walking* is the story of a young boy's adventure. Early one morning the boy sets out for a walk. As he walks, he wonders what he might see. While walking the boy meets a black cat, a brown horse, a red cow, a green duck, a pink pig, and a yellow dog. Soon the boy makes friends with all of the animals and they spend the rest of the day playing together.

**Link to What You Know**

- What do you think of when you hear the word "farm"?
- What might you see if you went for a walk at a farm?
- What would you do if you saw animals on your way?

**Important Words to Know and Understand**

**Cow** - A large animal that is raised by people for milk or meat. Cows usually live on farms.

**2 Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**Why Readers Make Predictions While Reading**  
When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions **before** they start reading, **during** the story, and **after** they have finished reading. Here are some examples of the thinking readers do when making predictions:

**Before Reading Predictions:** What the book will be about, who the main character might be, what big events will happen

**During Reading Predictions:** What a character will do next, how a problem might be solved, what important event will happen

**After Reading Predictions:** Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

### Making Predictions Lesson Plan

**Making Predictions**  
Grade Level: K / Guided Reading Level: C

**3 Make Predictions While Reading**

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that are coming up next

**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 young boy is getting ready to go for a walk. What do you think the weather is like? How do you know?

**Page 10** - The boy has found some sacks of flour. What animal do you think he will find near the flour?

**Page 14** - What animal do you think is hiding behind the log? What do you think the animal will do when it sees the boy? Why do you think so?

**Page 22** - What animal do you think is digging? What do you think the animal will do when he sees the boy?

**Page 28** - What do you think the boy will do now that all of the animals are following him? Why do you think so?

**4 Notice the Work You Did While Reading**

- Talk
- Reflect
- Write

**Time to Reflect**  
**Think** - What types of predictions did you make while reading *I Went Walking*? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

**Talk** - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction 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 reasons why some of the predictions you made while reading *I Went Walking* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *I Went Walking*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Making Connections**  
Grade Level: K / Guided Reading Level: C

**1 Get Ready To Read**

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- Understand the meaning of important words

**Summary**  
*I Went Walking* is the story of a young boy's adventure. Early one morning the boy sets out for a walk. As he walks, he wonders what he might see. While walking the boy meets a black cat, a brown horse, a red cow, a green duck, a pink pig, and a yellow dog. Soon the boy makes friends with all of the animals and they spend the rest of the day playing together.

**2 Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**3 Make Connections While Reading**

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that are coming up next

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- Reflect
- Write

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**Think** - What types of connections did you make while reading *I Went Walking*? Did you make connections about characters, events, problems, or solutions? How did you decide whether or not your connections made sense?

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**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *I Went Walking*. (Remember to include examples from the book!)

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Retelling and Summarizing

**Answer Key for Retelling and Summarizing with I Went Walking**

**Page 1:** Look at the title of the book. Who do you think is the main character? Why?

**Page 7:** What do you think the boy will do next? Why do you think so?

**Page 14:** What do you think the animal will do when it sees the boy? Why do you think so?

**Page 22:** What do you think the animal will do when he sees the boy? Why do you think so?

**Page 28:** What do you think the boy will do now that all of the animals are following him? Why do you think so?

**Answer Key for Making Connections with I Went Walking**

**Page 1:** The young boy is getting ready to go for a walk. What do you think the weather is like? How do you know?

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**Answer Key for Making Predictions with I Went Walking**

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

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

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

Retelling and Summarizing

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

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

Making Connections

**Making Predictions**

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

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
		Forecast with what really happened <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

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

Making Predictions

# Vocabulary Connections Resources

**Vocabulary Connections**

**I Went Walking**  
By: Sue Williams  
Grade Level: K / Guided Reading Level: C

**Important Words to Know and Understand in "I Went Walking"**

**Cow**  
A large animal that is raised by people for milk or meat. Cows usually live on farms.

**Duck**  
A type of bird that can swim and has a flat beak, short neck, heavy body, short legs, and webbed feet.




**Horse**  
A large animal that is used for riding and for carrying and pulling things.

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in I Went Walking Word List

**Vocabulary Connections**

**I Went Walking**  
By: Sue Williams  
Grade Level: K / Guided Reading Level: C

Cow	Duck	Horse
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**

**I Went Walking**  
By: Sue Williams  
Grade Level: K / Guided Reading Level: C

Cow	Duck	Horse
A large animal that is raised by people for milk or meat. Cows usually live on farms.	A type of bird that can swim and has a flat beak, short neck, heavy body, short legs, and webbed feet.	A large animal that is used for riding and for carrying and pulling things.

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**I Went Walking**  
By: Sue Williams  
Grade Level: K / Guided Reading Level: C

Cow is a/an noun verb adverb adjective	Duck is a/an noun verb adverb adjective	Horse is a/an noun verb adverb adjective
Definition of Cow:	Definition of Duck:	Definition of Horse:
Cow looks like this:	Duck looks like this:	Horse looks like this:
Cow reminds me of:	Duck reminds me of:	Horse 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 I Went Walking

**Directions:** Choose your favorite word from the word bank. Practice writing the word on the lines below.

**Word Bank**  
COW  
DUCK  
HORSE

**Word Games**  
I Went Walking

**Directions:** Draw lines to match the pictures to the correct words.

Duck  
Cow  
Horse

Name: \_\_\_\_\_ ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**

**Directions:** Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

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

## 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

**Vocabulary Connections**

**I Went Walking**  
By: Sue Williams  
Grade Level: K / Guided Reading Level: C

**Step by Step Directions:**

- Read on the left line.
- Read on the right line.
- Complete the Vocabulary Card.
- Add your Vocabulary Card to your notebook or read it in a notebook.

**A New Word That I Learned in this book is:**

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

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

# Word Work Lesson Plan and Activities

Instructional  
Focus Based on  
the Words in  
the Book

**Word Work**  
By: Sue Williams  
Grade Level: K / Guided Reading Level: C

**Instructional Focus:**  
Beginning Letter Sounds

**Background:**

**Beginning Letter Sounds**  
Working with beginning letter sounds with words. Encourage your students to match the beginning letter sounds.

**Materials and Preparation:**

- A Copy of *I Went Walking*
- Chart Paper
- Sorting Cards (1 set per student)
- Alphabet Chart (1 per student)
- I Can Spell Word Work
- Optional - Match Up
- Optional - Match Up

**Word Work**  
By: Sue Williams  
Grade Level: K / Guided Reading Level: C

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

**Introduce Phonemic Awareness**

- Provide each student with a copy of the alphabet chart.
- Explain that all words have a beginning letter sound.
- Review the alphabet chart whole group.
- Challenge students to identify the beginning letter sound for different pictures on the chart. For example you might say: "Net. What letter does the word *Net* begin with?"

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

**Phonemic Awareness in the Text**

- Tell the students that the book they will be reading today has a lot of animal pictures.
- Show them the cover of *I Went Walking*. Ask the students to identify the animal on the cover (duck or green duck).
- Ask the students to identify the beginning letter for the word duck (D).
- Display a set of the sorting cards for the class to see. Invite one student to match the word to the picture for duck.
- Read *I Went Walking*.

**Examples of Phonemic Awareness Found in the Text:**

- cat
- horse
- cow
- pig
- duck
- dog
- black cat
- brown horse
- red cow
- pink pig
- green duck
- yellow dog

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Word Work**  
By: Sue Williams  
Grade Level: K / Guided Reading Level: C

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words and pictures on their cards represent the animals in the book.
- Read each word. Invite students to underline the beginning letter sound.
- Sort cards as a group, in pairs, or independently.
- Differentiate Your Instruction:** There are two sets of sorting cards included with this lesson. Encourage advanced readers to use the cards that include both the color and the animal (ie: black cat) while playing Match Up.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of *I Can Spell Word Work Practice Page*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Play Match Up.
- Display Match Up directions.
- Model how to play Match Up. Students can match pictures to words, words to words, or pictures to pictures.
- Divide students into pairs and allow them to play Match Up.
- Monitor students and assess students' understanding while playing.




Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent Practice Page

**Phonemic Awareness Sorting Cards**  
Interactive Activity

**Directions:**  
Cut out the sorting cards below. Use the cards to **play Match Up** or use them to **sort by beginning letter sound**.

cat	
horse	
cow	

Guided Word Work Practice | ©BookPages.com

Extension Activity

**Match Up**  
Student Directions

**Materials:**  
Sorting Cards

**Players:**  
2 or more

**Directions:**






- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place each card face down in front of all players.
- The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards **do not match**, the player turns the cards back over so that they are face down.
- The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards **do not match**, the player turns the cards back over so that they are face down.
- Continue playing turns. Whoever has the most matches at the end of the game wins.

**Tip**  
Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Independent Word Work Practice | ©BookPages.com




**I Can Spell**  
Word Work Practice Page

**Directions:**  
Write each word in the Word Bank next to the correct picture.

Word Bank	
duck	cow
horse	pig
cat	
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

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

# Common Core Aligned Comprehension Assessment

I Went Walking CCSS Assessment		Name: _____
		Score:    / 8
<b>Teacher Directions:</b> Read each question to the student. Record student response in the space provided. Make a copy of <i>I Went Walking</i> available to the student as needed.		
1. What is the third animal the child saw on his walk?		
		
a yellow dog (A)	a black cat (B)	a red cow (C)
2. Draw a picture of what happened in the story. Tell me about your drawing.		
Use this space for the student to draw and to write the student's response:		
3. Tell me what the setting of the story is. How do you know?		
Use this space to write the student's response:		
4. Why did the author write this story?		
<input type="radio"/> A To tell me facts about animals.		
<input type="radio"/> B To tell a story about a little boy and animals that is fun to read.		
<input type="radio"/> C To show me what a farm looks like.		
CCSS Assessment Kindergarten Grade Reading Standards for Literature   BookPagez.com		

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



5. What does the author of a story do? (RL.K.6)				
<input checked="" type="radio"/> A Writes the words.				
<input type="radio"/> B Draws the pictures to match the story words.				
<input type="radio"/> C Turns the pages.				
6. Explain how the illustrations help us understand the story. (RL.K.7)				
Use this space to write the student's response:				
Student responses will vary: The illustrations show us the different animals that the boy meets while on his walk.				
7. Tell me how the red cow and the pink pig are the same. (RL.K.9)				
Use this space to write the student's response:				
Student responses will vary. Possible answers may include:				
<ul style="list-style-type: none"><li>• The cow and the pig are both farm animals.</li><li>• They both have 4 legs and a tail.</li><li>• They are both mammals.</li><li>• They both make a lot of noise.</li></ul>				
8. Explain how <i>I Went Walking</i> is the same as <i>Brown Bear, Brown Bear</i> . How are they different? (RL.K.9) (Only use this question if the student is familiar with both stories.)				
Use this space to write the student's response:				
<table border="1"><thead><tr><th>Similarities</th><th>Differences</th></tr></thead><tbody><tr><td>Students responses will vary. Possible answers may include:<ul style="list-style-type: none"><li>• They are both about animals and colors.</li><li>• They both repeat a question about "What do you see?".</li></ul></td><td>Students responses will vary. Possible answers may include:<ul style="list-style-type: none"><li>• The two stories have different animals and colors.</li><li>• In one story the children are in a classroom and in the other a boy is on a walk.</li></ul></td></tr></tbody></table>	Similarities	Differences	Students responses will vary. Possible answers may include: <ul style="list-style-type: none"><li>• They are both about animals and colors.</li><li>• They both repeat a question about "What do you see?".</li></ul>	Students responses will vary. Possible answers may include: <ul style="list-style-type: none"><li>• The two stories have different animals and colors.</li><li>• In one story the children are in a classroom and in the other a boy is on a walk.</li></ul>
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CCSS Assessment Kindergarten Grade Reading Standards for Literature   BookPagez.com				

Answer Key





# Extension Activity


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


**Directions:**  
In the book *I Went Walking*, a little girl meets some friendly animals. Pretend you went walking and saw some friends, too. Choose a Color Word from the Color Word Bank to finish each sentence. Then color each friend to match.


Color Word Bank				
red	orange	yellow	green	blue
purple	brown	black	gray	pink

 I see a \_\_\_\_\_ dog  
looking at me.

 I see a \_\_\_\_\_ mouse  
looking at me.

 I see a \_\_\_\_\_ butterfly  
looking at me.

 I see a \_\_\_\_\_ squirrel  
looking at me.

 I see a \_\_\_\_\_ caterpillar  
looking at me.

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
<i>I Went Walking</i> Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with <i>"I Went Walking"</i> correlate with the following English Language Arts Common Core State Standards for kindergarten.
<b>Reading and Summarizing Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.K.1</b> - With prompting and support, retell familiar stories, including key details.
<b>RL.K.2</b> - With prompting and support, identify characters, settings, and major events in a story.
<b>RL.K.3</b> - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<b>RL.K.10</b> - Actively engage in group-reading activities with purpose and understanding.
<b>Reading: Foundational Skills</b>
<b>RF.K.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.K.4</b> - Read emergent reader texts with purpose and understanding.
<b>Writing</b>
<b>W.K.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b>
<b>SL.K.1b</b> - Continue a conversation through multiple exchanges.
<b>SL.K.2</b> - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<b>SL.K.3</b> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>SL.K.4</b> - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.5</b> - Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>Language</b>
<b>L.K.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to text.
<i>I Went Walking</i> CCSS Alignment   @BookPagez.com

Common Core State Standards Correlation
<i>I Went Walking</i> Lesson Plans, Resources, and Activities
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<b>Making Connections Lesson Plan and Resources</b>
<b>Reading: Literature</b>
<b>RL.K.1</b> - With prompting and support, ask and answer questions about key details in a text.
<b>RL.K.2</b> - Recognize common types of texts (e.g., storybooks, poems).
<b>RL.K.3</b> - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>RL.K.10</b> - Actively engage in group-reading activities with purpose and understanding.
<b>Reading: Foundational Skills</b>
<b>RF.K.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.K.4</b> - Read emergent reader texts with purpose and understanding.
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<b>RL.K.4</b> - Ask and answer questions about unknown words in a text.
<b>RL.K.7</b> - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<b>RL.K.10</b> - Actively engage in group-reading activities with purpose and understanding.
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<b>Speaking &amp; Listening</b>
<b>SL.K.1b</b> - Continue a conversation through multiple exchanges.
<b>SL.K.2</b> - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<b>SL.K.3</b> - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<b>SL.K.4</b> - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.5</b> - Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>Language</b>
<b>L.K.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to text.
<i>I Went Walking</i> CCSS Alignment   @BookPagez.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<i>I Went Walking</i> Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with <i>"I Went Walking"</i> correlate with the following English Language Arts Common Core State Standards for kindergarten.
<b>Vocabulary Lesson Plan and Resources</b>
<b>L.K.5a</b> - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
<b>L.K.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to text.
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## Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<i>I Went Walking</i> Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with <i>"I Went Walking"</i> correlate with the following English Language Arts Common Core State Standards for kindergarten.
<b>Word Work Lesson Plan and Resources</b>
<b>Reading: Foundational Skills</b>
<b>RF.K.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.K.4</b> - Read emergent reader texts with purpose and understanding.
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## Word Work Common Core Alignment



# Student Facing Resources in Spanish for I Went Walking Super Pack

## 3 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con I Went Walking (Fui caminando)**

**Página 1:**  
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?

\_\_\_\_\_

\_\_\_\_\_

**Página 7:**  
¿Qué animales han seguido al niño hasta ahora? ¿De qué colores eran los animales?

\_\_\_\_\_

\_\_\_\_\_

**Página 14:**  
¿Qué otros animales se han unido al viaje del niño? ¿De qué colores eran los animales?

\_\_\_\_\_

\_\_\_\_\_

**Página 28:**  
¿Qué está haciendo cada uno de los animales? ¿Dónde crees que estaba caminando el niño?

\_\_\_\_\_

\_\_\_\_\_

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

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### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Volver a contar y resumir con I Went Walking (Fui caminando)**


**Página 1:**  
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?  
Las respuestas varían. Podrían incluir: El personaje principal es el niño.  
Sabemos que el personaje principal es el niño porque está en la portada.

**Página 7:**  
¿Qué animales han seguido al niño hasta ahora? ¿De qué colores eran los animales?  
Las respuestas varían. Podrían incluir: Un gato negro y un caballo marrón han seguido al niño hasta ahora. Encontró al gato negro en una canasta y el caballo lo estaba mirando.

**Página 14:**  
¿Qué otros animales se han unido al viaje del niño? ¿De qué colores eran los animales?  
Las respuestas varían. Podrían incluir: Además del gato negro y el caballo marrón, ahora hay una vaca roja y un pato verde. Encontró a la vaca roja cerca de la harina, y encontró al pato verde detrás de un tronco.

**Página 28:**  
¿Qué está haciendo cada uno de los animales? ¿Dónde crees que estaba caminando el niño?  
Las respuestas varían. Podrían incluir: Cada uno de los animales sigue al niño en su paseo. Salíó a caminar por una granja, porque hay muchos animales allí.

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

 Answer Key | ©BookPages.com

**Hacer conexiones con I Went Walking (Fui caminando)**

**Página 6:**  
El gato negro está siguiendo al niño. ¿Alguna vez te ha seguido un animal? ¿Por qué crees que los animales siguen a los humanos?

Las respuestas varían. Podrían incluir: Sí, me ha seguido un perro porque tengo algo que quiere.

**Página 12:**  
¿La vaca en esta historia es roja? Haz una conexión **texto a tu mundo**. ¿De qué color son? Haz una conexión **texto a tu mundo**. ¿Qué color de vaca querías tener, si tuvieras una?

Las respuestas varían. Podrían incluir: Marrones y vacas blancas porque está manchada.

**Página 20:**  
El niño está rociando libros que ha leído de texto. ¿Qué animal crees que se ensuciará más rápido?

Las respuestas varían. Podrían incluir: El cerdo porque se ensucia mucho.

**Tu turno para practicar: Hacer conexiones con I Went Walking (Fui caminando)**

**Página 6:**  
El gato negro está siguiendo al niño. ¿Alguna vez te ha seguido un animal? ¿Por qué crees que los animales siguen a los humanos?

\_\_\_\_\_

\_\_\_\_\_

**Página 12:**  
¿La vaca en esta historia es roja? Piensa en las vacas que has visto. ¿De qué color son? Haz una conexión **texto a tu mundo**. ¿Qué color de vaca querías tener, si tuvieras una?

\_\_\_\_\_


\_\_\_\_\_

**Página 20:**  
El niño está rociando al cerdo con agua para limpiarlo. Piensa en los otros libros que has leído que tienen caracteres sucios. Haz una conexión **texto a tu mundo**.

\_\_\_\_\_

\_\_\_\_\_

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

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### Making Connections

**Hacer predicciones con I Went Walking (Fui caminando)**

**Página 1:**  
El joven se prepara para salir a caminar. ¿Cómo crees que es el clima? ¿Cómo lo sabes?

Las respuestas varían. Podrían incluir: Hace frío porque el chico está abrigado y porque lleva pantalones.

**Página 10:**  
El niño ha encontrado una vaca roja. ¿Qué animal crees que encontrará cerca de la vaca?

Las respuestas varían. Podrían incluir: Un caballo porque la vaca está mirando a un caballo.

**Página 14:**  
¿Qué animal crees que encontrará cerca de la harina?

Las respuestas varían. Podrían incluir: Un cerdo porque se ensucia mucho.

**Tu turno para practicar: Hacer predicciones con I Went Walking (Fui caminando)**

**Página 1:**  
El joven se prepara para salir a caminar. ¿Cómo crees que es el clima? ¿Cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

**Página 10:**  
El niño ha encontrado unos sacos de harina. ¿Qué animal crees que encontrará cerca de la harina?

\_\_\_\_\_


\_\_\_\_\_

**Página 14:**  
¿Qué animal crees que se esconde detrás del tronco? ¿Qué crees que hará el animal cuando vea al niño? ¿Por qué piensas eso?

\_\_\_\_\_

\_\_\_\_\_

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

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### Making Predictions

# Writing About Reading with Optional CCSS Alignment

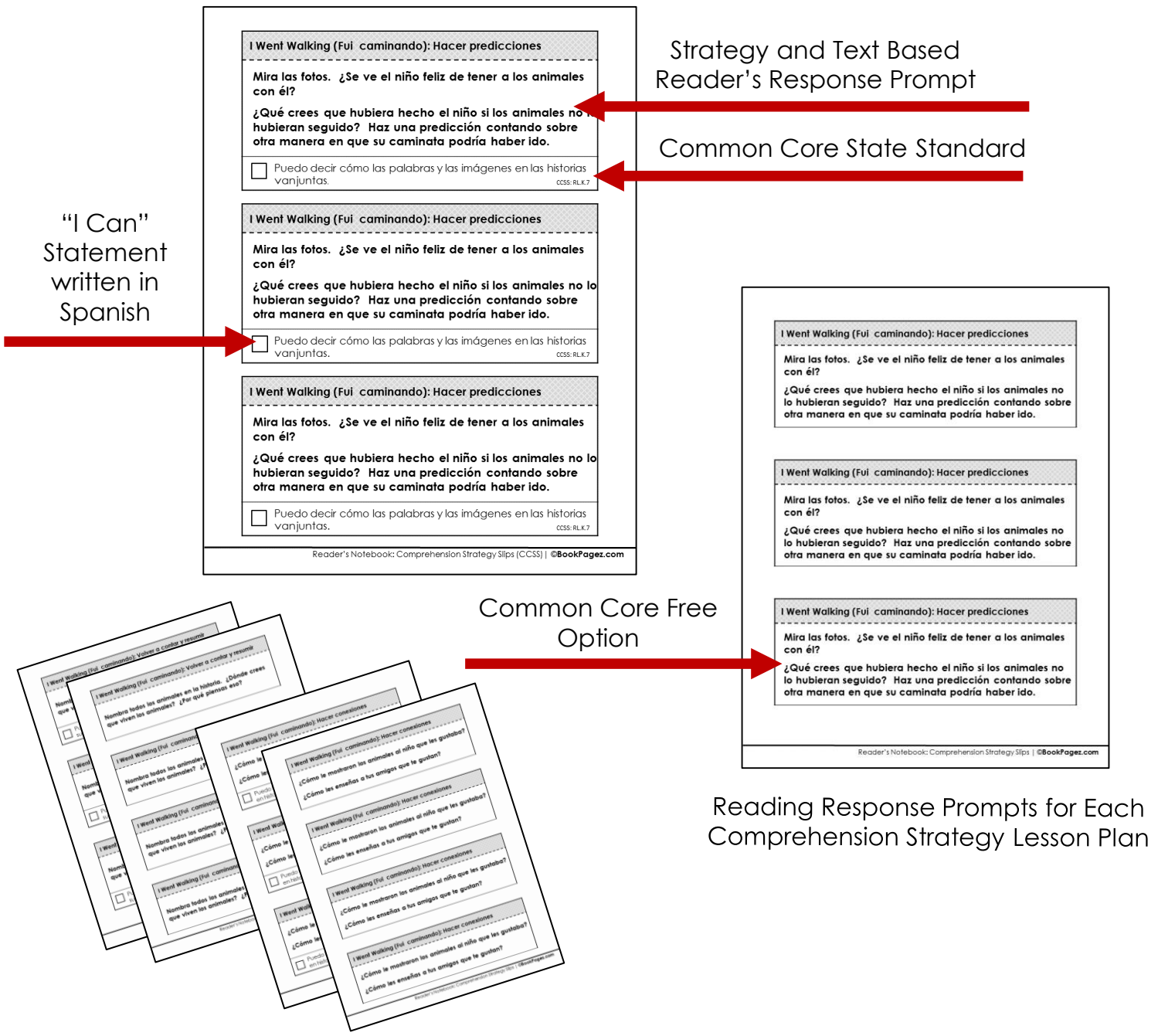
**"I Can" Statement written in Spanish**

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

**Common Core State Standard**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**



## 3 Comprehension Strategy Graphic Organizers

**Valer a contar y resumir**  
Título: \_\_\_\_\_  
¿De qué es este libro?  
¿Es ficción o no ficción?  
Haz un dibujo o escribe una oración para cada cuadro abajo.

Personas	Lugar
Señales	Estados

**Indicaciones:**  
1. Contesta todas las preguntas.  
2. Crea cuidadosamente en las líneas de puntos.  
3. Pega o pega en la cubierta del libro.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Hacer conexiones**  
Título: \_\_\_\_\_  
Piensa en el libro. ¿En qué te hace pensar el libro?  
¿Qué tipo de conexión hiciste?  
☐ Text a mi mismo  
☐ Texto a texto  
☐ Texto al mundo  
Haz un dibujo de tu conexión abajo.

**Indicaciones:**  
1. Contesta las preguntas.  
2. Crea cuidadosamente en las líneas de puntos.  
3. Pega o pega en la cubierta del libro.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

**Hacer Predicciones**  
Título: \_\_\_\_\_  
Yo predigo...  
Mi predicción fue...  
☐ Correcto  
☐ Incorrecto  
Yo sé porque...  
Aquí hay una foto sobre mi predicción:

**Indicaciones:**  
1. Contesta las preguntas.  
2. Crea cuidadosamente en las líneas de puntos.  
3. Pega o pega en la cubierta del libro.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions



# Extension Activity

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

**Direcciones:**

En el libro *I Went Walking (Fui caminando)*, un niño pequeño se encuentra con algunos animales amigables. Imagina que fuiste caminando y viste a algunos amigos también. Elige una palabra de color en el banco de palabras de color para terminar cada oración. Luego colorea a cada amigo para que coincida.

**El banco de palabras de color**

Rojo	Anaranjado	Amarillo	Verde	Azul
Morado	Marrón	Negro	Gris	Rosa



Veo un perro \_\_\_\_\_  
mirándome.



Veo un ratón \_\_\_\_\_  
mirándome.



Veo una mariposa \_\_\_\_\_  
mirándome.



Veo una ardilla \_\_\_\_\_  
mirándome.



Veo una oruga \_\_\_\_\_  
mirándome.