

Here's What You'll Get in the Knots on a Counting Rope Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences

Knots on a Counting Rope
By: Bill Martin Jr.
Grade Level: 2 / Guided Reading Level: M

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

Summary
Knots on a Counting Rope is the story of a young Navajo boy who loves to hear his grandfather tell stories. The boy's favorite story is about the day he was born blind. He has learned many ways to see without using his eyes, but using his other senses instead. Every time his grandfather tells the boy the story, he ties a knot on a counting rope. When the counting rope is full of knots, the boy will know the story by heart.

Link to What You Know
Which of the five senses do you think is most important? Why? If you had to give up one of your 5 senses, which one would you give up, why? How would your life be different if you could not see?

Important Words to Know and Understand
Canyon - A deep hole in the earth's surface surrounded by steep walls of rock and dirt

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 is usually because 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

Making Inferences Lesson Plan

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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?

4
Notice the Work You Did While Reading
Think
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 4 - What can you infer about the boy? How does he feel about his grandfather? Why does he want his grandfather to tell the story? Why do you think so? How do you know?
Page 14 - Make an inference about the boy. What can you infer might be wrong with the boy when his grandfather says, "You were born with a dark curtain in front of your eyes"? What might be wrong with the boy? How do you know?
Page 28 - Make an inference about rainbows. Why do you think a rainbow would be a good sign? How do you know?
Page 37 - What can you infer about the grandfather when he says, "I will not always be with you, Boy."

Time to Reflect
Think - What types of inferences did you make while reading **Knots on a Counting Rope**? 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 - Tell 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 making inferences. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Knots on a Counting Rope**. (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

3
Visualizing 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?

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

4
Notice the Work You Did While Reading
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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
Asking Questions 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?

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

4
Notice the Work You Did While Reading
Think
Reflect
Write

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Visualizing

Asking Questions

Identifying the Author's Purpose

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
Identifying the Author's Purpose 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?

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

4
Notice the Work You Did While Reading
Think
Reflect
Write

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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

3
Understanding Text Structure 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?

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

4
Notice the Work You Did While Reading
Think
Reflect
Write

Knots on a Counting Rope
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Author's Purpose

Understanding Text Structure

Answer Key for Making Inferences with Knots on a Counting Rope

Your Turn to Practice Making Inferences with Knots on a Counting Rope

Page 4: What can you infer about the boy? How does he feel about his grandfather? Why does he want his grandfather to tell the story? Why do you think so? How do you know?
Page 14: Make an inference about the boy. What can you infer might be wrong with the boy when his grandfather says, "You were born with a dark curtain in front of your eyes"? What might be wrong with the boy? How do you know?
Page 28: Make an inference about rainbows. Why do you think a rainbow would be a good sign? How do you know?
Page 37: What can you infer about the grandfather when he says, "I will not always be with you, Boy."

Answer Key for Identifying the Author's Purpose with Knots on a Counting Rope

Your Turn to Practice Identifying the Author's Purpose with Knots on a Counting Rope

Page 2: What do you learn about the author's purpose for writing the book on this page?

Answer Key for Visualizing with Knots on a Counting Rope

Your Turn to Practice Visualizing with Knots on a Counting Rope

Page 4: Notice the way the book visualizes the words. **Answers will vary, change, and will have felt unsafe.**
Page 7: Notice the way the author describes the weather on the night that the boy was born. Visualize the night in your mind. Which words help you visualize? Part to the words. **Answers will vary.**
Page 22: How does the dialogue between the boy and his grandfather change the way the story is told? Would it be as effective in a different form?

Answer Key for Asking Questions with Knots on a Counting Rope

Your Turn to Practice Asking Questions with Knots on a Counting Rope

Page 4: What questions do you have about the text?
Page 14: What are you wondering about the boy at this point in the story? How will your question help you to better understand the book?
Page 28: There is a large gathering around the boy. Why? What questions do you have about the boy and the community he lives in?
Page 30: What are you wondering now? Is your question about the character, the problem, or the words in the book?

Answer Key for Understanding Text Structure with Knots on a Counting Rope

Your Turn to Practice Understanding Text Structure with Knots on a Counting Rope

Page 4: Look at the way the dialogue is set up. How does the structure of the text help you understand who is speaking?
Page 14: How does the dialogue between the boy and his grandfather change the way the story is told? Would it be as effective in a different form?
Page 22: How does the author use description to help the reader understand better. What is the description? How does the description help you as a reader?
Page 30: How does the author use a problem and solution text structure. What is the problem? How did the grandfather solve the problem?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Knots on a Counting Rope: Understanding Text Structure

Find a place in your story where the author used sequencing (first, next, then, last) to tell the story.

How did the words and pictures help you know that the author was using sequencing?

I can use words and pictures to help me tell about the characters, setting and plot.

CCSS: RL.2.7

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Knots on a Counting Rope: Understanding Text Structure

Find a place in your story where the author used sequencing (first, next, then, last) to tell the story.

How did the words and pictures help you know that the author was using sequencing?

I can use words and pictures to help me tell about the characters, setting and plot.

CCSS: RL.2.7

Knots on a Counting Rope: Understanding Text Structure

Find a place in your story where the author used sequencing (first, next, then, last) to tell the story.

How did the words and pictures help you know that the author was using sequencing?

I can use words and pictures to help me tell about the characters, setting and plot.

CCSS: RL.2.7

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

Common Core Free Option

Knots on a Counting Rope: Understanding Text Structure

Find a place in your story where the author used sequencing (first, next, then, last) to tell the story.

How did the words and pictures help you know that the author was using sequencing?

Knots on a Counting Rope: Understanding Text Structure

Find a place in your story where the author used sequencing (first, next, then, last) to tell the story.

How did the words and pictures help you know that the author was using sequencing?

Knots on a Counting Rope: Understanding Text Structure

Find a place in your story where the author used sequencing (first, next, then, last) to tell the story.

How did the words and pictures help you know that the author was using sequencing?

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Find a place in your story where the author used sequencing (first, next, then, last) to tell the story.

How did the words and pictures help you know that the author was using sequencing?

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Inferences
Title: _____

| What the Text Says | What I Know | What I Can Infer |
|--------------------|-------------|------------------|
| | | |
| | | |
| | | |
| | | |

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 Inferences

Identifying the Author's Purpose
Title: _____

Who is the author of your book?
What was the author's purpose for writing this book? How do you know?
 To Persuade To Inform To Entertain
I know because...

What do you think author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. 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

Author's Purpose

Visualizing
Title: _____

What page did you use to practice visualizing?
Draw a picture of your mental image in the space below:

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

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

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

Visualizing

Asking Questions
Title: _____

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

| Question | Answer |
|----------|--------|
| | |
| | |
| | |
| | |

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

Asking Questions

Understanding Text Structure
Title: _____

| Text Structure | Where the Text Structure Was Used | How the Text Structure Helped Me |
|----------------|-----------------------------------|----------------------------------|
| | Page: _____ | |
| | Page: _____ | |
| | Page: _____ | |
| | Page: _____ | |

Text Structures You Might See While Reading

| Description | Sequence | Cause and Effect |
|-------------|----------|------------------|
| | | |
| | | |
| | | |

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

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Knobs on a Counting Rope
By: Bill Martin Jr.
Grade Level: 2 / Guided Reading Level: M

Word Work

Instructional Focus:
Adjectives and Adverbs

Background:
Adjectives are describing words. Adjectives nearly always appear immediately before the noun or noun phrase question: What kind of noun is it?
Adverbs are describing words. Adverbs answer the questions: how, when, or where.

Examples:

| Adjectives |
|------------|
| last |
| furry |
| juicy |
| slow |
| small |
| smooth |
| thick |

Materials and Preparation:

- A Copy of Knobs on a Counting Rope
- Chart Paper
- Adverb Charades Page
- 2 Envelopes
- Adjective Word Work Page
- Optional - Word Detective
- Optional - Index Cards (Step 2)

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

| Adjectives describe nouns | Adverbs describe verbs |
|---------------------------|------------------------|
| smooth | quietly |
| sharp | carefully |
| red | fast |
| hard | again |
| soft | later |
| heavy | often |
| green | usually |
| slimy | publicly |
| skid | happily |
| | graciously |

Step 2: Connect Word Work to Reading

Extend Engagement

Use the list of adverbs and adjectives to create card and sentence strips.

- Divide the number of students into 2 groups.
- Create adverb and adjective word cards for 1 of the groups by writing an adverb or adjective on each card.
- Create sentence strips for the other group.
- Write one sentence with a missing adverb or adjective on each strip.
- Challenge students to match their card to the correct sentence strip.

Adverbs and Adjectives in the Text

- Tell the students that the book they will be reading today has a lot of adjectives and adverbs.
- Show them **page 1 of Knobs on a Counting Rope**. Ask students to listen carefully and look at the words while you read. If they hear a word that sounds like it describes something, as them to raise their hands.
- After reading page 1, ask the students to identify the adjectives and adverbs they heard. Add them to the chart paper. Words include: many, carefully, last, again.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that rhyme. Remind them to be polite and not to interrupt you while you read.
- Read **Knobs on a Counting Rope**.

Examples of Adverbs and Adjectives found in the Text:

| | | |
|-----------|----------------|-------------|
| carefully | never | great |
| again | dark | blue |
| many | strange | boy (nidi) |
| better | wild | blue (saw) |
| last | wounded | light (day) |
| fast | heart-pounding | long |
| much | flat | cold |
| many | soft | good |
| sleep | two | |

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Knobs on a Counting Rope
By: Bill Martin Jr.
Grade Level: 2 / Guided Reading Level: M

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Copy the **Adverb Charades** page.
- Cut apart the adverb words and place them in an envelope marked "Adverbs."
- Cut apart the action phrases and place them in an envelope marked "Actions."
- Explain to the class that you will be playing a game of Adverb Charades. If they do not know how to play charades, explain that they will be acting out how different actions look when you use adverbs.
- Remind students that an adverb is a word that describes an action word?
- Demonstrate how to play the game by drawing one Adverb card and one Action phrase card. For example, if you choose the words, "Angrily" and "Sweep the floor." Ask children to act out sweeping the floor angrily. Use the question words as you provide the direction. You might say, "How would you sweep the floor angrily?"
- Version 1: Allow different students to pick Adverb and Action cards to act out. Encourage the whole class to act them out at the same time, or ask a group of children to act out the adverb action. Encourage students to observe how the other students show the action.
- Version 2: Have one student choose an Adverb and Action card to act out for the class. The other students must guess what the student is doing and how he/she is doing it. Give credit for adverbs that are very close to the target word. Whoever guesses correctly gets to choose the next set of cards to act out.
- Version 3: Use just the Adverb cards. Choose one action from the list or otherwise (i.e., doing homework). Then have each child draw one Adverb card. Have them take turns to act out how they would do homework in a way that shows adverb. See who can guess the adverb.

Step 4: Independent Word Work Practice

Practice Page

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

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Adverb Charades
Interactive Activity

Directions:
Cut out each verb. Use the cards to play Adverb Charades.

| | | |
|-------|-------|--------|
| cry | clap | drink |
| jump | hug | look |
| walk | spin | clean |
| sleep | eat | yawn |
| talk | write | open |
| sing | run | mix |
| sweep | type | zip |
| sit | stand | bark |
| snap | carry | gather |
| stomp | read | juggle |

Guided Word Work Practice | @BookPagez.com

Adjectives
Word Work Practice Page

Directions:
Adjective Hunt: Look around the classroom. Write a noun (person, place or thing) to complete each phrase. Example: A red shoe.

- A red _____
- A soft _____
- A smooth _____
- A large _____
- A sharp _____
- A flat _____
- A noisy _____
- A striped _____
- A yellow _____
- A tiny _____
- A tall _____
- A beautiful _____
- An old _____
- A delicious _____

Directions:
What kind? Write an adjective to complete each sentence below.

- I carry a _____ backpack.
- I like _____ pizza.
- I have a _____ family.
- I love _____ ice cream.
- I go to a _____ school.
- I watch _____ television shows.

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for adjectives and adverbs in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | @BookPagez.com

Word Detective: Adjectives and Adverbs
Extension Activity

Directions:
Be a word detective!
Be on the lookout for adjectives and adverbs 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 Detective Extension Activity | @BookPagez.com

Assessments

Running Record

Title: *Knots on a Counting Rope* Guided Reading Text Level: M 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/secondsread 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 |
| | | E SC E SC |
| | | MSV MSV |
| Page | | |
| 1 | Tell me the story again, Grandfather. Tell me who I am. I have told you many times, Boy. You know the story by heart. But it sounds better when you tell it, Grandfather. Then listen carefully. This may be the last telling. No, no, Grandfather. There will never be a last time. Promise me that. Promise me. I promise you nothing, Boy. I love you. | |

Tested By: _____ @BookPagez.com

Running Record Assessment

Knots on a Counting Rope
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *Knots on a Counting Rope* to answer each of the following questions.

1. Which of these is **not** an important detail to the understand *Boy-Strength-of-Blue-Horses*?

A He was born blind.
 B He trained his horse Rainbow to race and to know the trails by heart.
 C He was born on a dark night.
 D He is very close to his grandfather.

2. Where does this story of overcoming obstacles come from?

A It is Native American (or of Indigenous).
 B It is an African story.
 C It came from China.
 D It is an American cowboy story.

3. How does Grandfather respond to his grandchild?

A He hides him away so that no one will find him.
 B He loves him, but doesn't make him feel special.
 C He thinks it is his fault and leaves his grandchild alone.
 D He teaches him to not be afraid and to be brave.

4. Why does the boy keep repeating that he loves his grandfather?

A He doesn't know what else to say.
 B He is very tired, and he can't read.
 C This is the first time he has heard this story.
 D He loves to hear his grandfather's voice.

5. Why did the author include the part about teaching and racing the boy's horse, Rainbow? (RL.2.5)

A Everyone likes horses.
 B It shows how he will always depend on a horse to know things.
 C It shows how he is smart, and can do things other boys can do even though he's blind.
 D It shows how dangerous horse riding can be.

6. When you read *Knots on a Counting Rope* out loud, how could you read the dialogue to make the story more interesting? (RL.2.6)

A Read it really fast.
 B Read Grandfather's voice deep and strong, and the boy's like an excited kid.
 C Read the two characters exactly the same.
 D Read Grandfather's voice to sound bored, and the boy's voice whiny.

7. What do the illustrations tell you about the setting where the boy and his grandfather are talking? (RL.2.7)

A They are sitting around a campfire outside in the darkness.
 B They are on a camping trip outside of the city.
 C They like to sit outside on the porch each night before bed.
 D They are lost in the woods.

8. How are Grandfather and Boy-Strength-of-Blue-Horses alike? (RL.2.9)

A The both ride horses named Rainbow.
 B They are both blind.
 C Grandfather is old, but the boy is young.
 D They both love each other and are proud of each other.

9. Based on what you've read, what will happen many years later when the boy is grown and is feeling the knots on the counting rope? (RL.2.10)

A He will count the knots.
 B He will wonder why he has that rope with knots in it.
 C He will remember all the stories his grandfather told him.
 D He will use the rope to tie up his new horse.

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 **Knots on a Counting Rope**, the boy cannot see, so he connects his memories to things that he can smell, hear, taste and feel. Try connecting your favorite memories to each of the four senses below. Draw a picture for each.

When I smell _____

I think of _____

When I hear _____

I think of _____

When I taste _____

I think of _____

When I feel _____

I think of _____

Extension Activity | ©BookPagez.com

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>Common Core State Standards Correlation</p> <p>Knots on a Counting Rope Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Knots on a Counting Rope" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading Inference Lesson Plan and Resources</p> <p>Reading: Literature RI.2.4 - Acknowledge differences in the points of view of characters, including by using different voices for each character when reading dialogic aloud. RI.2.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, 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 RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - 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>Language 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 other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: x-small;">Knots on a Counting Rope CCSS Alignment ©BookPagez.com</p> | <p>Common Core State Standards Correlation</p> <p>Knots on a Counting Rope Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Knots on a Counting Rope" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, 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 RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation |
|--|
| <p>Common Core State Standards Correlation</p> <p>Knots on a Counting Rope Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Knots on a Counting Rope" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4b - Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy). L.2.4c - 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 style="text-align: right; font-size: x-small;">Knots on a Counting Rope CCSS Alignment ©BookPagez.com</p> |

| Common Core State Standards Correlation |
|---|
| <p>Common Core State Standards Correlation</p> <p>Knots on a Counting Rope Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Knots on a Counting Rope" correlate 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 RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right; font-size: x-small;">Knots on a Counting Rope CCSS Alignment ©BookPagez.com</p> |

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Knots on a Counting Rope Super Pack

5 Comprehension Strategy Practice Pages

Making Inferences Practice Page

Tu turno para practicar: Hacer inferencias con Knots on a Counting Rope (Nudos en una cuerda de contar)

Página 4:
¿Qué puedes inferir sobre el niño?

¿Cómo se siente acerca de su abuelo?

¿Por qué quiere que su abuelo cuente la historia?

¿Por qué piensas eso?

¿Cómo lo sabes?

Página 14:
Haz una inferencia sobre el niño. ¿Qué puedes inferir que podría estar mal con el niño cuando su abuelo dice: "Naciste con una cortina oscura delante de tus ojos?"

Nombre: _____ @BookPages.com

Page by Page
Guided
Questions

Answer Key

Hacer inferencias con Knots on a Counting Rope (Nudos en una cuerda de contar)

¿Qué podría estar mal con el chico?
El niño es ciego.

¿Cómo lo sabes?
Las respuestas varían.

Página 28:
Haz una inferencia sobre el arco iris. ¿Por qué crees que un arco iris sería una buena señal?
Las respuestas varían. Podrían incluir: Un arco iris es un signo de colores y de promesa. Un arco iris significa que la tormenta ha pasado.

¿Cómo lo sabes?
Las respuestas varían.

Página 37:
¿Qué puedes inferir sobre el abuelo cuando dice: "No siempre estaré contigo, muchacho".
Las respuestas varían. Podrían incluir: El abuelo sabe que un día morirá el niño estará solo.

Answer Key | @BookPages.com

Sample answers
written in Spanish

Identifica el propósito del autor con Knots on a Counting Rope (Nudos en una cuerda de contar)

Página 2:
¿Qué aprendes sobre el propósito del autor?
Las respuestas varían.

Página 10:
¿Por qué crees que el autor quiere que el lector profundice?
Las respuestas varían.

Página 16:
¿Qué sabes sobre el abuelo?
Las respuestas varían.

Nombre: _____

Author's Purpose

Visualizar con Knots on a Counting Rope (Nudos en una cuerda de contar)

Página 4:
Observa la foto de los indios montando. ¿Qué ves de extraño?
Las respuestas varían.

Página 10:
¿Por qué crees que el autor quiere que el lector visualice?
Las respuestas varían.

Página 16:
¿Cómo se agregan las imágenes?
Las respuestas varían.

Página 27:
Nota las palabras que el autor usa para describir al niño al fly. ¿Qué estás visualizando?

Página 9:
Nota todas las imágenes que el autor usa para describir al niño. ¿Cómo se relacionan?
Las respuestas varían.

Página 23:
Observa la foto del caballo. ¿Qué ves de diferente?
Las respuestas varían.

Nombre: _____

Visualizing

Hacer preguntas con Knots on a Counting Rope (Nudos en una cuerda de contar)

Página 6:
Observa la foto de los indios montando. ¿Qué preguntas tienes sobre ellos?
Las respuestas varían.

Página 14:
¿Qué preguntas tienes sobre el chico?
Las respuestas varían.

Página 16:
¿Qué te estás preguntando sobre el chico en este punto de la historia?
Las respuestas varían.

Página 24:
¿Cómo le ayudarán sus preguntas a comprender mejor el libro?
Las respuestas varían.

Página 24:
Hay una gran reunión alrededor del niño. ¿Por qué?
Las respuestas varían.

Nombre: _____

Asking Questions

Entender la estructura del texto con Knots on a Counting Rope (Nudos en una cuerda de contar)

Página 4:
Mira la forma en que se configura el diálogo. ¿Cómo te ayuda la estructura del texto a entender quién está hablando?
Las respuestas varían.

Página 14:
¿Cómo cambia el diálogo entre el niño y su abuelo la forma en que se cuenta la historia?
Las respuestas varían.

Página 16:
¿Sería tan efectivo en una forma diferente?
Las respuestas varían.

Página 22:
¿Cómo te ayuda la descripción para ayudar al lector a comprender mejor? ¿Qué está describiendo?
Las respuestas varían.

Página 22:
¿Cómo te ayuda la descripción como lector?
Las respuestas varían.

Nombre: _____

Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

Knots on a Counting Rope (Nudos en una cuerda de contar): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la secuencia (primero, siguiente, luego, último) para contar la historia. ¿Cómo te ayudaron las palabras y las imágenes a saber que el autor estaba usando la secuencia?

Puedo usar palabras e imágenes para ayudarme a contarlos personajes, el escenario y la trama.

CCSS: RL.2.7

Knots on a Counting Rope (Nudos en una cuerda de contar): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la secuencia (primero, siguiente, luego, último) para contar la historia. ¿Cómo te ayudaron las palabras y las imágenes a saber que el autor estaba usando la secuencia?

Puedo usar palabras e imágenes para ayudarme a contarlos personajes, el escenario y la trama.

CCSS: RL.2.7

Knots on a Counting Rope (Nudos en una cuerda de contar): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la secuencia (primero, siguiente, luego, último) para contar la historia. ¿Cómo te ayudaron las palabras y las imágenes a saber que el autor estaba usando la secuencia?

Puedo usar palabras e imágenes para ayudarme a contarlos personajes, el escenario y la trama.

CCSS: RL.2.7

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

Knots on a Counting Rope (Nudos en una cuerda de contar): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la secuencia (primero, siguiente, luego, último) para contar la historia. ¿Cómo te ayudaron las palabras y las imágenes a saber que el autor estaba usando la secuencia?

Knots on a Counting Rope (Nudos en una cuerda de contar): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la secuencia (primero, siguiente, luego, último) para contar la historia. ¿Cómo te ayudaron las palabras y las imágenes a saber que el autor estaba usando la secuencia?

Knots on a Counting Rope (Nudos en una cuerda de contar): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la secuencia (primero, siguiente, luego, último) para contar la historia. ¿Cómo te ayudaron las palabras y las imágenes a saber que el autor estaba usando la secuencia?

Knots on a Counting Rope (Nudos en una cuerda de contar): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la secuencia (primero, siguiente, luego, último) para contar la historia. ¿Cómo te ayudaron las palabras y las imágenes a saber que el autor estaba usando la secuencia?

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

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer inferencias

Título:

| | | |
|----------------------|---------------------|-----------------------------|
| Lo que dice el texto | Lo que sé | Lo que puedo inferir |
| ¿Qué dice el autor? | ¿Qué sé yo de esto? | ¿Qué puedo inferir de esto? |
| | | |
| | | |
| | | |
| | | |

Instrucciones:

1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Identificar el propósito del autor

Título:

¿Quién es el autor de tu libro?

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

Para persuadir

Para informar

Para entretener

Ya sé porque...

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

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

Instrucciones:

1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Visualizar

Título:

¿Qué página vas a leer para practicar a visualizar?

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

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

Comparte tu dibujo con alguien. Arreglánte de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:

1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

Hacer preguntas

Título:

Muéstrame para expresar una emoción

Quiero saber... ¿gitar qué no...? ¿Cómo puedes...?

Me confundí cuando... Estoy curioso por saber... No estoy seguro por qué...

| | |
|----------|-----------|
| Pregunta | Respuesta |
| | |
| Pregunta | Respuesta |
| | |
| Pregunta | Respuesta |
| | |

Instrucciones:

1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Entender la estructura del texto

Título:

| | | |
|----------------------|---|---|
| Estructura del texto | ¿Dónde fue usada la estructura del texto? | ¿Cómo la estructura del texto me ayudó? |
| | Página | |
| | Página | |
| | Página | |
| | Página | |

Instrucciones:

1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com


Understanding Text Structure

Extension Activity


Nombre: _____ La fecha: _____

Direcciones:

En el libro *Nudos en una cuerda de contar*, el niño no puede ver, por lo que conecta sus recuerdos con cosas que puede oler, oír, saborear y sentir. Intente conectar sus recuerdos favoritos a cada uno de los cuatro sentidos a continuación. Haz un dibujo para cada uno.

| | |
|---|---|
|  | Quando huelo _____ Pienso _____ _____ |
|---|---|

| | |
|---|--|
|  | Quando oigo _____ Pienso _____ _____ |
|---|--|

| | |
|---|--|
|  | Quando pruebo _____ Pienso _____ _____ |
|---|--|

| | |
|---|---|
|  | Quando me siento _____ Pienso _____ _____ |
|---|---|