

Here's What You'll Get in the Little Bear's Visit Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Little Bear's Visit
By: Else Holmelund Mincarik
Grade Level: 2 / Guided Reading Level: J

Retelling and Summarizing

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

Summary
Meet Little Bear. Little Bear likes to visit his grandmother and grandfather. When Little Bear goes to his grandparents' house in the woods he likes to try on his Grandfather's big hat and look at all of their pictures. Little Bear also likes to listen to Grandmother Bear's stories. Little Bear's favorite story is one about his mother when she was a girl. After spending the day with Grandma and Grandpa Bear, Little Bear feels tired. He doesn't want to miss any of the fun with Grandma and Grandpa so he tries his best to stay awake. Soon Grandma and Grandpa find poor Little Bear fast asleep on the sofa. So they all settle down to wait for Little Bear's parents to come and get Little Bear.

Link to What You Know
• How often do you visit your grandparents?
• What do you like to do with your grandparents?
• Tell about a special time that you had with your grandparents.

Important Words to Know and Understand
Oriole - A colorful North American bird that has an orange or yellow body with black wings.

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

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

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Guided Reading Level

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Retelling and Summarizing

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

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 14 - Other than Little Bear, who are the main characters in this story? How do you know? Are there any characters that are not as important? How do you know?
Page 33 - Mother Bear and the Robin had a problem. What was the problem? Why did Mother Bear let the baby robin go free? What might she have been feeling?
Page 48 - What are some of the ways the goblin showed he was afraid?
Page 61 - What did Little Bear do to surprise Mother and Father Bear? Why do you think he did that?

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

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

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Connections

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Determining Importance

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Understanding Text Structure

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Answer Key for Retelling and Summarizing with Little Bear's Visit

Your Turn to Practice Retelling and Summarizing with Little Bear's Visit

Page 14: Other than Little Bear, who are the main characters in this story? How do you know? Are there any characters that are not as important? How do you know?

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Answer Key for Making Connections with Little Bear's Visit

Your Turn to Practice Making Connections with Little Bear's Visit

Page 14: How do you know if you have a family member that you enjoy visiting? What do you like to do together?

Page 33: Little Bear loved to visit his Grandparents. Do you have a family member that you enjoy visiting? What do you like to do together?

Page 48: Little Bear loved to hear stories. Make a text to self connection. What are some of your favorite stories?

Page 61: Little Bear spends a lot of time with his family. What other books have you read that are about family?

Answer Key for Determining Importance with Little Bear's Visit

Your Turn to Practice Determining Importance with Little Bear's Visit

Page 14: What have you noticed about Grandpa and Little Bear? Why are they important to the story?

Page 33: What lesson did Little Bear's mother learn in the story about the robin? Why is this lesson important?

Page 48: Why does Grandmother Bear ask to hold Little Bear's paw before telling the Goblin story? What do Grandmother's actions tell you about the way he feels about Little Bear?

Page 61: Why didn't Little Bear open his eyes when Mother and Father Bear first came in? Why is this important? What do Little Bear's actions tell you about the way he feels about his grandparents?

Answer Key for Understanding Text Structure with Little Bear's Visit

Your Turn to Practice Understanding Text Structure with Little Bear's Visit

Page 21: How is the author using cause and effect? What made Little Bear feel sad? How did Grandmother help him feel better?

Page 34: How is the author using a story within a story. How does this help build the reader's understanding of the characters and plot?

Page 48: How is the author using examples of onomatopoeia, or words that imitate sounds. How does that add to the reader's enjoyment of the story?

Page 61 and 62: How is the author using sequence to describe what Little Bear did. What happened first, next, then, and last on these pages?

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Understanding Text Structure

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

Little Bear's Visit: Determining Importance

What did you learn about Little Bear from reading this book?
How would you describe Little Bear and his family?

I can show that I know the characters in the story by telling about them or by using different character voices when I read aloud. CCSS: RL.2.6

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

Common Core Free Option

Little Bear's Visit: Determining Importance

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Little Bear's Visit: Determining Importance

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Little Bear's Visit: Determining Importance

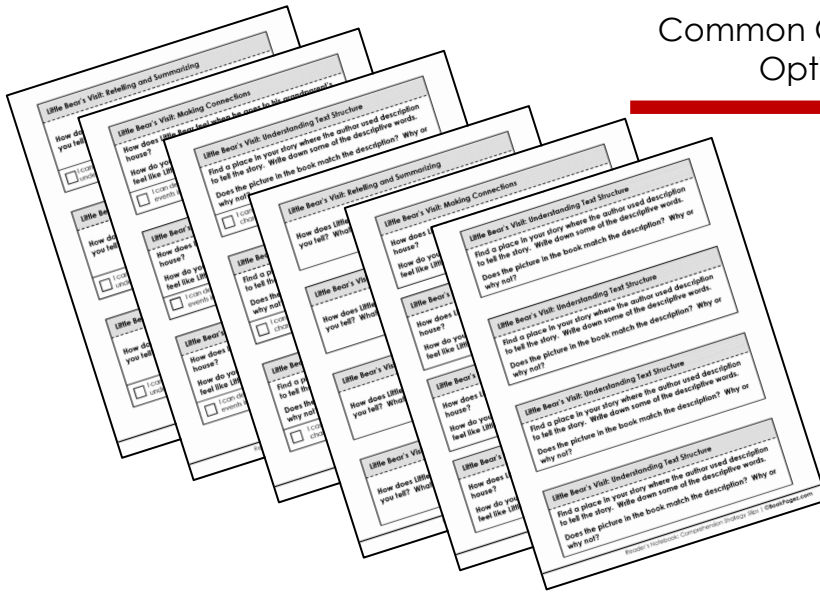
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Little Bear's Visit: Determining Importance

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

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

First	Next	Then
After that	Then	Last

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

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

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

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

Making Connections

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble 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 out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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

Determining Importance

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures You Might See While Reading

Description	Sequence	Pattern and Structure	Compare and Contrast

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

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

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Little Bear's Visit
 By: Ese Holmelund Minarik
 Grade Level: 2 / Guided Reading Level: J

Instructional Focus:
 Two-Syllable Words

Background:
 A syllable is a word or word segment pronounced as a single sound. A two-syllable word has two distinct sounds.

Word Work
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Examples of two syllable words:

cheetah	
chicken	
dentist	
doorbell	
doughnut	
express	
leather	

Materials and Preparation:

- A Copy of *Little Bear's Visit*
- Chart Paper
- First and Second Syllable Cards
- Two-Syllable Word Cards
- Optional - Word Deflect
- Optional - 2 Colors of Ink

Step 1: Introduce the Focus of Word Work

Introduce Two-Syllable Words

- Explain that a syllable is a word or part of a word that makes a special sound. Some words have one syllable (e.g., some, me, in). Some words have two syllables (e.g., cannot, wanted, order). Some words have three or more syllables (e.g., grandmother, Thanksgiving, celebration).
- Explain that today you will be focusing on words with two syllables, or two distinct sounds.
- Ask students to take turns saying their names aloud. How many syllables are in each student's name? Show students how to clap and/or pause to emphasize the sound of each syllable.
- Draw the students' attention to the chart paper.
- Encourage students to brainstorm two-syllable words.
- Write the two-syllable words on the chart paper.
- Show students how to separate each word into two syllables by drawing a vertical line between syllables (e.g., gar | den).

Step 2: Connect Word Work to Reading

Two-Syllable Words in the Text

- Tell the students that the book they will be reading today has many two-syllable words.
- Show them the page 1 of *Little Bear's Visit*. Tell the students to listen carefully and look at the words while you read. Ask the students to hold up two fingers when they hear a two-syllable word.
- After reading the first page, ask the students to identify the two-syllable words they heard (e.g., little, visit, something).
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for the two-syllable words. Remind them to be polite and not to interrupt you while you read.
- Read *Little Bear's Visit*.

Examples of Two-Syllable Words Found in the Text:

• little	• eating	• began
• visit	• tried	• bluebird
• something	• stay	• wing
• pictures	• asleep	• robin
• flowers	• garden	• mother
• goblin	• summer	• never
• cooking	• nicely	• inside
• cookies	• mother	• running
• apple	• robin	• after

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

Word Work
Little Bear's Visit
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Step 3: Guided Word Work Practice

Interactive Exploration

- Divide the students into groups of 2.
- Give one student in each pair the **First Syllable Page**. Give the other student in each pair the **Second Syllable Page**.
- Read the directions with the class. Ask each student to cut out his or her syllable cards.
- Remind students that the syllables in bold letters are the first syllables, so they will form the first part of a two-syllable word. The letters that are not bold will form the second part of the two-syllable word.
- Show the class how to place a first syllable and a second syllable card next to each other to form a word. Explain that they may have to try different syllable combinations before they find the correct match to make a real word.
- Explain that all of the words they will build together are two-syllable words from the story, so they can use the book or reference if they need to.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Two-Syllable Word Work**.
- 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

- Ask students to be on the lookout for **two-syllable words** in their own "findings." 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 Deflect worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

First-Syllable Page
 Interactive Activity

Directions:
 Cut out the first syllables along the lines. Work with your partner to build a real word from the story with a first syllable and a second syllable. Remember, the letters in bold are the first syllable. The letters in regular type are the second syllables.

win	good	gob
blue	gar	some
eat	be	in
sum	wan	nice
can	fang	clev
hap	pic	so

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page

Extension Activity

Word Deflect: Two-Syllable Words
 Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for **two-syllable words** 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

Two-Syllable
 Word Work Practice Page

Directions:
 Use a two-syllable word from the word bank to complete each sentence.

Word Bank

cookies	fishing	story	robin	mother
inside	little	father	never	honey

- Grandmother and grandfather lived in a _____ house in the woods.
- Little Bear drank milk and _____.
- "I am _____ tired," said Grandfather.
- Little Bear ate cake and _____.
- "Tell me a _____," said Little Bear.
- Father and _____ Bear came to pick up Little Bear.
- Mother Bear found a baby _____ in the garden.
- The goblin ran _____ than ever.
- The goblin jumped _____ the hole in the tree.
- Little Bear said, "Will you really take me _____?"

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

Assessments

Running Record					
Title: Little Bear's Visit		Guided Reading Text Level: J		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	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
2	GRANDMOTHER AND GRANDFATHER BEAR One day Little Bear came to visit Grandmother and Grandfather Bear in their little house in the woods. This was something Little Bear liked to do.				
3	He liked to look at all the nice things, the pictures, Grandmother's flowers, Grandfather's toy goblin that jumped up and down in a jar.				
Tested By: _____				©BookPagez.com	

Running Record Assessment

Little Bear's Visit CCSS Assessment		Name: _____
		Score: / 9
<p>Directions: Use what you know about <i>Little Bear's Visit</i> to answer each of the following questions.</p>		
<p>1. What is Little Bear NOT supposed to do at his grandparents' house?</p> <p><input type="radio"/> A He is not supposed to make Grandfather tired.</p> <p><input type="radio"/> B He is not supposed to eat too many sweets.</p> <p><input type="radio"/> C He is not supposed to bother Grandmother while she is cooking.</p> <p><input type="radio"/> D He is supposed to play quietly by himself.</p>		
<p>2. What is the main message of Little Bear's Visit?</p> <p><input type="radio"/> A Grandmothers tell the best stories.</p> <p><input type="radio"/> B Grandfathers never get tired.</p> <p><input type="radio"/> C Spending time with your grandparents</p> <p><input type="radio"/> D Little Bear ate too much and made</p>		
<p>3. How does Little Bear respond when Grandfather tells him a story?</p> <p><input type="radio"/> A He gets angry, and pokes Grandfather.</p> <p><input type="radio"/> B He is sad at first, but goes to find Grandmother.</p> <p><input type="radio"/> C Little Bear is tired too, so he falls asleep.</p> <p><input type="radio"/> D He thinks Grandfather is joking, and</p>		
<p>4. Little Bear ate a lot at his grandparents' house. Which words are alliteration?</p> <p><input type="radio"/> A bread and jam</p> <p><input type="radio"/> B milk and honey</p> <p><input type="radio"/> C "I'm not eating too much, am I?"</p> <p><input type="radio"/> D cake and cookies</p>		
<p>5. What does Little Bear do at the end, even though he says he won't? (RL.2.5)</p> <p><input checked="" type="radio"/> A He gets tired and falls asleep.</p> <p><input type="radio"/> B He eats more of Grandmother's treats.</p> <p><input type="radio"/> C He makes Grandfather very tired.</p> <p><input type="radio"/> D He breaks the toy goblin in the jar.</p>		
<p>6. How is Little Bear the same as his mother when she was a little bear? (RL.2.6)</p> <p><input type="radio"/> A They both liked to go fishing.</p> <p><input type="radio"/> B He is very calm, but she was not.</p> <p><input checked="" type="radio"/> C They are both kind and caring.</p> <p><input type="radio"/> D Neither of them like birds.</p>		
<p>7. What do the illustrations tell you about the setting and time period of the story? (RL.2.7)</p> <p><input type="radio"/> A This story happens in the future.</p> <p><input type="radio"/> B The illustrations show these are real bears that live in the wild.</p> <p><input checked="" type="radio"/> C Their clothes show that the story happened a long time ago.</p> <p><input type="radio"/> D The illustrations show that this story could happen now, in modern times.</p>		
<p>8. How are the stories that Grandfather and Grandmother tell different? (RL.2.9)</p> <p><input type="radio"/> A They are both about Little Bear's mother when she was little.</p> <p><input checked="" type="radio"/> B Grandmother's story really happened, but Grandfather's is a make-believe one.</p> <p><input type="radio"/> C Grandmother's is scary, but Grandfather's story is funny.</p> <p><input type="radio"/> D They both tell really good stories.</p>		
<p>9. What will most likely happen the next time Little Bear visits? (RL.2.10)</p> <p><input type="radio"/> A He will run off and get his grandparents worried.</p> <p><input type="radio"/> B He will watch TV the whole time.</p> <p><input type="radio"/> C He will want to go home right away.</p> <p><input checked="" type="radio"/> D He will eat, play, and listen to stories.</p>		
CCSS Assessment 2 nd 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 **Little Bear's Visit**, Grandfather and Grandmother tell many stories. Now it's your turn to tell a story to Little Bear!

Write a short story about your day. Include an action, something funny, and at least one other character. Last add a title and draw a picture to go along with your story.

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Little Bear's Visit Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Little Bear's Visit" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Retelling and Summarizing 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.2.3 - Describe how characters in a story respond to major events and challenges. RI.2.9 - 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.2.8 - 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>Little Bear's Visit CCSS Alignment @BookPagez.com</p>

Common Core State Standards Correlation
<p>Little Bear's Visit Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Little Bear's Visit" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Connections 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.2.3 - Describe how characters in a story respond to major events and challenges. RI.2.9 - 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.2.8 - 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>
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Common Core State Standards Correlation
<p>Little Bear's Visit Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Little Bear's Visit" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Understanding Text Structure 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.2.3 - Describe how characters in a story respond to major events and challenges. RI.2.9 - 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.2.8 - 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>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Little Bear's Visit Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Little Bear's Visit" 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 reread connections between words and their use (e.g., descriptive words that are used to describe).</p>
<p>Little Bear's Visit CCSS Alignment @BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>Little Bear's Visit Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Little Bear's Visit" 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>Little Bear's Visit CCSS Alignment @BookPagez.com</p>

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Little Bear's Visit Super Pack

4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Little Bear's Visit (La visita de Osito)

Página 14:
Aparte de Little Bear, ¿quiénes son los personajes principales de esta historia?

¿Cómo lo sabes?

¿Hay algún personaje que no sea tan importante?


¿Cómo lo sabes?

Página 33:
Madre Oso y el Robin tuvieron un problema. ¿Cuál fue su problema?

¿Por qué la Madre Oso dejó libre al bebé Robin?

¿Qué podría haber estado sintiendo ella?

Nombre: _____

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Page by Page Guided Questions

Answer Key

Volver a contar y resumir con Little Bear's Visit (La visita de Osito)

Página 14:
Aparte de Little Bear, ¿quiénes son los personajes principales de esta historia?
Los personajes principales son Osito, abuela y abuelo.

¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Sé que son personajes principales porque están en todas las páginas de la historia.

¿Hay algún personaje que no sea tan importante?
Los padres de Osito también son personajes, pero no son tan importantes.


¿Cómo lo sabes?
Las respuestas varían.

Página 33:
Madre Oso y el Robin tuvieron un problema. ¿Cuál fue su problema?
La Madre Oso quería que Robin fuera feliz.

¿Por qué la Madre Oso dejó libre al bebé Robin?
Robin estaba empezando a sentirse triste, atrapada en el dormitorio de la Madre Oso, incapaz de volar libre.

¿Qué podría haber estado sintiendo ella?
A pesar de que la Madre Oso amaba al petirrojo y lo echaría de menos, ella quería hacer lo mejor para él.

Nombre: _____

 Answer Key | ©BookPages.com

Sample answers written in Spanish

Hacer conexiones con Little Bear's Visit (La visita de Osito)

Tu turno para practicar: Hacer conexiones con Little Bear's Visit (La visita de Osito)


Página 15:
A Osito le encanta visitar a sus abuelos. ¿Tienes un miembro de la familia que te gusta visitar?
Las respuestas varían. Podrían incluir: Mi abuela.

¿Qué te gusta hacer juntos?
Las respuestas varían. Podrían incluir: Ver películas.

Página 40:
A Osito le encanta escuchar historias. Haz una conexión **texto a tu mismo**.
Las respuestas varían. Podrían incluir: Me gusta leer libros.

Página 55:
Osito pasa mucho tiempo con su familia. ¿Qué otros libros has leído que tienen un personaje o personajes que pasan mucho tiempo con su familia?
Las respuestas varían. Podrían incluir: El abuelo y el goblin.

Nombre: _____

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Making Connections

Determinar la importancia con Little Bear's Visit (La visita de Osito)

Tu turno para practicar: Determinar la importancia con Little Bear's Visit (La visita de Osito)

Página 15:
¿Qué has notado sobre el abuelo y Little Bear?
Las respuestas varían. Podrían incluir: El abuelo le gusta contar historias.


¿Por qué son importantes el uno para el otro?
Las respuestas varían. Podrían incluir: El abuelo le enseña cosas nuevas.

Página 37:
¿Qué lección aprendió la madre de Osito en la historia del petirrojo?
Las respuestas varían. Podrían incluir: Que es importante estar feliz.

¿Por qué es importante esta lección?
Las respuestas varían. Podrían incluir: Porque ayuda a los niños a ser felices.

Página 41:
¿Por qué el abuelo Bear pide sujetar la pata de Osito antes de contar la historia de Goblins?
Las respuestas varían. Podrían incluir: Porque quiere asegurarse de que Osito se quede tranquilo.

Nombre: _____

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Determining Importance

Entender la estructura del texto con Little Bear's Visit (La visita de Osito)

Tu turno para practicar: Entender la estructura del texto con Little Bear's Visit (La visita de Osito)


Página 21:
Aquí el autor está usando causa y efecto. ¿Qué hizo a Osito sentirse triste?
Osito se sintió triste porque su abuela estaba triste.

¿Cómo le ayudó la abuela a sentirse mejor?
Las respuestas varían. Podrían incluir: La abuela le contó una historia.

Página 36:
Aquí el autor está utilizando una historia dentro de una historia. ¿Cómo ayuda esto a construir la comprensión del lector de los personajes y la trama?
Las respuestas varían. Podrían incluir: Ayuda a entender los sentimientos de los personajes.

Página 48:
Aquí el autor está utilizando ejemplos de onomatopeyas, o palabras que imitan sonidos. ¿Cómo se añade eso al disfrute de la historia por parte del lector?
Las respuestas varían. Podrían incluir: Hace que la historia sea más divertida.

Nombre: _____

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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

Little Bear's Visit (La visita de Osito): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la descripción para contar la historia. Escribe algunas de las palabras descriptivas. ¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

Puedo usar palabras e imágenes para ayudarme a contarlos personajes, el escenario y la trama. CCSS: RL.2.7

Little Bear's Visit (La visita de Osito): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la descripción para contar la historia. Escribe algunas de las palabras descriptivas. ¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

Puedo usar palabras e imágenes para ayudarme a contarlos personajes, el escenario y la trama. CCSS: RL.2.7

Little Bear's Visit (La visita de Osito): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la descripción para contar la historia. Escribe algunas de las palabras descriptivas. ¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

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

Common Core Free Option

Little Bear's Visit (La visita de Osito): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la descripción para contar la historia. Escribe algunas de las palabras descriptivas. ¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

Little Bear's Visit (La visita de Osito): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la descripción para contar la historia. Escribe algunas de las palabras descriptivas. ¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

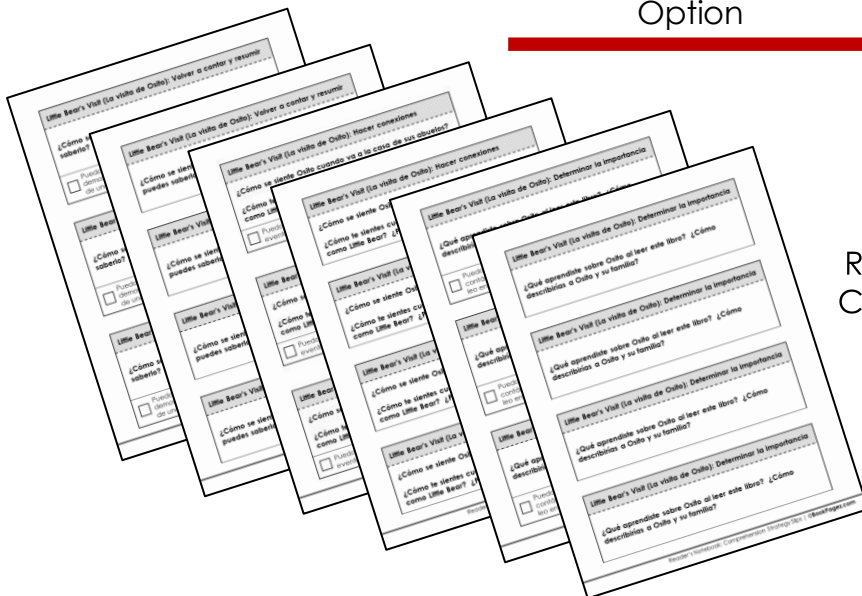
Little Bear's Visit (La visita de Osito): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la descripción para contar la historia. Escribe algunas de las palabras descriptivas. ¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

Little Bear's Visit (La visita de Osito): Entender la estructura del texto

Encuentre un lugar en su historia donde el autor usó la descripción para contar la historia. Escribe algunas de las palabras descriptivas. ¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Volver a contar y resumir

Titulo: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que leíste en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pídele o engáñalo en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer conexiones

Titulo: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Real a mí mismo

Texto a texto

Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pídele o engáñalo en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Determinar la importancia

Titulo: _____

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar los puntos más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pídele o engáñalo en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Entender la estructura del texto

Titulo: _____

Estructura del texto	Dónde se usó la estructura del texto	Cómo la estructura del texto te ayuda
Página: _____	_____	_____
Página: _____	_____	_____
Página: _____	_____	_____
Página: _____	_____	_____

Estructuras que puedes usar mientras lees:
Descripción Secuencia Causa y efecto
Cronología Comparación y contraste

Instrucciones:
1. Contesta las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pídele o engáñalo en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro **La visita de Osito**, el abuelo y la abuela cuentan muchas historias. ¡Ahora es tu turno de contarle una historia a Little Bear! Escribir una breve historia acerca de su día. Incluye una acción, algo gracioso, y al menos otro personaje. Por último, escribe un título y haz un dibujo para acompañar tu historia.

The form consists of a large rounded rectangular area with a dotted background. At the top, there is a single horizontal line for a title. Below this, there are ten solid horizontal lines for writing the story. A dashed horizontal line is positioned near the bottom of the writing area, indicating where to draw. The bottom of the form is a solid horizontal line.