

Here's What You'll Get in the Locomotive Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Asking Questions
By: Brian Ficca
Grade Level: 3 / 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 found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Identify you get confused

Summary
Locomotive is all about the first trains to cross America. The first trains to cross America began traveling on the Transcontinental Railroad in 1869. In this book, you'll follow a mother, her son, and her daughter as they make the trip from Omaha, Nebraska to Sacramento, California. Each picture in this book tells the story of the family's journey, and if you look closely, you'll discover hundreds of hidden details about life on the first locomotives. All aboard!

Link to What You Know

- Have you ever ridden on a train? Where did you go?
- Are trains still used today? What are they used for?

Important Words to Know and Understand

Depot - A train or bus station
Platform - A flat area next to railroad tracks where people wait for a train or subway

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

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3 Ask Questions While Reading

- Notice the words an author uses to describe people, places, things, and events
- Look at the pictures. Do you notice any details in the book?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 3 - What are you wondering about where the train tracks are being built? How will the answer help you understand the book better?

Page 10 - What are you wondering about the train crew? How will this information help you understand more about trains?

Page 16 - There are many passengers on the train. What are you wondering about their journeys?

Page 31 - What do you wonder about the dangers of a train? What risks do you wonder about?

Page 54 - You have learned a lot about trains and the first journey on the Transcontinental Railroad. What follow up questions do you have about trains and the railroad? Where can you look to find an answer to your questions?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - When readers ask questions they think about what they need to know in order to really understand a book. Because not all readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Retelling and Summarizing
By: Brian Ficca
Grade Level: 3 / Guided Reading Level: C

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- Identify you get confused

3 Retell and Summarize While Reading

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 10 - The locomotive and her crew have just come into the train station. Who are the people on her crew?

Page 16 - There is a train about to leave. Who are the passengers on the train? What are they doing?

Page 31 - What are the dangers of a train? How do you think the train crew stays safe?

Page 54 - You have learned a lot about trains and the first journey on the Transcontinental Railroad. What follow up questions do you have about trains and the railroad? Where can you look to find an answer to your questions?

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Retelling and Summarizing Making Predictions

Identifying the Author's Purpose
By: Brian Ficca
Grade Level: 3 / 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 found in the book

2 Learn About Comprehension Strategies

- Think about the text you read
- Identify you get confused

3 Identify the Author's Purpose While Reading

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 10 - Why does the author use sound words (onomatopoeia) to describe the train?

Page 16 - What is the author trying to tell you about the part of the train that carries the passengers?

Page 31 - What is the author teaching you about trains in this picture? How do you think the train crew stays safe?

Page 54 - You have learned a lot about trains and the first journey on the Transcontinental Railroad. What follow up questions do you have about trains and the railroad? Where can you look to find an answer to your questions?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - When readers ask questions they think about what they need to know in order to really understand a book. Because not all readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Author's Purpose

Visualizing

Answer Key for Retelling and Summarizing with Locomotive

Your Turn to Practice Retelling and Summarizing with Locomotive

Pages 9 to 10: The locomotive and her crew have just come into the train station. Who are the people on her crew?

Pages 16 to 17: There is a train about to leave. Who are the passengers on the train? What are they doing?

Pages 31 to 32: What are the dangers of a train? How do you think the train crew stays safe?

Pages 54 to 55: You have learned a lot about trains and the first journey on the Transcontinental Railroad. What follow up questions do you have about trains and the railroad? Where can you look to find an answer to your questions?

Answer Key for Making Predictions with Locomotive

Your Turn to Practice Making Predictions with Locomotive

Page 5: The trip is about to begin. What do you predict the family will see on their trip?

Answer Key for Identifying the Author's Purpose with Locomotive

Your Turn to Practice Identifying the Author's Purpose with Locomotive

Page 6: Why do you think the author uses sound words (onomatopoeia) to describe the train?

Page 9: What is the author trying to tell you about the part of the train that carries the passengers?

Page 10: What is the author teaching you about trains in this picture? How do you think the train crew stays safe?

Page 16: What makes you think so? How do you think the train crew stays safe?

Answer Key for Visualizing with Locomotive

Your Turn to Practice Visualizing with Locomotive

Page 3: What are you wondering about where the train tracks are being built? How will the answer help you understand the book better?

Page 10: What are you wondering about the train crew? How will this information help you understand more about trains?

Page 16: There are many passengers on the train. What are you wondering about their journeys?

Page 31: What do you wonder about the dangers of a train? What risks do you wonder about?

Page 54: You have learned a lot about trains and the first journey on the Transcontinental Railroad. What follow up questions do you have about trains and the railroad? Where can you look to find an answer to your questions?

Answer Key for Asking Questions with Locomotive

Your Turn to Practice Asking Questions with Locomotive

Page 3: What are you wondering about where the train tracks are being built? How will the answer help you understand the book better?

Page 10: What are you wondering about the train crew? How will this information help you understand more about trains?

Page 16: There are many passengers on the train. What are you wondering about their journeys?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

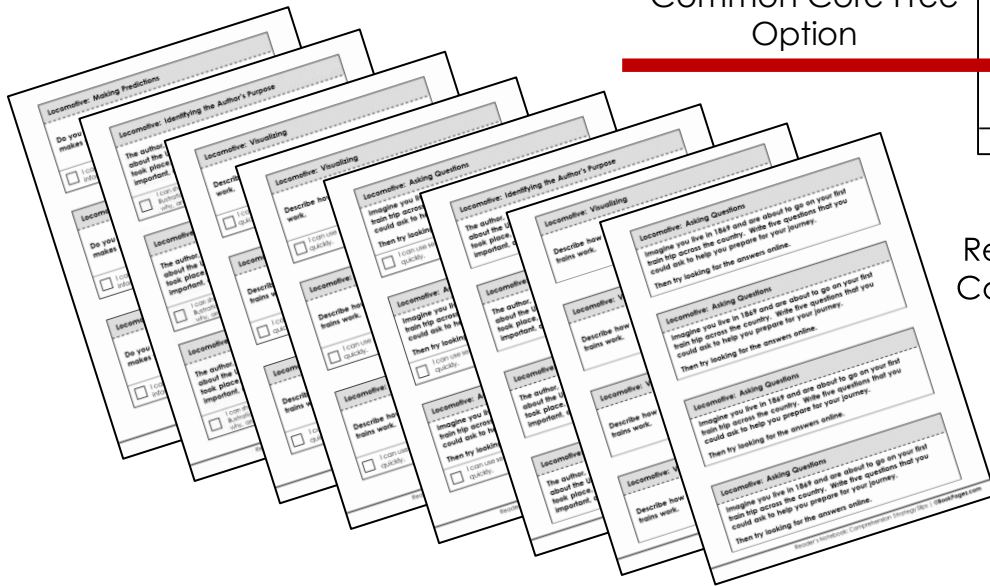
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

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



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

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

Comprehension Strategy Slips Organizer | @BookPagez.com

Retelling and Summarizing

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions here.	Write your predictions here.	Record whether or not they were correct.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Slips Organizer | @BookPagez.com

Making Predictions

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

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

Comprehension Strategy Slips Organizer | @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
Question	Answer
Question	Answer

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 Slips Organizer | @BookPagez.com

Asking Questions

Vocabulary Connections Resources

Vocabulary Connections

By: Brian Floca
Grade Level: 3 / Guided Reading Level: O

Important Words to Know and Understand in "Locomotive"

Convenience
Public toilet

Depot
A train or bus station

Frontier
A distant area where few people live

Locomotive
The vehicle that produces the power that pulls a train

Nitroglycerin
A liquid that is used in making explosives and in medicine

Platform
A flat area next to railroad tracks where people wait for a train or subway

Throttle
A device that controls the flow of fuel to an engine

Trestle
A complex structure that is used especially for supporting railroad tracks over a valley, river, etc.

Vanish
To disappear entirely without a clear explanation

Westward
Toward the west

Vocabulary Word List | @BookPages.com

Important Words to Know and Understand in Locomotive Word List

Vocabulary Connections

By: Brian Floca
Grade Level: 3 / Guided Reading Level: O

Convenience **Depot** **Frontier**

Locomotive **Nitroglycerin** **Platform**

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

By: Brian Floca
Grade Level: 3 / Guided Reading Level: O

Convenience **Depot** **Frontier**

Locomotive **Nitroglycerin** **Platform**

Definition Vocabulary Sorting Cards | @BookPages.com

Vocabulary Connections

By: Brian Floca
Grade Level: 3 / Guided Reading Level: O

Throttle is a/an
noun verb
adverb adjective
Definition of Throttle:

Trestle is a/an
noun verb
adverb adjective
Definition of Trestle:

Vanish is a/an
noun verb
adverb adjective
Definition of Vanish:

a/an
verb
adjective
verb
of
n:

Throttle looks like this: _____
Trestle looks like this: _____
Vanish looks like this: _____

Throttle reminds me of: _____
Trestle reminds me of: _____
Vanish reminds me of: _____

I saw this word in _____
I saw this word in _____
I saw this word in _____

Interactive Vocabulary Notebook Cards | @BookPages.com

Word and Definition Sorting Cards

Word Games with Locomotive

Directions:
1. Graph the number of syllables in each of the words below.
2. Underline the nouns.

CONVENIENCE	1	2	3	4	5
DEPOT					
FRONTIER					
LOCOMOTIVE					
NITROGLYCERIN					
PLATFORM					
THROTTLE					
TRESTLE					
VANISH					
WESTWARD					

Number of Syllables

Directions: Fill in each blank with the correct vocabulary word.
1. Another word for train station is _____
2. To disappear also means to _____
3. A public bathroom can also be called _____
4. A flat area where people wait for a train is called the _____

Answer Key
Convenience
Vanish
Platform

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections

By: Brian Floca
Grade Level: 3 / Guided Reading Level: O

Locomotive
By Brian Floca

A new word from my reading that I learned in this book is _____
It means _____
I saw this word in _____

Name: _____

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

Vocabulary Connections

Name: _____

Directions:
1. 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?

Vocabulary Connections

Directions:
1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. 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

Vocabulary Word Extension Activities

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work Locomotive
By: Brian Floca
Grade Level: 3 / Guided Reading Level: O

Instructional Focus:
Onomatopoeia

Background:
Onomatopoeia words are words that imitate the sound of a noise. They are noise words that add sound effects to writing.

Examples:

boom	hiss	Ka-boom
shh	spit	
woosh	huff	
clank	bar	
clang	chu	

Materials and Preparation:

- A Copy of Locomotive
- Anchor Chart
- Onomatopoeia Chart
- Onomatopoeia M
- Optional- Onomatopoeia (Step 2)
- Optional- Word Detective

Word Work Locomotive
By: Brian Floca
Grade Level: 3 / Guided Reading Level: O

Step 1: Introduce the Focus of Word Work

Introduce Onomatopoeia

- Write the word "choo-choo" on the chart and ask the students what kind of word it is.
- Explain that these types of sound effect words are called onomatopoeias.
- Ask students to think of other examples of onomatopoeias and add them to the list.
- Explain that writers use onomatopoeias to make their writing more interesting.

Sample Anchor Chart

Onomatopoeia	
Boom	Ah-Choo
Ding-dong	Gurgle
Kerplunk	Baang

Step 2: Connect Word Work to Reading

Onomatopoeia in the Text

- Tell the students that the book they are reading today has many onomatopoeia words.
- Show the students page 3 and point out that many of them are in larger letters than the rest of the text, however, there are some onomatopoeias in the main text, too.
- Add the words Clank, Clank, Clank to the chart.
- Ask students to raise their hand if they hear an onomatopoeia as you read the rest of the book. Explain that after you read each page you will call on raised hands to add more words to the list.

Some examples of Onomatopoeia in the Text:

Clank, Clank, Clank	Hissss	Chug-chug
Grunt	Spill	Splash
Clang Clang	Huff	Rickety
Whoo-oooo	Bangs	Ka-boom

Word Work Lesson Plan | @BookPages.com

Optional Activity to Extend Engagement

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work Locomotive
By: Brian Floca
Grade Level: 3 / Guided Reading Level: O

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain that many comic strips use onomatopoeias to add sound effects to the pictures.
- Instruct students to come up with a short story where they will create a comic strip with six frames. Explain that they will need to incorporate at least three onomatopoeias.
- Pass out comic strip worksheets and read the instructions.

Step 4: Independent Word Work Practice

Practice Page

- Pass out the Onomatopoeia Matching Practice Page.
- Read the instructions.
- Ask students to complete the page.
- Monitor students as 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 onomatopoeia 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 | @BookPages.com

Interactive Activities

Independent Practice Page

Extension Activity

Onomatopoeia Comic Strip

Directions: Write a six frame comic strip using at least three onomatopoeias to tell a story. Then, illustrate and color your story.

Name: _____ Guided Word Work Practice | @BookPages.com

Word Detective: Onomatopoeia Extension Activity

Directions: Be a word detective! Be on the lookout for onomatopoeia while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPages.com

Onomatopoeia Word Work Practice Page

Directions: Choose the onomatopoeia from the word bank that best adds sound effects to each sentence.

Ring-ring	Meow	Buzzzzzz	Knock-knock	Tick-tock
Filter-puffer	Varoom	Ah-choo	Grunt	Zip

- "_____." Excuse me, I must be catching a cold."
- The cat must be hungry! _____
- "I am so tired." _____
- _____. Pick up the phone.
- He closed the tent. _____
- The car went _____ because it was going really fast.
- It rained all day and all night. _____
- She's been waiting in line for a long time. _____
- _____ the hive was swarming with bees.
- _____ "Someone's at the door!"

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

Assessments

Running Record

Title: Locomotive Guided Reading Text Level: O Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy

Page	COUNT		INFORMATION USED	
	E	SC	E MSV	SC MSV
2 Here is a road made for crossing the country. a new road of rails made for people to ride.				
3 Here is how this road was built. with a grunt and a heave and a swing. with the ring of shovels on stone. the ring of hammers on spikes: CLANK CLANK CLANK Men came from far away				

E = Errors SC = Self-Correction M = Meaning
S = Structure/Syntax V = Visual

Tested By: _____ ©BookPagez.com

Running Record Assessment

Locomotive
CCSS Assessment

Name: _____

Score: / 9

Directions:
Use what you know about **Locomotive** to answer each of the following questions.

1. This selection is about taking a trip on a locomotive. What is a locomotive?
 - A A locomotive is the way they built railroad tracks.
 - B It is the first type of car that people used to travel west.
 - C It is the name for the driver of a train.
 - D It is another name for a train that travels on the railroad.
2. What is the most important idea to understand about riding on the first locomotive?
 - A The first trains were powered by gas.
 - B Trips on the first trains were long and
 - C Trains make a lot of noise.
 - D You had to buy a ticket to ride the first
3. When finished, the railroad stretched across
 - A People were very upset that the track
 - B People started taking the train to work
 - C Cars were invented.
 - D More and more people moved west
4. Which of these phrases describes the train
 - A "As the engine pulls the train, it burr
 - B "Metal rolls on metal and the locom
 - C "...hear her whistle, her wild and lon
 - D "Westward, westward, rolls the train
5. How is the information in the text organized to help the reader understand the first locomotive trips? (RI.3.5)
 - A The author wrote questions you might have and then wrote the answers.
 - B The author wrote it in order, so it feels like you are really taking the trip.
 - C It is written to explain how the railroad was built.
 - D It is written comparing trains to wagons.
6. Based on the text, what is the author's overall point of view of the invention of locomotives? (RI.3.6)
 - A They were good because they allowed people to find new places to call home.
 - B They were dirty and noisy.
 - C Riding on a locomotive was not worth it. The trip was too long.
 - D It was more fun than flying on an airplane.
7. This is non-fiction text but has illustrations. How do the pictures help teach about locomotives? (RI.3.7)
 - A The illustrations show what the passengers' seats looked like.
 - B The illustrations make a map of the trip.
 - C They show parts of the train, places it went, and jobs on the train.
 - D The illustrations show each car and what it was used for on the trip.
8. The author makes sure you understand what would happen if the water level gets too low in the engine. What is this an example of? (RI.3.8)
 - A Compare and contrast: Some engines use water and others don't.
 - B Sequence: First the water level gets low, then the engine blows up.
 - C Main idea: The big idea of the text is how the engine works.
 - D Cause and effect: If the water gets too low, the engine can blow up.
9. Which is most likely NOT an important question to think about after reading this selection? (RI.3.10)
 - A How much did it cost to buy a book on the train?
 - B Why did families want to move west?
 - C Who invented the steam engine locomotive?
 - D How long did it take to finish the railroad across the U.S.A.?

CCSS Assessment 3rd Grade Reading Standards for Information | BookPagez.com

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
Pretend you took a journey on the Transcontinental Railroad in 1869. Write a postcard to a friend describing your journey. Write your message on the left and your friend's address on the right. Then color the front of your postcard.

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>Locomotive Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Locomotive" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading and Summarizing Lesson Plans and Resources</p> <p>Reading: Informational Text RI.2 - Determine the main idea of a text; recount the key details and explain how they relate to the main idea. RI.4 - Determine the meaning of general academic and domain-specific words and phrases as they are used in diverse media and formats, including visually and quantitatively, and only when appropriate to aid in comprehension. RI.7 - Use information gained from illustrations (e.g., maps, photographs) or in multimedia presentations (e.g., video) to aid in comprehension. RI.9 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.1 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.1 - Explain their own ideas and understanding in light of the ideas and perspectives of a diverse audience. SL.2 - Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3 - Ask and answer questions about information from a speaker, offering appropriate observations and details.</p> <p>Language L.1 - Acquire and use accurately grade-appropriate conventional, general, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Locomotive CCSS Alignment @BookPagez.com</p>	<p>Locomotive Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Locomotive" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading and Summarizing Lesson Plans and Resources</p> <p>Reading: Informational Text RI.2 - Determine the main idea of a text; recount the key details and explain how they relate to the main idea. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Locomotive Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Locomotive" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Vocabulary Lesson Plans and Resources</p> <p>Language L.1 - Acquire and use accurately grade-appropriate conventional, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Locomotive CCSS Alignment @BookPagez.com</p>

Common Core State Standards Correlation
<p>Locomotive Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Locomotive" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plans and Resources</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Locomotive CCSS Alignment @BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Locomotive Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Locomotive (Locomotora)

Páginas 9 a 15:
La locomotora y su tripulación acaban de llegar a la estación de tren. ¿Quiénes son las personas de su tripulación?

¿Por qué cada persona es importante?


Páginas 19 a 20:
¿Dónde está el tren?

¿Cómo lo sabes?

¿Cómo es aquí?

Páginas 23 a 24:
¿Qué sucede cuando el tren se detiene en nuevas ciudades?

Nombre: _____



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Page by Page
Guided
Questions

Answer Key

Volver a contar y resumir con Locomotive (Locomotora)

Páginas 9 a 15:
La locomotora y su tripulación acaban de llegar a la estación de tren. ¿Quiénes son las personas de su tripulación?
Las respuestas varían. Podrían incluir: Las personas en la tripulación del tren incluyen los guardafrenos, el biero, el ingeniero y el conductor.

¿Por qué cada persona es importante?
Las respuestas varían. Podrían incluir: Los guardafrenos son importantes porque detienen el tren. El biero es importante porque alimenta el fuego que hace que el tren se vaya. El ingeniero es importante porque conduce el tren. El conductor es importante porque recoge las entradas de todos.


Páginas 19 a 20:
¿Dónde está el tren?
Las respuestas varían. Podrían incluir: El tren está en las grandes llanuras.

¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Sé que el tren está en las grandes llanuras porque hay un título en la esquina inferior derecha de la página.

¿Cómo es aquí?
Las respuestas varían. Podrían incluir: Está "vacío como un océano" y "caliente debajo del sol".

Páginas 23 a 24:
¿Qué sucede cuando el tren se detiene en nuevas ciudades?
Las respuestas varían. Podrían incluir: Cuando el tren se detiene en una ciudad, el biero llena el tanque del tren con agua.

Nombre: _____



Answer Key | ©BookPagez.com

Sample answers
written in Spanish

Hacer predicciones con Locomotive (Locomotora)

Página 5:
El viaje está...
¿Qué te hace pensar eso?
Página 19:
Las horas y las millas...
¿Qué te hace pensar eso?
Página 25:
Aquí el autor nos cuenta sobre...
¿Qué te hace pensar eso?

Tu turno para practicar: Hacer predicciones con Locomotive (Locomotora)

Página 5:
El viaje está a punto de comenzar.
¿Qué te hace pensar eso?
Página 19:
Las horas y las millas están pasando...
¿Qué te hace pensar eso?
Página 25:
Aquí el autor nos cuenta sobre el operador...
¿Qué te hace pensar eso?

Identificar el propósito del autor con Locomotive (Locomotora)

Página 6:
¿Por qué el autor usa palabras como "trabajadores"?
Página 9:
¿Por qué el autor enumera a todas las personas que trabajan en el tren?
Página 19:
¿Qué trata el autor de esta parte del país?
Páginas 25 a 26:
¿Qué te está enseñando el autor sobre los trenes en estas páginas?

Visualizar con Locomotive (Locomotora)

Página 33:
Un tren es un trabajo duro.
¿Qué visualizas cuando lees esto?
¿Cómo crees que se sentirían los trabajadores?
Página 42:
Los trenes te ayudan a viajar.
¿Cómo te ayudan a viajar?
Página 26:
¿Qué palabras ayudan a visualizar el trabajo del operador?

Hacer preguntas con Locomotive (Locomotora)

Página 3:
¿Qué te estás preguntando sobre dónde se están construyendo las vías del tren?
Página 10:
¿Cómo te ayudarían las respuestas a comprender mejor el libro?
Página 10:
¿Qué te estás preguntando sobre la tripulación del tren?
Página 16:
Hay muchos pasajeros en el tren. ¿Qué te estás preguntando sobre sus viajes?

Making Predictions

Identifying the
Author's Purpose

Visualizing

Asking Questions

Writing About Reading with Optional CCSS Alignment

Locomotive (Locomotora): Identifica el propósito del autor

El autor, Brian Floca, escribió muchos hechos sobre los trenes y sobre los Estados Unidos en este libro. Diganos dónde tuvo lugar este libro, cuándo tuvo lugar este libro, por qué las locomotoras son importantes y cómo funcionan las locomotoras.

Puedo mostrar lo que he aprendido del texto informativo y las ilustraciones al responder preguntas sobre dónde, cuándo, por qué y cómo. CCSS: RI.3.7

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

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

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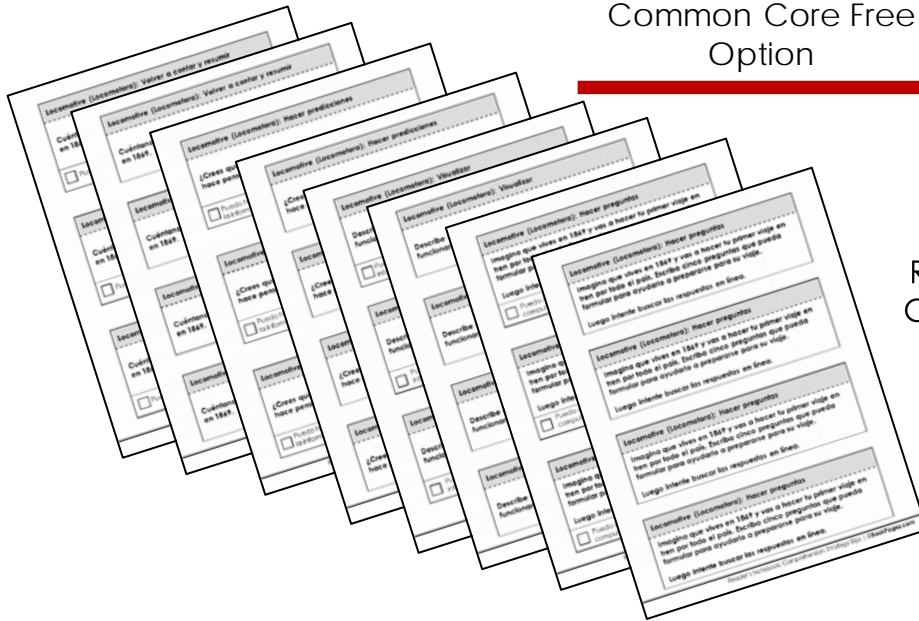
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Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Valorar o contar y resumir el libro

¿De qué se trata el libro?
¿Es ficción o no ficción?

Has un dibujo o escribe una anécdota completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

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

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha la hoja en el cuaderno del lector.

Retelling and
Summarizing

Hacer predicciones

¿Qué...?

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones
¿Qué...?	¿Qué...?	¿Qué...?
¿Qué...?	¿Qué...?	¿Qué...?

Instrucciones:
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Making
Predictions

Identificar el propósito del autor

¿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

Te 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 todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engancha la hoja en el cuaderno del lector.

Author's
Purpose

Visualizar

¿Qué página usaste para practicar a visualizar?
Has un dibujo de la imagen mental en el espacio abajo.

Escribe algunas de las palabras que el autor usó que te ayudaron a hacer esta imagen en tu mente.

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

Instrucciones:
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Visualizing

Hacer preguntas

¿Qué...?

Me confundió cuando... ¿Por qué no...? ¿Cómo...?

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
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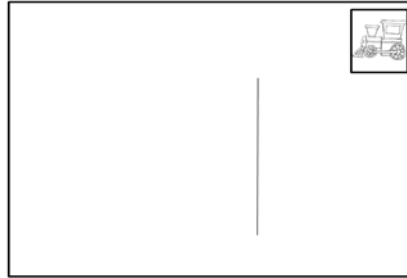
Asking
Questions

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

Imagina que hiciste un viaje en el Ferrocarril Transcontinental en 1869. Escribe una postal a un amigo que describa tu viaje. Escribe su mensaje a la izquierda y la dirección de su amigo a la derecha. Luego colorea el frente de tu postal.



Student Facing Resources in Spanish for Locomotive Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Locomotive (Locomotora)

Páginas 9 a 15:
La locomotora y su tripulación acaban de llegar a la estación de tren. ¿Quiénes son las personas de su tripulación?

¿Por qué cada persona es importante?


Páginas 19 a 20:
¿Dónde está el tren?

¿Cómo lo sabes?

¿Cómo es aquí?

Páginas 23 a 26:
¿Qué sucede cuando el tren se detiene en nuevas ciudades?

Nombre: _____



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Page by Page
Guided
Questions

Answer Key

Volver a contar y resumir con Locomotive (Locomotora)

Páginas 9 a 15:
La locomotora y su tripulación acaban de llegar a la estación de tren. ¿Quiénes son las personas de su tripulación?
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¿Por qué cada persona es importante?
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Nombre: _____



Answer Key | ©BookPagez.com

Sample answers
written in Spanish

Hacer predicciones con Locomotive (Locomotora)

Página 5:
El viaje está...
Las respuestas varían.

¿Qué te hace pensar eso?
Las respuestas varían.

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Las horas y las millas...
Las respuestas varían.

¿Qué te hace pensar eso?
Las respuestas varían.

Página 25:
Aquí el autor nos cuenta sobre...
Las respuestas varían.

Nombre: _____

Making Predictions

Tu turno para practicar: Hacer predicciones con Locomotive (Locomotora)

Página 5:
El viaje está a punto de comenzar.
¿Qué te hace pensar eso?
Las respuestas varían.

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Página 25:
Aquí el autor nos cuenta sobre el operador con...
¿Qué te hace pensar eso?
Las respuestas varían.

Nombre: _____

Identifying the
Author's Purpose

Visualizar con Locomotive (Locomotora)

Página 33:
Un tren es un trabajo duro.
¿Qué visualizas?
Las respuestas varían.

¿Cómo se ve?
Las respuestas varían.

Página 42:
Los trenes te ayudan cuando lees el libro?
¿Cómo te ayudan?
Las respuestas varían.

Página 26:
¿Qué palabras ayudan a visualizar el trabajo del operador?
Las respuestas varían.

Nombre: _____

Visualizing

Hacer preguntas con Locomotive (Locomotora)

Página 3:
¿Qué te estás preguntando sobre dónde se están construyendo las vías del tren?
Las respuestas varían.

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Página 16:
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Nombre: _____

Asking Questions

Writing About Reading with Optional CCSS Alignment

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Strategy and Text Based
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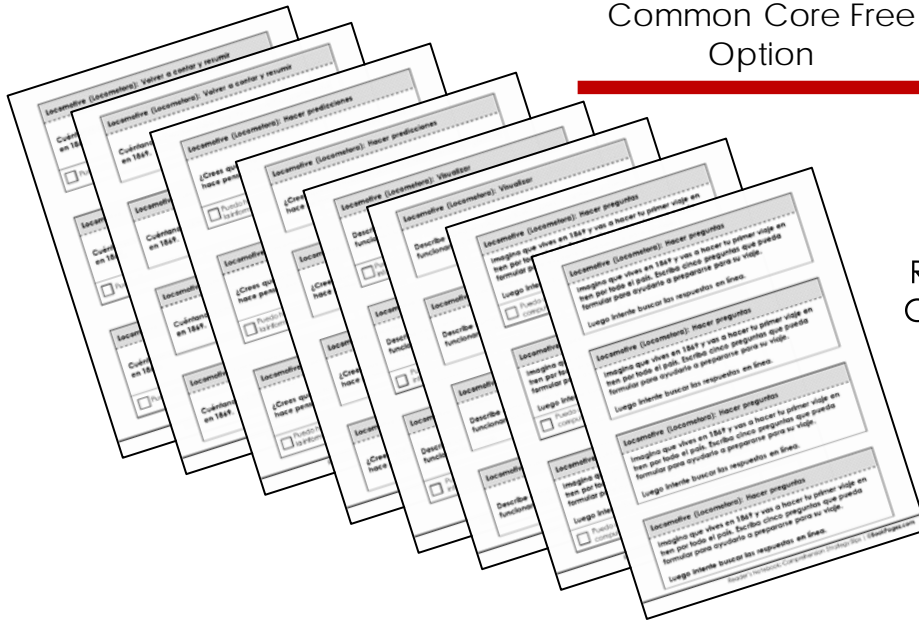
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Reader's Notebook: Comprehension Strategy Slips | ©BookPages.com

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

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Primero	Después	Entonces
Después de esto	Entonces	Al final

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

Instrucciones:
1. Contesta todas las preguntas.
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Retelling and
Summarizing

Hacer predicciones

¿Qué...?

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones
¿Qué...?	¿Qué...?	¿Qué...?
¿Qué...?	¿Qué...?	¿Qué...?

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Making
Predictions

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3. Pega o engancha la hoja en el cuaderno del lector.

Author's
Purpose

Visualizar

¿Qué página usaste para practicar a visualizar?
Has un dibujo de la imagen mental en el espacio abajo.

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

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

Instrucciones:
1. Contesta todas las preguntas.
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Visualizing

Hacer preguntas

¿Qué...?

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
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Asking
Questions

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

Imagina que hiciste un viaje en el Ferrocarril Transcontinental en 1869. Escribe una postal a un amigo que describa tu viaje. Escribe su mensaje a la izquierda y la dirección de su amigo a la derecha. Luego colorea el frente de tu postal.

