

Here's What You'll Get in the Mailing May Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Guided Reading Level

Retelling and Summarizing Lesson Plan

Mailing May
By: Michael O. Tunnell
Grade Level: 3 / Guided Reading Level: C

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

Mailing May is a nonfiction book, which means that it is a true story. In 1914, a little girl named May is promised that she can go and visit her grandma who lives far away through the mountains. When it comes time for Ma and Pa to buy the train ticket, it costs too much money. May is so upset! She even tries to get a job at Alexander's Department Store to earn the money for the train ticket herself. Just when May thinks that her parents have broken their promise, Ma comes up with a very unusual, but clever solution!

Link to What You Know

- Think about a time that you were getting ready to go on a trip. Tell what things you did first, next, then and last.
- How do you feel when you see a family member or friend you have not seen in a long time?

Important Words to Know and Understand

Slopped - To walk slowly, usually with heavy steps
Cranky - Easily annoyed or angered

2

Learn About Comprehension Strategies

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

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 or 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 teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

@BookPagez.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Mailing May
By: Michael O. Tunnell
Grade Level: 3 / Guided Reading Level: C

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
- Look for places where characters caused events to happen

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.

Pages 5 to 6 - This illustration shows May in bed looking very unhappy. Tell three reasons why May might be feeling this way.

Pages 6 to 8 - Ma and Pa seem happy, but May is unsure of what is happening very early in the morning. Use the words first, next, then, and last to describe May's early morning. Why is this an important part of the story?

Page 15 - Mr. Perkins calls May "the biggest baby chick on record." Why does Mr. Perkins refer to May this way?

Pages 25 to 26 - May is not feeling real well, but there is a problem that stops her from going to get some fresh air. What is the problem that stops her? How is the problem solved?

Page 30 - Ma and Pa made a promise to May. What was the promise they made and did they keep it? What was different about the way they kept their promise?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think - What type of information did you use when you retold and summarized **Mailing May**? 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 **Mailing May**. How does paying attention to the story elements help you to be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Mailing May**. (Remember to include examples from the book!)

@BookPagez.com

Key Vocabulary

Explanation of Strategy

Mailing May
By: Michael O. Tunnell
Grade Level: 3 / Guided Reading Level: C

Identifying the Author's Purpose

3

Identify the Author's Purpose While Reading

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found 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 1 - The author tells us that the author's purpose is to inform. How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 12 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 22 to 23 - The author tells us that the author's purpose is to inform. How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 30 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Time to Reflect

Think - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

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 **Mailing May**. How does paying attention to the story elements help you to be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Mailing May**. (Remember to include examples from the book!)

@BookPagez.com

Mailing May
By: Michael O. Tunnell
Grade Level: 3 / Guided Reading Level: C

Visualizing

3

Visualize While Reading

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found 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 18 - How does the author describe the different smells in the company's rest room? How do you think the author feels about the topic?

Page 19 - How does the author describe the different smells in the company's rest room? How do you think the author feels about the topic?

Page 27 - How does the author describe how May is feeling when she is in the company's rest room? How do you think the author feels about the topic?

Page 30 - How does the author describe how May is feeling when she is in the company's rest room? How do you think the author feels about the topic?

Time to Reflect

Think - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

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 **Mailing May**. How does paying attention to the story elements help you to be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Mailing May**. (Remember to include examples from the book!)

@BookPagez.com

Author's Purpose

Visualizing

Mailing May
By: Michael O. Tunnell
Grade Level: 3 / Guided Reading Level: C

Determining Importance

3

Determine Importance While Reading

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found 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 1 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 12 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 22 to 23 - The author tells us that the author's purpose is to inform. How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 30 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Time to Reflect

Think - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

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 **Mailing May**. How does paying attention to the story elements help you to be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Mailing May**. (Remember to include examples from the book!)

@BookPagez.com

Mailing May
By: Michael O. Tunnell
Grade Level: 3 / Guided Reading Level: C

Asking Questions

3

Ask Questions While Reading

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found 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 1 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 12 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 22 to 23 - The author tells us that the author's purpose is to inform. How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 30 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Time to Reflect

Think - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

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 **Mailing May**. How does paying attention to the story elements help you to be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Mailing May**. (Remember to include examples from the book!)

@BookPagez.com

Answer Key for Retelling and Summarizing with Mailing May

Your Turn to Practice Retelling and Summarizing with Mailing May

Pages 5 to 6 - This illustration shows May in bed looking very unhappy. Tell three reasons why May might be feeling this way.

Pages 6 to 8 - Ma and Pa seem happy, but May is unsure of what is happening very early in the morning. Use the words first, next, then, and last to describe May's early morning. Why is this an important part of the story?

Page 15 - Mr. Perkins calls May "the biggest baby chick on record." Why does Mr. Perkins refer to May this way?

Pages 25 to 26 - May is not feeling real well, but there is a problem that stops her from going to get some fresh air. What is the problem that stops her? How is the problem solved?

Page 30 - Ma and Pa made a promise to May. What was the promise they made and did they keep it? What was different about the way they kept their promise?

Answer Key for Identifying the Author's Purpose with Mailing May

Your Turn to Practice Identifying the Author's Purpose with Mailing May

Page 1 - The author tells us that the author's purpose is to inform. How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 12 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 22 to 23 - The author tells us that the author's purpose is to inform. How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 30 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Answer Key for Visualizing with Mailing May

Your Turn to Practice Visualizing with Mailing May

Page 18 - How does the author describe the different smells in the company's rest room? How do you think the author feels about the topic?

Page 19 - How does the author describe the different smells in the company's rest room? How do you think the author feels about the topic?

Page 27 - How does the author describe how May is feeling when she is in the company's rest room? How do you think the author feels about the topic?

Page 30 - How does the author describe how May is feeling when she is in the company's rest room? How do you think the author feels about the topic?

Answer Key for Determining Importance with Mailing May

Your Turn to Practice Determining Importance with Mailing May

Page 1 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 12 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 22 to 23 - The author tells us that the author's purpose is to inform. How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 30 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Answer Key for Asking Questions with Mailing May

Your Turn to Practice Asking Questions with Mailing May

Page 1 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 12 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 22 to 23 - The author tells us that the author's purpose is to inform. How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 30 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Answer Key for Determining Importance with Mailing May

Your Turn to Practice Determining Importance with Mailing May

Page 1 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 12 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 22 to 23 - The author tells us that the author's purpose is to inform. How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Page 30 - How do you think the author's purpose is to inform? How do you know? What words in the text tell you this? How do you think the author feels about the topic?

Determining Importance

Asking Questions

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

Mailing May: Asking Questions

Pretend that you are interviewing May about her adventure getting to Grandma Mary's house. Write three questions that you would ask her.

I can ask and answer questions to show that I understand the informational text that I am reading. CCSS: RI.3.1

Mailing May: Asking Questions

Pretend that you are interviewing May about her adventure getting to Grandma Mary's house. Write three questions that you would ask her.

I can ask and answer questions to show that I understand the informational text that I am reading. CCSS: RI.3.1

Mailing May: Asking Questions

Pretend that you are interviewing May about her adventure getting to Grandma Mary's house. Write three questions that you would ask her.

I can ask and answer questions to show that I understand the informational text that I am reading. CCSS: RI.3.1

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

Common Core
Free Option

Mailing May: Asking Questions

Pretend that you are interviewing May about her adventure getting to Grandma Mary's house. Write three questions that you would ask her.

Mailing May: Asking Questions

Pretend that you are interviewing May about her adventure getting to Grandma Mary's house. Write three questions that you would ask her.

Mailing May: Asking Questions

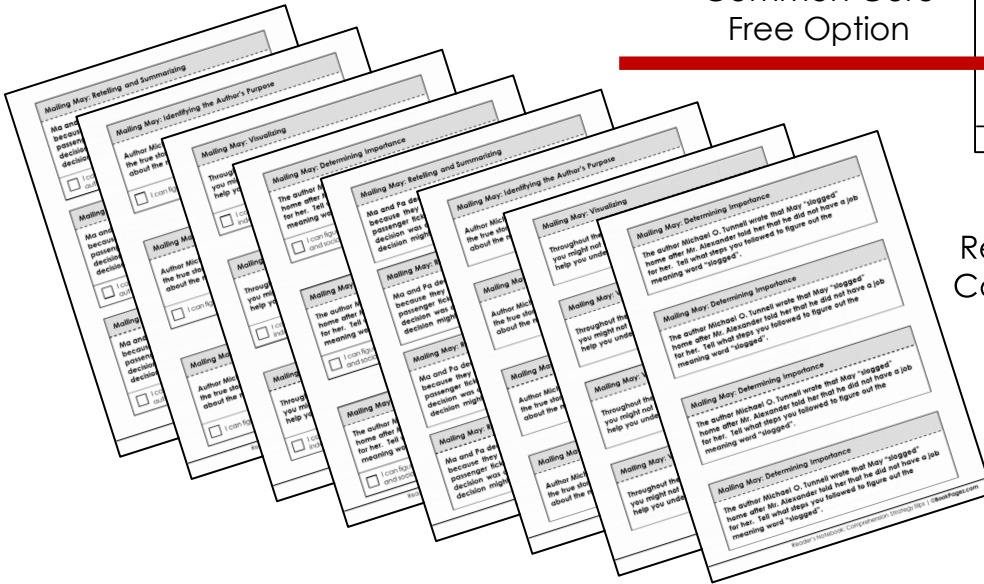
Pretend that you are interviewing May about her adventure getting to Grandma Mary's house. Write three questions that you would ask her.

Mailing May: Asking Questions

Pretend that you are interviewing May about her adventure getting to Grandma Mary's house. Write three questions that you would ask her.

Reader's Notebook: Comprehension Strategy Slips | ©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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic 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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions

Title: _____

Question Sentence Starter

I wonder...	Why don't I...	How does...?
I am confused about...	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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Vocabulary Connections Resources

Important Words to Know and Understand in Mailing May Word List

Vocabulary Connections
 Mailing May
 By: Michael O. Tunnell
 Grade Level: 3 / Guided Reading Level: O

Important Words to Know and Understand in Mailing May

Chugged
 To move or go while making a sound like the engine on a train

Conductor
 A person who collects money or tickets from passengers on a train

Cranky
 Easily annoyed or angered

Flabbergasted
 To shock or surprise (someone) very much

Permissible
 Allowed or permitted by laws or rules

Puzzled
 Feeling or showing confusion because something is difficult to understand

Sights
 Famous or interesting places in an area

Slogged
 To walk slowly, usually with heavy steps

Tingly
 To have a feeling like the feeling of having many sharp points pressing into your skin

Valise
 A small suitcase

Vocabulary Word List | @BookPages.com

Vocabulary Connections
 Mailing May
 By: Michael O. Tunnell
 Grade Level: 3 / Guided Reading Level: O

Chugged	Conductor	Cranky
Flabbergasted	Permissible	Puzzled

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
 Mailing May
 By: Michael O. Tunnell
 Grade Level: 3 / Guided Reading Level: O

Sights	Slogged	Tingly
Famous or interesting places in an area	To walk slowly, usually with heavy steps	To have a feeling like the feeling of having many sharp points pressing into your skin
Valise	A small suitcase	

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
 Mailing May
 By: Michael O. Tunnell
 Grade Level: 3 / Guided Reading Level: O

Sights is a/an noun verb adverb adjective Definition of Sights: _____	Slogged is a/an noun verb adverb adjective Definition of Slogged: _____	Tingly is a/an noun verb adverb adjective Definition of Tingly: _____
Sights look like this: _____	Slogged looks like this: _____	Tingly looks like this: _____
Sights remind me of: _____	Slogged reminds me of: _____	Tingly 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 Games with Words from Mailing May

Directions: Write the word that completes each sentence.

- He _____ through the snow.
- The teacher told the students that talking during the class was not _____.
- She was _____ when her favorite celebrity sat beside her.

Directions: Read the word inside each valise. Color the valise that has 1-syllable word.

Word Bank: Jabbed, Slogged, Flabbergasted, Permissible

Answer Key: Chugged, Puzzled, Valise, Jabbed, Valise

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
 Mailing May
 By: Michael O. Tunnell
 Grade Level: 3 / Guided Reading Level: O

Mailing May
 By Michael O. Tunnell

A new word that I learned in this book is: _____
 It _____
 it means: _____
 I saw this word in _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections
 Name: _____

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

New Word: _____

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

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

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | @BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Mailing May
By: Michael O. Tunnell
Grade Level: 3 / Guided Reading Level: O

Word Work

Instructional Focus:
Adding -er/-or to verbs

Background:
When the -er/-or suffix is added to a verb, the word changes to a noun. For example, when the suffix -er/-or is added to a word, the meaning changes to refer to "one who".

Examples:
leader + er = leader
report + er = reporter

Verb	Suffix	Noun
teach	er	teacher
invent	or	inventor
report	er	reporter
conduct	or	conductor
adventure	er	adventurer

Materials and Preparation:

- A Copy of *Mailing May*
- Anchor Chart P
- Chart Markers
- Verbs to Nouns
- Packing Up Nouns
- Optional - Word Detective

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Mailing May
By: Michael O. Tunnell
Grade Level: 3 / Guided Reading Level: O

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Distribute copies of the *Verbs to Nouns and Back Again!* Practice Page.
- Ask the students to follow along while you read the directions aloud.
- Provide students time to complete the practice page.
- Monitor students while they work, providing support as needed.

Step 4: Independent Word Work Practice

Practice Page

- Provide each student a copy of *Packing Up Nouns Practice Page*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words ending in the suffix -er/-or in their own reading. Tell them to write their words on an index card and add them to the pocket chart (review the added cards 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

Interactive Activity

Independent Practice Page

Verbs to Nouns and Back Again!
Word Work Practice page

Directions:
Complete the chart below by adding the missing verb, suffix, or noun.

Verb	Suffix	Noun
teach		teacher
	-or	conductor
invent	-or	
report		reporter
adventure	-er	
	-er	manager

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

Packing Up Nouns
Word Work Practice page

Directions:
Change each of the verbs in the box to a noun by adding either the suffix -er or -or. Add each of the nouns to the correct suitcase in alphabetical order.

teach	invent	adventure
conduct	report	manage

-er

-or

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

Extension Activity

Word Detective: Suffix -er/-or
Extension Activity

Directions:
Be a word detective!
Be on the lookout for words ending in the suffix -er/-or while you read. Write the words that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

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

Assessments

Running Record					
Title: <i>Mailing May</i>		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/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	M	SC
2	It all started when Ma and Pa promised I could stay a spell with Grandma Mary, who lived a million miles away through the rough old Idaho mountains. But when I asked Ma if it was time to go, she just shook her head and sighed real deep. So I tried asking Pa. "No money," said Pa. "Train ticket costs a dollar fifty-five. May, I work all day to make				
Tested By: _____				©BookPagez.com	

Running Record Assessment

Mailing May CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Mailing May</i> to answer each of the following questions.		
1. Why did Pa take May to the post office?		
<input type="radio"/> A To mail a letter to Grandma <input type="radio"/> B To mail a package to Grandma <input type="radio"/> C To mail May to Grandma <input type="radio"/> D To visit Grandma while she was working at the post office		
2. May went to Alexander's Department Store looking for a job. Why was she looking for a job?		
<input type="radio"/> A So she could purchase new clothes <input type="radio"/> B To earn money for a train ticket <input type="radio"/> C To buy shoes <input type="radio"/> D To buy her Ma and Pa a surprise		
3. What was the result of Pa's idea to send Ma Grandma Mary?		
<input type="radio"/> A May refuses to be mailed to her Grandma <input type="radio"/> B Ma tells Pa that it is too dangerous to mail her <input type="radio"/> C The postmaster tell Pa that it is again <input type="radio"/> D May is able to visit her grandma.		
4. In the sentence "Let's find out exactly how the word valise mean?"		
<input type="radio"/> A suitcase <input type="radio"/> B coat <input type="radio"/> C poultry <input type="radio"/> D train car		
5. <i>Mailing May</i> is a true story. If you wanted to find out more information about May, the railroad, or the postal service, what could you do? (RI.3.5)		
<input type="radio"/> A Conduct an internet search using the words Charlotte May Pierstorff <input type="radio"/> B Go to the library and read a book titled, <i>All About the U.S Railroad</i> <input type="radio"/> C Visit the National Postal Museum <input checked="" type="radio"/> D All of the above		
6. Which of the following best describes the author's point of view in <i>Mailing May</i> ? (RI.3.6)		
<input type="radio"/> A First person, the author uses "I" <input type="radio"/> B Second person, the author uses "you" <input type="radio"/> C Third person, the author uses "he" and "she" <input type="radio"/> D Both B and C		
7. In <i>Mailing May</i> , the illustrations include small pictures that look like photographs. What is the main purpose of these small pictures? (RI.3.7)		
<input type="radio"/> A They are fun to look at. <input checked="" type="radio"/> B The small pictures provide more details about the story. <input type="radio"/> C They help the illustrator use up space. <input type="radio"/> D The small pictures are not related to the story.		
8. May's stomach was feeling weak while riding the train, what caused her to feel this way? (RI.3.8)		
<input type="radio"/> A She was coming down with the stomach flu. <input type="radio"/> B She ate too much at lunch. <input checked="" type="radio"/> C The train was twisting back and forth down the mountain. <input type="radio"/> D She was missing Ma and Pa.		
9. Which of the following are key details of <i>Mailing May</i> ? (RI.3.9)		
<input type="radio"/> A Ma and Pa made a promise to May to let her visit her Grandma Mary. <input type="radio"/> B A train ticket cost as much money as Pa made in an entire day. <input type="radio"/> C The rule book for mailing packages did not say anything about children. <input checked="" type="radio"/> D All of the above.		
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 are in charge of a post office. Complete the information below to tell everyone about your post office and how to mail items.

What is the name of your post office?

What types of items can you mail?

What are the rules for mailing these items?

How much does it cost per pound to mail these items?

In the space below, create a stamp to use when mailing items from your post office.

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
Mailing May Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Mailing May correlate with the following English Language Arts Common Core State Standards for third grade.
Reading and Summarizing Lesson Plan and Resources
Reading: Informational Text RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., where, when, why, and how key events occur). RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.
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.
Writing W.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.1a - Explain their own ideas and understanding in the light of the discussion. SL.2 - Determine the main ideas 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 elaboration and detail.
Language L.3 - Acquire and use accurately grade-appropriate conversational, 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).
Mailing May CCSS Alignment @BookPagez.com

Common Core State Standards Correlation
Mailing May Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Mailing May correlate with the following English Language Arts Common Core State Standards for third grade.
Reading and Summarizing Lesson Plan and Resources
Reading: Informational Text RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., where, when, why, and how key events occur). RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.
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.
Writing W.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.1a - Explain their own ideas and understanding in the light of the discussion. SL.2 - Determine the main ideas 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 elaboration and detail.
Language L.3 - Acquire and use accurately grade-appropriate conversational, 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).
Mailing May CCSS Alignment @BookPagez.com

Common Core State Standards Correlation
Mailing May Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Mailing May correlate with the following English Language Arts Common Core State Standards for third grade.
Reading and Summarizing Lesson Plan and Resources
Reading: Informational Text RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., where, when, why, and how key events occur). RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.
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.
Writing W.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.1a - Explain their own ideas and understanding in the light of the discussion. SL.2 - Determine the main ideas 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 elaboration and detail.
Language L.3 - Acquire and use accurately grade-appropriate conversational, 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).
Mailing May CCSS Alignment @BookPagez.com

Common Core State Standards Correlation
Mailing May Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Mailing May correlate with the following English Language Arts Common Core State Standards for third grade.
Reading and Summarizing Lesson Plan and Resources
Reading: Informational Text RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., where, when, why, and how key events occur). RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.
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.
Writing W.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.1a - Explain their own ideas and understanding in the light of the discussion. SL.2 - Determine the main ideas 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 elaboration and detail.
Language L.3 - Acquire and use accurately grade-appropriate conversational, 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).
Mailing May CCSS Alignment @BookPagez.com

Common Core State Standards Correlation
Mailing May Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Mailing May correlate with the following English Language Arts Common Core State Standards for third grade.
Reading and Summarizing Lesson Plan and Resources
Reading: Informational Text RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text (e.g., where, when, why, and how key events occur). RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.
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.
Writing W.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.1a - Explain their own ideas and understanding in the light of the discussion. SL.2 - Determine the main ideas 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 elaboration and detail.
Language L.3 - Acquire and use accurately grade-appropriate conversational, 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).
Mailing May CCSS Alignment @BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Mailing May Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Mailing May correlate with the following English Language Arts Common Core State Standards for third grade.
Vocabulary Lesson Plan and Resources
Language L.3 - Acquire and use accurately grade-appropriate conversational, 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).
Mailing May CCSS Alignment @BookPagez.com

Common Core State Standards Correlation
Mailing May Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Mailing May correlate with the following English Language Arts Common Core State Standards for third grade.
Word Work Lesson Plan and Resources
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.
Mailing May CCSS Alignment @BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Mailing May Super Pack

5 Comprehension Strategy Practice Pages

Asking Questions Practice Page

Tu turno para Hacer preguntas con Mailing May (Correo a May)

La portada:
Mira la ilustración y el título en la portada del libro. ¿Cuál es una pregunta que tiene sobre la historia basada en la portada?

¿Cómo las preguntas antes de leer te ayudan como lector?

Página 2:
La autora nos cuenta que May no puede ir a ver a su abuela Mary hasta el próximo año. ¿Qué le estás preguntando acerca de cómo se siente May con respecto a esta noticia?

¿Es la respuesta a tu pregunta importante para la historia? ¿Por qué o por qué no?

Nombre: _____ @BookPagez.com

Page by Page Guided Questions

Answer Key

Hacer preguntas con Mailing May (Correo a May)

Página 6:
May se despierta muy temprano y se confunde cuando encuentra la bolsa de viaje de Pa llena. ¿Qué preguntas tienes después de leer esta parte de la historia?

Las respuestas variarán. Podrían incluir: Una pregunta que tengo es dónde va el papá de May.

Páginas 17 a 18:
La ilustración muestra a May siendo empujado al tren con el resto del correo. ¿Sobre qué te hace pensar esta ilustración?

Las respuestas variarán. Podrían incluir: Esta ilustración me hace preguntarme si es seguro que May viaje en el tren como un paquete en lugar de en un asiento como un pasajero.

Página 22:
El conductor del tren atrapa a May en el carro de correo. ¿Qué preguntas tienes sobre esta parte de la historia?

Las respuestas variarán. Podrían incluir: Una pregunta que tengo sobre esta parte de la historia es qué pasará en May.

¿Qué estas preguntas son importantes para ti?

Las respuestas variarán. Podrían incluir: Esta pregunta es importante para mí porque no quiero que ella se meta en problemas porque la envíen por correo a su abuela Mary.

Nombre: _____ Answer Key | @BookPagez.com

Sample answers written in Spanish

Volver a contar y resumir con Mailing May (Correo a May)

Páginas 5 a 6:
Esta ilustración muestra a May y Pa. ¿Qué preguntas tienes sobre esta ilustración?

Las respuestas variarán. Podrían incluir: ¿Por qué se ven tristes?

Página 15:
El Sr. Perkins se refiere a May como "el paquete". ¿Por qué es importante esta información?

Las respuestas variarán. Podrían incluir: Porque muestra que May se siente como un objeto en lugar de una persona.

Nombre: _____

Tu turno para Volver a contar y resumir con Mailing May (Correo a May)

Páginas 5 a 6:
Esta ilustración muestra a May y Pa. ¿Qué preguntas tienes sobre esta ilustración?

Las respuestas variarán. Podrían incluir: ¿Por qué se ven tristes?

Página 15:
El Sr. Perkins se refiere a May como "el paquete". ¿Por qué es importante esta información?

Las respuestas variarán. Podrían incluir: Porque muestra que May se siente como un objeto en lugar de una persona.

Nombre: _____

Identificar el propósito del autor con Mailing May (Correo a May)

La portada:
La ilustración muestra a May y Pa. ¿Qué preguntas tienes sobre esta ilustración?

Las respuestas variarán. Podrían incluir: ¿Por qué se ven tristes?

Página 3:
Aquí el autor nos cuenta cómo May intenta conseguir un trabajo en la tienda departamental Alexander. ¿Qué quiere el autor que sepamos sobre May?

Las respuestas variarán. Podrían incluir: Que May es una niña que quiere trabajar.

Página 12:
El autor nos cuenta cómo May intenta conseguir un trabajo en la tienda departamental Alexander. ¿Qué quiere el autor que sepamos sobre May?

Las respuestas variarán. Podrían incluir: Que May es una niña que quiere trabajar.

Nombre: _____

Tu turno para Identificar el propósito del autor con Mailing May (Correo a May)

La portada:
La ilustración muestra a May y Pa. ¿Qué preguntas tienes sobre esta ilustración?

Las respuestas variarán. Podrían incluir: ¿Por qué se ven tristes?

Página 3:
Aquí el autor nos cuenta cómo May intenta conseguir un trabajo en la tienda departamental Alexander. ¿Qué quiere el autor que sepamos sobre May?

Las respuestas variarán. Podrían incluir: Que May es una niña que quiere trabajar.

Página 12:
El autor nos cuenta cómo May intenta conseguir un trabajo en la tienda departamental Alexander. ¿Qué quiere el autor que sepamos sobre May?

Las respuestas variarán. Podrían incluir: Que May es una niña que quiere trabajar.

Nombre: _____

Visualizar con Mailing May (Correo a May)

Página 10:
Aquí Mayo describe los diferentes colores en la oficina. ¿Qué palabras descriptivas usa el autor para ayudarte a visualizar la oficina?

Las respuestas variarán. Podrían incluir: rojo, azul, verde.

Página 18:
En esta página, el autor usa palabras para ayudarte a visualizar la oficina. ¿Qué palabras descriptivas usa el autor para ayudarte a visualizar la oficina?

Las respuestas variarán. Podrían incluir: rojo, azul, verde.

Nombre: _____

Tu turno para Visualizar con Mailing May (Correo a May)

Página 10:
Aquí Mayo describe los diferentes colores en la oficina. ¿Qué palabras descriptivas usa el autor para ayudarte a visualizar la oficina?

Las respuestas variarán. Podrían incluir: rojo, azul, verde.

Página 18:
En esta página, el autor usa palabras para ayudarte a visualizar la oficina. ¿Qué palabras descriptivas usa el autor para ayudarte a visualizar la oficina?

Las respuestas variarán. Podrían incluir: rojo, azul, verde.

Nombre: _____

Determinar la importancia con Mailing May (Correo a May)

Página 22:
El autor nos dice que el tren viajó "sobre tressels spidery". ¿Es importante entender la historia para saber el significado de la palabra "tressels"?

Las respuestas variarán. Podrían incluir: Sí, porque ayuda a entender mejor la historia.

Página 15:
El Sr. Perkins se refiere a May como "el paquete". ¿Por qué es importante esta información?

Las respuestas variarán. Podrían incluir: Porque muestra que May se siente como un objeto en lugar de una persona.

Nombre: _____

Tu turno para Determinar la importancia con Mailing May (Correo a May)

Página 22:
El autor nos dice que el tren viajó "sobre tressels spidery". ¿Es importante entender la historia para saber el significado de la palabra "tressels"?

Las respuestas variarán. Podrían incluir: Sí, porque ayuda a entender mejor la historia.

Página 15:
El Sr. Perkins se refiere a May como "el paquete". ¿Por qué es importante esta información?

Las respuestas variarán. Podrían incluir: Porque muestra que May se siente como un objeto en lugar de una persona.

Nombre: _____

Retelling and Summarizing

Visualizing

Author's Purpose

Determining Importance

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

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

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

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

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

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

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

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

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

Make Way for Ducklings (Abran paso a los patitos): Hacer predicciones

Imagina que eres Michael el policía. ¿Crees que disfruta de su trabajo como oficial de policía en el parque? Usa las imágenes y las palabras de la historia para escribir 3-4 oraciones sobre cómo se siente Michael acerca de su trabajo.

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

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

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

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic 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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Asking Questions

Title: _____

Question Sentence Starter

I wonder...	Why don't I...?	How does...?
I am confused about...	I am curious about...	I am not sure why...

Question	Answer
Question	Answer
Question	Answer
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 Graphic Organizer | @BookPagez.com

Asking Questions









Extension Activity

Nombre: _____ La fecha: _____

Nombres alfabéticos





Parte 1: La señora Mallard necesita tu ayuda para poner a sus patitos en línea. Ella los pone en orden alfabético. Use los nombres en el cuadro de palabras y escribalos en el orden correcto.

Nack	Jack	Pack	Lack
Kack	Ouack	Mack	Quack

1.  _____
2.  _____
3.  _____
4.  _____
5.  _____
6.  _____
7.  _____
8.  _____

Parte 2: Supongamos que el Sr. y la Sra. Mallard tienen cuatro patitos más un par de años después. Quieren elegir nombres que rimen con sus otros hermanos y hermanas (Pista: familia de palabras -ack). Elige cuatro nombres y escribelos en el recuadro. Luego ponga los nombres en orden alfabético.

--	--	--	--

1.  _____
2.  _____
3.  _____
4.  _____