

Here's What You'll Get in the Otis's Busy Day Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Olis's Busy Day
By: Loren Long
Grade Level: K / Guided Reading Level: C

Making Inferences

1

Get Ready To Read

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

Summary

In the story, *Olis's Busy Day*, we meet Otis, a red and yellow tractor who lives on a farm. Otis has a lot of things to do today. He helps the farmer with some heavy work, spends time singing and dancing with his friends, and drives all over the farm. Today is special because Otis makes a new friend! Will Otis's new friend like spending time with the busy tractor?

Link to What You Know

- Think about a farm. What things do you see? Hear? Feel?
- If you could be friends with any animal, which one would you choose? What things would you like to do together?

Important Words to Know and Understand

Tired - Feeling a need to rest or sleep

2

Learn About Comprehension Strategies

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

Why Readers Make Inferences While Reading

When readers make inferences, they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that a person's face turns red after making a mistake. It usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

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Making Inferences

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Cover - Look at the picture on the front cover. If you were driving the tractor, what sounds would you hear? What smells would you smell?

Pages 8 to 9 - Otis is pulling on the tree stump. Make an inference about how you think he is feeling. What makes you think so?

Pages 12 to 13 - Otis is on the hill with a cow. What can you infer about how Otis is feeling now? What helped you decide?

Page 25 - Otis is giving his new friend a ride. Do you think Otis and the puppy like each other? What helped you make your inference?

Page 27 - This picture shows Otis at the end of his busy day. How do you think he is feeling? How does making inferences about how the character is feeling help you as a reader?

4

You Did While Reading

- Think
- Talk
- Reflect
- Write

Think - What types of inferences did you make while reading *Olis's Busy Day*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk - Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the extra information you learned while making inferences in *Olis's Busy Day*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write - Use your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Olis's Busy Day*. (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

Making Connections

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Making Connections

Making Predictions

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Asking Questions

Retelling and Summarizing

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Retelling and Summarizing

Answer Key for Retelling and Summarizing
Olis's Busy Day

Your Turn to Practice Retelling and Summarizing
Olis's Busy Day

Answer Key for Making Inferences
with *Olis's Busy Day*

Your Turn to Practice Making Inferences
with *Olis's Busy Day*

Answer Key for Asking Questions
with *Olis's Busy Day*

Your Turn to Practice Asking Questions
with *Olis's Busy Day*

Answer Key for Making Predictions
with *Olis's Busy Day*

Your Turn to Practice Making Predictions
with *Olis's Busy Day*

Answer Key for Making Connections
with *Olis's Busy Day*

Your Turn to Practice Making Connections
with *Olis's Busy Day*

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

The diagram illustrates three levels of prompt alignment for the strategy 'Retelling and Summarizing':

- Top Level (CCSS-Aligned):** A prompt titled "Otis's Busy Day: Retelling and Summarizing" with the instruction "Tell what happened first, next, then, and last in the story, Otis's Busy Day. Use the text and pictures to help you." Below it is a checkbox for the statement "I can tell how words and pictures in stories go together." with the code "CCSS: RL.K.7". A red arrow points from this prompt to the text "Strategy and Text Based Reader's Response Prompt".
- Middle Level ("I Can" Statement):** A red arrow points from the text "I Can Statement" to the checkbox statement in the top-level prompt.
- Bottom Level (Free Option):** A red arrow points from the text "Common Core Free Option" to a stack of similar prompts. A second red arrow points from the text "Common Core State Standard" to the checkbox statement in the top-level prompt.
- Right Side (Free Option):** A separate prompt titled "Otis's Busy Day: Retelling and Summarizing" with the instruction "Tell what happened first, next, then, and last in the story, Otis's Busy Day. Use the text and pictures to help you." This prompt does not include the checkbox statement. A red arrow points from the text "Reading Response Prompts for Each Comprehension Strategy Lesson Plan" to this prompt.

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____
What is this book about?
Draw a picture or write a sentence for each box below:

First	Next
Then	Last

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.

Retelling and Summarizing

Making Predictions
Title: _____
I predict ...
My prediction was
 Correct
 Incorrect
I know because
Here is a picture about my prediction:

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.

Making Predictions

Making Inferences
Title: _____
What the Text Says
What I Know
What I Can Infer
Draw a picture to illustrate your inference:

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.

Making Inferences

Making Connections
Title: _____
Think about the book. What does the book remind you of?
What type of connection did you make?
 Text-to-Self Text-to-Text Text-to-World
Draw a picture of your connection in the box below:

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

Making Connections

Asking Questions
Title: _____
Question Sentence Starters
I wonder... Why didn't... How does...
I am curious about... I am not sure about...
Question Answer
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.

Asking Questions

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Olis's Busy Day
By: Loren Long
Grade Level: K / Guided Reading Level: C

Instructional Focus:
High Frequency Words

Background:
High frequency words are important for readers to learn because they will come across them often in the text.

Examples of High Frequency Words:

are
is
up

Materials and Preparation:

- A Copy of *Olis's Busy Day*
- Chart Paper or Large Paper
- Read It! Spell It! Cards
- If It Fits! Practice Page
- Optional - Posters
- Optional - Word Bank

Word Work
Olis's Busy Day
By: Loren Long
Grade Level: K / Guided Reading Level: C

Step 1: Introduce the Focus of Word Work

Introduce High Frequency Words

- Tell students that you will be showing them some words that they will see all the time in their reading.
- Explain that these words are seen so often, that they are called high frequency words.
- Share with students that these words are special because they will learn to read them quickly, just by seeing them! These special words often can not be "pounded out" using the letter sounds.
- Introduce the four high frequency words using the steps below:
 - Say the word. (Example: Say "are".)
 - Write the word. Be sure to name each letter as you write it. (Example: The letters "a", "r", and "e" spell the word "are".)
 - Use the word in a sentence. (Example: "What are you doing after school?")
 - Invite the students to read the word, spell it, and read it again with you.
- Point to the words in various order. As you point to the word, ask the students to read it aloud.

Sample Anchor Chart

High Frequency Words	
are	a + r + e = are
look	l + o + o + k = look
this	t + h + i + s = this
what	w + h + a + t = what

Step 2: Connect Word Work to Reading

High Frequency Words in the Text

- Tell students that each of these four high frequency words are found in *Olis's Busy Day* by Loren Long.
- Tell students that you are going to read the story. When they hear or see the words are, look, this, or what, the students should clap one time.
- Read **page 1** aloud. Practice clapping once with the students after you read the word "this".
- Continue to read the rest of the story.

Examples of High Frequency Words Found in the Text:

are	go
the	if
look	up
down	good
is	jumps
this	what

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
Olis's Busy Day
By: Loren Long
Grade Level: K / Guided Reading Level: C

Step 3: Guided Word Work Practice

Interactive Exploration

- Distribute copies of the **Read It! Spell It!** activity to each student.
- Explain that they will cut apart the letter tiles and flashcards. Next, they will use the letter tiles to spell each of the high frequency words.
- Circulate while students are working and provide help as necessary.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **If It Fits!** practice page.
- Tell students that they will need to place each of the words in the Word Bank in a box.
- To decide where each word goes, they should look at the letter boxes; tall letters and short letters.
- After they decide which word fits, they should write the letters in the boxes and then write the word on the line below.
- 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 high frequency words in their own reading.
- Provide students with the **Word Detective** worksheet to track the high frequency words they find.
- Alternatively, use the **Word Detective** worksheet during read aloud to track high frequency words as a class.

Word Work Lesson Plan | @BookPages.com

Interactive Activity

Read It! Spell It!
Letter Tiles

Directions:
Cut the letter tiles apart on the dotted line. Use the letters to spell the high frequency words on each flashcard.

a	t	w	l
r	o	h	
o	t	h	k
i	e	s	

Guided Word Work Practice | @BookPages.com

Independent Practice Page

If It Fits!
Practice Page

Directions: Write the words from the Word Bank in the correct box. Use the letter outlines to see where each word fits. Write the word again on the line.

Word Bank
are look this what

1.

2.

3.

4.

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

Extension Activity

Word Detective: High Frequency Words
Extension Activity

Directions:
Be a word detective! Be on the lookout for high frequency words while you read. Write the word that you find along with the title of the book where you found the word.

Word	Book Title

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

Assessments

Olis's Busy Day CCSS Assessment	Name: _____ Score: / 8
Teacher Directions: Read each question to the student. Record student response in the space provided. Make a copy of <i>Olis's Busy Day</i> available to the student as needed.	
1. What was the story <i>Olis's Busy Day</i> mainly about?	
<input type="radio"/> A This story was about a farmer and his dog.	
<input type="radio"/> B This story was about a tractor and all the things he did.	
<input type="radio"/> C This story was about how hard it is to work on a farm.	
2. Where did the story <i>Olis's Busy Day</i> take place?	
<input type="radio"/> A On a farm	
<input type="radio"/> B In the city	
<input type="radio"/> C At the beach	
3. Tell me about what happened in the story <i>Olis's Busy Day</i> .	
Use this space to write the student's response:	
<div style="border: 1px solid black; height: 60px;"></div>	
4. Tell me one thing that you could do if you did not know one of the words in <i>Olis's Busy Day</i> ?	
Use this space to write the student's response:	
<div style="border: 1px solid black; height: 60px;"></div>	
CCSS Assessment Kindergarten Reading Standards for Literature BookPagez.com	

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-8)



5. How do we know that <i>Olis's Busy Day</i> is a storybook? (RL.K.5)	
<input type="radio"/> A There are animals on the farm.	
<input type="radio"/> B The farmer uses Otis to pull out a tree stump.	
<input checked="" type="radio"/> C Otis is a tractor with eyes, a nose and a mouth.	
6. What did the author of <i>Olis's Busy Day</i> do? (RL.K.6)	
<input type="radio"/> A The author sells the book in the bookstore.	
<input checked="" type="radio"/> B The author writes the words in the story.	
<input type="radio"/> C The author draws the pictures for the story.	
7. In <i>Olis's Busy Day</i> , what can you learn about Otis by looking at the pictures? (RL.K.7)	
<input type="radio"/> A I can learn that Otis doesn't like it when it rains.	
<input type="radio"/> B I can learn that Otis likes to be alone.	
<input checked="" type="radio"/> C I can learn how Otis is feeling.	
8. In this story, we learned all about the things Otis did one day. Tell me about another story that is like <i>Olis's Busy Day</i> . (RL.K.9)	
Use this space to write the student's response:	
Answers will vary. Sample answers include: <i>Olivia, Corduroy, Amelia Bedelia, etc.</i>	
CCSS Assessment Kindergarten Reading Standards for Literature BookPagez.com	

Answer Key



Extension Activity

Name: _____ Date: _____

Directions: In *Otis's Busy Day*, Otis worked and played hard! Draw a line between the words and pictures below that show the things Otis did. (Hint: Use the beginning sounds of each word to help you.) Next, write a sentence using one of the words.

Words	Pictures
pull	
sing	
dance	
jump	

Write your sentence here:

Extension Activity | @BookPagez.com

Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

Otis's Busy Day Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Otis's Busy Day correlate with the following English Language Arts Common Core State Standards for kindergarten.

Reading/Literature Lesson Plan and Resources

Reading: Literature

RL.1 - With prompting and support, ask and answer questions about key details in a text.

RL.2 - With prompting and support, retell familiar stories, including key details.

RL.3 - With prompting and support, identify characters, settings, and major events in a story.

RL.4 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.5 - Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2 - Read emergent reader texts with purpose and understanding.

Writing

W.1 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1 - Continue a conversation through multiple exchanges.

SL.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language

L.1 - Use words and phrases acquired through conversations, reading and being read to, and responding to text.

Otis's Busy Day CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

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Math Lesson Plan and Resources

Number

1 - With prompting and support, ask and answer questions about key details in a text.

2 - With prompting and support, identify characters, settings, and major events in a story and answer questions about unknown words in a text.

3 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

4 - Actively engage in group reading activities with purpose and understanding.

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Number

1 - With prompting and support, ask and answer questions about key details in a text.

2 - With prompting and support, identify characters, settings, and major events in a story and answer questions about unknown words in a text.

3 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

4 - Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2 - Read emergent reader texts with purpose and understanding.

Writing

W.1 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.2 - Use words and phrases acquired through conversations, reading and being read to, and responding to text.

SL.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language

L.1 - Use words and phrases acquired through conversations, reading and being read to, and responding to text.

Otis's Busy Day CCSS Alignment | @BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Otis's Busy Day Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Otis's Busy Day correlate with the following English Language Arts Common Core State Standards for kindergarten.

Vocabulary Lesson Plan and Resources

Language

L.1 - Use words and phrases acquired through conversations, reading and being read to, and responding to text.

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Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

Otis's Busy Day Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Otis's Busy Day correlate with the following English Language Arts Common Core State Standards for kindergarten.

Word Work Lesson Plan and Resources

Reading: Foundational Skills

RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2 - Read emergent reader texts with purpose and understanding.

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Word Work
Common Core Alignment

Student Facing Resources in Spanish for Otis's Busy Day Super Pack

5 Comprehension Strategy Practice Pages

Making Predictions Practice Page

Tu turno para Hacer predicciones con Otis's Busy Day (El día ocupado de Otis)

La portada:
Mira la portada del libro y lee el título. ¿Quién crees que es Otis?

¿Qué te hace pensar eso?

Página 5:
Esta página nos dice quién es Otis. ¿Fue correcta tu predicción?

Página 14:
Otis está subiendo una gran colina. ¿Qué crees que hará después?

¿Por qué hiciste esta predicción?

Nombre: _____



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Page by Page
Guided
Questions

Answer Key

Hacer predicciones con Otis's Busy Day (El día ocupado de Otis)


Páginas 24 a 25:
Otis lleva a su nuevo amigo. Haga una predicción sobre lo que cree que harán a continuación.
Las respuestas varían. Podrían incluir: Mi predicción es que van a parar y tomar un aperitivo.

¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Creo esto porque sé que a los perritos les gusta comer y beber.

Página 30:
Otis se ha ido a casa por la noche. ¿Qué crees que hará después?
Las respuestas varían. Podrían incluir: Predigo que Otis se irá a la cama.

¿Cómo hacer predicciones lo ayuda como lector.
Las respuestas varían. Podrían incluir: Hacer predicciones me ayuda como lector porque me hacen pensar en lo que sucederá a continuación mientras leo.

Nombre: _____



Answer Key | ©BookPages.com

Sample answers
written in Spanish

Volver a contar y resumir con Otis's Busy Day (El día ocupado de Otis)

Página 21:
¿Qué otros hechos ha hecho Otis?

Las respuestas varían.

Páginas 6 a 7:
Piensa en lo que sabes sobre la historia.

Las respuestas varían.

Páginas 22:
¿Dónde tiene lugar la historia?

Las respuestas varían.

Páginas 24 a 25:
¿Qué está pasando?

Las respuestas varían.

Página 13:
¿Qué tres cosas ha hecho Otis hoy?

Las respuestas varían.

Nombre: _____

Retelling and
Summarizing

Tu turno para Volver a contar y resumir con Otis's Busy Day (El día ocupado de Otis)

Páginas 8 a 10:
Otis está ayudando a su mamá.

Las respuestas varían.

Páginas 11 a 12:
A Otis le gusta jugar con sus amigos.

Las respuestas varían.

Páginas 24 a 25:
Otis lleva a su nuevo amigo a casa.

Las respuestas varían.

El Libro:
¿Es más útil hacer una conexión texto a tu mismo, texto a texto, o texto al mundo?

Las respuestas varían.

Nombre: _____

Making
Connections

Hacer inferencias con Otis's Busy Day (El día ocupado de Otis)

La portada:
Mira la foto de Otis. ¿Cómo se siente?

Las respuestas varían.

Página 8 a 9:
Otis está tirando del tocón del árbol. ¿Qué te hace pensar eso?

Las respuestas varían.

Página 12:
Otis está en la colina con una vaca. ¿Qué puedes inferir de la foto?

Las respuestas varían.

Nombre: _____

Making
Inferences

Tu turno para Hacer inferencias con Otis's Busy Day (El día ocupado de Otis)

La portada:
Mira la foto en la portada. Si condujera el tractor, ¿cómo se sentiría?

Las respuestas varían.

Página 22:
Otis conoce a un nuevo amigo. ¿Qué preguntas tienes para Otis?

Las respuestas varían.

Páginas 24 a 25:
Otis y su nuevo amigo están cansados. ¿Qué te preguntas en esta página?

Las respuestas varían.

Nombre: _____

Asking
Questions

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

Otis's Busy Day (El día ocupado de Otis): Hacer preguntas

Otis tuvo un día ocupado trabajando y jugando. ¿Qué preguntas tienes sobre las cosas que hizo?

Puedo hacer y responder preguntas sobre detalles importantes en las historias que leo. CCSS: RL.K.1

Otis's Busy Day (El día ocupado de Otis): Hacer preguntas

Otis tuvo un día ocupado trabajando y jugando. ¿Qué preguntas tienes sobre las cosas que hizo?

Puedo hacer y responder preguntas sobre detalles importantes en las historias que leo. CCSS: RL.K.1

Otis's Busy Day (El día ocupado de Otis): Hacer preguntas

Otis tuvo un día ocupado trabajando y jugando. ¿Qué preguntas tienes sobre las cosas que hizo?

Puedo hacer y responder preguntas sobre detalles importantes en las historias que leo. CCSS: RL.K.1

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

Common Core Free Option

Otis's Busy Day (El día ocupado de Otis): Hacer preguntas

Otis tuvo un día ocupado trabajando y jugando. ¿Qué preguntas tienes sobre las cosas que hizo?

Otis's Busy Day (El día ocupado de Otis): Hacer preguntas

Otis tuvo un día ocupado trabajando y jugando. ¿Qué preguntas tienes sobre las cosas que hizo?

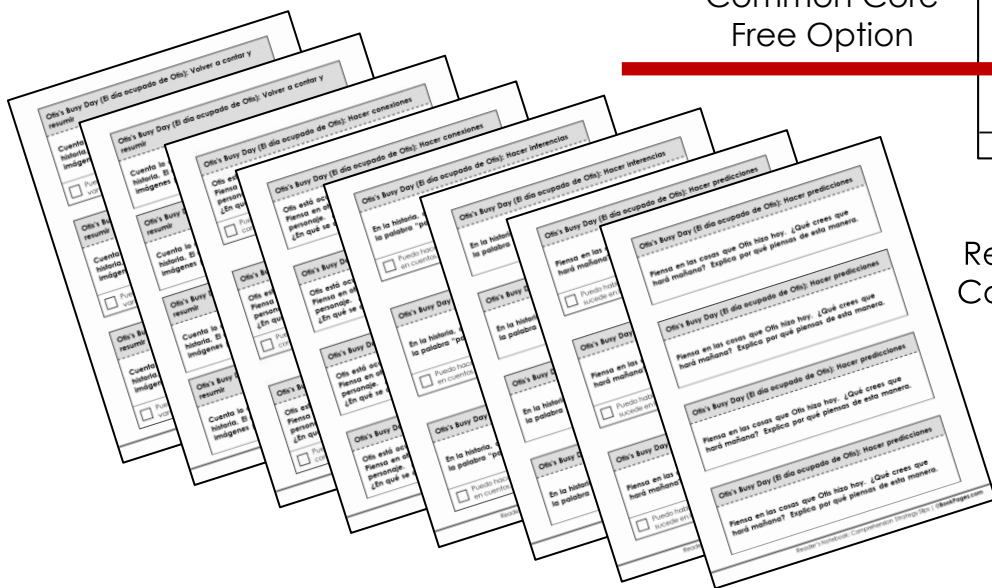
Otis's Busy Day (El día ocupado de Otis): Hacer preguntas

Otis tuvo un día ocupado trabajando y jugando. ¿Qué preguntas tienes sobre las cosas que hizo?

Otis's Busy Day (El día ocupado de Otis): Hacer preguntas

Otis tuvo un día ocupado trabajando y jugando. ¿Qué preguntas tienes sobre las cosas que hizo?

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



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir

Título: _____

¿De qué es este libro?
¿Es ficción o no ficción?

Haz un dibujo o escribe una oración para cada cuadro abajo.

Primero	Luego
Después	Entonces

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer conexiones

Título: _____

Pienso en el libro, ¿En qué le hace pensar el libro?

¿Qué tipo de conexión hiciste?

texto a texto
 texto a mundo

Haz un dibujo de tu conexión abajo.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer inferencias

Título: _____

Lo que dice el texto: _____
¿Qué sabes sobre la pista en el texto o imágenes?

Lo que yo sé: _____
¿Qué sabes sobre la pista?

Lo que puedo inferir: _____
Emociones, pensamientos, cosas, escenario

Haz un dibujo para ilustrar tu inferencia.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Hacer predicciones

Título: _____

Yo predigo...

Mi predicción fue...
 Correcto
 Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Hacer preguntas

Título: _____

Muestras para expresar una emoción

¿Qué emoción?	¿Cómo se ve?
¿Qué emoción?	¿Cómo se ve?

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Extension Activity

Nombre: _____ La fecha: _____

Direcciones: En *Otis's Busy Day (El día ocupado de Otis)*, ¡Otis trabajó y jugó duro! Dibuje una línea entre las palabras y las imágenes a continuación que muestren las cosas que Otis hizo. Luego, escriba una oración usando una de las palabras.

Words

Tira

Canta

Baila

Salta

Pictures



Escribe tu oración aquí:
