

3 Comprehension Strategy Lesson Plans and Practice Pages

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

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

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

First	Next	Then
After that	Then	Last

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

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

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

Retelling and
Summarizing

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text to Self ☐ Text to Text ☐ Text to World

Draw a picture of your connection in the box below.

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

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

Making
Connections

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Write your prediction below.	Write your prediction below.	Encircle what was right/wrong.
		<input type="checkbox"/> Correct <input type="checkbox"/> Wrong
		<input type="checkbox"/> Correct <input type="checkbox"/> Wrong
		<input type="checkbox"/> Correct <input type="checkbox"/> Wrong
		<input type="checkbox"/> Correct <input type="checkbox"/> Wrong

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

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

Making
Predictions

Vocabulary Connections Resources

Important Words to Know and Understand in Peter's Chair Word List

Word and Picture Sorting Cards

Word and Definition Sorting Cards

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Word Extension Activities

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work

Peter's Chair
By: Ezra Jack Keats
Grade Level: 2 / Guided Reading Level: J

Instructional Focus:
Consonant Digraphs - ch, sh, th, wh

Background:
A consonant digraph includes two consonants, which join to produce a single sound.

Examples:

brother	choose
chance	dish
check	path
chip	rather

Materials and Preparation:

- A Copy of *Peter's Chair*
- Chart Paper
- Whose Chair? Interactive
- Music
- Chairs (1 per student)
- Consonant Digraphs (Flashcards)
- Optional - Word Detective
- Optional - Sticky Notes

Word Work

Peter's Chair
By: Ezra Jack Keats
Grade Level: 2 / Guided Reading Level: J

Step 1: Introduce the Focus of Word Work

Introduce Consonant Digraphs

- Explain that each letter makes a specific sound. Review the basic letter sounds. Some words contain a combination of letters that make a new sound. For example, the s sound is /s/. When the letter s is paired with the letter h, it makes the /sh/ sound, as in the word fish or shoe.
- Ask children to identify some words that contain common consonant digraphs. Begin with sh. Write the letters sh at the top of a piece of chart paper. What are some words that contain the /sh/ sound? Ask children to identify words with sh at the beginning, middle, or end. Make a list as children identify the words.
- Do the same thing with the other digraphs. Ask children to brainstorm a list for these other consonant digraphs: ch, th, and wh. Use the chart paper to record the list of words.

Sample Anchor Chart

Consonant Digraphs

ch	sh	th	wh
chip	fish	the	when
chicken	ship	there	what
chocolate	shoe	them	where
champion	shell	their	whether

Step 2: Connect Word Work to Reading

Extend Engagement

Use the list of consonant digraphs found in the text to prepare reading engagement cards.

- Write a consonant digraph word on each sticky note (one per student).
- Create 4 columns on the board.
- Label each column with a different digraph (ch, sh, th, wh).
- Distribute sticky notes to students.
- Invite students to come to the board, say their word, spell their word and place it in the correct column.

Consonant Digraphs in the Text

- Tell the students that the book they will be reading today has many words that contain consonant digraphs like ch, th, sh, and wh.
- Show them page 2 of *Peter's Chair*. Ask students to listen carefully and look at the words while you read. Ask the students to place a finger over his or her own lip and say "shhh" if he or she hears one of the digraphs.
- After reading page 2, ask the students to identify any words with a consonant digraph (e.g., crash, shhh, mother). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Peter's Chair*.

Examples of Consonant Digraph Words in the Text:

finished	she	when
there	mother	ch
crash	father	sh
shhh	chair	th
the	whispered	lunch
that	shouted	that
they	shopping	thought

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to
Extend Engagement

List of words in the book that
match the instructional focus

Word Work

Peter's Chair
By: Ezra Jack Keats
Grade Level: 2 / Guided Reading Level: J

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that you are going to play: *Whose Chair?* They must stand up and move their chairs to the outside edge of the classroom, or to make a path of chairs around the classroom in any arrangement you choose.
- In advance, find appropriate music and copy and cut the interactive Exploration pages so that each digraph is its own sheet. During the activity, randomly give each student 1 of the 4 consonant digraph sets from *Whose Chair* pages. Ask them to place it on their chair or tape it to the back of the chair.
- Explain that you will play some music while children walk around the room in the same direction. When the music stops, they must sit in the closest chair. When everyone has found a chair, you will call out a digraph - sh, th, wh, or ch. If the student's chair has words with that digraph, he or she must raise his or her hand.
- Give this example: When the music stops, I might say, "Whose chair has words with shhh?" If you have sh words, you must raise your hand. I will call on each child who has a hand up. You must read one of the sh words aloud, or you can give your own sh word.
- When all students with sh have read a word, ask children to stand up again, have everyone face the same direction and ask them to walk slowly around the room again, following the path of chairs.
- To begin the game, have children stand up and face one direction. Start the music and have children walk in the same direction. When you are ready, stop the music. Ask whose chair has a particular digraph. Call on students to share a word. Continue play until you have called the 4 digraph combinations.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Consonant Digraphs (Hidden Picture) Word Work*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Interactive Activities

Fishing for Contractions
Interactive Activity

Directions:
Cut on the lines to create game cards.

are not	aren't	he'll	he will
cannot	can't	he's	he is
didn't	did not	I'd	I had

Guided Word Work Practice | ©BookPagez.com

Independent
Practice Page

Word Work

Peter's Chair
By: Ezra Jack Keats
Grade Level: 2 / Guided Reading Level: J

Step 5: Reconvene, Reflect and Work

Step 6: Extend Word Work (optional)

Extension Activity

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

Word Work Lesson Plan | ©BookPagez.com

Word Detective: Contractions
Extension Activity

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

Word	Book Title	Page	Sentence

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

Contractions
Word Work Practice Page

Directions:
Read each sentence. Circle the contraction. Then write the words that form the contraction on the line.

- She's Grandma's sister. _____
- There's mom and dad and we three kids. _____
- You'd cry too if you were her. _____
- I love the holidays when we're together. _____
- After we've eaten, Mom looks at Grandma. _____
- "I think it's time, Mama." _____
- We'd all asked that question. _____
- The Germans didn't like a lot of people. _____
- Grandpa wasn't in a camp. _____
- I can't imagine going hungry. _____
- What if they'd caught you? _____
- They couldn't believe what I had done. _____
- We ate the pieces I'd saved. _____
- She lights the wick I've made from threads. _____
- I don't know for sure. _____

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

Assessments

Running Record					
Title: <i>Peter's Chair</i>		Guided Reading Text Level: J		Word Count: 100	
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____			
Easy 95 %- 100% Accuracy		Instructional 90 %- 94% Accuracy		Hard 50 %- 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	Peter stretched as high as he could.				
	There! His tall building was finished.				
4	CRASH! Down it came.				
	"Shhh!" called his mother.				
	"You'll have to play more quietly.				
	Remember we have a new baby in the house."				
5	Peter looked into his sister Susie's room.				
	His mother was fussing around the cradle.				
	"That's my cradle," he thought,				
	"and they painted it pink!"				
8	"Hi, Peter," said his father.				
	"Would you like to help paint sister's high chair?"				
	"It's my high chair," whispered Peter.				
10	He saw his crib and muttered,				
Tested By: _____ @BookPagez.com					

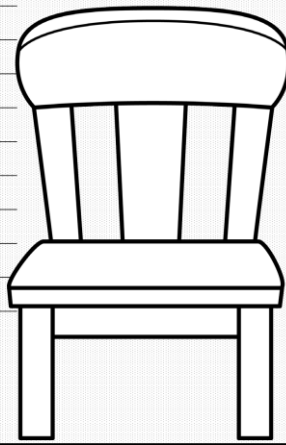
Running Record Assessment

Peter's Chair CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Peter's Chair</i> to answer each of the following questions.		
1. Which of these is a key detail to understanding why Peter takes his things outside?		
<input type="radio"/> A He is taking them to the garbage because he is too big for them.		
<input type="radio"/> B The family is getting ready for a big move.		
<input type="radio"/> C He and his friends are putting them in a treehouse.		
<input type="radio"/> D He has a new baby sister, and his parents are painting all the baby furniture pink.		
2. What important lesson does Peter learn while he is outside with his things?		
<input type="radio"/> A When you have outgrown something.		
<input type="radio"/> B He does not want his sister to have a		
<input type="radio"/> C Furniture and pictures belong inside.		
<input type="radio"/> D Babies don't like toy crocodiles.		
3. What did Peter decide to do when he was upset?		
<input type="radio"/> A He decided to paint them blue again.		
<input type="radio"/> B He hid all his other things under his bed.		
<input type="radio"/> C He decided to run away.		
<input type="radio"/> D He told his mom and dad that it was his.		
4. Which of these is an example of the author's point of view?		
<input type="radio"/> A his sister Susie's room		
<input type="radio"/> B Crash!		
<input type="radio"/> C "It's my high chair," whispered Peter.		
<input type="radio"/> D cookies and dog biscuits		
5. What does Peter do at the end to show that he has changed? (RL.2.5)		
<input type="radio"/> A He comes back in for a special lunch.		
<input type="radio"/> B He gives his sister all his toys.		
<input checked="" type="radio"/> C He asks to help paint his chair pink for his sister.		
<input type="radio"/> D He sits next to his dad.		
6. Why does Peter whisper and mutter to himself when he sees his crib and highchair? (RL.2.6)		
<input type="radio"/> A He doesn't want to wake up his sister.		
<input type="radio"/> B He is talking to his dog, Willie.		
<input type="radio"/> C He will get in trouble if he says those things are really his.		
<input checked="" type="radio"/> D It shows he is sad and upset.		
7. What do the words and illustrations tell us about Peter's family? (RL.2.7)		
<input checked="" type="radio"/> A They are caring and patient.		
<input type="radio"/> B They only care about the baby.		
<input type="radio"/> C They are very mean to Peter.		
<input type="radio"/> D They are not like a real family because they have magical powers.		
8. How is Peter different once he realizes his chair is too small? (RL.2.9)		
<input type="radio"/> A He gets more upset that he is growing up.		
<input checked="" type="radio"/> B He has the great idea of sharing the things he does not need anymore.		
<input type="radio"/> C He does not want to build tall buildings anymore.		
<input type="radio"/> D He wants to hide behind the curtains.		
9. Based on what you've read, how will Peter deal with all the changes that come with a new baby? (RL.2.10)		
<input type="radio"/> A He will refuse to play with her.		
<input type="radio"/> B He will run away for real next time.		
<input checked="" type="radio"/> C It will be hard sometimes, but he loves his family and will work it out.		
<input type="radio"/> D He will love her, but won't share anything with her.		
CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____
Directions: In the book, Peter's Chair , Peter painted his chair for his sister Susie. Imagine you are painting a chair for Susie. After you decorate it, write 10 adjectives (describing words) to describe the chair.
My Chair for Susie is or has... _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Extension Activity ©BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
Peter's Chair Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Peter's Chair" correlate with the following English Language Arts Common Core State Standards for second grade.
Retelling and Summarizing Lesson Plan and Resources
Reading: Literature RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.3 - Describe how characters in a story respond to major events and challenges. RI.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RI.2.7 - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Peter's Chair CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Peter's Chair Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Peter's Chair" correlate with the following English Language Arts Common Core State Standards for second grade.
Making Connections Lesson Plan and Resources
Reading: Literature RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.3 - Describe how characters in a story respond to major events and challenges. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
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Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Peter's Chair CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
Peter's Chair Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Peter's Chair" correlate with the following English Language Arts Common Core State Standards for second grade.
Making Predictions Lesson Plan and Resources
Reading: Literature RI.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.3 - Describe how characters in a story respond to major events and challenges. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Peter's Chair CCSS Alignment ©BookPages.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Peter's Chair Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Peter's Chair" correlate with the following English Language Arts Common Core State Standards for second grade.
Vocabulary Connections Lesson Plan and Resources
Language L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4b - Identify real-life connections between words and their use (e.g., describe foods that are salty or juicy). L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Peter's Chair CCSS Alignment ©BookPages.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
Peter's Chair Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Peter's Chair" correlate with the following English Language Arts Common Core State Standards for second grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
Peter's Chair CCSS Alignment ©BookPages.com

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Peter's Chair Super Pack

3 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Peter's Chair (La silla de Peter)

Página 2:
¿Cómo se cayó la torre de Peter?

¿Qué o quién causó que caiga?

¿Qué dijo la madre de Peter después de que cayó la torre?

Página 8:
¿Quiénes son los personajes principales en el libro hasta ahora?

¿Qué sabemos sobre cada uno?

Página 16:
Peter estaba adentro. Ahora él está afuera. ¿Por qué cambió el escenario de la historia?

Nombre: _____ ©BookPages.com

Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Volver a contar y resumir con Peter's Chair (La silla de Peter)

¿Qué causó que Peter saliera?
Las respuestas varían. Podrían incluir: Peter salió porque estaba molesto porque sus padres le estaban dando sus cosas a la bebé Susie.

Página 24:
Peter regresó adentro y se escondió de su madre. ¿Qué hizo que volviera a entrar?
Las respuestas varían. Podrían incluir: Peter decidió volver a entrar porque se dio cuenta de que era demasiado grande para su silla. Él decidió dárselo a la bebé Susie. Él no podría usarlo más.

Página 28:
¿Cuál crees que es el tema (trabajo en equipo, familia, amor, intercambio, amistad) de esta historia?
Las respuestas varían. Podrían incluir: Creo que el tema de la historia es sobre compartir cosas con la familia.

¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Pienso esto porque Peter aprendió a compartir su silla con su hermana.

Answer Key | ©BookPages.com

Hacer conexiones con Peter's Chair (La silla de Peter)

Página 6:
¿Alguna vez hicieron tus padres algo sin preguntarte primero?
Las respuestas varían.
¿Que hicieron?
Las respuestas varían.
sin preguntar.
¿Cómo te sentiste? Haz una conexión **texto a texto**.
Las respuestas varían.
Página 14:
Peter tomó 3 cosas con él cuando iba a huir. ¿Cuáles son tres cosas que son muy importantes para tí? ¿Por qué?
Las respuestas varían.
de ropa, un peluche.
Página 20:
Peter se escondió de su y su madre. Haz una conexión **texto a texto**.
Are, No David!, The
Tu turno para practicar: Hacer conexiones con Peter's Chair (La silla de Peter)
Página 6:
¿Alguna vez hicieron tus padres algo sin preguntarte primero?

¿Que hicieron?

¿Cómo te sentiste? Haz una conexión **texto a tu mismo**.

Página 14:
Peter tomó 3 cosas con él cuando iba a huir. ¿Cuáles son tres cosas que son muy importantes para tí? ¿Por qué? Haz una conexión **texto a tu mismo**.

Página 20:
Peter se escondió de su madre. Piensa en otros libros que hayas leído sobre un niño y su madre. Haz una conexión **texto a texto**.

Nombre: _____ ©BookPages.com

Making Connections

Hacer predicciones con Peter's Chair (La silla de Peter)

Página 12:
¿A dónde va Peter?
Las respuestas varían. Podrían incluir: Peter va a su habitación.
¿Qué crees que Peter va a hacer?
Las respuestas varían.
que su padre no lo encuentre.
¿Por qué piensas eso?
Las respuestas varían.
que su padre piense que él se fue.
Página 24:
Peter regresó adentro y se escondió de su madre. ¿Qué crees que va a hacer?
Las respuestas varían.
pinte su silla y se vaya.
¿Por qué piensas eso?
Las respuestas varían.
encajar en eso.
Tu turno para practicar: Hacer conexiones con Peter's Chair (La silla de Peter)
Página 6:
¿Alguna vez hicieron tus padres algo sin preguntarte primero?

¿Que hicieron?

¿Cómo te sentiste? Haz una conexión **texto a tu mismo**.

Página 14:
Peter tomó 3 cosas con él cuando iba a huir. ¿Cuáles son tres cosas que son muy importantes para tí? ¿Por qué? Haz una conexión **texto a tu mismo**.

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Peter se escondió de su madre. Piensa en otros libros que hayas leído sobre un niño y su madre. Haz una conexión **texto a texto**.

Nombre: _____ ©BookPages.com

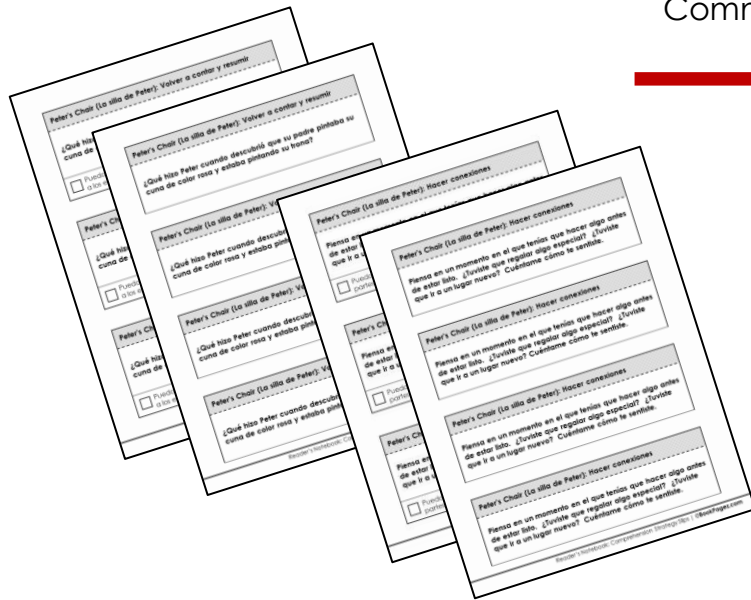
Making Predictions

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



Common Core Free
Option

Peter's Chair (La silla de Peter): Hacer predicciones

¿Qué crees que aprendió Pedro en la historia? ¿Qué podría hacer la próxima vez si es demasiado grande para una de sus cosas?

Peter's Chair (La silla de Peter): Hacer predicciones

¿Qué crees que aprendió Pedro en la historia? ¿Qué podría hacer la próxima vez si es demasiado grande para una de sus cosas?

Peter's Chair (La silla de Peter): Hacer predicciones

¿Qué crees que aprendió Pedro en la historia? ¿Qué podría hacer la próxima vez si es demasiado grande para una de sus cosas?

Peter's Chair (La silla de Peter): Hacer predicciones

¿Qué crees que aprendió Pedro en la historia? ¿Qué podría hacer la próxima vez si es demasiado grande para una de sus cosas?

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

Reading Response
Prompts for Each
Comprehension
Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
libro:

¿De qué se trata el libro?

¿Es ficción o no ficción?

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

Primero	Después	Entonces
Después de esto	Entonces	Al final

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

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and
Summarizing

Hacer conexiones
libro:

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

¿Qué tipo de conexión hiciste?

☐ Text a mí mismo

☐ Texto a texto

☐ Texto al mundo

Has un dibujo de tu conexión abajo.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Connections

Hacer predicciones
libro:

Predicciones al principio	Predicciones mientras leo	Verifico las predicciones
Escríbelo en las predicciones abajo	Escríbelo en las predicciones abajo	¿Correcto? <input type="checkbox"/> ¿Incorrecto? <input type="checkbox"/>
		¿Correcto? <input type="checkbox"/> ¿Incorrecto? <input type="checkbox"/>
		¿Correcto? <input type="checkbox"/> ¿Incorrecto? <input type="checkbox"/>
		¿Correcto? <input type="checkbox"/> ¿Incorrecto? <input type="checkbox"/>

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

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Making
Predictions

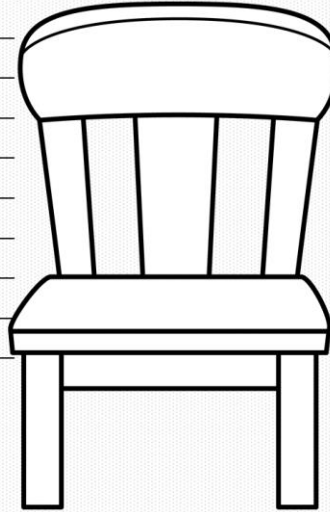
Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro, **Peter's Chair (La silla de Peter)**, Peter pintó su silla para su hermana Susie. Imagina que estás pintando una silla para Susie. Después de decorarlo, escribe 10 adjetivos (describiendo palabras) para describir la silla.

Mi silla para Susie es o tiene ...



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