

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

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Guided Reading Level

Planets
By: Elizabeth Carney
Grade Level: 2 / Guided Reading Level: K

1
Making Inferences

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

Planets is a nonfiction book full of true information about the solar system, planets, and stars. You will learn so many interesting facts about space, such as the difference between inner and outer planets, why our planet Earth is so great for life, our moon and the moons of other planets, and more. Did you know that astronauts from Earth walked on the moon for the first time 40 years ago, and their footprints are still there because there's no weather on the moon to wash or blow them away? You will discover these facts and more while exploring our solar system with this book!

Link to What You Know

- Imagine you were playing a game where you had to provide clues to help someone guess the word "planet." What would you give them? Make a list.
- Compare your list to a partner's. Which of your clues were the same? Which were different? Which clue do you think would be the most helpful for someone guessing? Which would be the least? Discuss.

Important Words to Know and Understand

Planet - Round objects that orbit a star
Sun - The star that Earth orbits

2
Learn About Comprehension Strategies

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 if a person's face turns red after making a mistake, it is 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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Activate Prior Knowledge

Making Inferences Lesson Plan

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3
Making Inferences

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 5 - Read the poem on this page. If you did not already know this book was about planets, you could use these clues to make an inference about the topic of this book. What clues does the poem contain to help you infer that this book is about planets?

Pages 6 to 7 - Look at the illustration on these two pages. What can you infer about the best time to view the planets, moons, and stars in the solar system? What clues did you use?

Pages 12 to 13 - These pages show the inner planets: Mercury, Venus, Earth, and Mars. Use the illustration to make an inference about which of these planets has water on its surface. What did the author include in the illustration to help you make an inference? Explain your thinking.

Pages 14 to 15 - These pages teach us about the planet Earth. Use the photographs to make an inference about the Earth's distance from the sun. How do you know?

Pages 24 to 25 - This chapter describes some characteristics of the Earth's moon. Use the text and photograph to make an inference about life on the moon. Is life on the moon possible? What makes you think so?

4
Notice the Work You Did While Reading

Time to Reflect

Think - What types of inferences did you make while reading *Planets*? 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 *Planets*. What clues say about making inferences? What was difficult? How does making inferences 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 *Planets*. (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

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1
Making Predictions

Get Ready To Read

- Learn about the book
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3
Making Predictions

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 - Look at the Table of Contents. Use the chapter title to make a prediction about what you will learn about in this book. Write your prediction on a sticky note and stick it to the Table of Contents. How many predictions did you make? How many did you not make?

Page 12 to 13 - The graphic of the solar system is a key to understanding the planets in the solar system. What do you know about the planets in the solar system? How do you know? Write your thoughts on a sticky note and stick it to the graphic. How many predictions did you make? How many did you not make?

Page 24 to 25 - This chapter describes some characteristics of the Earth's moon. Use the text and photograph to make a prediction about life on the moon. Is life on the moon possible? What makes you think so? Write your prediction on a sticky note and stick it to the photograph.

Page 29 to 30 - This book is about space. "Jump! Turn!" says the author. What do you think the author is trying to tell you? Write your thoughts on a sticky note and stick it to the text.

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3
Identifying the Author's Purpose

Get Ready To Read

- Learn about the book
- Get your brain ready to read
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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 chose to write in a pretty style using colorful words like "far" and "near." Why do you think the author chose to write in this style? Write your thoughts on a sticky note and stick it to the text.

Page 12 to 13 - The illustration on these pages shows the inner planets: Mercury, Venus, Earth, and Mars. Use the illustration to make an inference about which of these planets has water on its surface. What did the author include in the illustration to help you make an inference? Explain your thinking.

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Author's Purpose

Planets
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Grade Level: 2 / Guided Reading Level: K

2
Determining Importance

Get Ready To Read

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Determining Importance

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3
Synthesizing

Get Ready To Read

- Learn about the book
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Synthesizing

Answer Key for Making Inferences with Planets

Your Turn to Practice Making Inferences with Planets

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Page 24 to 25: This chapter describes some characteristics of the Earth's moon. Use the text and photograph to make a prediction about life on the moon. Is life on the moon possible? What makes you think so? Write your prediction on a sticky note and stick it to the photograph.

Answer Key for Determining Importance with Planets

Your Turn to Practice Determining Importance with Planets

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Answer Key for Synthesizing with Planets

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Answer Key for Identifying the Author's Purpose with Planets

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

Page 1: The author chose to write in a pretty style using colorful words like "far" and "near." Why do you think the author chose to write in this style? Write your thoughts on a sticky note and stick it to the text.

Page 12 to 13: The illustration on these pages shows the inner planets: Mercury, Venus, Earth, and Mars. Use the illustration to make an inference about which of these planets has water on its surface. What did the author include in the illustration to help you make an inference? Explain your thinking.

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Planets: Synthesizing

Authors write nonfiction text to inform, or teach, the reader new information. Tell about something new that you learned by reading *Planets* by Elizabeth Carney.

I can tell the author's main purpose in nonfiction writing. CCSS: RI.2.6

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

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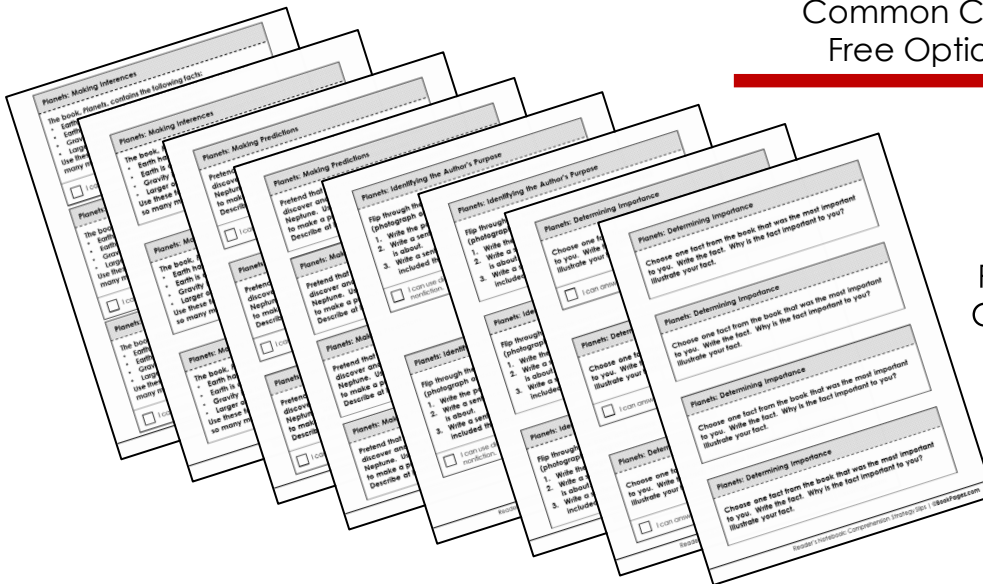
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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Making Inferences

Circle the features of nonfiction text that were used in your book.

What the Text Says	What I Know	What I Can Infer

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Making Predictions

Circle the nonfiction text features in your book.

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End

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.

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Making Predictions

Identifying the Author's Purpose

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

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

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Author's Purpose

Determining Importance

What is the topic of your book?

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG Ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
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Determining Importance

Synthesizing

What is the topic of your book?

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
Because...	Because...	Because...
Because...	Because...	Because...

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
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Synthesizing

Vocabulary Connections Resources

Important Words to Know and Understand in Planets Word List

Vocabulary Connections Planets
By: Elizabeth Carney
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in Planets

Dwarf Planet
Planet like objects that are much smaller than regular planets

Gas
Something that has no shape or size of its own. Gas can spread out into the space around it

Gravity
An invisible force that pulls objects toward a planet or star

Orbit
The path an object follows around another object, such as a star

Planet
Round objects that orbit a star

Reflect
To bounce back

Solar System
A group of planets and stars. Ours is made up of the sun, eight big planets, and five dwarf planets







Star
A huge ball of hot gas that makes heat and light

Sun
The star that Earth orbits

Weather
The changing conditions that can include temperature, rainfall, wind, and clouds

Vocabulary Word List | @BookPagez.com

Vocabulary Connections Planets
By: Elizabeth Carney
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Dwarf Planet 	Gas 	Gravity 
Orbit 	Planet 	Reflect 

Picture Vocabulary Sorting Cards | @BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections Planets
By: Elizabeth Carney
Grade Level: 2 / Guided Reading Level: K

Solar System A group of planets and stars. Ours is made up of the sun, eight big planets, and five dwarf planets	Star A huge ball of hot gas that makes heat and light	Sun The star that Earth orbits
Weather The changing conditions that can include temperature, rainfall, wind, and clouds		

Definition Vocabulary Sorting Cards | @BookPagez.com

Vocabulary Connections Planets
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Dwarf Planet is a/an noun verb adverb adjective Definition of Dwarf Planet:	Gas is a/an noun verb adverb adjective Definition of Gas:	Gravity is a/an noun verb adverb adjective Definition of Gravity:
Dwarf Planet looks like this:	Gas looks like this:	Gravity looks like this:
Dwarf Planet reminds me of:	Gas reminds me of:	Gravity reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPagez.com

Word and Definition Sorting Cards

Word Games with Words from Planets

Directions: Draw a line to match the pictures to the words.

Planet, Sun, Dwarf Planet

Directions: Graph the number of syllables in each of the words below.

Gas				
Gravity				
Orbit				
Reflect				
Star				
Sun				
Weather				

Name: _____

Answer Key from Planets

Directions: Graph the number of syllables in each of the words below.

Planet				
Sun				
Dwarf Planet				

Name: _____

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections Planets
By: Elizabeth Carney
Grade Level: 2 / Guided Reading Level: K

Planets
By Elizabeth Carney

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

Name: _____

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

Vocabulary Word Extension Activities

Vocabulary Connections Planets
By: Elizabeth Carney
Grade Level: 2 / Guided Reading Level: K

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	✓

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Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Planets
By: Elizabeth Carney
Grade Level: 2 / Guided Reading Level: K

Word Work

Instructional Focus:
Digraphs -ch, -sh, and -th.
These letters make one sound.

Background:
The digraphs -ch, -sh, and -th make one sound when written together in a word.

Examples:

Cheat	
Touch	
Chat	
Attach	
Chive	

Materials and Preparation:

- A Copy of **Planets** by Elizabeth Carney
- Chart Paper
- Markers
- Digraph Memory Cards
- Digraph Practice Page (Optional - Extend Engagement)
- Optional - Word Detective Worksheet

Planets
By: Elizabeth Carney
Grade Level: 2 / Guided Reading Level: K

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Digraphs -ch, -sh, and -th

- Direct students' attention to the anchor chart.
- Explain that the letters th, sh, and ch make one sound when written together in a word.
- Talk through each example under the three headings and practice reading each word as a digraph as you discuss the pronunciation.
- Have students turn and talk to a partner and brainstorm more examples of words with each of the digraphs. Write them under the correct heading of the chart as you discuss.

Sample Anchor Chart

Digraphs		
sh	th	ch
shed	month	peach
wash	thorn	chip

Step 2: Connect Word Work to Reading

Digraphs -ch, -sh, and -th in the Text

- Explain to students that the book they are reading today will have many examples of these digraphs.
- Next, explain that they are going to listen as you read the book, and when they hear or see one of the digraphs they learned, they should give a thumbs up.
- Model listening for these words by reading page 5 and having the students identify the words "the", "catch", "something", and "that", and adding them to the chart under the correct heading.
- After each page, have students identify the digraph words they heard and write them under the correct heading. Discuss the examples they heard and saw.

List of words in the text that are examples of Digraphs -ch, -sh, and -th:

• Skaped	• Share	• Wash	• Earth	• The	• Their
• Path	• Another	• Thorn	• Their	• They	• Three
• Other	• That	• Third	• Thick	• Three	
• Each	• Much				

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

Planets
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Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that they are now going to practice what they've learned by playing a game called "Planet Memory".
- Remind students that there are regular planets and dwarf planets in our solar system and that dwarf planets are much smaller than regular planets. Explain that to play this game they will be matching dwarf planet digraphs with planet digraph example words.
- Have students get into pairs. Give each pair a set of planet cards. The dwarf planet cards have the digraph typed on them and the planet cards have example words that each contain a digraph.
- Students will shuffle the cards and then lay them out in a rectangle. They should take turns flipping two cards over to try to make a match. If a student gets a match, they may keep the cards. The student with the most matches at the end is the winner.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Digraphs Practice Page**.
- Read the directions with the class.
- Go over the example with the class.
- Tell students to complete the rest of the practice page independently.
- Monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for digraphs -ch, -sh, and -th 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

Interactive Activity

Planet Memory - Dwarf Planet Cards
Interactive Activity

sh	sh	th	th	ch	ch
sh	sh	th	th	ch	ch
sh	sh	th	th	ch	ch
sh	sh	th	th	ch	ch

Guided Word Work Practice | @BookPagez.com

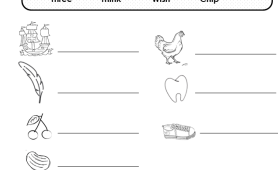
Independent Practice Page

Digraphs
Word Work Practice Page

Directions: Look at the pictures. Write the word that matches the picture and write the digraph in the word. Some words in the word bank may not be used.

Word Bank

Cherry	Ship	Shoe	Tooth	Chicken
Tree	Think	Wish	Chip	



Directions: Think of another example of each of these digraphs and write it in the chart below.

ch	th	sh

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

Extension Activity

Word Detective: Digraphs -ch, -sh, and -th
Extension Activity

Directions:
Be a word detective!
Be on the lookout for digraphs -ch, -sh, and -th 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: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record								
Title: Planets		Guided Reading Text Level: K		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			
					E	SC	E	SC
					MSV	MSV	MSV	MSV
Page								
4	What's A Planet?							
5	Circle, circle in the sky, you're bright enough to catch my eye. You're not a star, but a place where gas or rocks swirl in space.							
6	Hello, Planets! When you look up high in the night sky, you might see lots of bright lights. Most of these							
Tested By: _____					©BookPagez.com			

Running Record Assessment

Planets CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about Planets to answer each of the following questions.	
1. Which of these is NOT an important detail found in Planets ?	
<input type="radio"/> A The Earth orbits our star, which we call the Sun. <input type="radio"/> B Our solar system is made up of 8 big planets and 5 dwarf planets. <input type="radio"/> C The Earth has two moons. <input type="radio"/> D The inner planets are closer to the Sun and hotter, while the gas giants are farther from the Sun and colder.	
2. Which of these statements best describes the main idea of Planets ?	
<input type="radio"/> A We live on Earth, a planet located in our solar system along with 5 dwarf planets, which all orbit the Sun. <input type="radio"/> B Jupiter is a gas giant with more than 60 moons. <input type="radio"/> C The sun is a star that makes a lot of heat and light. <input type="radio"/> D Scientists have used tools such as rovers and telescopes to explore space.	
3. Which of these statements correctly describes planets in our solar system?	
<input type="radio"/> A There is no relationship between gravity and planets. <input type="radio"/> B The Sun's gravity holds the planets in orbit. <input type="radio"/> C The Earth's gravity holds the Sun and planets in orbit. <input type="radio"/> D Gravity is the name of one of the gas giants.	
4. The author included a "Space Clue" on page 5 that "makes heat and light". Which of these best describes the "Space Clue"?	
<input type="radio"/> A The Space Clues tell us about different planets. <input type="radio"/> B The Space Clues give us page numbers. <input type="radio"/> C The Space Clues show interesting pictures. <input type="radio"/> D The Space Clues provide definitions.	

5. If you needed to quickly locate more information about gas giants, which of the following text features would be most useful? (RI.2.5)
<input type="radio"/> A Table of Contents <input type="radio"/> B Glossary <input type="radio"/> C Photographs <input type="radio"/> D Headings
6. What was the author's main purpose for writing Planets ? (RI.2.6)
<input type="radio"/> A The author wanted to tell the reader about the time she went to space. <input type="radio"/> B The author wanted to persuade the reader to become an astronaut. <input type="radio"/> C The author wanted to entertain the reader with an exciting story about planets. <input checked="" type="radio"/> D The author wanted to teach the reader important information about the planets and our solar system.
7. In what way does the diagram showing the sun and all the planets help you understand more about our solar system? (RI.2.7)
<input type="radio"/> A This diagram taught me more about the tools that are used to explore space. <input type="radio"/> B This diagram helped me understand the meaning of vocabulary words in this book. <input checked="" type="radio"/> C This diagram helped me see the order of planets, their distance from the sun, and how each planet looks from space. <input type="radio"/> D This diagram taught me more about the dwarf planets.
8. The author included a chapter titled, "Amazing Planets". Which of these is NOT a fact that the author included to support the idea that planets are amazing? (RI.2.8)
<input type="radio"/> A Although Venus is not the closest planet to the sun, it is the hottest because of the thick layer of gas around it. <input checked="" type="radio"/> B Earth is the closest planet to the sun. <input type="radio"/> C Jupiter has a hurricane called The Great Red Spot that has been blowing for more than 400 years. <input type="radio"/> D Uranus spins on its side, rolling like a barrel instead of spinning like a top.

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
Imagine you are an astronaut sent out to explore space for the first time. Write a journal entry explaining what a typical day is like while you are working in space. Be sure to include at least three facts from the book in your journal entry and illustrate your entry in the space provided.

Dear Diary,

Sincerely,

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Planets Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Planets correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Inferences Lesson Plan and Resources</p> <p>Reading: Informational Text RI.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.9 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objective and adjectives to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: small;">Planets CCSS Alignment @BookPagez.com</p>

Common Core State Standards Correlation
<p>Planets Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Planets correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reasoning and Problem Solving Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to an author's point of view. RI.2.8 - Describe how reasons support specific points the author makes in a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.9 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objective and adjectives to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: small;">Planets CCSS Alignment @BookPagez.com</p>

Common Core State Standards Correlation
<p>Planets Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Planets correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to an author's point of view. RI.2.8 - Describe how reasons support specific points the author makes in a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.9 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objective and adjectives to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: small;">Planets CCSS Alignment @BookPagez.com</p>

Common Core State Standards Correlation
<p>Planets Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Planets correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Using Evidence Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to an author's point of view. RI.2.8 - Describe how reasons support specific points the author makes in a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.9 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objective and adjectives to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: small;">Planets CCSS Alignment @BookPagez.com</p>

Common Core State Standards Correlation
<p>Planets Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Planets correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to an author's point of view. RI.2.8 - Describe how reasons support specific points the author makes in a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.9 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objective and adjectives to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: small;">Planets CCSS Alignment @BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Planets Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Planets correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including objective and adjectives to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: small;">Planets CCSS Alignment @BookPagez.com</p>

Common Core State Standards Correlation
<p>Planets Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Planets correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right; font-size: small;">Planets CCSS Alignment @BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Planets Super Pack

5 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Tu turno para: Sintetizar con Planets (Los planetas)

Páginas 6 a 7:
El autor usa dos palabras que pueden ser nuevas para los lectores. Los resalta en un cuadro de "Pistas espaciales" en la página 6. ¿Estas palabras eran nuevas para ti?

¿El cuadro de "Pistas espaciales" te ayudó a entender mejor las palabras?
¿Cómo es eso?

Páginas 10 a 11:
Lea el texto y mire las características visuales en estas páginas. ¿Qué nueva información aprendiste sobre nuestro sistema solar?

¿Cómo te ayudaron las características visuales?

Nombre: _____ @BookPagez.com

Page by Page Guided Questions

Answer Key

Sintetizar con Planets (Los planetas)

Páginas 6 a 7:
Este capítulo se titula "Gigantes del gas". Las ilustraciones en estas páginas lo ayudan a aprender una característica importante de los gigantes gaseosos. ¿Qué características comparten todos los gigantes del gas?
Todos los gigantes gaseosos tienen anillos.

¿Ya conocías esta información o es nueva para ti?
Las respuestas varían. Podrían incluir: Sabía que algunas plantas tenían anillos, pero no sabía que todos los gigantes gaseosos tienen anillos.

Páginas 18 a 19:
¿Qué nueva información aprendiste sobre planetas enanos en estas páginas?
Las respuestas varían. Podrían incluir: Una cosa nueva que aprendí sobre los planetas enanos es que pueden ser redondos o en forma de huevo.

¿Cómo se agregaron las características del texto de no ficción a su comprensión de los planetas enanos?
Las respuestas varían. Podrían incluir: Las características del texto de no ficción me ayudaron a mostrarme la forma de los planetas enanos y cómo pronunciar los nombres de algunos de los planetas enanos.

Nombre: _____ @BookPagez.com

Sample answers written in Spanish

Hacer inferencias con Planets (Los planetas)

¿Qué incluye? Explique sus _____
Las respuestas varían.

Tu turno para: Hacer inferencias con Planets (Los planetas)

Página 5:
Lee el poema en esta página. ¿Podría usar estas pistas para hacer una inferencia sobre el poema planetario?

Páginas 6 a 7:
Mira la ilustración en estas dos páginas. ¿Qué pistas usaste para ver los planetas?

Páginas 24 a 25:
Este capítulo muestra la fotografía de la luna. ¿Qué pistas usaste para saber si es posible vivir en la luna? ¿Es posible vivir en la luna? ¿Qué pistas usaste para hacer una inferencia sobre la vida en la luna?

Páginas 12 a 13:
Estas páginas muestran los planetas. Usa la ilustración para hacer una inferencia sobre la vida en los planetas.

Nombre: _____ @BookPagez.com

Making Inferences

Identificar el Propósito del Autor con Planets (Los planetas)

¿Cómo lo sabes? _____
Las respuestas varían.

Tu turno para: Identificar el Propósito del Autor con Planets (Los planetas)

Página 5:
El autor usó un lenguaje poético para describir los planetas. ¿Por qué crees que el autor eligió este lenguaje?

Páginas 8 a 9:
La ilustración en esta página muestra el sol y la tierra. ¿Qué crees que el autor quiere que sepas de estos cuerpos celestes?

Páginas 30 a 31:
El autor incluyó una ilustración de los planetas. ¿Por qué crees que el autor incluyó esta ilustración? ¿Cómo te ayudó esta ilustración como lector?

Páginas 10 a 11:
Estas páginas hablan de los planetas interiores. ¿Qué crees que el autor quiere que sepas acerca de estos planetas?

Nombre: _____ @BookPagez.com

Author's Purpose

Determinar la importancia con Planets (Los planetas)

Páginas 16 a 17:
Este capítulo trata sobre los planetas gigantes gaseosos. ¿Qué crees que el autor quiere que sepas sobre estos planetas? ¿Por qué crees que el autor quiere que sepas esto?

Página 3:
Revisa los títulos de los capítulos en la Tabla de Contenidos. Cuenta dos temas importantes para saber sobre los planetas. ¿Son estos temas cosas importantes para saber sobre los planetas? Explique su pensamiento.

Páginas 26 a 27:
Este capítulo trata sobre los telescopios. ¿Qué crees que el autor quiere que sepas sobre los telescopios? ¿Por qué crees que el autor quiere que sepas esto?

Páginas 10 a 11:
Estas páginas cuentan más sobre nuestro sistema solar. ¿Qué información importante aprendiste sobre nuestro sistema solar?

¿Qué características del texto usó el autor para hacerle saber que esos hechos son importantes para recordar?

Páginas 14 a 15:
Aquí, el autor nos enseña sobre nuestro planeta. ¿Qué es importante entender acerca de la distancia entre la Tierra y el sol?

Nombre: _____ @BookPagez.com

Determining Importance

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

Planets (Los planetas): Hacer inferencias

El libro, *Planetas*, contiene los siguientes hechos:

- La Tierra tiene una luna y Júpiter tiene más de 60 lunas.
- La Tierra es un planeta mucho más pequeño que Júpiter.
- La gravedad es una fuerza que une objetos.
- Los objetos más grandes tienen una fuerza de gravedad más fuerte.

Usa estos datos para hacer una inferencia sobre por qué Júpiter tiene tantas lunas como la Tierra. Explique su pensamiento.

Puedo hacer conexiones entre diferentes ideas científicas. CCSS: RI.2.3

Planets (Los planetas): Hacer inferencias

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Usa estos datos para hacer una inferencia sobre por qué Júpiter tiene tantas lunas como la Tierra. Explique su pensamiento.

Puedo hacer conexiones entre diferentes ideas científicas. CCSS: RI.2.3

Planets (Los planetas): Hacer inferencias

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Planets (Los planetas): Hacer inferencias

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Usa estos datos para hacer una inferencia sobre por qué Júpiter tiene tantas lunas como la Tierra. Explique su pensamiento.

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

Common Core
Free Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Hacer inferencias
Título: _____
Encierra en un círculo las características de texto

Lo que dice el texto	Lo que se infiere	Lo que puedo inferir
Hacer predicciones al leer un texto.	¿Qué cosas de la vida?	Emociones, sentimientos, cosas nuevas.

Instrucciones:
1. Conéctalo a las preguntas.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha el trozo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Inferences

Hacer predicciones
Título: _____
Encierra en un círculo las características de texto de la sección que lees en tu libro.

Predicciones el principio	Predicciones en medio	Verifica las predicciones
Escríbelo en un círculo.	Escríbelo en un círculo.	¿Fueron correctas? ¿Por qué? ¿Por qué no? ¿Por qué?
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Instrucciones:
1. Conéctalo a las preguntas.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha el trozo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Predictions

Identifica el propósito del autor
Título: _____
¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?

Para persuadir
 Para informar
 Para entretener

¿A qué el autor quería porque... _____

Instrucciones:
1. Conéctalo a las preguntas.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha el trozo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's
Purpose

Determinar la importancia
Título: _____
¿Cuál es el tema de tu libro?

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

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

#1 _____
#2 _____
#3 _____

Instrucciones:
1. Conéctalo a las preguntas.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha el trozo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining
Importance

Sintetizar
Título: _____
Explica cómo una función de texto de no ficción en tu libro te ayudó a entender el tema de tu libro completando el cuadro a continuación.

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...

Instrucciones:
1. Conéctalo a las preguntas.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha el trozo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Imagina que eres un astronauta enviado a explorar el espacio por primera vez. Escribe una entrada de diario que explique cómo es un día típico mientras trabajas en el espacio. Asegúrese de incluir al menos tres datos del libro en su entrada de diario e ilustrar su entrada en el espacio provisto.

Querido diario,

Sinceramente,

