

Here's What You'll Get in the Room on the Broom Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

1 Get Ready to Read

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

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

Summary
A witch and a cat take a ride on a broom, enjoying the clear night air until... whoosh! the wind blows the witch's hat clear off her head, causing the witch to cry. A dog rescues the hat, returns it to the witch, and asks for a ride on the broom. As the threesome fly into the windy night, they meet more friends, one scary dragon and learn an important lesson about teamwork.

Link to What You Know

- Have you ever walked outside when it was very windy? What happened to your clothes?
- Describe a time when you helped someone chase something that was blowing in the wind.

Important Words to Know and Understand

- hog** - An area of soft, wet land
- moor** - A broad area of open land that is not good for farming

Why Readers Make Predictions While Reading
When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions **before** they start reading, **during** the story, and **after** they have finished reading. Here are some examples of the thinking readers do when making predictions.

Before Reading Predictions: What the book will be about, who the main character might be, what big events will happen

During Reading Predictions: What a character will do next, how a problem might be solved, what important event will happen

After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

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3 Make Predictions While Reading

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that might happen

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

Cover - Read the title and look at the cover. What can we expect to happen in the story? What clues did you use to make the prediction?

Page 4 - What do you think the witch will do next? Why do you think that?

Page 10 - Use picture clues along with what you already know about the story to make a prediction. What do you think the frog will do next? Why do you think so?

Page 12 - There is no more room on the broom. Make a prediction about what will happen next. Why do you think so?

Page 14 - What could be making the scary and loud roar? Does your prediction make sense for the story? Why or why not?

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect
Think - What types of predictions did you make while reading *Room on the Broom*? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction 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 reasons why some of the predictions you made while reading *Room on the Broom* were correct and some were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

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

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

1 Get Ready to Read

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

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

3 Retell and Summarize While Reading

- Think about the important events that happened in the story
- Understand the meaning of important words found in the book

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

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

Pages 3 to 4 - The witch has a problem on the page. What is it?

Page 5 - What words happened after the witch had her broom?

Page 14 - Explain the characters you see and why. Which character is the most interesting? Why did you like that character? Why is this important?

Page 17 - What happened when the dragon captured the witch? Why is this important?

Time to Reflect
Think - How did the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction 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 reasons why some of the predictions you made while reading *Room on the Broom* were correct and some were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

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

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Identifying the Author's Purpose
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

1 Get Ready to Read

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

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

3 Identify the Author's Purpose While Reading

- Think about what the author is trying to do
- Understand the meaning of important words found in the book

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

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 cat is purring and the witch is grinning. How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 2 and 3 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 11 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 12 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 14 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Time to Reflect
Think - How did the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction 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 reasons why some of the predictions you made while reading *Room on the Broom* were correct and some were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

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

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Retelling & Summarizing Author's Purpose

Visualizing
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

1 Get Ready to Read

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

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

3 Visualize While Reading

- Think about the important events that happened in the story
- Understand the meaning of important words found in the book

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

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

Page 1 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 2 and 3 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 11 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 12 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 14 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Time to Reflect
Think - How did the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction 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 reasons why some of the predictions you made while reading *Room on the Broom* were correct and some were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

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

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Understanding Text Structure
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

1 Get Ready to Read

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

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

3 Understand Text Structure While Reading

- Think about the important events that happened in the story
- Understand the meaning of important words found in the book

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

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

Page 1 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 2 and 3 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

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Page 14 - How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Time to Reflect
Think - How did the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction 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 reasons why some of the predictions you made while reading *Room on the Broom* were correct and some were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

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

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Visualizing

Understanding Text Structure

Your Turn to Practice Retelling and Summarizing with Room on the Broom

Page 1: Where does this story take place? Describe the setting.
Answer will vary. Sample answers include: The story takes place outside where there are mountains and pine trees because the fog is green.

Page 2: Describe what happens after the witch has her broom.
Answers will vary. Sample answers include: The witch takes place outside where there are mountains and pine trees because the fog is green.

Page 3 and 4: The witch has a problem on this page. What is it?
Answers will vary. Sample answers: Her hat and she couldn't find it.

Page 5: What events happened after the dragon captured the witch?
Answers will vary. Sample answers: The dragon captured the witch and she was scared.

Answer Key for Retelling and Summarizing with Room on the Broom

Page 1: The cat is purring and the witch is grinning. How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 2: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 3 and 4: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

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Your Turn to Practice Making Predictions with Room on the Broom

Page 1: Read the title and look at the cover. What can we expect to happen in the story? What clues did you use to make the prediction?

Page 2: Use picture clues along with what you already know about the story to make a prediction. What do you think the frog will do next? Why do you think so?

Page 3: There is no more room on the broom. Make a prediction about what will happen next. Why do you think so?

Page 4: What could be making the scary and loud roar? Does your prediction make sense for the story? Why or why not?

Answer Key for Making Predictions with Room on the Broom

Page 1: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 2: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 3: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 4: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Your Turn to Practice Identifying the Author's Purpose with Room on the Broom

Page 1: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 2: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 3: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

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Answer Key for Identifying the Author's Purpose with Room on the Broom

Page 1: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

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Your Turn to Practice Visualizing with Room on the Broom

Page 1: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

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Answer Key for Visualizing with Room on the Broom

Page 1: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

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Page 4: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Your Turn to Practice Understanding Text Structure with Room on the Broom

Page 1: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 2: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

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Page 4: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Answer Key for Understanding Text Structure with Room on the Broom

Page 1: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

Page 2: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

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Page 4: How does the author use clues to help you understand the story? What clues did you use to make predictions? How did you decide whether or not your predictions made sense?

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

Room on the Broom: Retelling and Summarizing

The witch made a magic brew to make a "magnificent broom". Name all of the things the witch used to make her magic brew.

I can find the answers to specific questions within the stories that I read. CCSS: RL.3.1

Room on the Broom: Retelling and Summarizing

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

Common Core Free Option

Room on the Broom: Retelling and Summarizing

The witch made a magic brew to make a "magnificent broom". Name all of the things the witch used to make her magic brew.

Room on the Broom: Retelling and Summarizing

The witch made a magic brew to make a "magnificent broom". Name all of the things the witch used to make her magic brew.

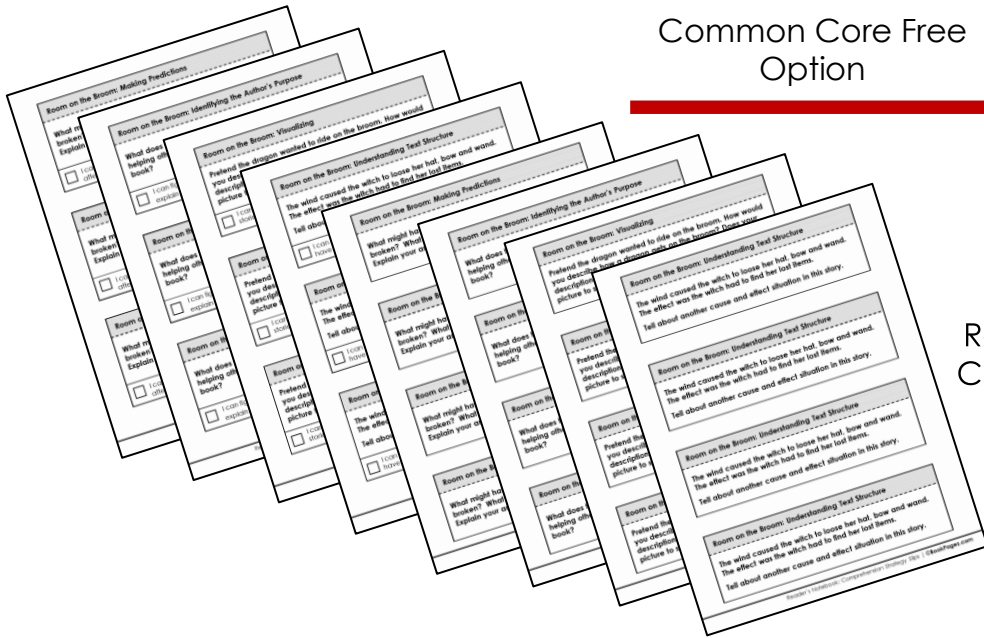
Room on the Broom: Retelling and Summarizing

The witch made a magic brew to make a "magnificent broom". Name all of the things the witch used to make her magic brew.

Room on the Broom: Retelling and Summarizing

The witch made a magic brew to make a "magnificent broom". Name all of the things the witch used to make her magic brew.

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



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

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

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

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

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Helps you predict what will happen.	Helps you predict what will happen.	Find out who was right and who was wrong.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

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

To Persuade To Inform To Entertain

I know because...

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

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

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

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

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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

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

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

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

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Retelling and Summarizing

Making Predictions

Author's Purpose

Visualizing

Understanding Text Structure

Vocabulary Connections Resources

Important Words to Know and Understand in Room on the Broom Word List

Vocabulary Connections
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

Important Words to Know and Understand in "Room on the Broom"

Bog
An area of soft, wet land

Cauldron
A large pot

Clamber
To climb or crawl in an awkward way

Cloak
A piece of clothing that is used as a coat, that has no sleeves, and that is worn over the shoulders and attached to the neck

Glint
A small amount of emotion seen in a person's eyes

Keen
Having or showing an ability to think clearly and to understand what is not obvious or simple about something

Moor
A broad area of open land that is not good for farming

Reed
A tall, thin grass that grows in wet areas

Stride
To walk with very long steps

Wail
To make a long, loud cry of sadness or pain

Vocabulary Word List | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

Bog	Cauldron	Clamber
Cloak	Glint	Keen

Picture Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

Bog	Cauldron	Clamber
An area of soft, wet land	A large pot	To climb or crawl in an awkward way
Cloak	Glint	Keen
A piece of clothing that is used as a coat, that has no sleeves, and that is worn over the shoulders and attached to the neck	A small amount of emotion seen in a person's eyes	Having or showing an ability to think clearly and to understand what is not obvious or simple about something

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

Cloak is a/an noun verb adverb adjective Definition of Cloak :	Glint is a/an noun verb adverb adjective Definition of Glint :	Keen is a/an noun verb adverb adjective Definition of Keen :
Cloak looks like this:	Glint looks like this:	Keen looks like this:
Cloak reminds me of:	Glint reminds me of:	Keen reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections
Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

Room on the Broom
By: Julia Donaldson

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

Name: _____

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

Personalized Vocabulary Bookmark

Word Games
with Words from Room on the Broom

Word Bank
BOG CAULDRON CLAMBER CLOAK GLINT KEEN MOOR REED STRIDE WAIL

Directions: From the word bank, identify the nouns and write them on the board.

Identify the missing words to complete the sentences below.

- When I walk with a very long steps, I _____.
- If I walk in an awkward way, I _____.
- Sometimes, I just don't cry, but I _____ when I am in too much pain.

Name: _____

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Word Games and Answer Key

Word Games
Room on the Broom

Identify the nouns and write them on _____

Word Bank
BOG CAULDRON CLAMBER CLOAK GLINT KEEN MOOR REED STRIDE WAIL

Complete the sentences below.

_____ steps, I _____ stride _____

_____ clamber _____

_____ wail _____

Answer Key | ©BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:

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

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

Independent Word Exploration | ©BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

Word Work

Instructional Focus:
Two Sounds of the "ow" letter combination

Background:
The "ow" letter combination can make two different sounds. "Ow" can make the long "o" sound or it can make the long "ow" sound.

Examples:

"ow" as in "ouch"
cow
down
how
frown

Materials and Preparation:

- A Copy of Room on the Broom
- Anchor Chart
- Colored Markers
- Band-Aid
- Scissors
- Copy of "The Sounds of the 'ow' Letter Combination Chart"
- Copy of "ow" Letter Combination Word List
- The Sounds of the "ow" Letter Combination Chart
- Optional- Word Detective Worksheet

Step 1: Introduce the Focus of Word Work

Introduce Two Sounds of the "ow" letter combination

- Tell the children that the letter combination "ow" makes two different sounds. They will hear the different sounds when they read words with the "ow" letter combination and decide which sound makes sense.
- Point to the "ow" heading on the left side of the chart paper. Explain that the "ow" letter combination can make the sound we hear in the word "ouch". Stick a Band-Aid next to the heading as a reminder. A drawing of a Band-Aid will also work.
- Write the word "cow" under the heading. Say the word. Explain that "cow" makes the same sound we hear in the word "ouch". Ask children to say the word. Repeat the steps for the following words: brown, how, now, owl, how, and down.
- Point to the heading "ow Long 'o' Sound" on the chart paper. Explain that the "ow" letter combination can also make the long "o" sound. Write the word "snow" under the heading. Say the word. Ask the children to repeat the word. Ask the children if they can hear the long "o" sound. Repeat the steps with the following words: now, low, row, throw, slow and low.
- Write the word "bow" under each heading. Ask the children why the word "bow" belongs under both headings? Tell children that they will use context clues or picture clues to decide what sound to use when reading the word "bow".
- Ask children to share examples of words with the "ow" letter combination and add them to the anchor chart.

Step 2: Connect Word Work to Reading

Two Sounds of the "ow" letter combination

- Tell the children that you are going to try to trick them as you read **Room on the Broom**.
- Explain that you will switch the sounds that the "ow" letter combination makes as you read.
- Tell the children that their job is to see if they can catch the switch. Share an example by saying the word "cow" with the long "o" sound in this sentence: "The cow chewed the grass."
- When they hear a word that does not sound right, they are to raise their hand and say the word with the correct "ow" sound.

Some examples of Two Sounds of the "ow" letter combination in the Text:

• bow	• down	• grow
• how	• low	• yowl

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Room on the Broom
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: O

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a copy of **The Sounds of the "ow" Letter Combination Chart** and the **"ow" Letter Combination Word List**.
- Ask the children to use scissors to cut out the words from the word list.
- Children will choose a word from their word list, say the word, and place the word in the column that has the same "ow" sound.
- The children will continue until all of the words are placed on "ow" Letter Combination Chart.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **The Sounds of the "ow" Letter Combination Practice Page**.
- Children will read each sentence and highlight the words with the "ow" letter combination.
- Next, the children will circle the words that make the long "o" sound and put an "x" on the words that do not make the long "o" sound.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with two sounds of the "ow" letter combination 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 Activities

Independent Practice Page

The Sounds of the "ow" Letter Combination Chart

The Sounds of the "ow" Letter Word List

Directions: Cut out the word cards, always use dashed lines.

clown	crowd
know	grow
row	owl
ow	crow

Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: The Sounds of the "ow" Letter Combination
Extension Activity

Directions:
Be a word detective!

Be on the lookout for words with the sounds of the "ow" letter combination 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

Word Work - Extension Activity | @BookPagez.com

The Sounds of the "ow" Letter Combination
Word Work Practice Page

Directions:
Highlight the words that have an "ow" letter combination. Circle the words that make the long "o" sound. Put an "x" on the words that do not make the long "o" sound.

- The snow was cold and wet.
- She fell down the stairs.
- The bow was red with white polka dots.
- Will you show me the cake?
- The clown had a big, red nose.
- He has a frown on his face because he is upset.
- The bear is big and brown.
- What town are we visiting?
- The children were sitting in a row.
- Do you know what time it is?

Word Work Practice | @BookPagez.com

Assessments

Running Record
 Title: Room on the Broom Guided Reading Text Level: O Word Count: 100

Name: _____ Date: _____
 Accuracy Rate: (# of words correct/100 words) _____
 Error Rate: (# of incorrect words/100 words) _____
 Self-Correction Rate: (# of words self-corrected/100 words) _____
 Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

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

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	The witch had a cat and a hat that was black, and long ginger hair in a braid down her back. How the cat purred and how the witch grinned, as they sat on their broomstick and flew through the wind. But how the witch wailed and how the cat spat, when the wind blew so wildly, it blew off the hat.				
3	"Down!" cried the witch, and they flew to the ground. They searched for the hat, but no hat could be found. Then out of the bushes on thundering paws there bounded a dog with the hat in his...				

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Running Record Assessment

Room on the Broom
 CCSS Assessment

Name: _____
 Score: / 9

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

- Which animals ended up on the broom with the witch?
 A Cat, dog, bird, and frog
 B Cat, dog, and dragon
 C Frog and bird
 D Only the cat because there was not room on the broom
- This story teaches us to be kind and make room for everyone. Which of these details supports that lesson?
 A They got together and scared the dragon.
 B The witch's first broom broke in half.
 C The new broom even had a shower.
 D The storm blew off her hat and her broom.
- What do the animals do to save the witch from the dragon?
 A They attacked the dragon, poking and pinching it.
 B They worked together to disguise the witch.
 C They called the police.
 D They waited until the dragon slept and then they attacked.
- What does author really mean when she writes "The witch's voice was high-pitched and shrill"?
 A The bird's voice could split your ears.
 B The bird is angry and is yelling at the witch.
 C The bird pecked at the cat's ears to get its attention.
 D The bird was angry because the witch was mean to it.
- How is this story written? (RL.3.5)
 A It is a free verse poem with stage directions.
 B It is a play (drama).
 C It is a fictional story written in chapters.
 D It is a rhyming poem with stanzas.
- The dragon is afraid when he sees the scary monster come out of the ditch. What might be a reason for this point of view? (RL.3.6)
 A It was muddy.
 B It had four heads and a terrible voice.
 C It had feathers.
 D It wanted the witch.
- How do the illustrations help you understand the mood at the end of the story? (RL.3.7)
 A The illustrations show us how relieved they are that the dragon is gone.
 B They show that everyone is happy to have their own seat on the new broom.
 C They show how everyone is willing to help the witch with her potion in the cauldron.
 D All of the above.
- How do her new animal friends effect the actions of the witch at the end? (RL.3.9)
 A She decides flying is too dangerous.
 B She is sad to tell the animals that there is no room for them anymore.
 C She makes sure to create a new broom that is strong and comfortable for all.
 D She makes the animals a new house so they can live together.
- What is the genre of this poem? (RL.3.10)
 A Rhyming Fiction
 B Biography
 C Historical Fiction
 D Fairy Tale

CCSS Assessment 3rd 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:
The author needs your help adding another scene to the story. What will the witch lose next? What new animal will find the lost item? How will the animal get on the broom?

Plan your story in the space below. Then write your story on the back of this page.

Lost Item

Animal

Animal's Action



Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Room on the Broom Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Room on the Broom" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers.</p> <p>RL.2 - Determine the meaning of words and phrases as they are used in a text, citing textual evidence.</p> <p>RL.3 - Analyze how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.1 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.1 - Explain their own ideas and understanding in the light of the discussion.</p> <p>SL.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.1 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Room on the Broom CCSS Alignment @BookPagez.com</p>	<p>Room on the Broom Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Room on the Broom" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers.</p> <p>RL.2 - Determine the meaning of words and phrases as they are used in a text, citing textual evidence.</p> <p>RL.3 - Analyze how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.1 - Recall information from experiences or gather information from print and digital sources; 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

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

Common Core State Standards Correlation
<p>Room on the Broom Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Room on the Broom" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Room on the Broom CCSS Alignment @BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Room on the Broom Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Room on the Broom ¡(Cómo mola tu escoba!)

Página 2:
¿Dónde tiene lugar esta historia? Describe el escenario.

Páginas 3 a 4:
La bruja tiene un problema en esta página. ¿Qué es?
¿Cómo se resolvió?

Página 7:
¿Qué eventos sucedieron después de que la bruja perdió su arco?

Página 14:
Nombra los personajes que has conocido hasta ahora.
¿Qué personaje es el más importante? ¿Por qué piensas eso?

Nombre: _____ ©BookPagez.com

Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Volver a contar y resumir con Room on the Broom ¡(Cómo mola tu escoba!)

Página 2:
¿Dónde tiene lugar esta historia? Describe el escenario.
Las respuestas varían. Podrían incluir: La historia tiene lugar fuera donde hay montañas y pinos. Parece que podría ser primavera o verano porque el follaje es verde.

Páginas 3 a 4:
La bruja tiene un problema en esta página. ¿Qué es?
Las respuestas varían. Podrían incluir: El viento sopló el sombrero de la bruja de su cabeza y ella no pudo encontrarlo.
¿Cómo se resolvió?
Las respuestas varían. Podrían incluir: Un perro encontró el sombrero y se lo dio a ella.

Página 7:
¿Qué eventos sucedieron después de que la bruja perdió su arco?
Las respuestas varían. Podrían incluir: Ella voló hacia el suelo para buscar el arco. Un pájaro encontró el arco y se lo dio a la bruja. El pájaro le preguntó si podía ir a dar un paseo en la escoba. Todos le hicieron sitio y se fueron volando hacia el cielo nocturno.

Página 14:
Nombra los personajes que has conocido hasta ahora.
Las respuestas varían. Podrían incluir: Una bruja, un gato, un perro, un pájaro y una...
¿Qué personaje es el más importante? ¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: La bruja es el personaje más importante porque la historia trata principalmente de cómo sigue perdiendo cosas y teniendo problemas.

Answer Key | ©BookPagez.com

Hacer predicciones con Room on the Broom ¡(Cómo mola tu escoba!)

La portada:
Lee el título y mira la portada. ¿Qué pistas ves que te ayuden a hacer una predicción?
Las respuestas varían.

Página 6:
¿Qué crees que pasará después?
Las respuestas varían.

Página 10:
Usa pistas de una predicción.
Las respuestas varían.

Página 10:
Usa pistas de imágenes junto con una predicción. ¿Qué crees que pasará?
Las respuestas varían.

Nombre: _____

Making Predictions

Tu turno para practicar: Hacer predicciones con Room on the Broom ¡(Cómo mola tu escoba!)

Identifica el propósito del autor con Room on the Broom ¡(Cómo mola tu escoba!)

Tu turno para practicar: Identifica el propósito del autor con Room on the Broom ¡(Cómo mola tu escoba!)

Página 1:
El gato ronronea que se separa y el gato se...
Las respuestas varían.

Página 4:
¿Por qué el autor usó elipsis en esta página?
Las respuestas varían.

Página 11:
Observa los tres puntos al final de la última oración. ¿Por qué el autor usó una elipsis en esta página?
Las respuestas varían.

Nombre: _____ ©BookPagez.com

Author's Purpose

Visualizar con Room on the Broom ¡(Cómo mola tu escoba!)

Tu turno para practicar: Visualizar con Room on the Broom ¡(Cómo mola tu escoba!)

Página 4:
Haz una película mental de un perro subiéndose a un árbol. Describe cómo se ve el árbol.
Las respuestas varían.

Página 8:
Describe cómo se ve si las aves "agitán" sus alas.
Las respuestas varían.

Página 11:
¿Cómo sería la escoba?
Las respuestas varían.

Página 11:
¿Cómo ilustrarías esto?
Las respuestas varían.

Nombre: _____

Visualizing

Entender la estructura del texto con Room on the Broom ¡(Cómo mola tu escoba!)

Tu turno para practicar: Entender la estructura del texto con Room on the Broom ¡(Cómo mola tu escoba!)

Página 2:
Aquí el autor está utilizando la descripción para contarnos sobre la bruja. ¿Qué palabras usó el autor para describir a la bruja?
Las respuestas varían.

Páginas 2 y 3:
Aquí el autor está utilizando una estructura de texto de problema y solución. ¿Cuál es el problema?
Las respuestas varían.

Páginas 6 y 7:
Aquí el autor está reemplazando una secuencia de estructura de texto. ¿Qué pasó cuando la bruja pierde su arco?
Las respuestas varían.

Nombre: _____ ©BookPagez.com

Understanding Text Structure

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

Room on the Broom (¡Cómo mola tu escoba!): Entender la estructura del texto

El viento hizo que la bruja perdiera su sombrero, arco y varita. El efecto fue que la bruja tuvo que encontrar sus artículos perdidos. Habla sobre otra situación de causa y efecto en esta historia.

Puedo describir cómo las nuevas partes de la ficción se basan en las partes que ya sucedieron.

CCSS: RL.3.5

Room on the Broom (¡Cómo mola tu escoba!): Entender la estructura del texto

El viento hizo que la bruja perdiera su sombrero, arco y varita. El efecto fue que la bruja tuvo que encontrar sus artículos perdidos. Habla sobre otra situación de causa y efecto en esta historia.

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CCSS: RL.3.5

Room on the Broom (¡Cómo mola tu escoba!): Entender la estructura del texto

El viento hizo que la bruja perdiera su sombrero, arco y varita. El efecto fue que la bruja tuvo que encontrar sus artículos perdidos. Habla sobre otra situación de causa y efecto en esta historia.

Puedo describir cómo las nuevas partes de la ficción se basan en las partes que ya sucedieron.

CCSS: RL.3.5

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

Room on the Broom (¡Cómo mola tu escoba!): Entender la estructura del texto

El viento hizo que la bruja perdiera su sombrero, arco y varita. El efecto fue que la bruja tuvo que encontrar sus artículos perdidos. Habla sobre otra situación de causa y efecto en esta historia.

Room on the Broom (¡Cómo mola tu escoba!): Entender la estructura del texto

El viento hizo que la bruja perdiera su sombrero, arco y varita. El efecto fue que la bruja tuvo que encontrar sus artículos perdidos. Habla sobre otra situación de causa y efecto en esta historia.

Room on the Broom (¡Cómo mola tu escoba!): Entender la estructura del texto

El viento hizo que la bruja perdiera su sombrero, arco y varita. El efecto fue que la bruja tuvo que encontrar sus artículos perdidos. Habla sobre otra situación de causa y efecto en esta historia.

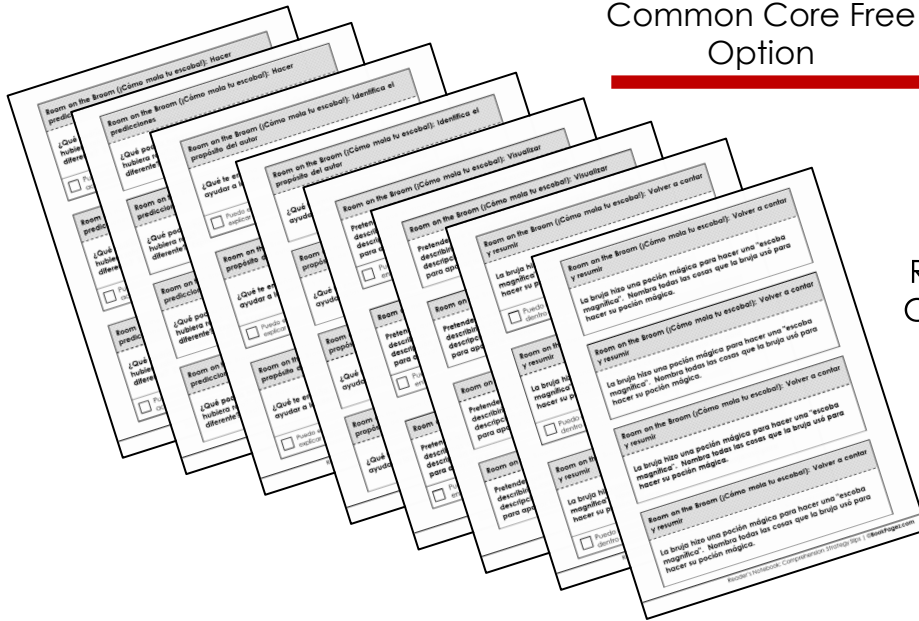
Room on the Broom (¡Cómo mola tu escoba!): Entender la estructura del texto

El viento hizo que la bruja perdiera su sombrero, arco y varita. El efecto fue que la bruja tuvo que encontrar sus artículos perdidos. Habla sobre otra situación de causa y efecto en esta historia.

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

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

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

Antes	Después	Entonces
Después de esto	Entonces	Al final

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

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and
Summarizing

Hacer predicciones
Título: _____

Predicciones al principio Escribe las predicciones aquí.	Predicciones mientras lees Escribe las predicciones aquí.	Verifica las predicciones ¿Las predicciones fueron correctas, erróneas o parcialmente correctas? <input type="checkbox"/> Correcta <input type="checkbox"/> Incorrecta <input type="checkbox"/> Parcialmente correcta
--	---	--

Instrucciones:
1. Contesta cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Predictions

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

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

Para persuadir
 Para informar
 Para entretener

Yo sé porque...

¿Qué piensas que el autor quería que pensamos mientras estamos leyendo este libro?

Dibuja la cosa más importante en que el autor le hizo pensar mientras estamos leyendo.

Instrucciones:
1. Contesta cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's
Purpose

Visualizar
Título: _____

¿Qué página usaste para predecir o visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

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

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todos los palabras que te ayudaron a visualizar.

Instrucciones:
1. Contesta cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

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Visualizing

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usado cada elemento del texto	Cómo la estructura del texto me ayudó
Párrafo	Página	
Párrafo	Página	
Párrafo	Página	
Párrafo	Página	

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Understanding
Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

El autor necesita tu ayuda para agregar otra escena a la historia. ¿Qué perderá la bruja a continuación? ¿Qué nuevo animal encontrará el objeto perdido? ¿Cómo se pondrá el animal en la escoba?

Planea tu historia en el espacio de abajo. Luego escribe tu historia en la parte posterior de esta página.

Objeto perdido

Animal

Acción de los animales

