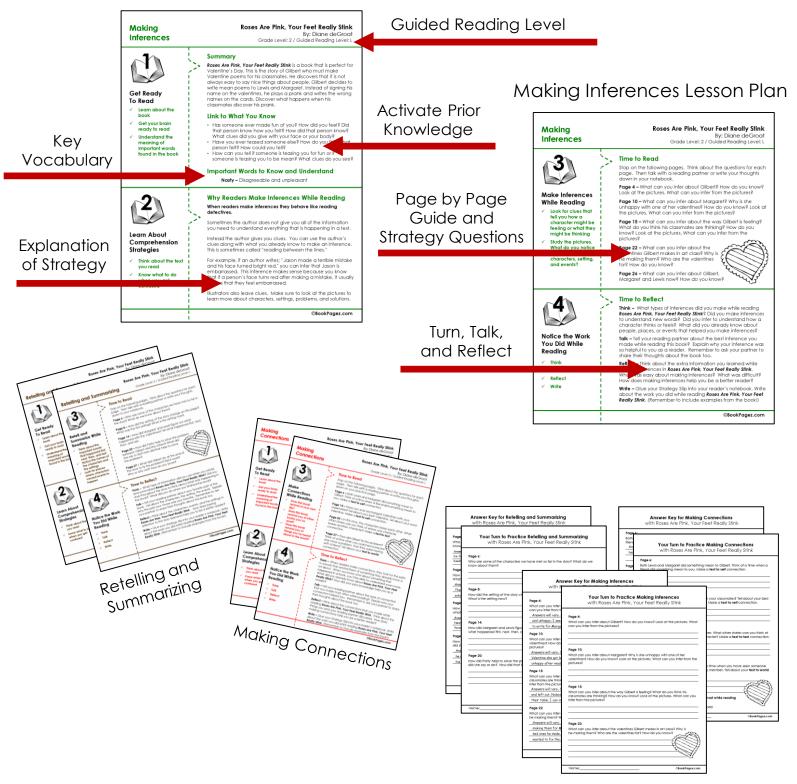
# Here's What You'll Get in the Roses are Pink, Your Feet Really Stink Super Pack

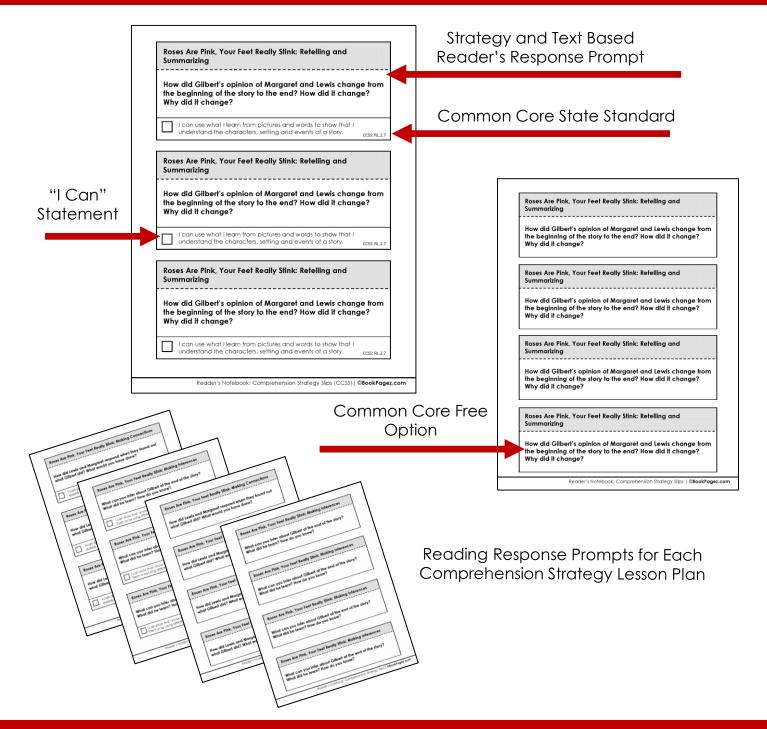
### **3** Comprehension Strategy Lesson Plans and Practice Pages

#### Making Inferences Lesson Plan



#### Practice Pages and Answer Keys

## Writing About Reading with Optional CCSS Alignment



### 3 Comprehension Strategy Graphic Organizers

Ketelling an fitte:	d Summarizin	9
What is this be	ook about?	
is it fiction or	non fiction?	
Draw a pictur below:	e or write a ser	lence for each b
fint	Next	Then
After that	Then	Lost
What is the m book?	ost important t	ning you read in f
ections:		
mover each of	the questions. the dotted line.	ader's notebook.

Retelling and Summarizing

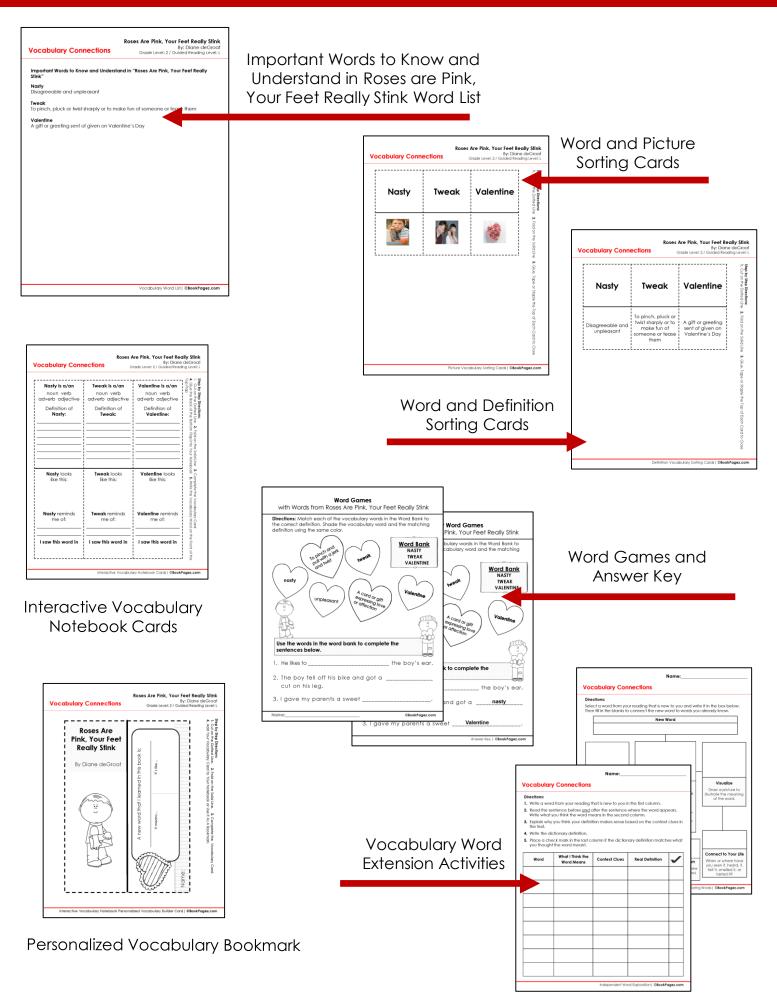
Making Conn Title:	ections	
Think about the you of?	book. What doe	rs the book remind
What type of co	onnection did yo	v make?
Text to Self	Text to Text	Text to World
Draw a picture below.	of your connecti	on in the box
ections: Answer each of th Carefully cut on th Glue, tape, or sta	te questions. te dotted line. ole into vour reacter	's rollibook.

Making Connections

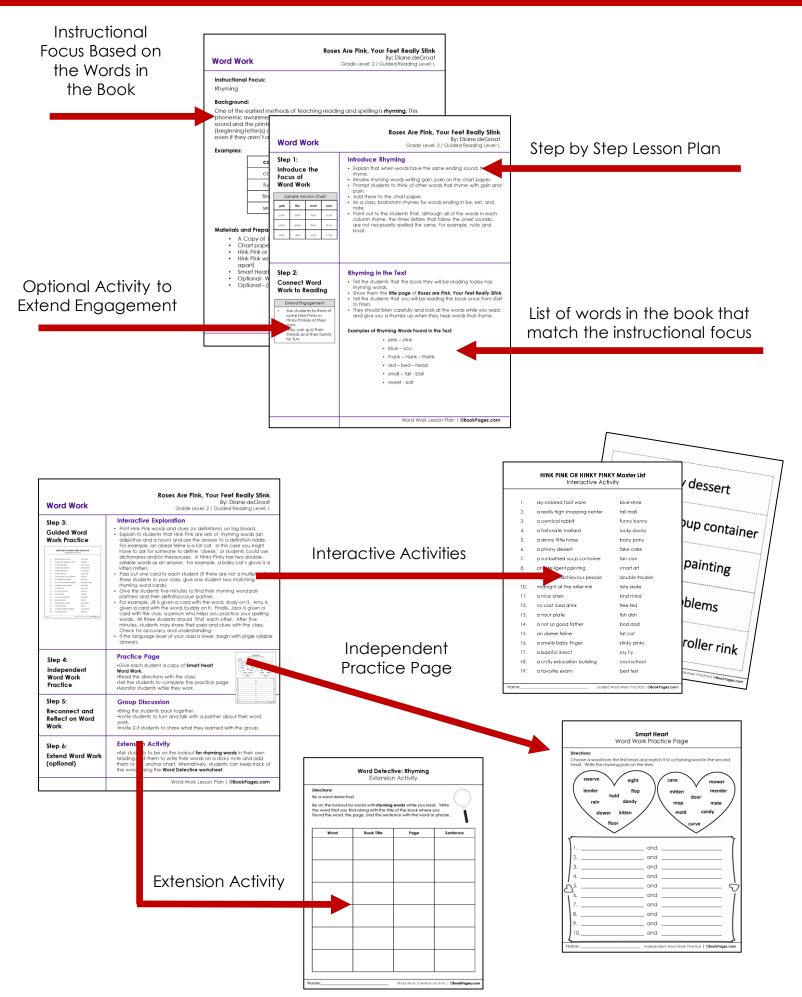
What the Text Says Look for classin the text or pictures	What I Know What do you know about the clue?	What I Can Infer Emotions, Thought Cause, Setting

Making Inferences

### **Vocabulary Connections Resources**

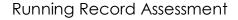


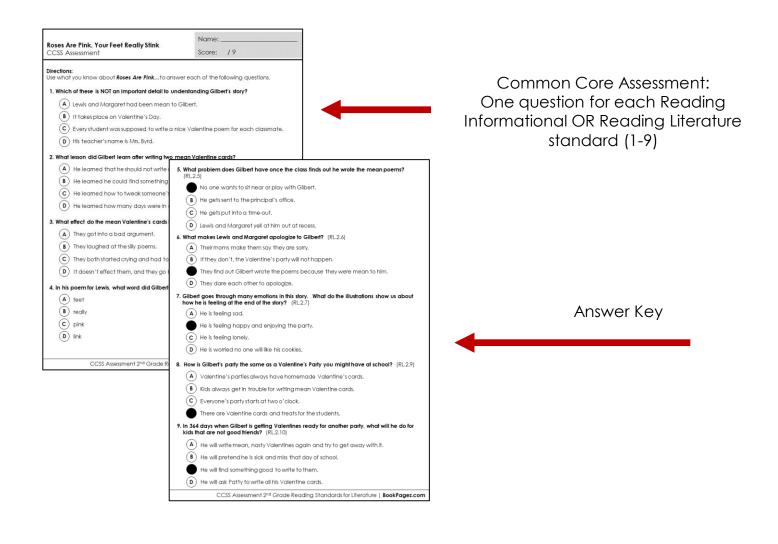
### Word Work Lesson Plan and Activities



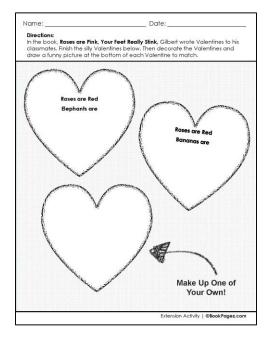
#### Assessments

	Title: Roses Are Pink, Your Feet Really Stink	Guided Reading Text Level: L	w	/ore	d Cou	nt: 100	
	me:		Date:	_			
Ac	curacy Rate: (# of word	s correct/100 words)					
		vords/100 words)					
		words self-corrected/100 wor					
Tim	e: (in seconds) Easy	Words Per Minute: (100/s Instructional	econds	re			_
9	5 %- 100% Accuracy	90 %- 94% Accuracy	50 %	Hard 50 %- 89% Accuracy			
		Correction <b>M</b> = Meaning e/syntax <b>V</b> = Visual		COUNT			
age				E	sc		
2	There they were, fifteen blan	k valentine eards					
Z	waiting to b filled with nice v						
	They were sitting on the kitch						
	pile as high as Gilbert's nose.						
	fold them to write something						
	classmate, because Valentin						
	about liking each other.	les bay was					
	Gilbert liked Patty a lot. She H	ood miley					
	Eyes and a silly laugh that me						
	silly too. He picked out the bi						
	wrote inside:	3303 Cald and					
	Roses are red.						
	violets are blue.						
	Your eyes are nice,						
				_			





#### **Extension Activity**



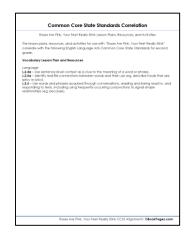
Bonus Extension Activity

## **Complete Common Core Alignment**

Common Core State Standards Correlation	
Roses Are Pink, Your Feel Really Slink Lesson Plans, Resources, and Activities	
The lesson plans, resources, and activities for use with "Roses Are Fink, Your Feel Really Slink" correlate with the following English Language Arts Common Care State Standards for second grade.	
Making Connections Lesson Plan and Resources	
Reading Literative RE.2.3 - Record Instein, Including Italias and faitulate from diverse cultures, and determine in certain message, session, amoral. RE.2.16. Record wave characteristic actions responder to major served and chalanges. RE.2.16. Record wave characteristic actions competenced intervent in control actions in the guades 33 latel competency laterative including since acted of the high en- or hier cargos.	
Reacting: Foundational Sells #F.2.3 – Know and apply grade-level phonics and word analysis skils in decoding words. #F.2.4 – Read with sufficient accuracy and fluency to support comprehension.	
Witting W28-Recal Information from experiences or gather information from provided sources to answer a question.	
Speaking & Litening \$12.1b – Build on others' tak in conversations by Inking their comments to the remarks of other \$12.2 – Recourt or describe key idea or detals from a text read aloud or information presente orally or through other media.	
SL2.3 – Asis and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
Language 1.2.4 - Use words and phrases acquired finaugh conversations, reading and being read to, an responding to test, including adjectives and adverts to describe (e.g. When other kiss are happen timp makes me hasand.	
and the same commence of a state to	

Roses Are Pink	. Your Feel Really Slink Lesson Plans, Resources, and Activities
	es, and activities for use with "Roses Are Pink, Your Peet Really Sink" ng English Language Arts Common Core State Standards for second
Making Inferences Lesson	n Plan and Resources
different voice for each o <b>8L2.7</b> – Use information g demonstrate understand <b>8L2.10</b> – By the end of th	Internation in the points of stew of characters, including by speaking in in- structure when reading dialogue cloud, and the structure of the structure of the structure of digital text to ing of its characters, setting, or <i>total</i> , when scattering and the structure and postly even read and or comprehend Network, including structure and postly, piestly band proficiently, with scattaliding as needed at the high end
	ills grade-level phonics and word analysis skills in decoding words. nf accuracy and fluency to support comprehension.
Witting W.2.8 – Recall Information answer a question.	from experiences or gather information from provided sources to
SL2.2 – Recount or descrit orally or through other m SL2.3 – Ask and answer a	alli in conventition by linking their comments to the remarks of others be key laters or details from a text read aloud or information presente edia, uestion about what a speckier says in order to clarity comprehension, ation, or deepen understanding of a topic or taxe,
	ases acquired through conversations, reading and being read to, an ding adjectives and advertis to describe (eg. When other kids are ADV/-

#### Comprehension Strategy Lesson Plan and Resource Common Core Alignment



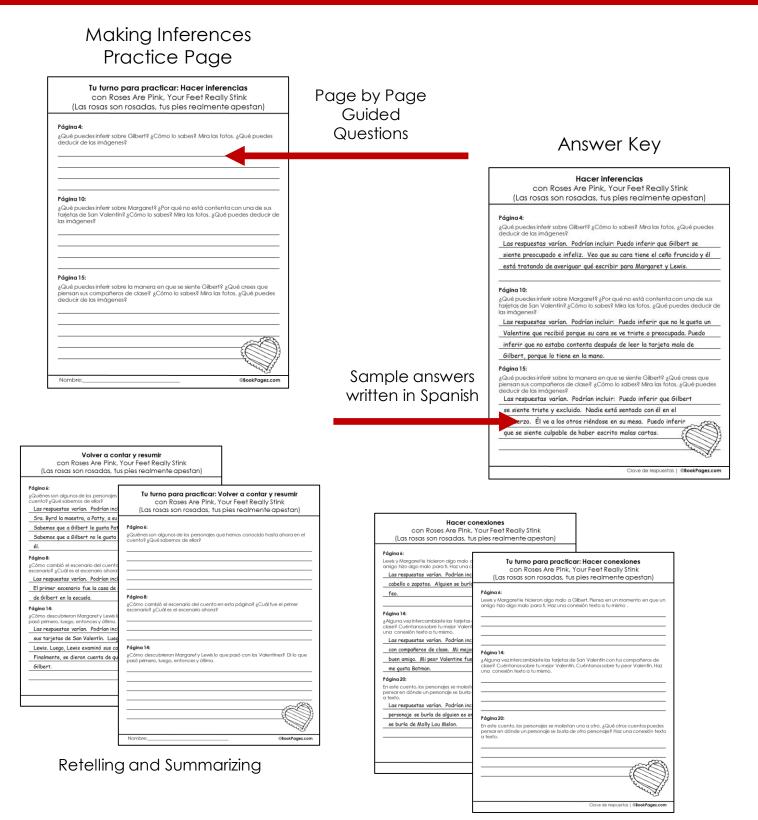
	Common Core State Standards Correlation
Ro	ses Are Pink, Your Feel Really Slink Lesson Mans, Resources, and Activities
	ins, resources, and activities for use with "Roses Are Pink, Your Peet Really Slink" The following English Language Arts Common Core State Standards for second
Vocabulary L	esson Plan and Resources
L2.5g - Identi spicy or juicy) L2.4 - Use wo responding to	Intence-level contest as a due to the meaning of a world or phrase. If yield-le connections between world and their use (eq. describe foods that an each of brases acalied threagt convensions, reading and bring undato, or tests, including using frequently occurring conjunctions to signal simple eq. becourse).
	Roses Are Fink, Your Feel Really Slink CCSS Alignment   Dilook/agez.c

Vocabulary Connections Common Core Alignment

Word Work Common Core Alignment

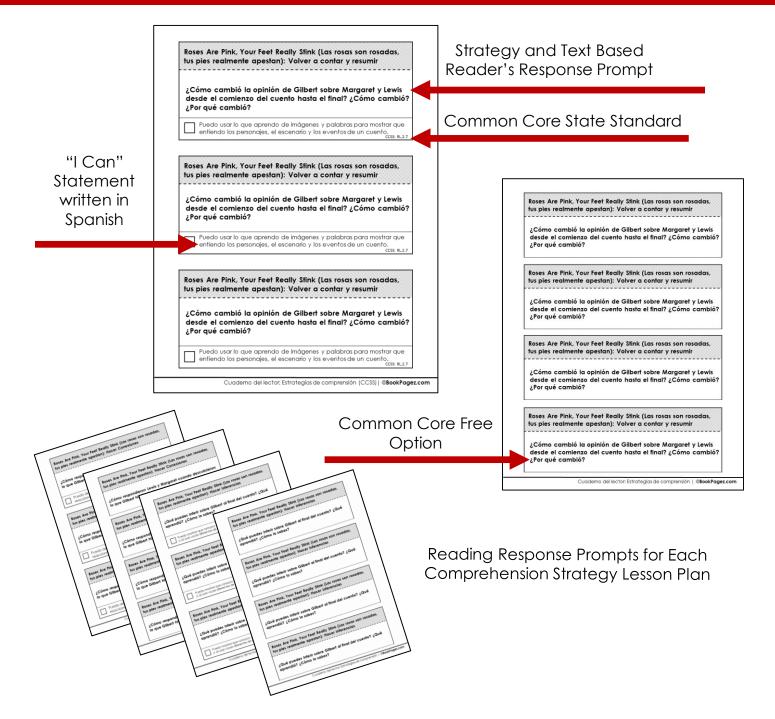
# Student Facing Resources in Spanish for Roses Are Pink, Your Feet Really Stink Super Pack

#### **3** Comprehension Strategy Practice Pages



Making Connections

## Writing About Reading with Optional CCSS Alignment



## 3 Comprehension Strategy Graphic Organizers



Retelling and Summarizing

Hacer conexiones Título:	
Piensa en el libro. ¿En qué te hace pense	ar el libro?
¿Qué lipo de conexión hiciste?	
<ul> <li>Text a mi mismo</li> </ul>	
<ul> <li>Texto a texto</li> </ul>	
<ul> <li>Texto al mundo</li> </ul>	
itrucciones: Contestolas preguntas. Corta cuidadosamente en las líneas de puntos. Pegao e engropa en fu cuademo del lector.	

Making Connections

Hacer inferencias Título:		
Lo que dice el texto Busco platos en el texto o en los clibujos	Lo quesé ¿Qué sabes de la pisto?	Lo que puedo interi Errodones, pensamientos, couso, escenarlo
frucciones: Contestalas pregun Corta cuidadosame Pega o engrapala I	nte el las líneas de	puntos.

Making Inferences

# **Extension Activity**

