

Here's What You'll Get in the Rosie Revere, Engineer Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions

Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

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

Summary

In *Rosie Revere, Engineer* we meet Rosie, a second grader who dreams of becoming a great engineer. When Rosie sees the things that others throw away, she envisions gadgets and games that will save the day! Rosie begins to hide her love of creating when her Uncle Fred laughs and laughs at the special hat she designed for him. One day, Rosie's Great-Great-Aunt Rose comes to visit with one last thing on her bucket list. Will Rosie be able to help her aunt's wish come true or will she continue to invent alone in the dark?

Link to What You Know

- Have you ever felt discouraged when you tried to do something and it didn't turn out right? How did you feel?
- What happens when someone gives up on something?

Important Words to Know and Understand

Perplexed—Unable to understand something clearly
Hauled—To pull or drag something with effort

2

Learn About Comprehension Strategies

- Think about the text you read

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

©BookPage.com

Guided Reading Level

Making Predictions Lesson Plan

Making Predictions

Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

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—Look at the title and illustrations on the cover of the book. Make a prediction about what the story is about. Why do you think that?

Pages 5 to 6—Look at the picture of Rosie looking happy as she works on her gadgets and gizmos. Make a prediction about what you think Rosie is making. Tell why your prediction makes sense.

Pages 12 to 13—Aunt Rose created a list of goals and has only one thing left to check off. What do you predict will happen next in the story? How does making predictions help you as a reader?

Pages 14 to 15—Rosie is awake all night as she tries to think of an idea that will help her aunt fly. Rosie has an idea! What do you predict Rosie's idea will be? Tell what you used to help you make your prediction.

Pages 18 to 19—Rosie takes her hell-o-cheese-copter for a test flight and it floats for a moment but ends up crashing. How will Rosie react to the copter crashing? Make a prediction about what she will do next.

Time to Reflect

Think—What types of predictions did you make while reading *Rosie Revere, Engineer*? 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 *Rosie Revere, Engineer* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you to be a better reader?

Write—Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Rosie Revere, Engineer*. (Remember to include examples from the book!)

©BookPage.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Connections

Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

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

3

Make Connections 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

2

Learn About Comprehension Strategies

- Think about the text you read

4

Notice the Work You Did While Reading

- Think
- Talk
- 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 5 to 6—Look at the picture of Rosie looking happy as she works on her gadgets and gizmos. Make a prediction about what you think Rosie is making. Tell why your prediction makes sense.

Pages 12 to 13—Aunt Rose created a list of goals and has only one thing left to check off. What do you predict will happen next in the story? How does making predictions help you as a reader?

Pages 14 to 15—Rosie is awake all night as she tries to think of an idea that will help her aunt fly. Rosie has an idea! What do you predict Rosie's idea will be? Tell what you used to help you make your prediction.

Pages 18 to 19—Rosie takes her hell-o-cheese-copter for a test flight and it floats for a moment but ends up crashing. How will Rosie react to the copter crashing? Make a prediction about what she will do next.

Time to Reflect

Think—What types of predictions did you make while reading *Rosie Revere, Engineer*? 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 *Rosie Revere, Engineer* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you to be a better reader?

Write—Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Rosie Revere, Engineer*. (Remember to include examples from the book!)

©BookPage.com

Identifying the Author's Purpose

Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

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

3

Identify the Author's Purpose 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

2

Learn About Comprehension Strategies

- Think about the text you read

4

Notice the Work You Did While Reading

- Think
- Talk
- 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 5 to 6—Look at the picture of Rosie looking happy as she works on her gadgets and gizmos. Make a prediction about what you think Rosie is making. Tell why your prediction makes sense.

Pages 12 to 13—Aunt Rose created a list of goals and has only one thing left to check off. What do you predict will happen next in the story? How does making predictions help you as a reader?

Pages 14 to 15—Rosie is awake all night as she tries to think of an idea that will help her aunt fly. Rosie has an idea! What do you predict Rosie's idea will be? Tell what you used to help you make your prediction.

Pages 18 to 19—Rosie takes her hell-o-cheese-copter for a test flight and it floats for a moment but ends up crashing. How will Rosie react to the copter crashing? Make a prediction about what she will do next.

Time to Reflect

Think—What types of predictions did you make while reading *Rosie Revere, Engineer*? 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 *Rosie Revere, Engineer* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you to be a better reader?

Write—Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Rosie Revere, Engineer*. (Remember to include examples from the book!)

©BookPage.com

Making Connections

Author's Purpose

Determining Importance

Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

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

3

Determine Importance 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

2

Learn About Comprehension Strategies

- Think about the text you read

4

Notice the Work You Did While Reading

- Think
- Talk
- 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 5 to 6—Look at the picture of Rosie looking happy as she works on her gadgets and gizmos. Make a prediction about what you think Rosie is making. Tell why your prediction makes sense.

Pages 12 to 13—Aunt Rose created a list of goals and has only one thing left to check off. What do you predict will happen next in the story? How does making predictions help you as a reader?

Pages 14 to 15—Rosie is awake all night as she tries to think of an idea that will help her aunt fly. Rosie has an idea! What do you predict Rosie's idea will be? Tell what you used to help you make your prediction.

Pages 18 to 19—Rosie takes her hell-o-cheese-copter for a test flight and it floats for a moment but ends up crashing. How will Rosie react to the copter crashing? Make a prediction about what she will do next.

Time to Reflect

Think—What types of predictions did you make while reading *Rosie Revere, Engineer*? 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 *Rosie Revere, Engineer* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you to be a better reader?

Write—Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Rosie Revere, Engineer*. (Remember to include examples from the book!)

©BookPage.com

Asking Questions

Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

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

3

Ask Questions 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

2

Learn About Comprehension Strategies

- Think about the text you read

4

Notice the Work You Did While Reading

- Think
- Talk
- 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 5 to 6—Look at the picture of Rosie looking happy as she works on her gadgets and gizmos. Make a prediction about what you think Rosie is making. Tell why your prediction makes sense.

Pages 12 to 13—Aunt Rose created a list of goals and has only one thing left to check off. What do you predict will happen next in the story? How does making predictions help you as a reader?

Pages 14 to 15—Rosie is awake all night as she tries to think of an idea that will help her aunt fly. Rosie has an idea! What do you predict Rosie's idea will be? Tell what you used to help you make your prediction.

Pages 18 to 19—Rosie takes her hell-o-cheese-copter for a test flight and it floats for a moment but ends up crashing. How will Rosie react to the copter crashing? Make a prediction about what she will do next.

Time to Reflect

Think—What types of predictions did you make while reading *Rosie Revere, Engineer*? 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 *Rosie Revere, Engineer* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you to be a better reader?

Write—Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Rosie Revere, Engineer*. (Remember to include examples from the book!)

©BookPage.com

Determining Importance

Asking Questions

Answer Key for Making Connections with Rosie Revere, Engineer

Your Turn to Practice Making Connections with Rosie Revere, Engineer

Pages 10 to 11: Although Uncle Fred didn't mean to hurt Rosie's feelings when he laughed at her special hat, Rosie felt like she failed and began creating her designs to defend. Make a list to defend connection and tell about a time when you felt like someone was making fun of you.

Pages 12 to 13: Aunt Rose created a list of goals and has only one thing left to check off. What do you predict will happen next in the story? How does making predictions help you as a reader?

Pages 14 to 15: Rosie is awake all night as she tries to think of an idea that will help her aunt fly. Rosie has an idea! What do you predict Rosie's idea will be? Tell what you used to help you make your prediction.

Pages 18 to 19: Rosie takes her hell-o-cheese-copter for a test flight and it floats for a moment but ends up crashing. How will Rosie react to the copter crashing? Make a prediction about what she will do next.

Answer Key for Asking Questions with Rosie Revere, Engineer

Your Turn to Practice Asking Questions with Rosie Revere, Engineer

Pages 10 to 11: Although Uncle Fred didn't mean to hurt Rosie's feelings when he laughed at her special hat, Rosie felt like she failed and began creating her designs to defend. Make a list to defend connection and tell about a time when you felt like someone was making fun of you.

Pages 12 to 13: Aunt Rose created a list of goals and has only one thing left to check off. What do you predict will happen next in the story? How does making predictions help you as a reader?

Pages 14 to 15: Rosie is awake all night as she tries to think of an idea that will help her aunt fly. Rosie has an idea! What do you predict Rosie's idea will be? Tell what you used to help you make your prediction.

Pages 18 to 19: Rosie takes her hell-o-cheese-copter for a test flight and it floats for a moment but ends up crashing. How will Rosie react to the copter crashing? Make a prediction about what she will do next.

Answer Key for Determining Importance with Rosie Revere, Engineer

Your Turn to Practice Determining Importance with Rosie Revere, Engineer

Pages 10 to 11: Although Uncle Fred didn't mean to hurt Rosie's feelings when he laughed at her special hat, Rosie felt like she failed and began creating her designs to defend. Make a list to defend connection and tell about a time when you felt like someone was making fun of you.

Pages 12 to 13: Aunt Rose created a list of goals and has only one thing left to check off. What do you predict will happen next in the story? How does making predictions help you as a reader?

Pages 14 to 15: Rosie is awake all night as she tries to think of an idea that will help her aunt fly. Rosie has an idea! What do you predict Rosie's idea will be? Tell what you used to help you make your prediction.

Pages 18 to 19: Rosie takes her hell-o-cheese-copter for a test flight and it floats for a moment but ends up crashing. How will Rosie react to the copter crashing? Make a prediction about what she will do next.

Answer Key for Identifying the Author's Purpose with Rosie Revere, Engineer

Your Turn to Practice Identifying the Author's Purpose with Rosie Revere, Engineer

Pages 10 to 11: Although Uncle Fred didn't mean to hurt Rosie's feelings when he laughed at her special hat, Rosie felt like she failed and began creating her designs to defend. Make a list to defend connection and tell about a time when you felt like someone was making fun of you.

Pages 12 to 13: Aunt Rose created a list of goals and has only one thing left to check off. What do you predict will happen next in the story? How does making predictions help you as a reader?

Pages 14 to 15: Rosie is awake all night as she tries to think of an idea that will help her aunt fly. Rosie has an idea! What do you predict Rosie's idea will be? Tell what you used to help you make your prediction.

Pages 18 to 19: Rosie takes her hell-o-cheese-copter for a test flight and it floats for a moment but ends up crashing. How will Rosie react to the copter crashing? Make a prediction about what she will do next.

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections

Making Predictions

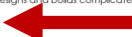
Author's Purpose





Determining Importance

Asking Questions

Vocabulary Connections Resources

Important Words to Know and Understand in Rosie Revere, Engineer Word List

Vocabulary Connections	Rosie Revere, Engineer By: Andrea Beaty Grade Level: 2 / Guided Reading Level: M
Important Words to Know and Understand in <i>Rosie Revere, Engineer</i>	
Dispenser A machine that lets you take small amounts of something	
Eaves The lower edge of a roof that sticks out past the wall	
Engineer A person who has scientific training and who designs and builds complicated products, machines, systems or structures	
Gadget A small, useful device	
Gizmos A usually small mechanical or electronic device	
Hauled To pull or drag something with effort	
Helium A chemical element that's a colorless gas, that's lighter than air, and is often used to fill balloons	
Perplexed Unable to understand something clearly	
Slash An amount of something that is stored or hidden	
Wheeze To breathe loudly and with difficulty	

Vocabulary Connections		
Dispenser 	Eaves 	Engineer 
Gadget 	Gizmos 	Hauled 

Word and Picture Sorting Cards

Vocabulary Connections			Grade Level: 2 / Guided Reading Level: M	By: Andrea Beatty
<div> <div>Dispenser</div> <div>A machine that lets you take small amounts of something</div> </div>			<div> <div>Roof</div> <div>The lower edge of a roof that sticks out past the wall</div> </div>	<div> <div>Engineer</div> <div>A person who has scientific training and who designs and builds complicated products, machines, systems or structures</div> </div>
<div> <div>Gadget</div> <div>A small, useful device</div> </div>				
<div> <div>Gizmos</div> <div>A usually small mechanical or electronic device</div> </div>			<div> <div>Hauled</div> <div>To pull or drag something with effort</div> </div>	<div> <div>Roof</div> <div>The lower edge of a roof that sticks out past the wall</div> </div>
<div> <div>Gizmos</div> <div>A usually small mechanical or electronic device</div> </div>				

Word and Definition Sorting Cards

Vocabulary Connections		
Rosie Revere, Engineer By: Andrea Beatty Grade Level: 2 / Guided Reading Level: M		
Dispenser is a/an noun verb adverb adjective	Eaves is a/an noun verb adverb adjective	Engineer is a/an noun verb adverb adjective
Definition of Dispenser:	Definition of Eaves:	Definition of Engineer:
Dispenser looks like this:	Eaves look like this:	Engineer looks like this:
Dispenser reminds me of:	Eaves remind me of:	Engineer 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

Word Games

with Words from **Rosie Revere, Engineer**

Directions: Complete the following sentences using the words in the word bank.

dispenser gizmos engineer
 wheeze perplexed stash

- You can get a cool drink from the water _____.
- I was _____ by his question because I didn't know the answer.
- A smartwatch is one of the _____ I like to use.
- A building _____ designs and builds structures like malls, schools, and hospitals.
- The pollen in the air causes my little sister to _____ like to use.

_____ designs and builds structures like _____

Directions: Arrange the words in alphabetical order.

dispenser hauled helium stash engineer eaves gadget gizmos	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">1.</td></tr> <tr><td style="text-align: center;">2.</td></tr> <tr><td style="text-align: center;">3.</td></tr> <tr><td style="text-align: center;">4.</td></tr> <tr><td style="text-align: center;">5.</td></tr> <tr><td style="text-align: center;">6.</td></tr> <tr><td style="text-align: center;">7.</td></tr> <tr><td style="text-align: center;">8.</td></tr> </table>	1.	2.	3.	4.	5.	6.	7.	8.
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

Name: _____

gadget 7. helium
gizmos 8. stash

Word Key

Revere, Engineer

_____ing the words in the word bank.

engineer
 stash

_____ sister _____ **dispenser** _____

_____ question because I didn't _____

_____ like to use.

_____ designs and builds structures like _____

_____ sister to _____ **wheeze** _____


_____ order.

Answer Key | ©BookPages.com

Word Games and Answer Key

Rosie Revere, Engineer

By Andrea Beaty




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

It's like _____

It means _____

Name: _____



For Step 2: **1.** Read or reread the book. **2.** Find or reread the word. **3.** Complete the vocabulary card. **4.** Add the vocabulary word to the vocabulary word bank.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @book4pages.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
Vowel Digraphs -ee and -ea

Background:
Vowel digraphs are vowels that sound like one vowel sound.









Examples:

bite
mile
dime
time

Materials and Supplies:

- A Copy of the book
- A Marker
- Tape
- Word cards
- Wavy, Silly, Small practice pages
- Optional: Anchor chart

Sample Anchor Chart

ee	ea
 bee	 leaf
 cheese	 jeans
 tree	 meal
 teeth	 team

Word Work
Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

Step 1: Introduce the Focus of Word Work

Introduce Vowel Digraphs -ee and -ea

- Tell students you will be talking about long vowel digraphs today.
- Explain that vowel digraphs are two vowels that work together to make a single vowel sound.
- Continue and say, "We will be learning specifically about two long /e/ vowel digraphs that sound the same but are spelled differently."

Word Work
Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

Step 2: Connect Word Work to Reading

Vowel Digraphs -ee and -ea in the Text

- Tell students that the book they will be reading today is full of words with long /e/ vowel digraphs.
- Show students **page 1**. Tell the class to listen carefully and look at the words as you read. Instruct them to put their finger on their nose when they hear (or see) a -ee or -ea digraph.
- Read, "This is the story of Rosie Revere, who **dreamed** of becoming a great **engineer**. In **Lia Greer's** classroom at Blue River **Creek**, young Rosie isn't shy, not daring to **speak**."
- After reading, ask the students to identify the words they heard (or saw) that had the -ee or -ea digraph (dreamed, engineer, Greer's, Creek, speak).
- Tell students to continue to look and listen for words with the -ee or -ea digraphs as you read the book once from beginning to end.
- Read **Rosie Revere, Engineer**.

Examples of Words with Vowel Digraphs -ee and -ea Found in the Text:

-ee words:	-ea words:
• engineer	• dreamed
• Greer	• speak
• creek	• eaves
• peeked	• dear
• sleeves	• dream
• sleepy	• streaks
• seen	• beat
• zookeeper	• leave
• keep	• sneaked
• cheese	• each
• knee	
• wheezed	
• seems	
• sleep	

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
Rosie Revere, Engineer
By: Andrea Beaty
Grade Level: 2 / Guided Reading Level: M

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with the **Word Sort** practice page.
- Read the directions while the students silently follow along.
- Direct students to independently work on the paper.
- As students are working, walk around, observe, and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Wavy, Silly, Small** practice page.
- Instruct students to complete the page.
- Monitor students as they are working.
- Collect the pages when students are finished.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words with vowel digraphs based on the work they completed.
- Invite students to turn and talk with a partner about the Word Work they completed.
- 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 vowel digraphs -ee and -ea 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 | @BookPages.com

Interactive Activity

Independent Practice Page

Word Sort Practice Page

Directions: Sort the words from the box according to the vowel digraph in each word. After you've completed the word sort, read each word.

green	sweet	heat	feet	jeans	free
each	bean	teen	leash	three	tea

-ee	-ea

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

Extension Activity

Word Detective: Vowel Digraphs -ee and -ea
Extension Activity

Directions:

Be a word detective!

Be on the lookout for **vowel digraphs -ee and -ea** 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 | @BookPages.com

Assessments

Running Record

Title: *Rosie Revere, Engineer* Guided Reading Text Level: *M* 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 85% - 89% Accuracy
-----------------------------	-------------------------------------	----------------------------

Page	E = Errors SC = Self-Correction S = Structure/Syntax V = Visual	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	This is the story of Rosie Revere, who dreamed of becoming a great engineer. In Ika Greer's classroom at Blue River Creek, young Rosie sat shyly, not daring to speak.				
4	But when no one saw her, she peeked in the trash for treasures to add to her engineer's stash. And late, late at night, Rosie rolled up her sleeves and built in her hideaway under the eaves.				
5	Alone in her attic, the moon high above, Dear Rosie made gadgets and gizmos she loved.				

Tested By: _____ ©BookPagez.com

Running Record Assessment

Rosie Revere, Engineer
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *Rosie Revere, Engineer* to answer each of the following questions.

1. What is a key detail to understanding that Rosie was afraid of failure?

☐ A Rosie only built her machines during the day.
☐ B Rosie kept her machines hidden under her bed where no one could see them.
☐ C Rosie built her machines in the kitchen.
☐ D Rosie talked about her dream of being an engineer to everyone.

2. What is Rosie Revere's problem in the story?

☐ A Rosie misses her Aunt Rose.
☐ B Rosie's classmates teased her every day.
☐ C Rosie got into trouble for talking too much.
☐ D Rosie Revere is afraid to fail.

3. How does Rosie respond after hearing Aunt Rose's advice?

☐ A Rosie buys her aunt a plane ticket.
☐ B Rosie takes her aunt to the airport.
☐ C Rosie couldn't sleep because she was helping her aunt fly.
☐ D Rosie makes her aunt a cheese hat.

4. What is the meaning of the word "thrill" in the sentence "Rosie's list is to fly"?

☐ A An activity that is boring.
☐ B A feeling of loneliness.
☐ C The name of one of the airplanes.
☐ D An activity that is full of excitement.

5. How do we know that Rosie is a hard worker? (RL.2.5)

☒ A Rosie makes gizmos out of odds and ends that she collects.
☐ B Rosie is a shy girl who keeps to herself.
☐ C Rosie takes naps all day because she works all night.
☐ D Rosie's teacher said she was the hardest worker she has ever seen.

6. How was Aunt Rosie's reaction to the heli-a-cheese-copter different than Uncle Fred's reaction to the special hat? (RL.2.6)

☒ A They both laughed, but Aunt Rose explained the reason she laughed and taught Rosie how to celebrate failure.
☐ B Aunt Rose didn't laugh but Uncle Fred did laugh.
☐ C Aunt Rose said she loved cheddar cheese spray, while Uncle Fred said he thought cheddar cheese spray was disgusting.
☐ D Both Aunt Rose and Uncle Fred threw Rosie's invention in the trash.

7. What clues do the illustrations at the end of the story give that proves Rosie is no longer shy? (RL.2.7)

☐ A Rosie is working all by herself.
☐ B At school, Rosie isn't participating in the celebration of failures.
☒ C Rosie has all of her gadgets and gizmos out from under her bed where they can be seen.
☐ D Rosie is still working only in her attic.

8. How are Rosie and her Aunt Rose the same? (RL.2.9)

☐ A They both work on building and fixing airplanes.
☒ B They both have big dreams.
☐ C They are both very shy.
☐ D They both have a list of goals they want to achieve.

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com


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

Answer Key

Extension Activity

Name: _____ Date: _____

Can You Make It Fly?



3rd Attempt

Describe or draw your airplane design.	How far did it fly?	How else can you improve your design?

Reflection: Explain how you used your 'perfect failures' to help you redesign your paper airplane?

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>Role Revers, Engineer Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Role Revers, Engineer correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.4 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.1 – Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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</p> <p>L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Role Revers, Engineer CCSS Alignment ©BookPagez.com</p>	<p>Role Revers, Engineer Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Role Revers, Engineer 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 Literature</p> <p>RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.4 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.1 – Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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</p> <p>L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Role Revers, Engineer CCSS Alignment ©BookPagez.com</p>	<p>Role Revers, Engineer Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Role Revers, Engineer correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Imp Importance Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.4 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.1 – Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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</p> <p>L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Role Revers, Engineer CCSS Alignment ©BookPagez.com</p>	<p>Role Revers, Engineer Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Role Revers, Engineer correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Asking Questions Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RL.2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.1 – Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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</p> <p>L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Role Revers, Engineer CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Role Revers, Engineer Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Role Revers, Engineer correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.2.4a – Use the sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4b – Identify readable connections between words and their use (e.g., describe tools that are used or used).</p> <p>L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Role Revers, Engineer CCSS Alignment ©BookPagez.com</p>	<p>Role Revers, Engineer Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Role Revers, Engineer 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</p> <p>RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Role Revers, Engineer CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Rosie Revere, Engineer Super Pack

5 Comprehension Strategy Practice Pages

Asking Questions Practice Page

Tu turno para Hacer preguntas
con Rosie Revere, Engineer (Rosie Revere, Ingeniera)

Páginas 6 a 7:
Cuando era pequeña, Rosie creaba y compartía divertidos inventos para la familia. ¿En qué te hace pensar esto?

¿Por qué te preguntas esto?

Páginas 10 a 11:
Cuando Rosie le mostró al tío Fred el sombrero del cuidador del zoológico que hizo para él, no obtuvo la respuesta que esperaba. ¿Qué le preguntarías a Rosie si pudieras?

¿Por qué es importante esta pregunta para ti?

Nombre: _____

©BookPages.com

Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Hacer preguntas
con Rosie Revere, Engineer (Rosie Revere, Ingeniera)

Páginas 6 a 7:
Cuando era pequeña, Rosie creaba y compartía divertidos inventos para la familia. ¿En qué te hace pensar esto?
Las respuestas varían. Podrían incluir: Estoy pensando en lo que la hizo cambiar de compartir sus inventos a mantenerlos ocultos.

¿Por qué te preguntas esto?
Las respuestas varían. Podrían incluir: Me pregunto esto porque su familia parecía disfrutar de sus creaciones.

Páginas 10 a 11:
Cuando Rosie le mostró al tío Fred el sombrero del cuidador del zoológico que hizo para él, no obtuvo la respuesta que esperaba. ¿Qué le preguntarías a Rosie si pudieras?
Las respuestas varían. Podrían incluir: Le preguntaría a Rosie por qué cree que su tío se rió de ella.

¿Por qué es importante esta pregunta para ti?
Las respuestas varían. Podrían incluir: Esta pregunta es importante porque creo que Rosie cree que su tío se está riendo de ella.

Nombre: _____

Answer Key | ©BookPages.com

Identificar el propósito del autor
con Rosie Revere, Engineer (Rosie Revere, Ingeniera)

Páginas 10 a 11:
El tío Fred se rió de el autor. ¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Porque el autor no quería que su tío se riera de él.

Páginas 18 a 19:
Aquí cambia para escribir. ¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Porque el autor quería que su tío se riera de él.

Página 29:
El texto dice: "Con cada fracaso, Rosie aprende algo nuevo." ¿Qué quiere decir el autor con esto?
Las respuestas varían. Podrían incluir: Rosie aprende algo nuevo con cada fracaso.

Páginas 28 a 29:
La ilustración muestra a todas las niñas. ¿Por qué crees que el autor incluyó esto?
Las respuestas varían. Podrían incluir: Porque el autor quería que todas las niñas se sintieran incluidas.

Nombre: _____

Author's
Purpose

Determinar la importancia
con Rosie Revere, Engineer (Rosie Revere, Ingeniera)

Páginas 22 a 23:
Rosie está triste. ¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Porque Rosie se dio cuenta de que su tío se estaba riendo de ella.

Páginas 3 a 5:
¿Qué sabes hasta ahora sobre Rosie Revere?
Las respuestas varían. Podrían incluir: Rosie es una niña que le gusta inventar.

Página 11:
Observe cómo se siente Rosie cuando su tío Fred se ríe del sombrero que hizo. ¿Son estos detalles importantes para la historia? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Sí, porque muestra que Rosie se siente triste.

Páginas 12 a 13:
La tía Rose de Rosie viene de visita y le explica a Rosie que pudo tachar todos los objetivos menos uno en su lista de deseos. ¿Es este detalle importante para la historia? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Sí, porque muestra que Rosie quiere ser ingeniera.

Nombre: _____

Determining
Importance

Hacer conexiones
con Rosie Revere, Engineer (Rosie Revere, Ingeniera)

Páginas 24 a 25:
La ilustración en estas páginas contiene información sobre la historia. Haz una conexión entre lo que has leído y lo que has visto.
Las respuestas varían. Podrían incluir: La ilustración muestra a Rosie inventando, lo que se relaciona con el tema de la historia.

Página 26:
Rosie es una niña que le gusta inventar. Haz una conexión entre lo que has leído y lo que has visto.
Las respuestas varían. Podrían incluir: Rosie es una niña que le gusta inventar, lo que se relaciona con el tema de la historia.

Página 28:
Rosie es una niña que le gusta inventar. Haz una conexión entre lo que has leído y lo que has visto.
Las respuestas varían. Podrían incluir: Rosie es una niña que le gusta inventar, lo que se relaciona con el tema de la historia.

Nombre: _____

Making
Connections

Hacer predicciones
con Rosie Revere, Engineer (Rosie Revere, Ingeniera)

Páginas 14 a 15:
¿Cómo te ayuda hacer predicciones como lector?
Las respuestas varían. Podrían incluir: Me ayuda a saber qué va a pasar en la historia.

Páginas 14 a 15:
Rosie está despierta toda la noche mientras intenta pensar en una idea que ayude a su tío a volar. Rosie tiene una idea. ¿Cuál predices que será la idea de Rosie?
Las respuestas varían. Podrían incluir: Rosie tendrá una idea que ayude a su tío a volar.

Páginas 18 a 19:
Rosie lleva su helicóptero hecho a mano a la escuela. ¿Qué crees que pasará?
Las respuestas varían. Podrían incluir: Rosie se reirá de su tío cuando él se ría de ella.

Nombre: _____

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

Rosie Revere, Engineer (Rosie Revere, Ingeniera): Determinar la importancia

Piensa en cómo se sintió Rosie al fracasar al principio y al final de la historia. ¿Qué lección importante aprendió sobre el fracaso? Usa detalles de la historia para respaldar tu respuesta.

☐ Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

Rosie Revere, Engineer (Rosie Revere, Ingeniera): Determinar la importancia

Piensa en cómo se sintió Rosie al fracasar al principio y al final de la historia. ¿Qué lección importante aprendió sobre el fracaso? Usa detalles de la historia para respaldar tu respuesta.

☐ Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

Rosie Revere, Engineer (Rosie Revere, Ingeniera): Determinar la importancia

Piensa en cómo se sintió Rosie al fracasar al principio y al final de la historia. ¿Qué lección importante aprendió sobre el fracaso? Usa detalles de la historia para respaldar tu respuesta.

☐ Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

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

Common Core
Free Option

Rosie Revere, Engineer (Rosie Revere, Ingeniera): Determinar la importancia

Piensa en cómo se sintió Rosie al fracasar al principio y al final de la historia. ¿Qué lección importante aprendió sobre el fracaso? Usa detalles de la historia para respaldar tu respuesta.

Rosie Revere, Engineer (Rosie Revere, Ingeniera): Determinar la importancia

Piensa en cómo se sintió Rosie al fracasar al principio y al final de la historia. ¿Qué lección importante aprendió sobre el fracaso? Usa detalles de la historia para respaldar tu respuesta.

Rosie Revere, Engineer (Rosie Revere, Ingeniera): Determinar la importancia

Piensa en cómo se sintió Rosie al fracasar al principio y al final de la historia. ¿Qué lección importante aprendió sobre el fracaso? Usa detalles de la historia para respaldar tu respuesta.

Rosie Revere, Engineer (Rosie Revere, Ingeniera): Determinar la importancia

Piensa en cómo se sintió Rosie al fracasar al principio y al final de la historia. ¿Qué lección importante aprendió sobre el fracaso? Usa detalles de la historia para respaldar tu respuesta.

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

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making
Connections

Making Predictions
Title: _____
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.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making
Predictions

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 out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Author's
Purpose

Determining Importance
Title: _____
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.

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 | ©BookPage.com

Determining
Importance

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

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Asking
Questions

Extension Activity

Nombre: _____ La fecha: _____

Tu misión: Diseñar y crear un avión de papel que pueda volar 10 pies. Tendrás tres intentos. Cada vez registrará qué tan lejos voló. Para su segundo y tercer intento, puede usar sus "tallas perfectas" para rediseñar su avión e intentar nuevamente.



¿Puedes hacerlo volar?

1º intento

Describe o dibuja el diseño de tu avión.	¿Qué tan lejos voló?	¿Cómo mejorarás tu diseño para el segundo intento?

2º intento

Describe o dibuja el diseño de tu avión.	¿Qué tan lejos voló?	¿Cómo mejorarás tu diseño para el tercer intento?

Extension Activity | @BookPagez.com