

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

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences
By: Gail Tuchman
Grade Level: 1 / Guided Reading Level: F

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 when you get confused

Summary
Safari is a nonfiction book all about the amazing animals you would see if you went on a safari. Since this is a nonfiction book, we know it has true information and real photographs to teach us about safari animals. As you read this book, you can pretend that you are a scientist out exploring the wilderness and studying the behavior of interesting animals such as elephants, rhinos, giraffes, and more!

Link to What You Know
Look at the front cover of this book, Safari. What information you think will be inside?
Would you like to go on a safari? Tell one good thing about going on a safari. Tell a possible bad thing about going on a safari.

Important Words to Know and Understand
Lion - A large wild cat that has golden brown fur
Rhino - A large, heavy animal that has thick skin and either one or two large horns on its nose

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives.
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."
For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know if a person's face turns red after making a mistake, it usually means that they feel embarrassed.
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

©BookPages.com

Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

Making Inferences
By: Gail Tuchman
Grade Level: 1 / Guided Reading Level: F

3
Make Inferences While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice characters, setting, and events?

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 3 - On this page, there is an unfamiliar word in bold print, "Jambo". This word is from an African language called Swahili. Use the pictures and text to make an inference. What do you think "Jambo" means? What evidence from the text supports your inferences?
Pages 6 and 7 - The text and picture show an elephant spraying water. Use the words and photograph to make an inference about why elephants spray. Explain your thinking.
Pages 8 and 9 - These pages show a mother lion and her babies and her 1 tells us they are playing. What picture clues can you use to infer that the lions are playing and not fighting?
Pages 14 and 15 - Here the giraffes are eating. Using the picture clues, make an inference about what giraffes eat. What picture clues support your inferences?
Pages 22 and 23 - On these pages, the photograph shows many different animals gathered together around one spot. Make an inference about why the animals are all gathered together in one spot.

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Time to Reflect
Think - What types of inferences did you make while reading Safari? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?
Talk - Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the extra information you learned while making inferences in Safari. What was easy about making inferences? What was difficult? How does making inferences 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 Safari. (Remember to include examples from the book!)

©BookPages.com

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Predictions
By: Gail Tuchman
Grade Level: 1 / Guided Reading Level: F

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 when you get confused

3
Make Inferences While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice characters, setting, and events?

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.
Page 3 - On this page, there is an unfamiliar word in bold print, "Jambo". This word is from an African language called Swahili. Use the pictures and text to make an inference. What do you think "Jambo" means? What evidence from the text supports your inferences?
Pages 6 and 7 - The text and picture show an elephant spraying water. Use the words and photograph to make an inference about why elephants spray. Explain your thinking.
Pages 8 and 9 - These pages show a mother lion and her babies and her 1 tells us they are playing. What picture clues can you use to infer that the lions are playing and not fighting?
Pages 14 and 15 - Here the giraffes are eating. Using the picture clues, make an inference about what giraffes eat. What picture clues support your inferences?
Pages 22 and 23 - On these pages, the photograph shows many different animals gathered together around one spot. Make an inference about why the animals are all gathered together in one spot.

©BookPages.com

Identifying the Author's Purpose
By: Gail Tuchman
Grade Level: 1 / Guided Reading Level: F

3
Identify the Author's Purpose While Reading
Think about why the author wrote this book
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice characters, setting, and events?

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.
Page 3 - On this page, there is an unfamiliar word in bold print, "Jambo". This word is from an African language called Swahili. Use the pictures and text to make an inference. What do you think "Jambo" means? What evidence from the text supports your inferences?
Pages 6 and 7 - The text and picture show an elephant spraying water. Use the words and photograph to make an inference about why elephants spray. Explain your thinking.
Pages 8 and 9 - These pages show a mother lion and her babies and her 1 tells us they are playing. What picture clues can you use to infer that the lions are playing and not fighting?
Pages 14 and 15 - Here the giraffes are eating. Using the picture clues, make an inference about what giraffes eat. What picture clues support your inferences?
Pages 22 and 23 - On these pages, the photograph shows many different animals gathered together around one spot. Make an inference about why the animals are all gathered together in one spot.

©BookPages.com

Answer Key for Making Inferences with Safari

Your Turn to Practice Making Inferences with Safari

Page 3: On this page, there is an unfamiliar word in bold print, "Jambo". This word is from an African language called Swahili. Use the pictures and text to make an inference. What do you think "Jambo" means?

Answer Key for Making Predictions with Safari

Your Turn to Practice Making Predictions with Safari

Page 3: On this page, there is an unfamiliar word in bold print, "Jambo". This word is from an African language called Swahili. Use the pictures and text to make an inference. What do you think "Jambo" means?

Answer Key for Synthesize with Safari

Your Turn to Practice Synthesize with Safari

Pages 3 to 5: Look at the photographs on these pages. Tell what you notice.
Is this information new to you?
Were you surprised by seeing any of these animals?

Answer Key for Identifying the Author's Purpose with Safari

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

Page 3: On this page, there is an unfamiliar word in bold print, "Jambo". This word is from an African language called Swahili. Use the pictures and text to make an inference. What do you think "Jambo" means?

Answer Key for Understanding Text Structure with Safari

Your Turn to Practice Understanding Text Structure with Safari

Pages 4 and 5: Author uses description to tell all about a lion. Use the photographs on these pages to write a descriptive sentence about going on a safari. Start your sentence with, "When you go on a safari..."
Page 11: Look at the picture of the rhino running on the page. What could have caused the rhino to run? Start your sentence with, "The rhino is running because..."
Pages 14 to 17: On these pages, we read text and see photographs of giraffes and zebras. Use the information to compare and contrast giraffes and zebras.

Making Predictions

Author's Purpose

Understanding Text Structure
By: Gail Tuchman
Grade Level: 1 / Guided Reading Level: F

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 when you get confused

3
Understand Text Structure While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice characters, setting, and events?

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.
Page 4 and 5 - Author uses description to tell all about a lion. Use the photographs on these pages to write a descriptive sentence about going on a safari. Start your sentence with, "When you go on a safari..."
Page 11 - Look at the picture of the rhino running on the page. What could have caused the rhino to run? Start your sentence with, "The rhino is running because..."
Pages 14 to 17 - On these pages, we read text and see photographs of giraffes and zebras. Use the information to compare and contrast giraffes and zebras.

©BookPages.com

Synthesizing
By: Gail Tuchman
Grade Level: 1 / Guided Reading Level: F

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 when you get confused

3
Synthesize While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice characters, setting, and events?

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.
Page 4 and 5 - Author uses description to tell all about a lion. Use the photographs on these pages to write a descriptive sentence about going on a safari. Start your sentence with, "When you go on a safari..."
Page 11 - Look at the picture of the rhino running on the page. What could have caused the rhino to run? Start your sentence with, "The rhino is running because..."
Pages 14 to 17 - On these pages, we read text and see photographs of giraffes and zebras. Use the information to compare and contrast giraffes and zebras.

©BookPages.com

Understanding Text Structure

Synthesizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Safari: Synthesizing

Think about one of the safari animals you learned about in this book. What did the text and photographs teach you about your animal? What is one question you still have about this animal? Where could you look to find the answer to your question?

I can understand and use all the helpful parts of nonfiction books to help me find important facts and details. CCSS: RI.1.5

Safari: Synthesizing

Think about one of the safari animals you learned about in this book. What did the text and photographs teach you about your animal? What is one question you still have about this animal? Where could you look to find the answer to your question?

I can understand and use all the helpful parts of nonfiction books to help me find important facts and details. CCSS: RI.1.5

Safari: Synthesizing

Think about one of the safari animals you learned about in this book. What did the text and photographs teach you about your animal? What is one question you still have about this animal? Where could you look to find the answer to your question?

I can understand and use all the helpful parts of nonfiction books to help me find important facts and details. CCSS: RI.1.5

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Safari: Synthesizing

Think about one of the safari animals you learned about in this book. What did the text and photographs teach you about your animal? What is one question you still have about this animal? Where could you look to find the answer to your question?

Safari: Synthesizing

Think about one of the safari animals you learned about in this book. What did the text and photographs teach you about your animal? What is one question you still have about this animal? Where could you look to find the answer to your question?

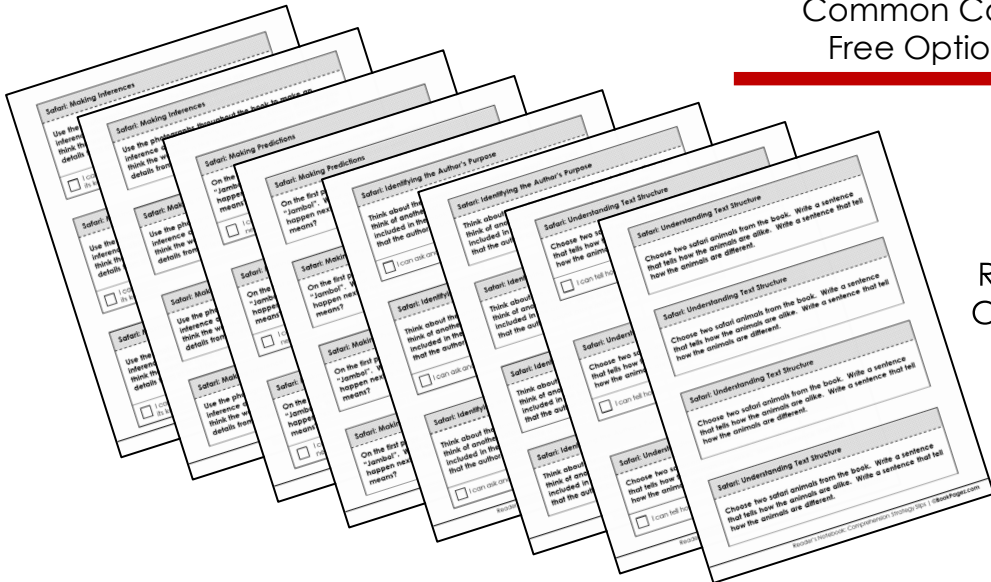
Safari: Synthesizing

Think about one of the safari animals you learned about in this book. What did the text and photographs teach you about your animal? What is one question you still have about this animal? Where could you look to find the answer to your question?

Safari: Synthesizing

Think about one of the safari animals you learned about in this book. What did the text and photographs teach you about your animal? What is one question you still have about this animal? Where could you look to find the answer to your question?

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



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Making Inferences

Circle the nonfiction text features you see in your book.

What the Text Says	What I Know	What I Can Infer
Notes about the text structure.	What you know about the text.	Reasons, thoughts, Cause, setting.

Draw a picture to illustrate your inference.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Making Predictions

Circle the nonfiction text features you see in your book.

I predict ...

My prediction was
 Correct
 Incorrect

I know because...

Here is a picture about my prediction:

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Identifying the Author's Purpose

Who is the author of your book?

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

To Persuade To Inform To Entertain

I know the author wanted to me because...

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Understanding Text Structure

Circle the nonfiction text features in your book. Circle the text structures in your book.

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

Text Structures You Might See While Reading

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Synthesizing

Tell how have a nonfiction text feature in your book helped you understand the topic of your book by completing the chart below.

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Safari
By: Gail Tuchman
Grade Level: 1 / Guided Reading Level: F

Word Work

Instructional Focus:
Short i and Short e Vowel Sounds

Background:
When the letters i or e are found in the middle of a syllable, it usually has a short vowel sound.

Examples:

in	fin
lip	nip
sift	gift
pet	elf
yet	crest

Materials and Preparation:

- A Copy of **Safari** by Gail
- Markers
- Scissors
- Chart Paper
- Sticky Notes
- Vowel Safari Page (1 per
- Safari Animals Page (1 pe
- Short Vowel Practice Pag
- Optional - Extend Engag
- Optional - Word Detecti

Safari
By: Gail Tuchman
Grade Level: 1 / Guided Reading Level: F

Word Work

Step 1:
Introduce the Focus of Word Work

Sample Anchor Chart

Words with the Short i or e Vowel Sound	
When a vowel, like the letters i or e, is found in the middle of a syllable, the sound is usually short.	
Short i	Short e
lip	left
ship	test
fin	pest

Introduce Short i and Short e Vowel Sounds

- Direct students' attention to the anchor chart.
- Read to students the sentence on the chart: "When a vowel, like the letters i or e, is found in the middle of a syllable, the sound is usually short".
- Explain that this means that many words are built by using a vowel, such as i or e, in the middle of the syllable. When this happens, the rule is that we say the short sound of the letter.
- On the chart, look at the examples "lip", "ship", and "fin" and "left", "test", and "pest" under each heading. Talk through each example and practice reading each word as a class, sounding out the individual phonemes. Circle the vowel in each word as you discuss to emphasize the way it is pronounced.
- Have students turn and talk to a partner and brainstorm more examples of words with the short i or short e vowel sounds. Write them on the chart as you discuss.

Step 2:
Connect Word Work to Reading

Short i and Short e Vowel Sound in the Text

- Explain to students that the book they are reading today will have several examples of words with the short i or short e vowel sounds.
- Pass out one sticky note to each student. Explain that they are going to listen as you read the book, and when they hear or see one of the words with this sound, they should write it on the sticky note (one example per student). Model listening for these words by reading **page 3** and having the students identify the words "hello" and "left" on this page as examples of the short e vowel sound. Discuss these words and add them to the chart.
- Continue reading **Safari** aloud to students.
- After reading the book, have students place their sticky notes on the chart under the correct heading. Discuss the examples they heard and saw.

Examples of Instructional Focus in the Text:

• hello	• left's	• will
• else	• giraffes	• hippos
		• elephants
		• animals

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Safari
By: Gail Tuchman
Grade Level: 1 / Guided Reading Level: F

Word Work

Step 3:
Guided Word Work Practice

Interactive Exploration

- Explain to students that they are going to practice what they've learned by playing a game called **Vowel Safari**.
- Divide students into pairs.
- Give each pair a **Vowel Safari** page and a set of **Short i and Short e Vowel Safari Animals**. Students should turn the safari animals upside down on their desk.
- Instruct students to take turns picking a safari animal from the pile and reading the short vowel sound word.
- Once they read the word correctly, they can place the animal on the Safari Vowel page under the correct vowel, i or e.

Step 4:
Independent Word Work Practice

Practice Page

- Give each student a copy of the **Short i and Short e Vowel Sounds** practice page.
- Read the directions with the class.
- Tell students to complete the practice page.
- Monitor students as they work.

Step 5:
Reconnect and Reflect on Word Work

Group Discussion

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

Step 6:
Extend Word Work (optional)

Extension Activity

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

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Safari Vowel Page
Interactive Activity

Directions: We are going on a vowel safari! Select a safari animal with a short vowel sound from the stack and sort it onto the correct side of this page.

Short i Sound	Short e Sound
----------------------	----------------------

Guided Word Work Practice | @BookPagez.com






Independent Practice Page

Short i and Short e Vowel Sounds
Word Work Practice Page

Directions: Circle the letter that makes the short vowel sound in each of these words.

- Chest
- Win
- Rest
- Whip
- Pet

Directions: Complete each of these words with the correct short vowel sound. Use the pictures as clues for each word.

p	n	
kn	t	
w	t	
ch	p	
r	st	

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

Extension Activity

Word Detective: Short i and e Vowel Sounds
Extension Activity

Directions: Be a word detective!
Be on the lookout for **words with short i and short e vowel sounds** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

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

Assessments

Running Record					
Title: Safari		Guided Reading Text Level: F		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____			Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
3	Hello Jambol!				
	Let's go.				
4	I'm going on safari.				
5	What will I see?				
7	I see elephants spray.				
	just for me.				
	I see elephants spray.				
	on safari.				
8	I see lions play.				
	just for me.				
9	I see lions play.				
	on safari.				
Tested By: _____				©BookPagez.com	

Running Record Assessment

Safari		Name: _____
CCSS Assessment		Score: /9
<p>Directions: Use what you know about Safari to answer each of the following questions.</p>		
<p>1. In this book we learned that you could see many different types of animals on a safari. Which of these animals was NOT mentioned in the book?</p> <p><input type="radio"/> A Lions <input type="radio"/> B Polar Bears <input type="radio"/> C Rhinos <input type="radio"/> D Elephants</p>		
<p>2. What is the book, Safari, mostly about?</p> <p><input type="radio"/> A Facts about giraffes <input type="radio"/> B Places to visit in Africa <input type="radio"/> C Animals in the jungle <input type="radio"/> D Animals you might see on a safari</p>		
<p>3. In Safari, how are elephants and hippos described?</p> <p><input type="radio"/> A There were photographs of both elephants and hippos. <input type="radio"/> B There were photographs showing elephants and hippos. <input type="radio"/> C The author wrote that elephants and hippos are very cute. <input type="radio"/> D The author wrote that elephants and hippos are very smart.</p>		
<p>4. What is the best strategy for figuring out the meaning of the word "jambol" in the text?</p> <p><input type="radio"/> A Ask your little brother to tell you the meaning. <input type="radio"/> B Skip it and forget about it. <input type="radio"/> C Look for clues in the words around it. <input type="radio"/> D Try to think of words that rhyme with "jambol".</p>		
<p>5. On the first page of the book, the word "jambol" is written in bold print. Why do authors sometimes choose to use bold print? (RI.1.5)</p> <p><input type="radio"/> A Authors use bold print to make their writing more exciting. <input type="radio"/> B Authors use bold print to tell the meaning of a word. <input type="radio"/> C Authors use bold print to tell more about a photograph. <input checked="" type="radio"/> D Authors use bold print so that important words will stand out on the page to the reader.</p>		
<p>6. What was the author's main purpose for writing this book? (RI.1.6)</p> <p><input type="radio"/> A The author wants to make the reader laugh. <input checked="" type="radio"/> B The author wants to teach the reader about safari animals. <input type="radio"/> C The author wants to convince the reader to go to Africa. <input type="radio"/> D The author wants to entertain the reader with a scary story.</p>		
<p>7. Why did the author use real photographs in this book instead of drawings? (RI.1.7)</p> <p><input checked="" type="radio"/> A The photographs help the reader see and understand that this is a nonfiction book with true information about real animals. <input type="radio"/> B The author could not find an illustrator to draw pictures, so used photographs instead. <input type="radio"/> C The photographs help the reader see that the book is made to believe. <input type="radio"/> D The photographs help the reader understand what elephants eat.</p>		
<p>8. Which of these is NOT a detail about safari animals that the author included in the text or photographs of this book? (RI.1.8)</p> <p><input type="radio"/> A Giraffes use their long necks to pick leaves from tall trees to eat. <input type="radio"/> B Zebras have black and white striped patterns on their bodies. <input checked="" type="radio"/> C The ostrich is a large bird native to Africa that cannot fly. <input type="radio"/> D Baby lions play with their mother and siblings sometimes.</p>		
<p>9. How are all of the animals in the book the same? (RI.1.9)</p> <p><input type="radio"/> A All of the animals are very tall. <input type="radio"/> B All of the animals eat grass and leaves. <input type="radio"/> C All of the animals have horns on their heads. <input checked="" type="radio"/> D All of the animals are ones you might see on a safari.</p>		
<p>CCSS Assessment 1st Grade Reading Standards for Information BookPagez.com</p>		

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

Answer Key

Student Facing Resources in Spanish for Safari Super Pack

5 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Tu turno para Sintetizar con Safari

Páginas 3 a 5:
Mira las fotografías en estas páginas. Indica qué equipo necesitas para ir de safari.


¿Esta información es nueva para ti?

Páginas 6 a 13:
Estas páginas nos muestran fotografías de animales de safari. ¿Qué animales ves?

¿Te sorprendió ver alguno de estos animales? ¿Por qué o por qué no?

Páginas 14 a 17:
Mira las fotografías y el texto en estas páginas. ¿Qué te muestran estas páginas sobre los hábitos alimenticios de los animales de safari?

Nombre: _____



@BookPages.com

Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Sintetizar con Safari

¿De qué manera el mirar las fotografías te ayuda a aprender más sobre estos animales?

Las respuestas varían. Podrían incluir: Las fotografías me ayudan a ver cómo se ven las jirafas y cebras reales en la naturaleza y qué comen para sobrevivir.

Páginas 18 y 19:
Mira las fotografías y el texto sobre los hipopótamos en esta página. ¿Qué nueva información aprendiste sobre los hipopótamos?

Las respuestas varían. Podrían incluir: Aprendí que a los hipopótamos les gusta remojarse en agua.


Páginas 22 y 23:
Mira la fotografía de todos los animales en estas páginas. Elige uno de los animales. Dile una cosa nueva que aprendiste sobre ese animal.

Las respuestas varían. Podrían incluir: Aprendí que las cebras comen hierba del suelo.

¿Cómo le ayudó la lectura de este libro a aprender más sobre ese animal?

Las respuestas varían. Podrían incluir: Este libro me ayudó a aprender sobre las cebras mostrándome fotografías de cebras y explicando cómo comen las cebras.

Nombre: _____



Answer Key | @BookPages.com

Hacer predicciones con Safari

Tu turno para Hacer predicciones con Safari

Página 24:
Mira hacia atrás las predicciones incorrectas sus predicciones sobre el texto.

Explica su predicción.


Las respuestas varían.

Página 3:
Esta fotografía muestra a una jirafa en África.

¿Cómo crees que se comportará la jirafa en un campo de savana?

Las respuestas varían.

Nombre: _____



@BookPages.com

Making
Predictions

Understanding
Text Structure

Hacer inferencias con Safari

Tu turno para Hacer inferencias con Safari

Página 14:
Aquí las jirafas están comiendo hierba.

¿Qué pistas te ayudan a hacer inferencias sobre lo que las jirafas comen?

Las respuestas varían.

Página 3:
En esta página, hay una palabra desconocida en negrita: "jamba". Usa las inferencias de un lector experto para hacer una inferencia. ¿Qué crees que significa "jamba"?


¿Qué evidencia del texto apoya tu inferencia?

Páginas 6 y 7:
El texto y la imagen muestran un elefante rociando agua sobre su piel.

¿Qué inferencias puedes hacer sobre por qué el elefante está rociando agua?

Páginas 8 y 9:
Estas páginas muestran a una madre león y sus bebés jugando. ¿Qué pistas de imágenes puedes usar para hacer inferencias sobre cómo se comportan los leones cuando juegan y no luchando?

Nombre: _____



@BookPages.com

Making
Inferences

Identificar el propósito del autor con Safari

Tu turno para Identificar el propósito del autor con Safari

Página 3:
Esta página tiene la palabra "jamba" escrita en negrita. "Jamba" significa "Hola" en una lengua africana llamada swahili. ¿Por qué crees que el autor eligió incluir esta palabra en swahili en el libro?

¿Por qué lo puso en negrita?

Página 21:
Aquí el autor describe a una jirafa.


¿Qué propósito tiene el autor al describir a la jirafa?

Las respuestas varían.

Páginas 5 y 6:
Estas páginas nos muestran fotografías reales de elefantes que puedes ver en un safari. ¿Por qué crees que el autor eligió incluir fotografías reales en este libro?

¿Cómo te ayudan estas fotografías como lector?

Nombre: _____



@BookPages.com

Author's Purpose

Extension Activity

Direcciones:

En este libro, fingimos ir a un safari donde vemos muchos tipos interesantes de animales. Miré hacia atrás a través del libro para completar la tabla a continuación. Encuentra el animal en el libro y di el número de la página. Luego, escribe sobre su comportamiento en los espacios en blanco provistos y haga un dibujo del animal. Finalmente, di qué animal fue tu favorito para aprender y por qué.

Animal	Número de la Página	Comportamiento	Dibujo
Elefante	7	Los elefantes rocían	
León	8	Leones juegan	
Rinoceronte	10	Los rinocerontes corren	
Jirafa	14	Jirafas comen	
Cebra	17	Las cebras pastan	
Hipopótamo	18	Hipopótamos remojan	

¿Cuál de estos animales fue tu favorito para aprender? ¿Por qué?
Las respuestas varían.

Extension Activity Answer Key | @BookPagez.com