

Here's What You'll Get in the School's First Day of School Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing Lesson Plan

School's First Day of School
By: Adam Rex
Grade Level: 3 / Guided Reading Level: N

Retelling and Summarizing

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 *School's First Day of School*, we meet Frederick Douglass Elementary. He is a new school that is taken care of by a man named Janitor. Janitor tells the school that he will soon be filled with children and, even though it sounds exciting, the school is a little worried that the children might not like him. When the first day arrives, some of the children don't want to come in and others say unkind things about school. The school thinks he must be awful and gets so upset that he accidentally sets off his fire alarm. Will things turn around for both the school and the students, or will the school keep everyone out the next day?

Link to What You Know

- What was the first thing you did when you got to morning?
- Give a short summary of a fun time you had with your family.

Important Words to Know and Understand

Pushpin - A short pin with a large head used to attach things to a wall or bulletin board

Accidentally - Happening in a way that was not planned

2

Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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School's First Day of School
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Retelling and Summarizing

3

Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Time to Read

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

Page 5 - What characters have you met so far? How does the school feel about Janitor? How do you know?

Page 8 - Janitor and the school are talking in the gymnasium. What new information does Janitor give to the school? How does the school feel about it?

Pages 19 to 20 - The children are finally settled in their chairs and something happens! What happened after the children sat down? How does the school feel about this? How does this help you to understand the story?

Page 24 - The school is learning new things. Name two things he knows now that he didn't know before. How does this help you to understand the story?

Page 30 - The children have left the school, and Janitor returns. What question does the school ask Janitor? How has the school changed?

Time to Reflect

Think - What type of information did you use when you retold and summarized *School's First Day of School*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in *School's First Day of School*. How does paying attention to the story elements help you to be a better reader?

Write - Give your Strategy Slip into your Readers Notebook. Write about the work you did while reading *School's First Day of School*. (Remember to include examples from the book!)

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Making Inferences

Asking Questions

School's First Day of School
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Understanding Text Structure

Synthesizing

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

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

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

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text.	What do you know about the story?	Brothers, thoughts, clues, setting

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Asking Questions

Title: _____

Question Sentence Starter

I wonder...	Why don't...	How does...
I am confused when...	I am curious about...	I am not sure about...

Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me

Text Structures You Might See While Reading

Description	Sequence	Compare and Contrast

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing







Vocabulary Connections Resources

Important Words to Know and Understand in *School's First Day of School* Word List

<h2 style="text-align: center;">Vocabulary Connections</h2>	
<p style="text-align: right;">School's First Day of School By: Adam Rex Grade Level: 3 / Guided Reading Level: N</p>	
<p>Important Words to Know and Understand in School's First Day of School</p>	
<p>Accidentally Happening in a way that was not planned</p>	
<p>Agreement Having the same opinion as someone else</p>	
<p>Embarrassed Feeling foolish in front of other people</p>	
<p>Foundation A stone or concrete structure that supports a building</p>	
<p>Gasped Breathed in suddenly because of shock or pain</p>	
<p>Imagined Thought about or believed something</p>	
<p>Janitor A person who cleans a building</p>	
<p>Jungle Gym A set of metal bars for children to climb on</p>	
<p>Pushpin A short pin with a large head used to attach things to a wall or bulletin board</p>	
<p>Worry To think about problems or fears</p>	

Vocabulary Connections

School's First Day of School
By: Adam Rex
Grade Level: 3 | Guided Reading Level: N

Accidentally	Agreement	Embarrassed
		
Foundation	Gasped	Imagined
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

School's First Day of School
 By: Adam Rose
 Grade Level: 3 / Guided Reading Level: N

Vocabulary Connections

Step 1: Step Directions

1. Cut out the definition cards. 2. Sort on the middle line. 3. Draw, illustrate, or explain why or how the card fits on the line.

Accidentally	Agreement	Embarrassed
Happening in a way that was not planned	Having the same opinion as someone else	Feeling foolish in front of other people

Foundation	Gasped	Imagined
A stone or concrete structure that supports a building	Breathed in suddenly because of shock or pain	Thought about or believed something

Word and Definition Sorting Cards

School's First Day of School			Day of School	
By: Adam Rex			By: Adam Rex	
Grade Level: 3 / Guided Reading Level: N			Reading Level:	
<p>Accidentally is a/an noun verb adverb adjective</p> <p>Definition of Accidentally:</p>			<p>Embarrassed is a/an noun verb adverb adjective</p> <p>Definition of Embarrassed:</p>	
<p>Accidentally looks like this:</p>			<p>Embarrassed looks like this:</p>	
<p>Accidentally reminds me of:</p>			<p>Embarrassed reminds me of:</p>	
<p>I saw this word in</p>			<p>I saw this word in</p>	

Interactive Vocabulary Notebook Cards | @BookPage.com


Interactive Vocabulary Notebook Cards | @BookPage.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections


School's First Day of School

By Adam Rex



A new word that I learned in this book is:

<p>it's like...</p>	<p>it means...</p>
---------------------	--------------------



Name: _____

Step by Step Directions:

1. Read the story.
2. Find a new vocabulary word.
3. Write the new vocabulary word in the box.
4. Add your vocabulary word to your notebook at the end of the book.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 800kPage.com


Word Games


with Words from **School's First Day of School**


Directions: Identify the correct spelling of each word below. Then circle the synonym that best matches each word.


- _____ A. Janitor B. Jannitor C. Janeltor
Synonym: cleaner / driver / warden
- _____ A. Embarrassed B. Embarrass C. Embarrassed
Synonym: ashamed / happy / scared
- _____ A. Worry B. Woryl C. Worry
Synonym: hate / concern / discomfort
- _____ A. Accidentaly B. Accedintally C. Accidentally
Synonym: wisely / carefully / unintentionally


Directions: Color the school that have a 2-syllable word below them.


Gaspd


Fushpin


Foudnation


Worry


Agreement

Name: _____

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Answer Key

of School's First Day of School

each word below. Then circle the

A. Jannitor C. Janeltor

den

A. Embarrassed C. Embig

zared


A. Woryl C. Worry


amfort


A. Accedintally C. Accidentaly


entionally

yllable word below them.


Gaspd


Fushpin


Foudnation


Agreement

Answer Key | ©BookPages.com

Word Games and Answer Key

Name: _____

Vocabulary Connections

Directions:

Select a word from your reading that is new to you and write it in the box below, then fill in the blanks to connect the new word to words you already know.

New Word	
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Visualize Draw a picture to illustrate the meaning of the word. </div> <div style="border: 1px solid black; padding: 5px;"> Connect to Your Life When or where have you seen it, heard it, felt it, smelled it, or tasted it? </div>

Definitions:

If I think the word means _____

Context Clues	Real Definition		
		<input checked="" type="checkbox"/>	

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 Writing Words | ©BigPage.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark


Instructional Focus Based on the Words in the Book

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book
that match the
instructional focus

Interactive Activity






Sentence Strips Interactive Activity	
Directions: Duplicate enough sentence strips for each student or pair of students. Cut them apart and place them in envelopes.	
	He is running in a cheerful mood.
	They are going to build a treehouse.
	We will not be going to the park today.
	Sarah does not like to eat peas.
	I am always happy to visit my cousins.
	Noah could not finish his homework.
	They would love to go to Hawaii.
Guided Word Practice ©BookPage.com	

Independent Practice Page

Contraction Cones

Word Work Practice Page

Directions: Fill in the blanks on each cone. Then, write a sentence using the contraction. Don't forget the apostrophe!

	_____
	_____
	_____
	_____
	_____

Name: _____

Independent Word Practice | ©CoolPages.com


Extension Activity

Word Detective: Contractions

Extension Activity

Directions:
Be a word detective!

Be on the lookout for **contractions** while you read. Write the words that you find along with the title of the book where you found the words. The page, and the sentence with the word or phrase.



Words	Book Title	Page

Name: _____ Word Work Extension Activity | ©BookPages.com

Assessments

Running Record					
Title: School's First Day of School Guided Reading Text Level: N 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
2	That summer, they dug up the big field, and poured the foundation, and set brick on top of brick until they'd built a school.				
4	A sign above the door read, FREDERICK DOUGLASS ELEMENTARY. "That's a good name for me," thought the school.				
5	Most days a man named Janitor came to mop the school, and buff his floors, and wash his windows. "This is nice," the school said to Janitor. "Just the two of us."				
6	"Won't be just us for long," said Janitor. "Soon the teachers will come, and then				

Tested By: _____ ©BookPagez.com

Running Record Assessment

School's First Day of School CCSS Assessment		Name: _____
		Score: ____ / 9
Directions: Use what you know about <i>School's First Day of School</i> to answer each of the following questions.		
1. At first, what did the school think he was?		
<input type="radio"/> A The school thought he was a playground.		
<input type="radio"/> B The school thought he was a park.		
<input type="radio"/> C The school thought he was Janitor's business.		
<input type="radio"/> D The school thought he was Janitor's home.		
2. One theme of the story is adjusting to change. What is one detail that supports this theme?		
<input type="radio"/> A The school squirted the puffy-haired boy.		
<input type="radio"/> B The school asked Janitor to invite everyone.		
<input type="radio"/> C The school set off his fire alarm.		
<input type="radio"/> D The school was happy when it was joined.		
3. Which of these was NOT an emotion the school felt?		
<input type="radio"/> A embarrassment		
<input type="radio"/> B nervousness		
<input type="radio"/> C fear		
<input type="radio"/> D happiness		
4. One of the children said, "This place stinks way to say this?"		
<input type="radio"/> A This place has a bad odor.		
<input type="radio"/> B This place is terrible.		
<input type="radio"/> C This place smells sweet.		
<input type="radio"/> D This place is embarrassing.		
5. Which of the characters most helped the school to change his mind about wanting children there? (RL.3.5)		
<input type="radio"/> A The puffy-haired boy helped him the most.		
<input type="radio"/> B Janitor helped him the most.		
<input type="radio"/> C The teacher helped him the most.		
<input checked="" type="radio"/> D The girl with freckles helped him the most.		
6. From whose point of view is the story told? (RL.3.6)		
<input type="radio"/> A It is told by Janitor in first person.		
<input checked="" type="radio"/> B It is told from the school's point of view in third person.		
<input type="radio"/> C It is told from the children's point of view in first person.		
<input type="radio"/> D It is told from the school's point of view in first person.		
7. Which of these is true about the illustrations in the story? (RL.3.7)		
<input type="radio"/> A The illustrations in the story show mostly the feelings of the school.		
<input type="radio"/> B The illustrations in the story show mostly the feelings of Janitor.		
<input checked="" type="radio"/> C The illustrations in the story mostly show the feelings of the children.		
<input type="radio"/> D It is hard to tell the characters' emotions by looking at the illustrations.		
8. How do you know that this story is fiction? (RL.3.9)		
<input checked="" type="radio"/> A I know because schools and other objects don't have feelings.		
<input type="radio"/> B I know because janitors don't like schools.		
<input type="radio"/> C I know because there is no school named Frederick Douglas Elementary.		
<input type="radio"/> D I know because all children like school and would never say bad things about it.		
9. How does the school change from the beginning to the end? (RL.3.10)		
<input type="radio"/> A At first, he is excited for the children to come, but at the end he doesn't want to see them again.		
<input type="radio"/> B At first, Janitor is his best friend, but at the end, he is angry that Janitor let the children come.		
<input type="radio"/> C At first, he wants to be a business, but at the end, he is glad he's a school.		
<input checked="" type="radio"/> D At first, he doesn't want the children there, but at the end he wants to invite them back again the next day.		

CCSS Assessment 3rd Grade Reading Standards for Literature | BookPagez.com

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





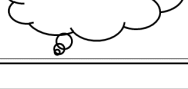
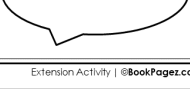
Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
Draw a picture of your school in the box on the left. Draw a picture of yourself in the box on the right. Then, think about what you and your school might talk about. Fill in the dialog balloons to show what you and your school would say to each other.

If My School Could Talk...

My School	Me
	
	
	

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>School's First Day of School Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with School's First Day of School correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.3.10 - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.6 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.6 - Cope with their own ideas and understanding in the light of the discussion.</p> <p>SL.3.7 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.8 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>School's First Day of School CCSS Alignment @BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>School's First Day of School Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with School's First Day of School correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Asking Questions Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.3.10 - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.6 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.6 - Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.7 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.8 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>School's First Day of School CCSS Alignment @BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>School's First Day of School Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with School's First Day of School correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.3.10 - By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.6 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.6 - Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.7 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.8 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>School's First Day of School CCSS Alignment @BookPagez.com</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>School's First Day of School Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with School's First Day of School correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.3.4a - Use a sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b - Identify readily accessible connections between words and their use (e.g., identify people who are friendly or helpful).</p> <p>L.3.4c - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>School's First Day of School CCSS Alignment @BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>School's First Day of School Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with School's First Day of School correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>School's First Day of School CCSS Alignment @BookPagez.com</p>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for School's First Day of School Super Pack

5 Comprehension Strategy Practice Pages

Asking Questions Practice Page

Tu turno para Hacer preguntas
con School's First Day of School
(Primer día de escuela de la escuela)

Página 4:
La escuela cree que Frederick Douglass Elementary es un buen nombre. ¿Qué preguntas tienes después de leer esta página?

¿Cómo te ayudará la respuesta a tu pregunta a entender la historia?

Página 8:
La escuela piensa que Janitor está equivocado al pensar que le gustarán los niños. ¿Cuál es una pregunta que tienes después de leer esta página?

Página 15:
Una niña pequeña con pecas no quiere entrar a la escuela. ¿Qué te preguntas después de leer esta página?

¿Cómo te ayuda preguntarte sobre la historia como lector?

Nombre: _____

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Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Hacer preguntas
con School's First Day of School
(Primer día de escuela de la escuela)

Página 4:
La escuela cree que Frederick Douglass Elementary es un buen nombre. ¿Qué preguntas tienes después de leer esta página?
Las respuestas varían. Podrían incluir: Quiero saber por qué la escuela cree que Frederick Douglass Elementary es un buen nombre.

¿Cómo te ayudará la respuesta a tu pregunta a entender la historia?
Las respuestas varían. Podrían incluir: La respuesta a mi pregunta me ayudará a entender la historia sabiendo que la escuela tiene sentimientos sobre cosas diferentes.

Página 8:
La escuela piensa que Janitor está equivocado al pensar que le gustarán los niños. ¿Cuál es una pregunta que tienes después de leer esta página?
Las respuestas varían. Podrían incluir: Una pregunta que tengo después de leer esta página es, ¿por qué la escuela pensó que no le gustaría a los niños?

Página 15:
Una niña pequeña con pecas no quiere entrar a la escuela. ¿Qué te preguntas después de leer esta página?
Las respuestas varían. Podrían incluir: Después de leer esta página, me pregunto por qué la niña tiene que ser llevada a la escuela.

¿Cómo te ayuda preguntarte sobre la historia como lector?
Las respuestas varían. Podrían incluir: Preguntarme mientras leo me ayuda a mantenerme enfocado en la historia y a buscar respuestas a mis preguntas mientras leo más.

Nombre: _____

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Hacer inferencias con School's First Day of School (Primer día de escuela de la escuela)

Páginas 5 a 12:
La escuela cree que Frederick Douglass Elementary es un buen nombre. ¿Qué preguntas tienes después de leer esta página?

¿Cómo te ayudará la respuesta a tu pregunta a entender la historia?

Página 13:
La escuela piensa que Janitor está equivocado al pensar que le gustarán los niños. ¿Cuál es una pregunta que tienes después de leer esta página?

Página 14:
Una niña pequeña con pecas no quiere entrar a la escuela. ¿Qué te preguntas después de leer esta página?

¿Cómo te ayuda preguntarte sobre la historia como lector?

Nombre: _____

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Tu turno para Hacer inferencias con School's First Day of School (Primer día de escuela de la escuela)

Página 26:
La maestra colgó un dibujo empujando una inferencia sobre por qué a la escuela no le agradaba.

¿Cómo te ayuda hacer esta inferencia a entender la historia?

Página 28:
Alas tres y media, Janitor viene a "recoger" lo que significa "recoger" en esta oración.

¿Es igual o diferente a la forma en que lo usas?

Página 16:
La escuela cree que Frederick Douglass Elementary es un buen nombre. ¿Qué preguntas tienes después de leer esta página?

¿Cómo te ayudará la respuesta a tu pregunta a entender la historia?

Nombre: _____

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Volver a contar y resumir con School's First Day of School (Primer día de escuela de la escuela)

Página 5:
¿Qué personajes has conocido hasta ahora?

¿Cómo se siente la escuela sobre Janitor? ¿Cómo lo sabes?

Página 8:
Janitor y la escuela están hablando en el gimnasio. ¿Qué nueva información da Janitor a la escuela?

Página 19 a 20:
¿Los niños finalmente se acomodan en sus sillas y sucede algo? ¿Qué pasó después de que los niños se sentaron?

Nombre: _____

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Tu turno para Volver a contar y resumir con School's First Day of School (Primer día de escuela de la escuela)

Página 5:
¿Qué personajes has conocido hasta ahora?

¿Cómo se siente la escuela sobre Janitor? ¿Cómo lo sabes?

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Página 19 a 20:
¿Los niños finalmente se acomodan en sus sillas y sucede algo? ¿Qué pasó después de que los niños se sentaron?

Nombre: _____

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Entender la estructura del texto con School's First Day of School (Primer día de escuela de la escuela)

Página 2:
Aquí el autor utiliza palabras para construir la escuela.

Página 12:
Aquí el autor está utilizando una estructura de texto de secuencia para contar la historia de la escuela.

Página 12:
Aquí el autor está usando una descripción para contar la historia de la escuela.

Páginas 21 a 22:
Aquí el autor utiliza una estructura de texto de causa y efecto para contar la historia de la escuela.

Nombre: _____

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Tu turno para Entender la estructura del texto con School's First Day of School (Primer día de escuela de la escuela)

Página 2:
Aquí el autor utiliza palabras para construir la escuela.

Página 12:
Aquí el autor está utilizando una estructura de texto de secuencia para contar la historia de la escuela.

Página 12:
Aquí el autor está usando una descripción para contar la historia de la escuela.

Páginas 21 a 22:
Aquí el autor utiliza una estructura de texto de causa y efecto para contar la historia de la escuela.

Nombre: _____

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Sintetizar con School's First Day of School (Primer día de escuela de la escuela)

Página 4:
¿Cómo se siente la escuela?

¿Cómo lo sabes?

Página 20:
Sonó la alarma de incendios y todos los niños tuvieron que abandonar la escuela. ¿Por qué la escuela les dice a todos que lo siente?

Página 30:
¿Cómo cambian los sentimientos de la escuela al final del libro? ¿Cómo lo sabes?

Nombre: _____

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Tu turno para Sintetizar con School's First Day of School (Primer día de escuela de la escuela)

Página 4:
¿Cómo se siente la escuela?

¿Cómo lo sabes?

Página 20:
Sonó la alarma de incendios y todos los niños tuvieron que abandonar la escuela. ¿Por qué la escuela les dice a todos que lo siente?

Página 30:
¿Cómo cambian los sentimientos de la escuela al final del libro? ¿Cómo lo sabes?

Nombre: _____

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Making Inferences

Retelling and Summarizing

Understanding Text Structure

Synthesizing

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

School's First Day of School (Primer día de escuela de la escuela): Sintetizar

Vuelva a contar la historia desde el punto de vista de la niña pecosa. ¿Cómo cambian sus sentimientos sobre la escuela desde el principio hasta el final? ¿Cómo lo sabes?

☐ Puedo notar la diferencia entre lo que pienso y lo que el autor o los personajes podrían pensar en una historia. CCSS: RL.3.6

School's First Day of School (Primer día de escuela de la escuela): Sintetizar

Vuelva a contar la historia desde el punto de vista de la niña pecosa. ¿Cómo cambian sus sentimientos sobre la escuela desde el principio hasta el final? ¿Cómo lo sabes?

☐ Puedo notar la diferencia entre lo que pienso y lo que el autor o los personajes podrían pensar en una historia. CCSS: RL.3.6

School's First Day of School (Primer día de escuela de la escuela): Sintetizar

Vuelva a contar la historia desde el punto de vista de la niña pecosa. ¿Cómo cambian sus sentimientos sobre la escuela desde el principio hasta el final? ¿Cómo lo sabes?

☐ Puedo notar la diferencia entre lo que pienso y lo que el autor o los personajes podrían pensar en una historia. CCSS: RL.3.6

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Common Core
Free Option

School's First Day of School (Primer día de escuela de la escuela): Sintetizar

Vuelva a contar la historia desde el punto de vista de la niña pecosa. ¿Cómo cambian sus sentimientos sobre la escuela desde el principio hasta el final? ¿Cómo lo sabes?

School's First Day of School (Primer día de escuela de la escuela): Sintetizar

Vuelva a contar la historia desde el punto de vista de la niña pecosa. ¿Cómo cambian sus sentimientos sobre la escuela desde el principio hasta el final? ¿Cómo lo sabes?

School's First Day of School (Primer día de escuela de la escuela): Sintetizar

Vuelva a contar la historia desde el punto de vista de la niña pecosa. ¿Cómo cambian sus sentimientos sobre la escuela desde el principio hasta el final? ¿Cómo lo sabes?

School's First Day of School (Primer día de escuela de la escuela): Sintetizar

Vuelva a contar la historia desde el punto de vista de la niña pecosa. ¿Cómo cambian sus sentimientos sobre la escuela desde el principio hasta el final? ¿Cómo lo sabes?

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Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

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

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que trata el libro?

Indicaciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Hacer inferencias
Título: _____

Lo que dice el texto Bueno, parece en la historia que los niños...	Lo que sé ¿Qué sabes de la historia?	Lo que puedo inferir Emociones, sentimientos, ideas, acciones.

Indicaciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Hacer preguntas
Título: _____

Muéstrame para empezar una oración

Quiero saber... ¿Por qué no...? ¿Cómo puede...?

Me confunde... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Indicaciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue donde la estructura del texto me ayudó	Cómo la estructura del texto me ayudó
Página:		
Página:		
Página:		
Página:		

Indicaciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...
Me nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

Indicaciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and
Summarizing

Making
Inferences

Asking
Questions

Understanding
Text Structure

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Haz un dibujo de tu escuela en el cuadro de la izquierda. Haz un dibujo de ti mismo en el cuadro de la derecha. Luego, piense en lo que usted y su escuela podrían hablar. Complete los globos de diálogo para mostrar lo que usted y su escuela se dirían entre sí.

Si mi escuela pudiera hablar ...

Mi escuela	Yo
