

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

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Spiders
By: Laura Marsh
Grade Level: 1 / Guided Reading Level:

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

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know when you're confused

Summary
Spiders is a nonfiction book all about spiders. That means all the information in the book is true. While reading this book you will learn interesting facts about spiders such as the many places spiders can live, what spiders eat, and even how spiders can be helpful to humans. As you turn each page, you can learn even more about these amazing creatures by looking at the colorful photographs of spiders from all around the world. You will find that there is much more to spiders than just being creepy and crawly!

Link to What You Know
• What is something you already know about spiders?
• How are spiders different from other bugs you have seen?

Important Words to Know and Understand
Legs - All spiders have 8 legs which they use to move around
Fang - A biting mouthpart of a spider or a long, sharp tooth in other animals

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.

@BookPagez.com

Guided Reading Level

Retelling and Summarizing Lesson Plan

Spiders
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

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
✓ Look for places where characters caused events to 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.
Page 7 - Where are some places that spiders can live?
Pages 8 to 9 - Look at the labels on page 9 to see some body parts that all spiders share. What body parts do all spiders share?
Pages 10 to 13 - What did you learn about the way spiders eat from these pages?
Pages 6 to 7 - Look at the captions that tell you more about types of spider webs. Describe the types of webs a spider can make.
Page 28 - This page explains that spiders can be helpful. What are some ways spiders can be helpful? How does paying attention to this part of the book help you as a reader?

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

Time to Reflect
Think - What type of information did you use when you retold and summarized **Spiders**? 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 **Spiders**. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Spiders**. (Remember to include examples from the book!)

@BookPagez.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Spiders
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Making Connections

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
✓ Draw the book's main idea or theme
✓ Draw the book's central idea or theme
✓ Draw the book's main idea or theme
✓ Draw the book's central idea or theme

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know when you're confused

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 6 & 7 - Look at the different pictures of spiders on these pages. How are they different? How are they the same?
Page 10 - This page explains that spiders use their fangs and venom to kill and eat prey. Make a **head-to-tail** connection. What are some other groups that have fangs? How do these groups use their fangs? How does making this connection help you understand the text?
Pages 14 to 17 - Create some connections between the different types of spider webs. How are they the same? How are they different? How do they help spiders? How do they help other animals?
Page 28 - This page explains that spiders can be helpful. How do you think spiders can be helpful? How does paying attention to this part of the book help you as a reader?

Time to Reflect
When you read nonfiction, think about the important events, characters, and information in books. 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.
Think - What type of information did you use when you retold and summarized **Spiders**? 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 **Spiders**. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Spiders**. (Remember to include examples from the book!)

@BookPagez.com

Spiders
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Visualizing

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
Visualize While Reading
✓ Notice the words on the page
✓ Draw the words on the page
✓ Draw the words on the page
✓ Draw the words on the page

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know when you're confused

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 6 - This page explains that spiders use their fangs and venom to kill and eat prey. Make a **head-to-tail** connection. What are some other groups that have fangs? How do these groups use their fangs? How does making this connection help you understand the text?
Pages 14 to 17 - Create some connections between the different types of spider webs. How are they the same? How are they different? How do they help spiders? How do they help other animals?
Page 28 - This page explains that spiders can be helpful. How do you think spiders can be helpful? How does paying attention to this part of the book help you as a reader?

Time to Reflect
When you read nonfiction, think about the important events, characters, and information in books. 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.
Think - What type of information did you use when you retold and summarized **Spiders**? 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 **Spiders**. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Spiders**. (Remember to include examples from the book!)

@BookPagez.com

Making Connections

Visualizing

Spiders
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Asking Questions

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
✓ Write down the questions you have
✓ Write down the questions you have
✓ Write down the questions you have
✓ Write down the questions you have

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know when you're confused

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 6 & 7 - Look at the different pictures of spiders on these pages. How are they different? How are they the same?
Page 10 - This page explains that spiders use their fangs and venom to kill and eat prey. Make a **head-to-tail** connection. What are some other groups that have fangs? How do these groups use their fangs? How does making this connection help you understand the text?
Pages 14 to 17 - Create some connections between the different types of spider webs. How are they the same? How are they different? How do they help spiders? How do they help other animals?
Page 28 - This page explains that spiders can be helpful. How do you think spiders can be helpful? How does paying attention to this part of the book help you as a reader?

Time to Reflect
When you read nonfiction, think about the important events, characters, and information in books. 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.
Think - What type of information did you use when you retold and summarized **Spiders**? 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 **Spiders**. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Spiders**. (Remember to include examples from the book!)

@BookPagez.com

Asking Questions

Spiders
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Determining Importance

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
✓ Write down the important events
✓ Write down the important events
✓ Write down the important events
✓ Write down the important events

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know when you're confused

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 6 - This page explains that spiders use their fangs and venom to kill and eat prey. Make a **head-to-tail** connection. What are some other groups that have fangs? How do these groups use their fangs? How does making this connection help you understand the text?
Pages 14 to 17 - Create some connections between the different types of spider webs. How are they the same? How are they different? How do they help spiders? How do they help other animals?
Page 28 - This page explains that spiders can be helpful. How do you think spiders can be helpful? How does paying attention to this part of the book help you as a reader?

Time to Reflect
When you read nonfiction, think about the important events, characters, and information in books. 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.
Think - What type of information did you use when you retold and summarized **Spiders**? 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 **Spiders**. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Spiders**. (Remember to include examples from the book!)

@BookPagez.com

Determining Importance

Answer Key for Retelling and Summarizing with Spiders

Your Turn to Practice Retelling and Summarizing with Spiders

Page 7: Where are some places that spiders can live?
Pages 8 to 9: Look at the different pictures of spiders on these pages to make a connection. How are these spiders the same?

Answer Key for Making Connections with Spiders

Your Turn to Practice Making Connections with Spiders

Pages 6 to 7: Look at the different pictures of spiders on these pages to make a connection. How are these spiders the same?

Answer Key for Visualizing with Spiders

Your Turn to Practice Visualizing with Spiders

Page 6: Do the photographs of spiders on this page match with why you read?

Answer Key for Determining Importance with Spiders

Your Turn to Practice Determining Importance with Spiders

Page 6 to 7: Write down the important events from these pages. How are they the same? How are they different?

Answer Key for Asking Questions with Spiders

Your Turn to Practice Asking Questions with Spiders

Page 10: This page explains that spiders use their fangs and venom to kill and eat prey. Make a **head-to-tail** connection. What are some other groups that have fangs? How do these groups use their fangs? How does making this connection help you understand the text?

@BookPagez.com

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Spiders: Asking Questions

What is one question you still have about spiders? Can you think of a place you could look to find the answer to your question? How will finding the answer to your question help you?

I can ask and answer questions about key details in a text. CCSS: RI.1.1

Spiders: Asking Questions

What is one question you still have about spiders? Can you think of a place you could look to find the answer to your question? How will finding the answer to your question help you?

I can ask and answer questions about key details in a text. CCSS: RI.1.1

Spiders: Asking Questions

What is one question you still have about spiders? Can you think of a place you could look to find the answer to your question? How will finding the answer to your question help you?

I can ask and answer questions about key details in a text. CCSS: RI.1.1

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

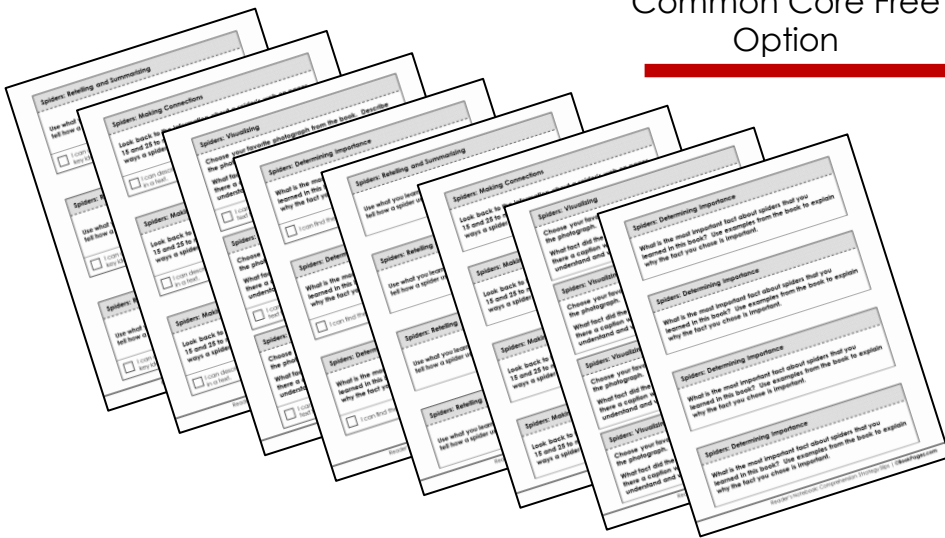
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Retelling and Summarizing

Title: _____

What is the topic of your book?

Circle the nonfiction text features you see in your book.

Photographs Glossary Index

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

Text	Next
Then	Last

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy-Graphic Organizer | @BookPagez.com

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-World

Draw a picture of your connection in the box below:

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy-Graphic Organizer | @BookPagez.com

Visualizing

Title: _____

What page did you use to practice visualizing?

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

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

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

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy-Graphic Organizer | @BookPagez.com

Determining Importance

Title: _____

What is the most important fact about spiders that you learned to be a book? Use examples from the book to explain why the fact you chose is important.

List three important facts you learned about the topic of your book.

- _____
- _____
- _____

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy-Graphic Organizer | @BookPagez.com

Asking Questions

Title: _____

What is one question you have about the information in your book?

Write the question below in the Thoughtful Reader's Notebook.

Question	Answer

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy-Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Making Connections

Visualizing

Determining Importance

Asking Questions

Vocabulary Connections Resources

Vocabulary Connections
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Spiders

Important Words to Know and Understand in Spiders

Abdomen
The rear part of a spider's body where silk is produced

Egg sac
A silk pouch that protects and holds spider eggs

Fang
A biting mouthpart of a spider or a long, sharp tooth in other animals

Head
A front part of a spider's body that includes its eyes and mouthparts

Legs
All spiders have 8 legs which they use to move around

Prey
An animal that is hunted or killed by another animal for food

Silk
The strong, light, and stretchy thread that is produced by a spider

Spiderling
A baby spider

Venom
A poison produced by an animal such as a spider that kills its prey or keeps it from moving







Web
A net made from silk threads woven together by a spider

Vocabulary Word List | @BookPages.com

Important Words to Know and Understand in Spiders Word List

Vocabulary Connections
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Spiders

Abdomen	Egg sac	Fang
		
Head	Legs	Prey
		

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Spiders

Abdomen	Egg sac	Fang
The rear part of a spider's body where silk is produced	A silk pouch that protects and holds spider eggs	A biting mouthpart of a spider or a long, sharp tooth in other animals
Head	Legs	Prey
A front part of a spider's body that includes its eyes and mouthparts	All spiders have 8 legs which they use to move around	An animal that is hunted or killed by another animal for food

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Spiders

Abdomen is a/an noun verb adverb adjective	Egg sac is a/an noun verb adverb adjective	Fang is a/an noun verb adverb adjective
Definition of Abdomen :	Definition of Egg sac :	Definition of Fang :
Abdomen looks like this:	Egg sac looks like this:	Fang looks like this:
Abdomen reminds me of:	Egg sac reminds me of:	Fang reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPages.com

Word Games with Words from Spiders

Directions: Choose your favorite word from the word bank. Practice writing the word on the lines below.

Word Bank: Fang, Head, Legs, Prey, Silk, Web

Directions: Write the first letter of the spider's body parts below.

ilk _____
ead _____
egs _____
ilk _____
Legs _____

Name: _____

Answer Key | @BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Spiders
By Laura Marsh

A new word that I learned in this book is: _____
It means: _____
I saw it in: _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Word Extension Activities

Vocabulary Connections
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Spiders

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 _____

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Directions:

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

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

Independent Word Exploration | @BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Spiders
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Word Work

Instructional Focus:
Long Vowel Digraphs (ai, ea, ee, ay)

Background:
When a word includes two consecutive vowels, most of the time the first vowel only will be pronounced and the sound is long.

Spiders
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Long Vowel Digraphs

- Direct students' attention to the anchor chart.
- Read to students the sentence on the chart: "When two vowels go walking, the first one does the talking and says its name."
- Explain that this means that many words are built by using two vowels right next to each other. We call these two vowels a vowel team. When this happens, the rule is that we use the name of the first vowel and it will be a long sound.
- On the chart, write "paid" under the ai heading, "read" under the ea heading, "seed" under the ee heading, and "say" under the ay heading.
- Discuss each example and practice reading each word as a class. Underline the vowel team and circle the first vowel as you discuss each word to emphasize the way it is pronounced.
- Have students turn and talk to a partner and brainstorm more examples of each heading. Write them under the correct heading of the chart as you discuss.

Step 2: Connect Word Work to Reading

Long Vowel Digraphs in the Text

- Explain to students that the book they are reading today will have many examples of these long vowel digraphs.
- Show students page 5 of *Spiders*.
- Draw students' attention to the words *creepy* and *people*.
- Ask students to identify the long vowel digraph in each word. Discuss the long vowel sound each word makes.
- Tell the students to listen carefully for these words and look at the page while you read. Ask students to give a thumbs up when they hear one of these words. As students respond, you can add the words to the chart.
- Pass out one sticky note to each student. Explain that they are going to listen as you read the entire book, and when they hear or see one of the digraphs they learned, they should write it on the sticky note (one example per student).
- After reading the book, have students place their sticky notes on the chart under the correct heading. Discuss the examples they heard and saw. Move any sticky notes with words that may have been classified incorrectly.

Examples of Long Vowel Digraphs Found in the Text:

• afraid	• green	• each	• feels
• creepy	• main	• leath	• bird eater
• rain	• meal-eaters	• see	• keep
• beaches	• eat	• need	• leaf
			• hoary

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

Spiders
By: Laura Marsh
Grade Level: 1 / Guided Reading Level: 1

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that they are now going to practice what they've learned about long vowel pairs by playing a game called "Spider's Web."
- Divide students into pairs.
- Give each pair of students a *Spider's Web Page* and a set of *Digraph Files*.
- Students should turn the files upside down on their desk.
- Then students can each take a turn picking a fly from the pile and reading the long vowel digraph word. Once the word has been read correctly, the student can place the fly on the spider web near the matching vowel digraph (vowel team).

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the *Spider's Silk Practice Page*.
- Read the directions with the class.
- Allow students to complete the page individually, monitoring students while 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 **long vowel digraphs** 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

Spider's Web Interactive Activity

Directions: Choose a digraph. Read the word on the fly out loud. Point to the vowel team then place the fly on the web next to its vowel team.

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

Independent Practice Page

Spider's Silk Word Work Practice Page

Directions: Draw a line of spider silk to match each word to its correct spider. Then, think of your own examples, write them at the bottom, and draw a silk line to match them.

- Treat
- Weed
- Okay
- Pain
- Seem
- Chain
- Play
- Seat
- Your Examples:
-
-

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

Extension Activity

Word Detective: Long Vowel Digraphs
Extension Activity

Directions: Be a word detective! Be on the lookout for **long vowel digraphs** 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: Spiders		Guided Reading Text Level: I		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	SC
		MSV		MSV	
4	It's a Spider!				
5	What has eight legs, fangs, and hair all over? Is it a monster? No, it's a spider! Some of us are afraid of creepy-crawly spiders. But most spiders can't hurt people.				
6	Spiders. Spiders. Everywhere!				
7	Spiders live in deserts and rain forests.				
Tested By: _____ @BookPagez.com					

Running Record Assessment

Spiders CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about Spiders to answer each of the following questions.		
1. According to the book, spiders can live many places. What is one place that the book does NOT mention?		
<input type="radio"/> A Deserts <input type="radio"/> B Mountains <input type="radio"/> C Beaches <input type="radio"/> D Under Water		
2. What is the main topic of this book?		
<input type="radio"/> A Insects <input type="radio"/> B Spiders <input type="radio"/> C Animals <input type="radio"/> D Eggs		
3. What material does a spider use to make a web?		
<input type="radio"/> A Silk <input type="radio"/> B Fangs <input type="radio"/> C Abdomen <input type="radio"/> D Venom		
4. In the book, we hear the vocabulary word "abdomen." Which of these other words may mean the same thing as "abdomen"?		
<input type="radio"/> A Bee <input type="radio"/> B Insect <input type="radio"/> C Spider <input type="radio"/> D Venom		
5. Which text feature of the book tells us more about the pictures? (RI.1.5)		
<input type="radio"/> A Caption <input type="radio"/> B Table of Contents <input type="radio"/> C Glossary <input type="radio"/> D Heading		
6. If you wanted to learn what a spider looks like, what would be the BEST part of the book to study? (RI.1.6)		
<input type="radio"/> A the words <input type="radio"/> B the heading <input type="radio"/> C The Table of Contents <input checked="" type="radio"/> D the pictures		
7. Why do you think the creator of the book included pictures of many types of spiders? (RI.1.7)		
<input checked="" type="radio"/> A The pictures help us see that there are many different types of spider in the world. <input type="radio"/> B The pictures show that all spiders eat the same food. <input type="radio"/> C The pictures show that all spiders are the same color. <input type="radio"/> D The pictures show that all spiders are the same size.		
8. What evidence does the author give to prove that spiders are helpful? (RI.1.8)		
<input type="radio"/> A Spiders are friendly and never bite humans. <input type="radio"/> B Spiders can cure sickness. <input checked="" type="radio"/> C Spiders make silk and eat biting bugs. <input type="radio"/> D Spiders make great pets.		
9. How are all of the pictures of spiders in the book the same? (RI.1.9)		
<input type="radio"/> A All of the spiders are black. <input type="radio"/> B All of the spiders live in mountains. <input type="radio"/> C All of the spiders eat other spiders. <input checked="" type="radio"/> D All of the spiders have 8 legs, a head, and an abdomen.		
CCSS Assessment 1 st Grade Reading Standards for Information BookPagez.com		

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

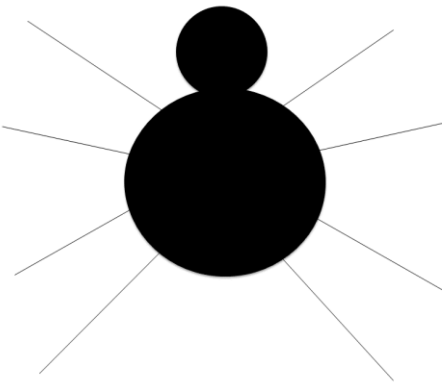
Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
We learned in our book that all spiders have 8 legs. Complete the spider by writing one fact about spiders on each of its 8 legs.

Spider Facts



Extension Activity | @BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Spiders Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Spiders correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.1 - Ask and answer questions about key details in a text.</p> <p>RI.2 - Identify the main topic and relevant details of a text.</p> <p>RI.3 - Describe the connection between two individuals, events, ideas, or places of information in a text.</p> <p>RI.4 - Know and use various text features (headings, tables of contents, glosses, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.5 - Compare and contrast information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.7 - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.8 - Identify the reasons an author gives to support particular facts in a text.</p> <p>RI.10 - With prompting and support, read informational text appropriately complex for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Spiders CCSS Alignment @BookPage.com</p>

Common Core State Standards Correlation
<p>Spiders Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Spiders correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Visualizing Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.1 - Ask and answer questions about key details in a text.</p> <p>RI.2 - Identify the main topic and relevant details of a text.</p> <p>RI.3 - Describe the connection between two individuals, events, ideas, or places of information in a text.</p> <p>RI.4 - Know and use various text features (headings, tables of contents, glosses, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.5 - Compare and contrast information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.7 - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.8 - Identify the reasons an author gives to support particular facts in a text.</p> <p>RI.10 - With prompting and support, read informational text appropriately complex for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Spiders CCSS Alignment @BookPage.com</p>

Common Core State Standards Correlation
<p>Spiders Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Spiders correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Visualizing Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.1 - Ask and answer questions about key details in a text.</p> <p>RI.2 - Identify the main topic and relevant details of a text.</p> <p>RI.3 - Describe the connection between two individuals, events, ideas, or places of information in a text.</p> <p>RI.4 - Know and use various text features (headings, tables of contents, glosses, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.5 - Compare and contrast information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.7 - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.8 - Identify the reasons an author gives to support particular facts in a text.</p> <p>RI.10 - With prompting and support, read informational text appropriately complex for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Spiders CCSS Alignment @BookPage.com</p>

Common Core State Standards Correlation
<p>Spiders Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Spiders correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Impartance Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.1 - Ask and answer questions about key details in a text.</p> <p>RI.2 - Identify the main topic and relevant details of a text.</p> <p>RI.3 - Describe the connection between two individuals, events, ideas, or places of information in a text.</p> <p>RI.4 - Know and use various text features (headings, tables of contents, glosses, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.5 - Compare and contrast information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.7 - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.8 - Identify the reasons an author gives to support particular facts in a text.</p> <p>RI.10 - With prompting and support, read informational text appropriately complex for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Spiders CCSS Alignment @BookPage.com</p>

Common Core State Standards Correlation
<p>Spiders Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Spiders correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Asking Questions Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.1 - Ask and answer questions about key details in the text.</p> <p>RI.2 - Identify the main topic and relevant details of a text.</p> <p>RI.3 - Describe the connection between two individuals, events, ideas, or places of information in a text.</p> <p>RI.4 - Know and use various text features (headings, tables of contents, glosses, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.5 - Compare and contrast information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.7 - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.8 - Identify the reasons an author gives to support particular facts in a text.</p> <p>RI.10 - With prompting and support, read informational text appropriately complex for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Spiders CCSS Alignment @BookPage.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Spiders Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Spiders correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Spiders CCSS Alignment @BookPage.com</p>

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>Spiders Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Spiders correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.1.3 - Show and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 - Blend and segment onsets, including key details, and demonstrate understanding of their central message or action.</p> <p>Spiders CCSS Alignment @BookPage.com</p>

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Spiders Super Pack

5 Comprehension Strategy Practice Pages

Asking Questions Practice Page

Tu turno para practicar: Hacer preguntas con Spiders (Arañas)

Página 3:
Esta página nos muestra una función de texto llamada Tabla de contenido, que nos muestra los diferentes capítulos del libro. ¿Qué preguntas tienes después de leer los temas del capítulo?

Páginas 8 a 9:
Podemos leer estas páginas para aprender más sobre el cuerpo de una araña. ¿Qué preguntas tienes todavía sobre el cuerpo de una araña?

Páginas 10 a 11:
Esta página nos dice todo acerca de los diferentes animales que una araña puede comer. ¿Qué preguntas tienes después de leer esta página?

¿Cómo te ayuda esta pregunta como lector?

Nombre: _____ @BookPagez.com

Page by Page Guided Questions

Answer Key

Hacer preguntas con Spiders (Arañas)

Páginas 14 a 17:
Mira los ejemplos de telarañas en esta página. ¿Qué preguntas tienes todavía sobre las telarañas?
Las respuestas varían. Podrían incluir: Me pregunto qué tipo de telaraña tarda más en construirse.

¿Dónde podrías encontrar una respuesta a tu pregunta?
Las respuestas varían. Podrían incluir: Puedo encontrar la respuesta a mi pregunta preguntando a Google.

Páginas 20 a 23:
Podemos ver ejemplos de arañas de todo el mundo en estas páginas. ¿Qué araña te preguntas más?
Las respuestas varían. Podrían incluir: Me pregunto sobre la araña de corteza de Darwin.

¿Qué preguntas tienes sobre esa araña?
Las respuestas varían. Podrían incluir: Me pregunto cuánto tiempo le tomará a la araña tejer una tela que es tan grande como dos autobuses humanos.

Nombre: _____ Answer Key | @BookPagez.com

Sample answers written in Spanish

Volver a contar y resumir con Spiders (Arañas)

Página 7:
¿Dónde está el lugar?
Las arañas lloran, y lloran en un lugar!

Páginas 8 a 9:
Mira las etiquetas compartiendo arañas?
Todas las arañas comparten.

Páginas 10 a 11:
¿Qué aprendiste sobre la forma de las arañas?
Las arañas tienen ocho patas y un abdomen.

Páginas 12 a 13:
¿Qué aprendiste sobre la forma de las arañas?
Las arañas tienen ocho patas y un abdomen.

Nombre: _____

Tu turno para practicar: Volver a contar y resumir con Spiders (Arañas)

Página 7:
¿Dónde están algunos lugares?
Las arañas lloran, y lloran en un lugar!

Páginas 8 a 9:
Mira las etiquetas en página 9 y comparte todas las arañas. ¿Qué aprendiste sobre la forma de las arañas?
Las arañas tienen ocho patas y un abdomen.

Páginas 10 a 13:
¿Qué aprendiste sobre la forma de las arañas?
Las arañas tienen ocho patas y un abdomen.

Nombre: _____

Hacer conexiones con Spiders (Arañas)

Páginas 6 a 7:
Mira las etiquetas y comparte todas las arañas. ¿Qué aprendiste sobre la forma de las arañas?
Las arañas tienen ocho patas y un abdomen.

Página 12:
Esta página explica que las arañas usan sus colmillos y veneno para matar a sus presas. Haz una conexión **texto al mundo**. ¿Cuáles son algunos animales que tienen colmillos?
Los felinos usan sus colmillos para matar a sus presas.

¿Cómo usan esos animales sus colmillos?
Los felinos usan sus colmillos para matar a sus presas.

¿Cómo te ayuda esta conexión como lector?
Me ayuda a entender cómo los felinos usan sus colmillos para matar a sus presas.

Nombre: _____

Making Connections

Visualizar con Spiders (Arañas)

Páginas 6 a 7:
Visualiza el abdomen de la araña. ¿Qué partes del abdomen de la araña ves?
Las arañas tienen un abdomen con un líquido dentro.

Página 12:
Visualiza el líquido de la araña. ¿Qué partes del líquido de la araña ves?
Las arañas tienen un líquido dentro de su abdomen.

Páginas 16 a 17:
Visualiza el caso de la araña. ¿Qué partes del caso de la araña ves?
Las arañas tienen un caso de su cuerpo.

Nombre: _____

Visualizing

Tu turno para practicar: Visualizar con Spiders (Arañas)

Páginas 24 a 25:
Visualiza la forma en que una madre araña ayuda a sus crías a visualizar esto?
Las arañas tienen un abdomen con un líquido dentro.

Páginas 30 a 31:
Mira las imágenes de "cosas de araña" de cerca. ¿Qué partes de las cosas de araña ves?
Las arañas tienen un abdomen con un líquido dentro.

Nombre: _____

Determinar la importancia con Spiders (Arañas)

Página 8:
Hay un título sobre el cuerpo de una araña. ¿Qué parte del cuerpo de una araña crees que es la más importante?
Las arañas tienen un abdomen con un líquido dentro.

Páginas 14 a 15:
Estas páginas nos dicen que las arañas tienen mala vista. ¿Qué parte importante del cuerpo usan para comer?
Las arañas tienen un abdomen con un líquido dentro.

Página 18:
Esta página nos dice que la seda de una araña es tan importante para las arañas. Da al menos dos ejemplos del texto.
Las arañas tienen un abdomen con un líquido dentro.

Nombre: _____

Determining Importance

Retelling and Summarizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement in
Spanish

Spiders (Arañas): Hacer preguntas

¿Cuál es una pregunta que todavía tienes sobre las arañas?
¿Puedes pensar en un lugar donde puedas buscar la respuesta a tu pregunta? ¿Cómo te ayudará encontrar la respuesta a tu pregunta?

Puedo hacer y responder preguntas sobre detalles cruciales en un texto. CCSS: RI.1.1

Spiders (Arañas): Hacer preguntas

¿Cuál es una pregunta que todavía tienes sobre las arañas?
¿Puedes pensar en un lugar donde puedas buscar la respuesta a tu pregunta? ¿Cómo te ayudará encontrar la respuesta a tu pregunta?

Puedo hacer y responder preguntas sobre detalles cruciales en un texto. CCSS: RI.1.1

Spiders (Arañas): Hacer preguntas

¿Cuál es una pregunta que todavía tienes sobre las arañas?
¿Puedes pensar en un lugar donde puedas buscar la respuesta a tu pregunta? ¿Cómo te ayudará encontrar la respuesta a tu pregunta?

Puedo hacer y responder preguntas sobre detalles cruciales en un texto. CCSS: RI.1.1

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

Common Core Free
Option

Spiders (Arañas): Hacer preguntas

¿Cuál es una pregunta que todavía tienes sobre las arañas?
¿Puedes pensar en un lugar donde puedas buscar la respuesta a tu pregunta? ¿Cómo te ayudará encontrar la respuesta a tu pregunta?

Spiders (Arañas): Hacer preguntas

¿Cuál es una pregunta que todavía tienes sobre las arañas?
¿Puedes pensar en un lugar donde puedas buscar la respuesta a tu pregunta? ¿Cómo te ayudará encontrar la respuesta a tu pregunta?

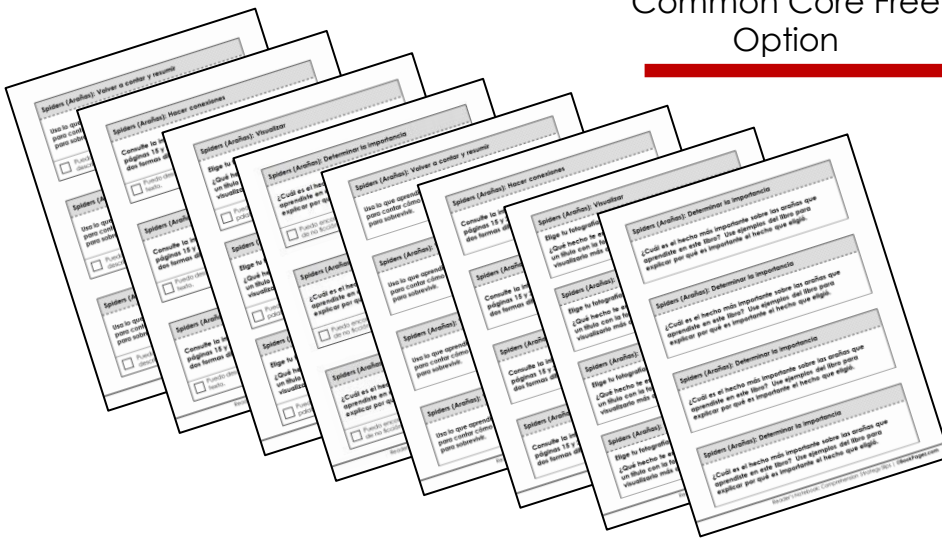
Spiders (Arañas): Hacer preguntas

¿Cuál es una pregunta que todavía tienes sobre las arañas?
¿Puedes pensar en un lugar donde puedas buscar la respuesta a tu pregunta? ¿Cómo te ayudará encontrar la respuesta a tu pregunta?

Spiders (Arañas): Hacer preguntas

¿Cuál es una pregunta que todavía tienes sobre las arañas?
¿Puedes pensar en un lugar donde puedas buscar la respuesta a tu pregunta? ¿Cómo te ayudará encontrar la respuesta a tu pregunta?

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



Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Volver a contar y resumir
Título: _____

¿Cuál es el tema de tu libro?

Encierra en un círculo la característica de no ficción del texto que ves en tu libro.

Fantografía Ciencia Ficción

Volver a contar y resumir
Título: _____

¿De qué es este libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración para cada cuadro abajo.

Primero	Luego
Después	Entonces

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Retelling and
Summarizing

Hacer conexiones
Título: _____

Encierra en un círculo la característica de no ficción del texto que ves en tu libro.

Fantografía Ciencia Ficción

Nombre una característica del texto que te ayude.

Hacer conexiones
Título: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de tu conexión abajo.

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making
Connections

Visualizar
Título: _____

Encierra en un círculo la característica de texto en tu libro.

1. _____
2. _____
3. _____

Visualizar
Título: _____

¿Qué página usaste para practicar o visualizar?

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

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

Comparte tu dibujo con alguien. Asígnale de haber dibujado todas las palabras que te ayudaron a visualizar.

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Visualizing

Determinar la importancia
Título: _____

¿Cuál es el tema de tu libro?

Enumera los datos importantes que aprendiste sobre el tema de tu libro.

1. _____
2. _____
3. _____

Determinar la importancia
Título: _____

¿Qué página usaste para practicar o visualizar?

Piensa en el libro. Escribe toda la información importante en tu burbujita de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1	
#2	
#3	

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Determining
Importance

Hacer preguntas
Título: _____

¿Cuál es una pregunta que tiene sobre la información en tu libro?

Muñitos para empacar una oración

¿Cómo puede...?	¿Cómo puede...?
Me confundió cuando...	No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Asking
Questions

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Aprendimos en nuestro libro que todas las arañas tienen 8 patas. Complete la araña escribiendo un hecho sobre las arañas en cada una de sus 8 patas.

Datos de la araña

