

Here's What You'll Get in the St. Patrick's Day Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Understanding Text Structure Lesson Plan

Understanding Text Structure
St. Patrick's Day
By: Gail Gibbons
Grade Level: 3 / Guided Reading Level: C

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 what to do

Summary
St. Patrick's Day is a nonfiction book about the history behind the popular holiday. Saint Patrick was a kind man who worked hard to bring schools and churches to the Irish people. He is celebrated every year because of his generosity to the Irish people. The book describes the different celebrations and symbols that are part of St. Patrick's day. At the end of the book, the author tells various legends about St. Patrick. One in particular, is about his supernatural powers and the way he used them to help the Irish people.

Link to What You Know
How do you celebrate St. Patrick's Day?
What is St. Patrick's Day about?

Important Words to Know and Understand
Celebrated - Known and praised by many people
Falton Saint - A saint who is believed to protect a particular place or type of person

Why Readers Notice Text Structure While Reading
Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:
Description - when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does
Sequence - when information is given in chronological order (first, next, then, last / morning, afternoon, night)
Problem and Solution - when a problem is explained and a solution is discovered
Compare and Contrast - when an author writes about the ways two or more people, places, or things are alike and different
Cause and Effect - when the author explains why something happened (cause) and what happened (effect)

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Guided Reading Level

Activate Prior Knowledge

Understanding Text Structure Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Understanding Text Structure
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3
Understand Text Structure While Reading
Notice the words an author uses - does the author describe things or explain events?
Look at the pictures.
Give you clues about text structure

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

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Pages 5 to 6 - On these pages the author is using cause and effect. Why did Saint Patrick go to Ireland? What did he want to do after he escaped?
Page 10 - The author uses dates to mark important events in Saint Patrick's life. What text structure is this an example of? What happens in the beginning, middle, and end of his life?
Page 13 - On this page the author is using description to tell about events during Saint Patrick's Day. How are these events described?
Pages 21 to 22 - The author compares and contrasts how Saint Patrick's Day is celebrated on these pages. How are they similar and different?
Page 26 - How does the author describe this holiday?

Time to Reflect
Think - How did the different text structures help you to better understand St. Patrick's Day? Why do you think authors use more than one text structure when they tell real people, places, and events?
Talk - Tell your reading partner about a place where you noticed a sequence text structure. Explain how you knew the author was using sequencing.
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading St. Patrick's Day. (Remember to include examples from the book!)

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1 Get Ready to Read
3 Ask Questions While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Asking Questions
Read about St. Patrick's Day. Think about the questions that you have while you read. Write down the questions you ask. Use the questions you ask to help you understand the text better.

Time to Reflect
Think about the work you did while reading. Write about the work you did while reading. Use the work you did to help you understand the text better.

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1 Get Ready to Read
3 Make Connections While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Making Connections
Read about St. Patrick's Day. Think about the connections you make while you read. Write down the connections you make. Use the connections you make to help you understand the text better.

Time to Reflect
Think about the work you did while reading. Write about the work you did while reading. Use the work you did to help you understand the text better.

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Asking Questions

Making Connections

1 Get Ready to Read
3 Determine Importance While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Determining Importance
Read about St. Patrick's Day. Think about the importance of the text. Write down the importance you find. Use the importance you find to help you understand the text better.

Time to Reflect
Think about the work you did while reading. Write about the work you did while reading. Use the work you did to help you understand the text better.

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Determining Importance

1 Get Ready to Read
3 Synthesize While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Synthesizing
Read about St. Patrick's Day. Think about the information you learn. Write down the information you learn. Use the information you learn to help you understand the text better.

Time to Reflect
Think about the work you did while reading. Write about the work you did while reading. Use the work you did to help you understand the text better.

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Synthesizing

Answer Key for Making Connections with St. Patrick's Day

Your Turn to Practice Making Connections with St. Patrick's Day

Answer Key for Understanding Text Structure with St. Patrick's Day

Your Turn to Practice Understanding Text Structure with St. Patrick's Day

Answer Key for Asking Questions with St. Patrick's Day

Your Turn to Practice Asking Questions with St. Patrick's Day

Answer Key for Determining Importance with St. Patrick's Day

Your Turn to Practice Determining Importance with St. Patrick's Day

Answer Key for Synthesizing with St. Patrick's Day

Your Turn to Practice Synthesizing with St. Patrick's Day

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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

The image shows a stack of lesson plan organizers for 'St. Patrick's Day: Making Connections'. Each organizer includes a strategy prompt, a CCSS-aligned 'I Can' statement, and a free option. The 'I Can' statement is: 'I can read and understand third grade informational texts independently.' The CCSS standard is: 'CCSS: RI.3.10'. The strategy prompt is: 'Explain how this book has given you a better understanding of the world by learning about an important person from Ireland.' The free option is: 'Explain how this book has given you a better understanding of the world by learning about an important person from Ireland.'

5 Comprehension Strategy Graphic Organizers

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text to Self Text to Text Text to World

Draw a picture of your connection in the box below.

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

Making Connections

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

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

Determining Importance

Asking Questions

Title: _____

Question Sentence Starters

I wonder... Why didn't... How does...
 I am confused... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer

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

Asking Questions

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure helped me
Figure		
Figure		
Figure		
Figure		

Text Structures You Might See While Reading:
 Description Sequence Cause and Effect
 Compare and Contrast Problem and Solution

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

Understanding Text Structure

Synthesizing

Title: _____

As I read I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
Because...	Because...	Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
Because...	Because...	Because...

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

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections
St. Patrick's Day
By: Gail Gibbons
Grade Level: 3 / Guided Reading Level: O

Important Words to Know and Understand in "St. Patrick's Day"

Captors
Someone who has captured a person and is keeping that person as a prisoner

Celebrated
Known and praised by many people

Decoration
Something that is added to something else to make it more attractive

Fertile
Producing many plants or crops; able to support the growth of many plants

Legend
A story from the past that is believed by many people but cannot be proved to be true

Patron Saint
A saint who is believed to protect a particular place or type of person

Priest
A person who has the authority to lead or perform ceremonies in some religions and especially in some Christian religions

Religion
An organized system of beliefs, ceremonies, and rules used to worship a god or a group of gods

Shamrock
A small plant with three leaves on each stem that is the national symbol of Ireland

Symbol
An action, object, event, etc., that expresses or represents a particular idea or quality

Vocabulary Word (s) | ©BookPages.com

Important Words to Know and Understand in St. Patrick's Day Word List

Vocabulary Connections
St. Patrick's Day
By: Gail Gibbons
Grade Level: 3 / Guided Reading Level: O

Captors **Celebrated** **Decoration**

Fertile **Legend** **Patron Saint**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
St. Patrick's Day
By: Gail Gibbons
Grade Level: 3 / Guided Reading Level: O

Captors **Celebrated** **Decoration**

Fertile **Legend** **Patron Saint**

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
St. Patrick's Day
By: Gail Gibbons
Grade Level: 3 / Guided Reading Level: O

Fertile is a/an
noun verb
adverb adjective
Definition of Fertile:

Legend is a/an
noun verb
adverb adjective
Definition of Legend:

Patron Saint is a/an
noun verb
adverb adjective
Definition of Patron Saint:

Fertile looks like this:

Legend looks like this:

Patron Saint looks like this:

Fertile reminds me of:

Legend reminds me of:

Patron Saint reminds me of:

I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from St. Patrick's Day

Directions:
Read each clue below then choose a word from the Word Bank that matches the clue. Write the letters of the word in the boxes provided. Then use the numbered letters to decode the hidden message.

Word Bank
religion priest symbol captors
celebrated decoration fertile legend

1. a minister in a church

2. accessory or ornament

3. another word for captures

4. system of beliefs

5. able to produce many plants

6. a representation of a particular idea

Hidden message: **H _ _ _ _ _ K**

Answer Key
St. Patrick's Day

1. priest
2. decoration
3. captors
4. religion
5. fertile
6. symbol

Hidden message: **SHAMROCK**

Name: _____ ©BookPages.com

Word Games and Answer Key

Vocabulary Connections
St. Patrick's Day
By: Gail Gibbons
Grade Level: 3 / Guided Reading Level: O

St. Patrick's Day
By Gail Gibbons

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

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

Personalized Vocabulary Bookmark

Vocabulary Connections
Name: _____

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:
1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. 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

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
St. Patrick's Day
By: Gail Gibbons
Grade Level: 3 / Guided Reading Level: O

Instructional Focus:
Suffix -tion and -sion

Background:
Many verbs can be turned into nouns by adding one of these suffixes make the /shun/ sound when they are added.

Examples:

action	location	direction	creation
invitation	subtraction	vacation	addition
education	reaction		

Materials and Preparation:

- A Copy of *St. Patrick's Day* by Gail Gibbons
- Chart paper
- Sticky notes
- Scissors
- Find the Root Word Worksheet (1 per student)
- Add the Suffix -tion or -sion Practice Page (1 per student)
- Optional - Word Detective (1 per student)

Word Work
St. Patrick's Day
By: Gail Gibbons
Grade Level: 3 / Guided Reading Level: O

Step 1: Introduce the Focus of Word Work

Introduce Suffix -tion and -sion

- Prepare an anchor chart with the headings -tion and -sion.
- Draw students' attention to the chart.
- Write "collection" and "expression" on the chart.
- Ask the students, "What sound do these words have in common?"
 - They both make the /shun/ sound.
- Ask the students which letters in each word make the /shun/ sound and underline them.
 - Collection -tion
 - Expression -sion
- Explain that when -tion or -sion are added to a word then it changes the word from a verb to a noun.
- Ask students to identify the root word (verb) of collection. Collect is the root word and when it becomes "collection" then it is a thing (noun). Repeat with the word expression.
- Make two columns on the chart and invite students to share words that end with the /shun/ sound.

Sample Anchor Chart

-tion	-sion
collection	expression
action	discussion
direction	decision
invitation	invasion
vacation	confusion

Step 2: Connect Word Work to Reading

Suffix -tion and -sion in the Text

- Explain to the students that there are a few examples of words ending with the /shun/ sound in the book *St. Patrick's Day*.
- Read page 13 and ask students to share which /shun/ word they heard (decorations).
- You may choose to reread the entire book or just pages 19 and 26. Explain to the students that you will read all or a few pages and ask them to raise their hand if they hear a word with the /shun/ ending sound.

Examples of the Instructional Focus

- Decorations
- Celebration
- Camation

Extend Engagement

- For students, provide each pair with a sticky note with one of the following words printed on it: act, react, affect, collect, subtract, extract, select, protect, create, educate, separate, include, generate, complicate, navigate, precipitate.
- Ask students to write the word with the suffix -tion and read it to each other.
- Ask students to share their word with the class. Discuss what happens when the suffix is added to a word ending in the letter "t".

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

Word Work
St. Patrick's Day
By: Gail Gibbons
Grade Level: 3 / Guided Reading Level: O

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out a *Find the Root Word* worksheet to each student.
- Explain that they will be looking for the root word in each word given.
- Explain that many words will be easy to determine, but there are some tricky words. Most words ending with -tion have a root word that ends with t or te. However, the words ending in -sion may end with a letter s and se, but the tricky words will have root words that end with a de.
- As a class, review the first three words and identify the root words together.
- Allow students to work with a partner to identify the root words of the remaining words.
- Review the answers as a whole class and review the rules for each of the words follow.

Step 4: Independent Word Work Practice

Practice Page

- Distribute *Add the Suffix -tion or -sion* practice page to each student.
- Read the directions to the class.
- Instruct the students to complete the worksheet.
- Monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for suffix -tion and -sion 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

Independent Practice Page

Find the Root Word Interactive Activity

Directions:
Write the root word (verb) next to each noun.

- Rotation _____
- Communication _____
- Conclusion _____
- Revision _____
- Creation _____
- Invasion _____
- Precipitation _____
- Explosion _____
- Division _____
- Imagination _____

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

Extension Activity

Word Detective: Suffix -tion or -sion Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with suffix -tion or -sion 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

Add the Suffix -tion or -sion Word Work Practice Page

Directions:
Add the suffix -tion or -sion to the root word next to the blank in each sentence.

- When the two girls mixed up their backpacks there was a lot of _____ (confuse).
- Rube Goldberg was a scientist that made many _____ (invent).
- Children go to school to get an _____ (educate).
- He had a sad _____ (express) on his face when he dropped his ice cream cone.
- When you get sick, then you most likely have an _____ (infect).
- If you give money to an organization for charity it is called a _____ (donate).
- Most families have a _____ (televise) to watch shows and movies in their spare time.
- It was hard to make a _____ (decide) about which vacation to take.
- The phone had a bad _____ (connect) and they couldn't hear each other.
- She could not stop thinking about soccer and it became her _____ (obsess).

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

Assessments

Running Record					
Title: St. Patrick's Day		Guided Reading Text Level: O		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	M	SV
2	St. Patrick's Day is celebrated each year on March 17 th .				
3	This holiday is celebrated by the Irish and other people in many parts of the world. They honor Saint Patrick, the patron saint of Ireland.				
4	Saint Patrick lived many years ago. He was born in Britain around the year 380 and raised in a Christian family. His parents didn't name him Patrick. Some people believe his name was Maewyn.				
5	While still a boy he was kidnapped and brought to Ireland where he was made a slave. His captors forced him to herd				
Tested By: _____ ©BookPagez.com					

Running Record Assessment

St. Patrick's Day CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>St. Patrick's Day</i> to answer each of the following questions.		
1. What is the main reason St. Patrick's Day is celebrated?		
<input type="radio"/> A We celebrate that day to see how many people will wear green. <input type="radio"/> B It is to honor St. Patrick who was loved by the people of Ireland. <input type="radio"/> C Clovers are a sign that it is springtime. <input type="radio"/> D St. Patrick and the leprechauns made all the snakes disappear from Ireland.		
2. What key detail supports the idea that the people of Ireland loved Bishop Patrick?		
<input type="radio"/> A He knew how to tend sheep. <input type="radio"/> B He was a slave, but came back to Ireland. <input type="radio"/> C He was kind and trustworthy, and often helped people. <input type="radio"/> D His real name was probably Maewyn.		
3. What was the result of St. Patrick receiving a shamrock?		
<input type="radio"/> A People wear green and use shamrock. <input type="radio"/> B For some, it is a special day at church. <input type="radio"/> C There are parades and parties. <input type="radio"/> D All of the above answers.		
4. Based on the text, what is a "sprig of shillelagh"?		
<input type="radio"/> A A short, oak club from the Shillelagh. <input type="radio"/> B A four-leaf clover from Shillelagh. <input type="radio"/> C The old Irish word for Leprechaun. <input type="radio"/> D A special Irish jig performed in Ireland.		
5. If you wanted to know more about the history of St. Patrick's Day, which keywords would NOT help you find more information during an online search? (RI.3.5)		
<input type="radio"/> A patron saint of Ireland <input type="radio"/> B legends of St. Patrick <input checked="" type="radio"/> C history of the harp <input type="radio"/> D Irish holidays		
6. Why does the author include facts and legends about St. Patrick? (RI.3.6)		
<input type="radio"/> A She believes St. Patrick was a magical person. <input type="radio"/> B She doesn't know what to believe about St. Patrick. <input type="radio"/> C All of it happened, so she wants you to know the truth. <input checked="" type="radio"/> D She wants you to see the difference between real and possibly made-up information.		
7. Where and when did the real Bishop Patrick live? (RI.3.7)		
<input checked="" type="radio"/> A He lived in Britain, France, and Ireland in the years 380-461. <input type="radio"/> B He grew up in Ireland a long time ago. <input type="radio"/> C March 17 every year <input type="radio"/> D He didn't really live - his story is a legend.		
8. What is the author's message in St. Patrick's Day? (RI.3.8)		
<input type="radio"/> A If you don't wear green, you might get pinched or tickled on St. Patrick's Day. <input checked="" type="radio"/> B St. Patrick lived long ago, and is the reason we celebrate each March 17. <input type="radio"/> C If you catch a leprechaun, you can get his pot of gold! <input type="radio"/> D St. Patrick is a made-up person giving us a reason to have fun on March 17.		
9. What is the difference between the presented facts and the legends at the end of the book? (RI.3.9)		
<input type="radio"/> A The facts have dates, but no one is sure exactly when the legends happened. <input type="radio"/> B The legends have proof, but the facts are just the author's opinion. <input checked="" type="radio"/> C The facts have proof, but the legends are stories that can't be proven. <input type="radio"/> D The facts are much more interesting than the legends.		
CCSS Assessment 3 rd 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:
Write three important details about the history of St. Patrick's Day on the shamrock below. Write one detail in each leaf.



Extension Activity | ©BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>St. Patrick's Day Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "St. Patrick's Day" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Reading Connections Lesson Plan and Resources</p> <p>Reading Informational Text</p> <p>RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers.</p> <p>RI.2 Determine the meaning of general academic and domain-specific words and phrases as they appear in a grade 3 text or subject area.</p> <p>RI.3 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text as a whole, when relevant to the reading and content.</p> <p>RI.10 By the end of the year, read and comprehend literature, including stories and of 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.3.8 Recall information from experiences or gather information from print and digital sources; sort and note on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.9 Explain their own ideas and understanding in the light of the discussion.</p> <p>SL.3.2 Compare 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.3.3 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 conventional, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, throughout, we went looking for them).</p> <p>© St. Patrick's Day CCSS Alignment ©BookPages.com</p>	<p>St. Patrick's Day Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "St. Patrick's Day" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Below Lesson Plan and Resources</p> <p>Reading Informational Text</p> <p>RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers.</p> <p>RI.2 Determine the meaning of general academic and domain-specific words and phrases as they appear in a grade 3 text or subject area.</p> <p>RI.3 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text as a whole, when relevant to the reading and content.</p> <p>RI.10 By the end of the year, read and comprehend literature, including stories and of 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.3.8 Recall information from experiences or gather information from print and digital sources; sort and note on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.9 Explain their own ideas and understanding in the light of the discussion.</p> <p>SL.3.2 Compare 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.3.3 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 conventional, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, throughout, we went looking for them).</p> <p>© St. Patrick's Day CCSS Alignment ©BookPages.com</p>	<p>St. Patrick's Day Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "St. Patrick's Day" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Defining Importance Lesson Plan and Resources</p> <p>Reading Informational Text</p> <p>RI.2 Determine the main idea of a text; account for the key details and explain how they support the main idea.</p> <p>RI.3 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text as a whole, when relevant to the reading and content.</p> <p>RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, of 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.3.8 Recall information from experiences or gather information from print and digital sources; sort and note on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.9 Explain their own ideas and understanding in the light of the discussion.</p> <p>SL.3.2 Compare 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.3.3 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 conventional, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, throughout, we went looking for them).</p> <p>© St. Patrick's Day CCSS Alignment ©BookPages.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>St. Patrick's Day Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "St. Patrick's Day" 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.3.4 Analyze and use accurately grade-appropriate conventional, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, throughout, we went looking for them).</p> <p>© St. Patrick's Day CCSS Alignment ©BookPages.com</p>	<p>St. Patrick's Day Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "St. Patrick's Day" 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>© St. Patrick's Day CCSS Alignment ©BookPages.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for St. Patrick's Day Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para practicar: Hacer conexiones con St. Patrick's Day (Día de San Patricio)

Página 5:
Haz una conexión **texto a tu mismo**. ¿Cuándo es tu cumpleaños y dónde naciste?

Página 8:
San Patricio viajó muchos lugares. Haz una conexión **texto al mundo**. ¿A dónde has viajado?

¿Cómo te ayuda tu conexión como lector?

Página 18:
Haz una conexión **texto a tu mismo**. ¿Cómo has celebrado el día de San Patricio?

¿Es esta una conexión importante? ¿Por qué o por qué no?

Nombre: _____



Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Hacer conexiones con St. Patrick's Day (Día de San Patricio)

Página 5:
Haz una conexión **texto a tu mismo**. ¿Cuándo es tu cumpleaños y dónde naciste?
Las respuestas varían. Podrían incluir: Nació el 15 de marzo de 2011 en Modesto, California.


Página 8:
San Patricio viajó muchos lugares. Haz una conexión **texto al mundo**. ¿A dónde has viajado?
Las respuestas varían. Podrían incluir: He viajado a México y Canadá.

¿Cómo te ayuda tu conexión como lector?
Las respuestas varían.

Página 18:
Haz una conexión **texto a tu mismo**. ¿Cómo has celebrado el día de San Patricio?
Las respuestas varían. Podrían incluir: He celebrado el Día de San Patricio celebrando una fiesta en la escuela con muchas golosinas. También hicimos una trampa de Leprechaun para atrapar un Leprechaun.

¿Es esta una conexión importante? ¿Por qué o por qué no?
Las respuestas varían.

Nombre: _____



Entender la estructura del texto con St. Patrick's Day (Día de San Patricio)

Páginas 5 a 6:
En estas páginas el autor está usando causa y efecto. ¿Qué estructura de texto es este un ejemplo de?

Tu turno para practicar: Entender la estructura del texto con St. Patrick's Day (Día de San Patricio)

Páginas 5 a 6:
En estas páginas el autor está usando causa y efecto. ¿Qué estructura de texto es este un ejemplo de?

¿Qué quería hacer después de escapar?

Página 10:
El autor usa fechas para marcar eventos importantes en la historia de San Patricio. ¿De qué estructura de texto es este un ejemplo de?

¿Qué sucede al principio, a la mitad y al final de su vida?

Nombre: _____

Understanding Text Structure

Hacer preguntas con St. Patrick's Day (Día de San Patricio)


Página 2:
Mira el mapa. ¿Qué te preguntas acerca de dónde es San Patricio?

Página 9:
San Patricio viajó muchos lugares. ¿Qué preguntas tienes sobre por qué viajó?

Página 14:
¿Qué opinas de los duendes?

¿Qué preguntas tienes sobre ellos?

Nombre: _____



Asking Questions

Determinar la importancia con St. Patrick's Day (Día de San Patricio)

Páginas 15 y 16:
¿Qué información te da el texto sobre la vida temprana de San Patricio?

Tu turno para practicar: Determinar la importancia con St. Patrick's Day (Día de San Patricio)

Página 5:
El autor cuenta la vida temprana de San Patricio. ¿Qué has aprendido de esto?

Página 9:
¿Cómo obtuvo San Patricio su nombre?

¿Por qué es importante que San Patricio ayudara a los irlandeses?

¿Cuáles son algunos otros detalles importantes sobre San Patricio?

Página 13:
Nombra 3 detalles importantes que hayas aprendido sobre el Día de San Patricio.

Nombre: _____

Determining Importance

Sintetizar con St. Patrick's Day (Día de San Patricio)


Página 5:
¿Qué hecho interesante aprendiste sobre San Patricio?

Página 8:
¿Qué más has aprendido sobre la vida de San Patricio?

¿Qué quería hacer con el resto de su vida después de escapar?

Página 12:
Has aprendido por qué la gente se pone verde en el Día de San Patricio. Explica por qué las personas se visten de verde para celebrar San Patricio.

Nombre: _____



Synthesizing

Writing About Reading with Optional CCSS Alignment

St. Patrick's Day (Día de San Patricio): Sintetizar

Utilice lo que ha aprendido sobre las tradiciones de San Patricio e Irlanda para planificar la celebración perfecta del Día de San Patricio. Escriba una lista de alimentos, actividades y vestimenta adecuada en su cuaderno (Bonificación: Diseñe una invitación para su fiesta).

Puedo mostrar lo que he aprendido de textos e ilustraciones informativos respondiendo preguntas sobre dónde, cuándo, por qué y cómo.

CCSS: RI.3.7

St. Patrick's Day (Día de San Patricio): Sintetizar

Utilice lo que ha aprendido sobre las tradiciones de San Patricio e Irlanda para planificar la celebración perfecta del Día de San Patricio. Escriba una lista de alimentos, actividades y vestimenta adecuada en su cuaderno (Bonificación: Diseñe una invitación para su fiesta).

Puedo mostrar lo que he aprendido de textos e ilustraciones informativos respondiendo preguntas sobre dónde, cuándo, por qué y cómo.

CCSS: RI.3.7

St. Patrick's Day (Día de San Patricio): Sintetizar

Utilice lo que ha aprendido sobre las tradiciones de San Patricio e Irlanda para planificar la celebración perfecta del Día de San Patricio. Escriba una lista de alimentos, actividades y vestimenta adecuada en su cuaderno (Bonificación: Diseñe una invitación para su fiesta).

Puedo mostrar lo que he aprendido de textos e ilustraciones informativos respondiendo preguntas sobre dónde, cuándo, por qué y cómo.

CCSS: RI.3.7

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

St. Patrick's Day (Día de San Patricio): Sintetizar

Utilice lo que ha aprendido sobre las tradiciones de San Patricio e Irlanda para planificar la celebración perfecta del Día de San Patricio. Escriba una lista de alimentos, actividades y vestimenta adecuada en su cuaderno (Bonificación: Diseñe una invitación para su fiesta).

St. Patrick's Day (Día de San Patricio): Sintetizar

Utilice lo que ha aprendido sobre las tradiciones de San Patricio e Irlanda para planificar la celebración perfecta del Día de San Patricio. Escriba una lista de alimentos, actividades y vestimenta adecuada en su cuaderno (Bonificación: Diseñe una invitación para su fiesta).

St. Patrick's Day (Día de San Patricio): Sintetizar

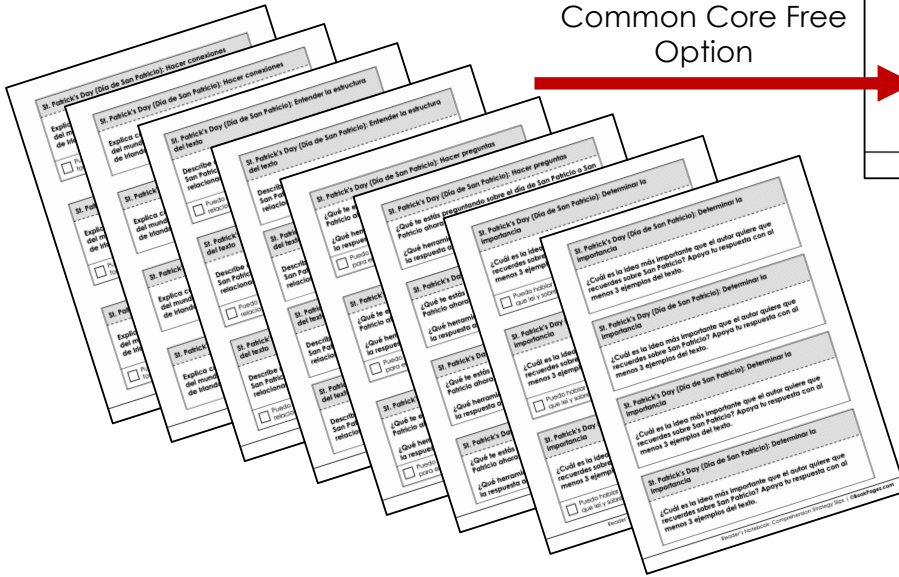
Utilice lo que ha aprendido sobre las tradiciones de San Patricio e Irlanda para planificar la celebración perfecta del Día de San Patricio. Escriba una lista de alimentos, actividades y vestimenta adecuada en su cuaderno (Bonificación: Diseñe una invitación para su fiesta).

St. Patrick's Day (Día de San Patricio): Sintetizar

Utilice lo que ha aprendido sobre las tradiciones de San Patricio e Irlanda para planificar la celebración perfecta del Día de San Patricio. Escriba una lista de alimentos, actividades y vestimenta adecuada en su cuaderno (Bonificación: Diseñe una invitación para su fiesta).

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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____
Piense en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?
 Text a mi mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de la conexión abajo.

Instrucciones:
1. Contesta la pregunta.
2. Conteste al menos en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Determinar la importancia
Título: _____
Piense en el libro. Escriba toda la información importante en la burbuja de pensamiento.

Ahora determine tres grandes eventos, palabras o hechos que son importantes para el libro. Hacer un dibujo para listar las partes más importantes de la libro.

#1 _____
#2 _____
#3 _____

Instrucciones:
1. Conteste cada pregunta.
2. Conteste cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Hacer preguntas
Muestre para empezar una oración

Quiero saber... ¿por qué no...? ¿cómo...? ¿cuándo...?
No confunde cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta: _____ Respuesta: _____

Pregunta: _____ Respuesta: _____

Pregunta: _____ Respuesta: _____

Instrucciones:
1. Conteste cada pregunta.
2. Conteste cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Entender la estructura del texto
Título: _____

Eventos del texto	Dónde he estado leyendo el texto	Cómo se estructura el texto me ayudó

Muestre los puntos en sus líneas.
Inventar: _____
Cuentos y actividades: _____

Instrucciones:
1. Conteste la pregunta.
2. Conteste cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Sintetizar
Título: _____

Al principio yo estaba pensando... Ahora pienso... Antes yo pensaba...
Pregunta... Pregunta... Pregunta...
Pregunta... Pregunta... Pregunta...
Pregunta... Pregunta... Pregunta...

El nuevo tema de pensar en... Ahora entiendo... Después de pensar sobre...
Pregunta... Pregunta... Pregunta...
Pregunta... Pregunta... Pregunta...

Instrucciones:
1. Conteste las siguientes preguntas.
2. Conteste cuidadosamente en las líneas de puntos.
3. Pega o engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Escribe tres detalles importantes sobre la historia del *Día de San Patricio* en el trébol de abajo. Escribe un detalle en cada hoja.

