

Here's What You'll Get in the Stick Man Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
Stick Man lives in the family tree with his stick wife and three stick children. One morning, he goes out for a jog, and dangerous things start happening to him. He is used to play fetch with a dog, woven into a nest by a swan, and is stuck in a sandcastle, all the while getting farther and farther from home. He misses his family terribly and only wants to get back to them. He nearly gives up when he is put on a pile of logs in a fireplace, but he hears a cry for help that can't be ignored! Can the two somehow help each other?

Link to What You Know
• Tell about a place you have been that you'd like to go back to. Why do you want to go back?
• If you could be any object, what would you be? Why would you be used for?

Important Words to Know and Understand
Boomerang – A curved, flat tool that can be thrown and then returns to the thrower
Choir – A group of singers

2
Learn About Comprehension Strategies
✓ Think about the text you read when you get confused

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Retelling and Summarizing Lesson Plan

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By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

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

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 1 to 2 – Who is the main character in this story? What do you know about him so far?
Page 10 – Stick Man washes up on the beach. What locations have the story taken place in so far? How is the setting important to the story?
Page 13 – Stick Man is used for so many different things! Name, in order, three things Stick Man has been used for so far. How does thinking about the sequence of events help you as a reader?
Page 22 – Stick Man is resting, but a noise from above wakes him suddenly. Where does this part of the story take place? How is this setting important to the story?
Page 29 – Stick Man is finally home. Use the words first, next, then, and last to briefly tell about the story. What information is most important to include when you are retelling and summarizing?

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 *Stick Man*? 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 *Stick Man*. 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 *Stick Man*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Connections
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

1
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Make Connections While Reading
✓ Think about the text you read when you get confused

2
Learn About Comprehension Strategies
✓ Think about the text you read when you get confused

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

Making Inferences
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Grade Level: 3 / Guided Reading Level: N

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✓ Think
✓ Talk
✓ Reflect
✓ Write

Making Connections

Making Inferences

Making Predictions
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

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 Predictions While Reading
✓ Think about the text you read when you get confused

2
Learn About Comprehension Strategies
✓ Think about the text you read when you get confused

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

Synthesizing
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

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
Synthesize While Reading
✓ Think about the text you read when you get confused

2
Learn About Comprehension Strategies
✓ Think about the text you read when you get confused

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

Making Predictions

Synthesizing

Answer Key for Retelling and Summarizing with Stick Man

Your Turn to Practice Retelling and Summarizing with Stick Man

Pages 1 to 2: Who is the main character in this story? What do you know about him so far?

Page 10: Stick Man washes up on the beach. What locations have the story taken place in so far? How is the setting important to the story?

Page 13: Stick Man is used for so many different things! Name, in order, three things Stick Man has been used for so far. How does thinking about the sequence of events help you as a reader?

Page 22: Stick Man is resting, but a noise from above wakes him suddenly. Where does this part of the story take place? How is this setting important to the story?

Page 29: Stick Man is finally home. Use the words first, next, then, and last to briefly tell about the story. What information is most important to include when you are retelling and summarizing?

Answer Key for Making Connections with Stick Man

Your Turn to Practice Making Connections with Stick Man

Page 4: Stick Man has been taken away from his family tree. Make a **text-to-text** connection. What other stories have you read about someone who is lost?

Answer Key for Making Inferences with Stick Man

Your Turn to Practice Making Inferences with Stick Man

Page 5: Stick Man is used for so many different things! Name, in order, three things Stick Man has been used for so far. How does thinking about the sequence of events help you as a reader?

Page 10: Stick Man washes up on the beach. What locations have the story taken place in so far? How is the setting important to the story?

Page 13: Stick Man is used for so many different things! Name, in order, three things Stick Man has been used for so far. How does thinking about the sequence of events help you as a reader?

Page 22: Stick Man is resting, but a noise from above wakes him suddenly. Where does this part of the story take place? How is this setting important to the story?

Page 29: Stick Man is finally home. Use the words first, next, then, and last to briefly tell about the story. What information is most important to include when you are retelling and summarizing?

Answer Key for Making Predictions with Stick Man

Your Turn to Practice Making Predictions with Stick Man

Page 4: Stick Man has been taken away from his family tree. Make a **text-to-text** connection. What other stories have you read about someone who is lost?

Page 10: Stick Man washes up on the beach. What locations have the story taken place in so far? How is the setting important to the story?

Page 13: Stick Man is used for so many different things! Name, in order, three things Stick Man has been used for so far. How does thinking about the sequence of events help you as a reader?

Page 22: Stick Man is resting, but a noise from above wakes him suddenly. Where does this part of the story take place? How is this setting important to the story?

Page 29: Stick Man is finally home. Use the words first, next, then, and last to briefly tell about the story. What information is most important to include when you are retelling and summarizing?

Answer Key for Synthesizing with Stick Man

Your Turn to Practice Synthesizing with Stick Man

Page 4: Stick Man has been taken away from his family tree. Make a **text-to-text** connection. What other stories have you read about someone who is lost?

Page 10: Stick Man washes up on the beach. What locations have the story taken place in so far? How is the setting important to the story?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

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 Graphic Organizers

Retelling and Summarizing
Title: _____

What is this book about?

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

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

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Retelling and
Summarizing

Making Connections
Title: _____

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

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

Draw a picture of your connection in the box below:

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making
Connections

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text.	What do you know about the text?	Stretch, Think, Guess, Sort.

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making
Inferences

Making Predictions
Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction here.	Write your prediction here.	Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>
		Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>
		Correct <input type="checkbox"/> Incorrect <input type="checkbox"/>

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making
Predictions

Synthesizing
Title: _____

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

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

Stick Man
By: Julia Donaldson

Important Words to Know and Understand in Stick Man

Beware
To be careful in order to avoid danger

Boomerang
A curved, flat tool that can be thrown and then returns to the thrower

Choir
A group of singers

Clattering
A quick series of short and loud sounds

Deserted
Left empty by the owner

Frolicking
Playing and moving about happily

Mast
A long pole that supports the sails of a boat or ship

Nudge
To touch or push something gently

Weary
Tired; needing rest

Weave
To make something by crossing long pieces of material over and under each other

Vocabulary Word List | @BookPages.com

Important Words to Know and Understand in Stick Man Word List

Vocabulary Connections
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

Stick Man
By: Julia Donaldson

Word and Picture Sorting Cards

Beware	Boomerang	Choir
		
Clattering	Deserted	Frolicking
		

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

Stick Man
By: Julia Donaldson

Interactive Vocabulary Notebook Cards

Clattering is a/an noun, verb adjective Definition of Clattering: _____	Deserted is a/an noun, verb adjective Definition of Deserted: _____	Frolicking is a/an noun, verb adjective Definition of Frolicking: _____
Clattering looks like this: _____	Deserted looks like this: _____	Frolicking looks like this: _____
Clattering reminds me of: _____	Deserted reminds me of: _____	Frolicking 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 and Definition Sorting Cards

Vocabulary Connections
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

Stick Man
By: Julia Donaldson

Word and Definition Sorting Cards

Mast	Nudge	Weary
A long pole that supports the sails of a boat or ship	To touch or push something gently	Tired; needing rest
Weave	To make something by crossing long pieces of material over and under each other	

Definition Vocabulary Sorting Cards | @BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Stick Man

Directions: Color the stick brown if the word below it has 3 syllables.

Answer Key

Directions: Use the 3-syllable words above to complete the following sentences.

- It is fun to watch children singing and _____ in the park.
- I hear plates _____ whenever my sister washes the dishes.
- I learned that a _____ will return to your hand if you throw it the at.
- The town was _____ by the people because of the devastating tornado.

Name: _____

Word Games and Answer Key

Word Games and Answer Key

Vocabulary Connections
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

Stick Man
By: Julia Donaldson

Personalized Vocabulary Bookmark

A new word I learned in this book is: _____

It means: _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

Stick Man
By: Julia Donaldson

Vocabulary Word Extension Activities

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after 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

Word Work
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Suffix -ing

Background:
Adding the suffix -ing to verbs follows one of four different rules: adding -ing, doubling the final consonant before adding -ing, dropping the final e before adding -ing, and -ing rules.

Examples:

running
attacking
hovering
thundering
stirring

Materials and Prep:

- A Copy of
- Markers
- Chart Paper
- Scissors
- Spinners
- Spin and Spell
- Timer
- Making New Words
- Optional
- Optional

Word Work
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

Step 1: Introduce the Focus of Word Work

Introduce Suffix -ing

- Display an anchor chart similar to the one provided. Begin the lesson with just the headings and "hunt", "sit", "live", and "tie". Call on volunteers to read the words aloud. Ask students what kind of words these are? (verbs, action words).
- Tell students that you want to change "hunt" to "hunting". Ask for a volunteer to tell you how to spell "hunting". Reinforce the fact that you were able to simply add "ing".
- Repeat this process for the remaining words on the chart. Be sure to draw attention to the rule for adding "ing" after each example. (Double the final consonant and add "ing"; drop the final "e" and add "ing"; and something else).
- Invite students to suggest other examples of verbs that fit each of these rules. Record student suggestions.

Sample Anchor Chart

Add -ing	Double the Consonant	Drop the E	Something Else
hunt hunting	sit sitting	live living	tie tying

Answers will vary. Sample answers include:

sleeping	running	biting	lying
heading	dropping	making	dying
floating	cutting	exploding	mimicking
catching	admitting	writing	panicking

Step 2: Connect Word Work to Reading

Extend Engagement

- Tell students to look for the suffix -ing, as they read today. Have them write down at least 3 examples in their word journals or on a piece of paper.
- At the end of the day, call on volunteers to add their words to the chart, under the correct rule for adding -ing. Give examples and examples.

Suffix -ing in the Text

- Tell students that there are many examples of verbs ending in -ing in the book *Stick Man*.
- Tell students that you are going to read a page of the book to them. Ask them to nod their heads every time they hear a verb that ends in -ing.
- Read **page 7** of the book aloud. Ask a volunteer to tell you how many times he/she nodded his/her head. (2)
- Ask two volunteers to tell you what verbs ended in -ing. (floating, floating)
- Ask two volunteers to write the words on the anchor chart under the correct rule for adding -ing. (They should both go under the "add -ing" heading)
- Read the rest of the story to the class. Have them listen for verbs that end in -ing.

Some Examples of Suffix -ing in the Text:

- winning
- singing
- heading
- saying
- floating
- lying
- frolicking
- clattering
- tumbling

Word Work Lesson Plan | @BookPages.com

Step by Step
Lesson Plan

Optional Activity to
Extend Engagement

List of words in the
book that match the
instructional focus

Word Work
By: Julia Donaldson
Grade Level: 3 / Guided Reading Level: N

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide the students into groups of 3. Give each group a spinner. Give each student a *Spin and Spell on -ing Word* worksheet.
- Tell students that they are going to play a game of adding the suffix -ing to verbs. Read directions with the students. Ask if everyone understands the rules. If necessary, demonstrate by spinning the wheel yourself and follow instructions.
- Tell students that they will play for 10 minutes. They must stop when the timer runs out.
- Set a timer for 10 minutes. Say, "Go!" At the end of 10 minutes, say, "Stop!"
- Discuss any words they had trouble with.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Making New Words with the Suffix -ing Practice Page*.
- Go over the directions with them.
- Tell the students to complete the practice page.
- Monitor 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 the suffix -ing 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 the suffix -ing in their own reading. Tell them to write their words on an index card and add them to the pocket chart. (Review the added cards with the class later in the day or before moving on to the next Word Work lesson.)
- Alternatively, students can keep track of words with the suffix -ing they find using the *Word Detective* worksheet.

Word Work Lesson Plan | @BookPages.com

Interactive Activity

Independent Practice Page

Spin and Spell with the Suffix -ing
Interactive Activity

Directions: Duplicate as many spinners as needed, cut out, and fasten the arrow to the middle of the circle with a brad.

Add -ing	Double the Consonant
Drop the E	Something Else


Guided Word Work Practice | @BookPages.com


Making New Words with the Suffix -ing
Word Work Practice Page

Directions: Complete each sentence adding the suffix -ing to the verb. Write the new word on the line.

- All the frogs are _____ back into the pond.
- I need to practice _____ my new shoes.
- In the winter, we love _____ down the snowy hills.
- In the summer, we go _____ on the beach.
- The fans were _____ loudly for their favorite team.
- The ship was _____ right into the storm.
- The choir is _____ three new songs this morning.

Directions: Write an -ing word telling what each picture shows.

 _____

 _____

Use one of the words in a sentence.

Independent Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Suffix -ing
Extension Activity

Directions:
Be a word detective!
Be on the lookout for the suffix -ing while you read. Write the words that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

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

Assessments

Running Record					
Title: <i>Slick Man</i>		Guided Reading Text Level: N		Word Count: 100	
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	<i>Slick Man</i> lives in the family tree With his <i>Slick Lady</i> Love and their stick children three.				
2	One day he wakes early and goes for a jog. <i>Slick man</i> , oh <i>Slick Man</i> , beware of the dog!				
3	"A stick!" barks the dog. "An excellent stick! The right kind of stick for my favorite trick. "I'll fetch it and drop it, and fetch it — and then				
Tested By: _____ ©BookPagez.com					

Running Record Assessment

Slick Man CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Slick Man</i> to answer each of the following questions.		
1. Which of these was NOT something <i>Slick Man</i> was used for?		
<input type="radio"/> A a mast		
<input type="radio"/> B a bow		
<input type="radio"/> C a spoon		
<input type="radio"/> D a bat		
2. What did <i>Slick Man</i> want more than anything else?		
<input type="radio"/> A He wanted to ride in Santa's sleigh.		
<input type="radio"/> B He wanted to go home to his family.		
<input type="radio"/> C He wanted to help start the Christmas.		
<input type="radio"/> D He wanted to play with the dog.		
3. What did <i>Slick Man</i> finally do that helped him?		
<input type="radio"/> A He helped Santa get out of the chimney.		
<input type="radio"/> B He made a sailboat and sailed home.		
<input type="radio"/> C He asked the dog to take him home.		
<input type="radio"/> D He floated home on the back of the dog.		
4. The boy got into trouble for not having his dog. What was the trouble?		
<input type="radio"/> A a leash		
<input type="radio"/> B to help move someone or something		
<input type="radio"/> C to be a good example		
<input type="radio"/> D the first in a contest		
5. Why did the author repeat the words, "I'm <i>Slick Man</i> , that's me," throughout the story? (RI.3.5)		
<input type="radio"/> A She repeated them to show that <i>Slick Man</i> was angry.		
<input type="radio"/> B She repeated them to show that <i>Slick Man</i> could be used in different ways.		
<input type="radio"/> C She repeated them to show that <i>Slick Man</i> was not an important character in the story.		
<input checked="" type="radio"/> D She repeated them to show that <i>Slick Man</i> was not an ordinary stick.		
6. From what point of view is <i>Slick Man</i> told? (RI.3.6)		
<input type="radio"/> A The story is told from first person point of view.		
<input type="radio"/> B The story is told from third person point of view.		
<input type="radio"/> C It is not possible to tell which point of view is used in the story.		
<input checked="" type="radio"/> D Some parts are written in first person and others are written in third person.		
7. How do the illustrations help to show that <i>Slick Man</i> feels let down every time someone uses him in a different way? (RI.3.7)		
<input type="radio"/> A The illustrations show him with a smile on his face.		
<input checked="" type="radio"/> B The pictures show him with a frown on his face.		
<input type="radio"/> C The illustrations show him crying.		
<input type="radio"/> D The pictures show him with his eyes closed.		
8. How is <i>Slick Man</i> like other books you have read about someone who is lost and trying to get home? (RI.3.9)		
<input type="radio"/> A They are similar because the characters never make it home.		
<input type="radio"/> B They are similar because the characters make it home without any help.		
<input checked="" type="radio"/> C They are similar because the characters have help to make it home safely.		
<input type="radio"/> D They are similar because the characters like being away from home.		
9. Based on the end of the story, what do you think <i>Slick Man</i> will do the next day? (RI.3.10)		
<input type="radio"/> A <i>Slick Man</i> will go out jogging.		
<input type="radio"/> B <i>Slick Man</i> will float down the river.		
<input checked="" type="radio"/> C <i>Slick Man</i> will stay home.		
<input type="radio"/> D <i>Slick Man</i> will play with the dog.		
CCSS Assessment 3rd Grade Reading Standards for Literature BookPagez.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____

Post Cards from Stick Man

Directions: Stick Man doesn't want his family to worry about him, so he is sending them post cards from the places he visits. Choose two places from the story. Draw a picture on the front of the post card showing where Stick Man is. On the back, write a note from Stick Man to his Stick Lady Love and their stick children: three.

<div style="text-align: center;">stamp</div> <div><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>	<div style="text-align: center;">stamp</div> <div><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>
<div></div>	<div></div>

[Extension Activity](#) | [@GoodPages.com](#)

Bonus Extension Activity

Complete Common Core Alignment

[illegible]

Common Core State Standards Correlation

Stuck Man Lesson Plans, Resources, and Activities

The Lesson plans, resources, and activities for use with *Stuck Man* correlate with the following English Language Arts Common Core State Standards for third grade.

Making Inferences Lesson Plan and Resources

Reading: Literature

- 3.1** – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
- 3.2** – Determine the meaning of words and phrases as they are used in a text, distinguishing between non-figurative language, figurative language, and technical language.
- 3.3** – Analyze how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a text (e.g., create mood, emphasize aspects of a character or setting).
- 3.4** – Analyze how and why different parts of a text (e.g., how different parts of a story or drama and of a drama’s drama develop a particular theme, how a particular setting in a story or drama enhances its mood and message, how visual details and other elements of a dramatic production work to develop a point of view or to suggest a character in a story or drama).

Reading: Foundational Skills

- 3.1** – Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.2** – Read with sufficient accuracy and fluency to support comprehension.

Writing

- 3.1** – Recall information from experiences or gather information from print and digital sources; evaluate the relevance and accuracy of the information gathered; use the information gathered to complete a writing task.

Speaking & Listening

- 3.1** – Explain their own ideas and understanding in light of the discussion.
- 3.2** – Determine how and why an issue, text, or issue is relevant to them or to the group at large.
- 3.3** – Analyze different media and formats, including visual, quantitatively, and orally.
- 3.4** – Ask relevant questions about information presented in diverse media and formats, evaluating the reasonableness of the answers.

Language

- 3.1** – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went to bed for several hours).

Stuck Man CCSS Alignment | [Closest Pages](#) on [Closest Pages](#)

Common Core State Standards Correlation

Stuck in Lesson Plans, Resources, and Activities

The lesson plans, games, and activities for use with *Stuck in London* correlate with the following English Language Arts Common Core State Standards for third grade.

Synthesizing Lesson Plans and Resources

Reading: Informational

RL.3.1 – Ask and answer questions to demonstrate understanding of a text, selecting evidence for text to back up the answers.

RL.3.2 – Analyze a main idea and supporting details; distinguish the central message or theme, and explain how it is conveyed through the text.

RL.3.3 – Describe characters in a text (e.g., their traits, motivations, or feelings) and explain how they contribute to the overall development of the text.

RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing between words with denotative (literal) and connotative (figurative) meanings.

RL.3.5 – Analyze a text to examine how its major parts contribute to the overall message and meaning, using evidence to support analysis.

RL.3.6 – Distinguish their own point of view from that of the narrator or those of the characters; analyze how the characters’ decisions and actions relate to the overall message and meaning of the text.

RL.3.7 – Analyze a text to analyze how it reflects and builds on the issues and themes introduced in the works of a story, create media from a point of view or a character’s actions.

RL.3.8 – Analyze a text to analyze how it reflects and builds on the issues and themes introduced at the end of the grades 3–5 curriculum band independently and proficiently.

Reading: Foundational

RF.3.1 – Read and comprehend informational texts, including history/social studies, science, and technical texts and to analyze source credibility and perspective, assessing relevance and accuracy for a given purpose and audience.

RF.3.2 – Read with sufficient accuracy and fluency to support comprehension.

Writing: Informative

W.3.1 – Recall information from experiences or other information from print and digital sources; use media and technology to enhance the presentation and delivery of content.

Speaking & Listening

SL.3.1 – Ask and answer questions to seek or understand information presented; stay on topic and listen attentively to the benefits of others.

SL.3.2 – Explain their own ideas and understanding of the topic or text, stating facts and simple opinions.

SL.3.3 – Determine the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 – Ask and answer questions about information from a text, assessing whether a question and answer are relevant and helpful.

Stuck in London CCSS Alignment | [**CK12.org**](https://www.ck12.org/)

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	
<p><i>Stick Man</i> lesson Plans, Resources, and Activities</p>	
<p>The lesson plans, resources, and activities for <i>Stick Man</i> comply with the following (English Language Arts) Common Core State Standards for third grade.</p>	
Vocabulary Lesson Plan and Resources	
<p>Language</p> <p>L.3.4a – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b – Identify real-life connections between words and their use (eg. identify people who are friendly or helpful).</p> <p>L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg. After dinner that night we went looking for them).</p>	

Common Core State Standards Correlation	
	<p><i>Stick Man Lesson Plans, Resources, and Activities</i></p> <p>The lesson plans, resources, and activities for use with <i>Stick Man</i> 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 Show 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><i>Stick Man CCSS Alignment ©BookPage.com</i></p>

Vocabulary Connections Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Stick Man Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para Volver a contar y resumir con Stick Man (Hombre palo)

Páginas 1 a 2:
¿Quién es el personaje principal de esta historia?

¿Qué sabes sobre él hasta ahora?

Página 10:
Hombre Palo llega a la playa. ¿En qué lugares ha tenido lugar la historia hasta ahora?

¿Cómo es importante el escenario para la historia?

Página 13:
¡Hombre Palo se usa para tantas cosas diferentes! Nombre, en orden, tres cosas que Hombre Palo se ha usado hasta ahora.

¿Cómo te ayuda el pensamiento sobre el orden de los eventos como lector?

Nombre: _____ @BookPages.com

Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Volver a contar y resumir con Stick Man (Hombre palo)

Páginas 1 a 2:
¿Quién es el personaje principal de esta historia?
El personaje principal es Hombre Palo.

¿Qué sabes sobre él hasta ahora?
Yo sé que vive en el árbol de familia con su Stick Lady Love y sus tres hijos de palo.

Página 10:
Hombre Palo llega a la playa. ¿En qué lugares ha tenido lugar la historia hasta ahora?
Hasta ahora la historia ha tenido lugar en el parque, en el río y en la playa.

¿Cómo es importante el escenario para la historia?
Las respuestas varían. Podrían incluir: El escenario de la historia es importante porque muestra a Hombre Palo viajando cada vez más lejos de casa.

Página 13:
¡Hombre Palo se usa para tantas cosas diferentes! Nombre, en orden, tres cosas que Hombre Palo se ha usado hasta ahora.
Las respuestas varían. Podrían incluir: Tres cosas que Hombre Palo ha usado hasta ahora son una ramita en un nido, un mástil para una bandera y un gancho para una bolsa.

¿Cómo te ayuda el pensamiento sobre el orden de los eventos como lector?
Las respuestas varían. Podrían incluir: Pensar en este orden de eventos me ayuda como lector ayudándome a recordar eventos importantes en la historia.

Nombre: _____ @BookPages.com

Hacer conexiones con Stick Man (Hombre palo)

Página 4:
Hombre Palo lee un texto. ¿Qué...

Página 7:
Hombre Palo lee un texto a tu mamá. ¿Qué...

¿Crees que pensar eso?

Página 14:
Ahora Hombre Palo está leyendo un texto de nieve. Haz una conexión...

Página 16:
Ahora Hombre Palo está leyendo un texto de nieve. Haz una conexión...

Nombre: _____

Making
Connections

Hacer inferencias con Stick Man (Hombre palo)

Página 5:
Hombre Palo se siente olvidado porque el juego de búsqueda ha terminado. ¿Qué...

¿Cómo se...

Página 8:
Hombre Palo se siente olvidado porque el juego de búsqueda ha terminado. ¿Qué...

¿Cómo se...

Página 10:
Hombre Palo se siente olvidado porque el juego de búsqueda ha terminado. ¿Qué...

¿Cómo se...

Nombre: _____

Making Inferences

Hacer predicciones con Stick Man (Hombre palo)

Página 2:
Hombre Palo sale a correr y es perseguido por un perro. ¿Qué...

Página 8:
El cine teje cómo Hombre Palo...

Página 20:
Palo de hombre está acostado dormido en la parrilla. ¿Qué...

Nombre: _____

Making
Predictions

Sintetizar con Stick Man (Hombre palo)

Página 2:
Hombre Palo sale a correr. ¿Qué problema encuentra?

¿Es este un...

Página 5:
El problema de Hombre Palo está resuelto. ¿Cómo se resolvió su problema?

¿Hombre Palo podrá volver a casa ahora?

Página 18:
Hombre Palo ha estado fuera de casa durante mucho tiempo. ¿Qué tiene de...

¿Cómo es importante este cambio para la historia?

Nombre: _____

Synthesizing

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Making Connections

Making Inferences

Making Predictions

Synthesizing

Retelling and Summarizing

Making Connections

Making Inferences

Making Predictions

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Tarjetas Postales de Hombre Palo

Direcciones: Hombre Palo no quiere que su familia se preocupe por él, por lo que les envía postales desde los lugares que visita. Elige dos lugares de la historia. Haz un dibujo en el frente de la tarjeta postal que muestre dónde está Hombre Palo. En el reverso, escriba una nota de Hombre Palo a su Stick Lady Love y a sus tres hijos.

<div>Sello</div>	<div>Sello</div>
<div></div>	<div></div>
<div></div>	<div></div>