

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

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Stick and Stone
By: Beth Ferry
Grade Level: 1 / Guided Reading Level: H

Asking Questions

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

A perfect ten! That is what Stick and Stone turn out to be once they discover the wonderful friendship that grows between them. Both Stick and Stone start out alone (and very lonely). Stick is brave enough to approach Stone on the playground and their friendship begins with Stick standing up for Stone. The two discover that life is better together and spend time sharing activities that they both enjoy. One day, a hurricane spoils their day at the beach and threatens to tear the two apart. Stone jumps into action, but will he be able to save his friend?

Link to What You Know

- How do friends treat each other?
- Think about a time that you have been teased. How do you help make you feel better? What did they do or say to help?

Important Words to Know and Understand

Vanish - An occurrence in which someone or something suddenly goes away.

Wander - Going to different places without having a particular purpose or direction.

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a lead into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book's about or where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understand what you read. Ask questions if you are confused or are wondering about something.

Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

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Asking Questions

3

Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

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.

Cover - Look at the cover of *Stick and Stone*. Before you start reading, what questions do you have about the story? What do you hope to learn from the book?

Pages 1 to 4 - What are you wondering about *Stick and Stone*? How will the answers to your questions help you to better understand the story?

Pages 7 to 8 - These pages show Stone on a teeter-totter looking sad and *Stick* off to the side. What is one question you have about how *Stick* and *Stone* are feeling? How will the answer to your question help you as a reader?

Pages 19 to 22 - *Stick* and *Stone* become good friends and do many activities together. What are you wondering about the activities they do with one another? Are your questions important? Why or why not?

Page 39 - The story ends with *Stick* and *Stone* knowing they are better and happier when they are together. What is one question you have about the ending of the story?

Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Stick and Stone*?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading *Stick and Stone*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Stick and Stone*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Stick and Stone
By: Beth Ferry
Grade Level: 1 / Guided Reading Level: H

Making Predictions

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

- Look for what is different or new
- Look for clues that tell you about big events that are coming up next

2

Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Making Predictions

Stick and Stone
By: Beth Ferry
Grade Level: 1 / Guided Reading Level: H

Making Inferences

3

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

4

Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Making Inferences

Stick and Stone
By: Beth Ferry
Grade Level: 1 / Guided Reading Level: H

Synthesizing

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

- Look for the pieces from different parts of the book
- Put them together to form a new picture or idea

2

Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Synthesizing

Stick and Stone
By: Beth Ferry
Grade Level: 1 / Guided Reading Level: H

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

- Look for the most important parts of the book
- Think about why they are important

2

Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Determining Importance

Answer Key for Making Predictions with *Stick and Stone*

Your Turn to Practice Making Predictions with *Stick and Stone*

Pages 7 to 8: These pages show that *Stick* and *Stone* are on a teeter-totter. Make a prediction about what *Stick* is thinking and feeling?

Why: _____
How: _____

Answer Key for Making Inferences with *Stick and Stone*

Your Turn to Practice Making Inferences with *Stick and Stone*

Pages 1 to 2: Look at the balloons on these two pages. Make an inference about how *Stick* and *Stone* are feeling.

How: _____
Why: _____

Answer Key for Determining Importance with *Stick and Stone*

Your Turn to Practice Determining Importance with *Stick and Stone*

Pages 1 to 4: What do these pages tell us about *Stick* and *Stone*? Is the information important? Why or why not?

Page: _____
Information: _____
Important: _____

Answer Key for Synthesizing with *Stick and Stone*

Your Turn to Practice Synthesizing with *Stick and Stone*

Do you agree with this? _____

How: _____
Why: _____

Answer Key for Asking Questions with *Stick and Stone*

Your Turn to Practice Asking Questions with *Stick and Stone*

Cover: Look at the cover of *Stick and Stone*. Before you start reading, what questions do you have about the story? What do you hope to learn from the book?

Pages 19 to 22: These pages show that *Stick* and *Stone* enjoy doing the important to know what they are doing?

Page: _____
Information: _____
Important: _____

Page 12: *Stick* tries to vanish after he continues to tease the author included the detail?

Page: _____
Information: _____
Important: _____

Pages 1 to 4: What are you wondering about *Stick* and *Stone*? How will the answers to your questions help you to better understand the story?

Page: _____
Information: _____
Important: _____

Pages 7 to 8: These pages show *Stone* on a teeter-totter looking sad and *Stick* is off to the side. What is one question you have about how *Stick* and *Stone* are feeling?

Page: _____
Information: _____
Important: _____

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Stick and Stone: Making Predictions

Stick and Stone help each other in different ways in the story. Predict what might happen the next time one of them has a problem. What makes you think so?

I can compare what happens to characters in the stories I read. CCSS: RL.1.9

Stick and Stone: Making Predictions

Stick and Stone help each other in different ways in the story. Predict what might happen the next time one of them has a problem. What makes you think so?

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Stick and Stone: Making Predictions

Stick and Stone help each other in different ways in the story. Predict what might happen the next time one of them has a problem. What makes you think so?

I can compare what happens to characters in the stories I read. CCSS: RL.1.9

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 Graphic Organizers

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Here is what the text says...	What do you know about the text?	Strategies: Highlight, Circle, Underline

Draw a picture to illustrate your inference.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Title: _____

I predict ... _____

My prediction was

Correct
 Incorrect

I know because... _____

Here is a picture about my prediction:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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 line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Title: _____

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

Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...

My new thinking...	Now I understand...	After thinking about...
Because...	Because...	I conclude...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Making Predictions

Determining Importance

Asking Questions

Synthesizing

Assessments

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
1	Stick				
2	Stone				
3	Lonely.				
4	Alone.				
5	A zero.				
6	A one.				
7	Alone is no fun.				
9	Stick, Stone, Along comes Pinecone.				
10	Makes fun of Stone.				

Tested By: _____ ©BookPagez.com

Running Record Assessment

<p>Stick and Stone CCSS Assessment</p> <p>Name: _____ Score: / 9</p> <p>Directions: Use what you know about Stick and Stone to answer each of the following questions.</p> <p>1. Where did Stick and Stone meet?</p> <p><input type="radio"/> A A cave <input type="radio"/> B The pond <input type="radio"/> C The teeter-totter <input type="radio"/> D At Stone's house</p> <p>2. What is the story, Stick and Stone, mainly about?</p> <p><input type="radio"/> A Friendship <input type="radio"/> B Rain Storms <input type="radio"/> C Being sick <input type="radio"/> D Families</p> <p>3. What did Stick do when Pinecone made fun of him?</p> <p><input type="radio"/> A Stick started to laugh at Stone. <input type="radio"/> B Stick didn't do anything. <input type="radio"/> C Stick ran to get help from his mom. <input type="radio"/> D Stick told Pinecone to leave.</p> <p>4. How was Stone feeling when he told Stick, "Stick and Stone are not friends?"</p> <p><input type="radio"/> A Angry and scared <input type="radio"/> B Surprised and thankful <input type="radio"/> C Embarrassed and shy <input type="radio"/> D Thankful and mad</p>	<p>5. What makes this story fictional (not real)? (RL.1.5)</p> <p><input checked="" type="radio"/> A Stick, Stone, and Pinecone are characters that walk and talk. <input type="radio"/> B It thunders during a storm. <input type="radio"/> C It became windy during the hurricane. <input type="radio"/> D Friends stick up for each other.</p> <p>6. Who is telling the story? (RL.1.6)</p> <p><input type="radio"/> A Stone <input checked="" type="radio"/> B A narrator <input type="radio"/> C Stick <input type="radio"/> D Pinecone</p> <p>7. How do the illustrations help you know that Stick and Stone are happier together? (RL.1.7)</p> <p><input type="radio"/> A Stick likes to look at the water. <input type="radio"/> B Stick gets stuck in a puddle. <input checked="" type="radio"/> C Stick and Stone are smiling and happy when they are with each other. <input type="radio"/> D Stone enjoys gazing at the stars and the moon.</p> <p>8. Which of the following is not something Stick and Stone did together? (RL.1.9)</p> <p><input type="radio"/> A They explored a cave together. <input type="radio"/> B They relaxed on the beach together. <input type="radio"/> C They blew bubbles together. <input checked="" type="radio"/> D They went to the grocery store together.</p> <p>9. Predict what happens after Pinecone apologizes to Stone? (RL.1.10)</p> <p><input checked="" type="radio"/> A Stone will forgive Pinecone and will invite him to play. <input type="radio"/> B Stone won't forgive Pinecone. <input type="radio"/> C Stick and Stone will tease Pinecone. <input type="radio"/> D Pinecone will move far away.</p>
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CCSS Assessment 1st Grade Reading Standards for Literature | BookPagez.com

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions: Cut out the strips at the bottom of the page. Put the events in order and glue them on the top of the page.

1
2
3
4
5

A hurricane comes ashore and the wind blows Stick away. Stone searches day and night and finally rescues Stick from a puddle.

Stick and Stone are a perfect 10- Together fill the end!

Stick and Stone become friends and do many activities together.

Stick and Stone are lonely and sad.

Pinecone teases Stone. Stick comes to the rescue and stands up for Stone.

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Stick and Stone Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>Stick and Stone</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Making Predictions Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p>RL.1.7 - Use illustrations and details in a story to describe its characters, settings or events.</p> <p>RL.1.8 - Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity 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.1.8 - 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.1.9 - 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.c - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.d - 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>

Common Core State Standards Correlation
<p>Stick and Stone Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>Stick and Stone</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Understanding Importance Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.2 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity 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.1.8 - 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.1.9 - 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.c - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.d - 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>

Common Core State Standards Correlation
<p>Stick and Stone Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>Stick and Stone</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.2 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity 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.1.8 - 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.1.9 - 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.c - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.d - 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>

Common Core State Standards Correlation
<p>Stick and Stone Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>Stick and Stone</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Inferring Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.2 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity 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.1.8 - 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.1.9 - 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.c - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.d - 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>

Common Core State Standards Correlation
<p>Stick and Stone Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>Stick and Stone</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.2 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity 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.1.8 - 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.1.9 - 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.c - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.d - 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>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Stick and Stone Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>Stick and Stone</i> 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.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b - Identify reliable connections between words and their use (e.g. multiple places at home and the ocean).</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>

Common Core State Standards Correlation
<p>Stick and Stone Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>Stick and Stone</i> 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 - Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Stick and Stone Super Pack

5 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Tu turno para practicar: Sintetizar con Stick and Stone (Palo y Pierda)

Páginas 9 a 11:
¿Qué sabemos sobre Piña hasta ahora?

¿Te gustaría ser amigo de Piña? ¿Por qué o por qué no?

Página 15:
¿Cuál es tu opinión de Palo basada en la historia hasta ahora?

¿Por qué te sientes así?

Nombre: _____

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Page by Page
Guided
Questions

Answer Key

Sintetizar con Stick and Stone (Palo y Pierda)

Páginas 37 a 38:
Palo y Pierda juntos son un perfecto 10. ¿Estás de acuerdo con esto?
Las respuestas varían. Podrían incluir: Creo que son un perfecto 10 juntos.

¿Qué te hace pensar eso?
Las respuestas varían. Podrían incluir: Pienso esto porque disfrutan haciendo cosas juntos y se ayudan unos a otros a resolver problemas.

Página 39:
Al final de la historia, Piña se disculpa con Pierda. ¿Cómo han cambiado sus sentimientos acerca de Piña desde el comienzo de la historia?
Las respuestas varían. Podrían incluir: Al principio, no me gustaba Piña porque se burlaba de Pierda. Me alegra que Piña se disculpó por su comportamiento mezquino y me gusta más ahora que al principio de la historia.

Página 39:
¿Qué aprendiste sobre la amistad al leer esta historia?
Las respuestas varían. Podrían incluir: Aprendí que la amistad es importante para que tengas a alguien con quien hacer cosas, que te ayude cuando tienes problemas y que no te sientas triste.

¿Cambia de lo que hace que una verdadera amistad cambie después de leer el libro? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Después de leer el libro, mi idea sobre la amistad cambió un poco. Sé que es importante para la verdadera amistad ir en ambos sentidos.

Nombre: _____

Answer Key | ©BookPages.com

Sample answers
written in Spanish

Hacer predicciones con Stick and Stone (Palo y Pierda)

Página 18:
Palo and Piña suceden días.
Las respuestas estarán...

¿Tu predicción...
Las respuestas...

Páginas 24 a 26:
Un huracán pasará después...
Las respuestas...

Páginas 7 a 11:
Piña se burla de Pierda. Predicción...
Las respuestas...

Nombre: _____

Hacer preguntas con Stick and Stone (Palo y Pierda)

La portada:
Mira la portada sobre la historia.
Las respuestas...

Páginas 1 a 4:
¿Qué esperas aprender del libro?
Las respuestas...

Páginas 1 a 4:
¿Qué te estás preguntando acerca de Palo y Pierda?
Las respuestas...

Páginas 7 a 8:
Estas páginas muestran a Piera en el balancín con ositos.
Las respuestas...

Nombre: _____

Determinar la importancia con Stick and Stone (Palo y Pierda)

Páginas 33 a 34:
En estas páginas...
Las respuestas...

Páginas 1 a 4:
¿Qué nos dicen estas páginas sobre Palo y Pierda?
Las respuestas...

Página 39:
La historia te...
Las respuestas...

Páginas 19 a 22:
Estas páginas muestran que Palo y Pierda disfrutan haciendo cosas juntos.
Las respuestas...

Página 12:
Palo le dice a Piña que desaparezca después de que él siga molestando a Pierda.
Las respuestas...

Nombre: _____

Making Predictions

Making Inferences

Asking Questions

Determining Importance

Writing About Reading with Optional CCSS Alignment

Stick and Stone (Palo y Piedra): Hacer predicciones

Palo y Piedra se ayudan mutuamente de diferentes maneras en la historia. Predice lo que podría suceder la próxima vez que uno de ellos tenga un problema. ¿Qué te hace pensar eso?

Puedo comparar lo que sucede con los personajes en las historias que leo. CCSS: RL.1.9

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

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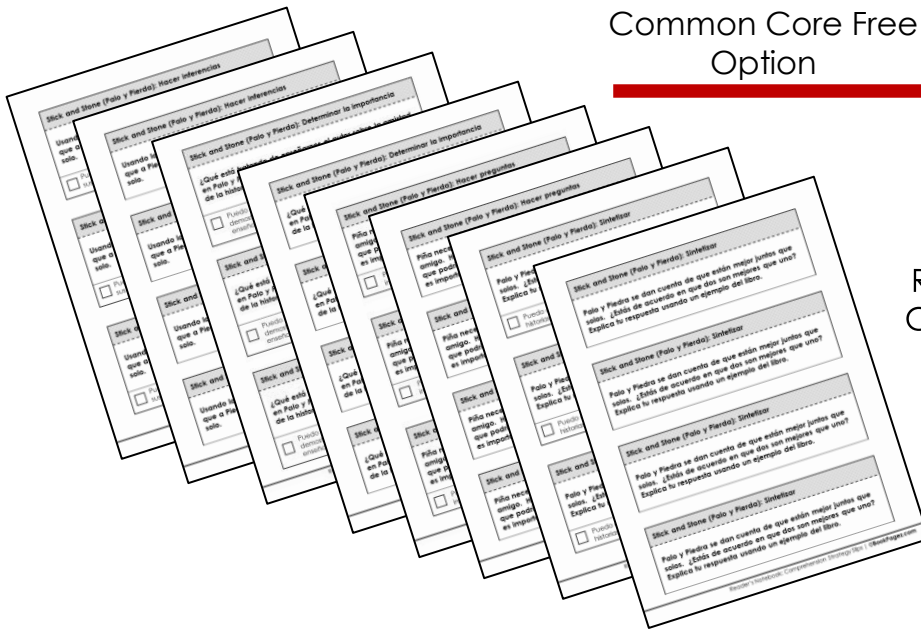
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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer inferencias
Título: _____

Lo que dice el texto Escríbeme una pista en el texto o imágenes.	Lo que yo sé ¿Qué sabes sobre la pista?	Lo que puedo inferir (emociones, pensamientos, cosas, etcétera)
---	--	--

Has un dibujo para ilustrar tu inferencia.

Instrucciones:
1. Completa las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega e engloba en el cuaderno del lector.

Making Inferences

Hacer Predicciones
Título: _____

Yo predigo...

Mi predicción fue...
 Correcto
 Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

Instrucciones:
1. Completa las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega e engloba en el cuaderno del lector.

Making Predictions

Determinar la importancia
Título: _____

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

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Has un dibujo para ilustrar los puntos más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Completa las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega e engloba en el cuaderno del lector.

Determining Importance

Hacer preguntas
Título: _____

Muéstrame para empezar una oración. ¿Cómo puedo...?

Me confunde... ¿Por qué no...? No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Completa las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega e engloba en el cuaderno del lector.

Asking Questions

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Me gusta pensar sobre...	Ahora entiendo...	Prefería pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

Instrucciones:
1. Completa las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega e engloba en el cuaderno del lector.

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

Recorta las tiras en la parte inferior de la página. Ordena los eventos y pégalos en la parte superior de la página.

1
2
3
4
5

Un huracán llega a tierra y el viento sopla a Stick. Stone busca día y noche y finalmente rescata a Stick de un charco.

Palo y Piedra son un perfecto 10
¡Juntos hasta el final!

Palo y Piedra se hacen amigos y hacen muchas actividades juntos.

Palo y Piedra están solos y tristes.

Piña se burla de Piedra. Palo viene al rescate y se levanta por Piedra.