

Here's What You'll Get in the Sylvester and the Magic Pebble Super Pack

6 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions
Sylvester and the Magic Pebble
By: William Steig
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

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Summary
Sylvester is a young burro who enjoys collecting unusual pebbles. One rainy day, Sylvester stumbles upon a most unusual rock. It is flaming red, shiny, and perfectly round, like a marble. Sylvester soon discovers that the pebble is magical. So Sylvester begins to make wishes on the pebble. But soon, he gets carried away and gets himself into an impossible situation.

Link to What You Know
• If you got separated from your parents, what would you do? How do you think you would feel? How do you think your parents might feel?
• If your parents found a magic pebble, what do you think they would wish for?

Important Words to Know and Understand
Burro – A small donkey
Colts – A young male horse

Why Readers Make Predictions While Reading
When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions **before** they start reading, **during** the story, and **after** they have finished reading. Here are some examples of the thinking readers do when making predictions:
Before Reading Predictions: What the book will be about, who the main character might be, what big events will happen.
During Reading Predictions: What a character will do next, how a problem might be solved, what important events will happen.
After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Making Predictions Lesson Plan

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3
Make Predictions While Reading
✓ Look for clues that tell you what a character might do next
✓ Look for clues that tell you about big events that might be coming up next

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 1 – Preview the text. Look at the pictures. What do you think might happen to Sylvester? Do your predictions match the pictures?
Page 13 – What predictions can you make? How might Sylvester's parents solve the problem? Do your predictions make sense in the story? Why?
Page 25 – What predictions can you make? Will Sylvester's parents find him? Why do you think so?
Page 30 – Which of your predictions turned out to be correct? What were you surprised by in this story?

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

Time to Reflect
Think – What types of predictions did you make while reading *Sylvester and the Magic Pebble*? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?
Talk – Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect – Think about the reasons why some of the predictions you made while reading *Sylvester and the Magic Pebble* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you to be a better reader?
Write – Give your Strategy Slip into your reader's notebook. Write in the work you did while reading *Sylvester and the Magic Pebble*. (Remember to include examples from the text.)

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Turn, Talk, and Reflect

Identifying the Author's Purpose
Sylvester and the Magic Pebble
Grade Level: 3 / Guided Reading Level: N

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2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

3
Identify the Author's Purpose While Reading
✓ Look for clues that tell you why the author wrote the book
✓ Look for clues that tell you what the author wants you to think or feel

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

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Author's Purpose

Visualizing
Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

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✓ 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

3
Visualizing While Reading
✓ Look for clues that tell you what the author wants you to see
✓ Look for clues that tell you what the author wants you to hear

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

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Visualizing

Answer Key for Retelling and Summarizing with Sylvester and the Magic Pebble

Your Turn to Practice Retelling and Summarizing with Sylvester and the Magic Pebble

Answer Key for Making Predictions with Sylvester and the Magic Pebble

Your Turn to Practice Making Predictions with Sylvester and the Magic Pebble

Answer Key for Identifying the Author's Purpose with Sylvester and the Magic Pebble

Your Turn to Practice Identifying the Author's Purpose with Sylvester and the Magic Pebble

Answer Key for Visualizing with Sylvester and the Magic Pebble

Your Turn to Practice Visualizing with Sylvester and the Magic Pebble

Answer Key for Determining Importance with Sylvester and the Magic Pebble

Your Turn to Practice Determining Importance with Sylvester and the Magic Pebble

Answer Key for Synthesizing with Sylvester and the Magic Pebble

Your Turn to Practice Synthesizing with Sylvester and the Magic Pebble

Determining Importance
Sylvester and the Magic Pebble
Grade Level: 3 / Guided Reading Level: N

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2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

3
Determining Importance While Reading
✓ Look for clues that tell you what the author wants you to think or feel
✓ Look for clues that tell you what the author wants you to see or hear

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

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Determining Importance

Synthesizing
Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

1
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✓ 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

3
Synthesizing While Reading
✓ Look for clues that tell you what the author wants you to think or feel
✓ Look for clues that tell you what the author wants you to see or hear

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

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Synthesizing

Retelling and Summarizing
Sylvester and the Magic Pebble
By: William Steig
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

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

3
Retell and Summarize While Reading
✓ Look for clues that tell you what the author wants you to think or feel
✓ Look for clues that tell you what the author wants you to see or hear

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

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Retelling and Summarizing

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

Sylvester and the Magic Pebble: Retelling and Summarizing

What did Mr. Duncan do with the magic pebble at the end of the story? Why do you think the family chose not to use the pebble?

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

Sylvester and the Magic Pebble: Retelling and Summarizing

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

Sylvester and the Magic Pebble: Retelling and Summarizing

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What did Mr. Duncan do with the magic pebble at the end of the story? Why do you think the family chose not to use the pebble?

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

Common Core Free
Option

Reading Response Prompts
for Each
Comprehension
Strategy Lesson Plan

6 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

Is it fiction or non-fiction?

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

| | | |
|------------|------|------|
| End | Mid | 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 the definition.
3. Glue tape or staples into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

Making Predictions

Title: _____

| Predictions of the Beginning | Predictions while Reading | Check Predictions at the End |
|------------------------------|---------------------------|------------------------------|
| | | |
| | | |
| | | |

Directions:
1. Answer each of the questions.
2. Carefully cut out the definition.
3. Glue tape or staples into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

Know because...

What do you think author wanted you to think about while reading the book?

Draw a picture of the most important thing the author wrote you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut out the definition.
3. Glue tape or staples into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

Visualizing

Title: _____

What page did you use to practice visualizing?

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

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

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

Directions:
1. Answer each of the questions.
2. Carefully cut out the definition.
3. Glue tape or staples into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

Determining Importance

Title: _____

Think about the book. Who are all 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 out the definition.
3. Glue tape or staples into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

Synthesizing

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

Directions:
1. Answer each of the questions.
2. Carefully cut out the definition.
3. Glue tape or staples into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Predictions

Author's Purpose

Visualizing

Determining Importance

Synthesizing

Vocabulary Connections Resources

Important Words to Know and Understand in Sylvester and the Magic Pebble Word List







Vocabulary Connections Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Important Words to Know and Understand in "Sylvester and the Magic Pebble"

- Bewildered**
A feeling of confusion
- Burro**
A small donkey
- Colts**
A young male horse
- Frantic**
Feeling or showing a lot of fear and worry
- Gratified**
To feel happy or satisfied
- Gully**
A long narrow low area in the ground that water moves through when it rains
- Hoof**
The hard covering on the foot of an animal
- Nook**
A small space or corner
- Perplexed**
Unable to understand something clearly or to think clearly
- Shiver**
To shake slightly because you are cold or afraid

Vocabulary Word List | ©BookPages.com

Vocabulary Connections Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

| | | |
|--|---|--|
| Bewildered  | Burro  | Colts  |
| Frantic  | Gratified  | Gully  |

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

| | | |
|--|--|---|
| Bewildered A feeling of confusion | Burro A small donkey | Colts A young male horse |
| Frantic Feeling or showing a lot of fear and worry | Gratified To feel happy or satisfied | Gully A long narrow low area in the ground that water moves through when it rains |

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Interactive Vocabulary Notebook Cards

| | | |
|--|--|--|
| Bewildered is a/an _____ noun/verb/adverb/adjective Definition of Bewildered : _____ | Burro is a/an _____ noun/verb/adverb/adjective Definition of Burro : _____ | Colts is a/an _____ noun/verb/adverb/adjective Definition of Colts : _____ |
| Bewildered looks like this: _____ | Burro looks like this: _____ | Colts look like this: _____ |
| Bewildered reminds me of: _____ | Burro reminds me of: _____ | Colts remind me of: _____ |
| I saw this word in _____ | I saw this word in _____ | I saw this word in _____ |

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Sylvester and the Magic Pebble

Word Bank
BEWILDERED
BURRO
COLTS
FRANTIC
GRATIFIED
GULLY
HOOF
NOOK
PERPLEXED
SHIVER

Unscramble each of the words. Take the letters that appear in and unscramble them to discover a secret word.

LULGY
DEIWELREBD
VRESIH
XEPLRED
KNOO
OHFO
TDGIFAR
ROUBR
CIFTANR
LOSCCT

SECRET WORD: ○○○○○○S

Make a word search using the words in the word bank.
Give it to a friend to solve.
Friend's Name: _____

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Personalized Vocabulary Builder Card

Sylvester and the Magic Pebble
By William Steig

A new word I discovered in this book is: _____
It means: _____

Name: _____

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

Personalized Vocabulary Builder Card

Vocabulary Connections Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Word and Definition 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 sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

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

Independent Word Exploration | ©BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Word Work

Instructional Focus:
Three – Syllable Words

Background:
Words have one or more syllables. A syllable is a unit of pronunciation. A syllable has either a vowel sound or a vowel and one or more consonant sounds. Almost every syllable contains at least one vowel.

Examples:

| |
|------------|
| another |
| banana |
| basketball |
| broccoli |
| camera |

- Materials and Preparation:**
- A Copy of *Sylvester and the Magic Pebble*
 - Chart Paper
 - Syllable Sort Word Page
 - Syllable Sort Game Board
 - Three – Syllable Word Work
 - Optional – Word Detective
 - Optional – 3 Colors of Ink

Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Three – Syllable Words

- Explain that some words have 3 syllables or three separate vowels. Each syllable must contain a vowel or a vowel and consonant combination.
- Ask students to look at the chart paper and write the word "sylvester" at the top of the paper. Pronounce the word "sylvester" slowly, emphasizing each syllable as you do. Ask students to repeat the word, emphasizing each syllable too. Show students how to draw lines in the word to separate the syllables.
- Then write the word *marshmallow* on the chart paper. Emphasize each syllable as you say the word and ask students to repeat it with you. Draw lines to separate the word into 3 syllables. Show students how each syllable contains a vowel.
- Ask students to identify more words that have 3 syllables. Write some of the other 3 syllable words on the chart paper, saying each word aloud and emphasizing the three syllables. Encourage students to clap out the syllables if you choose.

Step 2: Connect Word Work to Reading

Three – Syllable Words in the Text

- Tell the students that the book they will be reading today has many words with 3 syllables.
- Show them **page 1 of *Sylvester and the Magic Pebble***. Ask students to listen carefully and look at the words while you read. If they hear a word with 3 syllables, they should raise their hand.
- After reading page 1, ask the students to identify the beginning blend words they heard. Add them to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words with 3 syllables. Remind them to be polite and not to interrupt you while you read.
- Read *Sylvester and the Magic Pebble*.

Examples of Three – Syllable Words Found in the Text:

| | | |
|------------|-------------|------------|
| Sylvester | excitement | bewildered |
| collecting | disappeared | included |
| unusual | gratified | insisted |
| Saturday | anything | marsh |
| vacation | relative | broccoli |
| perfectly | strawberry | wondering |
| studying | butterfly | expecting |
| probably | carefully | yesterday |

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Sylvester and the Magic Pebble
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Split the class so every child has a partner.
- Distribute the **Syllable Sort Word Page** for each partner pair.
- Distribute the **Syllable Sort Game Board** for each student.
- Ask the partners to work together to cut out the word cards.
- Turn the word cards face down on the table and have the Page 2 game board ready.
- Explain that they will be playing a game called Syllable Sort. Player 1 goes first and chooses a word card. Player 1 should say the word aloud and decide how many syllables the word contains. Player 1 should place the word in the correct column on his or her game board. Player 2 takes a turn and does the same thing, saying the word aloud and placing it in the correct column on his or her game board.
- Continue play until all the words are gone. Ask each player to total up the number of words in each column. The winner is the player with the most 3 syllable words.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Three – Syllable Word Work**.
- Read the directions with the class.
- 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 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 **three – syllable words** in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in 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 Activities

Syllable Sort Interactive Activity

| | | |
|--------------|-------------|--------------|
| alligator | birthday | blueberry |
| breakfast | butterfly | calculator |
| camera | category | congratulate |
| dandelion | dinner | discovery |
| door | elevator | farmer |
| fingernail | gigantic | government |
| handsome | historical | imagine |
| ladybug | marshmallow | motorcycle |
| napkin | open | powder |
| sandwiches | slippery | thermometer |
| toothbrushes | video | vitamin |

Directions: Cut out the word cards. Use them with Syllable Sort Game Board (page 2) to play.

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Three – Syllable Words Extension Activity

Directions:
Be a word detective!
Be on the lookout for **three – syllable words** 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

Three – Syllable Word Work Practice Page

Directions:
Divide each word into three syllables. The first one has been done for you.

| Sylvester | Syl | ves | ter |
|------------|-----|-----|-----|
| Collecting | | | |
| Satisfy | | | |
| Saturday | | | |
| Vacation | | | |
| Excitement | | | |
| Bewildered | | | |
| Forever | | | |
| Insisted | | | |
| Included | | | |
| Sandwiches | | | |

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

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



| Running Record | | | | | |
|--|--|-------------------------------------|-----------------|----------------------------|------------------|
| Title: Sylvester and the Magic Pebble | | Guided Reading Text Level: N | Word Count: 100 | | |
| Name: _____ | | Date: _____ | | | |
| Accuracy Rate: (# of words correct/100 words) _____ | | | | | |
| Error Rate: (# of incorrect words/100 words) _____ | | | | | |
| Self-Correction Rate: (# of words self-corrected/100 words) _____ | | | | | |
| Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____ | | | | | |
| Easy 95% - 100% Accuracy | | Instructional 90% - 94% Accuracy | | Hard 50% - 89% Accuracy | |
| E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual | | | | COUNT | INFORMATION USED |
| Page | | E | SC | E MSV | SC MSV |
| 2 | Sylvester Duncan lived with his mother and father at Acorn Road in Oatsdale. One of his hobbies was collecting Pebbles of unusual shape and color. | | | | |
| 3 | On a rainy Saturday during vacation he found a quite extraordinary one. It was flaming red, shiny, and perfectly round, like a marble. As he was studying this remarkable pebble, he began to shiver, probably from excitement, and the rain felt cold on his back. "I wish it would stop raining," he said. | | | | |
| 4 | To his great surprise the rain stopped. It didn't stop gradually as rains usually do. It CEASED. The drops vanished on *... | | | | |
| Analysis and Comments: | | | | | |
| Tested By: _____ | | | | ©BookPagez.com | |

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



| Sylvester and the Magic Pebble CCSS Assessment | Name: _____ Score: / 9 |
|---|---------------------------|
| Directions: Use what you know about <i>Sylvester and the Magic Pebble</i> to answer each of the following questions. | |
| 1. When Sylvester saw the lion, what did he wish for? | |
| <input type="radio"/> A He wished the lion would turn into a daisy. <input type="radio"/> B He wished to be safe at home with his parents. <input type="radio"/> C He wished the lion would disappear. <input type="radio"/> D He wished he were a rock. | |
| 2. Sylvester and his family understand the power of the magic pebble must. Which sentence from the story supports that idea? | |
| <input type="radio"/> A "From now on I can have anything I want." <input type="radio"/> B Mr. Duncan put the magic pebble in an iron safe. <input type="radio"/> C It was flaming red, shiny, and perfectly round, like a marble. <input type="radio"/> D The chance was one in a billion at best. | |
| 3. Why does Mr. Duncan pick up the pebble and set it on the rock? | |
| <input type="radio"/> A He knows it is magic and wants to make a wish. <input type="radio"/> B It was in the spot where he wanted to sit. <input type="radio"/> C He thinks his wife might like it. <input type="radio"/> D It reminds him of Sylvester and how much he would have loved it. | |
| 4. Read this sentence from the text: "...he was startled to see a mean, hungry lion right at him..." Which word or phrase could be used instead of <u>startled</u> ? | |
| <input type="radio"/> A started <input type="radio"/> B looked up <input type="radio"/> C surprised and afraid <input type="radio"/> D angry | |

| |
|--|
| 5. If Mr. and Mrs. Duncan never went on the picnic, how would the ending of this story change? (RI.3.5) |
| <input checked="" type="radio"/> A Sylvester might still be a rock today. <input type="radio"/> B The Duncans would finally forget about Sylvester. <input type="radio"/> C Sylvester would only have to be a rock for one more year. <input type="radio"/> D The lion would finally find him (as a rock) and try to eat him. |
| 6. This story is an animal fantasy. What is one way that Sylvester's point of view may be different than yours? (RI.3.6) |
| <input type="radio"/> A Sylvester loved his family. <input type="radio"/> B He believed in and had used a magic pebble. <input type="radio"/> C Sylvester was afraid when he came face-to-face with a lion. <input type="radio"/> D Sylvester did not like being alone for so long. |
| 7. How do the illustrations show the amount of time Sylvester was a rock? (RI.3.7) |
| <input type="radio"/> A The illustrations show day and night. <input type="radio"/> B They show the hill where Sylvester became a rock. <input checked="" type="radio"/> C They show the different seasons passing. <input type="radio"/> D The illustrations show how he changed back right away. |
| 8. If, in another story, Sylvester takes the magic pebble out of the iron safe, what would be different in his new adventure? (RI.3.9) |
| <input type="radio"/> A He would not be afraid of the lion. <input checked="" type="radio"/> B He would make sure to wish carefully and keep the pebble in his hand always. <input type="radio"/> C He would not wish for a sunny day again. <input type="radio"/> D He would not stay a rock for so long. |
| 9. Which of these is <u>not</u> a message found in <i>Sylvester and the Magic Pebble</i> ? (RI.3.10) |
| <input type="radio"/> A If you have love, you have all you need. <input type="radio"/> B Think before you speak. <input type="radio"/> C Never lose hope. <input checked="" type="radio"/> D Always tell the truth. |

Answer Key



Bonus Activity

Name: _____ Date: _____

Directions:
In the book **Sylvester and the Magic Pebble**, Sylvester wishes on a magic pebble. Imagine you found the magic pebbles below. Write one of your wishes inside each pebble. Then decorate each one.

Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

| Common Core State Standards Correlation | | Common Core State Standards Correlation | | Common Core State Standards Correlation | |
|---|---|--|---|--|---|
| <p>Common Core State Standards C</p> <p>Sylvester and the Magic Pebble Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sylvester and the Magic Pebble" coincide with the following English Language Arts Common Core State Standards:</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions to demonstrate understanding of a text as a basis for the answers.</p> <p>RL.2 - Describe characters in a story (e.g., their traits, motivations, or actions) contribute to the sequence of events.</p> <p>RL.10 - By the end of the year, read and comprehend literature of the high end of the grades 2-3 text complexity band independently.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Speaking & Listening</p> <p>SL.1 - Explain their own ideas and understanding in the light of their reading.</p> <p>SL.2 - Determine the main idea and supporting details of a text presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3 - Ask and answer questions about information from a speaker, elaboration and detail.</p> <p>Language</p> <p>L.3 - Analyze and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal relationships (e.g., after dinner that night we went looking for them).</p> | <p>Common Core State Standards C</p> <p>Sylvester and the Magic Pebble Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sylvester and the Magic Pebble" coincide with the following English Language Arts Common Core State Standards:</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.2 - Analyze a text to determine how the central message, lesson, or moral is conveyed through key details in the text.</p> <p>RI.3 - Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.10 - By the end of the year, read and comprehend literature of the high end of the grades 2-3 text complexity band independently.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall information from experiences or gather information from media and formats, including visually, quantitatively, and orally.</p> <p>W.9 - Analyze and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal relationships (e.g., after dinner that night we went looking for them).</p> | <p>Common Core State Standards C</p> <p>Sylvester and the Magic Pebble Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sylvester and the Magic Pebble" coincide with the following English Language Arts Common Core State Standards:</p> <p>Visualizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.3 - Analyze how specific aspects of a text's illustrations contribute to what is conveyed through key details in the text.</p> <p>RL.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed through key details in the text.</p> <p>RL.10 - By the end of the year, read and comprehend literature of the high end of the grades 2-3 text complexity band independently.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Speaking & Listening</p> <p>SL.1 - Explain their own ideas and understanding in the light of their reading.</p> <p>SL.2 - Determine the main idea and supporting details of a text presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3 - Ask and answer questions about information from a speaker, elaboration and detail.</p> <p>Language</p> <p>L.3 - Analyze and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal relationships (e.g., after dinner that night we went looking for them).</p> | <p>Common Core State Standards C</p> <p>Sylvester and the Magic Pebble Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sylvester and the Magic Pebble" coincide with the following English Language Arts Common Core State Standards:</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.2 - Analyze a text to determine how the central message, lesson, or moral is conveyed through key details in the text.</p> <p>RI.3 - Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.10 - By the end of the year, read and comprehend literature of the high end of the grades 2-3 text complexity band independently.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.8 - Recall information from experiences or gather information from media and formats, including visually, quantitatively, and orally.</p> <p>W.9 - Analyze and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal relationships (e.g., after dinner that night we went looking for them).</p> | <p>Common Core State Standards C</p> <p>Sylvester and the Magic Pebble Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sylvester and the Magic Pebble" coincide with the following English Language Arts Common Core State Standards:</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>RL.2 - Describe characters in a story (e.g., their traits, motivations, or actions) contribute to the sequence of events.</p> <p>RL.10 - By the end of the year, read and comprehend literature of the high end of the grades 2-3 text complexity band independently.</p> <p>Reading: Foundational Skills</p> <p>RF.3 - Know and apply grade-level phonics and word analysis skills.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Speaking & Listening</p> <p>SL.1 - Explain their own ideas and understanding in the light of their reading.</p> <p>SL.2 - Determine the main idea and supporting details of a text presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3 - Ask and answer questions about information from a speaker, elaboration and detail.</p> <p>Language</p> <p>L.3 - Analyze and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal relationships (e.g., after dinner that night we went looking for them).</p> | <p>Common Core State Standards C</p> <p>Sylvester and the Magic Pebble Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sylvester and the Magic Pebble" coincide with the following English Language Arts Common Core State Standards:</p> <p>Writing</p> <p>W.8 - Recall information from experiences or gather information from media and formats, including visually, quantitatively, and orally.</p> <p>W.9 - Analyze and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal relationships (e.g., after dinner that night we went looking for them).</p> |
| Sylvester and the Magic Pebble CCSS Alignment ©BookPagez.com | | Sylvester and the Magic Pebble CCSS Alignment ©BookPagez.com | | Sylvester and the Magic Pebble CCSS Alignment ©BookPagez.com | |

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation |
|--|
| <p>Sylvester and the Magic Pebble Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sylvester and the Magic Pebble" coincide 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 - Use general and domain-specific words and phrases, including those that signal relationships (e.g., after dinner that night we went looking for them).</p> <p>L.3.5 - Analyze and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal relationships (e.g., after dinner that night we went looking for them).</p> |
| Sylvester and the Magic Pebble CCSS Alignment ©BookPagez.com |

Vocabulary Connections
Common Core Alignment

| Common Core State Standards Correlation |
|--|
| <p>Sylvester and the Magic Pebble Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Sylvester and the Magic Pebble" coincide 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 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4 - Read with sufficient accuracy and fluency to support comprehension.</p> |
| Sylvester and the Magic Pebble CCSS Alignment ©BookPagez.com |

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Sylvester and the Magic Pebble Super Pack

6 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Página 6:
Has aprendido mucho sobre Silvestre y el día que encontró su guijarro mágico. ¿Qué has aprendido hasta ahora?

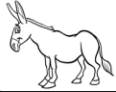
Página 14:
Nombra los caracteres que has conocido hasta ahora.

¿Cuál de los personajes crees que es más importante para la historia?

¿Por qué crees que son importantes?

Página 18:
El Sr. y la Sra. Duncan tienen un gran problema. ¿Cuál es su problema?

Nombre: _____



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Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Volver a contar y resumir con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

¿Cómo se sienten?
Se sentían infelices y sin esperanza.

¿Cuál es su solución?
Preguntaron a los vecinos si habían visto a Silvestre. Le pidieron a la policía que lo buscara. Les pidieron a los niños que lo ayudaran a encontrarlo.

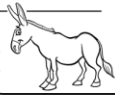
Página 26:
¿Qué eventos acercan a los padres de Silvestre a su roca?
El padre de Silvestre encontró el guijarro cerca de la roca y lo colocó en la roca.

¿Qué pensó Silvestre cuando vio a sus padres?
Silvestre deseaba ser el mismo otra vez cuando la piedra estaba sobre él. Eso hizo que se volviera a sí mismo.

Página 30:
¿Cómo cambió Silvestre de una roca a sí mismo?
Los padres de Silvestre terminaron cerca de la roca cuando decidieron ir de picnic al parque.

¿Qué o quién causó eso?
Cuando Silvestre los vio, pensó que quería ser el mismo otra vez.

Nombre: _____



Answer Key | ©BookPages.com

Hacer predicciones con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Visualizar con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Identifica el propósito del autor con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Sintetizar con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Determinar la importancia con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Tu turno para practicar: Hacer predicciones con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Tu turno para practicar: Visualizar con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Tu turno para practicar: Identifica el propósito del autor con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Tu turno para practicar: Sintetizar con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)

Tu turno para practicar: Determinar la importancia con Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)



Making Predictions

Visualizing

Determining Importance

Author's Purpose

Synthesizing

Writing About Reading with Optional CCSS Alignment

Sylvester and the Magic Pebble (Silvestre y el guijarro mágico): Sintetizar

¿Cómo cambió tu opinión de Silvestre al leer el libro? ¿Qué pensaste de Silvestre al principio, en la mitad y al final de la historia?

Puedo encontrar y entender el principio, la mitad y el final de una historia. CCSS: RL.3.5

Sylvester and the Magic Pebble (Silvestre y el guijarro mágico): Sintetizar

¿Cómo cambió tu opinión de Silvestre al leer el libro? ¿Qué pensaste de Silvestre al principio, en la mitad y al final de la historia?

Puedo encontrar y entender el principio, la mitad y el final de una historia. CCSS: RL.3.5

Sylvester and the Magic Pebble (Silvestre y el guijarro mágico): Sintetizar

¿Cómo cambió tu opinión de Silvestre al leer el libro? ¿Qué pensaste de Silvestre al principio, en la mitad y al final de la historia?

Puedo encontrar y entender el principio, la mitad y el final de una historia. CCSS: RL.3.5

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

Sylvester and the Magic Pebble (Silvestre y el guijarro mágico): Sintetizar

¿Cómo cambió tu opinión de Silvestre al leer el libro? ¿Qué pensaste de Silvestre al principio, en la mitad y al final de la historia?

Sylvester and the Magic Pebble (Silvestre y el guijarro mágico): Sintetizar

¿Cómo cambió tu opinión de Silvestre al leer el libro? ¿Qué pensaste de Silvestre al principio, en la mitad y al final de la historia?

Sylvester and the Magic Pebble (Silvestre y el guijarro mágico): Sintetizar

¿Cómo cambió tu opinión de Silvestre al leer el libro? ¿Qué pensaste de Silvestre al principio, en la mitad y al final de la historia?

Sylvester and the Magic Pebble (Silvestre y el guijarro mágico): Sintetizar

¿Cómo cambió tu opinión de Silvestre al leer el libro? ¿Qué pensaste de Silvestre al principio, en la mitad y al final de la historia?

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

6 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Valer a contar y resumir

¿De qué se trata el libro?

¿Es ficción o no ficción?

Res un dibujo y escribe una oración completa en cada caja.

| | | |
|-----------------|----------|----------|
| Inicio | Después | Entonces |
| Después de esto | Entonces | Al final |

¿Cuál es la parte más importante sobre lo que viste en el libro?

Indicaciones:
1. Completa las preguntas.
2. Crea dibujos en las cajas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Making Predictions

Hacer predicciones

Predicciones al principio

Predicciones mientras leo

Verifica las predicciones

Indicaciones:
1. Completa las preguntas.
2. Crea dibujos en las cajas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Author's Purpose

Identificar el propósito del autor

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estabas leyendo.

Indicaciones:
1. Completa las preguntas.
2. Crea dibujos en las cajas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Visualizing

Visualizar

¿Qué página usaste para practicar o visualizar?

Res un dibujo de lo que ves cuando lees en esa página.

Describe algunas de las palabras que el autor usó, que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de leerle y dile todas las palabras que te ayudaron a visualizar.

Indicaciones:
1. Completa las preguntas.
2. Crea dibujos en las cajas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Determining Importance

Determinar la importancia

¿Qué página usaste para practicar o visualizar?

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

Ahora detén los tres grandes eventos, palabras o hechos que son importantes para ti. Res un dibujo para dibujar las partes más importantes de tu libro.

Indicaciones:
1. Completa las preguntas.
2. Crea dibujos en las cajas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Synthesizing

Sintetizar

¿Qué página usaste para practicar o visualizar?

Ahora piensa... Antes de pensar...

Después de pensar...

¿Cómo cambió tu opinión de Silvestre al leer el libro? ¿Qué pensaste de Silvestre al principio, en la mitad y al final de la historia?

Indicaciones:
1. Completa las preguntas.
2. Crea dibujos en las cajas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Retelling and Summarizing

Making Predictions

Author's Purpose

Visualizing

Determining Importance

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro *Sylvester and the Magic Pebble (Silvestre y el guijarro mágico)*, Silvestre desea sobre una piedra mágica. Imagina que encontraste los guijarros mágicos debajo. Escribe uno de tus deseos dentro de cada guijarro. Luego decora cada uno.

