

Here's What You'll Get in The Boy Who Harnessed the Wind Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions
By: William Kamkwamba and Bryan Mealer
Grade Level: 3 / Guided Reading Level: F

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

Summary
The *Boy Who Harnessed the Wind* tells the true story of a fourteen-year-old boy, William Kamkwamba, from Malawi. William lived in a part of Africa that was overtaken by drought. The lack of rain caused the crops to dry up, leaving very little food for his family to eat and no money for William to go to school. Rather than feeling sorry for himself, William kept learning by spending his days at the library pouring through science books. Through reading, William was inspired to try to build a giant windmill to bring water and electricity to his community.

Link to What You Know

- How does it make you feel when someone doubts you?
- What would it be like to live without electricity?

Important Words to Know and Understand

Gale - A very strong wind

Surged - A sudden increase in the amount of electricity that is flowing through an electrical circuit

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

While Reading Predictions: What a character will do next, how a problem might be solved, what important event will happen

After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

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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

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 2 - The author tells us that William loves to dream at night. Make a prediction about what you think William dreams about. Does your prediction make sense? Why or why not?

Pages 3 to 4 - These pages show and tell about William's dreams. Was your prediction correct? What does William dream about?

Page 7 - The sun and lack of rain are turning the maize fields into dust. Make a prediction about what will happen to the people of William's village without any food to eat. How does making predictions help you as a reader?

Page 11 - William spends time in the library translating science. He comes across a book that shows a picture of a windmill and says, "Windmills can produce electricity and pump water." Make a prediction about what William will do next. Tell why your prediction makes sense.

Pages 21 to 22 - The wind begins to blow and the blades of the windmill start turning. Predict whether William's windmill will produce electricity and pump water for the crops. What makes you think so?

Time to Reflect
Think - What types of predictions did you make while reading *The Boy Who Harnessed the Wind*? 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 *The Boy Who Harnessed the Wind* 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 - Use your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Boy Who Harnessed the Wind*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary
The *Boy Who Harnessed the Wind* tells the true story of a fourteen-year-old boy, William Kamkwamba, from Malawi. William lived in a part of Africa that was overtaken by drought. The lack of rain caused the crops to dry up, leaving very little food for his family to eat and no money for William to go to school. Rather than feeling sorry for himself, William kept learning by spending his days at the library pouring through science books. Through reading, William was inspired to try to build a giant windmill to bring water and electricity to his community.

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Making Inferences

Making Connections

Asking Questions
By: William Kamkwamba and Bryan Mealer
Grade Level: 3 / Guided Reading Level: F

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

3 Ask Questions 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

4 Notice the Work You Did While Reading

- Think
- Talk
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Identifying the Author's Purpose
By: William Kamkwamba and Bryan Mealer
Grade Level: 3 / Guided Reading Level: F

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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

3 Identify the Author's Purpose 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

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Asking Questions

Author's Purpose

Answer Key for Making Connections with The Boy Who Harnessed the Wind

Your Turn to Practice Making Connections with The Boy Who Harnessed the Wind

Pages 1 to 2: The illustration shows what the village where William lives looks like. How does what you see make you feel? Write about your connection.

Page 10: William had to drop out of school when his village experienced a drought that affected the family farm. What question do you have about William having to leave school?

Answer Key for Asking Questions with The Boy Who Harnessed the Wind

Your Turn to Practice Asking Questions with The Boy Who Harnessed the Wind

Page 10: William had to drop out of school when his village experienced a drought that affected the family farm. What question do you have about William having to leave school?

Answer Key for Identifying the Author's Purpose with The Boy Who Harnessed the Wind

Your Turn to Practice Identifying the Author's Purpose with The Boy Who Harnessed the Wind

Pages 1 to 2: On these pages we are introduced to William and brought the text and illustration to make an inference about the village where William lives. What clues did you use?

Pages 5 to 6: The illustration shows William and his family working in the fields. What can you infer about William's situation?

Page 13: William is able to visualize a windmill pumping water from a government reservoir. How does the author use this to help you understand the author's purpose?

Answer Key for Making Predictions with The Boy Who Harnessed the Wind

Your Turn to Practice Making Predictions with The Boy Who Harnessed the Wind

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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

Common Core Free Option

"I Can" Statement

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
Use the clues in the text to figure out...	What else do you know about the text?	Strategies: Highlight, Circle, Underline

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 | ©BookPagez.com

Making Inferences

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Why do you think this will happen?	What are your predictions?	Did I predict correctly? <input type="checkbox"/> Yes <input type="checkbox"/> No

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 | ©BookPagez.com

Making Predictions

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 | ©BookPagez.com

Making Connections

Asking Questions

Title: _____

Question Sentence Starter
 I wonder... Why didn't... How does...
 I am confused I am curious I am not sure when... I am not sure why...

Question	Answer
Question	Answer
Question	Answer

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 | ©BookPagez.com

Asking Questions

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
 I know because...

What do you think the author wanted you to think about while reading this book?
 Draw a picture of the most important thing the author made you think about while reading.

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 | ©BookPagez.com

Author's Purpose

Vocabulary Connections Resources

Important Words to Know and Understand in The Boy Who Harnessed the Wind Word List

Vocabulary Connections
The Boy Who Harnessed the Wind
By: William Kamkwamba and Bryan Mealer
Grade Level: 3 / Guided Reading Level: P

Important Words to Know and Understand in The Boy Who Harnessed the Wind

Bearings
A machine part in which another part turns or slides

Gale
A very strong wind

Generator
A machine that produces electricity

Gushing
To flow out very quickly and in large amounts

Maize
Corn

Scan (Scanned)
To look at something carefully usually in order to find something

Scorched
To damage something by making it extremely dry







Sulked
To be angry or upset about something and to refuse to discuss it

Surged
A sudden increase in the amount of electricity that is flowing through an electrical circuit

Valley
An area of low land between hills or mountains

Vocabulary Word List | @BookPages.com

Vocabulary Connections
The Boy Who Harnessed the Wind
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Bearings	Gale	Generator
		
Gushing	Maize	Scan (Scanned)
		

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
The Boy Who Harnessed the Wind
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Scorched	Sulked	Surged
To damage something by making it extremely dry	To be angry or upset about something and to refuse to discuss it	A sudden increase in the amount of electricity that is flowing through an electrical circuit
Valley		
An area of low land between hills or mountains		

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
The Boy Who Harnessed the Wind
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Bearings is a/an noun, verb, adjective Definition of Bearings:	Gale is a/an noun, verb, adjective Definition of Gale:	Generator is a/an noun, verb, adjective Definition of Generator:
Bearings look like this:	Gale looks like this:	Generator looks like this:
Bearings remind me of:	Gale reminds me of:	Generator reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPages.com

Word Games
with Words from The Boy Who Harnessed the Wind

Directions: Read the clues and put the answers into the puzzle.

Across

- A very strong wind is called a _____.
- We use a _____ when we have a brownout.
- A word that means to look through or check.

Down

- An area of low land between hills or mountains.
- Also known as corn.
- A synonym of pouring out.

Directions: Complete the sentences using the words from the Word Bank.

Word Bank: scorched, surged, sulked

- He _____ for a week after losing his puppy.
- Last night, lightning struck the power lines and that's why the electricity _____.
- The hot weather _____ the plants.

Answer Key:
Across: 1. Gale, 2. Surge, 3. Check
Down: 1. Valley, 2. Maize, 3. Sulked

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
The Boy Who Harnessed the Wind
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A new word that I learned in this book is _____.

It means _____.

It reminds me of _____.

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

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

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

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

The Boy Who Harnessed the Wind
By: William Kamkwamba and Bryan Mealer
Grade Level: 3 / Guided Reading Level: P

Word Work

Instructional Focus:
Parts of Speech (Possessive Nouns)

Background:
A possessive noun is a noun something.

Possessive nouns follow these rules:

1. Singular Possessive Nouns
An apostrophe and a "s"
Example: The dog's foot
2. Singular Possessive Noun
An apostrophe and a "s"
Example: The princess's crown
3. Plural Possessive Nouns
An apostrophe and a "s"
Example: The children's toys
4. Plural Possessive Nouns
An apostrophe is added
Example: The cities' streets

Materials and Preparation:

- A Copy of *The Boy Who Harnessed the Wind* by Bryan Mealer
- Possessive Nouns Anchor Chart
- Markers
- Tape or Magnets (if Sort It Out! Possessive Nouns)
- Own It! Possessive Nouns
- Optional-Word Detective

Step 1: Introduce the Focus of Word Work

Introduce Possessive Nouns

- Tell students you will be talking about possessive nouns today.
- Explain that possessive nouns are nouns that show ownership. A combination of an apostrophe and/or a "s" is added to a noun to show ownership.
- Display the Possessive Nouns anchor chart you prepared ahead of time and draw attention to the fact that there are different ways to make nouns possessive depending on if they are singular or plural, or end in "s".
- Review examples for each of the scenarios. Be sure to point out the differences for each type of possessive noun. For singular nouns, regardless of if they end in "s" or not, you add an apostrophe and a "s" to show possession. If the noun is plural and does not end in "s", you add an apostrophe and a "s" as well. In the last case, if the noun is plural and ends in an "s", you simply add an apostrophe.
- Encourage students to suggest additional examples of possessive nouns for each category. Add student-generated examples to the chart.

Singular Possessive Noun	Singular Possessive Noun Ending in "s"	Plural Possessive Noun	Plural Possessive Noun Ending in "s"
the cat's dish	the class's table	the women's clothes	the teacher's classrooms
the girl's bike	my boss's desk	the people's vote	the student's projects
Matt's book	Lucan's soccer ball	the children's music	the farmer's fields

Step 2: Connect Word Work to Reading

Possessive Nouns in the Text

- Tell students that the book they will be reading today has several examples of possessive nouns.
- Show students **page 4**. Tell the class to listen carefully and look at the words as you read. Instruct them to put their head when they hear (or see) a possessive noun.
- Read, "His grandpa's tales of magic also whispered in the pitch-back of his room."
- After reading, ask the students to identify the word they heard (or saw) that is a possessive noun? (Answer: grandpa's)
- Tell students you are going to read the book once from beginning to end.
- Read *The Boy Who Harnessed the Wind*.

Examples of Possessive Nouns in the Text:

- grandpa's
- William's
- farmer's

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

The Boy Who Harnessed the Wind
By: William Kamkwamba and Bryan Mealer
Grade Level: 3 / Guided Reading Level: P

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with the **Sort It Out! Possessive Nouns** guided word work practice page.
- Read the directions while the students silently follow along.
- Direct students to independently complete the activity.
- As students are working, walk around, observe, and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any misconceptions.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Own It! Possessive Nouns** practice page.
- Read the directions with the class.
- Monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about **possessive nouns** 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 **possessive nouns** 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 possessive nouns they find using the **Word Detective** worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Independent Practice Page

Sort It Out! Possessive Nouns
Sorting Map

Directions: Cut the playing cards apart and turn them face-down in a pile. Turn cards over one at a time, read the word, and place the card in the correct location on the sorting mat.

Singular Possessive Noun	Singular Possessive Noun Ending in "s"
Plural Possessive Noun	Plural Possessive Noun Ending in "s"

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

Extension Activity

Word Detective: Possessive Nouns
Extension Activity

Directions:
Be a word detective!
Be on the lookout for the **possessive nouns** 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 | @BookPagez.com

Own It! Possessive Nouns
Word Work Practice Page

Directions: Complete each of the sentences below by adding an apostrophe and/or letter "s" to the noun to make it possessive.

1. The girls ___ locker room was very noisy after winning the game.
2. The city ___ lights shine very bright at night.
3. My member ___ vote is very important to the election.
4. Many students ___ projects were on display in the library.
5. James ___ phone slipped out of his hand and hit the ground.
6. A frog ___ tongue is great for catching flies.
7. The violin ___ melody sounds beautiful when everyone practices.
8. My brother Jacob ___ bedroom is very messy.
9. The men ___ clothing section is very small at this store.
10. The deer ___ antlers were stuck in the low branches of the tree.

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

Assessments

Running Record

Title: *The Boy Who Harnessed the Wind* Guided Reading Text Level: P 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	Instructional	Hard
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	In a small village in Malawi, where people had no money for lights, nightfall came quickly and hurried poor farmers to bed. But for William, the darkness was best for dreaming.				
3	He dreamed of building things and taking them apart, like the trucks with bottle-cap wheels parked under his bed and pieces of radios that he'd crack open and wonder. If I can hear the music, then where is the band?				
4	His grandpa's tales of magic also whispered in the pitch-black of his room. Witch planes passed through the window while ghost dancers twirled around the room, as if a ..."				

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Running Record Assessment

The Boy Who Harnessed the Wind
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *The Boy Who Harnessed the Wind* to answer each of the following questions.

- Why did William have to drop out of school?
 - A William received failing grades on his report card.
 - B William's family didn't have the money to send him to school since their farm dried up when the rain stopped.
 - C William got into a fight with his best friend at school.
 - D William was needed on the family farm to work.
- What is the main idea of the story, *The Boy Who Harnessed The Wind*?
 - A People of any age can make the world a better place and big dreams.
 - B The wind can be powerful and dangerous.
 - C Kids are better at solving problems than adults.
 - D It's not nice to call people crazy.
- What was the result of William's idea to create a windmill?
 - A William's neighbors thought it was a waste of money.
 - B William dreamed about creating the windmill.
 - C William built a windmill that created electricity.
 - D William was hungry because he only had one meal a day.
- William uses the word "longa" twice in the story. What does the word "longa" mean?
 - A Success!
 - B Oh no!
 - C Go away!
 - D My turn!
- Which of the following would be helpful if you wanted to learn more about how William created electric wind? (RI.3.5)
 - A Read the extra pages at the end of the book that provide details about William's life.
 - B Conduct an Internet search using the words William Kamkwamba, windmill, and electricity.
 - C Visit William Kamkwamba's website.
 - D All of the above.
- How do you know that William is not telling the story in *The Boy Who Harnessed the Wind*? (RI.3.6)
 - A The story does not use the pronouns I, me, or my.
 - B The story uses the pronouns you and your.
 - C The story uses the pronouns I, me, and my.
 - D The story does not use the pronouns he or his.
- How do the illustrations in *The Boy Who Harnessed the Wind* help you understand the story? (RI.3.7)
 - A The illustrations only help by showing the windmill.
 - B The illustrations show William in school, learning how to be a farmer.
 - C The illustrations are black and white.
 - D The illustrations help by showing details about what life was like in Malawi.
- Which details were most important in *The Boy Who Harnessed the Wind*? (RI.3.8)
 - A Grandpa liked to tell tales about magic.
 - B William was a hard-worker, liked to figure out how things "go", and tried to solve a big problem.
 - C People from William's village laughed at him when he tried to build a windmill.
 - D All of the above.
- How is the information on the last two pages of the book different from the information in the story? (RI.3.9)
 - A The information at the back of the book contains details about what happened after William built his first windmill.
 - B The information at the back of the book is fact and the story is fiction.
 - C The information in the story is all details and the information on the last two pages is from William's diary.
 - D The information on the last two pages is fiction and the information in the story is fact.

CCSS Assessment 3rd Grade Reading Standards for Information | BookPagez.com

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions: William used his love of figuring out how things "go" to help solve a big problem in his village. Use what you learned about how William tackled a big problem of a young age in *The Boy Who Harnessed the Wind* to make a plan to help solve a problem in your community.

Can I Make a Difference?

First, think about a problem that is important to you. This could be something in your classroom, school, home, community, country, or world. Use the space below to talk about the problem that is important to you. *(Hint: In the story, William's problem was that his village did not have electricity and there was not a way for the crops to be watered.)*

Next, think about what is needed to solve your problem. Tell what steps could be taken to make your problem better or fix it completely. *(Hint: In the story, William found something that could turn wind into electricity. The electricity could then be used in homes and to bring water to the crops. William researched ideas, gathered supplies, and experimented.)*

Last, think about ways that you could help make your problem better or solve it completely. Do you have any special talents or interests that might be helpful? Tell what you could do to work towards a solution to your problem. *(Hint, in the story William used his love of figuring out how things work to help solve the problem.)*

Extension Activity | @BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
The Boy Who Harnessed the Wind Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with the Boy Who Harnessed the Wind correlate with the following English Language Arts Common Core State Standards for Third Grade.
Making Connections Lesson Plan and Resources
Reading: Informational Text RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., when why and how key events occur). RI.8 - Compare and contrast the most important parts and key details presented in two texts on the same topic. RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension. Writing W.10 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Speaking & Listening SL.16 - Explain their own ideas and understanding in the light of the discussion. SL.17 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.19 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Language L.3A - 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 looking for them).
The Boy Who Harnessed the Wind CCSS Alignment @BookPage.com

Common Core State Standards Correlation
The Boy Who Harnessed the Wind Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with the Boy Who Harnessed the Wind correlate with the following English Language Arts Common Core State Standards for Third Grade.
Using Text Features Lesson Plan and Resources
Reading: Informational Text RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3 - Describe the relationship between a series of related events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.8 - Compare and contrast the most important parts and key details presented in two texts on the same topic. RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension. Writing W.10 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Speaking & Listening SL.16 - Explain their own ideas and understanding in the light of the discussion. SL.17 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.19 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Language L.3A - 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 looking for them).
The Boy Who Harnessed the Wind CCSS Alignment @BookPage.com

Common Core State Standards Correlation
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The Boy Who Harnessed the Wind CCSS Alignment @BookPage.com

Common Core State Standards Correlation
The Boy Who Harnessed the Wind Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with the Boy Who Harnessed the Wind correlate with the following English Language Arts Common Core State Standards for Third Grade.
The Author's Purpose Lesson Plan and Resources
Reading: Informational Text RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3 - Describe the relationship between a series of related events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.8 - Compare and contrast the most important parts and key details presented in two texts on the same topic. RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension. Writing W.10 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Speaking & Listening SL.16 - Explain their own ideas and understanding in the light of the discussion. SL.17 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.19 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Language L.3A - 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 looking for them).
The Boy Who Harnessed the Wind CCSS Alignment @BookPage.com

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The Boy Who Harnessed the Wind CCSS Alignment @BookPage.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
The Boy Who Harnessed the Wind Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with the Boy Who Harnessed the Wind correlate with the following English Language Arts Common Core State Standards for Third Grade.
Vocabulary Lesson Plan and Resources
Language L.3A - 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 looking for them). L.3B - Identify regular connections between words and their use (e.g., identify people who are friendly or helpful). L.3C - 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 looking for them).
The Boy Who Harnessed the Wind CCSS Alignment @BookPage.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
The Boy Who Harnessed the Wind Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with the Boy Who Harnessed the Wind correlate with the following English Language Arts Common Core State Standards for Third Grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read with sufficient accuracy and fluency to support comprehension.
The Boy Who Harnessed the Wind CCSS Alignment @BookPage.com

Word Work
Common Core Alignment

Student Facing Resources in Spanish for The Boy Who Harnessed the Wind Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para Hacer conexiones
con The Boy Who Harnessed the Wind
(El niño que aprovechó el viento)

Páginas 1 a 2:
Esta ilustración muestra cómo se ve el pueblo donde vive William. ¿Cómo es donde vives igual o diferente a donde vive William? Cuentas sobre tu conexión **texto a tu mismo**.

Página 10:
Cuando William se da cuenta de que debe abandonarla escuela, él pasa semanas sentado solo bajo el árbol de mango sintiéndose triste y sin esperanza. Haz una conexión **texto a texto** y nombra otro libro donde el personaje pierde la esperanza.

¿Cómo te ayuda tu conexión como lector?

Página 20:
Cuando el molino de viento estaba casi completo, muchas personas de su pueblo se relajan y se burlaban de William. Haz una conexión **texto a tu mismo** y hablar de una vez que se les molestaba acerca de algo que ha creado.

Nombre: _____ @BookPagez.com

Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Hacer Conexiones
con The Boy Who Harnessed the Wind
(El niño que aprovechó el viento)

¿Tu conexión te ayuda a entender mejor la historia? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Mi conexión me ayuda a entender mejor la historia porque William y yo sentimos lo mismo.

Página 26:
La gente del pueblo de William aplaudió cuando el molino comenzó a girar. William estaba emocionado, pero sabía que el trabajo duro apenas comenzaba. Piense en otra persona en la historia que trabajó aún más duro una vez que se alcanzó el primer objetivo. Explica tu conexión **texto al mundo**.

Las respuestas varían. Podrían incluir: Otra persona en la historia que trabajó aún más duro después de alcanzar su primer objetivo fue Harriet Tubman. Pudo liberarse y continuó arriesgándose a ser capturada para liberar más esclavos.

Páginas 27 a 28:
William tenía solo catorce años cuando hizo realidad su sueño de construir un molino de viento. Haz una conexión **texto al mundo** y contar sobre otra persona que marcó la diferencia en el mundo a una edad temprana.

Las respuestas varían. Podrían incluir: Otra joven que cambió el mundo es Anne Frank. Era una joven judía que llevaba un diario de sus experiencias mientras se escondía en un pequeño ático en los Países Bajos durante la ocupación nazi. Sus diarios han ayudado a dar una perspectiva diferente del holocausto.

Nombre: _____ @BookPagez.com

Hacer predicciones
con The Boy Who Harnessed the Wind
(El niño que aprovechó el viento)

Página 2:
El autor nos dice que a William le gusta el viento. ¿Tiene sentido tu predicción? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Sí, tiene sentido porque el viento es importante para el molino de viento.

Páginas 3 a 4:
Estas páginas muestran a William y su familia trabajando en el campo. ¿Qué tipo de predicción puedes hacer sobre lo que sucederá?
Las respuestas varían. Podrían incluir: Que el viento ayude a construir el molino.

Página 7:
El sol y la falta de lluvia están causando problemas para el cultivo de maíz. ¿Cómo te ayuda tu predicción a entender la historia?
Las respuestas varían. Podrían incluir: Ayuda a entender por qué William necesita el viento para su molino.

Nombre: _____ @BookPagez.com

Making
Predictions

Tu turno para Hacer predicciones
con The Boy Who Harnessed the Wind
(El niño que aprovechó el viento)

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El autor nos dice que a William le gusta el viento. ¿Tiene sentido tu predicción? ¿Por qué o por qué no?
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Nombre: _____ @BookPagez.com

Making
Inferences

Identificar el propósito del autor
con The Boy Who Harnessed the Wind
(El niño que aprovechó el viento)

Páginas 3 a 4:
En estas páginas, el autor cuenta los sueños de William. ¿Qué propósito tiene el autor al contar esto?
Las respuestas varían. Podrían incluir: Para mostrar que William es un niño soñador.

Página 15:
Aquí el autor incluye las palabras africanas "tonga" y "ng'ando". ¿Qué propósito tiene el autor al usar estas palabras?
Las respuestas varían. Podrían incluir: Para mostrar la cultura de William.

Páginas 17 a 18:
William tuvo que recoger piezas durante muchas semanas. ¿Qué propósito tiene el autor al contar esto?
Las respuestas varían. Podrían incluir: Para mostrar el esfuerzo de William.

Nombre: _____ @BookPagez.com

Author's
Purpose

Hacer preguntas
con The Boy Who Harnessed the Wind
(El niño que aprovechó el viento)

Página 10:
William tuvo que abandonar la escuela cuando su pueblo experimentó una sequía que secó la granja familiar. ¿Qué pregunta tienes sobre que William tenga que abandonar la escuela?
Las respuestas varían. Podrían incluir: ¿Por qué tuvo que abandonar la escuela?

Página 14:
Después de leer libros de la biblioteca, William decide que necesita construir un molino eléctrico para salvar su pueblo. ¿Qué pregunta tienes sobre su idea de construir el viento eléctrico?
Las respuestas varían. Podrían incluir: ¿Por qué necesita un molino eléctrico?

Página 18:
Trabajando durante tres días, todo mientras los vecinos observaban con dudas y juicio. ¿Qué preguntas tienes sobre William trabajando durante tres días, todo mientras los vecinos observaban con dudas y juicio?
Las respuestas varían. Podrían incluir: ¿Por qué trabajó durante tres días?

Nombre: _____ @BookPagez.com

Asking
Questions

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

The Boy Who Harnessed the Wind (El niño que aprovechó el viento): Hacer conexiones

Piensa en las formas en que tu vida es similar o diferente a la vida de William. Use los detalles del texto y su propia vida para contar sobre sus conexiones de texto a sí mismo.

Puedo leer y entender textos informativos de tercer grado de forma independiente. CCSS: RI.3.10

The Boy Who Harnessed the Wind (El niño que aprovechó el viento): Hacer conexiones

Piensa en las formas en que tu vida es similar o diferente a la vida de William. Use los detalles del texto y su propia vida para contar sobre sus conexiones de texto a sí mismo.

Puedo leer y entender textos informativos de tercer grado de forma independiente. CCSS: RI.3.10

The Boy Who Harnessed the Wind (El niño que aprovechó el viento): Hacer conexiones

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Puedo leer y entender textos informativos de tercer grado de forma independiente. CCSS: RI.3.10

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

The Boy Who Harnessed the Wind (El niño que aprovechó el viento): Hacer conexiones

Piensa en las formas en que tu vida es similar o diferente a la vida de William. Use los detalles del texto y su propia vida para contar sobre sus conexiones de texto a sí mismo.

The Boy Who Harnessed the Wind (El niño que aprovechó el viento): Hacer conexiones

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The Boy Who Harnessed the Wind (El niño que aprovechó el viento): Hacer conexiones

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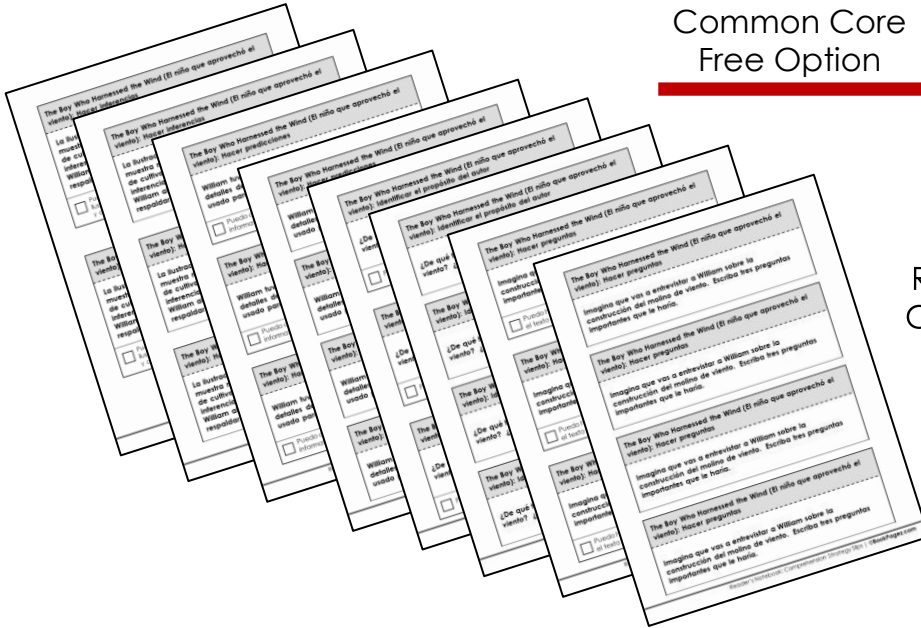
The Boy Who Harnessed the Wind (El niño que aprovechó el viento): Hacer conexiones

Piensa en las formas en que tu vida es similar o diferente a la vida de William. Use los detalles del texto y su propia vida para contar sobre sus conexiones de texto a sí mismo.

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

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	Lo que sé	Lo que puedo inferir
Responde al hecho en la obra.	¿Qué sé de la obra?	Responde, razonando, citando evidencia.

Instrucciones:
1. Confecciona preguntas.
2. Confecciona predicciones en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Hacer predicciones
Título: _____

Predicciones al principio	Predicciones mientras lees	Verifica las predicciones
Responde las predicciones al principio.	Responde las predicciones a lo largo.	Responde si fueron correctas o incorrectas y por qué.
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Instrucciones:
1. Confecciona preguntas.
2. Confecciona predicciones en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Hacer conexiones
Título: _____

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

¿Qué tipo de conexión hiciste?

Text a mí mismo

Texto a texto

Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Confecciona preguntas.
2. Confecciona predicciones en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer preguntas
Título: _____

Muestrame para empezar una oración

¿Quién sabe...? ¿Por qué?...? ¿Cómo...? ¿Dónde...?

Ma confundido cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta

Instrucciones:
1. Confecciona preguntas.
2. Confecciona predicciones en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

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

Para persuadir

Para informar

Para entretener

Yo sé porque...

¿Qué pienso que el autor quería que pensara mientras estaba leyendo este libro?

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

Instrucciones:
1. Confecciona preguntas.
2. Confecciona predicciones en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: William utilizó su amor por descubrir cómo "van" las cosas para ayudar a resolver un gran problema en su pueblo. Use lo que aprendió acerca de cómo William abordó un gran problema a una edad temprana en **El niño que aprovechó el viento** para hacer un plan para ayudar a resolver un problema en su comunidad.

¿Puedo hacer la diferencia?

Primero, piense en un problema que sea importante para usted. Esto podría ser algo en su salón de clases, escuela, hogar, comunidad, país o mundo. Use el espacio a continuación para hablar sobre el problema que es importante para usted. (Sugerencia: En la historia, el problema de William era que su pueblo no tenía electricidad y que no había forma de regar los cultivos.)

Luego, piense en lo que se necesita para resolver su problema. Indique qué pasos podrían tomarse para mejorar su problema o solucionarlo por completo. (Sugerencia: En la historia, William encontró algo que podría convertir el viento en electricidad. La electricidad podría usarse en los hogares y llevar agua a los cultivos. William investigó ideas, reunió suministros y experimentó.)

Por último, piense en formas en que podría ayudar a mejorar su problema o resolverlo por completo. ¿Tienes algún talento o interés especial que pueda ser útil? Diga qué podría hacer para trabajar hacia una solución a su problema. (Sugerencia, en la historia William usó su amor por descubrir cómo funcionan las cosas para ayudar a resolver el problema.)
