

Here's What You'll Get in the The Cloud Book Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

The Cloud Book
By: Tomie dePaola
Grade Level: 3 / Guided Reading Level: N

Asking Questions

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

Summary
The Cloud Book is a nonfiction book. That means that the information in this book is all true.
In this book you will learn all about clouds – all ten kinds of them! You will also learn how the clouds can help us forecast the weather, what people living a long time ago thought of clouds, and about popular weather sayings.

Link to What You Know
• What do you know about the shapes of clouds?
• Why would someone want to study cloud formations?

Important Words to Know and Understand
Cloud – White or gray mass in the sky that is made of many small drops of water.
Cirrus – A thin type of cloud that forms high in the sky.

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

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.
When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?
You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.
It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Asking Questions Lesson Plan

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Asking Questions

3
Ask Questions While Reading
✓ Try asking questions that begin with "I wonder..." or "Why..."
✓ Decide whether or not your questions

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Cover – Read the title of the book. What do you wonder about clouds?
Page 2 – Here you learn that clouds are made of drops of water or ice. What does this information make you wonder about clouds?
Page 4 – On this page we learn the names of 3 types of clouds. Name the 3 types of clouds. What questions do you have about the cloud's names?
Page 5 – On this page, you learn what a cirrus cloud looks like. What questions do you have about cirrus clouds?
Page 8 – Here we learn that people call cumulus clouds by different names. What questions do you have about the names?

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

Time to Reflect
Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy The Cloud Book?
Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.
Reflect – Think about the questioning work you did while reading. Is anything that you are still wondering about? If so, how can you answer your question?
Write – Give your Strategy Flip into your reader's notebook. Write about the work you did while reading The Cloud Book. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Author's Purpose

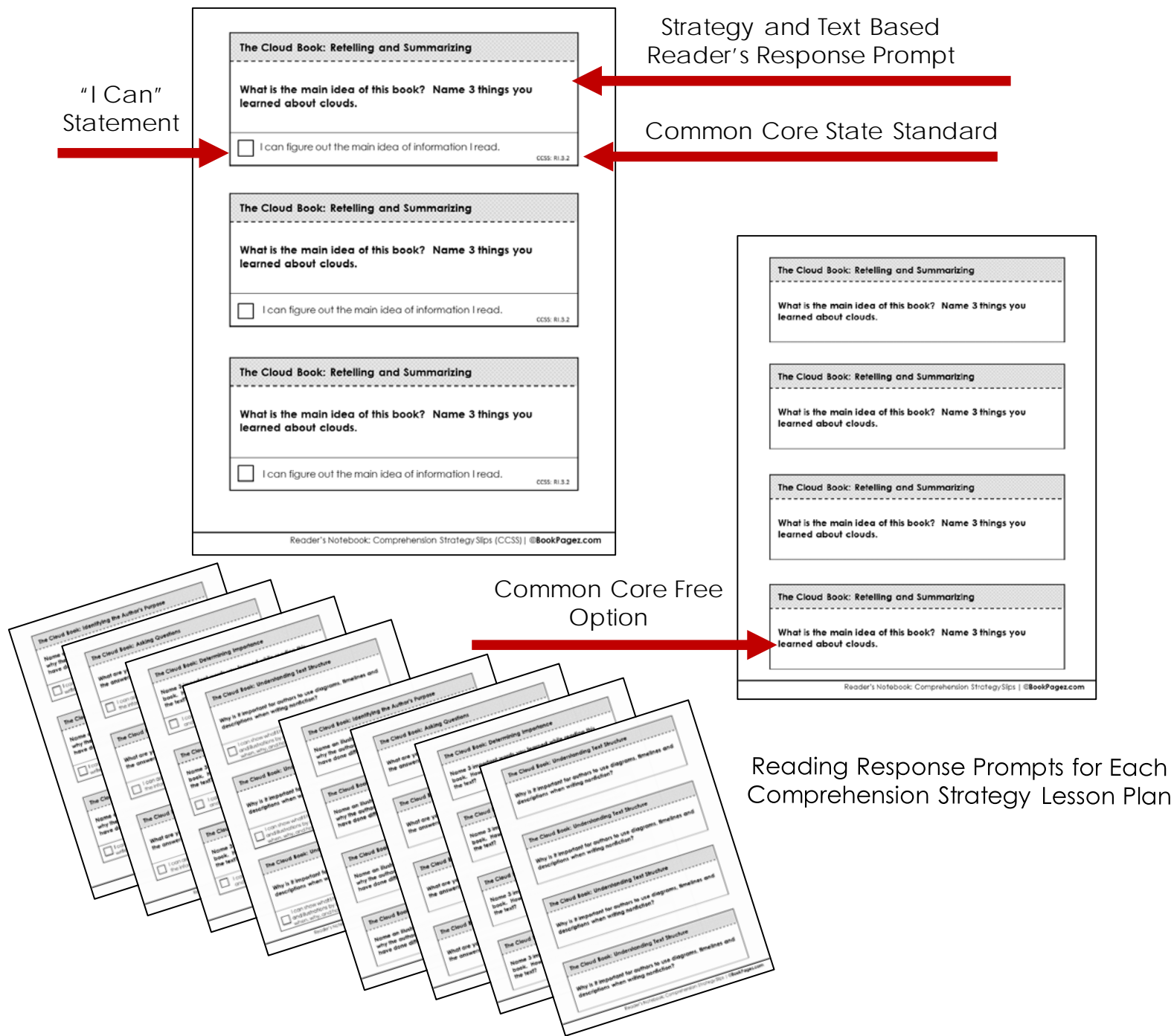
Determining Importance

Retelling and Summarizing

Understanding Text Structure

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment



5 Comprehension Strategy Graphic Organizers

Reflecting and Summarizing		
Title:		
What is this book about?		
Is it fiction or nonfiction?		
Draw a picture or write a sentence for each book feature.		
First	Next	Then
After that	Then	Last
What is the most important thing you read in this book?		

Retelling and Summarizing

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 his book? _____

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

Directions:

1. Read each of the questions.
2. Carefully cut out the dotted line.
3. Glue, tape or staple into your reader's notebook.

Author's Purpose

<h3>Asking Questions</h3> <h4>Write</h4>		
Question Sentence Starter I wonder... Why didn't... How does... I am confused about... I am curious about... I am not sure why...		
Question	Answer	
Question	Answer	
Question	Answer	
Question	Answer	

Directions:


1. Write a question of the questions.
2. Write an answer on the dotted line.
3. Circle topics or change this questionnaire's notebook.

Asking Questions

Determining Importance

Title _____

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



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

#1

#2

#3

Directions:

1. Write the title of the book.
2. Carefully cut out the dotted lines.
3. Stick tape or staples into your notebook.

Determining Importance

Understanding Text Structure		
Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Pages:	
	Pages:	
	Pages:	
	Pages:	
	Pages:	
Text Structures You Might See While Reading		
Explain Compare and Contrast	Sequence Problem and Solution	Cause and Effect

Directions:

1. Research each of the questions.
2. Carefully cut out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Understanding Text Structure

Vocabulary Connections Resources


Important Words to Know and Understand in The Cloud Book Word List

<h2 style="text-align: center;">Vocabulary Connections</h2>	
<p style="text-align: right;"> The Cloud Book By: Torrie dePaola Grade Level: 3 / Guided Reading Level: N </p>	
<p>Important Words to Know and Understand in "The Cloud Book"</p>	
<p>Banner A large strip of cloth with a design, picture or writing on it</p>	
<p>Cirrus A thin type of cloud that forms high in the sky</p>	
<p>Cloud White or gray mass in the sky that is made of many small drops of water</p>	
<p>Cumulus A type of thick cloud that is rounded on top and has a flat base</p>	
<p>Drizzle To rain in very small drops</p>	
<p>Mackerel A large fish that lives in the Northern Atlantic Ocean and is often eaten as food</p>	
<p>Mare An adult female horse</p>	
<p>Messenger Someone who delivers a message or does other small jobs that involve going somewhere</p>	
<p>Stratus Cloud forming a continuous horizontal gray sheet, often with rain or snow</p>	
<p>Thunderbird A legendary bird that produces thunder, lightning and rain</p>	


Vocabulary Connections

The Cloud Book
 By: Tomie deFolico
 Grade Level: 3 / Guided Reading Level: N


Banner




Cirrus




Cloud




Cumulus



Drizzle



Mackerel



Cloud

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Word and Picture Sorting Cards

Vocabulary Connections		
<p>The Cloud Book By: Tomie dePaola Grade Level: 3 / Guided Reading Level: N</p>		
<p>Step by Step Directions 1. Cut out the vocabulary words. 2. Place on the grid below. 3. Color the illustrations. 4. Read, retell, discuss the story from front to back.</p>		
Mare	Messenger	Stratus
An adult female horse	Someone who delivers a message or does other small jobs that involve going somewhere	Cloud forming a continuous horizontal gray sheet, often with rain or snow
Thunderbird		
A legendary bird that produces thunder, lightning and rain		

Word and Definition Sorting Cards

Vocabulary Connections

Grade Level: 3 / Guided Reading Level: N

The Cloud Book
By: Tomie dePaola

The Cloud Book
By: Tomie dePaola
Guided Reading Level: N

More is a/an noun verb adverb adjective

Definition of **More**:

Messenger is a/an noun verb adverb adjective

Definition of **Messenger**:

Stratus is a/an noun verb adverb adjective

Definition of **Stratus**:

More looks like this:

Messenger looks like this:

Stratus looks like this:

More reminds me of:

Messenger reminds me of:

Stratus reminds me of:

I saw this word in

I saw this word in

I saw this word in

Interactive Vocabulary Notebook Cards | [BoomPages.com](https://www.BoomPages.com)

The Cloud Book
By: Tomie dePaola
Guided Reading Level: N

The Cloud Book
By: Tomie dePaola
Guided Reading Level: N

Interactive Vocabulary Notebook Cards

Word Games

with Words from The Cloud Book

Directions: Read each of the clues below. Then choose a vocabulary word to match each clue. Write the vocabulary word under "What is the word?". Finally, shade the names of specific cloud types blue.


Clue	What is the word?
A type of thick cloud that is rounded on top and has a flat base.	
A large fish.	
An adult female horse.	
White or gray mass in the sky that is made of many small drops of water.	

Word Games


The Cloud Book

Then choose a vocabulary word to go under "What is the word?". Finally, blue.


What is the word?
Cumulus
Mackerel
Mare
Cloud




Citrus




Cloud




Stratus




Cumulus



Mackerel



Mare



Messenger

Name: _____

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Artwork Key: ©2007Pages.com

Word Games and Answer Key

Vocabulary Connections


The Cloud Book

By: Tommie dePaola

Grade Level: 3 / Guided Reading Level: N

The Cloud Book

By
Tommie dePaola




A new word I've learned in the book is:

It's like...

It means...

Name:



Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
The Cloud Book
By: Tomie dePaola
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Three Sounds of Suffix "ed"

Background:
The suffix -ed makes 3 sounds: the "d" sound we hear in "yelled", the "t" sound we hear in the word "jumped", and the "ed" sound we hear in the word "crashed".

Examples:

"d"	"t"	"ed"
spilled	jumped	crashed
grilled	pushed	parted
enjoyed	looked	started
tried	helped	ended

Materials and Preparation:

- A Copy of the Cloud Book
- Anchor Chart
- Chart paper
- Markers
- Scissors
- Puzzle Piece Game Three (1 per student)
- ed Interactive Word Mat (Step 2) (1 per student)
- Optional- Word Detective worksheet

-ed Interactive Word Mat

d	t	ed

Guided Word Work Practice | ©BookPages.com

Optional Activity to Extend Engagement

Step by Step Lesson Plan

Word Work
The Cloud Book
By: Tomie dePaola
Grade Level: 3 / Guided Reading Level: N

Step 1: Introduce the Focus of Word Work

Introduce Three Sounds of Suffix "ed"

- Explain that the suffix -ed makes 3 sounds: the "d" sound we hear in "turned", the "t" sound we hear in "crashed", and the "ed" sound we hear in "parted".
- Write the word "cooked" under the "d" heading. Underline the suffix -ed. Say the word and stress the "d" sound. Ask the children to repeat the word. Ask children if they can hear how the suffix -ed makes the "d" sound. Follow this procedure with the following words: covered, saved, moved, named and played.
- Write the word "liked" under the "t" heading. Underline the suffix -ed. Say the word and stress the "t" sound. Ask the children to repeat the word. Ask children if they can hear how the suffix -ed makes the "t" sound. Follow this procedure with the following words: washed, rushed, stomped, cooked and missed.
- Write the word "rested" under the "ed" heading. Underline the suffix -ed. Say the word and stress the "ed" sound. Ask the children to repeat the word. Ask children if they can hear how the suffix -ed makes the "ed" sound. Follow this procedure with the following words: planted, ended, reported, shouted and seated.

Three Sounds of Suffix "ed" in the Text

- Give each child an "-ed Interactive Word Work Mat".
- Tell the children that you will read the story. You will stop at the words that have the suffix -ed and read the word again.
- The children will decide if the suffix -ed sounds like the "d" sound we hear in "played", the "t" sound we hear in "jumped", or the "ed" sound we hear in "started".
- The children will point to the heading on the interactive Word Work Mat that has the same ending sound as the word in the book.

Examples of Three Sounds of Suffix "ed" Found in the Text:

- covered
- called
- missed
- looked
- believed
- caused

Word Work Lesson Plan | ©BookPages.com

List of words in the book that match the instructional focus

Word Work
The Cloud Book
By: Tomie dePaola
Grade Level: 3 / Guided Reading Level: N

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out the **Puzzle Piece Game**.
- Ask children to cut out the rectangles and the squiggly line that separates the picture from the word.
- Mix the pieces and put them together again, saying each word while working on the puzzle.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Three Sounds of Suffix "ed" Practice Page**.
- 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 words with three sounds of suffix "ed" in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the coded sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.




Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent Practice Page

Puzzle Piece Game

Directions: Cut out the rectangles and the squiggly line that separates the picture from the word.

	"ed"
	"d"
	"t"

Guided Word Work Practice | ©BookPages.com

Extension Activity

Word Detective: Three Sounds of Suffix "ed"
Extension Activity

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

Words	Book Title	Page

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

Three Sounds of Suffix "ed"
Word Work Practice Page

Directions:
Read each sentence and look for the word with the suffix -ed. Listen to the sound of the suffix -ed. If the suffix -ed makes a "d" sound, color in the cloud with the letter "d". If the suffix -ed makes a "t" sound, color in the cloud with the letter "t". If the suffix -ed makes an "ed" sound, color in the cloud with the letters "ed".

- He walked to the park.

d	t	ed
---	---	----
- She likes her bagel toasted.

d	t	ed
---	---	----
- The papers were piled on the desk.

d	t	ed
---	---	----
- She parked her bike.

d	t	ed
---	---	----
- He carried his backpack.

d	t	ed
---	---	----

Next, write your own -ed words below:

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

Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
Define each cloud and illustrate a picture.

Cirrus Clouds Define	Cirrus Clouds Illustrate
Cumulus Clouds Define	Cumulus Clouds Illustrate
Stratus Clouds Define	Stratus Clouds Illustrate

Extension Activity | ©BookPages.com

Bonus Extension Activity

Running Record

Title: The Cloud Book 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		
Page	E	SC	INFORMATION USED E SC MSV
1	Almost any time you go outside and look up at the sky, you can see clouds.		
2	Clouds are little drops of water or ice hanging in the upper atmosphere high above the earth.		
3	And if you could hop on a bird and fly way up, you would see the whole earth covered with clouds.		
4	There are many different kinds of clouds. Some are high up, some are in the middle, and some are low down in the sky. The three main kinds are called cirrus, cumulus, and stratus clouds. You can tell them apart by the way they look and		

Analysis and Comments:

Tested By: _____ ©BookPages.com

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Cloud Book Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Cloud Book" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading Informational Text</p> <p>RI.2.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.2.4 - Determine the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to grades 3 topics or subject areas.</p> <p>RI.2.7 - Use information gathered from illustrations (e.g., maps, photographs) and the words in a text to determine understanding of the text; explain, when why, and how key events occur.</p> <p>RI.2.10 - 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.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.2.6 - Explain their own ideas and understanding in light of the discussion.</p> <p>SL.2.7 - Determine the main idea and supporting details of a text read about or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.2.9 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.2.4 - Analyze and use accurately grade-appropriate conversational, general, academic, domain-specific, words and phrases, including those that signal spatial and temporal relationships (e.g., after, once, then, right after, even though) for them.</p>	<p>The Cloud Book Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Cloud Book" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading Informational Text</p> <p>RI.2.2 - Determine the main idea of a text; 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

The Cloud Book Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Cloud Book" correlate with the following English Language Arts Common Core State Standards for third grade:

Vocabulary Lesson Plan and Resources

Language

L.3.4a - Use the general level of context as a clue to the meaning of a word or phrase.

L.3.4b - Identify specific connections between words and their use (e.g., identify people who are similarly or differently).

L.3.4c - Analyze and use accurately grade-appropriate conversational, general, academic, domain-specific, words and phrases, including those that signal spatial and temporal relationships (e.g., after, once, then, right after, even though) for them.

The Cloud Book CCSS Alignment | ©BookPages.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

The Cloud Book Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Cloud Book" correlate with the following English Language Arts Common Core State Standards for third grade:

Word Work Lesson Plan and Resources

Reading Foundational Skills

RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

The Cloud Book CCSS Alignment | ©BookPages.com

Word Work
Common Core Alignment