

# Here's What You'll Get in the The Hello, Goodbye Window Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**

**The Hello, Goodbye Window**  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

**1**

**Get Ready To Read**

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

**Summary**

In *The Hello, Goodbye Window*, a little girl visits her Nanna and Poppy (her grandparents). There are many things she loves about going to their house: coloring in the kitchen, listening to Poppy play his harmonica, and gardening with Nanna. However, her favorite part of their house is the kitchen window. Throughout the day and night, the little girl observes the world through the magic window. From peek-a-boo hello to saying good night to the stars, what fun things will she do next and who might she see coming for a visit?

**Link to What You Know**

- Have you ever written a story about a family member? Why did you write that story?
- Tell about a time you went on a vacation. What was your favorite part? What was your least favorite part?

**Important Words to Know and Understand**

**Barrel** – A round usually wooden container with curved sides and flat ends.

**Frighten** – to cause (someone) to become afraid

**2**

**Learn About Comprehension Strategies**

**Why Readers Identify the Author's Purpose While Reading**

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

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### Guided Reading Level

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**

**The Hello, Goodbye Window**  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

**3**

**Identify the Author's Purpose While Reading**

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain you?

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 7 to 10** – These pages tell about the little girl's grandfather, Poppy. What kind of relationship do Poppy and the little girl have? How do you know?

**Pages 17 to 20** – Here, the author is talking about the little girl's grandmother, Nanna. What is the author telling you about Nanna? What kind of a relationship do Nanna and the little girl have? How do you know?

**Page 21** – The little girl takes a nap but thinks that "nothing happens until she gets up." Why do you think the author tells the reader this?

**Pages 25** – Mommy and Daddy come to pick the little girl up and it's time to leave. The little girl is feeling a little happy and a little sad. What is the author trying to tell the reader on this page?

**Page 29** – Author writes books to entertain, inform, or persuade their readers. Why do you think the author chose to write this book? What makes you think so?

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – Norton Juster is the author of *The Hello, Goodbye Window*. What was his purpose for writing this book? Did he write this book to persuade, inform, or entertain you? How do you know?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Hello, Goodbye Window*. (Remember to include examples from the book!)

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### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

**Making Connections**

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**1**

**Get Ready To Read**

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

**3**

**Make Connections While Reading**

- Draw the book
- Write the book
- Draw the book
- Write the book
- Draw the book
- Write the book

**2**

**Learn About Comprehension Strategies**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**4**

**Time to Reflect**

**Think** – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

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**Making Inferences**

**The Hello, Goodbye Window**  
By: Norton Juster  
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**1**

**Get Ready To Read**

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

**3**

**Make Inferences While Reading**

- Look for clues that help you understand important words
- Use the clues to figure out the meaning of the words
- Write the book
- Draw the book
- Write the book
- Draw the book

**2**

**Learn About Comprehension Strategies**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**4**

**Time to Reflect**

**Think** – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Hello, Goodbye Window*. (Remember to include examples from the book!)

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### Making Connections

### Making Inferences

**Answer Key for Making Connections with The Hello, Goodbye Window**

**Your Turn to Practice Making Connections with The Hello, Goodbye Window**

Page 1: The girl is telling about Nanna and Poppy's house. Make a **link-to-self** connection and tell about your grandparents. Do you have special names for them?

**Answer Key for Visualizing with The Hello, Goodbye Window**

**Your Turn to Practice Visualizing with The Hello, Goodbye Window**

Page 1: The little girl is describing what Nanna and Poppy's house like. Use the words to visualize the house. What do you see?

**Answer Key for Making Inferences with The Hello, Goodbye Window**

**Your Turn to Practice Making Inferences with The Hello, Goodbye Window**

Page 3: Look at the buttons on the little girl looking through the window about how the child's feelings?

How can you tell?

Page 5: The little girl is allowed to do lots of things in the kitchen, but she can't go under the table. What do you think she is thinking about?

Page 16: Poppy makes a special breakfast for the little girl. Make the picture in the bottom of her window.

**Answer Key for Identifying the Author's Purpose with The Hello, Goodbye Window**

**Your Turn to Practice Identifying the Author's Purpose with The Hello, Goodbye Window**

Cover: Look at the buttons on the front and back cover of the book and read the title. What are you wondering about the story so far?

Page 2: Here, the little girl introduces the Hello, Goodbye Window at Nanna and Poppy's house. What questions do you have about the special window?

Page 7 and 8: The little girl tells about Poppy on these pages. What do you know about Poppy so far?

**Visualizing**

**The Hello, Goodbye Window**  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

**1**

**Get Ready To Read**

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

**3**

**Visualize While Reading**

- Write the words on a piece of paper
- Draw the pictures
- Write the words on a piece of paper
- Draw the pictures
- Write the words on a piece of paper
- Draw the pictures

**2**

**Learn About Comprehension Strategies**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**4**

**Time to Reflect**

**Think** – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Hello, Goodbye Window*. (Remember to include examples from the book!)

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**Asking Questions**

**The Hello, Goodbye Window**  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

**1**

**Get Ready To Read**

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

**3**

**Ask Questions While Reading**

- Write down the questions you have while you are reading
- Write down the questions you have while you are reading
- Write down the questions you have while you are reading
- Write down the questions you have while you are reading

**2**

**Learn About Comprehension Strategies**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**4**

**Time to Reflect**

**Think** – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Hello, Goodbye Window*. (Remember to include examples from the book!)

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**Answer Key for Asking Questions with The Hello, Goodbye Window**

**Your Turn to Practice Asking Questions with The Hello, Goodbye Window**

Cover: Look at the buttons on the front and back cover of the book and read the title. What are you wondering about the story so far?

Page 2: Here, the little girl introduces the Hello, Goodbye Window at Nanna and Poppy's house. What questions do you have about the special window?

Page 7 and 8: The little girl tells about Poppy on these pages. What do you know about Poppy so far?

**Answer Key for Visualizing with The Hello, Goodbye Window**

**Your Turn to Practice Visualizing with The Hello, Goodbye Window**

Page 1: The little girl is describing what Nanna and Poppy's house like. Use the words to visualize the house. What do you see?

### Visualizing

### Asking Questions

### 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

**The Hello, Goodbye Window: Making Connections**

Pretend that you are telling the story about visiting your favorite family member. How would your day be the same as, or different than, the girl's day in *The Hello, Goodbye Window*?

I can tell how two or more tellings of a story can be the same and different. CCSS: RL.2.9

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**The Hello, Goodbye Window: Making Connections**

Pretend that you are telling the story about visiting your favorite family member. How would your day be the same as, or different than, the girl's day in *The Hello, Goodbye Window*?

I can tell how two or more tellings of a story can be the same and different. CCSS: RL.2.9

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**The Hello, Goodbye Window: Making Connections**

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

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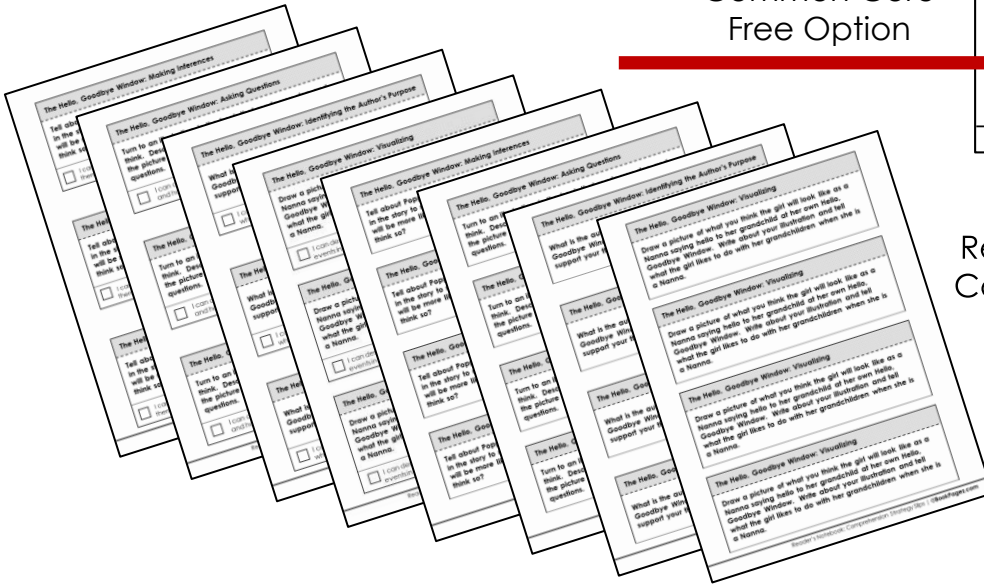
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Reader's Notebook: Comprehension Strategy Slips | @BookPages.com

Common Core  
Free Option

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**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 | @BookPages.com

Making  
Connections

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the text?	Structure, thoughts, clues, setting

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 | @BookPages.com

Making  
Inferences

**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 | @BookPages.com

Author's  
Purpose

**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 drew all of the words that helped you visualize.

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 | @BookPages.com

Visualizing

**Asking Questions**

Title: \_\_\_\_\_

Question Sentence Starter

I wonder...	Why don't I...	How does...
I am confused about...	I am curious about...	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 | @BookPages.com

Asking  
Questions

# Vocabulary Connections Resources

## Important Words to Know and Understand in The Hello, Goodbye Window Word List

**Vocabulary Connections** The Hello, Goodbye Window  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

**Important Words to Know and Understand in The Hello, Goodbye Window**

**Barrel**  
A round, usually wooden, container with curved sides and flat ends

**Delivery**  
The act of taking something to a person or place

**Extinct**  
No longer existing

**Frighten**  
To cause (someone) to become afraid

**Harmonica**  
A small musical instrument that is played with your mouth

**Path**  
A track that is specially made for people to walk or ride on

**Reflections**  
An image that is seen in a mirror or on a shiny surface







**Regular**  
Normal or usual

**Specialty**  
Something that a person or place is known for making or producing very well

**Supper**  
The evening meal; used especially to refer to an informal meal that you eat at home

Vocabulary Word List | @BookPages.com

**Vocabulary Connections** The Hello, Goodbye Window  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

Barrel	Delivery	Extinct
		
Frighten	Harmonica	Path
		

Picture Vocabulary Sorting Cards | @BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections** The Hello, Goodbye Window  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

Barrel	Delivery	Extinct
A round, usually wooden, container with curved sides and flat ends	The act of taking something to a person or place	No longer existing
Frighten	Harmonica	Path
To cause (someone) to become afraid	A small musical instrument that is played with your mouth	A track that is specially made for people to walk or ride on

Definition Vocabulary Sorting Cards | @BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections** The Hello, Goodbye Window  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

<b>Barrel is a/an</b> noun, verb adverb, adjective Definition of Barrel:	<b>Delivery is a/an</b> noun, verb adverb, adjective Definition of Delivery:	<b>Extinct is a/an</b> noun, verb adverb, adjective Definition of Extinct:
Barrel looks like this:	Delivery looks like this:	Extinct looks like this:
Barrel reminds me of:	Delivery reminds me of:	Extinct 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 Hello, Goodbye Window

**Directions:** Complete each sentence below using the vocabulary words in the Word Bank.

**Word Bank**  
specialty reflections harmonica  
frighten path extinct

- My dad loves to cook, and his \_\_\_\_\_ is beef brisket.
- We can see our \_\_\_\_\_ on shiny things such as mirrors.
- The hikers follow the \_\_\_\_\_ that leads to the mountain summit.
- He knows how to play \_\_\_\_\_ and guitar at the same time.
- The dinosaurs became \_\_\_\_\_ million years ago.

**Directions:** Put the vocabulary words in alphabetical order.

supper	1.
delivery	2.
barrel	3.
regular	4.
reflections	5.

Name: \_\_\_\_\_

**Answer Key**  
Hello, Goodbye Window

Use using the vocabulary words in the Word Bank.

- specialty \_\_\_\_\_ is beef brisket.
- reflections \_\_\_\_\_ on shiny things such as mirrors.
- path \_\_\_\_\_ that leads to the mountain summit.
- harmonica \_\_\_\_\_ and guitar at the same time.
- extinct \_\_\_\_\_ million years ago.

barrel \_\_\_\_\_  
delivery \_\_\_\_\_  
reflections \_\_\_\_\_  
regular \_\_\_\_\_  
supper \_\_\_\_\_

Answer Key | @BookPages.com

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections** The Hello, Goodbye Window  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

**The Hello, Goodbye Window**  
By Norton Juster

A new word that I learned in this book is: \_\_\_\_\_

It means: \_\_\_\_\_

Name: \_\_\_\_\_

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

## Personalized Vocabulary Bookmark

## Vocabulary Word Extension Activities

**Vocabulary Connections**

**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

**Word Work**  
The Hello, Goodbye Window  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

**Instructional Focus:**  
R-Controlled Vowels

**Background:**  
When "a" and "r" are next to each other in a word, the r controls the vowel sound. The "a" does not make a short nor a long sound; instead, the sound of ar together is /ar/. This is similar to what a pirate sounds like when he says, "Arr-matey".

**Examples:**

bar	car
mark	jar
yarn	star
mart	farm

**Materials and Preparation:**

- A Copy of The Hello, Goodbye Window
- Chart Paper or Construction Paper
- Markers
- Scissors (1 per student)
- Dry Erase Board
- Dry Erase Markers
- AR Picture Flash Cards
- "AR" Word Choice
- Optional - Sticky Notes
- Optional - Word Detective Worksheet

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**  
The Hello, Goodbye Window  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

**Step 1: Introduce the Focus of Word Work**

**Introduce R-Controlled Vowels**

- Tell students that when they see "ar" together in a word, the "r" controls the "a" and makes it silent. When they see "ar," the sound they should make is "arr". Tell students it is like a pirate saying "Arr-matey".
- Have students pretend they are pirates and say "Arr" in unison.
- Direct student attention to the anchor chart and have them repeat after you when you read each "ar" word.
- Next, have students volunteer to come up and draw a line to match the picture to the correct "ar" word on the anchor chart.

**Step 2: Connect Word Work to Reading**

**R-Controlled Vowels in the Text**

- Tell students that the book you are reading, *The Hello, Goodbye Window*, has examples of "ar" words.
- Turn to page 6 and instruct the students to listen for the "ar" words as you read. When they hear an "ar" word, ask them to make a pirate face.
- Remind students to be respectful listeners while they make their pirate faces.
- Read page 6 aloud and watch for students to respond to the word "jars" with a pirate face.
- Go back to the beginning of the book and read it aloud all the way through.
- When you have finished reading, ask students to turn to a neighbor and tell him/her one of the "ar" words they remember from the story.
- Have students raise their hands and share the words they heard. Add the student's words to the bottom of the anchor chart.

**Examples of R-Controlled Vowels Found in the Text:**

- jars
- stars
- harmonica
- are
- dark
- garden

Word Work Lesson Plan | @BookPagez.com

**Word Work**  
The Hello, Goodbye Window  
By: Norton Juster  
Grade Level: 2 / Guided Reading Level: K

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Pass out one "AR" Picture Flash Card Page to each student.
- Direct students to cut out the flash cards on the dotted lines.
- Next, instruct students to fold the cards along the solid line so that the picture is on the front side, and the word is on the back.
- Glue or tape the flash cards together so that the cards stay together.
- Prompt students to facing up.
- Tell students to pick a card and write the word that matches the picture on a dry erase board.
- After writing the "ar" word, the student will flip the card over to check his or her answer.
- Repeat for each card.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Pass out the "AR" Word Choice practice page.
- Instruct students to read the sentence and circle the "ar" word that correctly completes the sentence.
- 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 r-controlled vowels 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 r-controlled vowels in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart. (Review the added 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 | @BookPagez.com

Interactive Activity

**"AR" Picture Flash Card Interactive Activity**

	shark		yard
	cart		chart
	farm		park
	far		barn
	bark		card

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

**"AR Word" Choice Word Work Practice Page**

**Directions:**  
Read the sentence and circle the correct AR word to fill in the blanks.

- The \_\_\_\_\_ is in the driveway.  
star car
- My mom asked me to get home before it gets \_\_\_\_\_ outside.  
dark barn
- "Look! It's a \_\_\_\_\_ fin in the ocean!" said my brother.  
shark bark
- I like to look for \_\_\_\_\_ in the night time sky.  
yarn stars
- The brown dog next door really likes to \_\_\_\_\_ a lot.  
jar bark
- Sue likes to color using her \_\_\_\_\_ not her crayons.  
markers dark
- There are a lot of yummy treats in the \_\_\_\_\_.  
bark jar
- Tom made his mom a \_\_\_\_\_ for her birthday.  
card shark
- The sun is very \_\_\_\_\_ away.  
far car
- I like to climb on the monkey \_\_\_\_\_ at recess.  
jars bars

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

Extension Activity

**Word Detective: R-Controlled Vowels Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for r-controlled vowels 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

# Assessments

Running Record					
Title: <i>The Hello, Goodbye Window</i> Guided Reading Text Level: K Word Count: 100					
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	Nanna and Poppy live in a big house in the middle of town. There's a brick path that goes to the back porch, but before you get there you pass right by the kitchen window.				
2	That's the Hello, Goodbye Window. It looks like a regular window, but it's not.				

Tested By: \_\_\_\_\_ @BookPagez.com

## Running Record Assessment

The Hello, Goodbye Window CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <i>The Hello, Goodbye Window</i> to answer each of the following questions.		
1. Which of these details is important to understanding <i>The Hello, Goodbye Window</i> ?		
<input type="radio"/> A Nanna and Poppy have a big house. <input type="radio"/> B Nanna and Poppy have shelves full of glass jars. <input type="radio"/> C Nanna and Poppy have a Hello, Goodbye Window that's always there when you need it. <input type="radio"/> D The child takes a nap at Nanna and Poppy's house.		
2. What message does the author hope you understand when you read <i>The Hello, Goodbye Window</i> ?		
<input type="radio"/> A Families are always there when you need them. <input type="radio"/> B Families are all different. <input type="radio"/> C Family vacations are fun. <input type="radio"/> D Going to visit your grandparents' house is fun.		
3. How does the little girl feel about visiting her Nanna and Poppy?		
<input type="radio"/> A The child does not like visiting them. <input type="radio"/> B The child is scared when she visits them. <input type="radio"/> C The child is sad because she misses them. <input type="radio"/> D The child enjoys visiting her Nanna and Poppy.		
4. Why is the window in the kitchen called "Hello" and "Goodbye"?		
<input type="radio"/> A It is called the Hello, Goodbye Window because it is always there when you need it. <input type="radio"/> B It is called the Hello, Goodbye Window because it is always there when you need it. <input type="radio"/> C It is called the Hello, Goodbye Window because it is always there when you need it. <input type="radio"/> D It is called the Hello, Goodbye Window because it is always there when you need it.		

5. Why is the little girl both happy and sad at the end of the story? (RL.2.5)	
<input type="radio"/> A The little girl is happy because she gets to go to the store to buy a new toy. She is sad because she has to leave her grandparents. <input checked="" type="radio"/> B She is happy because she gets to be with her parents. The little girl is sad because she has to leave Nanna and Poppy's house. <input type="radio"/> C The little girl is happy because she got a puppy. She is sad because the puppy is naughty. <input type="radio"/> D She is happy to be visiting her Nanna and Poppy's house. The little girl is sad because it's raining outside.	
6. If the little girl was telling you this story, what would her voice sound like? (RL.2.6)	
<input type="radio"/> A Sleepy and soft. <input type="radio"/> B Loud and angry. <input checked="" type="radio"/> C Happy and excited. <input type="radio"/> D Sad and weepy.	
7. How do the illustrations show you how the little girl feels about visiting her Nanna and Poppy? (RL.2.7)	
<input checked="" type="radio"/> A The illustrations are bright, fun, and colorful, which shows that the little girl feels happy. <input type="radio"/> B The illustrations are dull and boring, which shows that the little girl feels sad. <input type="radio"/> C The illustrations are black and white, which shows that the little girl is lonely. <input type="radio"/> D There are no illustrations.	
8. How is <i>The Hello, Goodbye Window</i> different from most stories? (RL.2.9)	
<input checked="" type="radio"/> A This story does not have a problem and solution. <input type="radio"/> B This story does not have a setting. <input type="radio"/> C This story does not have characters. <input type="radio"/> D This story does not have an ending.	
9. <i>The Hello, Goodbye Window</i> is from which of the following genres? (RL.2.10)	
<input type="radio"/> A Fairy Tale <input type="radio"/> B Poetry <input checked="" type="radio"/> C Fiction <input type="radio"/> D Nonfiction	

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

Answer Key

# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
Compare and contrast your family with the family in *The Hello, Goodbye Window*. What do you have in common? What is different about the two families?

### Family Venn Diagram

Extension Activity | @BookPagez.com

## Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
<p>The Hello, Goodbye Window Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Hello, Goodbye Window correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Making Connections Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RI.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>RI.2.3</b> - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  <b>RI.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.1</b> - Recall information from experiences or gather information from provided sources to answer a question.  <b>Speaking &amp; Listening</b>  <b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b>  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>The Hello, Goodbye Window CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>The Hello, Goodbye Window Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Hello, Goodbye Window correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Making Connections Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RI.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>RI.2.3</b> - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  <b>RI.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.1</b> - Recall information from experiences or gather information from provided sources to answer a question.  <b>Speaking &amp; Listening</b>  <b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b>  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>The Hello, Goodbye Window CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>The Hello, Goodbye Window Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Hello, Goodbye Window correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Asking Questions Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RI.2.1</b> - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.  <b>RI.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of key details in text.  <b>RI.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.11</b> - Ask for clarification and further explanation as needed about the topics and issues under discussion.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b>  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>The Hello, Goodbye Window CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>The Hello, Goodbye Window Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Hello, Goodbye Window correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>The Author's Purpose Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RI.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>RI.2.3</b> - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  <b>RI.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.1</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.11</b> - Ask for clarification and further explanation as needed about the topics and issues under discussion.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b>  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>The Hello, Goodbye Window CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>The Hello, Goodbye Window Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Hello, Goodbye Window correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Visualizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RI.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>RI.2.3</b> - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  <b>RI.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.1</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.11</b> - Ask for clarification and further explanation as needed about the topics and issues under discussion.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b>  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>The Hello, Goodbye Window CCSS Alignment   @BookPagez.com</p>

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>The Hello, Goodbye Window Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Hello, Goodbye Window correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b>  <b>L.2.4a</b> - Use the sentence-level context as a clue to the meaning of a word or phrase.  <b>L.2.4b</b> - Identify readable connections between words and their use (e.g., describe foods that are salty or spicy).  <b>L.2.4c</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>The Hello, Goodbye Window CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>The Hello, Goodbye Window Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Hello, Goodbye Window correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>The Hello, Goodbye Window CCSS Alignment   @BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for The Hello, Goodbye Window Super Pack

## 5 Comprehension Strategy Practice Pages

### Asking Questions Practice Page

**Tu turno para Hacer preguntas**  
con The Hello, Goodbye Window (La ventana hola, adiós)

**La portada:**  
Mire las ilustraciones en la portada y contraportada del libro y lea el título. ¿Qué te preguntas sobre la historia hasta ahora?

\_\_\_\_\_

\_\_\_\_\_

**Página 2:**  
Aquí, la niña presenta la ventana hola, adiós en la casa de Nanna y Poppy. ¿Qué preguntas tiene sobre la ventana especial?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo te ayuda hacer preguntas como lector?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 7 y 8:**  
La niña cuenta sobre Poppy en estas páginas. ¿Qué sabes sobre Poppy hasta ahora?

\_\_\_\_\_

\_\_\_\_\_

¿Qué más quieres saber sobre él?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPages.com

### Answer Key

**Hacer preguntas**  
con The Hello, Goodbye Window (La ventana hola, adiós)

**La portada:**  
Mire las ilustraciones en la portada y contraportada del libro y lea el título. ¿Qué te preguntas sobre la historia hasta ahora?

Las respuestas varían. Podrían incluir: Una cosa que me pregunto es ¿quiénes son las personas a las que el niño saluda en la ventana?

\_\_\_\_\_

**Página 2:**  
Aquí, la niña presenta la ventana hola, adiós en la casa de Nanna y Poppy. ¿Qué preguntas tiene sobre la ventana especial?

Las respuestas varían. Podrían incluir: Una pregunta que tengo hasta ahora es, ¿cómo es la ventana hola, adiós diferente de otras ventanas?

\_\_\_\_\_

¿Cómo te ayuda hacer preguntas como lector?

Las respuestas varían. Podrían incluir: Hacer esta pregunta me ayuda como lector al hacer que me concentre en encontrar la respuesta mientras leo la historia.

**Páginas 7 y 8:**  
La niña cuenta sobre Poppy en estas páginas. ¿Qué sabes sobre Poppy hasta ahora?

Sé que Poppy toca la armónica y a veces es una tontería.

\_\_\_\_\_

\_\_\_\_\_

¿Qué más quieres saber sobre él?

Las respuestas varían. Podrían incluir: Me gustaría saber cómo es posible que Poppy tome un vaso de agua y toque la armónica al mismo tiempo.

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ Answer Key | ©BookPages.com

Page by Page  
Guided  
Questions

Sample answers  
written in Spanish

**Hacer conexiones**  
con The Hello, Goodbye Window (La ventana hola, adiós)

**Página 1:**  
La niña cuenta sobre su casa y cómo se siente. ¿Viven cerca de la casa de Nanna y Poppy?

**Páginas 5 y 7:**  
Aquí, la niña cuenta sobre la conexión de la ventana hola, adiós con la casa de Nanna y Poppy. ¿Cómo te ayuda hacer conexiones como lector?

**Página 11:**  
Nanna y la niña se despiden de la noche. ¿Qué preguntas tienes sobre la noche?

Nombre: \_\_\_\_\_

**Tu turno para Hacer conexiones**  
con The Hello, Goodbye Window (La ventana hola, adiós)

**Página 1:**  
La niña cuenta sobre la casa de Nanna y Poppy. ¿Viven cerca de la casa de Nanna y Poppy?

**Páginas 5 y 7:**  
Aquí, la niña cuenta sobre la conexión de la ventana hola, adiós con la casa de Nanna y Poppy. ¿Cómo te ayuda hacer conexiones como lector?

**Página 11:**  
Nanna y la niña se despiden de la noche. ¿Qué preguntas tienes sobre la noche?

Nombre: \_\_\_\_\_

**Identificar el propósito del autor**  
con The Hello, Goodbye Window (La ventana hola, adiós)

**Páginas 7 a 10:**  
Estas páginas hablan sobre el abuelo de la niña. ¿Qué tipo de relación tienen Poppy y la niña? ¿Cómo se sienten?

**Páginas 17 a 20:**  
Aquí, el autor está hablando de la abuela de la niña. ¿Qué tipo de relación tienen Nanna y la niña? ¿Cómo se sienten?

**Página 21:**  
La niña toma un descanso. ¿Por qué crees que el autor le dice esto al lector?

Nombre: \_\_\_\_\_

**Tu turno para identificar el propósito del autor**  
con The Hello, Goodbye Window (La ventana hola, adiós)

**Páginas 7 a 10:**  
Estas páginas hablan sobre el abuelo de la niña. ¿Qué tipo de relación tienen Poppy y la niña? ¿Cómo se sienten?

**Páginas 17 a 20:**  
Aquí, el autor está hablando de la abuela de la niña. ¿Qué tipo de relación tienen Nanna y la niña? ¿Cómo se sienten?

**Página 21:**  
La niña toma un descanso. ¿Por qué crees que el autor le dice esto al lector?

Nombre: \_\_\_\_\_

Making  
Connections

Making  
Inferences

Author's  
Purpose

Visualizing

# Writing About Reading with Optional CCSS Alignment

**The Hello, Goodbye Window (La ventana hola, adiós): Hacer conexiones**

Imagina que estás contando la historia de visitar a tu familiar favorito. ¿Cómo sería tu día igual o diferente al día de la chica en La ventana hola, adiós?

Puedo decir cómo dos o más relatos de una historia pueden ser iguales y diferentes. CCSS: RL.2.9

---

**The Hello, Goodbye Window (La ventana hola, adiós): Hacer conexiones**

Imagina que estás contando la historia de visitar a tu familiar favorito. ¿Cómo sería tu día igual o diferente al día de la chica en La ventana hola, adiós?

Puedo decir cómo dos o más relatos de una historia pueden ser iguales y diferentes. CCSS: RL.2.9

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**The Hello, Goodbye Window (La ventana hola, adiós): Hacer conexiones**

Imagina que estás contando la historia de visitar a tu familiar favorito. ¿Cómo sería tu día igual o diferente al día de la chica en La ventana hola, adiós?

Puedo decir cómo dos o más relatos de una historia pueden ser iguales y diferentes. CCSS: RL.2.9

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Common Core Free Option

**The Hello, Goodbye Window (La ventana hola, adiós): Hacer conexiones**

Imagina que estás contando la historia de visitar a tu familiar favorito. ¿Cómo sería tu día igual o diferente al día de la chica en La ventana hola, adiós?

---

**The Hello, Goodbye Window (La ventana hola, adiós): Hacer conexiones**

Imagina que estás contando la historia de visitar a tu familiar favorito. ¿Cómo sería tu día igual o diferente al día de la chica en La ventana hola, adiós?

---

**The Hello, Goodbye Window (La ventana hola, adiós): Hacer conexiones**

Imagina que estás contando la historia de visitar a tu familiar favorito. ¿Cómo sería tu día igual o diferente al día de la chica en La ventana hola, adiós?

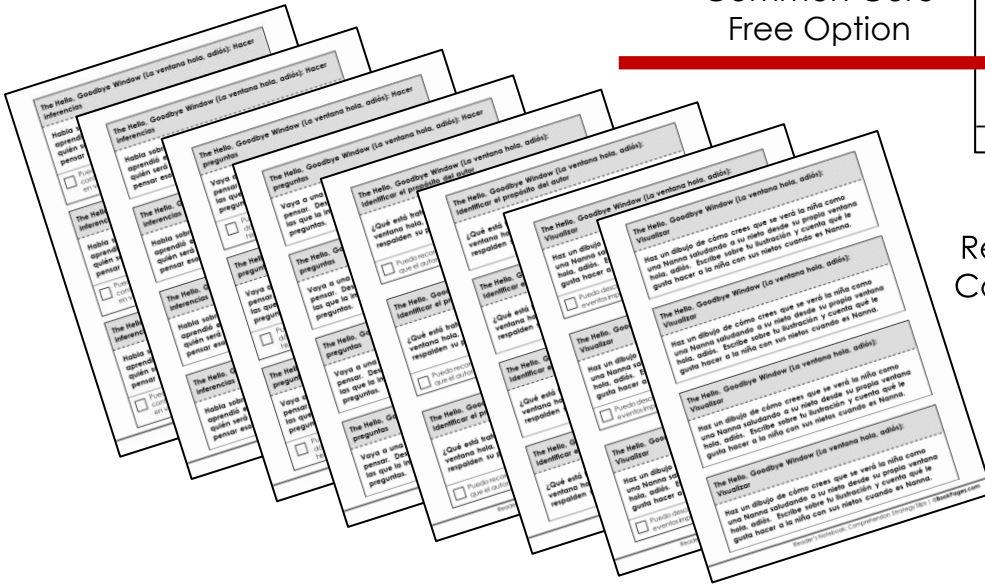
---

**The Hello, Goodbye Window (La ventana hola, adiós): Hacer conexiones**

Imagina que estás contando la historia de visitar a tu familiar favorito. ¿Cómo sería tu día igual o diferente al día de la chica en La ventana hola, adiós?

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**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. Contesta cada pregunta.  
2. Cuenta cuidadosamente en las líneas de puntos.  
3. Pega e integra en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

**Hacer inferencias**  
Título: \_\_\_\_\_

Lo que dice el texto

Lo que sé

Lo que puedo inferir

Instrucciones:  
1. Contesta cada pregunta.  
2. Cuenta cuidadosamente en las líneas de puntos.  
3. Pega e integra en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

**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 piensas que el autor quería que pensamos mientras estábamos leyendo este libro?

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

Instrucciones:  
1. Contesta cada pregunta.  
2. Cuenta cuidadosamente en las líneas de puntos.  
3. Pega e integra en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

**Visualizar**  
Título: \_\_\_\_\_

¿Qué página viste para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunos de los problemas que la autora escribió que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de haber dibujado todos los palabras que te ayudaron a visualizar.

Instrucciones:  
1. Contesta cada pregunta.  
2. Cuenta cuidadosamente en las líneas de puntos.  
3. Pega e integra en tu cuaderno del lector.

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Visualizing

**Hacer preguntas**  
Título: \_\_\_\_\_

Muestrales para expresar una emoción

¿Qué página viste para practicar a hacer preguntas?

Haz un dibujo de tu imagen mental en el espacio abajo.

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:  
1. Contesta cada pregunta.  
2. Cuenta cuidadosamente en las líneas de puntos.  
3. Pega e integra en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

Compare y contraste a su familia con la familia en *La ventana hola, adiós*. ¿Qué tienen en común? ¿Qué tienen de diferente las dos familias?

## Diagrama de Venn de la familia

