

4 Comprehension Strategy Lesson Plans and Practice Pages

Guided Reading Level

Activate Prior Knowledge



Page by Page Guide and Strategy Questions




Turn, Talk, and Reflect

Visualizing

Determining Importance

Practice Pages and Answer Keys

<h1 style="text-align: center;">Retelling and Summarizing</h1>	
<p style="text-align: right;">The Lotus Seed By: Sherry Garland Grade Level: 3 / Guided Reading Level: N</p>	
<div style="text-align: center;">  <p>1</p> </div> <p>Get Ready To Read</p> <ul style="list-style-type: none"> ✓ Learn about the book ✓ Get your brain ready to read ✓ Understand the meaning of important words found in the book 	<p>Summary</p> <p>This story is about a young girl whose grandmother saw the emperor of Vietnam cry on the last day of his rule. After seeing the emperor cry, she took a lotus seed from the emperor's garden to help her remember the emperor and her country. She keeps the lotus seed with her through World War I and even takes the seed with her when she immigrates to America. The lotus seed is a special part of the Grandmother's life. Then one day, the grandmother's grandson takes the seed and plants it in the mud. At first the grandmother is heartbroken. But when the lotus seed grows into a splendid flower, it reminds the whole family of who they are and where they came from.</p> <p>Link to What You Know</p> <ul style="list-style-type: none"> • Think of a time when you saw someone brave cry. How did it make you feel? <p>Important Words to Know and Understand</p> <p style="text-align: center;">Bloom – A flower Unfurling – To open</p>
<div style="text-align: center;">  <p>2</p> </div> <p>Learn About Comprehension Strategies</p> <ul style="list-style-type: none"> ✓ Think about the text you read ✓ Know what to do to summarize 	<p>Why Readers Retell and Summarize While Reading</p> <p>Readers retell and summarize to remember the important events, characters, and information in books.</p> <p>When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.</p> <p>On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important facts, facts, and vocabulary from the text.</p> <p>Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.</p>
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<h1 style="text-align: center;">The Lotus Seed</h1> <p style="text-align: center;">By: Sherry Garland Grade Level: 3 / Guided Reading Level: N</p>	
<h2 style="text-align: center;">Retelling and Summarizing</h2> <div style="text-align: center;">  <p>3</p> </div> <h3 style="text-align: center;">Retell and Summarize While Reading</h3> <ul style="list-style-type: none"> ✓ Think about the important events that happened first, next, then, and last ✓ Notice the names of the characters and ✓ Look for places where characters caused events to happen 	<h3 style="text-align: center;">Time to Read</h3> <p>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.</p> <p>Page 6 – What do you know about the book so far? What do you know about the Grandmother? What do you know about the lotus seed?</p> <p>Page 12 – Have you learned about a problem in the story yet? What is the problem?</p> <p>Page 20 – What has happened so far in the book? Has the problem been solved? Is there another problem?</p> <p>Page 24 – What do you think the theme is? Family, friendship, teamwork, family, love, friendship this story is about. Why do you think so?</p> <div style="text-align: right;">  </div>
<h2 style="text-align: center;">Notice the Work You Did While Reading</h2> <div style="text-align: center;">  <p>4</p> </div> <ul style="list-style-type: none"> ✓ Think ✓ Reflect ✓ Write 	<h3 style="text-align: center;">Time to Reflect</h3> <p>Think – What type of information did you use when you retold and summarized The Lotus Seed? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?</p> <p>Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.</p> <p>Reflect – Think about the characters, events, and the settings in The Lotus Seed. How does paying attention to the story help you to be a better reader?</p> <p>Write – Give your Strategy Slip to your reader's notebook. Write about the work you did while reading The Lotus Seed. (Remember to include examples from the book!)</p>
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[illegible]

Visualizing

1

Get Ready to Read

Learn about the book.

Get ready to read by understanding the meaning of the words found in the book.

2

Learn About Comprehensive Strategies

Think about how you will read the book.

The Inks Seed

By Sherry Glazner
Grade Level: 3 / Double-Entry Reading

Visualizing

3

Visualizing While Reading

The words in the book can help you create pictures in your mind. The pictures you create will help you understand the meaning of the words in the book.

4

Notice How Words Work

Do Your Wild Reading

- Think
- Ask
- Write

The Inks Seed

By Sherry Glazner
Grade Level: 3 / Double-Entry Reading

Time to Read

Read the following passages. Think about the questions for each passage. Then talk with your reading partner about your thoughts.

Page 1 - Notice how the author describes the seeds. How do you think the seeds will grow? How do you think the seeds will be used? Write your answers in the space below.

Page 3 - Notice the description of the seeds on this page. Do you think the seeds will grow? How do you think the seeds will be used? Write your answers in the space below.

Page 10 - Notice the words the author uses to describe the seeds. How do you think the seeds will grow? How do you think the seeds will be used? Write your answers in the space below.

Time to Reflect

Step 1 - Write a short story about how you think the seeds will grow. Write about how you think the seeds will be used. Write about how you think the seeds will be used. Write about how you think the seeds will be used.

Step 2 - Write a short story about how you think the seeds will grow. Write about how you think the seeds will be used. Write about how you think the seeds will be used. Write about how you think the seeds will be used.

ClassmatePages.com

		Answer Key for Retelling and Summarizing with The Lotus Seed		
PAGE	1			
WIND	2			
GRASS	3			
	4			
	5			
PAGE	6			
FLOWER	7			
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		Answer Key for Making Connections with The Lotus Seed	
Page # _____ The story took place _____ in _____.		Your Turn to Practice Making Connections with The Lotus Seed	
Page # _____ Main idea _____ Other _____		Page 20: The grandmothers in the story is extremely upset when she thinks the lotus seed is gone forever. Have you ever lost something you held dear to you? How did it make you feel? _____ _____	
Page # _____ Main idea _____ How _____		Page 21: Make a heart to self connection. An heirloom is an object that is passed down from one family member to another for many generations. Does your family have a special object that has been passed down through the family? _____ _____	
Page # _____ Main idea _____ How _____		Page 30: 	
Page # _____ Main idea _____ How _____		Answer Key for Determining Importance with The Lotus Seed	
What's this all about?		Your Turn to Practice Determining Importance with The Lotus Seed	
Page # _____ Story _____		Page 2: What have you learned about the emperor? Why is that information important? _____ _____	
Page # _____ Story _____		Pages 4 and 5: Why does he take a lotus seed? What does she do with the seed? Why is this important to her? _____ _____	
Page # _____ Story _____		Page 7: When the bombs were falling in the story, what does he take the lotus seed from his home and leave his mother-of-pearl hair combs behind? What does her decision tell you about her character? _____ _____	
Page # _____ Story _____		Page 17: Why was the planting of the lotus seed the turning point in the story? _____ _____	
Name _____			

Writing About Reading with Optional CCSS Alignment

The diagram illustrates the relationship between CCSS-aligned and Common Core Free Option reading response prompts. It features three main components:

- Top Left (CCSS-Aligned):** A stack of three "The Lotus Seed: Determining Importance" prompts. Each prompt includes the question "Why was seeing the emperor cry important to the grandmother?" and a checkbox for the statement "I can describe characters in stories and explain how their actions affect the story." with the CCSS code "CCSS: RL.3.3". A red arrow points from the "I Can" Statement label to the checkbox.
- Top Right (Strategy and Text Based Reader's Response Prompt):** A single prompt titled "The Lotus Seed: Determining Importance" with the question "Why was seeing the emperor cry important to the grandmother?". A red arrow points from the "Strategy and Text Based Reader's Response Prompt" label to this prompt.
- Bottom Left (Common Core Free Option):** A stack of four prompts for different strategies: "Retelling and Summarizing", "Making Connections", "Visualizing", and "Determining Importance". A red arrow points from the "Common Core Free Option" label to this stack.
- Bottom Right (Common Core Free Option):** A single prompt titled "The Lotus Seed: Determining Importance" with the question "Why was seeing the emperor cry important to the grandmother?". A red arrow points from the "Common Core Free Option" label to this prompt.

Labels and Arrows:

- "I Can" Statement (points to the checkbox in the CCSS-aligned prompts)
- Strategy and Text Based Reader's Response Prompt (points to the top right prompt)
- Common Core State Standard (points to the CCSS code in the CCSS-aligned prompts)
- Common Core Free Option (points to the bottom left stack and the bottom right prompt)

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____
What is this book about?
Is it fiction or non-fiction?
Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

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 on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

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 on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

Determining Importance
Title: _____
Think about the book. Write all of the important information in the thought bubble below:
Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____
#2 _____
#3 _____

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Determining Importance

Vocabulary Connections Resources

Important Words to Know and Understand in The Lotus Seed Word List

Word and Picture Sorting Cards

Word and Definition Sorting Cards

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Word Extension Activities

Personalized Vocabulary Bookmark

Instructional Focus Based on the Words in the Book

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work		The Lotus Seed By: Sherry Garland Grade Level: 3 / Guided Reading Level: N																					
Instructional Focus: Suffix -ed																							
Background: When writing most verbs in the past tense, add -ed to the end of the word. If the verbs end in a silent "e", add the letter -d, and if the verbs end in "y", change it to "i" and add -ed.																							
Examples:																							
<div> <div> Add</div> <div>listen</div> <div>jump</div> <div>finish</div> </div>	<div> <div>Word Work</div> <div> <p>Step 2: Connect Word to Reading</p> <p>Extend Engagement</p> <ul style="list-style-type: none"> Create sets of cards containing present-tense verbs. Ask students to create sentences using the past tense -ed, -d, or -ied form of the verb. Model the activity by reading a verb and saying a sentence. For example, if the verb is laugh, you may say, "I laughed at the funny movie." Ask each student a question. Students will share their sentences aloud. </div> </div>	<div> <div>The Lotus Seed By: Sherry Garland Grade Level: 3 / Guided Reading Level: N</div> <div> <p>Suffix -ed in the Text</p> <ul style="list-style-type: none"> Explain to students that as you read one page of <i>The Lotus Seed</i>, you are going to try to tick them. Explain that every time you see a verb that is written in past tense, you will read it in the present tense. Explain that their job is not to be ticked! They are to listen carefully and raise their hand when they hear a verb that should be in the past tense. They will then say the verb in the past tense. Explain that you will model the directions. Read page 3 aloud; making sure to read the past tense verbs (wanted, plucked, rattled) as present tense verbs. Model raising your hand for each of these verbs. Say each verb in past tense. Students are welcome to join in once they understand the directions. Begin reading the entire story. <p>Examples of words with suffix -ed Found in the Text:</p> <table border="1"> <tr> <td>wanted</td> <td>plucked</td> <td>rattled</td> <td>married</td> </tr> <tr> <td>watched</td> <td>raised</td> <td>clamored</td> <td>scramed</td> </tr> <tr> <td>marched</td> <td>arrived</td> <td>scraped</td> <td>worked</td> </tr> <tr> <td>planted</td> <td>cried</td> <td>shouted</td> <td>faded</td> </tr> <tr> <td>carried</td> <td>crowded</td> <td>asked</td> <td></td> </tr> </table> </div> </div>		wanted	plucked	rattled	married	watched	raised	clamored	scramed	marched	arrived	scraped	worked	planted	cried	shouted	faded	carried	crowded	asked	
wanted	plucked	rattled	married																				
watched	raised	clamored	scramed																				
marched	arrived	scraped	worked																				
planted	cried	shouted	faded																				
carried	crowded	asked																					
<div> <div>Materials and Preparation</div> <ul style="list-style-type: none"> • A Copy • Chart P • "Grand • "Grand • Costume • and Gr • Sissors • Adding • Option </div>																							
<div> <div>Step 3:</div> <div>Guided Word Work Practice</div> </div>		<div> <div>Interactive Exploration</div> <ul style="list-style-type: none"> Review that <i>The Lotus Seed</i> is a story about family. Explain that this activity will involve identifying the correct spellings of verbs ending in -ed, with a family help. Select two students to be Grandpa and Grandpa. Provide props such as a floppy hat, glasses and a shovel, etc. for Grandpa and a cap, gloves, and mustache, etc. for Grandpa. Divide the class into two groups or mini-teams. One group moves to one side of the room, and the other team moves to the other. Grandpa is the captain of one team, and Grandpa is the captain of the other. Provide the captains with a set of present tense verb cards. Ask the captains to shuffle the cards well. Remind students that the answers will be either "-ed", "-d", or "-ied". </div>																					

Word Work Lesson Plan | @BookPages.com

“Grandma, Grandpa!”

Word Cards

Directions:

Cut out the verb cards below.
Use the cards to play Grandma, Grandpa!

Materials:



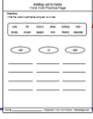
- Costume Props
- Word Cards

Players:

• 2 mini-teams

carry	accept	smile
laugh	dance	study
jump	worry	balance
work	walk	yell
chomp	thaw	miss
splash	tumble	dump
paint	bark	love

Interactive Activity

Word Work	
<p style="text-align: right;">The Lotus Seed By: Sherry Garland Grade Level: 3 / Guided Reading Level: N</p>	
Step 3: Guided Word Practice 	Interactive Exploration Continued <ul style="list-style-type: none"> Two "grandchildren" from each team approach Grandma or Grandpa and await the verb. Grandma and Grandpa read their verbs. The grandchild on each team to answer will raise their hand and say, "Grandma (or Grandpa), I know it!" They will reply with "-ed", "-d", or "-less". Model the game. For example, if the card says laugh. Then the player would respond, "Grandma, I know it! It's -ed." Grandma and Grandpa will quickly check their answer sheets. The game continues until each student has had a turn. The first mini-team to answer the most cards correctly wins! For a variation, offer rewards such as homework passes, extra credit points, etc.
Step 4: Independent Word Work Practice 	Practice Page <ul style="list-style-type: none"> Give each student a copy of Adding -ed to Verbs 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 <ul style="list-style-type: none"> Bring the students back together. Ask students to explain what they learned about words based on the word work they did. 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 <ul style="list-style-type: none"> Ask students to be on the lookout for verbs ending in -ed 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 the words using the Word Detective worksheet.

Word Work Lesson Plan | @BookPagez.com

Independent Practice Page

Adding -ed to Verbs

Word Work Practice Page

Directions:
Write the words in past tense using -ed, -d, or -ied.

rule	lift	marry	dine	notice	tidy
study	brush	apply	mix	thank	decide

-ed

-d


-ied

Extension Activity

Word Detective: Verbs ending in -ed and -d Extension Activity

Directions:
Be a word detective!

Be on the lookout for **verbs ending in -ed** 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 | classpages.com

Assessments

Running Record				
Title: <i>The Lotus Seed</i>		Guided Reading Text Level: N	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT
Page		E	SC	INFORMATION USED E SC MSV MSV
2	My grandmother saw the emperor cry the day he lost his golden dragon throne.			
3	She wanted something to remember him by, so she snuck down to the silent palace, near the River of Perfumes, and plucked a seed from a lotus pod that rattled in the imperial garden.			
5	She hid the seed			
Tested By: _____ ©BookPagez.com				


Running Record Assessment

The Lotus Seed CCSS Assessment		Name: _____ Score: / 9
Directions: Use what you know about <i>The Lotus Seed</i> to answer each of the following questions.		
1. Why did the emperor cry? <input type="radio"/> A He lost his Lotus seed. <input type="radio"/> B Bombs were falling all around him. <input type="radio"/> C He lost his throne and was no longer Emperor. <input type="radio"/> D He lost some gold and knew he would be in trouble.		
2. This story teaches us it is important to hold onto the stories from our culture. Which sentence supports that? <input type="radio"/> A The girl will plant the Lotus and give her grandmother. <input type="radio"/> B She took a seed from a Lotus pod. <input type="radio"/> C The family was in a boat on a stormy sea. <input type="radio"/> D Her brother forgot where he planted the seed.		
3. Why does the grandmother take care of the lotus flowers? <input type="radio"/> A She loves Lotus flowers. <input type="radio"/> B She thought she could sell it for a lot of money. <input type="radio"/> C She is an excellent gardener. <input type="radio"/> D It reminds her of her country and all the people there.		
4. Grandmother mentions that no matter how long it takes, the seed will grow. What does <i>dormant</i> mean? <input type="radio"/> A buried in the mud <input type="radio"/> B unplanted, a dry seed <input type="radio"/> C in the water <input type="radio"/> D in Vietnam		
5. How does reading about grandmother's life help us understand why she is so upset when the boy steals it and plants it? (RI.3.5) <input checked="" type="radio"/> A It was the only thing she had from Vietnam, and she had kept it safe for so long. <input type="radio"/> B The seed was too old, and she knew it would not grow. <input type="radio"/> C She is upset because she wanted to plant the seed. <input type="radio"/> D She was angry because he might have ruined her onion patch.		
6. Which characters from the story share the point of view that we should remember our past and our culture? (RI.3.6) <input type="radio"/> A Grandmother (Ba) and the narrator's little brother <input type="radio"/> B Grandmother and her husband <input type="radio"/> C Grandmother and the emperor <input checked="" type="radio"/> D Grandmother (Ba) and granddaughter (the narrator)		
7. Based on the illustrations, how did the family feel when they received Lotus seeds of their own? (RI.3.7) <input type="radio"/> A confused <input type="radio"/> B nervous <input checked="" type="radio"/> C happy <input type="radio"/> D bored		
8. How was her new home different, after grandmother left Vietnam on the boat? (RI.3.9) <input type="radio"/> A It was pretty much the same – mountains, gardens, and palm trees. <input checked="" type="radio"/> B The new place was much bigger and busier, and they spoke a different language. <input type="radio"/> C There were bombs because a war was going on. <input type="radio"/> D They could not have a family altar anymore.		
9. Which of these is <i>not</i> a message or theme from <i>The Lotus Seed</i>? (RI.3.10) <input checked="" type="radio"/> A good vs. evil <input type="radio"/> B family <input type="radio"/> C Perseverance through hard times <input type="radio"/> D passing on your culture		
CCSS Assessment 3rd Grade Reading Standards for Literature BookPagez.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____	
Directions: In the book <i>The Lotus Seed</i> , the lotus flower was a symbol of Vietnamese tradition. What are some traditions in your family? Answer the questions below to tell what your family does together.	
Tell about your family's history. Where did your ancestors come from? _____ _____ _____ _____ _____	Tell about your family's holiday traditions. _____ _____ _____ _____ _____
Tell about how your family celebrates birthdays. _____ _____ _____ _____ _____ _____ _____ _____	Tell about the things that are special to your family. Is there an object that has been passed down from generation to generation? _____ _____ _____ _____ _____ _____ _____ _____
 Extension Activity @BookPagez.com	

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
The Lotus Seed Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Lotus Seed" correlate with the following English Language Arts Common Core State Standards for third grade.
Reading and Summarizing Lesson Plan and Resources
Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing those from nonstandard language. RL.3.6 – Distinguish their own point of view from that of the narrator or those of the characters. RL.3.7 – Describe how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.1 – Recall information from experiences or gather information from print and digital sources; use brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.1 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – 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.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language L.3.4 – 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 Lotus Seed CCSS Alignment @BookPagez.com

Common Core State Standards Correlation
The Lotus Seed Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Lotus Seed" correlate with the following English Language Arts Common Core State Standards for third grade.
Reading and Summarizing Lesson Plan and Resources
Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing those from nonstandard language. RL.3.6 – Distinguish their own point of view from that of the narrator or those of the characters. RL.3.7 – Describe how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.1 – Recall information from experiences or gather information from print and digital sources; use brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.1 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – 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.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language L.3.4 – 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).
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Common Core State Standards Correlation
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Common Core State Standards Correlation
The Lotus Seed Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Lotus Seed" correlate with the following English Language Arts Common Core State Standards for third grade.
Determining Importance Lesson Plan and Resources
Reading: Literature RL.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how these actions contribute to the sequence of events. RL.3.8 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.9 – Distinguish their own point of view from that of the narrator or those of the characters. RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
The Lotus Seed Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Lotus Seed" correlate with the following English Language Arts Common Core State Standards for third grade.
Vocabulary Connections Lesson Plan and Resources
Language L.3.4 – Use sentence-level context as a clue to the meaning of a word or phrase. L.3.5 – Identify real-life connections between words and their use (e.g., identify people who are friendly or helpful). L.3.4 – 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).
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Common Core State Standards Correlation
The Lotus Seed Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "The Lotus Seed" correlate with the following English Language Arts Common Core State Standards for third grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for The Lotus Seed Super Pack

4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con The Lotus Seed (La semilla de loto)

Página 6:
¿Qué sabes del libro hasta ahora?

¿Qué sabes de la abuela?

¿Qué sabes de la semilla de loto?

Página 12:
¿Has aprendido acerca de un problema en la historia todavía? ¿Cuál es el problema?

Página 20:
¿Qué ha pasado hasta ahora en el libro?

Nombre: _____

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Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Volver a contar y resumir con The Lotus Seed (La semilla de loto)

Página 6:
¿Qué sabes del libro hasta ahora?
Las respuestas varían.

¿Qué sabes de la abuela?
Las respuestas varían. Podrían incluir: Sé que la abuela amaba a su país y respetaba a su líder.

¿Qué sabes de la semilla de loto?
Las respuestas varían. Podrían incluir: La semilla de loto era importante para ella porque quería que algo le recordara al emperador a quien amaba.

Página 12:
¿Has aprendido acerca de un problema en la historia todavía? ¿Cuál es el problema?
Las respuestas varían. Podrían incluir: El país de Ba fue a la guerra y ella tuvo que huir de su tierra natal e inmigrar a Estados Unidos.

Página 20:
¿Qué ha pasado hasta ahora en el libro?
Las respuestas varían. Podrían incluir: Los eventos importantes que han ocurrido hasta ahora son: el emperador pierde su trono. Ba toma una semilla de loto para recordarlo. Ba esconde la semilla en una tela de seda y solo la saca, cuando ella está triste y sola, ella lleva la semilla en su bolsillo el día de su boda para tener buena suerte, larga vida y muchos hijos, toma la semilla y de ella otros objetos atesorados cuando huye de su país durante la guerra, ella trabaja duro con su familia para que todos puedan vivir juntos, su nieto encuentra la semilla y la planta, y Ba llora y llora porque ha perdido su semilla.

Answer Key | ©BookPagez.com

Hacer conexiones con The Lotus Seed (La semilla de loto)

Tu turno para practicar: Hacer conexiones con The Lotus Seed (La semilla de loto)

Página 20:
La abuela es la semilla de la abuela.
Las respuestas varían.

¿Cómo te hace sentir?
Las respuestas varían.

Página 23:
Haz una conexión **texto a texto**. Una reliquia es un objeto que se transmite de un miembro de la familia a otro durante muchas generaciones. ¿Tiene su familia un objeto especial que se ha transmitido a través de la familia?

Página 20:
Haz una conexión **texto a mundo**. Muchas personas emigran a América cada año. ¿Cuáles son algunas de las formas en que viajan?

Nombre: _____

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Visualizar con The Lotus Seed (La semilla de loto)

Tu turno para practicar: Visualizar con The Lotus Seed (La semilla de loto)

Página 5:
Note la forma en que el autor describe a la abuela escondiendo la semilla de loto.
¿Qué ves en tu mente?

Página 11:
Note todos los detalles en esta página. Intenta visualizar el viaje de la familia a través del mar.
¿Qué ves?

Página 21:
Observa la descripción en esta página. Intenta visualizarla tarde y la flor de loto.

Nombre: _____

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Determinar la importancia con The Lotus Seed (La semilla de loto)

Tu turno para practicar: Determinar la importancia con The Lotus Seed (La semilla de loto)

Página 2:
¿Qué has aprendido sobre el emperador?

¿Por qué es importante esa información?

Página 17:
¿Por qué la semilla de loto es importante para la abuela?

Páginas 4 y 5:
¿Por qué Ba toma una semilla de loto?

¿Qué hace ella con la semilla?

¿Por qué es importante notar esto?

Nombre: _____

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Making Connections

Visualizing

Determining Importance

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Valer a contar y resumir
Título: _____
¿De qué se trata el libro?
¿Es ficción o no ficción?
Haz un dibujo o escribe una oración completa en cada caja:
Primero Después Entonces Al final
Después de esto Entonces Al final
¿Cuál es la cosa más importante sobre la que lees en el libro?
Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Retelling and Summarizing

Hacer conexiones
Título: _____
Piensa en el libro. ¿En qué te hace pensar el libro?
¿Qué tipo de conexión hiciste?
☐ Text a mi mismo
☐ Texto a texto
☐ Texto al mundo
Haz un dibujo de tu conexión abajo.
Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Making Connections


Visualizar
Título: _____
¿Qué página usaste para practicar a visualizar?
Haz un dibujo de tu imagen mental en el espacio abajo:
Escribe algunas de las palabras que le autor emplea que le ayudaron a hacer esta imagen en tu mente.
Comparte tu dibujo con alguien. Asegúrate de haber dibujado todas las palabras que le ayudaron a visualizar.
Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Visualizing

Determinar la importancia
Título: _____
Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.
Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para listar los puntos más importantes de tu libro.
#1 _____
#2 _____
#3 _____
Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Determining Importance

Extension Activity

Nombre: _____ La fecha: _____	
Direcciones: En el libro <i>The Lotus Seed (La semilla de loto)</i> , la flor de loto era un símbolo de la tradición vietnamita. ¿Cuáles son algunas tradiciones en su familia? Responda las preguntas a continuación para saber qué hace su familia juntos.	
<div>Cuenta la historia de su familia. ¿De dónde vienen tus antepasados?</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>Habla de las tradiciones navideñas de tu familia.</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>Cuéntale como tu familia celebra los cumpleaños.</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>Habla sobre las cosas que son especiales para tu familia. ¿Hay algún objeto que se haya transmitido de generación en generación?</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div></div> <div>Extension Activity @BookPagez.com</div>	