

# Here's What You'll Get in the The Memory String Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Making Inferences**  
The Memory String  
By: Eve Bunting  
Grade Level: 3 / Guided Reading Level: N

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

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

**Summary**  
The Memory String contains buttons from special moments in Laura's family history. Her most treasured buttons belonged to her mother who died three years earlier. Laura likes to re-visit happy memories linked to each button. One day, her memory string breaks when she is outside, scattering the buttons into the grass. Laura, her father, and his new wife Jane spend the afternoon looking for the missing buttons, but are unable to find the last one. Now Laura has to accept the changes in her life and add new memories to her memory string.

**Link to What You Know**  
Have you ever had a special toy get broken by a brother or sister? How did it make you feel?  
Could a new toy replace the old one?

**Important Words to Know and Understand**  
Murmur - A way of speaking that is quiet and soft  
Porch - A structure attached to the entrance of a building

**Why Readers Make Inferences While Reading**  
When readers make inferences they behave like reading detectives. Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines." For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed. Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

### Making Inferences Lesson Plan

**Making Inferences**  
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**3**  
**Make Inferences While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, setting, and events?

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

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
Page 3 - The author uses a lot of dialogue to tell this story. What can you infer about Jane and Laura based on what they say to one another? Why do you think so? Point to the words that help you infer.  
Page 9 - Make an inference about Laura. What can you infer about the way Laura feels about her mother? How does she feel about Jane? How do you know?  
Page 17 - Make an inference about Jane. Do you think she wants Laura to like her? Does she care about Laura? Why do you think so? Why is Laura mean to Jane? How do you know?  
Page 23 - What can you infer about Jane? What do you think wants to leave the button on the porch instead of giving it to Laura herself? Why do you think so?  
Page 27 - What can you infer about Laura and Jane now? How do you think Jane felt when Laura asked for her help? Why do you think so?

**Time to Reflect**  
Think - What types of inferences did you make while reading The Memory String? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?  
Talk - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
Reflect - Think about the extra information you learned while reading The Memory String. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading The Memory String. (Remember to include examples from the book!)

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**Retelling and Summarizing**  
1 Get Ready To Read  
3 Retell and Summarize While Reading  
2 Learn About Comprehension Strategies  
4 Notice the Work You Did While Reading

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Retelling and Summarizing

**Making Predictions**  
The Memory String  
By: Eve Bunting  
Grade Level: 3 / Guided Reading Level: N

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**3**  
**Make Predictions While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, setting, and events?

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

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Making Predictions

**Identifying the Author's Purpose**  
The Memory String  
By: Eve Bunting  
Grade Level: 3 / Guided Reading Level: N

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Understand the meaning of important words found in the book

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

**3**  
**Identify the Author's Purpose While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, setting, and events?

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

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Author's Purpose

**Visualizing**  
The Memory String  
By: Eve Bunting  
Grade Level: 3 / Guided Reading Level: N

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

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

**3**  
**Visualizing While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, setting, and events?

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

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Visualizing

**Answer Key for Retelling and Summarizing with The Memory String**

**Your Turn to Practice Retelling and Summarizing with The Memory String**

**Answer Key for Making Inferences with The Memory String**

**Your Turn to Practice Making Inferences with The Memory String**

**Answer Key for Making Predictions with The Memory String**

**Your Turn to Practice Making Predictions with The Memory String**

**Answer Key for Identifying the Author's Purpose with The Memory String**

**Your Turn to Practice Identifying the Author's Purpose with The Memory String**

**Answer Key for Visualizing with The Memory String**

**Your Turn to Practice Visualizing with The Memory String**

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

**The Memory String: Retelling and Summarizing**

How did Laura behave when her memory string broke?  
How did she behave at the end of the story?  
What made her change her behavior?

I can describe characters in stories and explain how their actions affect the story. CCSS: RL.3.3

---

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

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How did Laura behave when her memory string broke?  
How did she behave at the end of the story?  
What made her change her behavior?

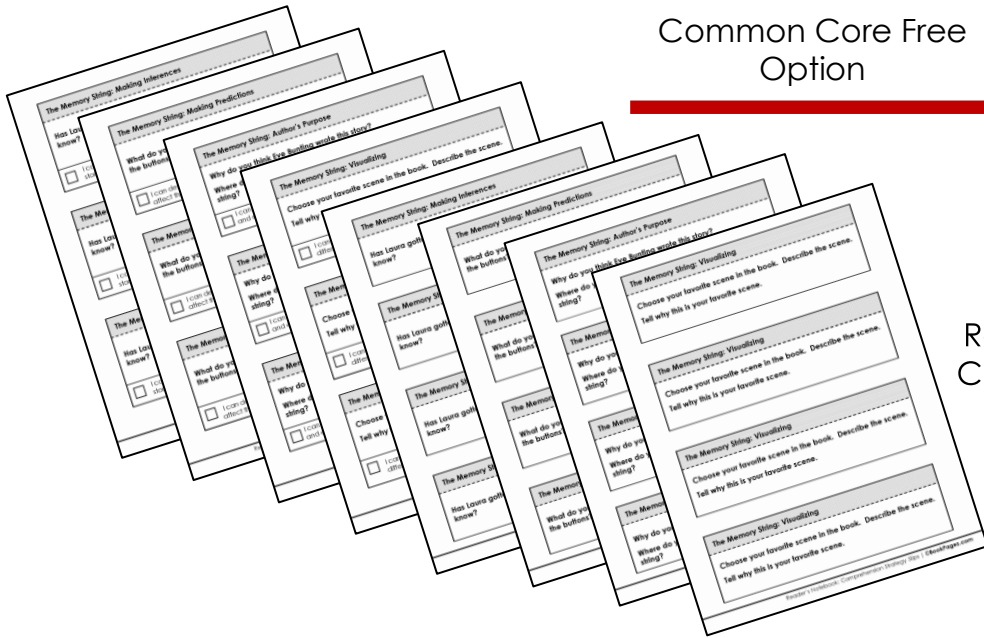
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**The Memory String: Retelling and Summarizing**

How did Laura behave when her memory string broke?  
How did she behave at the end of the story?  
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

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

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

**Making Inferences**

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

What the Text Says	What I Know	What I Can Infer
Write or draw the text or picture.	Write or draw what you know about the text.	Describe thoughts, feelings, or feelings.

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

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

**Making Predictions**

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

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	Indicate which were correct or incorrect.
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

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

**Identifying the Author's Purpose**

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

Who is the author of your book?

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

To Persuade  To Inform  To Entertain

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

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

**Visualizing**

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

What page did you use to practice visualizing?

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

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

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

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

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

Retelling and Summarizing

Making Inferences

Making Predictions

Author's Purpose

Visualizing

# Vocabulary Connections Resources

**Vocabulary Connections** **The Memory String**  
By: Eve Bunling  
Grade Level: 3 / Guided Reading Level: N

**Important Words to Know and Understand in "The Memory String"**

**Christening**  
A ceremony during which a child is baptized

**Frosted**  
Having a dull surface that looks as if it is covered with frost or ice

**Murmur**  
A way of speaking that is quiet and soft

**Nightgown**  
A loose dress worn by women and girls when they go to bed

**Peered**  
To closely or carefully at something

**Porch**  
A structure attached to the entrance of a building that has a roof







**Restring**  
To put things together on a string again

**Velvet**  
A soft cloth that has short raised fibers on one side

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in The Memory String Word List

**Vocabulary Connections** **The Memory String**  
By: Eve Bunling  
Grade Level: 3 / Guided Reading Level: N

Christening	Frosted	Murmur
		
Nightgown	Peered	Porch
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections** **The Memory String**  
By: Eve Bunling  
Grade Level: 3 / Guided Reading Level: N

Christening	Frosted	Murmur
A ceremony during which a child is baptized	Having a dull surface that looks as if it is covered with frost or ice	A way of speaking that is quiet and soft
Nightgown	Peered	Porch
A loose dress worn by women and girls when they go to bed	To closely or carefully at something	A structure attached to the entrance of a building that has a roof

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections** **The Memory String**  
By: Eve Bunling  
Grade Level: 3 / Guided Reading Level: N

<b>Christening is a/an</b> noun verb adverb adjective Definition of Christening:	<b>Frosted is a/an</b> noun verb adverb adjective Definition of Frosted:	<b>Murmur is a/an</b> noun verb adverb adjective Definition of Murmur:
Christening looks like this:	Frosted looks like this:	Murmur looks like this:
Christening reminds me of:	Frosted reminds me of:	Murmur reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games**  
with Words from The Memory String

**Directions:**  
1. Help Laura to properly resting the buttons below by alphabetically arranging the vocabulary words on each button. Write the words in ABC order on the lines.  
2. Color the buttons with 2 syllable words.

Porch	Peered
Murmur	Nightgown
Christening	Frosted
Restring	Velvet

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

Word Games the Memory String

Write the buttons below by vocabulary words on each button. Write the lines: \_\_\_\_\_

Christening  
Frosted  
Murmur  
Nightgown  
Peered  
Porch  
Restring  
Velvet

Answer Key | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections** **The Memory String**  
By: Eve Bunling  
Grade Level: 3 / Guided Reading Level: N

**The Memory String**  
By Eve Bunling

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

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

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

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

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

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

Independent Word Exploration | ©BookPages.com

**Vocabulary Connections**

**Directions:**  
1. Write a word from your reading that is new to you in the first column.  
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.  
3. Explain why you think your definition makes sense based on the context clues in the text.  
4. Write the dictionary definition.  
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.


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

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

Independent Word Exploration | ©BookPages.com

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**The Memory String**  
By: Eve Bunting  
Grade Level: 3 / Guided Reading Level: N

**Word Work**

**Instructional Focus:**  
Hyphenated Compound Words

**Background:**  
Generally speaking, two nouns are joined together to form a compound word. The first noun usually modifies the second noun.

Step by Step Lesson Plan

**The Memory String**  
By: Eve Bunting  
Grade Level: 3 / Guided Reading Level: N

**Word Work**

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

**Introduce Hyphenated Compound Adjectives**

- Advise students that today we will focus on hyphenated compound adjectives.
- Just like compound words, they are two or more words that come together and mean something new.
- But, hyphenated compound words come before they modify the noun's meaning.

low-cost	first-grade	second-day
sun-drenched	fern-red	starry-eyed
happy-go-lucky	low-hanging	blue-striped
leary-eyed	middle-grade	ten-inch

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

**Hyphenated Compound Adjectives in the Text**

- Explain to students that while you read the book, **The Memory String**, you want them to listen carefully.
- Using the **Matchy - Match Practice Page**, have them raise their hand and write the noun that each of the compound adjectives is modifying. Give them time to write.
- After you have finished reading, review the list together.
- Ask if they heard any other compound words in the selection.
- They will probably mention some regular compound words, like "stepmother." Explain to them that this word is not being used as an adjective, but as a noun, and therefore, we will not hyphenate it.

**Examples of Hyphenated Compound Adjectives found in the text:**

- black-and-white
- paint-stained
- skinny-leg
- ock-leaf
- great-grandmother's
- grown-up
- great-aurt's (This time the word is hyphenated because it would cause confusion if it wasn't. For example, this doesn't mean her aunt was great, necessarily, but the word is not being used as an adjective.)

Word Work Lesson Plan | @BookPagez.com

Connect Word to Reading Practice Page

List of words in the book that match the instructional focus

**The Memory String**  
By: Eve Bunting  
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**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Together the class will play **Compound Adjective Match**.
- Photocopy and cut out the Compound Adjective and Noun Cards on tagboard.
- Pass out each kind of card to each of half of your class. If you have an odd number of students, pass out an additional Noun Card.
- Have the students go around the class and find someone to match their card with and write a sentence together to share with the class. (Note: Some of these sentences may turn out to be silly. It's okay, let them have fun!)
- Students can exchange cards and play again.
- These cards may be kept in a center where the students can use them for individual review.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Hyphenated Compound Practice Page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for **hyphenated compound adjectives** 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

self-taught

close-up

good-hearted

Independent Practice Page

Extension Activity

**Word Detective: Hyphenated Compound Words**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **hyphenated compound words** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Book Title	Page	Sentence

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

**Hyphenated Compound**  
Word Work Practice

**Directions:**  
Read each sentence and fill in the blank with a hyphenated compound adjective from the Word Bank.

**Word Bank:**

fast-paced	ten-year-old	ill-mannered
red-eyed	tender-hearted	mean-spirited
on-the-job	two-inch-long	cross-country

- Dr. Tom said that the small \_\_\_\_\_ cut would heal quickly.
- The water commented that the \_\_\_\_\_ child never said, "Thank you."
- The plumber said he learned by \_\_\_\_\_ training.
- The freighters were busy. They worked in a very \_\_\_\_\_ job.
- Please don't treat your brother in a \_\_\_\_\_ way.
- The high school track team had a five-mile \_\_\_\_\_ run.
- When I helped the wounded dog, my mother exclaimed, "What a \_\_\_\_\_ child!"
- Maybe on my birthday I could be rid of my \_\_\_\_\_ bike.
- I have read that there is a poisonous \_\_\_\_\_ tree frog in Central and South America.

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

# Assessments

**Running Record**  
 Title: *The Memory String* 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 80% - 89% Accuracy
-----------------------------	-------------------------------------	----------------------------

E = Errors SC = Self-Correction M = Meaning  
 S = Structure/Syntax V = Vocal

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	Laura sat under the oak tree in their small back yard. Whiskers, her black - and - white cat, lay beside her, twitching his tail. On the porch her dad and her new stepmother, Jane, were painting the railings. Jane stopped and pushed her hair away from her face. She wore an old paint - stained shirt and skinny - leg jeans. "Want some lemonade?" she called. Laura shook her head. While Jane was still looking in her direction, she took the memory string from the red velvet box on her lap. The buttons strung on the string shone and silvered, patterned with oak - "...				

Analysis and Comments:

Tested By: \_\_\_\_\_ ©BookPagez.com

## Running Record Assessment

**The Memory String**  
 CCSS Assessment

Name: \_\_\_\_\_  
 Score: / 9

**Directions:**  
 Use what you know about *The Memory String* to answer each of the following questions.

- Which of these is a key detail to understanding the story?
  - A Laura had a pet cat.
  - B Laura's mother had died, and Jane was her stepmother.
  - C Laura's dad had gone to war many years ago.
  - D Laura's dad and Jane were painting the railings of the porch.
- How does Laura come to realize she needs to do something?
  - A Laura hears Jane explain that there is something wrong.
  - B Her dad tells her she needs to be nice.
  - C Jane says she wants Laura to call her.
  - D Jane gets a substitute button for Laura.
- How does Whiskers the cat contribute to the story?
  - A Whiskers is the only other character.
  - B The cat is not important in the story.
  - C Whiskers broke the memory string.
  - D The cat is the one who found the memory string.
- When Jane says, "those are true moments," what does she mean?
  - A The buttons are connected to important memories.
  - B The buttons are not fake.
  - C Laura will never remember the order of the buttons.
  - D All the buttons can be replaced.
- At the beginning, why does Laura talk to the cat about the memory string in front of Jane? (RL.3.5)
  - A She doesn't want to paint.
  - B She wants to add one of Jane's buttons.
  - C She wants Jane to know that the string has her real mother's memories on it.
  - D Jane has never seen the memory string before.
- From which character's point of view does the narrator tell most of the story? (RL.3.6)
  - A The little girl, Laura
  - B The dad
  - C The cat, Whiskers
  - D The stepmother, Jane
- Compare the illustrations from the beginning of the story to the end. What do they show us about Laura's feelings as a character? (RL.3.7)
  - A She was angry, but now just seems sad.
  - B She was happy, but now seems angry about the memory string.
  - C She was bored, but now she has found something to do.
  - D She was very sad, but now seems more happy and hopeful.
- How is Laura's memory string like a story? (RL.3.9)
  - A You read from left to right.
  - B Laura has used her imagination to make up things for each button.
  - C Each button has a history and important memory connected to it.
  - D There is a beginning and an end.
- What is the genre of this story? (RL.3.10)
  - A Non-fiction
  - B Realistic Fiction
  - C Fantasy
  - D Biography

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 *The Memory String*, Laura keeps a collection of buttons to remind her of special moments in time. Make your own memory string. Write a special memory on each button below, decorate it, then draw a string to connect your buttons.

Extension Activity | @BookPages.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p><b>Common Core State Standards Correlation</b></p> <p>The Memory String Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>The Memory String</i> correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers.  <b>RL.3.2</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  <b>RL.3.3</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  <b>RL.3.4</b> 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).  <b>RL.3.5</b> By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.3.2</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.3.1</b> Engage their own ideas and understanding in the light of the discussion.  <b>SL.3.2</b> 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.  <b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b>  <b>L.3.4</b> 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, before, next, until, between, during, once, since, while, as, because, unless, although, since, once, after, before, next, until, between, during, once, since, while, as, because, unless, although).</p> <p>The Memory String CCSS Alignment   @BookPages.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>The Memory String Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>The Memory String</i> correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p><b>Reading Inferences Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers.  <b>RL.3.2</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  <b>RL.3.3</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  <b>RL.3.4</b> 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).  <b>RL.3.5</b> By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.3.2</b> Recall information from experiences or gather information from print and digital sources; 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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).  <b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.  <b>SL.3.1</b> Engage their own ideas and understanding in the light of the discussion.  <b>SL.3.2</b> 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.  <b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b>  <b>L.3.4</b> 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, before, next, until, between, during, once, since, while, as, because, unless, although).</p> <p>The Memory String CCSS Alignment   @BookPages.com</p>

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

The Memory String Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *The Memory String* correlate with the following English Language Arts Common Core State Standards for first grade.

**Vocabulary Lesson Plan and Resources**

**Language**  
**L.1.4** Use sentence-level context as a clue to the meaning of a word or phrase.  
**L.1.5** Identify possible connections between words and their use; identify people who are similarly or differently affected.  
**L.1.6** 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, before, next, until, between, during, once, since, while, as, because, unless, although).

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Vocabulary Connections  
Common Core Alignment

**Common Core State Standards Correlation**

The Memory String Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *The Memory String* correlate with the following English Language Arts Common Core State Standards for second grade.

**Word Work Lesson Plan and Resources**

**Reading: Foundational Skills**  
**RF.2.2** Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.2.4** Read with sufficient accuracy and fluency to support comprehension.

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Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for The Memory String

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

### Answer Key

**Tu turno para practicar: Volver a contar y resumir con The Memory String**

**Página 2:**  
¿Cómo se siente Jane cuando Laura saca su hilo de la memoria? ¿Cómo lo sabes?

**Página 7:**  
¿Cómo es la relación entre Laura y su madrastra, Jane? ¿Es un problema su relación? ¿Por qué sí o por qué no?

**Página 17:**  
El papá de Laura ha llegado a una solución. ¿Estás de acuerdo con su solución? ¿Por qué sí o por qué no?

**Página 21:**  
¿Qué evento cambia cómo se siente Laura sobre Jane?

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

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Page by Page  
Guided  
Questions

Sample answers  
written in Spanish

**Tu turno para practicar: Volver a contar y resumir con The Memory String**

**Página 2:**  
¿Cómo se siente Jane cuando Laura saca su hilo de la memoria? ¿Cómo lo sabes?  
**Las respuestas varían. Pueden incluir:** Jane se siente dolida cuando Laura saca el hilo de la memoria porque Laura no la aceptará como mamá. La autora te da pistas al describir el lenguaje corporal de Jane.

**Página 7:**  
¿Cómo es la relación entre Laura y su madrastra, Jane? ¿Es un problema su relación? ¿Por qué sí o por qué no?  
**Las respuestas varían. Pueden incluir:** A Laura no le gusta que su papá la reemplazara a su mamá con otra persona y por eso rechaza a Jane.

**Página 17:**  
El papá de Laura ha llegado a una solución. ¿Estás de acuerdo con su solución? ¿Por qué sí o por qué no?  
**Las respuestas varían.**

**Página 21:**  
¿Qué evento cambia cómo se siente Laura sobre Jane?  
**Las respuestas varían. Pueden incluir:** Laura cambia cómo se siente sobre Jane cuando Jane no reemplaza el botón perdido de una de las camisas del uniforme de su papá en el ático y sigue buscando el botón perdido.

Clave de respuestas | ©BookPages.com

**Tu turno para practicar: Hacer inferencias con The Memory String**

**Página 3:**  
La autora utiliza Laura basado en lo que se dicen? ¿Por qué te ayudan a inferir?

**Página 9:**  
Haz una inferencia sobre su mamá. **Las respuestas varían. Pueden incluir:** Basada en la manera en que Laura habla de ella quiere que Jane sepa que nunca va a reemplazarla.

**Página 17:**  
Haz una inferencia sobre Jane. ¿Puedes inferir cómo se siente sobre su mamá? ¿Puedes inferir cómo se siente sobre su mamá? ¿Puedes inferir cómo se siente sobre su mamá? ¿Puedes inferir cómo se siente sobre su mamá?

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

Making Inferences

**Tu turno para practicar: Hacer predicciones con The Memory String**

**Página 2:**  
Preve el texto. Mira los dibujos. ¿Qué predicciones puedes hacer sobre la mamá de Laura? ¿Tiene sentido? **Las respuestas varían.**

**Página 7:**  
¿Qué predicciones puedes hacer sobre la mamá de Laura? ¿Tiene sentido? **Las respuestas varían.**

**Página 14:**  
¿Qué predicciones puedes hacer sobre la mamá de Laura? ¿Tiene sentido? **Las respuestas varían.**

**Página 23:**  
¿Qué predicciones puedes hacer sobre la mamá de Laura? ¿Tiene sentido? **Las respuestas varían.**

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

Making Predictions

**Tu turno para practicar: Identificar el propósito del autor con The Memory String**

**Página 3:**  
¿Por qué piensas que la autora eligió escribir sobre las memorias?

**Página 9:**  
¿Por qué piensas que la autora eligió escribir sobre las memorias?

**Página 20:**  
¿Qué está intentando decirte la autora sobre las memorias? ¿Por qué piensas que la autora eligió escribir sobre las memorias? **Las respuestas varían. Pueden incluir:** La autora está diciéndote que las memorias son importantes y que debes guardarlas.

**Página 27:**  
¿Por qué piensas que la autora eligió escribir sobre las memorias? **Las respuestas varían. Pueden incluir:** La autora está diciéndote que las memorias son importantes y que debes guardarlas.

**Página 27:**  
¿Por qué piensas que la autora eligió escribir sobre las memorias? **Las respuestas varían. Pueden incluir:** La autora está diciéndote que las memorias son importantes y que debes guardarlas.

Clave de respuestas | ©BookPages.com

Identifying the Author's Purpose

**Tu turno para practicar: Visualizar con The Memory String**

**Página 2:**  
Fíjate el los detalles en esta página. La autora describe lo que Jane está llevando. ¿Qué ves? Señala las palabras que te ayudan a visualizar. **Las respuestas varían. Pueden incluir:** Cuando leo esta página, imagino a una mujer llevando una camisa vieja con manchas de pintura y los jeans y una niña sacando un hilo con botones brillantes de una caja roja, una camisa con manchas de pintura, una caja de terciopelo rojo y las sombras de las hojas del roble.

**Página 7:**  
Observa los detalles en esta página. Intenta visualizar a Jane y al papá de Laura mientras toman su limonada. Imagina a Laura sentada debajo del árbol con su hilo de la memoria. ¿Qué ves? Señala las palabras que te ayudan a visualizar. **Las respuestas varían. Pueden incluir:** Vidrio esmerilado, tocar el cuello de Jane, debajo de su pelo.

**Página 17:**  
Nota la descripción de Jane y el papá de Laura en el porche. ¿Qué ves? Señala las palabras que te ayudan a visualizar. **Las respuestas varían. Pueden incluir:** columpio, chirimí, insectos, bombilla amarilla.

Clave de respuestas | ©BookPages.com

Visualizing

# Writing About Reading with Optional CCSS Alignment

**The Memory String: Volver a contar y resumir**

¿Cómo se comporta Laura cuando se rompió su hilo de la memoria? ¿Cómo se comporta al final de la historia? ¿Qué le causó cambiar su comportamiento?

Puedo describir los personajes en un cuento y explicar cómo sus acciones afecta la historia. CCSS: RL.3.1

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**The Memory String: Volver a contar y resumir**

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

**The Memory String: Volver a contar y resumir**

¿Cómo se comporta Laura cuando se rompió su hilo de la memoria? ¿Cómo se comporta al final de la historia? ¿Qué le causó cambiar su comportamiento?

---

**The Memory String: Volver a contar y resumir**

¿Cómo se comporta Laura cuando se rompió su hilo de la memoria? ¿Cómo se comporta al final de la historia? ¿Qué le causó cambiar su comportamiento?

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**The Memory String: Volver a contar y resumir**

¿Cómo se comporta Laura cuando se rompió su hilo de la memoria? ¿Cómo se comporta al final de la historia? ¿Qué le causó cambiar su comportamiento?

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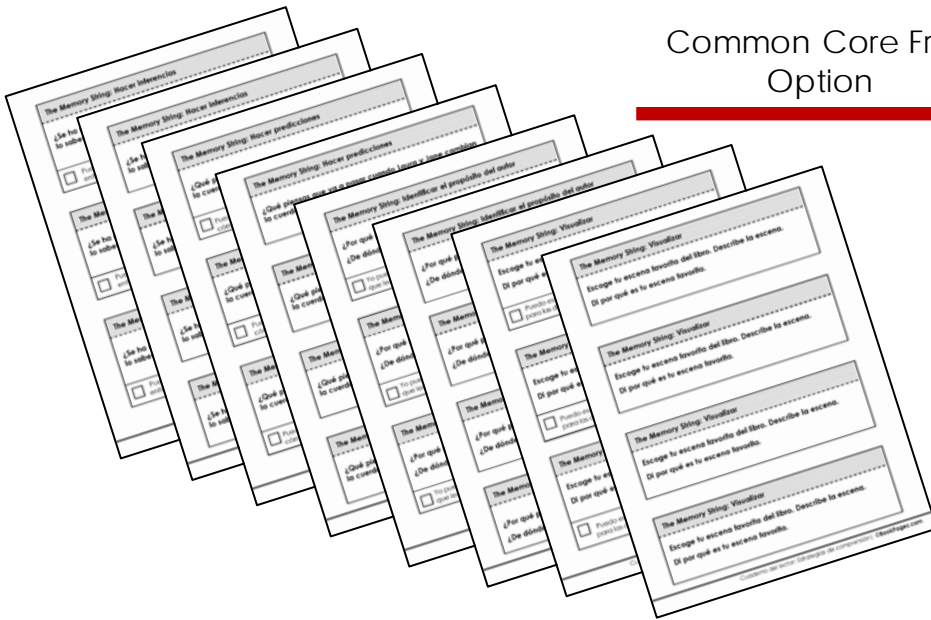
**The Memory String: Volver a contar y resumir**

¿Cómo se comporta Laura cuando se rompió su hilo de la memoria? ¿Cómo se comporta al final de la historia? ¿Qué le causó cambiar su comportamiento?

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**  
Título: \_\_\_\_\_

¿De qué se trata el libro?

¿Es ficción o no ficción? ¿Es un libro de ficción o no ficción?

Has un dibujo o escribe una escena completa en cada caso.

Primero	Después	Al final

Después de esto, escribe una escena completa en cada caso.

¿Cuál es la cosa más importante sobre lo que trata el libro?

Indicaciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o pega el dibujo en el cuaderno del lector.

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Retelling and Summarizing

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

Lo que dice el texto	Lo que se infiere	Lo que se puede inferir

Indicaciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o pega el dibujo en el cuaderno del lector.

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Making Inferences

**Hacer predicciones**  
Título: \_\_\_\_\_

Predicciones al principio	Predicciones al medio	Verifica las predicciones
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Indicaciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o pega el dibujo en el cuaderno del lector.

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Making Predictions

**Identificar el propósito del autor**  
Título: \_\_\_\_\_

¿Quién es el autor de la obra?

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

Para persuadir  Para informar  Para entretener

No sé porque...

¿Qué piensa con el autor quería que personas miembros estabas leyendo este libro?

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

Indicaciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o pega el dibujo en el cuaderno del lector.

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Author's Purpose

**Visualizar**  
Título: \_\_\_\_\_

¿Qué página vas a practicar o visualizar?

Has un dibujo de las imágenes mentales en el espacio abajo.

Escribe algunas de las palabras que la autora empleó que te ayudaron a hacer estas imágenes en tu mente.

Comparte tu dibujo con alguien. Asignale de haber dibujado todas las palabras que te ayudaron a visualizar.

Indicaciones:  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o pega el dibujo en el cuaderno del lector.

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Visualizing



# Extension Activities

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

**Instrucciones:**

En el libro **The Memory String**, Laura guarda una colección de botones que le recuerdan de momentos especiales. Haz tu propio hilo de la memoria. Escribe una memoria especial en los botones abajo, decóralo y después dibuja un hilo para conectar tus botones.

