

Here's What You'll Get in the The Missing Mitten Mystery Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Synthesizing Lesson Plan

The Missing Mitten Mystery
By: Steven Kellogg
Grade Level: 1 / Guided Reading Level: 1

Synthesizing

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
The Missing Mitten Mystery tells the story of Annie's lost mitten. In fact, it's the fifth mitten Annie has lost this year. Annie and her dog, Oscar, look high and low for her mitten. But when it gets dark and begins to rain, Annie is forced indoors where she wonders if she will ever solve the mystery of her missing mitten.

Link to What You Know
• What is your opinion of people who constantly lose things? Why?
• Tell about a time when you solved a problem or your problem? How did you solve it?

Important Words to Know and Understand
Ripe - fully grown and ready to be used or eaten
Sprout - To grow new leaves, buds, etc.

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do if you are confused

Why Readers Synthesize While Reading
Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, they understand of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

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Guided Reading Level

Activate Prior Knowledge

Synthesizing Lesson Plan

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Synthesizing

3
Synthesize While Reading
✓ Look for places where your opinion of a character changes
✓ Notice when you learn something new about a character or topic
✓ Look for new words that change your understanding of the text

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 2 - What is your opinion of Annie? Why do you feel this way?
Page 15 - What do you know about Annie now? Has your opinion of Annie changed? Why or why not?
Page 26 - What else have you learned about Annie? Is this information important to the story? Why or why not?
Page 31 - What is your opinion of Annie at the end of the story? Did your opinion change from the beginning? Why or why not?

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

Time to Reflect
Think - How did your thinking change while you read *The Missing Mitten Mystery*? What information helped you to gain a better understanding of the characters or the problem in the book?
Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.
Write - Write about the synthesizing work you did while reading *The Missing Mitten Mystery*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write - Give your Strategy Six into your reader's notebook. Write about the work you did while reading *The Missing Mitten Mystery*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Retelling and Summarizing

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 **Retell and Summarize While Reading**
✓ Think about the characters, the setting, and the problem at the beginning of the book.
✓ Notice when you learn something new about a character or topic
✓ Look for new words that change your understanding of the text

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

4 **Notice the Work You Did While Reading**
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Making Connections

1 **Get Ready To Read**
✓ Learn about the book
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✓ Understand the meaning of important words found in the book

3 **Make Connections While Reading**
✓ Think about the characters, the setting, and the problem at the beginning of the book.
✓ Notice when you learn something new about a character or topic
✓ Look for new words that change your understanding of the text

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

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Making Predictions

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✓ Understand the meaning of important words found in the book

3 **Make Predictions While Reading**
✓ Think about the characters, the setting, and the problem at the beginning of the book.
✓ Notice when you learn something new about a character or topic
✓ Look for new words that change your understanding of the text

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

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Time to Reflect
Think - How did your thinking change while you read *The Missing Mitten Mystery*? What information helped you to gain a better understanding of the characters or the problem in the book?
Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.
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Asking Questions

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**
✓ Think about the characters, the setting, and the problem at the beginning of the book.
✓ Notice when you learn something new about a character or topic
✓ Look for new words that change your understanding of the text

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

4 **Notice the Work You Did While Reading**
✓ Think
✓ Talk
✓ Reflect
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Time to Reflect
Think - How did your thinking change while you read *The Missing Mitten Mystery*? What information helped you to gain a better understanding of the characters or the problem in the book?
Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.
Write - Write about the synthesizing work you did while reading *The Missing Mitten Mystery*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write - Give your Strategy Six into your reader's notebook. Write about the work you did while reading *The Missing Mitten Mystery*. (Remember to include examples from the book!)

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Answer Key for Retelling and Summarizing with The Missing Mitten Mystery

Your Turn to Practice Retelling and Summarizing with The Missing Mitten Mystery

Page 2: What do you already know about a problem or character's thinking? What is the problem? Do you think it's an important problem? Why or why not?

Page 10: How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Page 16: Annie is busy looking for her missing mitten. What do you think she is actually looking for? How do you know?

Page 26: Annie finds her mitten flying. What do you think she is actually looking for? How do you know?

Page 31: What do you think Annie is actually looking for? How do you know?

Answer Key for Making Connections with The Missing Mitten Mystery

Your Turn to Practice Making Connections with The Missing Mitten Mystery

Page 2: What is your opinion of Annie? Why do you feel this way?

Page 15: What do you know about Annie now? Has your opinion of Annie changed? Why or why not?

Page 26: What else have you learned about Annie? Is this information important to the story? Why or why not?

Page 31: What is your opinion of Annie at the end of the story? Did your opinion change from the beginning? Why or why not?

Answer Key for Making Predictions with The Missing Mitten Mystery

Your Turn to Practice Making Predictions with The Missing Mitten Mystery

Page 2: What is your opinion of Annie? Why do you feel this way?

Page 15: What do you know about Annie now? Has your opinion of Annie changed? Why or why not?

Page 26: What else have you learned about Annie? Is this information important to the story? Why or why not?

Page 31: What is your opinion of Annie at the end of the story? Did your opinion change from the beginning? Why or why not?

Answer Key for Asking Questions with The Missing Mitten Mystery

Your Turn to Practice Asking Questions with The Missing Mitten Mystery

Page 2: What do you wonder about the girl in the story and her mitten?

Page 9: What do you wonder about Ralph, Ruth, and Hubert? Is this an important question to ask? Why or why not?

Page 20: Annie has to do everything for her mitten. What questions could she ask herself? How could she help her find her mitten?

Answer Key for Synthesizing with The Missing Mitten Mystery

Your Turn to Practice Synthesizing with The Missing Mitten Mystery

Page 2: What is your opinion of Annie? Why do you feel this way?

Page 15: What do you know about Annie now? Has your opinion of Annie changed? Why or why not?

Page 26: What else have you learned about Annie? Is this information important to the story? Why or why not?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

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

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

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 Graphic Organizer | ©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 out the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	Indicate whether what really happened.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<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.

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Making Predictions

Asking Questions

Title: _____

Question Sentence Starters

I wonder...	Why didn't...?	How does...?
Learn confused about...	Learn curious about...	Learn not sure why...

Question	Answer
Question	Answer
Question	Answer

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

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Asking Questions

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

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Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
The Missing Mitten Mystery
 By: Steven Kellogg
 Grade Level: 1 / Guided Reading Level: 1

Instructional Focus:
 Contractions

Background:
 Contractions are words that are formed when two words are combined to form a new word. In order to form a contraction, some letters from the base words are dropped and replaced with an apostrophe. For example, when the words "I" and "am" combine, they form "I'm". When the words "you" and "are" combine, they form "you're".

Examples:

not	are
aren't	they're
can't	we're
couldn't	you're
doesn't	what're

Materials and Preparation:

- A Copy of The Missing Mitten Mystery
- Sorting Cards (1 set per student)
- Match Up Student Directions
- Contractions Word Work Practice Page
- Optional - Word Detective Worksheet
- Optional - 3 Colors of Ink

Step by Step Lesson Plan

Word Work
The Missing Mitten Mystery
 By: Steven Kellogg
 Grade Level: 1 / Guided Reading Level: 1

Step 1: Introduce the Focus of Word Work

Introduce Contractions

- Draw the students' attention to the chart paper.
- Explain that contractions are words that are formed when two words are joined together to make a new word.
- Write the word "don't" on the chart paper. You may want to use a different colored marker to write the apostrophe.
- Explain that when the words "do" and "not" combine, they form the contraction "don't". In this word the letter "o" in "not" is replaced with an apostrophe.
- Draw the students' attention to the table of contractions on the chart paper.
- Ask the students to think of other contractions. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern (these may be possessive nouns).
- Write new words that follow the pattern on the chart paper.

Contractions in the Text

- Tell the students that the book they will be reading today has a lot of contractions.
- Read pages 3 and 4 aloud to the students. Ask them to identify the contractions on the pages.
- Write the words "let's", "here's", and "there's" on the chart paper.
- Work as a group to identify which words combined to make each of the words in the book (let's = let us, here's = here is, there's = there is).
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for contractions but remind them to be polite and not to interrupt you while you read.
- Read *The Missing Mitten Mystery*.

Examples of Contractions Found in the Text:

- I'm
- We'd
- Here's
- I'd
- There's
- I've
- It's
- What's
- He's
- Let's
- Haven't
- Don't

Step 2: Connect Word Work to Reading

Extend Engagement

Use the list of contractions found in the text to prepare reading engagement cards.

- Divide the number of students into thirds.
- Write a contraction on a third of the index cards.
- Write the base words that can be combined to form each contraction on the remaining cards.
- Distribute the cards to your students.
- Ask students to find their base word and contraction partners.
- Once all contractions have been paired, challenge students to use their contraction in a sentence.

Let's let us

Word Work Lesson Plan | @BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
The Missing Mitten Mystery
 By: Steven Kellogg
 Grade Level: 1 / Guided Reading Level: 1

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are the base words used to form the contractions in *Don't Let the Pigeon Drive the Bus*. Review each of the words with the whole group, discussing any unknown words.
- Model how to play **Match Up**.
- Divide students into pairs and allow them to play **Match Up** using the attached resources for directions.
- Monitor students and assess students' understanding while playing **Match Up**.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Contractions Word Work Practice**.
- 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 contractions 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 Activities

Independent Practice Page

Match Up Student Directions

Materials:
 Sorting Cards

Players:
 2 or more

Directions:

1. Write your name or initials on each of your sorting cards.
2. Combine all of the players sorting cards to make one deck of cards.
3. Place each card face down in front of all players.
4. The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back face down.
5. The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
6. Continue taking turns. Whoever has the most matches at the end of the game wins.

Tip: Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Match Up Score Sheet

Player 2

Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Contractions
 Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for contractions 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

Contractions
 Word Work Practice Page

Directions:
 Fill in the contraction for each sentence.

1. _____ leaving soon. (They are)
2. _____ going out. (We are)
3. _____ be here. (She will)
4. He _____ like to eat. (does not)
5. _____ come tonight. (They will)
6. _____ and play with us. (Come on)
7. _____ visit my grandmother today. (I will)
8. _____ informed her. (I have)
9. _____ your mother? (Who is)
10. _____ looking great. (You are)
11. _____ a rainy day. (It is)
12. _____ going to see your dog. (I am)

Name: _____

Independent Word Work Practice | @BookPagez.com

Assessments

Running Record

Title: *The Missing Mitten Mystery* Guided Reading Text Level: 1 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 SC MSV MSV
2		
3		
4		
5		
6		

Tested By: _____ @BookPagez.com

Running Record Assessment

The Missing Mitten Mystery
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *The Missing Mitten Mystery* to answer each of the following questions.

- What does Annie realize she is missing?
 - A a boot
 - B a sweater
 - C Ruth's sock
 - D a mitten
- How does Annie decide to solve her problem?
 - A She decides she better not say anything.
 - B She decides to search all the places.
 - C She asks her friends to help her find it.
 - D She asks Miss Seltzer to find it for her.
- How is Annie feeling at the end of the story?
 - A She is happy because she has found it.
 - B She is sad because the snowman is melting.
 - C She is upset because she is in trouble.
 - D She is worried that she will never get it.
- How does the story of Annie looking for her mitten?
 - A It is a scary mystery.
 - B It was sad that they could not find it.
 - C It is a funny, sweet, and happy story.
 - D It was frustrating that she didn't get it.
- This story seems like it could be real. However, what part of the story could definitely not happen? (RL.1.5)
 - A Planting and growing new mittens
 - B sledging down a snowy hill
 - C When Miss Seltzer makes hot chocolate
 - D When Annie makes snow angels
- Annie is telling the story. Who is she mostly talking to? (RL.1.6)
 - A Miss Seltzer
 - B the snowman
 - C her dog, Oscar
 - D Herbie and Ruth
- What clues do the illustrations give us about the setting? (RI.1.7)
 - A It is a snowy winter day in the city.
 - B It is beautiful spring day.
 - C They show how Annie and her friends were bored all day.
 - D It is a snowy, winter day in the country.
- How are Annie and her friends (Ralph, Herbie, and Ruth) alike? (RI.1.9)
 - A They all want to plant mittens.
 - B They all have lost something in the snow.
 - C They all have dogs.
 - D None of them like to play outside in the snow.
- Annie's mitten is the heart of the snowman. What will Annie probably do next? (RI.1.10)
 - A She will build another snowman.
 - B She will wait for the snowman to melt, so she can get her mitten.
 - C She will lie to her parents about the mitten, so she doesn't get in trouble.
 - D She will give her other mitten to the mouse family.

CCSS Assessment 1st 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 Missing Mitten Mystery*, Annie looks high and low for her missing mitten. Put each of the places she looked in correct order on the storyboard. Then draw a picture to match each of the places where Annie looked for her mitten.

<p>1</p> <p>On the sledding hill</p>	<p>2</p> <p>Around the snow castles</p>	<p>3</p> <p>Through the woods</p>
<p>4</p> <p>Near the woodpile</p>	<p>5</p> <p>By the snow angles</p>	<p>6</p> <p>In the snowman</p>

Answer Key for Extension Activity | @BookPagez.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
<p>The Missing Mitten Mystery Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>The Missing Mitten Mystery</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RI.1 - Ask and answer questions about key details in text. RI.2 - Recall specific details, including key details, and demonstrate understanding of their own message or lesson. RI.3 - Describe characters, settings, and major events in a story using key details. RI.7 - Use illustrations and details in a story to describe its characters, setting, or events. RI.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills RF.1.1 - Demonstrate understanding of the organization of basic features of print. RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.8 - With guidance and support from adults, recall information from experiences or information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.a - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.b - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.c - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>The Missing Mitten Mystery Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>The Missing Mitten Mystery</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language LT.4a - Use sentence-level context as a clue to the meaning of a word or phrase. LT.4b - Identify explicit connections between words and their use (e.g., note pieces of home that are cozy). LT.4c - 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 Missing Mitten Mystery CCSS Alignment @BookPagez.com</p>

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

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for The Missing Mitten Mystery Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir con The Missing Mitten Mystery (El misterio de la manopla faltante)

Página 2:
Ya has aprendido sobre un problema que está teniendo un personaje. ¿Cuál es el problema? ¿Crees que este es un problema importante? ¿Por qué o por qué no?

Página 16:
Annie está ocupada buscando su manopla. Nombra todos los lugares a los que ha ido a buscar su manopla.

Página 26:
Annie ha llegado con un plan para obtener un nuevo manopla. ¿Cuál es su plan? ¿Crees que funcionará? ¿Por qué o por qué no?

Nombre: _____ @BookPagez.com



Page by Page Guided Questions

Answer Key


Volver a contar y resumir con The Missing Mitten Mystery (El misterio de la manopla faltante)

Página 2:
Ya has aprendido sobre un problema que está teniendo un personaje. ¿Cuál es el problema? ¿Crees que este es un problema importante? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: La chica de la historia ha perdido su manopla. Creo que este es un problema importante porque el título del libro es "El misterio de la manopla faltante".

Página 16:
Annie está ocupada buscando su manopla. Nombra todos los lugares a los que ha ido a buscar su manopla.
Las respuestas varían. Podrían incluir: Hasta ahora, Annie ha buscado su manopla en la colina de trineo, el lugar donde construyó un castillo de nieve, a través del bosque mientras seguía a un pájaro, y junto a la pila de leña.

Página 26:
Annie ha llegado con un plan para obtener un nuevo manopla. ¿Cuál es su plan? ¿Crees que funcionará? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Annie planea plantar un árbol manopla. De esa manera ella puede cultivar manoplas y no importará si pierde uno. No creo que su plan funcione porque no puedes cultivar manoplas en un árbol.

Nombre: _____ Answer Key | @BookPagez.com



Sample answers written in Spanish

Hacer conexiones con The Missing Mitten Mystery (El misterio de la manopla faltante)

Página 2:
El personaje principal ha perdido 5 manoplas en un invierno. ¿Por qué está en problemas?
Las respuestas varían. Podrían incluir: Porque ella no tiene manoplas para ir a la escuela.

Página 8:
Annie está buscando su manopla. ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Porque ella está mirando en todos los lados.

Página 17:
Annie está imaginando que los animales le han quitado la manopla. Haga una conexión texto al mundo. ¿Qué otros animales quitaron la manopla a Annie? ¿Qué podrían haber hecho?

Nombre: _____

Making Connections


Hacer predicciones con The Missing Mitten Mystery (El misterio de la manopla faltante)

Página 10:
Annie cree que su manopla está volando. ¿Qué crees que ella realmente está mirando? ¿Por qué?
Las respuestas varían. Podrían incluir: Un árbol.

Página 15:
Annie ha buscado su manopla en todos los lados. ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Porque ella está mirando en todos los lados.

Página 27:
Se ha puesto oscuro y ha empezado a llover. Haga una predicción sobre lo que sucederá después. ¿Tu predicción tiene sentido en la historia? ¿Por qué o por qué no?

Nombre: _____



Making Predictions

Sintetizar con The Missing Mitten Mystery (El misterio de la manopla faltante)

Página 2:
¿Cuál es su opinión sobre Annie? ¿Por qué te sientes así?
Las respuestas varían. Podrían incluir: Porque ella es muy valiente.

Página 15:
¿Qué sabes sobre Annie ahora? ¿Ha cambiado tu opinión o por qué no?
Las respuestas varían. Podrían incluir: Ahora sé que ella es muy inteligente.

Página 26:
¿Qué más ha aprendido sobre Annie? ¿Es esta información importante? ¿Por qué o por qué no?

Nombre: _____

Synthesizing


Hacer preguntas con The Missing Mitten Mystery (El misterio de la manopla faltante)

Página 2:
¿Qué te estás preguntando sobre la chica en esta historia y su manopla?
Las respuestas varían. Podrían incluir: ¿Por qué ella no tiene manoplas?

Página 9:
¿Qué te estás preguntando sobre la chica en esta historia y su manopla?
Las respuestas varían. Podrían incluir: ¿Por qué ella no tiene manoplas?

Página 20:
Annie ha buscado su manopla en todos los lados. ¿Qué preguntas podría preguntarse a sí misma que podrían ayudarla a encontrar su manopla?

Nombre: _____



Asking Questions

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

The Missing Mitten Mystery (El misterio de la manopla faltante): Sintetizar

Mira las fotos en el libro.

¿Cómo se sintió Annie acerca de su problema al principio, al medio y al final de la historia?

Puedo usar imágenes y detalles en una historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

The Missing Mitten Mystery (El misterio de la manopla faltante): Sintetizar

Mira las fotos en el libro.

¿Cómo se sintió Annie acerca de su problema al principio, al medio y al final de la historia?

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

Common Core Free Option

The Missing Mitten Mystery (El misterio de la manopla faltante): Sintetizar

Mira las fotos en el libro.

¿Cómo se sintió Annie acerca de su problema al principio, al medio y al final de la historia?

The Missing Mitten Mystery (El misterio de la manopla faltante): Sintetizar

Mira las fotos en el libro.

¿Cómo se sintió Annie acerca de su problema al principio, al medio y al final de la historia?

The Missing Mitten Mystery (El misterio de la manopla faltante): Sintetizar

Mira las fotos en el libro.

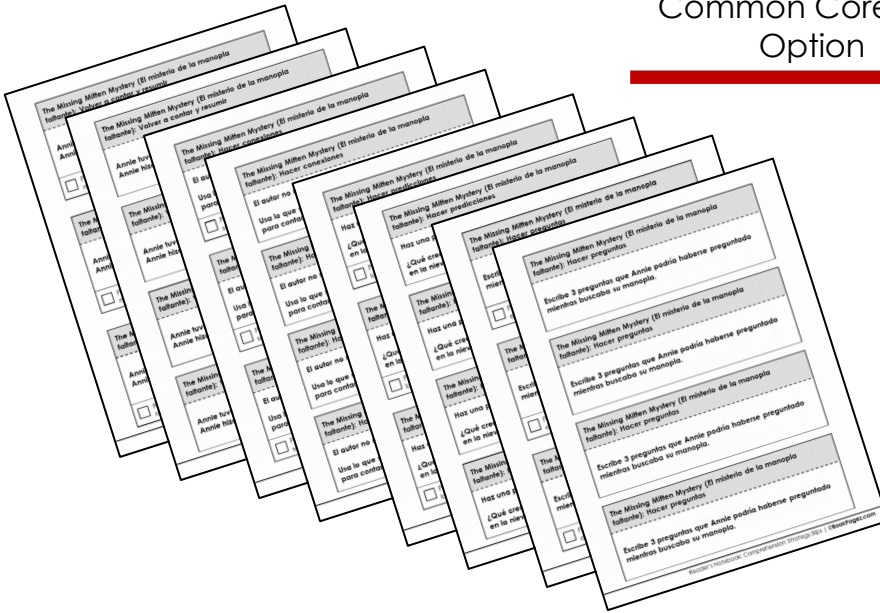
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The Missing Mitten Mystery (El misterio de la manopla faltante): Sintetizar

Mira las fotos en el libro.

¿Cómo se sintió Annie acerca de su problema al principio, al medio y al final de la historia?

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



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?

¿En qué acción o no acción?

Haz un dibujo o escribe una oración completa en cada caja.

Antes	Después	Entonces
Después de esto	Entonces	Al final

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

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer conexiones
Título: _____

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

¿Qué tipo de conexión hiciste?

Leer a mí mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer predicciones
Título: _____

Predicciones al principio Escribe tus predicciones abajo.	Predicciones mientras lees Escribe tus predicciones abajo.	Verifica las predicciones Escribe las predicciones correctas que te resultaron.

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Hacer preguntas
Título: _____

Mueftas para empezar una oración

Quiero saber... ¿por qué no...?	¿Cómo puede...?
Más confunde cuando...	Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Sintetizar
Título: _____

Al principio ya estoy pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...

Al nuevo forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Fundo concluir que...

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

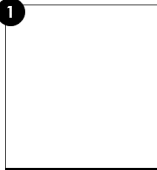
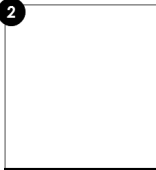
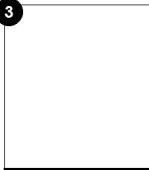
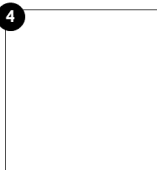
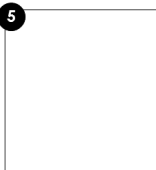
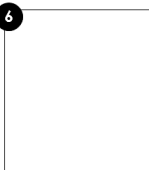
Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro *The Missing Mitten Mystery*, Annie parece alta y baja por su manopla faltante. Coloque cada uno de los lugares que miró en el orden correcto en el guión gráfico. Luego haz un dibujo para que coincida con cada uno de los lugares donde Annie buscó su manopla.

<p>1</p>  <p>Pegamento aquí</p>	<p>2</p>  <p>Pegamento aquí</p>	<p>3</p>  <p>Pegamento aquí</p>
<p>4</p>  <p>Pegamento aquí</p>	<p>5</p>  <p>Pegamento aquí</p>	<p>6</p>  <p>Pegamento aquí</p>
<p>Cerca de la pila de leña</p>	<p>En la colina de trineo</p>	<p>En el muñeco de nieve</p>
<p>Alrededor de los castillos de nieve</p>	<p>A través del bosque</p>	<p>Por los ángeles de la nieve</p>