

Here's What You'll Get in the The Polar Express Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

The Polar Express
By: Chris Van Allsburg
Grade Level: 3 / Guided Reading Level: N

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

Summary
It's Christmas Eve. A boy is waiting for Santa's sleigh. Instead, he sees a steam engine called the Polar Express. The train takes children on a magical journey to the North Pole where Santa and the elves give the first Christmas gift. The boy asks for one silver bell from Santa's sleigh. He tucks the bell into his pocket then loses it. He is sad. The next morning, there is a small box under the Christmas tree. Inside is the silver sleigh bell. The boy and his sister are delighted by the sound of the bell. Their parents cannot hear it. Only true believers can hear Santa's sleigh bells.

Link to What You Know
• What do you think of when you hear the words "North Pole"?
• What do you know about Santa?
• If you could ask Santa for any gift, what would you ask for? Why?

Important Words to Know and Understand
Conductor - A person who collects money or tickets from passengers on a train.
Prance - To walk in a lively and proud way while taking high steps.

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

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.
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.
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.
Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.
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Guided Reading Level

Retelling and Summarizing Lesson Plan

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Retelling and Summarizing

3
Retell and Summarize While Reading
✓ 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

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 12 - What are some of the things the children saw on the way to the North Pole? What did they do on the train? Who else was on the train?
Page 18 - What have you learned about the elves so far? What did you learn about Santa?
Page 24 - Who was with the boy when he realized he had lost the bell? How did they react? What did they say or do?
Page 28 - On Christmas morning, something important happened. What events happened next, then, and last?
Page 29 - What do you think the theme (teamwork, family, love, friendship) of this story is? Why do you think so?

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

Time to Reflect
Think - What type of information did you use when you retold and summarized **The Polar Express**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
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.
Reflect - Think about the characters, events, and the settings in **The Polar Express**. How does paying attention to the story help you to be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Polar Express**. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

The Polar Express
By: Chris Van Allsburg
Grade Level: 3 / Guided Reading Level: N

Visualizing

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
Visualizing While Reading
✓ Notice the way the author describes the inside of the Polar Express. What do you think it looks like?
✓ Notice the way the author describes the outside of the Polar Express. What do you think it looks like?
✓ Notice the way the author describes the people on the Polar Express. What do you think they look like?

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Making Predictions

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Visualizing

Making Predictions

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Identifying the Author's Purpose

1
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✓ Learn about the book
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Author's Purpose

The Polar Express
By: Chris Van Allsburg
Grade Level: 3 / Guided Reading Level: N

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

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Synthesizing

Answer Key for Retelling and Summarizing with The Polar Express

Your Turn to Practice Retelling and Summarizing with The Polar Express

Page 12: What are some of the things the children saw on the way to the North Pole? What did they do on the train? Who else was on the train?

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Page 28: On Christmas morning, something important happened. What events happened next, then, and last?

Page 29: What do you think the theme (teamwork, family, love, friendship) of this story is? Why do you think so?

Answer Key for Making Predictions with The Polar Express

Your Turn to Practice Making Predictions with The Polar Express

Page 1: What do you think will happen next? What do you think will happen next?

Page 12: What are some of the things the children saw on the way to the North Pole? What did they do on the train? Who else was on the train?

Page 18: What have you learned about the elves so far? What did you learn about Santa?

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Page 29: What do you think the theme (teamwork, family, love, friendship) of this story is? Why do you think so?

Answer Key for Identifying the Author's Purpose with The Polar Express

Your Turn to Practice Identifying the Author's Purpose with The Polar Express

Page 1: What do you think the author's purpose is for writing this book? What do you think the author's purpose is for writing this book?

Page 12: What are some of the things the children saw on the way to the North Pole? What did they do on the train? Who else was on the train?

Page 18: What have you learned about the elves so far? What did you learn about Santa?

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Page 29: What do you think the theme (teamwork, family, love, friendship) of this story is? Why do you think so?

Answer Key for Visualizing with The Polar Express

Your Turn to Practice Visualizing with The Polar Express

Page 1: What do you think the author's purpose is for writing this book? What do you think the author's purpose is for writing this book?

Page 12: What are some of the things the children saw on the way to the North Pole? What did they do on the train? Who else was on the train?

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Answer Key for Synthesizing with The Polar Express

Your Turn to Practice Synthesizing with The Polar Express

Page 1: What do you think the author's purpose is for writing this book? What do you think the author's purpose is for writing this book?

Page 12: What are some of the things the children saw on the way to the North Pole? What did they do on the train? Who else was on the train?

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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

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 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 Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction here.	Write your prediction here.	Correct? <input type="checkbox"/> Wrong? <input type="checkbox"/>
		Correct? <input type="checkbox"/> Wrong? <input type="checkbox"/>
		Correct? <input type="checkbox"/> Wrong? <input type="checkbox"/>

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 Predictions

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

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

Author's Purpose

Visualizing

Title: _____

What page did you use to practice visualizing?

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

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

Show your picture to someone. Make sure that you draw 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

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

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

Synthesizing







Vocabulary Connections Resources

<p>Vocabulary Connections</p> <p>By: Chris Van Allsburg Grade Level: 3 / Guided Reading Level: N</p>	
	<p>The Polar Express</p>
<p>Important Words to Know and Understand in "The Polar Express"</p>	
<p>Barren An area with very few plants or other living things</p>	
<p>Conductor A person who collects money or tickets from passengers on a train</p>	
<p>Lean Thin, strong and healthy</p>	
<p>Nougat A sweet candy that usually contains nuts or pieces of fruit</p>	
<p>Paced To walk back and forth across the same space again and again</p>	
<p>Polar Related to the North or South Pole</p>	
<p>Prairie To walk in a lively and proud way while taking high steps</p>	
<p>Reindeer A large type of deer that lives in northern parts of the world</p>	

Important Words to Know and Understand in The Polar Express Word List

The Polar Express
By: Chris Van Allsburg
Grade Level: 3 / Guided Reading Level: H

Directions:
1. Cut out the words. 2. Fold on the dotted line. 3. Glue, tape or staple the top of each card to a cardstock.

Barren	Conductor	Lean
		
Nougat	Paced	Polar
		

Picture Vocabulary Sorting Cards | ©BookPage.com

Word and Picture Sorting Cards

Vocabulary Connections		
<p>The Polar Express By: Chris Van Allburg Grade Level: 3 / Guided Reading Level: H</p>		
Barren	Conductor	Lean
An area with very few plants or other living things	A person who collects money or tickets from passengers on a train	Thin, strong and healthy
Nougat	Paced	Polar
A sweet candy that usually contains nuts or pieces of fruit	To walk back and forth across the same space again and again	Related to the North or South Pole

Word and Definition Sorting Cards

Vocabulary Connections

The Polar Express
 By Chris Van Allsburg
 Grade Level: 3 / Guided Reading Level: H

The Polar Express
 By Chris Van Allsburg
 Guided Reading Level: H

Nougat is a/an
noun verb
adverb adjective

Definition of Nougat:

Paced is a/an
noun verb
adverb adjective

Definition of Paced:

Polar is a/an
noun verb
adverb adjective

Definition of Polar:

Nougat looks like this:

Paced looks like this:

Polar looks like this:

Nougat reminds me of:

Paced reminds me of:

Polar reminds me of:

I saw this word in

I saw this word in

I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPage.com

Interactive Vocabulary Notebook Cards | ©BookPage.com


Interactive Vocabulary Notebook Cards | ©BookPage.com

Interactive Vocabulary Notebook Cards

Word Games

with Words from The Polar Express

Directions: Find each vocabulary word in the word search below. Then color the blank spaces to reveal a hidden image.




Hidden Image: n

Word Games

The Polar Express

Find in the word
search below a



Hidden Image: n

Word Games

BAREN
CONDUCTOR
LEARN
NOUGAT
FACED
POLAR
FRANCE
REINDER

Word Games

BAREN
CONDUCTOR
LEARN
NOUGAT
FACED
POLAR
FRANCE
REINDER

Word Games

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POLAR
FRANCE
REINDER

Word Games

BAREN
CONDUCTOR
LEARN
NOUGAT
FACED
POLAR
FRANCE
REINDER

Word Games and Answer Key

[illegible]

Vocabulary Word Extension Activities

[illegible]


The Polar Express
 By Chris Van Allsburg

Vocabulary Connections

Grade Level: 3 / Guided Reading Level: H

The Polar Express

By Chris Van Allsburg



A new word that I learned in this book is:

.....


.....

.....

.....

.....

Name: _____



By Step Directions: 1. Read the story. 2. Complete the vocabulary card. 3. Add your vocabulary card to your notebook or use it as a bookmark.

Personalized Vocabulary Bookmark

Instructional Focus Based on the Words in the Book

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement







Interactive Activities

Inflectional Endings Trains

Interactive Activity

Directions:
Cut out the train cars. Complete the word by adding a noun or verb before the inflectional ending. Paste a hole on the top and string the train cars together on a piece of string.

Challenge: See who can make the longest inflectional ending train.

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Independent
Practice Page

Inflectional Endings

Word Work Practice Page

Directions: Read the sentence. Which word has the correct inflectional ending to complete the sentence? Circle the correct word.

1. The stands train was perfectly still in front of my house.

2. He took a large pocket watch from his vest, then looked up at my window.

3. The train was tilting with other children, as in their pajamas and nightgowns.

4. When the Polar Express could go no farther, we stopped outside.

5. "Right now, the elves are gathering at the center of the city," the conductor told us.

6. When I asked for the silver bell, Santa smiled.

7. Santa circled once above us, then disappeared in the cold, dark, polar sky.

8. Santa shouted out the reindeer's names and cracked his whip.

9. The train gave a sudden lurch and started moving.


Name: _____ Independent Working Practice | ©Blackboard.com

Extension Activity

Word Detective: Inflectional Endings Extension Activity

Directions:
Be a word detective!

Be on the lookout for **inflectional endings** 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 Book Extension Activity • **First** _____

Assessments

Running Record Assessment:

Use the first 100 words from the text to assess oral reading fluency

<h2 style="margin: 0;">Running Record</h2>				
Title: The Polar Express		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		INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	On Christmas Eve, many years ago, I lay quietly in my bed. I did not rustle the sheets. I breathed slowly and silently. I was listening for a sound – a sound a friend had told me I'd never hear – the ringing bells of Santa's sleigh "There is no Santa," my friend had insisted, but I knew he was wrong. Late that night I did hear sounds, though not of ringing				

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

The Polar Express CCSS Assessment	Name: _____ Score: / 9
--	---------------------------

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

1. What did the boy hear and see outside his window on Christmas Eve?

☐ A It was Santa's sleigh with bells and reindeer.

☐ B He heard and saw some of Santa's elves.

☐ C It was a metal steam train that stopped in front of his house.

☐ D He didn't hear anything but the wind blowing.

2. The central message of the story is to believe in Santa and the magic of what you can tell if someone does NOT believe?

☐ A They won't get any presents.

☐ B They won't hear the bells from Santa's sleigh.

☐ C You won't be able to see the elves.

☐ D They won't be able to find the North Pole on a map anymore.

3. What caused Santa to bring a group of children to the North Pole every year?

☐ A He needed the extra help.

☐ B He wanted the elves to see a real live human child.

☐ C Mrs. Claus said it would be a nice thing to do.

☐ D He chooses one child to receive the first gift of Christmas.

4. What does the boy mean when he said that over the years the sound of the bells for his friends?

☐ A They don't truly believe, and they can't hear the bell anymore.

☐ B His friends have broken their bells.

☐ C They are all getting old and can't hear as well anymore.

☐ D He meant they lost their bells and Santa wasn't able to return it.

5. At the beginning of the story, what does the boy think? (RL.3.5)

☐ A A friend to Santa

☐ B A friend to the elves

☒ C A friend to Santa

☐ D A friend to the train

6. The boy is a true friend to the train because...

☐ A His mother told him to be nice to the train.

☒ B The other children were afraid of the train.

☐ C His father told him to be nice to the train.

☐ D His little sister was afraid of the train.

7. What does the boy think of the train?

☒ A It is a big black train.

☐ B It is a small white train.

☐ C Only Santa and the elves can see it.

☐ D It could only be seen at night.

8. How is the train different from other trains?

☐ A They are black.

☐ B Trains go fast.

☐ C They are big.

☒ D The train has bells.

5. At the beginning, before he goes to the North Pole, what does the boy say a friend has told him? (RL.3.5)

☐ A A friend told him that a train was coming to take him to the North Pole.

☐ B A friend told him to fix the hole in his pocket.

☒ C A friend told him Santa was not real, but he did not believe him.

☐ D A friend told him that he should ask for video games for Christmas.

6. The boy is a true believer for life. Who else from the story might feel the same way? (RL.3.6)

☐ A His mother

☒ B The other children from the train

☐ C His father

☐ D His little sister Sarah

7. What do the words and illustrations show you about the North Pole? (RL.3.7)

☒ A It is a big busy city with factories and many elves.

☐ B It is a small village with a workshop.

☐ C Only Santa and a few elves were invited to the ceremony.

☐ D It could only be reached by boat.

8. How is the train different from Santa's sleigh? (RL.3.9)

☐ A They are both made of metal.

☐ B Trains go fast, but Santa's sleigh is slow.

☒ C They are both a wonderful way to travel.

☐ D The train has an engine and runs on tracks, but Santa's sleigh has reindeer and flies.

9. The boy is now an old man. Why is he telling a story of something that happened to him a long time ago? (RL.3.10)

☐ A He is sad that his sister Sarah does not believe anymore.

☐ B He just wants to make some money from his story.





☒ C He wants more and more people to truly believe, like he does.

☐ D Santa told him it was okay to share the story now.

CCSS Assessment 3rd Grade Reading Standards for Literature | BookPagez.com

Answer Key

Extension Activity

Name: _____ Date: _____	
Directions: In the book The Polar Express , the author uses a lot of adjectives to describe the adventure to the North Pole. Read each Christmas word or phrase below. Write 5 adjectives to describe each one.	
	Snow 1. 2. 3. 4. 5.
	Christmas Tree 1. 2. 3. 4. 5.
	Santa Clause 1. 2. 3. 4. 5.
	Favorite Holiday Pajamas 1. 2. 3. 4. 5.
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
<p>The Polar Express Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Polar Express" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers. RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. 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 of the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>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.</p> <p>Writing W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.2 – Determine the main idea 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.</p> <p>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).</p> <p>The Polar Express CCSS Alignment @BookPages.com</p>	<p>The Polar Express Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Polar Express" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>The Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers. RL.3.2 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. 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 of the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Polar Express Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Polar Express" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.3.4a – Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4b – Identify real-life connections between words and their use (e.g., identify people who are handy 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).</p> <p>The Polar Express CCSS Alignment @BookPages.com</p>	<p>The Polar Express Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Polar Express" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>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.</p> <p>The Polar Express CCSS Alignment @BookPages.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for The Polar Express Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir
con The Polar Express (El expreso polar)**

Página 12:
¿Cuáles son algunas de las cosas que los niños vieron en el camino hacia el Polo Norte?


¿Qué hicieron en el tren?

¿Quién más estaba en el tren?

Página 18:
¿Qué has aprendido sobre los elfos hasta ahora?

¿Qué aprendiste sobre Santa?

Nombre: _____



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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

**Volver a contar y resumir
con The Polar Express (El expreso polar)**

Página 24:
¿Quién estaba con el niño cuando se dio cuenta de que había perdido la campana?
El niño estaba con los otros niños en el tren cuando perdió la campana.

¿Cómo reaccionaron?
Reaccionaron sugiriéndoles que fueran a buscar la campana.


¿Qué dijeron o hicieron?
Intentaron que el niño se sintiera mejor. Parecían tristes también.

Página 28:
En la mañana de Navidad, algo importante sucedió. ¿Qué eventos que sucedió primero, después, entonces, y por última vez?
Las respuestas varían. Podrían incluir: Primero, el niño y la niña abrieron sus regalos. Después, Sarah encontró un paquete especial que el niño abrió. Entonces el chico tocó el timbre. Por último vez, los padres no escucharon la campana, pensaron que estaba rota.

Página 29:
¿Cúal crees que es el tema (trabajo en equipo, familia, amor, amistad) de esta historia?
Las respuestas varían. Podrían incluir: Creo que el tema de esta historia es creer.

¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Creo que sí, porque el niño creía en Papá Noel desde el principio hasta el final. Incluso creyó en Papá Noel cuando llegó a ser adulto.

Answer Key | ©BookPages.com



**Hacer predicciones
con The Polar Express (El expreso polar)**

Página 1:
Usa las palabras y la imagen para decir qué crees que pasará en la continuación. ¿Qué hará el niño?

¿Por qué piensas eso?

Página 12:
¿Qué crees que pasará cuando el tren llegue al Polo Norte?

¿Por qué piensas eso?

Página 18:
¿Qué predices que el niño le pedirá a Papá Noel?

Nombre: _____

**Visualizar
con The Polar Express (El expreso polar)**

**Tu turno para practicar: Visualizar
con The Polar Express (El expreso polar)**

Página 6:
Observe la forma en que el autor describe el interior del Expreso Polar. ¿Crees que podría oler dentro del Expreso Polar?

¿Cómo podría sentirse?

¿Qué palabras te ayudan a visualizar?

Página 11:
Note las palabras en esta página. ¿Cómo crees que podría de hielo árido?

¿Qué palabras te ayudan a visualizar?

Nombre: _____

**Identifica el propósito del autor
con The Polar Express (El expreso polar)**

**Tu turno para practicar: Identifica el propósito
con The Polar Express (El expreso polar)**

Página 28:
¿Qué está tratando de decirte el autor acerca de creer?

¿Qué palabras te ayudan a entender su mensaje?

Página 29:
¿Por qué crees que el autor escribió este libro?

¿Qué tipo de experiencias crees que ha tenido el autor que le hizo escribir un libro sobre creer?

¿Por qué crees que Chris Van Allsburg escribió este libro?
Persuadir Informar Entretener

Nombre: _____

**Sintetizar
con The Polar Express (El expreso polar)**

**Tu turno para practicar: Sintetizar
con The Polar Express (El expreso polar)**

Página 6:
Note las palabras que el autor usa para describir el Expreso Polar. ¿Cómo te ayuda esto a entender el escenario?

Página 12:
Mira la foto. ¿Cómo ayuda la imagen a contar la historia?

¿Qué aprendes sobre el Polo Norte?

Página 14:
Mira la foto. ¿Cómo ayuda la imagen a contar la historia?

¿Qué aprendes sobre los elfos en esta página?

Página 22:
¿Qué significa cuando el autor escribe, "los elfos rugieron su aprobación"?

Nombre: _____

Making
Predictions

Visualizing

Author's
Purpose

Synthesizing

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

5 Comprehension Strategy Graphic Organizers

Retelling & Summarizing

Making Predictions

Author's Purpose

Visualizing

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro *The Polar Express* (*El expreso polar*), el autor usa muchos adjetivos para describir la aventura al Polo Norte. Lee cada palabra o frase de Navidad a continuación. Escribe 5 adjetivos para describir cada uno.



La nieve

- 1.
- 2.
- 3.
- 4.
- 5.



El árbol de la Navidad

- 1.
- 2.
- 3.
- 4.
- 5.



Papá Noel

- 1.
- 2.
- 3.
- 4.
- 5.



Pijamas de festivos favoritos

- 1.
- 2.
- 3.
- 4.
- 5.