

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

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences
By: Jim LaMarche
Grade Level: 3 / Guided Reading Level: C

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
Nicky is not looking forward to spending the summer with his grandma. No friends, no TV, and lots of chores. **The Raft** shows the story of how his summer turns around when, one day, Ricky discovers a raft. The raft, adorned with drawings of animals, brings Nicky closer to his grandma and provides a summer of adventure. Nicky forgets about friends, TV, and all the comforts of the city and wishes that summer would never end.

Link to What You Know
What might it be like to stay all summer at a relative's house without your parents?
Tell about a time when you found something amazing. What was it? What did you do with it?

Important Words to Know and Understand
Trace - To follow the lines of a drawing
Perfect - As good as something can possibly be

2
Learn About Comprehension Strategies
Think about the text you read
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.

Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences
By: Jim LaMarche
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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 characters, setting, and events?

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 5 - Use picture clues along with the text so far to make an inference. How do Nicky feel about staying with Grandma all summer? How do you know? How does making inferences help you as a reader?
Page 10 - Infer how Nicky feels about finding the raft with the animal pictures on it. How do you know?
Page 15 - Infer why the animals aren't afraid of the raft.
Page 23 - Think about Grandma's behavior so far. Do you think she has been on the raft before? What clues tell you this?
Page 31 - Make an inference about who made the drawings Nicky found on the raft. What makes you think so?

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

Time to Reflect
Think - What types of inferences did you make while reading **The Raft**? 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 show their thoughts about the book too.
Reflect - Think about the extra information you learned while making inferences in **The Raft**. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Raft**. (Remember to include examples from the book!)

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Think
Talk
Reflect
Write

Making Predictions
Get Ready To Read
Learn about the book
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Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Asking Questions
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
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 characters, setting, and events?

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Learn About Comprehension Strategies
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4
Notice the Work You Did While Reading
Think
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Reflect
Write

Synthesizing
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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Synthesize 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 characters, setting, and events?

2
Learn About Comprehension Strategies
Think about the text you read
Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives.
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4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Answer Key for Making Connections with The Raft

Your Turn to Practice Making Connections with The Raft

Page 4: Nicky does not want to spend all summer with the grandma. Tell about a time when you had to do something you didn't want to do.

Page 5: Use picture clues along with the text so far to make an inference. How do Nicky feel about staying with Grandma all summer?

Page 10: Infer how Nicky feels about finding the raft with the animal pictures on it. How do you know?

Page 15: Infer why the animals aren't afraid of the raft.

Page 23: Think about Grandma's behavior so far. Do you think she has been on the raft before? What clues tell you this?

Page 31: Make an inference about who made the drawings Nicky found on the raft. What makes you think so?

Answer Key for Making Predictions with The Raft

Your Turn to Practice Making Predictions with The Raft

Page 4: Nicky does not want to spend all summer with the grandma. Tell about a time when you had to do something you didn't want to do.

Page 5: Use picture clues along with the text, predict whether summer.

Page 10: Infer how Nicky feels about finding the raft with the animal pictures on it. How do you know?

Page 15: Infer why the animals aren't afraid of the raft.

Page 23: Think about Grandma's behavior so far. Do you think she has been on the raft before? What clues tell you this?

Page 31: Make an inference about who made the drawings Nicky found on the raft. What makes you think so?

Answer Key for Asking Questions with The Raft

Your Turn to Practice Asking Questions with The Raft

Page 4: Nicky does not want to spend all summer with the grandma. Tell about a time when you had to do something you didn't want to do.

Page 5: Use picture clues along with the text, predict whether summer.

Page 10: Infer how Nicky feels about finding the raft with the animal pictures on it. How do you know?

Page 15: Infer why the animals aren't afraid of the raft.

Page 23: Think about Grandma's behavior so far. Do you think she has been on the raft before? What clues tell you this?

Page 31: Make an inference about who made the drawings Nicky found on the raft. What makes you think so?

Answer Key for Synthesizing with The Raft

Your Turn to Practice Synthesizing with The Raft

Page 4: Nicky does not want to spend all summer with the grandma. Tell about a time when you had to do something you didn't want to do.

Page 5: Use picture clues along with the text, predict whether summer.

Page 10: Infer how Nicky feels about finding the raft with the animal pictures on it. How do you know?

Page 15: Infer why the animals aren't afraid of the raft.

Page 23: Think about Grandma's behavior so far. Do you think she has been on the raft before? What clues tell you this?

Page 31: Make an inference about who made the drawings Nicky found on the raft. What makes you think so?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

The Raff: Making Connections

By the end of the story, how did Nicky change his mind about staying with his grandma? Tell about a time when you changed your mind about how you felt about something.

I can tell how characters in a story respond to parts in a story. CCSS: RL.3.3

The Raff: Making Connections

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

The Raff: Making Connections

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The Raff: Making Connections

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The Raff: Making Connections

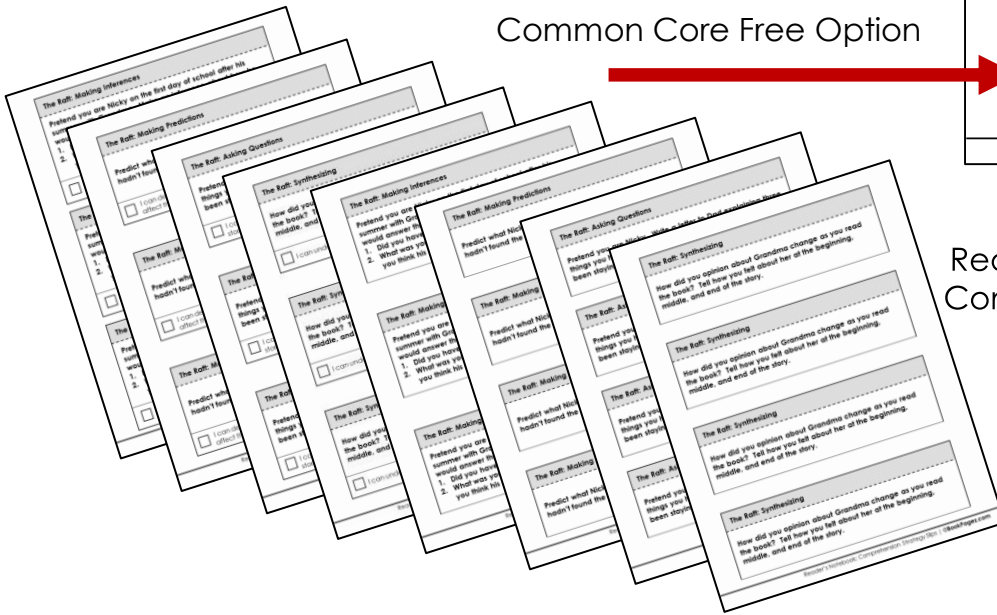
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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

Text to Self Text to Text Text to World

Draw a picture of your connection in the box below.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text pictures.	What you know about the subject.	Reasons, Thoughts, Cause, Setting.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Write out predictions below.	Write out predictions below.	Fractal predictions about the end.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Asking Questions

Title: _____

Question Sentence Starters	I wonder...	Why don't...	How does...
I am confused about...	I am curious about...	I am not sure why...	
Question	Answer		
Question	Answer		
Question	Answer		

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

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 on the dotted line.
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Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The Raft
By: Jim LaMarche
Grade Level: 3 / Guided Reading Level: O

Word Work

Instructional Focus:
Compound Words

Background:
Compound words are formed by putting two smaller words together to form a new word that has meaning. For example, in the sentence "The word nobody is a compound word," the word "nobody" means no person, or "body."

Examples:

afternoon	combread	bathroom
downstream	hitchhikers	anything
flashlight	sketchpad	upriver
cannonballs	outlines	everything
nobody	hairbrush	baseball

Materials and Preparation:

- A Copy of *The Raft* by Jim LaMarche
- Chart Paper
- Colored Markers
- Crayons for each student
- 4 Strings and Tape
- Sets of Word Cards (enough for each group)
- Teacher Set of Flash Cards
- Adjectives Practice Page (1 per student)
- Optional - Word Detective (1 per student)

Optional Activity to Extend Engagement

Step by Step Lesson Plan

The Raft
By: Jim LaMarche
Grade Level: 3 / Guided Reading Level: O

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Compound Words

- Draw the students' attention to the chart paper. Explain that these are all compound words. They are made up of two smaller words.
- Ask the students to tell what smaller words make up each compound word. Ask them to think of other compound words they know. Have them tell a partner one compound word they know.
- Ask for volunteers to share their compound words with the class. Write them on the chart paper. Clear up any misconceptions about answers that are not compound words.
- At the bottom of the chart, write these words in a column down the left side: any, after, both, fly. Tape one end of a string at the end of each word. On the right side, write these words in a column: room, wood, thing, noon. Put a piece of tape on the opposite end of the string.
- Ask a student to read the first word on the left (after). Ask for a volunteer to come up and tape the string to a word in the right-hand column that would go with the word after to make a compound word (noon). Write the compound word on the chart paper. Repeat with the other 3 pairs of words.

Sample Anchor Chart

Compound Words	
firefly	baseball
toothbrush	inside
airplane	birdhouse
eyeball	butterfly

Step 2: Connect Word Work to Reading

Compound Words in the Text

- Show the students pages 1-5 of *The Raft*. Have them look at the words as you read. Have them hold up a finger every time they hear a compound word. (When you are through reading they should be holding up 8 fingers.)
- Go back to page 5 and ask for volunteers to tell you which words are compound words. Write the correct answers on the chart paper.
- Read the story from beginning to end. Ask the students to listen for compound words. Tell them you will write down their answers after you finish the whole story.
- Read *The Raft*.

Some Examples of Compound Words in the Text:

- afternoon
- anything
- cannonballs
- combread
- indoors
- outlines
- bathroom
- flashlight
- everything
- freewood
- sketchpad
- workroom
- downstream
- upriver
- nobody
- cattails
- berthing

Extend Engagement

Write these lists of words in columns on the chart paper.

room	noon	any
both	after	fly
any	both	fly

Have students work with a partner to figure out which words should go next to each of these words by combining words from one list with words from the other list.

They look they enjoy the drawing? Have someone come up and write the correct answer.

(Answers: room, noon, any, both, after, fly)

List of words in the book that match the instructional focus

The Raft
By: Jim LaMarche
Grade Level: 3 / Guided Reading Level: O

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into teams of 4. Give each team a set of Word Cards.
- Hold up the first word card in the teacher set.
- Ask students to talk in their teams and find a word card that would go with your word to make a real compound word.
- Ask one person from each team to hold up the card with their answer. Ask one student with the correct answer to come and hold their card next to yours to form the compound word.
- Give a point to each team that had the correct answer. Reward the winning team(s).

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Matching Stars Compound Words 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 compound words in their own reading. Tell them to write their words on an index card and add them to the pocket chart (review the odder cards with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Interactive Activity

Independent Practice Page

Word Cards Interactive Activity

Directions: Cut each set of word cards apart and distribute to the teams.

board	ball	hopper	house
shoe	fish	cake	fly
cow	grand	snow	goose

tree
butter
bump

Extension Activity

Word Detective: Short Vowel Extension Activity

Directions: Be on the lookout for short vowels while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPages.com

Matching Stars Compound Words Practice Page

Directions: Read the words in the stars. Decide which 2 stars go together to make a compound word. Write your new words in the blanks. Then color the 2 stars the same color. Continue until you match all the stars to form 6 compound words.

star	bird	slide	sun
some	book	out	burn
case	fish	case	bath

Compound Words

Bonus: Use one of your compound words in a sentence.

Independent Word Practice | @BookPages.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record					
Title: <i>The Raft</i>		Guided Reading Text Level: O	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	<p>"There's nobody to play with," I complained. "She doesn't even have a TV."</p> <p>Dad grinned. "Well, she's not your normal kind of grandma. I guess," he said. "Calls herself a river rat." He chuckled. "But I promise, she'll find plenty for you to do. And you know I can't take you with me this summer, Nicky. There'll be no kids there, and I'll be spending all my time at the plant."</p> <p>I felt tears starting again, but I blinked hard and looked out the window.</p>				
Analysis and Comments:					
Tested By: _____				©BookPagez.com	

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

The Raft CCSS Assessment	Name: _____ Score: / 9
<p>Directions: Use what you know about <i>The Raft</i> to answer each of the following questions.</p>	
<p>1. Which of these details is important to know in order to understand <i>The Raft</i>?</p> <p><input type="radio"/> A Nicky has sailed a raft on a river before.</p> <p><input type="radio"/> B At first, Nicky doesn't want to stay with his grandma.</p> <p><input type="radio"/> C Nicky is afraid of wild animals.</p> <p><input type="radio"/> D Nicky has never seen a deer before.</p>	
<p>2. What lesson does Nicky learn by the end of the story?</p> <p><input type="radio"/> A Visiting relatives during the summer is never fun.</p> <p><input type="radio"/> B People should never get too close to wild animals.</p> <p><input type="radio"/> C Feelings about people and places can change over time.</p> <p><input type="radio"/> D Watching TV is the best summer activity there is.</p>	
<p>3. Which of these caused the biggest change in Nicky's feelings about spending the summer with Grandma?</p> <p><input type="radio"/> A He found a raft and enjoyed his adventures on it.</p> <p><input type="radio"/> B Grandma taught him how to draw animals.</p> <p><input type="radio"/> C Grandma cooked all his favorite foods every day.</p> <p><input type="radio"/> D He wrote letters to his dad and his friends back home.</p>	
<p>4. Which quote best tells you that Nicky changed his mind about Grandma?</p> <p><input type="radio"/> A "There's no fish in this stupid river," I said out loud, disgusted.</p> <p><input type="radio"/> B "Do you have some extra paper I could draw on?" I asked her.</p> <p><input type="radio"/> C "Just like you, Grandma," I told her. "A river rat."</p> <p><input type="radio"/> D "She doesn't even have a TV."</p>	
CCSS Assessment 3 rd Grade Reading Standards for Literature	

The Raft CCSS Assessment Answer Key
<p>Directions: Use what you know about <i>The Raft</i> to answer each of the following questions.</p>
<p>1. Which of these details is important to know in order to understand <i>The Raft</i>? (RL.3.1)</p> <p><input type="radio"/> A Nicky has sailed a raft on a river before.</p> <p><input checked="" type="radio"/> B At first, Nicky doesn't want to stay with his grandma.</p> <p><input type="radio"/> C Nicky is afraid of wild animals.</p> <p><input type="radio"/> D Nicky has never seen a deer before.</p>
<p>2. What lesson does Nicky learn by the end of the story? (RL.3.2)</p> <p><input type="radio"/> A Visiting relatives during the summer is never fun.</p> <p><input type="radio"/> B People should never get too close to wild animals.</p> <p><input checked="" type="radio"/> C Feelings about people and places can change over time.</p> <p><input type="radio"/> D Watching TV is the best summer activity there is.</p>
<p>3. Which of these caused the biggest change in Nicky's feelings about spending the summer with Grandma? (RL.3.3)</p> <p><input checked="" type="radio"/> A He found a raft and enjoyed his adventures on it.</p> <p><input type="radio"/> B Grandma taught him how to draw animals.</p> <p><input type="radio"/> C Grandma cooked all his favorite foods every day.</p> <p><input type="radio"/> D He wrote letters to his dad and his friends back home.</p>
<p>4. Which quote best tells you that Nicky changed his mind about Grandma? (RL.3.4)</p> <p><input type="radio"/> A "There's no fish in this stupid river," I said out loud, disgusted.</p> <p><input type="radio"/> B "Do you have some extra paper I could draw on?" I asked her.</p> <p><input checked="" type="radio"/> C "Just like you, Grandma," I told her. "A river rat."</p> <p><input type="radio"/> D "She doesn't even have a TV."</p>
CCSS Assessment 3 rd Grade Reading Standards for Literature BookPagez.com

Answer Key



Student Facing Resources in Spanish for The Raft Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para practicar: Hacer Conexiones con The Raft (La balsa)

Página 4:
Nicky no quiere pasar todo el verano con su abuela. Cuéntanos sobre un momento en el que tenías que hacer algo que no querías hacer.

¿De qué manera hacer esta conexión **texto a tu mismo** te ayuda a entender cómo se siente Nicky?

Página 14:
Piensa en otro libro que lees sobre una abuela. Haz una conexión **texto a texto**. ¿Cómo es la abuela de Nicky la misma o diferente de la que lees?

Página 17:
Haz una conexión **texto a tu mismo**. Cuéntanos sobre un momento en el que acampamos. ¿Cómo se sintió?

¿Qué sonidos oíste?

Nombre: _____ @BookPages.com

Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Hacer Conexiones con The Raft (La balsa)

Página 4:
Nicky no quiere pasar todo el verano con su abuela. Cuéntanos sobre un momento en el que tenías que hacer algo que no querías hacer.
Las respuestas varían. Podrían incluir: Tengo que hacer un cierto trabajo que no me gusta hacer.

¿De qué manera hacer esta conexión **texto a tu mismo** te ayuda a entender cómo se siente Nicky?
Las respuestas varían. Podrían incluir: Me hace sentir triste (o enojado) al igual que Nicky.

Página 14:
Piensa en otro libro que lees sobre una abuela. Haz una conexión **texto a texto**. ¿Cómo es la abuela de Nicky la misma o diferente de la que lees?
Las respuestas varían. Podrían incluir: La abuela de Nicky es diferente porque le gusta el aire libre. La abuela de Nicky es la misma porque se preocupa por Nicky.

Página 17:
Haz una conexión **texto a tu mismo**. Cuéntanos sobre un momento en el que acampamos. ¿Cómo se sintió?
Las respuestas varían. Podrían incluir: Estaba oscuro y el aire fresco por la noche.

¿Qué sonidos oíste?
Las respuestas varían. Podrían incluir: Escuché sonidos de insectos y pájaros nocturnos.

Answer Key | @BookPages.com

Hacer inferencias con The Raft (La balsa)

Tu turno para practicar: Hacer inferencias con The Raft (La balsa)

Hacer predicciones con The Raft (La balsa)

Tu turno para practicar: Hacer predicciones con The Raft (La balsa)

Hacer preguntas con The Raft (La balsa)

Tu turno para practicar: Hacer preguntas con The Raft (La balsa)

Sintetizar con The Raft (La balsa)

Tu turno para practicar: Sintetizar con The Raft (La balsa)

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Making Inferences

Making Predictions

Asking
Questions

Synthesizing

Writing About Reading with Optional CCSS Alignment

The Raff (La balsa): Hacer preguntas

Finge que eres Nicky. Escribe una carta a papá explicando tres cosas que has descubierto sobre la abuela desde que te has estado quedando con ella.

Puedo hacer y responder preguntas para demostrar que entiendo las historias que estoy leyendo. CCSS: RL.3.1

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

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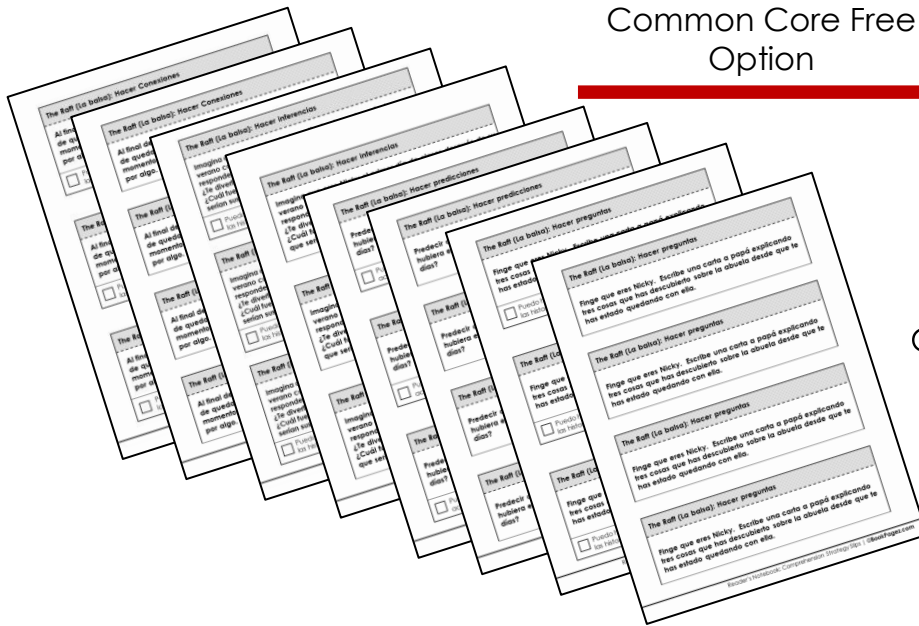
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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

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

¿Qué tipo de conexión hiciste?

Text a text
 Text to text
 Text to world

Has un dibujo de tu conexión abajo.

Instrucciones:
1. Conéctate preguntas.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

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Making Connections

Hacer inferencias
Título: _____

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Selecciona el texto en tu libro.	¿Qué sabes de la vida?	El tiempo, el pensamiento, cosas sencillas.

Instrucciones:
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Making Inferences

Hacer predicciones
Título: _____

Predicciones al principio	Predicciones mientras leo	Verifica las predicciones
Escrita las predicciones al inicio.	Escrita las predicciones al inicio.	¿Estaban correctas? ¿Buenas? ¿Incorrectas? ¿Me ayudaron a leer mejor?
		<input type="checkbox"/> Correcta <input type="checkbox"/> Incorrecta
		<input type="checkbox"/> Correcta <input type="checkbox"/> Incorrecta
		<input type="checkbox"/> Correcta <input type="checkbox"/> Incorrecta

Instrucciones:
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Making Predictions

Hacer preguntas
Título: _____

Muestras para empezar una oración

Quiero saber... ¿Por qué?... ¿Cómo?... ¿Qué?... ¿Dónde?... ¿Cuándo...?

Ma confundido cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta

Instrucciones:
1. Conéctate preguntas.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

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Asking Questions

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...

Mi nueva forma de pensar es... Ahora entiendo... Después de pensar sobre...
Porque... Porque... Puedo concluir que... Porque...

Instrucciones:
1. Conéctate las siguientes preguntas.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

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Synthesizing