

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

## 6 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Making Inferences**  
By: Chris Van Allsburg  
Grade Level: 3 / Guided Reading Level: P

**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 Stranger begins when Farmer Bailey hits a man dressed in an unusual suit of leather with his truck. The farmer brings the stunned and confused fellow back with him to his home where his family welcomes him. The doctor comes and tells the Baileys that the man has temporarily lost his memory. The stranger stays with the Bailey's for two weeks without so much as a clue to his identity. Soon, the Baileys begin to notice that odd things are happening on their farm. When the stranger notices these things as well, he quickly remembers who he is and says goodbye to the Baileys who are left wondering who the stranger might have been.

**Link to What You Know**  
• Think of a time when you have forgotten to do something. How did it make you feel?  
• How do you feel when your friends go home after a play?

**Important Words to Know and Understand**  
**Flock** – A group of animals that live together

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

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

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Guided Reading Level

Activate Prior Knowledge

### Making Inferences Lesson Plan

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By: Chris Van Allsburg  
Grade Level: 3 / Guided Reading Level: P

**3**  
**Make Inferences While Reading**  
✓ Look for clues that tell you how a character might be feeling or what they might be thinking  
✓ Study the pictures. What do you notice about the 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 3** – What can you infer about the way in which the stranger reacted to the hot soup?  
**Page 7** – Why did the doctor make the inference that his thermometer was broken?  
**Page 18** – Look at the illustration on page 18. What can you infer about the Bailey family?  
**Page 19** – Make an inference about why the pumpkins on the Bailey's farm were getting so large.  
**Page 21** – What can you infer about the meaning of the word "doubt"? What words helped you make this inference?

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

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Identifying the Author's Purpose**  
By: Chris Van Allsburg  
Grade Level: 3 / Guided Reading Level: P

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

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

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

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

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 1** – What is the author's purpose for writing this book?  
**Page 3** – What is the author's purpose for writing this book?  
**Page 7** – What is the author's purpose for writing this book?  
**Page 18** – What is the author's purpose for writing this book?

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

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Author's Purpose

**Visualizing**  
By: Chris Van Allsburg  
Grade Level: 3 / Guided Reading Level: P

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

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

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

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

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 1** – What is the author's purpose for writing this book?  
**Page 3** – What is the author's purpose for writing this book?  
**Page 7** – What is the author's purpose for writing this book?  
**Page 18** – What is the author's purpose for writing this book?

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

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Visualizing

**Retelling and Summarizing**  
By: Chris Van Allsburg  
Grade Level: 3 / Guided Reading Level: P

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

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

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

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

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 1** – What is the author's purpose for writing this book?  
**Page 3** – What is the author's purpose for writing this book?  
**Page 7** – What is the author's purpose for writing this book?  
**Page 18** – What is the author's purpose for writing this book?

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

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Determining Importance

Retelling and Summarizing

Asking Questions

Answer Key for Retelling and Summarizing with The Stranger

Your Turn to Practice Retelling and Summarizing with The Stranger

Answer Key for Making Inferences with The Stranger

Your Turn to Practice Making Inferences with The Stranger

Answer Key for Identifying the Author's Purpose with The Stranger

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

Answer Key for Visualizing with The Stranger

Your Turn to Practice Visualizing with The Stranger

Answer Key for Determining Importance with The Stranger

Your Turn to Practice Determining Importance with The Stranger

Answer Key for Asking Questions with The Stranger

Your Turn to Practice Asking Questions with The Stranger

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

## 6 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 first      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.

Retelling and  
Summarizing

**Making Inferences**  
Title: \_\_\_\_\_  
What the Text Says      What I Know      What I Can Infer  
Use the clues in the text to make inferences about the author's thoughts, feelings, and feelings.  
Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Making  
Inferences

**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.

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.

Visualizing


**Determining Importance**  
Title: \_\_\_\_\_  
Think about the book. Write all of the important information in the thought bubble below:  
Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to describe the most important parts of your book.  
#1  
#2  
#3  
Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Determining  
Importance

**Asking Questions**  
Title: \_\_\_\_\_  
Question Sentence Starter  
I wonder...      Why didn't...      How does...  
I am confused when...      I am not sure why...  
Question      Answer  
Question      Answer  
Question      Answer  
Question      Answer  
Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Asking  
Questions

## Vocabulary Connections Resources




<b>Vocabulary Connections</b>	<b>The Stranger</b> By: Chris Van Allsburg Grade Level: 3 / Guided Reading Level: P
<b>Important Words to Know and Understand in "The Stranger"</b>	
<b>Drob:</b> Dull gray, brown or yellow. Having no energy or cheer	
<b>Etched</b> To cut or carve on the surface of something	
<b>Rock</b> A person who lives alone and does not interact with other people	
<b>Hermit</b> A person who lives alone and does not interact with other people	
<b>Hypnotized</b> To be charmed or fascinated by someone or something	
<b>Mercury</b> A type of metal used in thermometers – the red liquid that tells the temperature	
<b>Peculiar</b> Strange or odd	
<b>Pitchfork</b> A large, long handled fork used for lifting hay or grain	
<b>Rough</b> Something that is in poor condition	
<b>Terror</b> Extreme fear	

## Important Words to Know and Understand in The Stranger Word List




**The Stranger**  
By: Chris Van Allsburg

**Vocabulary Connections**

Grade Level: 3 / Guided Reading Level: F

<b>Drab</b>	<b>Etched</b>	<b>Flock</b>
		

<b>Hermit</b>	<b>Hypnotized</b>	<b>Mercury</b>
		

1. Read the story.

2. Find out the meaning.

3. Draw, trace or illustrate the word (with Crayon Color).

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## Word and Picture Sorting Cards

## Vocabulary Connections

**The Shanger**  
 By: Chris Van Allburg  
 Grade Level: 3 / Guided Reading Level: F

**Step 1: Flip Questions:**  
 1. Cut out the definition cards. 2. Fold on the fold line. 3. Write, type or paste the top of each card to create

<b>Drab</b>	<b>Etched</b>	<b>Flock</b>
Dull gray, brown or yellow. Having no energy or cheer	To cut or carve on the surface of something	A group of animals (usually birds) that live, travel and eat together
<b>Hermif</b>	<b>Hypnotized</b>	<b>Mercury</b>
A person who lives alone and does not interact with other people	To be charmed or fascinated by someone or something	A type of metal used in thermometers – the red liquid that tells the temperature

## Word and Definition Sorting Cards

[illegible]

## Interactive Vocabulary Notebook Cards

**The Stranger**  
By Chris Van Allsburg  
Grade Level: 3 / Guided Reading Level: F

## Personalized Vocabulary Bookmark

[illegible]

## Word Games and Answer Key

[illegible]

## Vocabulary Word Extension Activities

[illegible]

## Instructional Focus Based on the Words in the Book

## List of words in the book that match the instructional focus

Independent  
Practice Page

### Extension Activity



## Diphthong Vowels **ou** & **ow** With the /ow/ Sound

### Word Work Practice Page

**Directions:** For each sentence, circle the word that makes the /ow/ sound and makes sense. Write the word on the line.

1. Please come in and sit \_\_\_\_\_.  
clone down below
2. It's fun to race our friends \_\_\_\_\_ the block.  
through around
3. The king had a \_\_\_\_\_ full of precious jewels.  
crown blown could
4. Mom told my brother to quit trying to be funny like a \_\_\_\_\_.  
foul pound clown
5. We told the police we \_\_\_\_\_ the lost dog.  
throw own found
6. As my friends listened, I told them \_\_\_\_\_ to play the game.  
how flow throw
7. The farmer sent his son to milk the \_\_\_\_\_.  
mow cow fowl
8. When angered or surprised, a bear might \_\_\_\_\_ of you.  
growl grow sprout
9. Superman was sure to show his \_\_\_\_\_ against his enemies.  
plow tough power
10. When she saw the mama cat, the kitten began to \_\_\_\_\_.  
slow meow purr

Name: \_\_\_\_\_ Independent Word Work Practice | [iBookPagez.com](http://iBookPagez.com)

<h1 style="text-align: center;">Word Work</h1> <p style="text-align: right;"><b>The Antagonist</b> By: Chris Van Allsburg Grade Level: 3 / Guided Reading Level: P</p>	
<b>Step 3:</b>  <b>Guided Word Work Practice</b>  	<b>Interactive Exploration</b> <ul style="list-style-type: none"> <li>• Have students work in pairs.</li> <li>• Have the students use the form below to go through the book and write down /ow/ sound words spelled with ow and ou.</li> <li>• In the third column ask the students to write ow and ou words in the book that <u>do not</u> sound like /ow/.</li> <li>• After a time, have the student pairs take turns sharing the words they have first in Column A then in column B.</li> <li>• As the words are being shared, each student pair should highlight the word on their list that is in the appropriate column.</li> <li>• Finally, student pairs can take turns reading aloud the words in column C.</li> <li>• If students have words in the wrong columns, have them say the words aloud to their partner and decide together which column to correctly place the word.</li> <li>• To make it easier, you could let the students know in advance how many words from the book will be in each column.</li> </ul>
<b>Step 4:</b>  <b>Independent Word Work Practice</b>	<b>Practice Page</b> <ul style="list-style-type: none"> <li>• Give each student a copy of <b>Diphthong Vowels ow &amp; ou With the /ow/ Sound Practice Page</b>.</li> <li>• Read the directions with the class.</li> <li>• Remind them that sometimes the ow and ou diphthongs can sound like a long /o/.</li> <li>• Tell the students to complete the practice page.</li> <li>• Monitor students while they work.</li> </ul> 
<b>Step 5:</b>  <b>Reconnect and Reflect on Word Work</b>	<b>Group Discussion</b> <ul style="list-style-type: none"> <li>• Bring the students back together.</li> <li>• Ask students to explain what they learned about words based on the work they completed.</li> <li>• Invite students to turn and talk with a partner about their word work.</li> <li>• Invite 2-3 students to share what they learned with the group.</li> </ul>
<b>Step 6:</b>  <b>Extend Word Work (optional)</b>	<b>Extension Activity</b> <ul style="list-style-type: none"> <li>• Ask students to be on the lookout for <b>diphthongs</b> 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).</li> <li>• Alternatively, students can keep track of the words using the <b>Word Detective worksheet</b>.</li> </ul>

[illegible]



# Assessments

Running Record					
Title: The Stranger		Guided Reading Text Level: P		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	
				E SC	
				MSV	
				E SC	
				MSV	
Page					
1	It was the time of year Farmer Bailey liked best, when summer turned to fall. He whistled as he drove along. A cool breeze blew across his face through the truck's open window. Then it happened. There was a loud "thump." Mr. Bailey jammed on his brakes.				
3	"Oh no!" he thought. "I've hit a deer." But it wasn't a deer the farmer found lying in the road. It was a man. Mr. Bailey knelt down beside the still figure, fearing the worst. Then, suddenly, the man opened his eyes. He looked up with terror and jumped to his feet. He tried "...				
Analysis and Comments:					
Tested By: _____ @BookPagez.com					

## Running Record Assessment

The Stranger CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <b>The Stranger</b> to answer each of the following questions.		
<b>1. Why was the stranger staying with the Bailey family?</b> <input type="radio"/> A He was a long-lost cousin. <input type="radio"/> B He was hired to help with the pumpkin harvest. <input type="radio"/> C Mr. Bailey hit him with his truck, and the stranger couldn't remember who he was. <input type="radio"/> D He was new to the town and had no where else to go until his family arrived.		
<b>2. The stranger is mysterious and has some connection to the beginning of the fall season. Which detail supports this central message?</b> <input type="radio"/> A He was fascinated by food. <input type="radio"/> B Fall doesn't start on the Bailey farm. <input type="radio"/> C He doesn't need to rest when he works. <input type="radio"/> D The rabbits were not afraid of him.		
<b>3. What caused the stranger to leave one evening?</b> <input type="radio"/> A He remembered who he was and he was tired. <input type="radio"/> B The Bailey family didn't need help on the farm. <input type="radio"/> C He left to start his own farm. <input type="radio"/> D He realized that he was keeping fall from coming.		
<b>4. The stranger seems "hypnotized" while watching the geese. Which detail supports this central message?</b> <input type="radio"/> A The stranger is connected to the geese. <input type="radio"/> B The stranger was really tired and was sleeping. <input type="radio"/> C The stranger wished he was a bird, and he was watching the geese. <input type="radio"/> D A magician had hypnotized the stranger.		
<b>5. What clues are we given about the stranger that make it seem like he may not be a person? (RL.3.5)</b> <input type="radio"/> A He is wearing old leather clothes. <input type="radio"/> B Rabbits like him, and he likes to watch the geese flying. <input type="radio"/> C The family thinks he might be a hermit. <input checked="" type="radio"/> D Clothes and food are new for him, and he doesn't seem to get tired or sweat.		
<b>6. The stranger leaves because he knows fall has to come. Which other character would agree with him? (RL.3.6)</b> <input type="radio"/> A Katy <input checked="" type="radio"/> B Farmer Bailey <input type="radio"/> C the doctor <input type="radio"/> D the narrator		
<b>7. What do the illustrations show you about the setting? (RL.3.7)</b> <input checked="" type="radio"/> A The illustrations show the farm and how beautiful it was there. <input type="radio"/> B The illustrations show how the stranger does magic everywhere he goes. <input type="radio"/> C The illustrations show how cold it gets in winter on the farm. <input type="radio"/> D The illustrations show all the animals that live on the farm.		
<b>8. How are summer and fall different as shown in the story? (RL.3.9)</b> <input type="radio"/> A In fall, there is no work to do on the farm. <input type="radio"/> B It is colder in the summer than in the fall. <input checked="" type="radio"/> C Trees in summer have green leaves, but in fall they turn orange and red. <input type="radio"/> D There is always work to do on the farm in the summer and the fall.		
<b>9. Why does the author tell us about the message written on the window every year when summer turns to fall? (RL.3.10)</b> <input type="radio"/> A Writing on a frosty window is fun to do. <input checked="" type="radio"/> B It connects to the message that it is important and good for fall to come every year. <input type="radio"/> C The stranger didn't want the Bailey family to be mad at him. <input type="radio"/> D The author wants us to think the stranger is coming for a visit.		
CCSS Assessment 3rd Grade Reading Standards for Literature   BookPagez.com		

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

Answer Key

# Extension Activity

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

**Directions:**  
In the book **The Stranger**, the season changes from summer to fall when The Stranger remembers who he is. Think about what you read about the changing seasons. Then use complete sentences to answer the questions inside each leaf.

What happens to the leaves on the tree?

What happens to the air temperature?

Why did the family harvest the vegetables from the garden?

What changes about the days and nights in the fall?

Why does the family have a special report?

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	
The Stranger Lesson Plans, Resources, and Activities		The Stranger Lesson Plans, Resources, and Activities		The Stranger Lesson Plans, Resources, and Activities	
The lesson plans, resources, and activities for use with "The Stranger" correlate with the following English Language Arts Common Core State Standards for third grade.		The lesson plans, resources, and activities for use with "The Stranger" correlate with the following English Language Arts Common Core State Standards for third grade.		The lesson plans, resources, and activities for use with "The Stranger" correlate with the following English Language Arts Common Core State Standards for third grade.	
<b>Reading: Literature</b> <b>RL.3.1</b> – Ask and answer questions to demonstrate understanding of a text as a whole for the answers. <b>RL.3.2</b> – Determine the meaning of words and phrases as they are used in the text, distinguishing literal and figurative language. <b>RL.3.3</b> – Analyze how specific aspects of a text's illustrations contribute to what is conveyed in the text (e.g., create mood, emphasize aspects of a character or plot, provide a historical context, etc.). <b>RL.3.4</b> – Analyze how specific aspects of a text's illustrations contribute to what is conveyed in the text (e.g., create mood, emphasize aspects of a character or plot, provide a historical context, etc.). <b>RL.3.5</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 3-5 text complexity band independently.		<b>Reading: Literature</b> <b>RL.3.1</b> – Ask and answer questions to demonstrate understanding of a text as a whole for the answers. <b>RL.3.2</b> – Determine the meaning of words and phrases as they are used in the text, distinguishing literal and figurative language. <b>RL.3.3</b> – Analyze how specific aspects of a text's illustrations contribute to what is conveyed in the text (e.g., create mood, emphasize aspects of a character or plot, provide a historical context, etc.). <b>RL.3.4</b> – Analyze how specific aspects of a text's illustrations contribute to what is conveyed in the text (e.g., create mood, emphasize aspects of a character or plot, provide a historical context, etc.). <b>RL.3.5</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 3-5 text complexity band independently.		<b>Reading: Literature</b> <b>RL.3.1</b> – Ask and answer questions to demonstrate understanding of a text as a whole for the answers. <b>RL.3.2</b> – Determine the meaning of words and phrases as they are used in the text, distinguishing literal and figurative language. <b>RL.3.3</b> – Analyze how specific aspects of a text's illustrations contribute to what is conveyed in the text (e.g., create mood, emphasize aspects of a character or plot, provide a historical context, etc.). <b>RL.3.4</b> – Analyze how specific aspects of a text's illustrations contribute to what is conveyed in the text (e.g., create mood, emphasize aspects of a character or plot, provide a historical context, etc.). <b>RL.3.5</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 3-5 text complexity band independently.	
<b>Reading: Foundational Skills</b> <b>RF.3.1</b> – Know and apply grade-level phonics and word analysis skills, including prefixes, suffixes, and roots, to decode words by sound.		<b>Reading: Foundational Skills</b> <b>RF.3.1</b> – Know and apply grade-level phonics and word analysis skills, including prefixes, suffixes, and roots, to decode words by sound.		<b>Reading: Foundational Skills</b> <b>RF.3.1</b> – Know and apply grade-level phonics and word analysis skills, including prefixes, suffixes, and roots, to decode words by sound.	
<b>Speaking &amp; Listening</b> <b>SL.3.1</b> – Engage in effective discussions with peers and adults, including asking and answering questions to clarify what is being said, and expressing their own ideas and understanding in the light of the topic and text.		<b>Speaking &amp; Listening</b> <b>SL.3.1</b> – Engage in effective discussions with peers and adults, including asking and answering questions to clarify what is being said, and expressing their own ideas and understanding in the light of the topic and text.		<b>Speaking &amp; Listening</b> <b>SL.3.1</b> – Engage in effective discussions with peers and adults, including asking and answering questions to clarify what is being said, and expressing their own ideas and understanding in the light of the topic and text.	
<b>Language</b> <b>L.3.1</b> – Acquire and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, then, next, before, during, while, etc.).		<b>Language</b> <b>L.3.1</b> – Acquire and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, then, next, before, during, while, etc.).		<b>Language</b> <b>L.3.1</b> – Acquire and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, then, next, before, during, while, etc.).	
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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation		Common Core State Standards Correlation	
The Stranger Lesson Plans, Resources, and Activities		The Stranger Lesson Plans, Resources, and Activities	
The lesson plans, resources, and activities for use with "The Stranger" correlate with the following English Language Arts Common Core State Standards for third grade.		The lesson plans, resources, and activities for use with "The Stranger" correlate with the following English Language Arts Common Core State Standards for third grade.	
<b>Vocabulary Lesson Plan and Resources</b> <b>Language</b> <b>L.3.1</b> – Acquire and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, then, next, before, during, while, etc.). <b>L.3.2</b> – Identify and explain the relationships between words and their use (e.g., identify people who are related by family or friendship). <b>L.3.3</b> – Acquire and use accurately grade-appropriate conversational, domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, then, next, before, during, while, etc.).		<b>Word Work Lesson Plan and Resources</b> <b>Reading: Foundational Skills</b> <b>RF.3.1</b> – Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.3.2</b> – Read with sufficient accuracy and fluency to support comprehension.	
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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Cookie's Week Super Pack

## 5 Comprehension Strategy Practice Pages

### Making Inferences Practice Page

**Tu turno para Hacer inferencias**  
con Cookie's Week (La semana de Cookie)

**Página 3:**  
Mira la foto de Cookie después de que se cayó en el baño. Haga una inferencia sobre cómo se siente Cookie en este momento.

\_\_\_\_\_

\_\_\_\_\_

¿Cómo te ayudó la ilustración a hacerte esta inferencia?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 6 y 7:**  
Esta imagen muestra huellas de patas sucias y Cookie corriendo. Haga una inferencia sobre Cookie. ¿Por qué Cookie corre a la vuelta de la esquina?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 12 y 13:**  
Cookie está subiendo al cajón de la cocina. ¿Qué puedes inferir que Cookie encontrará en el cajón?

\_\_\_\_\_


\_\_\_\_\_

¿Cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

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

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Page by Page  
Guided  
Questions

### Answer Key

**Hacer inferencias**  
con Cookie's Week (La semana de Cookie)

**Páginas 18 y 19:**  
Cookie está cubierta de ropa dentro del armario. Haga una inferencia sobre cómo se sienten los propietarios de Cookie sobre lo que hizo Cookie.

Las respuestas varían. Podrían incluir: Puedo inferir que los propietarios de Cookie no están contentos de tener otro desastre.

\_\_\_\_\_

\_\_\_\_\_

¿Por qué piensas eso?

Las respuestas varían. Podrían incluir: Creo que esto porque Cookie ha estado haciendo líos toda la semana y sus propietarios tienen que limpiarlos a todos.

\_\_\_\_\_

\_\_\_\_\_


**Página 25:**  
La ilustración muestra a Cookie acurrucado en su cama para descansar. Pero un ojo está abierto mirando el bicho que está en la casa. ¿Qué te ayudó a deducir las pistas del texto sobre cómo se siente Cookie?

Las respuestas varían. Podrían incluir: Las pistas en la imagen me ayudan a inferir que Cookie todavía se siente juguetón y no está listo para descansar.

\_\_\_\_\_

\_\_\_\_\_

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

 Answer Key | @BookPages.com

Sample answers  
written in Spanish

**Hacer predicciones**  
con Cookie's Week (La semana de Cookie)

¿Cómo lo sabes?

Las respuestas varían. Podrían incluir: Las huellas de las patas sucias que veo en la ilustración.

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Hacer predicciones**  
con Cookie's Week (La semana de Cookie)

**La portada:**  
Mira el título y la ilustración. ¿Qué podrías pasar durante la historia?

\_\_\_\_\_

\_\_\_\_\_

**Página 21:**  
Cookie está corriendo.

Las respuestas varían. Podrían incluir: Cookie está corriendo hacia el armario.

\_\_\_\_\_

\_\_\_\_\_

¿Por qué te das cuenta?

Las respuestas varían. Podrían incluir: Las huellas de las patas sucias que veo en la ilustración.

\_\_\_\_\_

\_\_\_\_\_

**Páginas 24 y 25:**  
Esta imagen muestra a Cookie en el baño. ¿Qué sucederá después?

Las respuestas varían. Podrían incluir: Cookie se caerá en el baño.

\_\_\_\_\_

\_\_\_\_\_

¿Cómo lo sabes?

Las respuestas varían. Podrían incluir: Las huellas de las patas sucias que veo en la ilustración.

\_\_\_\_\_

\_\_\_\_\_

**Página 17:**  
Cookie corre hacia el armario.

\_\_\_\_\_


\_\_\_\_\_

¿Qué información usaste para hacer esta predicción?

\_\_\_\_\_

\_\_\_\_\_

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

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Making  
Predictions

**Visualizar**  
con Cookie's Week (La semana de Cookie)

**Página 5:**  
Mira la foto fuera de la ventana. ¿Qué ves?

Las respuestas varían. Podrían incluir: Veo una planta y un gato.

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Visualizar**  
con Cookie's Week (La semana de Cookie)

Explica por qué tu visualización tiene sentido.

\_\_\_\_\_

\_\_\_\_\_

**Páginas 22 y 23:**  
Cookie está subiendo las cortinas y el texto nos dice que "Cookie fue a todas partes". ¿Qué le hacen visualizar estas palabras a Cookie?

\_\_\_\_\_

\_\_\_\_\_

¿Su imagen mental coincide con la ilustración? ¿Cómo?

\_\_\_\_\_

\_\_\_\_\_

**Página 13:**  
Cookie está corriendo.

Las respuestas varían. Podrían incluir: Cookie está corriendo hacia el armario.

\_\_\_\_\_

\_\_\_\_\_

¿Qué pistas te ayudaron a visualizar esta escena?

\_\_\_\_\_

\_\_\_\_\_

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

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Visualizing

**Hacer preguntas**  
con Cookie's Week (La semana de Cookie)

**Página 1:**  
Mira la ilustración del gato. ¿Qué preguntas tienes sobre el gato?

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Hacer preguntas**  
con Cookie's Week (La semana de Cookie)

¿Tienes alguna pregunta sobre lo que está haciendo el gato?

\_\_\_\_\_

\_\_\_\_\_

**Página 5:**  
Cookie dibujó una planta del alféizar de la ventana. ¿Qué preguntas tienes sobre la planta?

\_\_\_\_\_

\_\_\_\_\_

**Página 7:**  
Cookie hizo un ruido. ¿Qué preguntas tienes sobre el ruido?

\_\_\_\_\_

\_\_\_\_\_

**Página 28:**  
La ilustración muestra a Cookie desapareciendo en otra habitación. ¿Qué preguntas tienes sobre lo que está sucediendo?

\_\_\_\_\_

\_\_\_\_\_

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

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Asking  
Questions

**Entender la estructura del texto**  
con Cookie's Week (La semana de Cookie)

**Páginas 12 y 13:**  
El jueves, Cookie se cayó en el baño. ¿Qué estructura de texto usó el autor para describir lo que sucedió el jueves?

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Entender la estructura del texto**  
con Cookie's Week (La semana de Cookie)

¿Qué estructura de texto usó el autor para describir lo que sucedió el jueves?

\_\_\_\_\_

\_\_\_\_\_

**Página 22:**  
El autor usó una estructura de texto de causa y efecto para describir lo que sucedió el martes. ¿Qué efecto tiene de borrar la planta?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 5 y 6:**  
El autor está utilizando una estructura de texto de causa y efecto otra vez para contarnos lo que sucedió el martes. ¿Qué efecto tiene de borrar la planta?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 10 y 11:**  
Esta ilustración muestra basura en todas partes. ¿Qué causó que esto sucediera?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

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

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Understanding  
Text Structure

## 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

## Common Core Free Option

## Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

[illegible]

## Making Inferences

<p><b>Hacer predicciones</b></p> <p><b>titulo:</b></p> <p><b>Yo predigo...</b></p> <p><b>mi predicción fue...</b></p> <p> <input type="checkbox"/> Correcto  <input type="checkbox"/> Incorrecto         </p> <p><b>Yo sé porque...</b></p> <p><b>Aquí hoy una foto sobre mi predicción:</b></p>
--

**Indicaciones:**

1. Completar los espacios.
2. Correr cuidadosamente en las líneas de puntos.
3. Pegar o enganchar los cuadros del fleche.

## Making Predictions

[illegible]

## Visualizing

Nuevas preguntas	
Título:	
<p><b>Modelos para expresar una opinión</b></p> <p>Quiero saber...      ¿Por qué no...?      ¿Canso...?</p> <p>Me confunde...      Estoy confuso...      No estoy seguro...</p> <p>Quiero saber...      ¿Por qué no...?      ¿Canso...?</p>	
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

**Indicaciones:**

1. Continúa cada pregunta.
2. Escribe cuidadosamente en las líneas de puntos.
3. Negocio engañoso lo cotidiano del día.

## Asking Questions

<b>Entender la estructura del texto</b> <b>Título:</b>		
<b>Estructura del texto</b>	<b>Dónde fue vendida la estructura del texto</b>	<b>Cómo la estructura del texto me ayudó</b>
Página:		
Página:		
Página:		
Página:		
Página:		
Página:		
<b>Estructura que puedes ver en otros libros</b>		
<b>Descripción</b> <b>Compara y contrasta</b>	<b>Sereno</b> <b>Corrección y atención</b>	<b>Cansa y afecta</b>

**Indicaciones:**

1. Contesta las preguntas.
2. Escribe cuidadosamente en esta línea de puntos.
3. Págsale un pequeño trocadero de la obra.

## Understanding Text Structure



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Instrucciones:** Imagine que es una mascota que está sola en casa. Elija un nombre para usted y escriba sobre lo que haría cada día de la semana.

La semana de \_\_\_\_\_  
tu nombre como una mascota

Lunes:  
\_\_\_\_\_  
\_\_\_\_\_

Martes:  
\_\_\_\_\_  
\_\_\_\_\_

Miércoles:  
\_\_\_\_\_  
\_\_\_\_\_

Jueves:  
\_\_\_\_\_  
\_\_\_\_\_

Viernes:  
\_\_\_\_\_  
\_\_\_\_\_

Sábado:  
\_\_\_\_\_  
\_\_\_\_\_

Domingo:  
\_\_\_\_\_  
\_\_\_\_\_

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