

Here's What You'll Get in the Voices in the Park Super Pack

6 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences
Voices in the Park
By: Anthony Browne
Grade Level: 2 / Guided Reading Level: L

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

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

Summary
Voices in the Park is a very unique book because the story is told by four different voices. There are four characters, each with their own voice, who spend an afternoon in the park. The characters are a woman, a man, a boy, and a girl. Each character sees the world in a different way. Each character has a different experience of the park.

Link to What You Know
• How can you tell if someone is having a good time? What does that person's face look like? What does his or her body look like?
• How do you know when someone is unhappy? What can you see that tells you how they feel?
• What can you infer if the park that is crowded? What does that tell you about the park?

Important Words to Know and Understand
Mongrel - An animal that is a mixture of different breeds (not pure bred)

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

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences Lesson Plan

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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
✓ What do you notice about the characters, setting, and events?

4
Notice the Work You Did While Reading
✓ 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 7 - What can you infer about the woman? Look at the words on the page. What can you infer about the first voice? Look at the pictures. What can you infer from the pictures?
Page 13 - What can you infer about the man? Look words on the page. What can you infer about the second voice by looking at the font? Look at the pictures. What can you infer from the pictures?
Page 21 - What can you infer about the boy? Look at how the words look on the page. What can you infer about the boy from the pictures.
Page 30 - What can you infer about the girl? What can you infer about the girl from the words and the pictures?

Time to Reflect
Think - What types of inferences did you make while reading **Voices in the Park**? 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 ask you questions about the book too.
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Voices in the Park**. (Remember to include examples from the book.)

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Key Vocabulary

Explanation of Strategy

Identifying the Author's Purpose
Voices in the Park
By: Anthony Browne
Grade Level: 2 / Guided Reading Level: L

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 why the author wrote the book
✓ What do you notice about the characters, setting, and events?

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

Author's Purpose
The author's purpose is the reason why the author wrote a text. There are three main reasons why an author writes: to inform, to persuade, and to entertain. The author's purpose can be found in the text, the title, and the pictures.

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Understanding Text Structure
Voices in the Park
By: Anthony Browne
Grade Level: 2 / Guided Reading Level: L

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
Understand Text Structure While Reading
✓ Look for clues that tell you how the author organized the text
✓ What do you notice about the characters, setting, and events?

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

Text Structure
Text structure is the way an author organizes their text. There are three main types of text structure: narrative, expository, and persuasive. The author's text structure can be found in the text, the title, and the pictures.

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Author's Purpose

Understanding Text Structure

Determining Importance
Voices in the Park
By: Anthony Browne
Grade Level: 2 / Guided Reading Level: L

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
Determine Importance While Reading
✓ Look for clues that tell you what is important in the text
✓ What do you notice about the characters, setting, and events?

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

Determining Importance
Determining importance is the process of identifying the most important information in a text. There are three main ways to determine importance: by looking at the text, the title, and the pictures.

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Retelling and Summarizing
Voices in the Park
By: Anthony Browne
Grade Level: 2 / Guided Reading Level: L

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 what happened in the text
✓ What do you notice about the characters, setting, and events?

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

Retelling and Summarizing
Retelling and summarizing are two ways to share what you have read. Retelling is telling the story in your own words. Summarizing is telling the main points of the story. There are three main ways to retell and summarize: by looking at the text, the title, and the pictures.

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Determining Importance

Retelling and Summarizing

Asking Questions

Answer Key for Retelling and Summarizing with Voices in the Park

Your Turn to Practice Retelling and Summarizing with Voices in the Park

Page 2: Who are the characters we have met so far? Describe each character. Tell what information you know about each character.

Page 7: What is the setting for the story? Where does the story take place? Describe the setting.

Page 13: What do you know about the older boy?

Page 21: What do you think the author chose the park for the setting of the story?

Page 30: How does the man mean when he says, "You're not a boy, you're a girl"? Why do you think he said that?

Page 30: What do you think it means when the boy says, "The girl is not a girl, she is a girl"? Why do you think he said that?

Page 30: How does the character's mood affect his feelings? How does the author make the characters so different?

Page 30: How does the author use a compare and contrast text structure? How does the author use words to compare and contrast? How does the author use pictures to compare and contrast?

Answer Key for Making Inferences with Voices in the Park

Your Turn to Practice Making Inferences with Voices in the Park

Page 7: What can you infer about the woman? Look at the words on the page. What can you infer about the first voice? Look at the pictures. What can you infer from the pictures?

Page 13: What can you infer about the man? Look words on the page. What can you infer about the second voice by looking at the font? Look at the pictures. What can you infer from the pictures?

Page 21: What can you infer about the boy? Look at how the words look on the page. What can you infer about the boy from the pictures.

Page 30: What can you infer about the girl? What can you infer about the girl from the words and the pictures?

Answer Key for Identifying the Author's Purpose with Voices in the Park

Your Turn to Practice Identifying the Author's Purpose with Voices in the Park

Page 2: Why do you think the **Answer** is a **girl** because it is a **girl** difference in the **font**?

Page 7: Why do you think the author chose the park for the setting of the story?

Page 13: How does the man mean when he says, "You're not a boy, you're a girl"? Why do you think he said that?

Page 21: How does the author use a compare and contrast text structure? How does the author use words to compare and contrast? How does the author use pictures to compare and contrast?

Page 30: How does the character's mood affect his feelings? How does the author make the characters so different?

Answer Key for Determining Importance with Voices in the Park

Your Turn to Practice Determining Importance with Voices in the Park

Page 7: What can you tell about the woman character by the way she speaks? Why do you think they are both in a dance?

Page 13: What does the man mean when he says, "You're not a boy, you're a girl"? Why do you think he said that?

Page 21: What do you think it means when the boy says, "The girl is not a girl, she is a girl"? Why do you think he said that?

Page 30: How does the character's mood affect his feelings? How does the author make the characters so different?

Answer Key for Asking Questions with Voices in the Park

Your Turn to Practice Asking Questions with Voices in the Park

Page 7: How does the author's using cause and effect to tell about why the woman and the boy left the park. What words does the author use to tell you what caused them to leave?

Page 13: How does the author's using description to tell about the man. What words does the author use to describe what he is doing or the park? How does this help you understand the character better?

Page 21: How does the author's using description to tell about what the boy and girl did together. What does this description tell you about their relationship?

Page 30: Throughout the story, the author uses a compare and contrast text structure. How does the author use words to compare and contrast? How does the author use pictures to compare and contrast?

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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

6 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

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. Copy the text or draw the picture.
3. Glue, tape, or staple into your reader's notebook.

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

Retelling and Summarizing

Making Inferences

What the Text Says	What I Know	What I Can Infer
What is the main idea of the text?	What do you know about the text?	What do you know about the text?

Directions:
1. Answer each of the questions.
2. Copy the text or draw the picture.
3. Glue, tape, or staple into your reader's notebook.

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

Making Inferences

Identifying the Author's Purpose

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 another reader would 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. Copy the text or draw the picture.
3. Glue, tape, or staple into your reader's notebook.

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

Author's Purpose

Determining Importance

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 illustrate the most important part of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Copy the text or draw the picture.
3. Glue, tape, or staple into your reader's notebook.

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

Determining Importance

Asking Questions

Question Sentence Starter

Question	Answer
Why did I...?	How does...?
What caused...?	What caused...?
What happened...?	What happened...?
What happened...?	What happened...?
What happened...?	What happened...?

Directions:
1. Answer each of the questions.
2. Copy the text or draw the picture.
3. Glue, tape, or staple into your reader's notebook.

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

Asking Questions

Understanding Text Structure

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Directions:
1. Answer each of the questions.
2. Copy the text or draw the picture.
3. Glue, tape, or staple into your reader's notebook.

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

Understanding Text Structure

Vocabulary Connections Resources

Vocabulary Connections	Voices in the Park By: Anthony Browne Grade Level: 2 / Guided Reading Level: L
Important Words to Know and Understand in "Voices in the Park"	
Challenger To talk very quickly without stopping	
Labrador A type of dog that is a retriever and has short black or yellow fur	
Mongrel An animal that is a mixture of different breeds (not pure breed)	
Pedigree A pure bred animal whose ancestors were also pure bred	
Twit A foolishly annoying person	
Whimp Someone who others think of as weak; A follower and not a leader	




Important Words to Know and Understand in Voices in the Park Word List

Voices in the Park
 by: Anthony Browne
 Grade Level: 2 / Guided Reading Level: L




Vocabulary Connections

1. Read the book.

2. Find on this worksheet 1. Words, Types or Illustrations from the book.

Chattered	Labrador	Mongrel
		

3. Write the words, types or illustrations in the top of each card to create a story.

Pedigree	Twit	Whimp
		

4. Write the words, types or illustrations in the top of each card to create a story.

Word and Picture Sorting Cards

Vocabulary Connections		
By: Anthony Browne Grade Level: 2 / Guided Reading Level: L		
Chattered To talk very quickly without stopping	Labrador A type of dog that is a retriever and has short black or yellow fur	Mongrel An animal that is a mixture of different breeds (not pure breed)
Pedigree A pure bred animal whose ancestors were also pure bred	Twit A foolishly annoying person	Whimp Someone who others think of as weak. A follower and not a leader

Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">Grade Level: 2 / Guided Reading Level: L</p>		
<h3 style="text-align: center;">Voices in the Park</h3> <p style="text-align: center;">By: Anthony Browne</p>		
<p>Chattered is a/an noun verb adverb adjective</p> <p>Definition of Chattered:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Labrador is a/an noun verb adverb adjective</p> <p>Definition of Labrador:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Mongrel is a/an noun verb adverb adjective</p> <p>Definition of Mongrel:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Chattered looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Labrador looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Mongrel looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Chattered reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Labrador reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Mongrel reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Voices in the Park
Anthony Browne
Guided Reading Level: L

Chapter 1
Page 1

Chapter 2
Page 2

Chapter 3
Page 3

Chapter 4
Page 4

Chapter 5
Page 5

Chapter 6
Page 6

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Chapter 99
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Chapter 100
Page 100

Interactive Vocabulary Notebook Cards

[illegible]

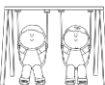
Word Games and Answer Key

Vocabulary Connections

Voices in the Park
 By Anthony Browne
 Grade Level: 2 / Guided Reading Level: L

Voices in the Park

By Anthony Browne




A new word that I learned in this book is:

.....

.....

Name: _____



By the Way (Directions): 2. Read the story aloud. 3. Complete the Vocabulary Card.

4. Add your Vocabulary Card to your notebook or use it as a flashcard.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | **@BookFogaparc**

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work
Voices in the Park
By: Anthony Browne
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Personal and Poss

Background:
A personal pronoun takes the place of it, him, her, they, it.

Possessive Pronoun ownership. The possessive pronoun shows who the thing belongs to. The possessive pronouns are: their, hers, ours, its.

Examples:

Personal Pronouns	Possessive Pronouns
I	my
me	mine
you	your
us	ours
him	his
her	hers
it	its
them	theirs

Materials and Preparation:

- A Copy of
- Chart Post
- Possessive
- Pronouns
- Optional

Step 1: Introduce the Focus of Word Work

Step by Step Lesson Plan

Word Work
Voices in the Park
By: Anthony Browne
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce Personal and Possessive Pronouns

- Explain there are two types of pronouns that we use in language. There are personal pronouns that can take the place of a noun (a person, group, or thing). Write the words "He" and "She" and "They" on the chart paper. Ask children to identify a noun that can be exchanged for those pronouns. Use children in the class as examples. You might say, "Instead of saying, 'Marcus is taller than I am,' you could say, 'He is taller than I am.'"

Step 2: Connect Word Work to Reading

- Tell the students that the book they will be reading today has many pronouns – both personal and possessive pronouns.
- Show them **page 1** of *Voices in the Park*. Ask students to listen carefully and look at the words while you read. If they hear any kind of pronoun, they should raise their hands. If you choose, ask who the pronoun represents in the sentence you have read.
- After reading page 1, ask the students to identify the pronouns. Circle the pronouns you have written on the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that rhyme. Remind them to be polite and not to interrupt you while you read.
- Read *Voices in the Park*.
- Examples of Personal and Possessive Pronouns Found in the Text:**
 - our
 - I
 - we
 - her
 - it
 - my
 - me
 - she
 - he
 - his
 - him
 - you

Step 3: Guided Word Work Practice

- Split the class into pairs for this activity.
- Copy the **Possessive Pronoun Pairs** page (1 page for each pair).
- Explain that you will be playing a game where you must work with your partner to compete against the other partners in the class. Read the directions with the class. Explain that the partners should read the noun phrase and ask themselves, "Whose is it?" They should choose the correct possessive pronoun from the Word Bank and write it next to the noun phrase that matches.
- Read the first item as an example. Say, "Brian's football. Whose football is it?" The class should say, "his." Show them how "his" is written next to "Brian's football" for the first item.
- Option 1: Have the partners continue to work until the worksheet is complete.
- Option 2: Ask students to race against the other partners to complete the worksheet. Set a timer and see how many items each pair can complete in the time.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book
that match the
instructional focus

Interactive Activities

Word Work
Voices in the Park
By: Anthony Browne
Grade Level: 2 / Guided Reading Level: L

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Pronouns Word Work**.
- 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 **personal and possessive pronouns** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Independent
Practice Page

**Possessive Pronoun Pairs
Interactive Activity**

Directions:
Find a partner and play a game of Possessive Pronoun Pairs. Write the correct possessive pronoun next to each phrase. You will use the Word Bank words more than once.

Word Bank						
hers	his	theirs	mine	yours	its	ours
Brian's football	his	My pants				
Catalina's dog		Our game				
Our house		Amy's book				
Mr. Tony's moustache		Our city's mayor				
My shoe		My computer				
The family's house		Henry and Sal's report				
My haircut		Kevin's crayons				

Guided Word Work Practice | ©BookPagez.com

Extension Activity

**Word Detective: Personal and Possessive Pronouns
Extension Activity**

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

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Assessments

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

Running Record					
Title: Voices in the Park		Guided Reading Text Level: L		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
2	First Voice: It was time to take Victoria, our pedigree Labrador, and Charles, Our son, for a walk.				
3	When we arrived at the park, I left Victoria off her leash. Immediately some scruffy mongrel appeared and started battering her. I shoed it off, but the horrible thing chased her all around the park.				
4	I ordered it to go away, but it took no notice of me whatsoever. "Sit," I said to Charles. "Here."				
Analysis and Comments:					
Tested By: _____ ©BookPagez.com					

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

Voices in the Park CCSS Assessment	
Name: _____	Score: / 9
Directions: Use what you know about <i>Voices in the Park</i> to answer each of the following questions.	
1. What best describes where the story took place (the setting)?	
<input type="radio"/> (A) The kids were at school.	
<input type="radio"/> (B) It took place in the city.	
<input type="radio"/> (C) It took place on the way to the grocery store.	
<input type="radio"/> (D) Most parts of the story took place in the park.	
2. The author told the same moments from four different points of view. Why the author trying to teach us?	
<input type="radio"/> (A) The mom's point of view was the best one.	
<input type="radio"/> (B) Everyone looks at experiences differently.	
<input type="radio"/> (C) Dogs need to be taken to the park.	
<input type="radio"/> (D) There is only one right way to think about something.	
3. Who are the main characters in <i>Voices in the Park</i> ?	
<input type="radio"/> (A) Charles, his mom, and Victoria	
<input type="radio"/> (B) Charles and his mom, Smudge and her dad	
<input type="radio"/> (C) Smudge, her dad, and Albert	
<input type="radio"/> (D) Victoria and Albert	
4. Which of these is an example of alliteration from the story?	
<input type="radio"/> (A) really happy	
<input type="radio"/> (B) (he always does that)	
<input type="radio"/> (C) let off his lead	
<input type="radio"/> (D) "Charles, come here!"	


5. What does the author include at the beginning of each section to help us understand the story? (RL.2.5)
<input type="radio"/> (A) The author tells us each new place the characters are going.
<input type="radio"/> (B) The author writes the number of each chapter.
<input checked="" type="radio"/> (C) The author tells us which number "voice" is telling their story.
<input type="radio"/> (D) Each new section has a new name for a title.
6. How are Charles' mother and Smudge's father different in personality? (RL.2.6)
<input checked="" type="radio"/> (A) Charles' mother seems more worried and tense; Smudge's father is more relaxed.
<input type="radio"/> (B) They both do not want the dogs to play together.
<input type="radio"/> (C) Charles' mother is happy and silly; Smudge's father is angry.
<input type="radio"/> (D) Charles' mother is very relaxed, but Smudge's father follows her everywhere.
7. The illustrations are a bit different depending on who is telling the story. What do Charles' illustrations tell us about him? (RL.2.7)
<input type="radio"/> (A) He is mean and spoiled.
<input type="radio"/> (B) He is full of energy and is not shy at all.
<input type="radio"/> (C) He does not like the park.
<input checked="" type="radio"/> (D) He is a bit lonely, and likes finally having someone to play with.
8. Charles and Smudge are very different, but what do they seem to have in common? (RL.2.9)
<input type="radio"/> (A) They both go to the same school.
<input checked="" type="radio"/> (B) They enjoyed playing together and hope to see each other at the park again.
<input type="radio"/> (C) Neither one of them likes to go to the park at all.
<input type="radio"/> (D) Charles is a boy and Smudge is a girl.
9. Based on what you've read, what will happen if Charles and Smudge see each other at the park again? (RL.2.10)
<input type="radio"/> (A) They will ignore each other.
<input checked="" type="radio"/> (B) They will find a way to play together with the dogs again.
<input type="radio"/> (C) Charles will do something unkind to Smudge.
<input type="radio"/> (D) They will just sit on the bench.

Answer Key

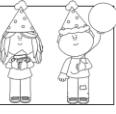
Extension Activity

Name: _____ Date: _____

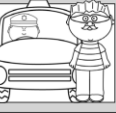
Directions:
In the book **Voices in the Park**, each character has a different point of view about their day at the park. Look at each of the pictures below. Write a sentence telling what each character might be thinking.



The boy is thinking _____

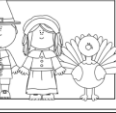


The crab is thinking _____



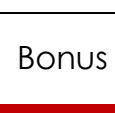
The girl is thinking _____

The boy is thinking _____



The police officer is thinking _____

The thief is thinking _____



The pilgrims are thinking _____

The turkey is thinking _____

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 Voices in the Park Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Voices in the Park" correlate with the following English Language Arts Common Core State Standards for second grade . Retelling and Summarizing Lesson Plan and Resources Reading: Literature RL.2.2 - Recount stories, including fables and folktales from diverse cultural message, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events. RL.2.4 - Describe the overall structure of a story, including how the story begins, the middle, and the ending. RL.2.5 - By the end of the year, read and comprehend literature in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension. Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question. Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to what has already been said. SL.2.2 - Recount or describe key ideas or details from a text read aloud or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, or through other media. L.2.5 - Use words and phrases acquired through conversations, reading and being read to, or through other media, to describe people, objects, and events. Voices in the Park CCSS Alignment @BookPages.com		Common Core State Standards Correlation Voices in the Park Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Voices in the Park" correlate with the following English Language Arts Common Core State Standards for second grade . Determining Importance Lesson Plan and Resources Reading: Literature RL.2.2 - Recount stories, including fables and folktales from diverse cultural message, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events. RL.2.4 - Describe the overall structure of a story, including how the story begins, the middle, and the ending. RL.2.5 - By the end of the year, read and comprehend literature in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. 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Voices in the Park CCSS Alignment @BookPages.com		Common Core State Standards Correlation Voices in the Park Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Voices in the Park" correlate with the following English Language Arts Common Core State Standards for second grade . Understanding Text Structure Lesson Plan and Resources Reading: Literature RL.2.2 - Recount stories, including fables and folktales from diverse cultural message, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events. RL.2.4 - Describe the overall structure of a story, including how the story begins, the middle, and the ending. RL.2.5 - By the end of the year, read and comprehend literature in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading: Foundational Skills RF.2.3 - 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	
Common Core State Standards Correlation Voices in the Park Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Voices in the Park" correlate with the following English Language Arts Common Core State Standards for second grade . Vocabulary Lesson Plan and Resources Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, or through other media. L.2.5 - Use words and phrases acquired through conversations, reading and being read to, or through other media, to describe people, objects, and events. Voices in the Park CCSS Alignment @BookPages.com		Common Core State Standards Correlation Voices in the Park Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Voices in the Park" correlate with the following English Language Arts Common Core State Standards for second grade . Word Work Lesson Plan and Resources Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension. Voices in the Park CCSS Alignment @BookPages.com	

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Voices in the Park

6 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page



Tu turno para practicar: Volver a contar y resumir
con Voices in the Park (Voces en el parque)

Página 21:
Primero, el niño trepó al árbol. ¿Qué sucedió después, entonces, y último desde su punto de vista?

Página 7:
¿Cuál es el escenario de la historia? ¿Qué cosas diferentes ves en ese escenario? Describe el escenario.

Página 13:
¿Qué sabes sobre el mono mayor que está leyendo el periódico?

Nombre: _____

  @BookPages.com

Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key



Volver a contar y resumir
con Voices in the Park (Voces en el parque)

Página 21:
Primero, el niño trepó al árbol. ¿Qué sucedió después, entonces, y último desde su punto de vista?
Las respuestas varían. Podrían incluir: Hemos conocido a la dama, a su hijo Charles, y a su perro labrador, Victoria.

Página 7:
¿Cuál es el escenario de la historia? ¿Qué cosas diferentes ves en ese escenario? Describe el escenario.
Las respuestas varían. Podrían incluir: El escenario de la historia está en el parque. En el parque, hay un banco, árboles y un lugar para que corran los perros. Los árboles tienen hojas de diferentes colores por lo que probablemente sea la temporada de otoño.

Página 13:
¿Qué sabes sobre el mono mayor que está leyendo el periódico?
Las respuestas varían. Podrían incluir: Sé que él está buscando un trabajo. Creo que no está muy emocionado por estar en el parque.

Nombre: _____

  Answer Key | @BookPages.com

Hacer inferencias
con Voices in the Park (Voces en el parque)

Página 7:
¿Qué puedes inferir sobre la mujer? Mírala y piensa sobre la cámara. ¿Qué puedes inferir sobre la cámara?

Las respuestas varían. Podrían incluir: La mujer es una persona que le gusta tomar fotos.

Página 13:
¿Qué puedes inferir sobre la primera vez que el niño fue al parque?

Las respuestas varían. Podrían incluir: El niño se siente feliz y emocionado.

Página 21:
¿Qué puedes inferir sobre el mono mayor que está leyendo el periódico?

Las respuestas varían. Podrían incluir: El mono mayor parece ser un mono que le gusta leer.

Nombre: _____

Making
Inferences

Identifica el propósito del autor
con Voices in the Park (Voces en el parque)

Página 21:
¿Por qué crees que la autora hizo que la madre llevara al niño a casa cuando estaba llorando?

Las respuestas varían. Podrían incluir: La madre quería que el niño se calmara.



Página 30:
¿Por qué crees que el autor escribió este libro? ¿Qué tipo de libro es?

Las respuestas varían. Podrían incluir: El autor quiere que los niños se diviertan.

Página 21:
¿Por qué crees que Anthony Browne escribió este libro?

Las respuestas varían. Podrían incluir: El autor quiere que los niños se diviertan.

Nombre: _____

  @BookPages.com

Author's
Purpose

Determinar la importancia
con Voices in the Park (Voces en el parque)

Página 7:
¿Qué puedes inferir sobre la mujer? Mírala y piensa sobre la cámara. ¿Qué puedes inferir sobre la cámara?

Las respuestas varían. Podrían incluir: La mujer es una persona que le gusta tomar fotos.



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Las respuestas varían. Podrían incluir: El niño se siente feliz y emocionado.

Página 21:
¿Qué puedes inferir sobre el mono mayor que está leyendo el periódico?

Las respuestas varían. Podrían incluir: El mono mayor parece ser un mono que le gusta leer.

Nombre: _____

  @BookPages.com

Determining
Importance

Hacer preguntas
con Voices in the Park (Voces en el parque)

Página 7:
¿Qué te estás preguntando en este punto sobre los personajes y el escenario?

Las respuestas varían. Podrían incluir: ¿Por qué el niño está llorando?

Página 13:
¿Qué preguntas tienes sobre el mono mayor que está leyendo el periódico?

Las respuestas varían. Podrían incluir: ¿Por qué el mono mayor está leyendo el periódico?

Página 21:
¿Qué te estás preguntando ahora? ¿Qué problema o las palabras del libro?

Las respuestas varían. Podrían incluir: ¿Por qué el niño está llorando?

Nombre: _____

Asking
Questions

Entender la estructura del texto
con Voices in the Park (Voces en el parque)

Página 7:
Aquí el autor está utilizando la causa y el efecto para explicar por qué la mujer y el niño abandonaron el parque. ¿Qué palabras usa el autor para decirle qué causó que se fueran?

Las respuestas varían. Podrían incluir: El autor usa palabras como "porque" y "por lo tanto".



Página 13:
El autor está utilizando la descripción para contar sobre el hombre. ¿Qué palabras usa el autor para describir lo que está haciendo en el parque? ¿Cómo le ayuda esto a entender mejor al personaje?

Las respuestas varían. Podrían incluir: El autor usa palabras como "grande" y "viejo".

Página 21:
El autor está utilizando la descripción para contar lo que el niño y la niña hicieron juntos. ¿Qué te dice esta descripción sobre su relación?

Las respuestas varían. Podrían incluir: El autor usa palabras como "juntos" y "amigos".

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

Voices in the Park (Voces en el parque): Entender la estructura del texto

Compara y contrasta el día de los padres en el parque. ¿Cómo es su día en el parque lo mismo? ¿En qué se diferencia su día en el parque?

☐ Puedo usar palabras e imágenes para ayudarme a contar los personajes, el escenario y la trama.

CCSS: RL.2.7

Voices in the Park (Voces en el parque): Entender la estructura del texto

Compara y contrasta el día de los padres en el parque. ¿Cómo es su día en el parque lo mismo? ¿En qué se diferencia su día en el parque?

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CCSS: RL.2.7

Voices in the Park (Voces en el parque): Entender la estructura del texto

Compara y contrasta el día de los padres en el parque. ¿Cómo es su día en el parque lo mismo? ¿En qué se diferencia su día en el parque?

☐ Puedo usar palabras e imágenes para ayudarme a contar los personajes, el escenario y la trama.

CCSS: RL.2.7

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

Voices in the Park (Voces en el parque): Entender la estructura del texto

Compara y contrasta el día de los padres en el parque. ¿Cómo es su día en el parque lo mismo? ¿En qué se diferencia su día en el parque?

Voices in the Park (Voces en el parque): Entender la estructura del texto

Compara y contrasta el día de los padres en el parque. ¿Cómo es su día en el parque lo mismo? ¿En qué se diferencia su día en el parque?

Voices in the Park (Voces en el parque): Entender la estructura del texto

Compara y contrasta el día de los padres en el parque. ¿Cómo es su día en el parque lo mismo? ¿En qué se diferencia su día en el parque?

Voices in the Park (Voces en el parque): Entender la estructura del texto

Compara y contrasta el día de los padres en el parque. ¿Cómo es su día en el parque lo mismo? ¿En qué se diferencia su día en el parque?

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

Common Core Free
Option

Reading Response
Prompts for Each
Comprehension Strategy
Lesson Plan

6 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____

¿De qué se trata el libro?

¿En qué se trata el libro?

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

Primero	Después	Entonces

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

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cada pregunta en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Hacer inferencias
Título: _____

Lo que dice el texto

Lo que sé (¿de qué libro hablo?)

Lo que puedo inferir (¿cómo se siente el personaje? ¿qué está pensando?)

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cada pregunta en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

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

☐ Para persuadir
☐ Para informar
☐ Para entretener

To sé porque...

¿Qué pienso que el autor quería que pensamos mientras estaba leyendo este libro?

¿Cuál fue la cosa más importante en que el autor te hizo pensar mientras estaba leyendo?

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cada pregunta en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determinar la importancia
Título: _____

Pienso en el libro. Escribe toda la información importante en la burbujas de pensamiento.

Ahora determina las grandes ideas, palabras o hechos que son importantes para ti. Has un dibujo para mostrar los puntos más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cada pregunta en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Hacer preguntas
Título: _____

Me gustaría hacer una pregunta

¿Cómo puedo...? ¿Cómo puedo...? ¿Cómo puedo...?

Me confundo... Estoy confundido por... ¿Por qué...?

Pregunta	Respuesta

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cada pregunta en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Entender la estructura del texto
Título: _____

Estructura del texto	¿Cómo se estructura el texto?

¿Puedes que puedes ver en el texto?

Descripción	Características	Clases o efectos

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cada pregunta en las líneas de puntos.
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and
Summarizing

Making
Inferences

Author's
Purpose

Determining
Importance

Asking
Questions

Understanding
Text Structure

Extension Activity

Nombre: _____ La fecha: _____

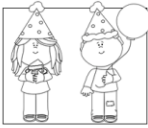
Direcciones:

En el libro *Voices in the Park (Voces en el parque)*, cada personaje tiene un punto de vista diferente sobre su día en el parque. Mira cada una de las imágenes de abajo. Escribe una oración que diga lo que cada personaje podría estar pensando.



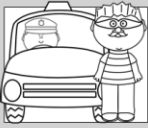
El chico está pensando _____

El cangrejo está pensando _____



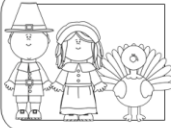
La chica está pensando _____

El chico está pensando _____



El oficial de policía está pensando _____

El ladrón está pensando _____



Los peregrinos están pensando _____

El pavo está pensando _____