

Here's What You'll Get in the Wilfrid Gordon McDonald Partridge Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Wilfrid Gordon McDonald Partridge
By: Mem Fox
Grade Level: 2 / Guided Reading Level: K

Retelling and Summarizing

1
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary
Wilfrid Gordon McDonald Partridge is a young boy who lives right next door to a home for the elderly. He loves visiting the people who live there, playing with them and helping them out. When his favorite elderly person, Miss Nancy, loses her memory, he begins a quest to help her find it. After talking with the people of Miss Nancy's home, he decides to bring her things that help her rediscover her lost memories.

Link to What You Know

- Have you ever lost something? How did you go about finding it?
- Think of a time when you helped someone. What did you do?
- What are some ways that children can help adults?

Important Words to Know and Understand

- Precious - Very valuable or expensive
- Speckled - Covered in tiny dots

2
Learn About Comprehension Strategies

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

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Guided Reading Level

Key Vocabulary

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Explanation of Strategy

Turn, Talk, and Reflect

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Retelling and Summarizing

3
Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Cover - Look at the title of the book. Who do you think the main character is? Why?

Page 5 - Who are some of the people that live in the old people's home? What do you know about them?

Page 19 - How do the different people in the old people's home describe memories?

Page 23 - What things does Wilfrid collect for Miss Nancy? Why does he collect these things?

Page 27 - Miss Nancy remembers a lot from her childhood. What are her memories? How does she remember them?

Page 28 - What do you think the theme (teamwork, family, love, friendship) of this story is? Why do you think so?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect
Think - What type of information did you use when you retold and summarize *Wilfrid Gordon McDonald Partridge*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in *Wilfrid Gordon McDonald Partridge*. How does paying attention to these elements help you to be a better reader?

Write - Cause your Strategy slip into your reader's notebook. Write about the work you did while reading *Wilfrid Gordon McDonald Partridge*. (Remember to include examples from the book!)

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Making Connections

1
Get Ready to Read

- Learn about the book
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3
Make Connections While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Making Predictions

1
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3
Make Predictions While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Identifying the Author's Purpose

1
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3
Identify the Author's Purpose While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Synthesizing

1
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3
Synthesize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Answer Key for Retelling and Summarizing with Wilfrid Gordon McDonald Partridge

Your Turn to Practice Retelling and Summarizing with Wilfrid Gordon McDonald Partridge

Answer Key for Making Connections with Wilfrid Gordon McDonald Partridge

Your Turn to Practice Making Connections with Wilfrid Gordon McDonald Partridge

Answer Key for Making Predictions with Wilfrid Gordon McDonald Partridge

Your Turn to Practice Making Predictions with Wilfrid Gordon McDonald Partridge

Answer Key for Synthesizing with Wilfrid Gordon McDonald Partridge

Your Turn to Practice Synthesizing with Wilfrid Gordon McDonald Partridge

Answer Key for Identifying the Author's Purpose with Wilfrid Gordon McDonald Partridge

Your Turn to Practice Identifying the Author's Purpose with Wilfrid Gordon McDonald Partridge

Why do you think Mem Fox wrote this book?
To Reconnect To Return To Entertain

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

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

Retelling and Summarizing

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

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

Making Connections

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction here.	Write your prediction here.	Checked with your math response. <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

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

Making Predictions

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because _____

What do you think another reader would like to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

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

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

Author's Purpose

Synthesizing

Title: _____

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

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

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

Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Wilfrid Gordon McDonald Partridge
By: Mem Fox
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
Nouns

Background:
Nouns are words for a person, place, or thing.

Examples:

ball	cookie	the
book	cousin	
cat	desk	
chicken	fur	

Step by Step Lesson Plan

Word Work

Wilfrid Gordon McDonald Partridge
By: Mem Fox
Grade Level: 2 / Guided Reading Level: K

Step 1: Introduce the Focus of Word Work

Introduce Nouns

- Explain that nouns are words that tell about a person, place, or thing. Ask students to give some examples of a person. You may want to get the list started with a word like "teacher" or "student". Other examples may include: dentist, clown, engineer, principal, doctor, neighbor, sister, brother, etc. Write the noun words on the chart paper as students identify them.
- Ask children to identify words that tell a place. You may want to get them started with words like, "school, classroom, gym, library, playground". Encourage them to brainstorm about places they often visit, places they have gone on vacation, and so on. Write the list of place nouns on the chart paper.
- Ask students to identify words that tell a thing. You might encourage them to look around the room and give the following examples to get them started: book, pencil, paper, bulletin board, desk, floor, window. Write down the list of "thing" words as they brainstorm with you.

Sample Anchor Chart

Nouns		
Person	Place	Thing
teacher	beach	cat
mother	school	ice
doctor	office	pencil

Step 2: Connect Word Work to Reading

Nouns in the Text

- Tell the students that the book they will be reading today has many nouns.
- Show them page 1 of *Wilfrid Gordon McDonald Partridge*. Ask students to listen carefully and look at the words while you read. If they hear a noun, they can raise their hands.
- After reading page 1, ask the students to identify the noun words they heard. Add them to 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 nouns. Remind them to be polite and not to interrupt you while you read.
- Read *Wilfrid Gordon McDonald Partridge*.

Examples of Nouns Found in the Text:

• boy	• giant	• shoebox
• house	• secrets	• shells
• home	• day	• summer
• stories	• mother	• basket
• house	• father	• sugar
• organ	• memory	• string
• cabinet	• questions	• milk
• wooden stick	• lad	• football
• voice	• gold	• hen house

boy → house → house → home

Word Work Lesson Plan | ©BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work

Wilfrid Gordon McDonald Partridge
By: Mem Fox
Grade Level: 2 / Guided Reading Level: K

Step 3: Guided Word Work Practice

Interactive Exploration

- Pair students.
- Print the **Person, Place or Thing Picture Stories** page 1 and cut out the first column (person nouns). Give each pair a person noun.
- Next, cut out the second column (place nouns). Give each pair a place noun.
- Next, cut out the third column (thing nouns). Give each pair a thing noun.
- Explain that the partners will work together to create a cartoon using the three nouns they have been given. The story must include a beginning, middle, and end. The story should have at least three sentences. When the story is complete, they must create one picture to go with each sentence of the story.
- Give each pair the cartoon template. Explain that they will write their story on the lines at the right, and they will draw their pictures in the box to the left of the text. Provide pairs with extra pages if needed.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Nouns 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 nouns 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 lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Person, Place, and Thing Nouns Interactive Activity

Directions:
Cut apart each list and use them to complete the activity: Person, Place or Thing Picture Stories.

mother	beach	hippo
father	hotel	lamp
sister	apartment	pickle
brother	school	blanket
uncle	playground	skunk
aunt	library	fried chicken
baby	grocery store	spaghetti

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Nouns Extension Activity

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

Nouns Word Work Practice Page

Directions:
Write a noun word to tell about your favorite things.

Favorite food: _____ **Favorite toy:** _____

Favorite fruit: _____ **Favorite game:** _____

Favorite sport: _____ **Favorite season:** _____

Favorite animal: _____ **Favorite place to visit:** _____

Challenge:
Can you write a noun word for each letter of the alphabet? Try it!

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X
Y	Z	

Name: _____ Independent Word Work Practice | ©BookPagez.com

Assessments

Running Record						
Title: <i>Willfrid Gordon McDonald Partridge</i> Guided Reading Text Level: K 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	M	S	V
2	There was once a small boy called Willfrid Gordon McDonald Partridge and what's more he wasn't very old either. His house was next door to an old people's home and he knew all the people who lived there.					
3	He liked Mrs. Jordan who played the organ. He listened to Mr. Hosking who told him scary stories.					
4	He played with Mr. Tippett who was crazy about cricket. He ran errands for Miss Mitchell who walked with a wooden stick. He admired Mr. Drysdale who had a voice like a giant.					
5	But his favourite person of all was Miss Nancy Alison Delacourt "...					
Analysis and Comments:						
Tested By: _____ ©BookPagez.com						

Running Record Assessment

Willfrid Gordon McDonald Partridge CCSS Assessment		Name: _____
		Score: / 9
<p>Directions: Use what you know about <i>Willfrid Gordon McDonald Partridge</i> to answer each of the following questions.</p>		
<p>1. Where did Willfrid Gordon McDonald Partridge live?</p> <p><input type="radio"/> A Next door to an old people's home</p> <p><input type="radio"/> B With his grandparents</p> <p><input type="radio"/> C Next to the park</p> <p><input type="radio"/> D Next to a school</p>		
<p>2. Willfrid finds out Miss Nancy has a problem. What is her problem?</p> <p><input type="radio"/> A She is sad because no one ever visits.</p> <p><input type="radio"/> B She is ninety-six years old.</p> <p><input type="radio"/> C She has four names, just like Willfrid.</p> <p><input type="radio"/> D She has lost her memory.</p>		
<p>3. How does Willfrid figure out how to help Miss Nancy?</p> <p><input type="radio"/> A He talks to her doctor.</p> <p><input type="radio"/> B He talks to the other old people to find out.</p> <p><input type="radio"/> C He asks his parents to get an extra old person to live there.</p> <p><input type="radio"/> D He comes to visit her every day so she can tell him.</p>		
<p>4. Why do the other old people repeat two lines of the poem?</p> <p><input type="radio"/> A They forgot what they said.</p> <p><input type="radio"/> B They thought Willfrid didn't hear the first line.</p> <p><input type="radio"/> C They wanted to make sure Willfrid understood.</p> <p><input type="radio"/> D Saying it twice shows that memories are important.</p>		
<p>5. How did Willfrid's box help to solve Miss Nancy's problem? (RL.2.5)</p> <p><input type="radio"/> A She was happy to have a present.</p> <p><input checked="" type="radio"/> B The items in the box helped her to remember things that happened in her life.</p> <p><input type="radio"/> C It helped her make new memories.</p> <p><input type="radio"/> D She had always wanted her own seashells.</p>		
<p>6. How was Willfrid's point of view on losing your memory different than his parents'? (RL.2.6)</p> <p><input type="radio"/> A Willfrid thinks it is the worst thing ever, but his parents disagree.</p> <p><input type="radio"/> B They both think Miss Nancy lost her memory because she wasn't responsible.</p> <p><input type="radio"/> C Willfrid doesn't care, but his parents are worried.</p> <p><input checked="" type="radio"/> D He wanted to do something about it, but his parents just said, "Poor old thing."</p>		
<p>7. What do we learn about Willfrid by what he says and does for Miss Nancy? (RL.2.7)</p> <p><input type="radio"/> A He is too young to make a big difference.</p> <p><input type="radio"/> B Willfrid is wild and always causing trouble.</p> <p><input checked="" type="radio"/> C He is young, but very caring and wise.</p> <p><input type="radio"/> D Willfrid would rather be at school.</p>		
<p>8. How are all the old people Willfrid talks to different? (RL.2.9)</p> <p><input type="radio"/> A They are all old.</p> <p><input type="radio"/> B Some of them don't like having Willfrid around.</p> <p><input type="radio"/> C None of them like living there.</p> <p><input checked="" type="radio"/> D They all have a different way to explain a memory.</p>		
<p>9. Based on what you read, what will Willfrid likely do next? (RL.2.10)</p> <p><input checked="" type="radio"/> A He will keep visiting the old people's home, finding ways to make them all happy.</p> <p><input type="radio"/> B He will stop visiting the old people's home.</p> <p><input type="radio"/> C He will lose his memory.</p> <p><input type="radio"/> D He will go live with Miss Nancy.</p>		
CCSS Assessment 2 nd 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 **Wilfrid Gordon McDonald Partridge**, Wilfrid uses objects to help Miss Nancy find her memories. Complete each of the sections below.

Baskets Full of Memories
Draw a line to match each object to the correct memory

football	Something warm
medal	Something that makes you laugh
egg	Something as precious as gold
puppet	Something that makes you cry
sea shell	Something that long ago is

Fill in the blanks below to make your Memory Basket

My something from long ago is _____

My something that makes me laugh is _____

My something that makes me sad is _____

My something that is as precious as gold is _____

My something warm is _____



Extension Activity | @BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Wilfrid Gordon McDonald Partridge Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Wilfrid Gordon McDonald Partridge" correlate with the following English Language Arts Common Core State Standards for second grade:</p> <p>Reading: Literature RL.2.1 - Recall details from a story related to major events and challenges. RL.2.2 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.3 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, and plot. RL.2.4 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recall or describe key ideas or details from a text read aloud or information presented orally 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.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Wilfrid Gordon McDonald Partridge CCSS Alignment @BookPage.com</p>	<p>Wilfrid Gordon McDonald Partridge Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Wilfrid Gordon McDonald Partridge" correlate with the following English Language Arts Common Core State Standards for second grade:</p> <p>Reading: Literature RL.2.1 - Recall details from a story related to major events and challenges. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Wilfrid Gordon McDonald Partridge Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Wilfrid Gordon McDonald Partridge" correlate with the following English Language Arts Common Core State Standards for second grade:</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4b - Identify reliable connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.4c - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Wilfrid Gordon McDonald Partridge CCSS Alignment @BookPage.com</p>

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

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Wilfrid Gordon McDonald Partridge Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Wilfrid Gordon McDonald Partridge

El forro:
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?

Página 5:
¿Quiénes son algunas de las personas que viven en el hogar de las personas mayores? ¿Qué sabes de ellos?

Página 19:
¿Cómo describen las personas diferentes en el hogar de las personas mayores los recuerdos?

Nombre: _____ ©BookPagez.com

Page by Page Guided Questions

Answer Key

Volver a contar y resumir con Wilfrid Gordon McDonald Partridge

El forro:
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?

Las respuestas varían. Podrían incluir: El personaje principal de este libro es Wilfrid Gordon McDonald Partridge. Creo que esto porque hay una foto de un niño en el forro y creo que se llama Wilfrid Gordon McDonald Partridge.

Página 5:
¿Quiénes son algunas de las personas que viven en el hogar de las personas mayores? ¿Qué sabes de ellos?

Las respuestas varían. Podrían incluir: Wilfrid conoce a la señora Jordan que toca el órgano, el señor Hosking le cuenta historias aterradoras, el señor Tippet está loco por el cricket, la señora Mitchell camina con un palo de madera, el señor Drysdale tiene voz como un gigante, la señorita Nancy tiene 4 nombres, solo como Wilfrid.

Página 19:
¿Cómo describen las personas diferentes en el hogar de las personas mayores los recuerdos?

Las respuestas varían. Podrían incluir: La Sra. Jordan dice que los recuerdos son cálidos, el Sr. Tippet dice que los recuerdos te hacen llorar, la Sra. Mitchell dice que los recuerdos te hacen reír, el Sr. Drysdale dice que los recuerdos son tan valiosos como el oro.

Clave de respuestas | ©BookPagez.com

Sample answers written in Spanish

Hacer Conexiones con Wilfrid Gordon McDonald Partridge

Página 8:
Wilfrid y la con cuatro. Las respu

Página 8:
Wilfrid y la señorita Nancy tie con cuatro nombres? Si pud

Página 14:
Los padres conexión t conoces? Las respu

Página 14:
Los padres de Wilfrid dicen c conexión texto a tu mismo. ¿ conoces? ¿Cuántos años tie

Página 16:
Todas las p maneras. F una conex Las respu

Página 16:
Todas las personas mayores maneras. Piensa en los otros una conexión texto a texto.

Nombre: _____ ©BookPagez.com

Making Connections

Tu turno para practicar: Hacer Conexiones con Wilfrid Gordon McDonald Partridge

Hacer predicciones con Wilfrid Gordon McDonald Partridge

Página 4:
Wilfrid con personas n Las resp

Página 4:
Wilfrid conoce a todas las personas que viven en el hogar de las personas mayores. ¿Crees que le gustan? ¿Por qué o por qué no?

Página 11:
Wilfrid le preguntó a la señora Jordan qué es una memoria. ¿Qué que hará a continuación?

Página 18:
¿Crees que serán que serán Las resp

Página 18:
¿Crees que Wilfrid encontrará algún recuerdo? Si lo hace, ¿cómo crees que serán los recuerdos?

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Making Predictions

Identifica el propósito del autor con Wilfrid Gordon McDonald Partridge

El forro:
¿Por qué d un nombre Las resp

Tu turno para practicar: Identifica el propósito del autor con Wilfrid Gordon McDonald Partridge

El forro:
¿Por qué crees que el autor eligió darle al perso un nombre tan largo?

Página 8:
¿Por qué c Nancy en conoce c Las resp grande p mayor m

Página 8:
¿Por qué crees que el autor usó una imagen la Nancy en esta página? ¿Por qué no fueron las conoce con imágenes tan grandes?

Página 24:
¿Qué está tratando de decirle el autor sobre lo ciertos artículos ayudan a las personas a record eventos de su pasado?

Nombre: _____ ©BookPagez.com

Author's Purpose

Sintetizar con Wilfrid Gordon McDonald Partridge

Tu turno para practicar: Sintetizar con Wilfrid Gordon McDonald Partridge

Página 4:
Note la foto de Wilfrid en esta página. ¿Qué sabes de Wilfrid al mirar la foto?

Página 10:
¿Por qué s vez? ¿Qué Las resp solo está Wilfrid y de sus pa

Página 10:
¿Por qué supones que los padres de Wilfrid solo están en el libro una vez? ¿Qué nos dice esto sobre la relación de Wilfrid con sus padres?

Página 16:
¿Qué piens sobre los re de perso Las resp

Página 16:
¿Qué piensas en la decisión de Wilfrid de preguntar a todos los viejos sobre los recuerdos? ¿Qué le dicen las acciones de Wilfrid sobre el tipo de persona que es?

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Synthesizing

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

Wilfrid Gordon McDonald Partridge: Hacer Conexiones

¿Cómo resolvió Wilfrid Gordon McDonald Partridge el problema de la señorita Nancy? ¿Qué harías si tuvieras una amiga como la señorita Nancy?

Puedo describir cómo reaccionan los personajes de un cuento a los eventos importantes del cuento. CCSS: RL.2.3

Wilfrid Gordon McDonald Partridge: Hacer Conexiones

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Puedo describir cómo reaccionan los personajes de un cuento a los eventos importantes del cuento. CCSS: RL.2.3

Cuaderno del lector: Estrategias de comprensión | @BookPagez.com

Wilfrid Gordon McDonald Partridge: Hacer Conexiones

¿Cómo resolvió Wilfrid Gordon McDonald Partridge el problema de la señorita Nancy? ¿Qué harías si tuvieras una amiga como la señorita Nancy?

Wilfrid Gordon McDonald Partridge: Hacer Conexiones

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar / resumir

Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una anécdota completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que trata el libro?

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

Estrategia de comprensión | @BookPagez.com

Hacer conexiones

Título: _____

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

¿Qué tipo de conexión hiciste?

texto a texto
 texto al mundo

Haz un dibujo de la conexión abajo.

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

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Hacer predicciones

Título: _____

Predicciones al principio	Predicciones mientras leo	Verifico las predicciones
¿Qué harías si tuvieras una amiga como la señorita Nancy?	¿Qué harías si tuvieras una amiga como la señorita Nancy?	¿Qué harías si tuvieras una amiga como la señorita Nancy?
<input type="checkbox"/> Puedo describir cómo reaccionan los personajes de un cuento a los eventos importantes del cuento.	<input type="checkbox"/> Puedo describir cómo reaccionan los personajes de un cuento a los eventos importantes del cuento.	<input type="checkbox"/> Puedo describir cómo reaccionan los personajes de un cuento a los eventos importantes del cuento.

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

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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

Yo sé porque...

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estabas leyendo.

Instrucciones:
1. Contesta cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

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Sintetizar

Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Me nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo cambiar que...

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Making Connections

Making Predictions

Author's Purpose

Synthesizing

Extension Activity

Nombre: _____ Fecha: _____

Instrucciones:

En el libro Wilfrid Gordon McDonald Partridge, Wilfrid usa objetos para ayudar a la señorita Nancy a encontrar sus recuerdos. Complete cada una de las secciones abajo.

Cestas llenas de recuerdos

Dibuja una línea para unir cada objeto a la memoria correcta.

fútbol americano

Algo cálido

medalla

Algo que te hace reír

Huevo

Algo tan precioso como el oro

marioneta

Algo de hace mucho tiempo

concha de mar

Algo que te hace llorar

Complete los espacios en blanco abajo para hacer tu canasta de memoria

Mi algo de hace mucho tiempo es

Mi algo que me hace reír es

Mi algo que me pone triste es

Mi algo que es tan precioso como el oro

Mi algo cálido es

