

Here's What You'll Get in the Are You a Snail? Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences
Are You a Snail?
By: Judy Allen
Grade Level: 1 / Guided Reading Level: H

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

2
Learn About Comprehension Strategies
Think about the text you are reading
Know what to do when you get confused

Summary
Are You a Snail? is a nonfiction book. That means that the information in this book is all true. In this book you will learn all about snails – what they eat, where they live, and even why they are slimy. You will also discover that snails and people are a lot alike.

Link to What You Know
What do you think a snail's body might feel like? Why do you think so?
What are the differences between fiction and nonfiction?
Look at the cover of the book. What do you think you will learn while reading today?

Important Words to Know and Understand
Gravel – Small pieces of rock.
Gadgadops – A family of creatures including snails, slugs, and other mollusks.

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

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3
Make Inferences While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice 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 5 – What can you infer about the way a snail uses its eyes? Why do you think its eyes are on stalks? Do the pictures help you make an inference? How do the pictures help you?
Page 11 – Look at the picture of the trush eating the snail. What can you infer from this picture? How do you think the trush eats the snail? What clues did the picture give you?
Page 15 – What can you infer about the reasons humans put sharp gravel in their gardens? What do you know about sharp things? What do you think the gravel would do to the snail?
Page 18 – What can you infer about the slug based on what you know about snails? Look at the picture of the slug. How do you think it moves? How do you know?

4
Notice the Work You Did While Reading
Talk
Reflect
Write

Time to Reflect
Think – What types of inferences did you make while reading **Are You a Snail?** 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 important 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 **Are You a Snail?** What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Are You a Snail?** (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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Visualizing
Are You a Snail?
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Making Connections

Visualizing

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Determining Importance

Understanding Text Structure
Are You a Snail?
By: Judy Allen
Grade Level: 1 / Guided Reading Level: H

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3
Understanding Text Structure 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?

2
Learn About Comprehension Strategies
Think about the text you are reading
Know what to do when you get confused

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 4 & 8 – What are the author's using sequence to teach about snails? How do you think the author is using sequence to teach about snails? How do you think the author is using sequence to teach about snails?
Page 19 & 20 – How is the author using compare and contrast to teach about snails? How do you think the author is using compare and contrast to teach about snails? How do you think the author is using compare and contrast to teach about snails?
Page 23 to 26 – How is the author using a compare and contrast text structure to teach about snails? How do you think the author is using a compare and contrast text structure to teach about snails? How do you think the author is using a compare and contrast text structure to teach about snails?

Time to Reflect
Think – How did the different text structures help you to better understand **Are You a Snail?** Why do you think the author used these text structures to teach about snails? How do you think the author is using sequence to teach about snails? How do you think the author is using compare and contrast to teach about snails? How do you think the author is using a compare and contrast text structure to teach about snails?
Talk – Tell your reading partner about a place where you used a text structure to teach about snails. Explain how you used the text structure to teach about snails. How do you think the author is using a compare and contrast text structure to teach about snails?
Reflect – Think about the extra information you learned while making inferences in **Are You a Snail?** What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Are You a Snail?** (Remember to include examples from the book!)

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Understanding Text Structure

Answer Key for Making Connections with Are You a Snail?

Your Turn to Practice Making Connections with Are You a Snail?

Page 4: What connections can you make so far? Think of the ways that a baby snail is like a human baby. What text clues can you use to make connections?

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Answer Key for Visualizing with Are You a Snail?

Your Turn to Practice Visualizing with Are You a Snail?

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Answer Key for Determining Importance with Are You a Snail?

Your Turn to Practice Determining Importance with Are You a Snail?

Page 4: What have you learned so far? What do you think is important to remember about snails? Why do you think so? Point to the part that you think is important to remember.

Page 10: What have you learned about snails? Is there a fact that's important to remember? Why do you think so?

Page 15: What have you learned about the dangers snails face? Do you think it's important to remember those facts? Point to one of the parts that you think will be important to remember.

Page 20: What else is important to remember? Why do you think so?

Page 26: Now that you have finished the book, think about all of the facts that you learned about snails. What facts do you think are most important to remember?

Answer Key for Understanding Text Structure with Are You a Snail?

Your Turn to Practice Understanding Text Structure with Are You a Snail?

Page 4 & 8: How is the author using sequence to teach about snails? What words is the author using to describe snails? What did you learn about snails from the description?

Page 19 & 20: How is the author using compare and contrast to teach about snails? How do you think the author is using compare and contrast to teach about snails? How do you think the author is using compare and contrast to teach about snails?

Page 23 to 26: How is the author using a compare and contrast text structure to teach about snails? How do you think the author is using a compare and contrast text structure to teach about snails? How do you think the author is using a compare and contrast text structure to teach about snails?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

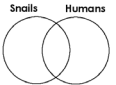
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Are You a Snail?: Making Connections

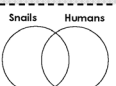
Use the facts that you learned about snails and humans to make a Venn Diagram showing how snails and human are alike and different.



I can tell make and describe connections between two people, events, or ideas in nonfiction. CCSS: RI.1.3

Are You a Snail?: Making Connections

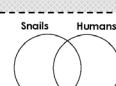
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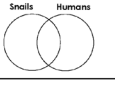


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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

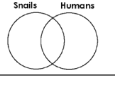
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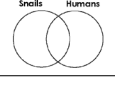
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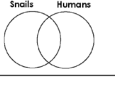
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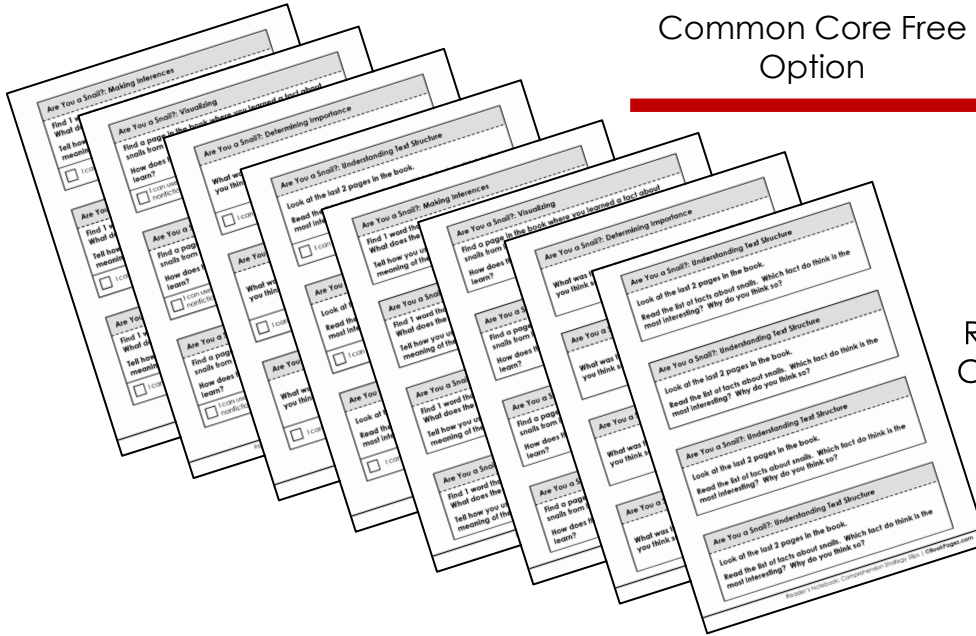
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections

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 Inferences

| What the Text Says | What I Know | What I Can Infer |
|---|----------------------------------|-------------------------------------|
| Look for clues in the text or pictures. | What do you know about the book? | Emotions, thoughts, clues, setting. |
| | | |
| | | |
| | | |

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

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

Visualizing

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 drew all of the words that helped you visualize.

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

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

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 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.

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

Understanding Text Structure

| Text Structure | When the Text Structure Was Used | How the Text Structure Helped Me |
|----------------|----------------------------------|----------------------------------|
| | Page _____ | |
| | Page _____ | |
| | Page _____ | |
| | Page _____ | |

Text Structures You Might See While Reading:

| Description | Sequence | Cause and Effect |
|----------------------|----------------------|------------------|
| Compare and Contrast | Problem and Solution | |

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
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Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Inferences

Visualizing

Determining Importance

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

Are You a Snail? (¿Eres un caracol?): Hacer Inferencias

Encuentra 1 palabra que tuviste problemas para leer. ¿Que es la palabra? ¿Qué significa la palabra?

Indique cómo utilizó las imágenes o las pistas de contexto para inferir el significado de la palabra.

Puedo encontrar el mensaje principal de un cuento. CCSS: RI.1.4

Are You a Snail? (¿Eres un caracol?): Hacer Inferencias

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

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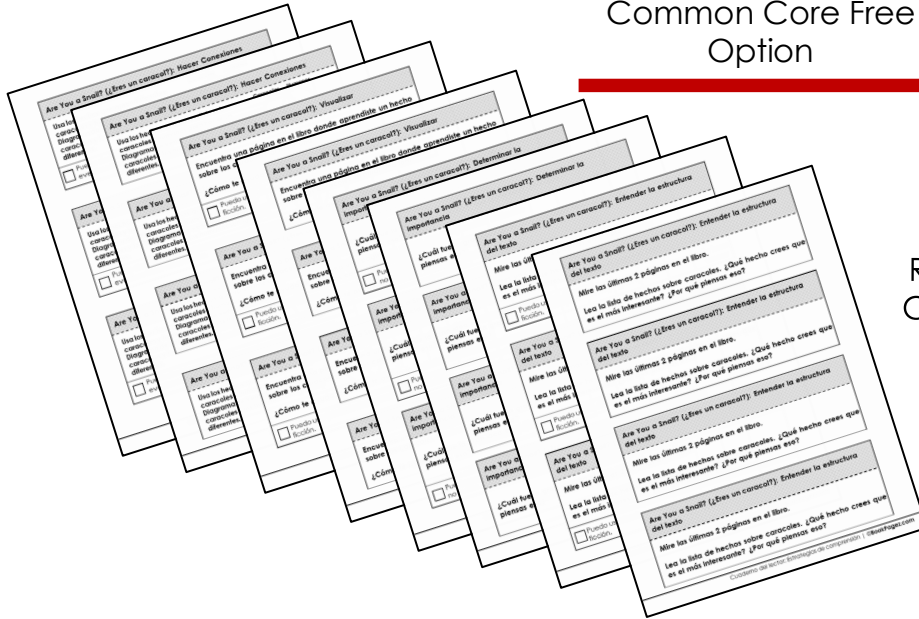
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Cuaderno del lector: Estrategias de comprensión | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

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

¿Qué tipo de conexión hiciste?

Yo a mí mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de tu conexión abajo.

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

Estrategia de comprensión | @BookPagez.com

Making Connections

Hacer inferencias
Título: _____

| | | |
|---|-------------------------------|-------------------------------|
| La que dice el texto | La que se | La que puede inferir |
| Busca palabras en el texto que se relacionan con el tema. | ¿Qué palabras de la historia? | ¿Qué palabras de la historia? |

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

Estrategia de comprensión | @BookPagez.com

Making Inferences

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

Has un dibujo de tu imagen mental en el espacio abajo.

Escibe algunas de las palabras que la autora usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Acuérdale de haber dibujado todas las palabras que te ayudaron a visualizar.

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

Estrategia de comprensión | @BookPagez.com

Visualizing

Determinar la importancia
Título: _____

¿Qué página usaste para practicar a visualizar?

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para llevar las partes más importantes de tu libro.

#1 _____
#2 _____
#3 _____

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

Estrategia de comprensión | @BookPagez.com

Determining Importance

Entender la estructura del texto
Título: _____

| Estructura del texto | Dónde fue usada la estructura del texto | Cómo la estructura del texto me ayudó |
|----------------------|---|---------------------------------------|
| Página: _____ | _____ | _____ |
| Página: _____ | _____ | _____ |
| Página: _____ | _____ | _____ |
| Página: _____ | _____ | _____ |

Estructura que puedes ver arriba:

| | | |
|-----------------------|-------------------------|----------------|
| Repetición | Secuencia | Crono y efecto |
| Comparar y contrastar | Contraste y paralelismo | |

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

Estrategia de comprensión | @BookPagez.com

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Judy Allen
Grade Level: 1 / Guided Reading Level: H

Instructional Focus:
Final Phonemes "ll" and "ff" (Double Letter Word Endings)

Background:
When a single-syllable word with a short vowel sound ends with "l" or "f", the final consonant is doubled ("ff", "ll"). Examples: stiff, fell.

Examples:

| |
|-------|
| ll |
| call |
| shell |
| mill |
| doll |

- Materials and Preparation:**
- A Copy of *Are You a Snail?*
 - Chart Paper
 - Final Phonemes "ll" and "ff"
 - Sorting Cards (1 set per student)
 - Match Up Score Sheet
 - Match Up Directions
 - Double Letter Endings Word Work Practice Page
 - Optional - Word Detective Worksheet

Word Work
By: Judy Allen
Grade Level: 1 / Guided Reading Level: H

Step 1: Introduce the Focus of Word Work

Introduce Final Phonemes "ll" and "ff"

- Draw the students' attention to the chart paper.
- Explain that when the letters "ll" and "ff" are used together, they make a single "ll" sound and a single "ff" sound.
- Review the "ll" and "ff" sounds. Allow students to turn and talk with a partner about the words that end in doubles.
- Invite students to share words that end in "ll" and "ff".
- Record the students' words on the chart paper. You may want to use a different colored marker to write the "ll" and "ff".
- Discuss any misconceptions if students share words that do not follow the double letter word ending pattern. Record words that do follow the pattern on the chart paper.

Sample Anchor Chart

| | |
|------|-------|
| ll | ff |
| call | shell |
| mill | doll |

Step 2: Connect Word Work to Reading

Final Phonemes "ll" and "ff" in the Text

- Tell the students that the book they will be reading today has a lot of "ll" and "ff" word endings.
- Show them page 7 of *Are You a Snail*. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the words that ended in "ll" (**small, will**). Add the words 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 words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Are You a Snail*.

Examples of Final Phonemes "ll" and "ff" Found in the Text:

- small
- will
- pull
- shell
- all
- off
- call
- fall

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
By: Judy Allen
Grade Level: 1 / Guided Reading Level: H

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards follow the double letter word ending pattern ("ll" and "ff").
- Optional: Distribute Match Up directions.
- Model how to play Match Up.
- Divide students into pairs and allow them to play Match Up.
- Monitor students and assess students' understanding while playing.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Double Letter Endings 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 final phonemes "ll" and "ff" in the next reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the ooded 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.

Interactive Activities

Independent Practice Page

Match Up Student Directions

Materials:
Sorting Cards

Players:
2 or more

Directions:

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place each card face down in front of all players.
- The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back face down.
- The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- Continue taking turns. Whoever has the most matches at the end of the game wins.

Tip: Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Match Up Score Sheet

for each player. Write each of the words

Player 2

Extension Activity

Word Detective: Final Phonemes "ll" and "ff" Extension Activity

Directions:
Be a word detective!

Be on the lookout for final phonemes "ll" and "ff" words 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

Double Letter Endings Word Work Practice Page

Directions:
Sort the double letter ending words into the correct columns. Add some words of your own that follow the pattern.

Word Bank

| | | | |
|-------|------|-------|------|
| small | will | shell | call |
| pull | off | all | fall |

| "ll" Word Endings | "ff" Word Endings |
|-------------------|-------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

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

Assessments

| Running Record | | | | | | | |
|--|--|-------------------------------------|---|----------------------------|-----|------------------|-----|
| Title: Are You a Snail? | | Guided Reading Text Level: H | | 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 | E | SC |
| | | | | MSV | MSV | MSV | MSV |
| Page | | | | | | INFORMATION USED | |
| 1 | Are you a snail? | | | | | | |
| | If you are, your life began in an egg like one of these. | | | | | | |
| 3 | When you hatch, you look like this. | | | | | | |
| | This is your mother. | | | | | | |
| 4 | You are very, very small, but you will grow. | | | | | | |
| 5 | You have two horns and two eyes on stalks. | | | | | | |
| | You can pull your eyes right down inside the stalks and into your head if you need to. | | | | | | |

Tested By: _____ ©BookPagez.com

Running Record Assessment

| Are You A Snail? CCSS Assessment | | Name: _____ |
|--|--|-------------|
| | | Score: / 9 |
| <p>Directions: Use what you know about Are You A Snail? to answer each of the following questions.</p> | | |
| <p>1. What is this book about?</p> <p><input type="radio"/> A The book is about snails and slugs.</p> <p><input type="radio"/> B Children like snails.</p> <p><input type="radio"/> C The book tells all about snails.</p> <p><input type="radio"/> D Foxes are dangerous.</p> | | |
| <p>2. Which of these is NOT an important detail about snails from the book?</p> <p><input type="radio"/> A Snails grow.</p> <p><input type="radio"/> B Snails are very small, eyes on stalks.</p> <p><input type="radio"/> C Thrushes and foxes are dangerous to snails.</p> <p><input type="radio"/> D Snails sleep through the cold winter.</p> | | |
| <p>3. What caused the author to warn snails to hide?</p> <p><input type="radio"/> A It is too sunny.</p> <p><input type="radio"/> B Kids are out in the daytime and might step on them.</p> <p><input type="radio"/> C Foxes eat during the daytime.</p> <p><input type="radio"/> D Thrushes eat snails, and they are always hungry.</p> | | |
| <p>4. What is a "stalk" when we use it to talk about snails?</p> <p><input type="radio"/> A stem</p> <p><input type="radio"/> B a long, thin part of their body</p> <p><input type="radio"/> C to sneak up on someone</p> <p><input type="radio"/> D a corn plant</p> | | |
| <p>5. What did the author explain at the end of the book? (RI.1.5)</p> <p><input type="radio"/> A the life-cycle of a snail</p> <p><input checked="" type="radio"/> B how human children and snails are very different</p> <p><input type="radio"/> C how to keep snails out of your garden</p> <p><input type="radio"/> D the difference between snails and slugs</p> | | |
| <p>6. What does the illustration of the snail's eyes help you understand? (RI.1.7)</p> <p><input checked="" type="radio"/> A how snails can pull their eyes into their heads if they need to</p> <p><input type="radio"/> B how cute their eyes are</p> <p><input type="radio"/> C what their horns look like</p> <p><input type="radio"/> D how snails move</p> | | |
| <p>7. Why does the author ask YOU if you are a snail? (RI.1.8)</p> <p><input type="radio"/> A The author thinks you might be a snail.</p> <p><input type="radio"/> B The author is trying to be funny.</p> <p><input type="radio"/> C Snails and humans are alike.</p> <p><input checked="" type="radio"/> D It makes you imagine what it would be like to be a snail.</p> | | |
| <p>8. How are snails and slugs similar? (RI.1.9)</p> <p><input type="radio"/> A Slugs are snails who lost their shells.</p> <p><input type="radio"/> B They both have beautiful shells on their backs.</p> <p><input checked="" type="radio"/> C They both have one foot and are slimy.</p> <p><input type="radio"/> D They are not the same in any way.</p> | | |
| <p>9. What was the author hoping you might do when reading <i>Are You A Snail?</i> (RI.1.10)</p> <p><input type="radio"/> A Enjoy a silly story about snails.</p> <p><input type="radio"/> B Decide whether snails should be saved or not.</p> <p><input checked="" type="radio"/> C Learn facts about snails in an entertaining way.</p> <p><input type="radio"/> D Explain how you can be just like a snail.</p> | | |
| <p>CCSS Assessment 1st Grade Reading Standards for Information BookPagez.com</p> | | |

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

Answer Key

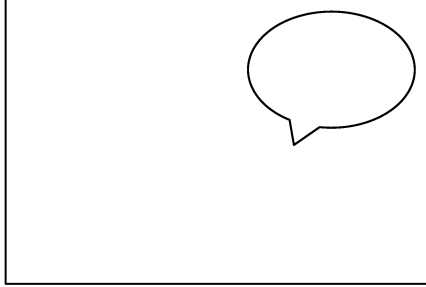

Extension Activity

Name: _____ Date: _____

Directions:
In the book *Are You a Snail?*, you learned a lot of facts about snails. Show off your snail knowledge below.

All About Snails

1. Draw a picture of a snail and its home.
2. Label the parts of your snail.
3. Write a caption (sentence) about your picture.
4. Write one interesting fact about snails in the speech bubble.

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 | Common Core State Standards Correlation |
|--|--|--|--|
| <p>Common Core State Standards Correlation</p> <p>Are You a Snail? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Are You a Snail?" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading Inference Lesson Plan and Resources</p> <p>Reading: Informational Text</p> <p>RI.1.1 - Ask and answer questions about key details in a text.</p> <p>RI.1.2 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.3 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.4 - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10 - With prompting and support, read informational text appropriately complex for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.4 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.9 - Build on others' talk in conversations by responding to the comments of others multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and reactions.</p> <p>Language</p> <p>L.1.4 - 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>Are You a Snail? CCSS Alignment @BookPagez.com</p> | <p>Common Core State Standards Correlation</p> <p>Are You a Snail? 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CCSS Alignment @BookPagez.com</p> | <p>Common Core State Standards Correlation</p> <p>Are You a Snail? 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CCSS Alignment @BookPagez.com</p> |

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation |
|--|
| <p>Common Core State Standards Correlation</p> <p>Are You a Snail? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Are You a Snail?" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.1.4a - 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>L.1.4b - 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>Are You a Snail? CCSS Alignment @BookPagez.com</p> |

Vocabulary Connections
Common Core Alignment

| Common Core State Standards Correlation |
|--|
| <p>Common Core State Standards Correlation</p> <p>Are You a Snail? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Are You a Snail?" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.1.3 - Show and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 - 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>Are You a Snail? CCSS Alignment @BookPagez.com</p> |

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Are You a Snail? Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page

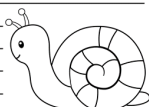
Tu turno para practicar: Hacer Conexiones con Are You a Snail? (¿Eres un caracol?)

Página 4:
¿Qué conexiones puedes hacer hasta ahora? Piensas en las formas en que un caracol bebé es como un bebé humano. ¿Qué conexiones **texto a tu mismo** puedes hacer?

Página 12:
¿Qué otras conexiones puedes hacer? ¿Te recuerda el libro de cualquier otro libro que hayas leído? ¿Por qué? ¿Qué otras conexiones de **texto a texto** puedes hacer?

Página 20:
¿Qué otras conexiones puedes hacer? ¿La información en el libro te recuerda las cosas que has visto en la televisión o en Internet? ¿Qué otras conexiones **texto al mundo** puedes hacer?

Nombre: _____



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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key


Hacer Conexiones con Are You a Snail? (¿Eres un caracol?)

Página 4:
¿Qué conexiones puedes hacer hasta ahora? Piensas en las formas en que un caracol bebé es como un bebé humano. ¿Qué conexiones **texto a tu mismo** puedes hacer?
Las respuestas varían.

Página 12:
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Las respuestas varían.

Nombre: _____



Clave de respuestas | ©BookPagez.com

Hacer inferencias con Are You a Snail? (¿Eres un caracol?)

Página 5:
¿Qué puedes inferir sobre la forma que sus ojos están en los tallos? ¿Cómo te ayudan a visualizar?

Página 11:
Mira la foto del zorzal comiendo. ¿Qué es un zorzal? ¿Cómo lo sabes?

Página 15:
¿Qué puedes inferir sobre las razas de los caracoles?

Nombre: _____

Making Inferences

Tu turno para practicar: Hacer inferencias con Are You a Snail? (¿Eres un caracol?)

Página 5:
¿Qué puedes inferir sobre la forma que sus ojos están en los tallos? ¿Cómo te ayudan a visualizar?

Página 11:
Mira la foto del zorzal comiendo. ¿Qué es un zorzal? ¿Cómo lo sabes?

Página 15:
¿Qué puedes inferir sobre las razas de los caracoles?

Nombre: _____

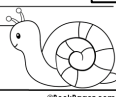
Visualizar con Are You a Snail? (¿Eres un caracol?)

Página 5:
Observe la forma en que el autor describe cómo un caracol se ve. ¿Cómo te imaginas que se ve cuando el caracol mueve sus patas? Señala las palabras.

Página 10:
Observe la forma en que el autor describe la lengua del caracol que se ve. ¿Qué es lo que parece ser algo "duro"?

Página 15:
Observe las palabras que usa el autor para describir lo que los caracoles en el invierno y la primavera. ¿Las imágenes en tu mente coinciden con las del libro? ¿Cómo son iguales? ¿En qué se diferencian?

Nombre: _____



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Visualizing


Determinar la importancia con Are You a Snail? (¿Eres un caracol?)

Página 6:
¿Qué has aprendido hasta ahora? ¿Qué crees que es importante recordar los caracoles? ¿Por qué piensas eso? Señala la parte que crees que es importante recordar.

Página 10:
¿Qué más has aprendido sobre los caracoles? ¿Es un hecho que es importante recordar? ¿Por qué piensas eso?

Página 15:
¿Qué has aprendido sobre los peligros que enfrentan los caracoles? ¿Cuál es el más importante? Señala una de las partes que crees que es importante recordar.

Nombre: _____



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Determining Importance

Tu turno para practicar: Entender la estructura del texto con Are You a Snail? (¿Eres un caracol?)


Páginas 4 a 8:
Aquí el autor está usando una descripción para enseñar sobre caracoles. ¿Qué palabras usa el autor para describir caracoles? Señala las palabras.

Páginas 11 a 15:
Aquí el autor está usando una secuencia de texto para enseñar sobre caracoles. ¿Qué palabras usa el autor para describir caracoles? ¿Qué aprendiste sobre los caracoles de la descripción?

Páginas 19 a 20:
Aquí el autor está usando una secuencia para enseñar sobre caracoles. Una secuencia explica lo que sucede primero, luego y último. ¿Qué te enseñó esta secuencia sobre los caracoles?

Páginas 23 a 26:
Aquí el autor está utilizando una estructura de texto de comparación y contraste para mostrar cómo los caracoles y los humanos son iguales y diferentes. ¿Qué te enseñó esta estructura de texto sobre los caracoles? ¿Cómo son ellos como nosotros? ¿Cómo son diferentes los caracoles y los humanos?

Nombre: _____



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Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

En el libro *¿Eres un caracol?*, aprendiste muchos hechos sobre caracoles. Muestra tu conocimiento del caracol abajo.

Todo Sobre Los Caracoles

1. Dibuje una imagen de un caracol y su hogar.
2. Etiqueta las partes de tu caracol.
3. Escribe un título (oración) sobre tu foto.
4. Escribe un hecho interesante sobre los caracoles en la burbuja del discurso.