

# Here's What You'll Get in the City Green Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**City Green**  
By: Dyanne DiSalvo-Ryan  
Grade Level: 2 / Guided Reading Level: L

**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**

**City Green** is about a girl named Marcy who lives in a neighborhood in a big city. Marcy is sad because the building next to hers has been knocked down. Now there is nothing but an empty lot filled with garbage. So Marcy decides to clean up the vacant lot and plant some seeds there. Soon, everyone in her neighborhood is pitching in to make a beautiful garden. The only person who is not happy is Old Man Hammer. But Marcy knows that she can change Old Man Hammer's mind and show him that a garden is exactly what he needs to feel happy.

**Link to What You Know**

- Have you ever planted a garden before?
- What did you plant?
- Think of a time when you disagreed with someone. How did you disagree about? What did you do to try to convince the other person that you were right?

**Important Words to Know and Understand**

**Lot** - A piece of land in part of a city, town or block

**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 reporter. Retell and summarize the information using important facts, 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

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

### Retelling and Summarizing Lesson Plan

**City Green**  
By: Dyanne DiSalvo-Ryan  
Grade Level: 2 / Guided Reading Level: L

**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

**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** - The narrator of this book has told you about two problems so far. What are the problems?

**Page 10** - Name some of the characters that you've met so far. What is the narrator's name? Have they solved either of the problems yet? What have they done?

**Page 20** - What do the different people in Marcy's neighborhood do to help build a community garden?

**Pages 21 to 24** - What are some important details that you learn about Old Man Hammer on these pages?

**Page 27** - Old Man Hammer is happy for the first time in this story. What event happened to change his attitude?

**Page 30** - 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 summarized **City Green**? 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 settings in **City Green**. How does your attention to the story elements help you to be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **City Green**. (Remember to include examples from the book!)

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**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

**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 8** - The author started her story by telling you about a building that had to be torn down. How do the characters in her story feel about the building? How do you know?

**Page 13** - The author has taken the time to tell you about Marcy and her neighbors. What does the author want you to know about the characters in her story?

**Page 20** - What is the author trying to tell you about community? What makes a good community?

**Page 26** - What message do you think the author is trying to share with you about what can happen when a community works together? Why do you think so?

**2** Learn About Comprehension Strategies

**Why Readers Retell and Summarize While Reading**

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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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Author's Purpose

**Making Inferences**

**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 Inferences While Reading

**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 2** - Make an inference about what Marcy means when she says "Old Man Hammer is hard on folks!" How do you know?

**Page 13** - The author has taken the time to tell you about Marcy and her neighbors. What does the author want you to know about the characters in her story?

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Making Connections

**Visualizing**

**1** Get Ready To Read

- Learn about the book
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- Understand the meaning of important words found in the book

**3** Visualize While Reading

**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.

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Visualizing

**Answer Key for Retelling and Summarizing with City Green**

**Your Turn to Practice Retelling and Summarizing with City Green**

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**Page 10** - Name some of the characters the narrator has told you about. What are the narrator's name? Have they solved either of the problems yet? What have they done?

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**Answer Key for Identifying the Author's Purpose with City Green**

**Your Turn to Practice Identifying the Author's Purpose with City Green**

**Page 8** - The author started her story by telling you about a building that had to be torn down. How do the characters in her story feel about the building? How do you know?

**Page 13** - The author has taken the time to tell you about Marcy and her neighbors. What does the author want you to know about the characters in her story?

**Page 20** - What is the author trying to tell you about community? What makes a good community?

**Page 26** - What message do you think the author is trying to share with you about what can happen when a community works together? Why do you think so?

**Answer Key for Visualizing with City Green**

**Your Turn to Practice Visualizing with City Green**

**Page 8** - The author started her story by telling you about a building that had to be torn down. How do the characters in her story feel about the building? How do you know?

**Page 13** - The author has taken the time to tell you about Marcy and her neighbors. What does the author want you to know about the characters in her story?

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The diagram illustrates the relationship between different types of reading response prompts. On the left, a stack of 'I Can' statements is shown, with a red arrow pointing to a 'City Green: Visualizing' prompt that includes a CCSS-aligned checkbox and code (CCSS: RL.2.7). A red arrow points from this prompt to a 'Strategy and Text Based Reader's Response Prompt' on the right. Another red arrow points from the CCSS code to a 'Common Core State Standard' label. Below this, a 'Common Core Free Option' is shown as a 'City Green: Visualizing' prompt without the CCSS checkbox and code. A red arrow points from the 'Common Core Free Option' to a stack of 'Reading Response Prompts for Each Comprehension Strategy Lesson Plan'.

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**  
Title: \_\_\_\_\_  
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. Give, tape, or staple into your reader's notebook.

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. Give, tape, or staple into your reader's notebook.

Making Connections

**Making Inferences**  
Title: \_\_\_\_\_  
What the Text Says | What I Know | What I Can Infer


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

Making Inferences

**Identifying the Author's Purpose**  
Title: \_\_\_\_\_  
Who is the author of your book?  
What was the author's purpose for writing this book? How do you know?  
 To Persuade  To Inform  To Entertain

I know because...

What do you think author wanted you to think about while reading this book?  
Draw a picture of the most important thing the author made you think about while reading.

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

Author's Purpose

**Visualizing**  
Title: \_\_\_\_\_  
What page did you see to practice visualizing?  
Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

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

Visualizing

# Vocabulary Connections Resources

**Vocabulary Connections**  
City Green  
By: Dyanne DiSalvo-Ryan  
Grade Level: 2 / Guided Reading Level: L

**Important Words to Know and Understand in "City Green"**

**Block**  
A rectangular section of a city or neighborhood

**Crane**  
A machine that is used to lift and move extremely heavy objects

**Lease**  
A contract that allows you to pay to use property

**Lot**  
A piece of land in part of a city, town, or block

**Petition**  
A formal letter written by a group of people asking for permission to do something or change something

**Spare**  
Something that is left over or extra

**Wrecking Ball**  
A heavy steel ball that hangs from a crane and is used to tear down buildings

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in City Green Word List

**Vocabulary Connections**  
City Green  
By: Dyanne DiSalvo-Ryan  
Grade Level: 2 / Guided Reading Level: L

**Block** **Crane** **Lease**

**Lot** **Petition** **Spare**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

**Vocabulary Connections**  
City Green  
By: Dyanne DiSalvo-Ryan  
Grade Level: 2 / Guided Reading Level: L

**Block** **Crane** **Lease**

A rectangular section of a city or neighborhood

A machine that is used to lift and move extremely heavy objects

A contract that allows you to pay to use property

**Lot** **Petition** **Spare**

A piece of land in part of a city, town, or block

A formal letter written by a group of people asking for permission to do something or change something

Something that is left over or extra

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

**Vocabulary Connections**  
City Green  
By: Dyanne DiSalvo-Ryan  
Grade Level: 2 / Guided Reading Level: L

Block is a/an	Crane is a/an	Lease is a/an
noun verb adverb adjective	noun verb adverb adjective	noun verb adverb adjective
Definition of Block:	Definition of Crane:	Definition of Lease:
Block looks like this:	Crane looks like this:	Lease looks like this:
Block reminds me of:	Crane reminds me of:	Lease reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

**Word Games with Words from City Green**

Directions: Unscramble each of the words. Take the letters that appear in  and unscramble them to discover a secret word.

**Word Bank**  
BLOCK  
CRANE  
LEASE  
LOT  
PETITION  
SPARE  
WRECKING BALL

RAESP  
CERAN  
LABL  
TOL  
CGKERINW  
SEELA

SECRET WORD:  
U \_ E \_ \_ \_ \_ \_ R

Directions: Graph the number of syllables in each of the words in the word bank.

BLOCK					
CRANE					
LEASE					
LOT					
PETITION					
SPARE					
WRECKING BALL					

Number of Syllables

Answer Key  
Name: \_\_\_\_\_

Directions: Unscramble each of the words. Take the letters that appear in  and unscramble them to discover a secret word.

ARE  
ANE  
L  
R E C K I  
A S E  
P L O W I R

Directions: Graph the number of syllables in each of the words in the word bank.


Number of Syllables

Answer Key | ©BookPages.com

Word Games and Answer Key

**Vocabulary Connections**  
City Green  
By: Dyanne DiSalvo-Ryan  
Grade Level: 2 / Guided Reading Level: L

**City Green**  
By Dyanne DiSalvo-Ryan

A new word that I learned in this book is: \_\_\_\_\_

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

Interactive Vocabulary Notebook: Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

**Vocabulary Connections**  
Name: \_\_\_\_\_

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

**Vocabulary Connections**  
Name: \_\_\_\_\_

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in this list.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Read Definition	✓

Independent Word Exploration | ©BookPages.com



# Bonus Activity and Running Record Assessment

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

**Directions:**  
In the book *City Green*, the neighbors worked together to plant a garden in their community. Think of a project that you would like to do in your community. Use the boxes below to make an invitation that explains your idea to your neighbors.

**Example Project Ideas:** Grow a vegetable garden, Plant trees or flowers, Pick up trash, Collect cans

**You're Invited**  
(tell what your project is about)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**When & Where**

We will begin the project on \_\_\_\_\_

Please arrive by \_\_\_\_\_

**My Vision**  
(draw a picture of the project)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**It's All Up to You**  
(tell why the project is good for the community)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hosted By \_\_\_\_\_

Extension Activity | ©BookPages.com

Bonus Extension Activity

**Running Record**

Title: *City Green* 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) \_\_\_\_\_

<b>Easy</b> 95% - 100% Accuracy	<b>Instructional</b> 90% - 94% Accuracy	<b>Hard</b> 50% - 89% Accuracy
------------------------------------	--	-----------------------------------

Page	E Errors	SC Self-Correction	M = Meaning	S = Structure/syntax	V = Visual	COUNT		INFORMATION USED	
						E	SC	MSV	SC
2									
There used to be a building right here on this lot. It was three floors up and down, an empty building nailed up shut for as long as I could remember. My friend Miss Rosa told me Old Man Hammer used to live there - some other neighbors too. But when I asked him about that, he only hollered, "Scram."									
3									
Last year two people from the city came by, dressed in suits and holding papers. They said, "This building is unsafe. It will have to be torn down." By winter a crane with a wrecking "...									

**Analysis and Comments:**

Tested By: \_\_\_\_\_ ©BookPages.com

Running Record Assessment

# Complete Common Core Alignment

**Common Core State Standards Correlation**

City Green Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "City Green" correlate with the following English Language Arts Common Core State Standards for second grade.

**Reading and Summarizing Lesson Plan and Resources**

**Reading: Literature**

**RI.1** - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2** - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.

**RI.3** - Describe how characters in a story respond to major events and challenges.

**RI.4** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RI.5** - Use information gained from the illustrations and words in a print or digital text to describe a character, setting, or event.

**RI.6** - Use the end of the story, 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.

**Reading: Foundational Skills**

**RF.2.1** - 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.2.1** - 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 the remarks of others.

**SL.2.2** - Recount or describe key 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.

**Language**

**L.2.1** - 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).

City Green CCSS Alignment | ©BookPages.com

**Common Core State Standards Correlation**

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**Identifying the Author's Purpose Lesson Plan and Resources**

**Reading: Literature**

**RI.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RI.3** - Describe how characters in a story respond to major events and challenges, including knowledge differences in the points of view of characters, including by using up to four different voices for each character when reading dialogue aloud.

**RI.5** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RI.6** - Use the end of the story, 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.

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**W.2.1** - 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 the remarks of others, include key details or shifts 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.

**Language**

**L.2.1** - 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).

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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

City Green Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "City Green" correlate with the following English Language Arts Common Core State Standards for second grade.

**Vocabulary Connections Lesson Plan and Resources**

**Language**

**L.2.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.

**L.2.4b** - Identify real-life connections between words and their use (e.g., describe foods that are healthy or unhealthy).

**L.2.5** - 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).

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Vocabulary Connections Common Core Alignment

**Common Core State Standards Correlation**

City Green Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "City Green" correlate with the following English Language Arts Common Core State Standards for second grade.

**Word Work Lesson Plan and Resources**

**Reading: Foundational Skills**

**RF.2.1** - 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.

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Vocabulary Connections Common Core Alignment

# Student Facing Resources in Spanish for City Green Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con City Green (La ciudad verde)**

**Página 4:**  
El narrador de este libro te ha contado dos problemas hasta ahora. ¿Cuáles son los problemas?

\_\_\_\_\_

\_\_\_\_\_

**Página 10:**  
Nombra algunos de los personajes que has conocido hasta ahora. ¿Cuál es el nombre del narrador? ¿Ya resolvieron alguno de los problemas? ¿Qué han hecho?

\_\_\_\_\_


\_\_\_\_\_

**Página 20:**  
¿Qué hacen las diferentes personas en el vecindario de Marcy para ayudar a construir un jardín comunitario?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPagez.com



Page by Page  
Guided  
Questions

### Answer Key


**Volver a contar y resumir con City Green (La ciudad verde)**

**Página 4:**  
El narrador de este libro te ha contado dos problemas hasta ahora. ¿Cuáles son los problemas?  
**Las respuestas varían. Podrían incluir: El narrador tiene un vecino llamado Old Man Hammer, que es duro como un clavo y el antiguo edificio de su manzana no era seguro y necesitaba ser derribado, lo que dejó un lote vacío y sucio en su bloque.**

**Página 10:**  
Nombra algunos de los personajes que has conocido hasta ahora. ¿Cuál es el nombre del narrador? ¿Ya resolvieron alguno de los problemas? ¿Qué han hecho?  
**Las respuestas varían. Podrían incluir: Hasta ahora nos hemos encontrado con el narrador, quien se llama Marcy. También nos hemos reunido con Old Man Hammer, Miss Rosa, la madre de Marcy y el Sr. Bennett. Resolvieron su problema preguntando a la ciudad si podían alquilar el lote para convertirlo en un jardín.**

**Página 20:**  
¿Qué hacen las diferentes personas en el vecindario de Marcy para ayudar a construir un jardín comunitario?  
**Las respuestas varían. Podrían incluir: Las personas de la comunidad trabajan juntas para limpiar el terreno y prepararlo para plantar. También construyen una cerca y la pintan de color amarillo brillante.**

Nombre: \_\_\_\_\_ Answer Key | ©BookPagez.com



Sample answers  
written in Spanish

**Hacer Conexiones con City Green (La ciudad verde)**

**Página 6:**  
El vecindario de Marcy está sucio. ¿CÓMO se siente el narrador?  
**Las respuestas varían.**

**Página 13:**  
Marcy y sus vecinos están trabajando en los otros libros que has leído sobre la conexión texto-a-texto. ¿Cómo son los libros?

\_\_\_\_\_

**Página 22:**  
Marcy está preocupada por Old Man Hammer. ¿Cómo se siente Marcy?

\_\_\_\_\_

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

Making  
Connections

**Hacer Inferencias con City Green (La ciudad verde)**

**Página 2:**  
Haz una inferencia sobre lo que quiere decir Marcy cuando dice "Old Man Hammer es duro como un clavo". ¿Qué crees que significa si alguien es duro como un clavo? ¿Cómo lo sabes?

\_\_\_\_\_


**Página 17 y 18:**  
Haz una inferencia sobre la forma en que el Sr. Bennett y el Sr. Rocco se sienten sobre el nuevo jardín comunitario. Señala la palabra o las imágenes que respaldan tu inferencia.

\_\_\_\_\_

**Página 22:**  
Haz una inferencia sobre Old Man Hammer. ¿Por qué crees que Old Man Hammer se escapó en medio de la noche para plantar sus semillas? ¿Por qué plantó esas semillas?

\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPagez.com



Making Inferences

**Identifica el propósito del autor con City Green (La ciudad verde)**

**Página 5:**  
La autora comienza su historia contándonos sobre un edificio que se está derribando. ¿Cómo se sienten los personajes de su historia?  
**Las respuestas varían. Podrían incluir: Old Man Hammer quiere la casa. Marcy quiere la casa. Otros personajes quieren la casa.**

**Página 13:**  
La autora se ha tomado el tiempo de contarnos sobre lo que quiere la autora que sepa sobre las personas de su historia.  
**Las respuestas varían. Podrían incluir: Marcy quiere la casa. Otros personajes quieren la casa.**

**Página 20:**  
¿Qué intenta comunicar el autor sobre las comunidades? ¿Qué hace una buena comunidad?

\_\_\_\_\_

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

Author's  
Purpose

**Visualizar con City Green (La ciudad verde)**

**Página 3:**  
Observa la forma en que el autor describe cómo el edificio fue derribado. ¿Qué palabras te ayudan a visualizar?

\_\_\_\_\_

**Página 12:**  
Observa la forma en que el autor describe cómo la comunidad trabaja en conjunto. ¿Qué palabras te ayudan a visualizar la acción que están tomando?

\_\_\_\_\_

**Página 20:**  
Observa los detalles en esta página. El autor enumera las plantas que todos quieren plantar en el jardín. El autor también describe al bebé de Leslie tratando de cavar con una cuchara. Intenta visualizar esta página. ¿Qué ves? ¿Hay alguna otra palabra que te ayude a hacer imágenes mentales?

\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPagez.com



Visualizing

# Writing About Reading with Optional CCSS Alignment

City Green (La ciudad verde): Hacer Conexiones

¿Te pareces más a Marcy o Old Man Hammer?

Cuéntanos cómo te pareces a tu personaje al principio de la historia, en el medio y al final de la historia.

Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

---

City Green (La ciudad verde): Hacer Conexiones

¿Te pareces más a Marcy o Old Man Hammer?

Cuéntanos cómo te pareces a tu personaje al principio de la historia, en el medio y al final de la historia.

Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

---

City Green (La ciudad verde): Hacer Conexiones

¿Te pareces más a Marcy o Old Man Hammer?

Cuéntanos cómo te pareces a tu personaje al principio de la historia, en el medio y al final de la historia.

Puedo describir cómo se escribe una historia, incluidas las partes importantes de un principio y un final. CCSS: RL.2.5

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

City Green (La ciudad verde): Hacer Conexiones

¿Te pareces más a Marcy o Old Man Hammer?

Cuéntanos cómo te pareces a tu personaje al principio de la historia, en el medio y al final de la historia.

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City Green (La ciudad verde): Hacer Conexiones

¿Te pareces más a Marcy o Old Man Hammer?

Cuéntanos cómo te pareces a tu personaje al principio de la historia, en el medio y al final de la historia.

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City Green (La ciudad verde): Hacer Conexiones

¿Te pareces más a Marcy o Old Man Hammer?

Cuéntanos cómo te pareces a tu personaje al principio de la historia, en el medio y al final de la historia.

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City Green (La ciudad verde): Hacer Conexiones

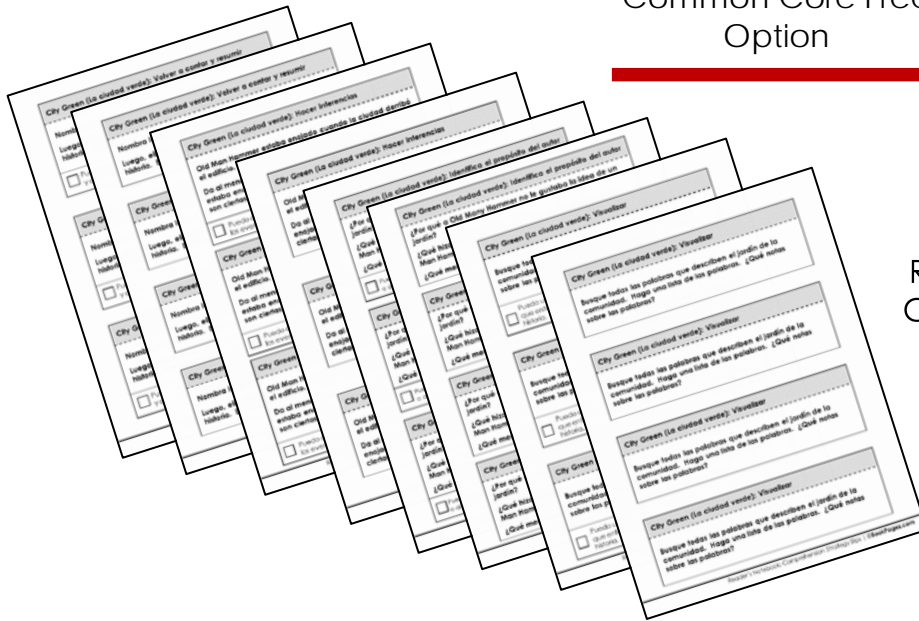
¿Te pareces más a Marcy o Old Man Hammer?

Cuéntanos cómo te pareces a tu personaje al principio de la historia, en el medio y al final de la historia.

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

Valer a contar y resumir

¿De qué se trata el libro?

¿Es ficción o no ficción?

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

Primero	Después	Entonces
Después de esto	Entonces	Al final

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

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

Comprehension Strategy Graphic Organizer | ©BookPages.com

Retelling and Summarizing

Hacer conexiones

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

¿Qué tipo de conexión hiciste?

Text a mí mismo

Texto a texto

Texto al mundo

Has un dibujo de tu conexión abajo.

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

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Making Connections

Hacer inferencias

¿Qué dice el texto?

¿Lo que sé?

¿Lo que puedo inferir?

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

Comprehension Strategy Graphic Organizer | ©BookPages.com

Making Inferences

Identificar el propósito del autor

¿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

Te sé porque...

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

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

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

Comprehension Strategy Graphic Organizer | ©BookPages.com

Author's Purpose

Visualizar

¿Qué página usaste para practicar o visualizar?

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

Escribe algunos de los palabras que el autor empleó que te ayudaron a hacer esta imagen en tu mente.

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

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

Comprehension Strategy Graphic Organizer | ©BookPages.com

Visualizing

# Extension Activity

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

**Instrucciones:**

En el libro **City Green**, los vecinos trabajaron juntos para plantar un jardín en su comunidad. Piensa en un proyecto que te gustaría hacer en tu comunidad. Use los cuadros abajo para hacer una invitación que explique su idea a sus vecinos.

**Ejemplo de ideas de proyectos:** Cultivar un huerto, Plantar árboles o flores, Recoger basura, Recoger latas

<p><b>Estás invitado</b> (diga de qué se trata su proyecto)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Cuándo &amp; Dónde</b> Comenzaremos el proyecto en _____  Por favor llegue _____</p>
<p><b>Mi visión</b> (Haz un dibujo del proyecto)</p>	<p><b>Todo depende de usted</b> (diga por qué el proyecto es bueno para la comunidad)</p> <hr/> <hr/> <hr/> <hr/>
<p>Creado por _____</p>	