

# Here's What You'll Get in the Do You Want To Be My Friend? Super Pack

## 3 Comprehension Strategy Lesson Plans and Practice Pages

### Making Predictions Lesson Plan

**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

**2** **Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**Do You Want To Be My Friend?**  
By: Eric Carle  
Grade Level: K / Guided Reading Level: A

**Summary**  
**Do You Want To Be My Friend?** is the story of a little mouse who is looking for a friend. He approaches a horse, a lion, a hippo and more all while walking beside a mysterious, thick, green line. With very limited text, students will depend on the colorful illustrations to tell this delightful story.

**Link to What You Know**

- What do you think of when you hear the word "friend"?
- How does it feel when you ask someone new to be your friend?

**Why Readers Make Predictions While Reading**  
**When readers make predictions they think about what they already know and what they think will logically happen in a text.**

Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story.

Readers often make predictions before they start reading, during the story, and after they have finished reading. Here are some examples of the thinking readers do when making predictions:

**Before Reading Predictions:** What the book will be about, who the main character might be, what big events will happen

**During Reading Predictions:** What a character will do next, how a problem might be solved, what important event will happen

**After Reading Predictions:** Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

### Making Predictions Lesson Plan

**Making Predictions**

**3** **Make Predictions While Reading**

- Look for clues that tell you what a
- Look for clues that tell you about big events that might be coming up next

**4** **Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Do You Want To Be My Friend?**  
By: Eric Carle  
Grade Level: K / Guided Reading Level: A

**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** – Look at the tail of the animal on this page. Make a prediction about the animal you will see on the next page. What animal do you think this tail belongs to?

**Page 11** – So far none of the animals have wanted to be friends with the mouse. Do you think the mouse will keep asking animals to be his friend? Why or why not?

**Page 18** – This picture shows the mouse standing on another animal's tail. What do you predict will happen next? Does your prediction make sense for the story?

**Page 23** – The mouse finally has a friend. What do you predict the two mice will do next?

**Pages 25 and 26** – Look at the green line on these pages. It is the same green line that has been on all of the pages? What do you think the green line is? What makes you think so?

**Time to Reflect!**  
**Think** – What types of predictions did you make while reading **Do You Want To Be My Friend?** Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?  
**Talk** – Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the reasons why some of the predictions you made while reading **Do You Want To Be My Friend?** were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Do You Want To Be My Friend?** (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Explanation of Strategy

**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

**2** **Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**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 about the characters, settings, and events!

**4** **Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Do You Want To Be My Friend?**  
By: Eric Carle  
Grade Level: K / Guided Reading Level: A

**Summary**  
**Do You Want To Be My Friend?** is the story of a little mouse who is looking for a friend. He approaches a horse, a lion, a hippo and more all while walking beside a mysterious, thick, green line. With very limited text, students will depend on the colorful illustrations to tell this delightful story.

**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.

**Pages 1 and 2** – There is a mouse and two other animals on these pages. Make an inference about the other two animals. What do you think the animals are? Why?

**Page 4** – Make an inference about the mouse. Will mouse be his? How do you know?

**Page 23** – The mouse found a friend. Make an inference from the mouse book.

**Pages 25 and 26** – Make an inference about the snake. What do you think the snake is thinking?

**Time to Reflect!**  
**Think** – About how of inferences did you make while reading **Do You Want To Be My Friend?** Did you make inferences to understand an animal? 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 inferences was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the extra information you learned while making inferences in **Do You Want To Be My Friend?** What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Do You Want To Be My Friend?** (Remember to include examples from the book!)

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**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

**2** **Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**3** **Retell and Summarize While Reading**

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

**4** **Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Do You Want To Be My Friend?**  
By: Eric Carle  
Grade Level: K / Guided Reading Level: A

**Summary**  
**Do You Want To Be My Friend?** is the story of a little mouse who is looking for a friend. He approaches a horse, a lion, a hippo and more all while walking beside a mysterious, thick, green line. With very limited text, students will depend on the colorful illustrations to tell this delightful story.

**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 mouse is the main character in this book. What does the mouse want?

**Page 10** – What is the mouse's problem? How do you know?

**Page 14** – Name at least 3 of the animals the mouse has asked to be his friend. Do you think these animals are important? Why or why not?

**Page 23** – Has the mouse solved his problem? How do you know?

**Page 27** – How does this story end?

**Time to Reflect!**  
**Think** – What type of information did you use when you retold and summarized **Do You Want To Be My Friend?** Did you use throughout the story to think about what was happening in 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.  
**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 **Do You Want To Be My Friend?** How does paying 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 **Do You Want To Be My Friend?** (Remember to include examples from the book!)

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**Answer Key for Retelling and Summarizing with Do You Want To Be My Friend?**

**Your Turn to Practice Retelling and Summarizing with Do You Want To Be My Friend?**

**Page 4:** The mouse is the main character in this book. What does the mouse want?

**Page 10:** What is the mouse's problem?

**Page 14:** Name at least 3 of the animals the mouse has asked to be his friend.

**Page 23:** Has the mouse solved his problem? How do you know?

**Page 27:** How does this story end?

**Answer Key for Making Inferences with Do You Want To Be My Friend?**

**Your Turn to Practice Making Inferences with Do You Want To Be My Friend?**

**Pages 1 and 2:** There is a mouse and two other animals on these pages. Make an inference about the other two animals. What do you think the animals are?

**Page 4:** Make an inference about the mouse. Will mouse be his? How do you know?

**Page 23:** The mouse found a friend. Make an inference from the mouse book.

**Pages 25 and 26:** Make an inference about the snake. What do you think the snake is thinking?

Making Inferences

Retelling and Summarizing

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

## 3 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

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

First	Next
Then	Last

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says Here is one of the text or pictures:	What I Know What do you know about the text?	What I Can Infer What thoughts, clues, setting
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Draw a picture to illustrate your inference:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Making Predictions**

Title: \_\_\_\_\_

I predict ...

My prediction was

Correct  
 Incorrect

I know because...

Here is a picture about my prediction:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

# Common Core Aligned Comprehension Assessment

**Do You Want To Be My Friend?**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 7

**Teacher Directions:** Read each question to the student. Record student response in the space provided. Make a copy of *Do You Want To Be My Friend?* available to the student as needed.


**1. What is this story about?**

- A This story is about a mouse who is looking for a friend.
- B This story is about a horse that likes to eat grass.
- C This story is about an elephant with a long trunk.

**2. The mouse in this story does not have any friends. Tell me about how he solves his problem.**


Use this space to write the student's response:


**3. Who is the main character in this story?**



a lion

 A





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



**4. What clue tells you this is a make-believe story?** (RL.K.5)

- A The giraffe has a long neck.
- B The fox is red.
- C The mouse is talking.

**5. Tell me what the author of the story did.** (RL.K.6)

Use this space to write the student's response:

Student responses will vary: The author of the book writes the story.

**6. What do the illustrations tell us about this story?** (RL.K.7)

- A The illustrations tell us that the mouse is afraid to talk to the animals.
- B The illustrations tell us which animal the mouse will talk to next.
- C The illustrations tell us that it is nighttime.

**7. Tell me how the two mice at the end of this story are the same.** (RL.K.9)

Use this space to write the student's response:

Student responses will vary: The two mice at the end of the story are the same because they are both mice, they have long tails, they have big ears, they are both looking for a friend, they both like to live underground, etc.

CCSS Assessment Kindergarten Grade Reading Standards for Literature | [BookPagez.com](http://BookPagez.com)

Answer Key



# Extension Activity

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

**Directions:** In *Do You Want To Be My Friend?* the little mouse searches for, and finally finds, a friend. Use the space below to draw a picture of what the two mouse friends might enjoy doing together. On the lines below, write a sentence or two about your picture.

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Extension Activity | ©BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
<p>Do You Want To Be My Friend? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Do You Want To Be My Friend?" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p><b>Retelling and Summarizing Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RLK.2</b> – With prompting and support, retell familiar stories, including key details.</p> <p><b>RLK.3</b> – With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RLK.7</b> – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RLK.10</b> – Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p><b>RFK.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RFK.4</b> – Read emergent-reader texts with purpose and understanding.</p> <p>Writing</p> <p><b>WK.8</b> – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SLK.1b</b> – Continue a conversation through multiple exchanges.</p> <p><b>SLK.2</b> – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SLK.3</b> – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SLK.4</b> – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SLK.5</b> – Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Language</p> <p><b>LK.4</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p>
Do You Want To Be My Friend? CCSS Alignment   ©BookPagez.com

Common Core State Standards Correlation
<p>Do You Want To Be My Friend? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Do You Want To Be My Friend?" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p><b>Making Inferences Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RLK.1</b> – With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RLK.2</b> – With prompting and support, retell familiar stories, including key details.</p> <p><b>RLK.4</b> – Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RLK.7</b> – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RLK.9</b> – With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RLK.10</b> – Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p><b>RFK.1</b> – Demonstrate understanding of the organization of basic features of print.</p> <p><b>RFK.4</b> – Read emergent-reader texts with purpose and understanding.</p> <p>Writing</p> <p><b>WK.2</b> – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>WK.3</b> – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely related events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>WK.8</b> – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SLK.1</b> – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SLK.4</b> – Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p> <p><b>SLK.5</b> – Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SLK.6</b> – Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Language</p> <p><b>LK.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>LK.5</b> – With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>LK.4</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
Do You Want To Be My Friend? CCSS Alignment   ©BookPagez.com

Common Core State Standards Correlation
<p>Do You Want To Be My Friend? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Do You Want To Be My Friend?" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p><b>Making Predictions Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RLK.1</b> – With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RLK.4</b> – Ask and answer questions about unknown words in a text.</p> <p><b>RLK.7</b> – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RLK.10</b> – Actively engage in group reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills</p> <p><b>RFK.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RFK.4</b> – Read emergent-reader texts with purpose and understanding.</p> <p>Writing</p> <p><b>WK.8</b> – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SLK.1b</b> – Continue a conversation through multiple exchanges.</p> <p><b>SLK.2</b> – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SLK.3</b> – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SLK.4</b> – Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SLK.5</b> – Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Language</p> <p><b>LK.4</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p>
Do You Want To Be My Friend? CCSS Alignment   ©BookPagez.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

# Student Facing Resources in Spanish for Do You Want to Be My Friend? Super Pack

## 3 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con Do You Want To Be My Friend? (¿Quieres ser mi amigo?)**

**Página 4:**  
El ratón es el personaje principal de este libro. ¿Qué quiere el ratón?  
\_\_\_\_\_  
\_\_\_\_\_

**Página 10:**  
¿Cuál es el problema del ratón?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

¿Cómo lo sabes?  
\_\_\_\_\_  
\_\_\_\_\_

**Página 14:**  
Nombra al menos 5 de los animales que el ratón ha pedido que sea su amigo.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPages.com

### Page by Page Guided Questions

### Answer Key

**Tu turno para practicar: Volver a contar y resumir con Do You Want To Be My Friend? (¿Quieres ser mi amigo?)**

¿Crees que estos animales son importantes? ¿Por qué o por qué no?  
Las respuestas varían. Podrían incluir: No, no creo que estos animales sean importantes porque no quieren ser amigos del ratón.

**Página 23:**  
¿El ratón ha resuelto su problema?  
Sí, el ratón ha resuelto su problema.

¿Cómo lo sabes?  
Sé que el ratón ha resuelto su problema porque encontró otro ratón para ser su amigo.

**Página 29:**  
¿Cómo termina esta historia?  
La historia termina con el ratón y su nuevo amigo sentados juntos en la casa del ratón.

Nombre: \_\_\_\_\_ ©BookPages.com

Sample answers written in Spanish

**Hacer inferencias con Do You Want To Be My Friend? (¿Quieres ser mi amigo?)**

**Página 14:**  
Haz una inferencia sobre el ratón.  
Las respuestas varían. Podría ser que el ratón es feliz porque siempre le pide a los animales que sean sus amigos.

¿Cómo lo sabes?  
Las respuestas varían. Podría ser que el ratón es feliz porque siempre le pide a los animales que sean sus amigos.

**Página 23:**  
¿El ratón encontró un amigo?  
Las respuestas varían. Podría ser que el ratón se siente feliz porque finalmente encontró un amigo.

**Páginas 27 y 28:**  
Haz una inferencia sobre la serpiente.  
Las respuestas varían. Podría ser que la serpiente está pensando en los ratones para ser su amigo.

**Tu turno para practicar: Hacer inferencias con Do You Want To Be My Friend? (¿Quieres ser mi amigo?)**

**Páginas 1 y 2:**  
Hay un mouse y otros dos animales en estas páginas. Haz una inferencia sobre los otros dos animales. ¿Qué crees que son los animales?  
\_\_\_\_\_  
\_\_\_\_\_

¿Por qué?  
\_\_\_\_\_  
\_\_\_\_\_

**Páginas 5 y 6:**  
Haz una inferencia sobre los animales en esta página. ¿Cómo se sienten cada uno de los animales?  
\_\_\_\_\_  
\_\_\_\_\_

¿Cómo lo sabes?  
\_\_\_\_\_  
\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPages.com

Making Inferences

**Hacer predicciones con Do You Want To Be My Friend? (¿Quieres ser mi amigo?)**

**Página 6:**  
Mira la cola del animal en esta página. ¿Qué animal crees que pertenece a esta cola?  
Las respuestas varían. Podría ser un león.

**Página 11:**  
Hasta ahora ninguno de los animales que el ratón seguirá pidiéndole que sea su amigo.  
Las respuestas varían. Podría ser que el ratón está buscando un amigo.

¿Por qué o por qué no?  
Las respuestas varían. Podría ser que el ratón está buscando un amigo.

**Página 18:**  
Esta imagen muestra al ratón parado en la cola de otro animal. ¿Qué animal crees que se moverá la cola y el ratón se sentará?  
Las respuestas varían. Podría ser que el ratón se moverá la cola y el ratón se sentará en la cola de otro animal.

¿Tu predicción tiene sentido para la historia?  
Las respuestas varían. Podría ser que el ratón se moverá la cola y el ratón se sentará en la cola de otro animal.

**Tu turno para practicar: Hacer predicciones con Do You Want To Be My Friend? (¿Quieres ser mi amigo?)**

**Página 6:**  
Mira la cola del animal en esta página. Haz una predicción sobre el animal que verá en la página siguiente. ¿A qué animal crees que pertenece esta cola?  
\_\_\_\_\_  
\_\_\_\_\_

**Página 11:**  
Hasta ahora ninguno de los animales ha querido ser amigo del ratón. ¿Crees que el ratón seguirá pidiéndole a los animales que sean sus amigos?  
\_\_\_\_\_  
\_\_\_\_\_

¿Por qué o por qué no?  
\_\_\_\_\_  
\_\_\_\_\_

**Página 18:**  
Esta imagen muestra al ratón parado en la cola de otro animal. ¿Qué predices que sucederá después?  
\_\_\_\_\_  
\_\_\_\_\_

¿Tu predicción tiene sentido para la historia?  
\_\_\_\_\_  
\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPages.com

Making Predictions

# 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

Do You Want To Be My Friend? (¿Quieres ser mi amigo?):  
Hacer predicciones

Mira las fotos en este libro. ¿Cómo hizo Eric Carle para que sea fácil predecir qué animal sería en la página siguiente?

Puedo hablar sobre los personajes, el escenario y lo que sucede en las historias. CCSS.RL.K.7

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Do You Want To Be My Friend? (¿Quieres ser mi amigo?):  
Hacer predicciones

Mira las fotos en este libro. ¿Cómo hizo Eric Carle para que sea fácil predecir qué animal sería en la página siguiente?

Puedo hablar sobre los personajes, el escenario y lo que sucede en las historias. CCSS.RL.K.7

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Do You Want To Be My Friend? (¿Quieres ser mi amigo?):  
Hacer predicciones

Mira las fotos en este libro. ¿Cómo hizo Eric Carle para que sea fácil predecir qué animal sería en la página siguiente?

Puedo hablar sobre los personajes, el escenario y lo que sucede en las historias. CCSS.RL.K.7

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

Do You Want To Be My Friend? (¿Quieres ser mi amigo?):  
Hacer predicciones

Mira las fotos en este libro. ¿Cómo hizo Eric Carle para que sea fácil predecir qué animal sería en la página siguiente?

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Mira las fotos en este libro. ¿Cómo hizo Eric Carle para que sea fácil predecir qué animal sería en la página siguiente?

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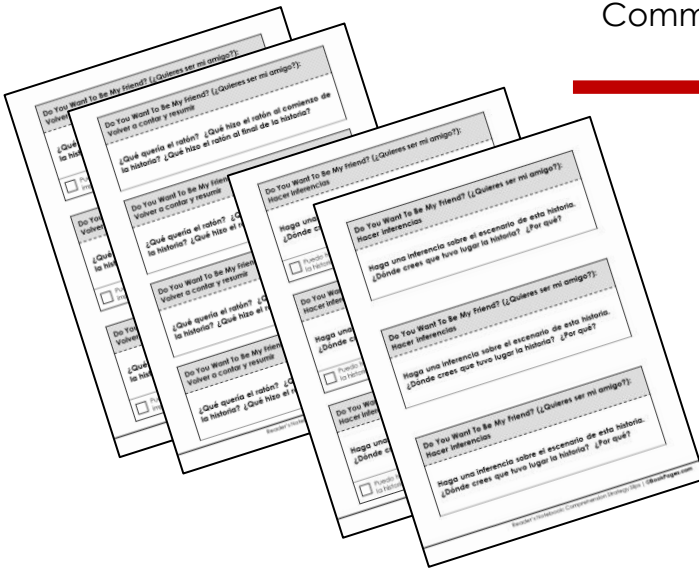
Do You Want To Be My Friend? (¿Quieres ser mi amigo?):  
Hacer predicciones

Mira las fotos en este libro. ¿Cómo hizo Eric Carle para que sea fácil predecir qué animal sería en la página siguiente?

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Common Core Free  
Option

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan



## 3 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**  
Título:  
¿De qué es este libro?  
¿Es ficción o no ficción?  
Haz un dibujo o escribe una oración para cada cuadro abajo:

Primero	Luego
Después	Entonces

Instrucciones:  
1. Contesta las preguntas.  
2. Cuenta cuidadosamente estas líneas de puntos.  
3. Pega o pega un foto en tu cuaderno de lector.

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Retelling and  
Summarizing

**Hacer inferencias**  
Título:  
Lo que dice el texto  
Lo que yo sé  
Lo que puedo inferir

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Haz un dibujo para probar tu inferencia:

Instrucciones:  
1. Contesta las preguntas.  
2. Cuenta cuidadosamente estas líneas de puntos.  
3. Pega o pega un foto en tu cuaderno de lector.

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Making  
Inferences

**Hacer Predicciones**  
Título:  
Yo predigo...  
Mi predicción fue...  
Yo sé porque...  
Aquí hay una foto sobre mi predicción:

Instrucciones:  
1. Contesta las preguntas.  
2. Cuenta cuidadosamente en las líneas de puntos.  
3. Pega o pega un foto en tu cuaderno de lector.

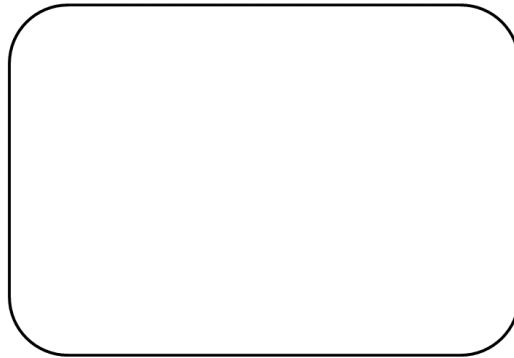
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Making  
Predictions

# Extension Activity

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

**Directions:** In *Do You Want To Be My Friend?* the little mouse searches for, and finally finds, a friend. Use the space below to draw a picture of what the two mouse friends might enjoy doing together. On the lines below, write a sentence or two about your picture.



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