

Here's What You'll Get in the Gleam and Glow Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Gleam and Glow
By: Eve Bunting
Grade Level: 3 / Guided Reading Level: F

Asking Questions

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 when you get confused

Summary

Gleam and Glow is the story of a family living in a war-torn country called Bosnia. The father leaves to fight in the underground army while Viktor, his mother, and sister, Marina, wait for the invasion to end. One night, a stranger who has been forced to leave his home asks for Viktor and Marina's help. He has 2 goldfish that he can no longer carry. He wants Viktor and Marina to take care of the fish. And so they do, until Viktor, Marina, and his mother are forced to leave their home too. Viktor releases the fish into their pond the night before they leave. Five years later, when Viktor and his family return to their burned home, they discover a treasure waiting in their pond.

Link to What You Know

- What do you know about freedom?
- What do you wonder about people living in other countries?
- Do you have any family members who have served in the military? What did they do?

Important Words to Know and Understand

Jabbered - to talk in a fast, unclear, or foolish way
Miracle - a very amazing or unusual event, thing, or achievement

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurbs on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understand what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

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Asking Questions

3 Ask Questions While Reading

- Notice the words an author uses to describe people, places, things, and events
- Look at the pictures. Do you notice any pictures in the book?

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 1 - What are you wondering about the underground Liberation Army? What do you want to know about where they are? How will the answer help you understand the story better?

Page 9 - The man has been walking with a bowl of fish for a while. What are you wondering about the fish? What are you wondering about the man?

Page 13 - What question is Viktor asking? What are you wondering at this point of the story?

Page 19 - What do you wonder about Papa and where he has been? What do you wonder about the Liberation Army that he is a part of? Why are your questions important?

Page 27 - What do you wonder now that they have reached their burned down home?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (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

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

- Look for clues that tell you what is happening or what they are thinking about in the story
- Make an inference about what is happening, feeling, or event

2 Learn About Comprehension Strategies

- Think about the text you read when you get confused

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read

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Page 27 - What do you wonder now that they have reached their burned down home?

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Making Connections

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 Connections While Reading

- Does this book remind you of other things you've read?
- Does this book remind you of other people you know?
- Does this book remind you of other events that have happened in the world?

2 Learn About Comprehension Strategies

- Think about the text you read when you get confused

4 Notice the Work You Did While Reading

- Think
- 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.

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Page 27 - What do you wonder now that they have reached their burned down home?

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Making Inferences

Making Connections

Determining Importance

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 Determine Importance While Reading

- Look for important events, people, places, things, and events
- Think about why these things are important to the story

2 Learn About Comprehension Strategies

- Think about the text you read when you get confused

4 Notice the Work You Did While Reading

- Think
- 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.

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Page 27 - What do you wonder now that they have reached their burned down home?

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Determining Importance

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

3 Retell and Summarize While Reading

- Think about the important events, people, places, things, and events
- Think about why these things are important to the story

2 Learn About Comprehension Strategies

- Think about the text you read when you get confused

4 Notice the Work You Did While Reading

- Think
- 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 1 - What are you wondering about the underground Liberation Army? What do you want to know about where they are? How will the answer help you understand the story better?

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Retelling & Summarizing

Answer Key for Retelling and Summarizing with Gleam and Glow

Your Turn to Practice Retelling and Summarizing with Gleam and Glow

Page 1: Who is telling the story? How do you know? What other characters have been introduced?

Page 9: What problem are Mama, Viktor, and Marina facing?

Page 13: Why might Viktor be nervous? How do you know?

Page 19: What do you wonder about Papa and where he has been? What do you wonder about the Liberation Army that he is a part of? Why are your questions important?

Page 27: What do you wonder now that they have reached their burned down home?

Answer Key for Making Connections with Gleam and Glow

Your Turn to Practice Making Connections with Gleam and Glow

Page 1: Does this book remind you of other things you've read? Does this book remind you of other people you know? Does this book remind you of other events that have happened in the world?

Page 9: They go to another country. What if a family who must leave their home? How do you think they will feel? Why or why not?

Answer Key for Making Inferences with Gleam and Glow

Your Turn to Practice Making Inferences with Gleam and Glow

Page 1: Look for clues that tell you what is happening or what they are thinking about in the story. Make an inference about what is happening, feeling, or event.

Page 9: The man has been walking with a bowl of fish for a while. What are you wondering about the fish? What are you wondering about the man?

Page 13: What question is Viktor asking? What are you wondering at this point of the story?

Page 19: What do you wonder about Papa and where he has been? What do you wonder about the Liberation Army that he is a part of? Why are your questions important?

Page 27: What do you wonder now that they have reached their burned down home?

Answer Key for Determining Importance with Gleam and Glow

Your Turn to Practice Determining Importance with Gleam and Glow

Page 1: What have you learned about the main characters so far? What is important to remember about Viktor and his family? Why?

Page 9: The settings has not been named specifically, but it has been described. What do you know about the setting?

Page 13: What is important about the camp they found at the border? Why is this an important part to read?

Answer Key for Asking Questions with Gleam and Glow

Your Turn to Practice Asking Questions with Gleam and Glow

Page 1: What are you wondering about the underground Liberation Army? What do you want to know about where they are? How will the answer help you understand the story better?

Page 9: The man has been walking with a bowl of fish for a while. What are you wondering about the fish? What are you wondering about the man?

Page 13: What question is Viktor asking? What are you wondering at this point of the story?

Page 19: What do you wonder about Papa and where he has been? What do you wonder about the Liberation Army that he is a part of? Why are your questions important?

Page 27: What do you wonder now that they have reached their burned down home?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Gleam and Glow: Determining Importance

Viktor made an important decision in the beginning of the story. What was his decision? Why was the decision important to the rest of the story?

I can read and understand third grade stories, plays, and poems independently. CCSS: RL.3.10

Gleam and Glow: Determining Importance

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

Gleam and Glow: Asking Questions

Why was it a miracle that Papa found his family? What do you wonder about Papa's time away from his family?

Gleam and Glow: Asking Questions

Why was it a miracle that Papa found his family? What do you wonder about Papa's time away from his family?

Gleam and Glow: Asking Questions

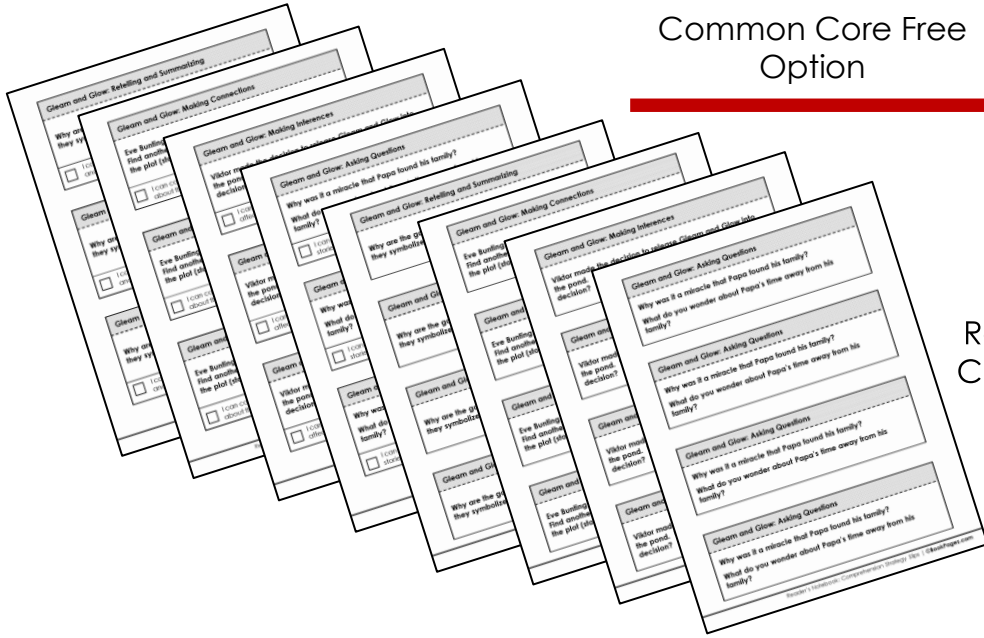
Why was it a miracle that Papa found his family? What do you wonder about Papa's time away from his family?

Gleam and Glow: Asking Questions

Why was it a miracle that Papa found his family? What do you wonder about Papa's time away from his family?

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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____
Is it fiction or nonfiction?
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 lines.
3. Glue, tape, or staple into your reader's notebook.

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

Retelling and Summarizing

Making Connections
Title: _____
Think about the book. What does the book remind you of?
What type of connection did you make?
 Text to Self Text to Text Text to World
Draw a picture of your connection in the box below.

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

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

Making Connections

Making Inferences
Title: _____
What the Text Says
What I Know
What I Can Infer

Look for clues in the text.	What do you know about the story?	What do you know about the story?

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

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

Making Inferences

Determining Importance
Title: _____
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 lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions
Title: _____
Question Sentence Starter
I wonder... Why didn't... How does...
I am confused about... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Vocabulary Connections Resources

Important Words to Know and Understand in Gleam and Glow Word List

Vocabulary Connections
Gleam and Glow
By: Eve Bunting
Grade Level: 3 / Guided Reading Level: F

Important Words to Know and Understand in "Gleam and Glow"

Clutched
To hold onto (someone or something) tightly with your hand

Horror
A very strong feeling of fear, dread, and shock

Jabbered
To talk in a fast, unclear, or foolish way

Liberation
The act or process of freeing someone or something from another's control

Miracle
A very amazing or unusual event, thing, or achievement

Nourishment
Food and other things that are needed for health, growth, etc.

Pitying
Showing or expressing sadness or sympathy for someone or something

Pneumonia
A serious disease that affects the lungs and makes it difficult to breathe

Shimmery
To shine with a light that seems to move slightly

Wondrous
Causing wonder or amazement; very beautiful or impressive

Vocabulary Word List | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
Gleam and Glow
By: Eve Bunting
Grade Level: 3 / Guided Reading Level: F

Word and Picture Sorting Cards

Pitying	Pneumonia	Shimmery
Wondrous		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Gleam and Glow
By: Eve Bunting
Grade Level: 3 / Guided Reading Level: F

Word and Definition Sorting Cards

Clutched	Horror	Jabbered
To hold onto (someone or something) tightly with your hand	A very strong feeling of fear, dread, and shock	To talk in a fast, unclear, or foolish way
Liberation	Miracle	Nourishment
The act or process of freeing someone or something from another's control	A very amazing or unusual event, thing, or achievement	Food and other things that are needed for health, growth, etc.

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
Gleam and Glow
By: Eve Bunting
Grade Level: 3 / Guided Reading Level: F

Interactive Vocabulary Notebook Cards

Clutched is a/an	Horror is a/an	Jabbered is a/an
noun/verb/adverb/adjective	noun/verb/adverb/adjective	noun/verb/adverb/adjective
Definition of Clutched:	Definition of Horror:	Definition of Jabbered:
Clutched looks like this:	Horror looks like this:	Jabbered looks like this:
Clutched reminds me of:	Horror reminds me of:	Jabbered 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 Gleam and Glow

Word Games
Gleam and Glow

Directions: 1. Read the vocabulary words in the pond. Circle the nouns and underline the verbs.

Horror, Nourishment, Liberation, Wondrous, Clutched, Jabbered, Pitying, Pneumonia, Miracle, Shimmery

2. Look for the 3-syllable vocabulary words. Color the fish closest to the 3-syllable words orange.

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections
Gleam and Glow
By: Eve Bunting
Grade Level: 3 / Guided Reading Level: F

Personalized Vocabulary Bookmark

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

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.

Word _____

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

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

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 the text.
- 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	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Gleam and Glow
By: Eve Bunting
Grade Level: 3 / Guided Reading Level: F

Instructional Focus:
Homophones

Background:
Homophones are two or more words that sound differently and have different meanings.

Examples:

be	bee	our
one	won	your
know	no	I
here	hear	
there	their	they're

Materials and Preparation:

- A Copy of *Gleam and Glow* by Eve Bunting
- Chart Paper
- Sticky notes
- Homophone Word and Definition Cards
- Which Homophone Is It? Practice Page
- Optional- Word Detective (1 per student)

Optional Activity to Extend Engagement

Step by Step Lesson Plan

Word Work
Gleam and Glow
By: Eve Bunting
Grade Level: 3 / Guided Reading Level: F

Step 1: Introduce the Focus of Word Work

Introduce Homophones

- Gather students.
- Introduce homophones by writing the words **be** and **bee** on the chart paper. Ask the students how these words are similar and how the two words are different.
- Explain that the words sound the same, but they have two different spellings and meanings.
 - Be** - means to exist
 - Bee** - means an insect that makes honey
- Explain that these types of words are called **homophones**. It is important to know these words because if you misspell the words when you are writing, then you may not use the right word with the right meaning.
- Share two more examples such as one/won and know/no.
- Ask students if they know any homophones. Add students' examples to the chart paper.

Sample Anchor Chart

Word 1	Meaning 1	Word 2	Meaning 2
be	to exist	bee	insect that makes honey
one	number 1	won	to have something
know	to have information	no	not
here	in a particular place	hear	to hear

Step 2: Connect Word Work to Reading

Homophones in the Text

- Explain that the book *Gleam and Glow* has many homophones in it.
- If possible, display the pages 1-3 using a projector. Read the pages aloud and ask the students to listen for homophones.
- Explain that the homophone pair won't be found, but that you'd like them to find the words that are part of a homophone pair.
- Ask the students to raise their hands when they hear a homophone and add it to the chart. Ask students to explain the spelling and meaning of the homophone pair.

Examples of Homophones Found in the Text:

- Be/bee
- One/won
- Know/no
- Here/there
- There/their
- Here/hear
- Out/hour
- You/you're
- Were
- Great
- Way/weight
- Two/two
- Right/write

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Word Work
Gleam and Glow
By: Eve Bunting
Grade Level: 3 / Guided Reading Level: F

Step 3: Guided Word Work Practice

Interactive Exploration

- Used the prepared **Homophone Word and Definition Cards**.
- Provide each student with a card (either a word card or a definition card, but not both).
- Play Match Up
 - Round 1:** Instruct students to circulate and match words with their definitions.
 - Once all pairs have found each other, have students sit in a circle with their partner to share with the rest of the group their word and definition.
 - Round 2:** Have students find their homophone matches.
 - Instruct students, in the homophone groups, to make up a sentence using each word.
 - Each group can write their sentence and homophones pair on a sticky note to share with the class.

Step 4: Independent Word Work Practice

Practice Page

- Provide each student with the **Which Homophone Is It? Practice Page**.
- Read the instructions to the class.
- All students to engage in independent practice.
- Monitor students as they complete practice page.

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 for students to look for the homophones in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Homophones Sorting Cards
Interactive Activity

Directions:
Each homophone and definition set should be matched to 4 children. Determine how many sets of 4 children are in your class. Then cut the cards apart and pass them out accordingly.

their	belonging to certain people, animals, or things	you're	Contraction of you are
there	in that place	great	very large in size
they're	Contraction of they are	grate	to cut (food) into very small pieces by rubbing it against a special tool (called a grater)
here	in this place	way	how someone or something does something

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Homophones
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **homophones** 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

Which Homophone Is It?
Word Work Practice Page

Directions:
Read each sentence and choose the correct homophone from the words in the parentheses. Then, write the word in the blank space.

- Viktor's father wanted to _____ (be/bee) in the Liberation Army to fight for his people.
- Viktor, his mother and sister were _____ (vary/very) scared and cried.
- His father had to leave _____ (there/their/they're) home to join the army.
- Viktor _____ (new/knew) they would have to leave soon after they heard all the stories from the visitors.
- They couldn't _____ (wait/weight) any longer because it was getting dangerous.
- They walked and walked for many days _____ (two/too/to) the border.
- The _____ (rode/road) had many travelers who were looking for safety.
- Finally, Viktor, his mother and sister could _____ (see/sea) the border and there was a camp on the other side.
- Eventually, Papa found them and they were _____ (sew/so) happy to see him.
- When they went home, Marina gave the fish in the pond some _____ (bred/bread) and found Gleam and Glow.

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

Assessments

Running Record					
Title: <i>Gleam and Glow</i>		Guided Reading Text Level: <i>F</i>		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					
Page		COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
1	When Papa left to join the underground, Marina cried. To be truthful, Mama and I cried, too. "I don't want Papa to be underground," Marina sobbed. "Shh, little one," Mama said. "It just means he's fighting secretly with many of our men. On top of the ground." I gave Marina a plying glance. She's only five and doesn't know much. I'm eight, and I know a lot.				

Tested By: _____ ©BookPagez.com

Running Record Assessment

Gleam and Glow CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Gleam and Glow</i> to answer each of the following questions.		
1. What major event happens at the very beginning of the story?		
<input type="radio"/> (A) The family has to leave their home. <input type="radio"/> (B) Papa leaves the family to join the secret Liberation Army. <input type="radio"/> (C) A man came to the house with two beautiful fish. <input type="radio"/> (D) Viktor turned 8 years old.		
2. One of the themes in the story is even though it can be hard, we can survive bad situations. What did the author use in this story to help us understand that idea?		
<input type="radio"/> (A) The people left their homes and made a new life. <input type="radio"/> (B) They lost their home and almost all their possessions. <input type="radio"/> (C) The father was brave to leave and he wanted to protect his family. <input type="radio"/> (D) The fish they thought would die, some survived.		
3. What does Viktor do that gives the family, especially Papa, hope?		
<input type="radio"/> (A) He puts Gleam and Glow into the pot. <input type="radio"/> (B) He feels proud of his father for fighting the enemy. <input type="radio"/> (C) He carries an extra bundle, so his mother can have something to eat. <input type="radio"/> (D) He refused to leave his home.		
4. Viktor said he felt like, "The light of the world did he mean by that?"		
<input type="radio"/> (A) The fish bowl had a light in it. <input type="radio"/> (B) The bowl was too small, and the fish were crowded. <input type="radio"/> (C) Fish were his favorite animals. <input type="radio"/> (D) The fish were a beautiful sight during the war.		
5. There is a war going on. What is the enemy doing that is forcing the family to leave their home? (RL.3.5)		
<input type="radio"/> (A) The soldiers are sending people to the border. <input type="radio"/> (B) The enemy is stealing homes to live in themselves. <input checked="" type="radio"/> (C) They are going through each village, hurting people, and burning homes. <input type="radio"/> (D) The enemy is putting everyone in jail.		
6. Who is telling this family's story of hope and survival? (RL.3.6)		
<input checked="" type="radio"/> (A) 8 year old Viktor <input type="radio"/> (B) Grown up Viktor <input type="radio"/> (C) Little sister Marina <input type="radio"/> (D) Mama and Papa		
7. When Papa finds the family at the camp, what mood does the illustration show? (RL.3.7)		
<input type="radio"/> (A) fear <input type="radio"/> (B) sadness <input type="radio"/> (C) worry <input checked="" type="radio"/> (D) love and happiness		
8. How is their life on the walk different from when they arrive across the border? (RL.3.9)		
<input type="radio"/> (A) The walk was a fun adventure. <input type="radio"/> (B) The border camp was scary and dirty. <input checked="" type="radio"/> (C) In the border camp, life was safer and cleaner. <input type="radio"/> (D) The walk was easy and short, but life in the camp was hard.		
9. Which of these is NOT a theme found in the story <i>Gleam and Glow</i> ? (RL.3.10)		
<input type="radio"/> (A) Horrors of war <input checked="" type="radio"/> (B) Friendship <input type="radio"/> (C) Perseverance through hard times <input type="radio"/> (D) Hope in unexpected places		
CCSS Assessment 3 rd Grade Reading Standards for Literature BookPagez.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
The fish, Gleam and Glow, represent hope for Viktor's family. Think about the things you hope for. Then write one thing that you **hope for yourself** on one of the fish and one thing you **hope for the world** on the other fish.

Write your name on the each of the fish tails and decorate your fish.

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
<p>Gleam and Glow Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Gleam and Glow" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading Literature RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers. RL.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.4 - Analyze how specific aspects of a text's illustrations contribute to what is conveyed by the words in a text (e.g., create mood, emphasize aspects of a character or setting). RL.5 - By the end of the year, read and comprehend literature, including stories and myths, of the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.1 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.1 - Explain their own ideas and understanding in the light of the discussion. SL.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.1 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Gleam and Glow CCSS Alignment ©BookPagez.com</p>	<p>Gleam and Glow Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Gleam and Glow" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading Literature RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as evidence for the answers. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Gleam and Glow Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Gleam and Glow" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.1.4b - Use sentence-level context as a clue to the meaning of a word or phrase. L.1.5 - Identify explicit connections between words and their use (e.g., identify people who are friendly or helpful). L.1.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p> <p>Gleam and Glow CCSS Alignment ©BookPagez.com</p>

Common Core State Standards Correlation
<p>Gleam and Glow Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Gleam and Glow" correlate with the following English Language Arts Common Core State Standards for third grade:</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading Foundational Skills RF.1 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Gleam and Glow CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Gleam and Glow Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir con Gleam y Glow

Página 1:
¿Quién está contando la historia? ¿Cómo lo sabes? ¿Qué otros personajes han sido introducidos?

Página 3:
¿A qué problema se enfrentan Mamá, Viktor y Marina en esta historia? ¿Cómo lo sabes?

Página 9:
¿A dónde van Viktor, su madre y su hermana? ¿Por qué?

Nombre: _____



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Page by Page
Guided
Questions

Answer Key


Volver a contar y resumir con Gleam y Glow

Página 1:
¿Quién está contando la historia? ¿Cómo lo sabes? ¿Qué otros personajes han sido introducidos?
Las respuestas varían. Podrían incluir: Viktor está contando la historia. Sé que está contando la historia porque en los párrafos primero, cuarto y séptimo, Viktor se refiere a sí mismo en primera persona. Entonces, su padre se refiere a él por su nombre y le habla en segunda persona. Los otros personajes que se presentan son el padre de Viktor, su madre y su hermana pequeña, Marina.

Página 3:
¿A qué problema se enfrentan Mamá, Viktor y Marina en esta historia? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: El problema en esta historia es que la familia de Viktor está siendo expulsada de su hogar. Los enemigos están quemando las casas de la gente. Sé que este es el problema porque se describe en el primer párrafo.

Página 9:
¿A dónde van Viktor, su madre y su hermana? ¿Por qué?
Las respuestas varían. Podrían incluir: Viktor, su madre y su hermana van a la frontera al país seguro más allá. Tienen miedo de que el enemigo venga y quemé su hogar.

Answer Key | ©BookPages.com



Sample answers
written in Spanish

Hacer conexiones con Gleam y Glow

Página 1:
Haz una conexión con las personas. ¿Qué tienes en común con ellas?
Las respuestas varían. Podrían incluir: Tengo en común que son personas que viven en un mundo peligroso.

Página 9:
La familia de Viktor se ve obligada a abandonar su hogar. Ellos ven otros libros que hablan sobre una familia que debe abandonar su hogar. ¿Qué conexión ves entre los dos textos?
Las respuestas varían. Podrían incluir: Ambos textos hablan sobre familias que deben abandonar sus hogares.

Página 17:
Viktor se encuentra con Behar y Admir. ¿Dónde crees que podrían estar?
Las respuestas varían. Podrían incluir: En un lugar seguro y tranquilo.

Nombre: _____

Making
Connections


Tu turno para practicar: Hacer inferencias con Gleam y Glow

Página 1:
¿Por qué Viktor, su madre y su hermana no pueden estar en su casa?
Las respuestas varían. Podrían incluir: Porque los enemigos los están persiguiendo.

Página 7:
El hombre le da el pescado a Marina, aunque sabe que solo puede vivir unos días más. ¿Por qué crees que es mejor dejar el pescado que él?
Las respuestas varían. Podrían incluir: Porque él quiere que Marina viva.

Página 11:
Haz una inferencia sobre Viktor. ¿Por qué puso el pez en el estandarte?
Las respuestas varían. Podrían incluir: Porque él quiere que Marina viva.

Nombre: _____



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Making
Inferences

Determinar la importancia con Gleam y Glow

Página 3:
¿Qué has aprendido sobre los personajes principales importante recordar acerca de Viktor y su familia?
Las respuestas varían. Podrían incluir: Viktor es un niño que quiere vivir en su hogar.

Página 11:
El escenario no se ha nombrado específicamente. ¿Sabes del escenario?
Las respuestas varían. Podrían incluir: No, pero sé que es un lugar peligroso.

Página 15:
¿Qué es lo más importante sobre el campamento que Viktor y su familia necesitan?
Las respuestas varían. Podrían incluir: Que sea seguro y tranquilo.

Nombre: _____

Determining
Importance


Hacer preguntas con Gleam y Glow

Página 1:
¿Qué te estás preguntando sobre el Ejército de Liberación clandestino? ¿Qué quieres saber sobre dónde están? ¿Cómo te ayudaría la respuesta a entender mejor la historia?
Las respuestas varían. Podrían incluir: ¿Por qué se esconden?

Página 9:
El hombre ha estado caminando con un tazón de pescado por un tiempo. ¿Qué te estás preguntando sobre el pescado? ¿Qué te estás preguntando sobre el hombre?
Las respuestas varían. Podrían incluir: ¿Por qué lo necesita?

Página 13:
¿Qué pregunta hace Viktor? ¿Qué te estás preguntando en este punto de la historia?
Las respuestas varían. Podrían incluir: ¿Por qué lo necesitan?

Nombre: _____



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Asking
Questions

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Gleam y Glow: Hacer conexiones

Eve Bunting ha escrito muchos libros con temas similares. Encuentra otro libro que haya escrito. Compara y contrasta la trama (argumento) y sus personajes con Gleam y Glow.

Puedo comparar y contrastar historias escritas por el mismo autor sobre personajes iguales o similares. CCSS: RL.3.9

Gleam y Glow: Hacer conexiones

Eve Bunting ha escrito muchos libros con temas similares. Encuentra otro libro que haya escrito. Compara y contrasta la trama (argumento) y sus personajes con Gleam y Glow.

Puedo comparar y contrastar historias escritas por el mismo autor sobre personajes iguales o similares. CCSS: RL.3.9

Gleam y Glow: Hacer conexiones

Eve Bunting ha escrito muchos libros con temas similares. Encuentra otro libro que haya escrito. Compara y contrasta la trama (argumento) y sus personajes con Gleam y Glow.

Puedo comparar y contrastar historias escritas por el mismo autor sobre personajes iguales o similares. CCSS: RL.3.9

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

Gleam y Glow: Hacer conexiones

Eve Bunting ha escrito muchos libros con temas similares. Encuentra otro libro que haya escrito. Compara y contrasta la trama (argumento) y sus personajes con Gleam y Glow.

Gleam y Glow: Hacer conexiones

Eve Bunting ha escrito muchos libros con temas similares. Encuentra otro libro que haya escrito. Compara y contrasta la trama (argumento) y sus personajes con Gleam y Glow.

Gleam y Glow: Hacer conexiones

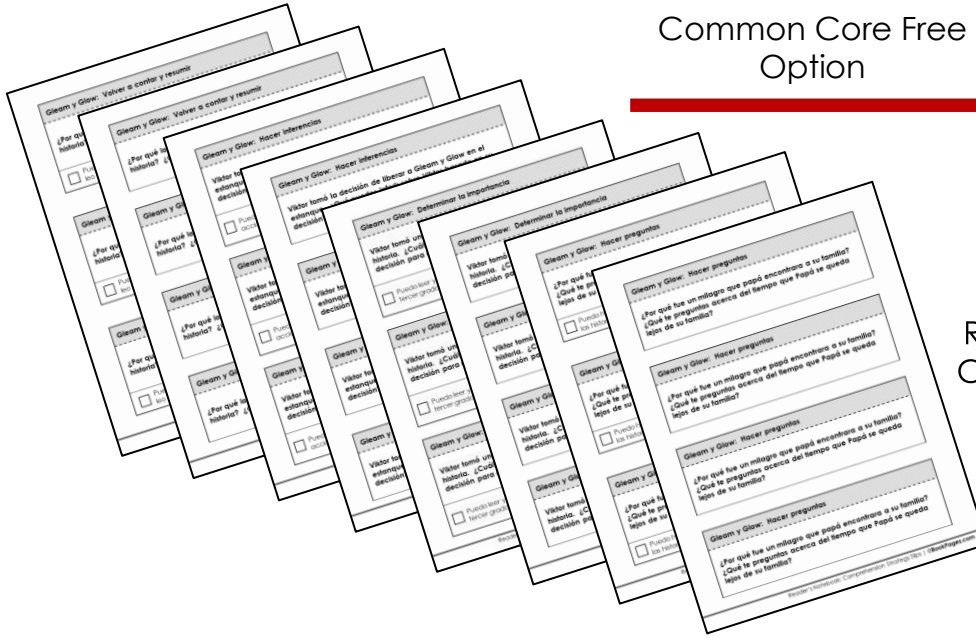
Eve Bunting ha escrito muchos libros con temas similares. Encuentra otro libro que haya escrito. Compara y contrasta la trama (argumento) y sus personajes con Gleam y Glow.

Gleam y Glow: Hacer conexiones

Eve Bunting ha escrito muchos libros con temas similares. Encuentra otro libro que haya escrito. Compara y contrasta la trama (argumento) y sus personajes con Gleam y Glow.

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

Volver a contar y resumir
Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

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

Primero	Después	Entonces
Después de esto	Entonces	Al final

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

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrosa en la cubierta del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer conexiones
Título: _____

Piensa 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 la conexión abajo.

Instrucciones:
1. Contesta la pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrosa en la cubierta del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer inferencias
Título: _____

Lo que dice el texto	Lo que sé	Lo que puedo inferir
1. Contesta todas las preguntas.	2. Contesta cuidadosamente en las líneas de puntos.	3. Pega o engrosa en la cubierta del lector.

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrosa en la cubierta del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Determinar la importancia
Título: _____

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

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para incluir los puntos más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrosa en la cubierta del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Hacer preguntas
Título: _____

Muéstrame para expresar una emoción

Quiero saber... ¿Por qué no...? ¿Cómo...?

Me confundió cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrosa en la cubierta del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

El pez, **Gleam y Glow**, representa la esperanza para la familia de Viktor. Piensa en las cosas que esperas. Luego escribe una cosa que **esperas para ti** en uno de los peces y una cosa que **esperas para el mundo** en el otro pez. Escribe tu nombre en cada una de las colas de los peces y decora tus peces.

