

Here's What You'll Get in the Growing Vegetable Soup Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
Growing Vegetable Soup
By: Lois Ehlert
Grade Level: K / Guided Reading Level: 3

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

Summary
This is the story of a family who decides to plant a garden. They want to grow all of the vegetables. So they plant zucchinis, potatoes, carrots, corn, green tomatoes, broccoli, peppers and cabbage. Then, after caring for the seeds, and watching the plants grow, the family harvests the vegetables to make vegetable soup!

Link to What You Know
• Tell about a time when you helped your mom or dad to do something.
• What do plants need to grow?

Important Words to Know and Understand
Tools – Something that is used to do a job or activity

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

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 nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
Growing Vegetable Soup
By: Lois Ehlert
Grade Level: K / Guided Reading Level: 8

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 6 – The characters are planting seeds. What are they planting the seeds for? How do you know?
Page 16 – The seeds have grown into plants. Name 2 things that the plants needed to grow.
Page 22 – Name 2 ways to get the vegetables out of the ground.
Page 28 – What did the characters do once they got the vegetables home?
Page 31 – What did you learn about while reading this book?

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 *Growing Vegetable Soup*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.
Reflect – Think about the characters, events, and the settings in *Growing Vegetable Soup*. How does paying attention to the details help you to be a better reader?
Write – Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *Growing Vegetable Soup*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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Get Ready To Read
✓ Learn about the book
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2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

3
Make Predictions While Reading
✓ Think about what you think will happen next
✓ Write down your predictions
✓ Check your predictions as you read

4
Notice the Work You Did While Reading
✓ Think
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✓ Get your brain ready to read
✓ Understand the meaning of important words in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

3
Visualize While Reading
✓ Think about what you see in your mind
✓ Write down what you see
✓ Check your visualizations as you read

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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Answer Key for Retelling and Summarizing with Growing Vegetable Soup

Your Turn to Practice Retelling and Summarizing with Growing Vegetable Soup

Page 6: The characters are planting seeds. What are they planting the seeds for? How do you know?
Page 16: The seeds have grown into plants. Name 2 things that the plants needed to grow.
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Answer Key for Making Connections with Growing Vegetable Soup

Your Turn to Practice Making Connections with Growing Vegetable Soup

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Answer Key for Understanding Text Structure with Growing Vegetable Soup

Your Turn to Practice Understanding Text Structure with Growing Vegetable Soup

Page 6: The author is using description to tell about the characters. What are they planting the seeds for? How do you know?
Page 16: The author has used labels to tell what the characters are planting. Point to the labels. Name the vegetables that are being planted.
Page 22: The author is explaining what causes seeds to grow into plants. What caused the seeds to grow?
Page 28: The author is using sequence to explain how the characters made vegetable soup. What did the characters do first?
Page 31: This page does not have an illustration. If you were going to add a picture, what would you add? Why?

Answer Key for Making Connections with Growing Vegetable Soup

Your Turn to Practice Making Connections with Growing Vegetable Soup

Page 6: The characters are planting seeds. What are they planting the seeds for? How do you know?
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Page 28: What did the characters do once they got the vegetables home?
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Answer Key for Visualizing with Growing Vegetable Soup

Your Turn to Practice Visualizing with Growing Vegetable Soup

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2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

3
Understanding Text Structure
✓ Think about how the author organizes the text
✓ Write down what you think the author is trying to say

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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✓ Get your brain ready to read
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2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

3
Making Connections
✓ Think about how the text relates to your own life
✓ Write down what you think you can learn

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✓ Think
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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Growing Vegetable Soup: Making Connections

Lois Elhert wrote and illustrated this book. What does that mean?
What do you think she looked at while she illustrated the book?

I can tell who the author and illustrator of nonfiction books are and I can tell what they do. CCSS: RI.K.6

Growing Vegetable Soup: Making Connections

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

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Growing Vegetable Soup: Making Connections

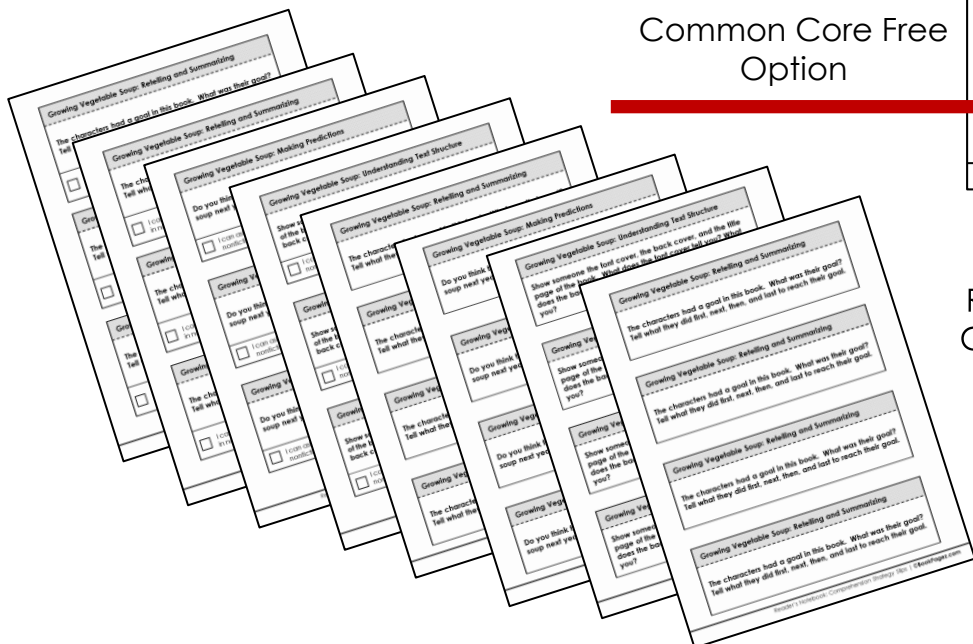
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Growing Vegetable Soup: Making Connections

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

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

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

First	Next	Then
After that	Then	Last

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

Directions: 1. Answer each of the questions. 2. Carefully cut on the dotted 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 Predictions

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
<p><small>Write your predictions below.</small></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><small>Write your predictions below.</small></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><small>Mark with a check if your prediction was right.</small></p> <p><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p> <p><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p> <p><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p>

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 Predictions

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

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

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

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

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

Visualizing

Understanding Text Structure

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
_____	Page: _____	_____
_____	Page: _____	_____
_____	Page: _____	_____

Text Structures You Might See While Reading: Description, Sequence, Compare and Contrast, Cause and Effect

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

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Growing Vegetable Soup
 By: Lois Ehlert
 Grade Level: K / Guided Reading Level: B

Instructional Focus:
 High Frequency Words

Background:
 High Frequency Words are words that appear most often in printed material.

Examples of High Frequency Words

Level
am
at
can
go
is
me
my
see
the
to
up
we

Word Work
Growing Vegetable Soup
 By: Lois Ehlert
 Grade Level: K / Guided Reading Level: B

Step 1: Introduce the Focus of Word Work

Introduce High Frequency Words

- Gather students
- Explain that you will be looking at words that readers see again and again while reading
- Write the word **and** on the board or a piece of chart paper
 - name each letter
 - say the word
 - Invite a student to use the word in a sentence
- Repeat these steps for the words **the**, **to**, and **we**
- Tell the students that you'd like to practice reading these words. Explain that you will hold up a card with one of the High Frequency words on it and that you would like them to read the word on the card
- Begin to hold up and read the High Frequency word cards

Sample Anchor Chart

and
the
to
we

Step 2: Connect Word Work to Reading

High Frequency Words in the Text

- Provide each student with a high frequency word card (mix the cards evenly).
- Ask students to hold up their cards when you say their word.
 - Call each word to ensure that each student know what their card says.
- Tell the students that the book they will be reading today has a lot of High Frequency Words.
- Show them **page 2** of **Growing Vegetable Soup**. Read the page, then invite the students to identify the high frequency words.
- Next, explain that you are going to read the book once from beginning to end.
- Tell the students that you'd like them to listen carefully and quietly hold their high frequency word card in the air when they hear their word.
- Read **Growing Vegetable Soup**.

Extend Engagement

- Select a high frequency word (one for each student).
- Write the word on two different colored index cards.
- Place one of the colored cards somewhere in the room.
- Distribute the matching cards to the students.
- Challenge the students to find their matching card.
- After all of the students have found their cards, go around the room and ask each student to use their word in a sentence.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

Word Work
Growing Vegetable Soup
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 Grade Level: K / Guided Reading Level: B

Step 3: Guided Word Work Practice

Interactive Exploration

- Give each student an index card. Ask the students to write one of the high frequency words on their card (and, the, to, we). Or provide them with a word card
- Draw a tic-tac-toe game board that is big enough for all students to see
- Model how to play by tic-tac-toe by inviting a student to help you
 - Begin by writing your high frequency word in a spot of your choosing. Invite your student helper to write their word in a spot
 - Play until someone gets three in a row
- Divide students into groups of 2. Give each group a tic-tac-toe game board
- Allow students to play
- NOTE: If students have the same word, provide one of the students with a different colored pencil or pen to write with

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **I Can Make Words!**
- Model how to complete the practice page
- Tell the students to complete the practice page
- Monitor students while they work

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout **and**, **the**, **to**, and **we** in their own reading.
- Provide students with the **Word Detective worksheet** to track the high frequency words.
- Alternatively, Word Detective worksheet during read alouds to track high frequency words as a class

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Tic-Tac-Toe
 High Frequency Words

High Frequency Word Cards
 Class Set

Directions:
 Use these cards during Steps 1 and 2 of the lesson plan. Distribute one card per student so that there is an even mix of the words **and**, **the**, **to**, and **we**.

and	and
and	and
and	and
and	and

Connect Word Work to Reading | @BookPagez.com

Independent Practice Page

I Can Make Words!
 Word Work Practice Page

Read It	Trace It	Build It
and	and	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
the	the	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
to	to	<input type="checkbox"/> <input type="checkbox"/>
we	we	<input type="checkbox"/> <input type="checkbox"/>

Name: _____

n	h	t	w	a
e	o	d	t	e

Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: High Frequency Words
 Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for the words **and**, **the**, **to**, and **we** while you read. Write the word that you find along with the title of the book where you found the word.

Word	Book Title

Name: _____ Word Work Extension Activity | @BookPagez.com

Each Kindness CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Each Kindness</i> to answer each of the following questions.	
1. What was the reason all the students were mean to Maya?	
<input type="radio"/> A She was a new student, and she looked like she didn't have new things.	
<input type="radio"/> B She had been mean to them first.	
<input type="radio"/> C Maya never asked them to play.	
<input type="radio"/> D The teacher said it was okay to not be friends.	
2. What lesson did the students learn using the stones and the water?	
<input type="radio"/> A When you drop them in water, stones make waves.	
<input type="radio"/> B It is not nice to throw stones in the water.	
<input type="radio"/> C Acts of kindness spread to others like ripples in the water.	
<input type="radio"/> D A fun thing to do out by the water is to throw stones in the water.	
3. What effect did the lesson about kindness have on Chloe?	
<input type="radio"/> A She realized that Kendra was the only one being mean and told her to stop.	
<input type="radio"/> B She realizes how she was mean to Maya, and she wanted to make it up to her.	
<input type="radio"/> C It made her glad that Maya was gone.	
<input type="radio"/> D It didn't change her at all. She still didn't like Maya.	
4. When the author wrote that Maya "just jumped..." after the girls made fun of her dress, that was an example of _____.	
<input type="radio"/> A rhyming	
<input type="radio"/> B repetition	
<input type="radio"/> C rhythm	
<input type="radio"/> D alliteration	
CCSS Assessment 2 nd Grade Reading Standards for Literature BookPagez.com	

One question for each Reading Informational OR Reading Literature standard (1-9)



5. What is Chloe's big problem? (RL.2.5)
<input type="radio"/> A She got in trouble for being mean to Maya.
<input checked="" type="radio"/> B Maya is not coming back, so she will never get to be nice to her.
<input type="radio"/> C She couldn't think of anything nice to do.
<input type="radio"/> D Maya sat next to her.
6. What kind of voice would a fluent reader use to read <i>Each Kindness</i> out loud? (RL.2.6)
<input type="radio"/> A happy and excited
<input type="radio"/> B angry and rough
<input type="radio"/> C frustrated
<input checked="" type="radio"/> D a little sad and slow
7. What can we learn about Chloe by looking at the illustrations? (RL.2.7)
<input checked="" type="radio"/> A She truly feels sorry and sad for what she did to Maya.
<input type="radio"/> B Chloe is happy and kind to everyone.
<input type="radio"/> C Chloe stands up for other kids when they are being bullied.
<input type="radio"/> D She is being bullied by the other kids at school.
8. How is Chloe different at the beginning of the story compared to the end? (RL.2.9)
<input type="radio"/> A She doesn't really change.
<input type="radio"/> B At first she is just quiet, but by the end she makes fun of Maya too.
<input checked="" type="radio"/> C At first she is unkind, but by the end she understands the importance of kindness.
<input type="radio"/> D She is best friends with Maya, and at the end is very sad that she moved.
9. Based on what she learned, what will Chloe do the next time a kid wants to be friends with her? (RL.2.10)
<input type="radio"/> A She will just ignore them instead of whispering about them.
<input checked="" type="radio"/> B She will show them kindness and try to get to know them.
<input type="radio"/> C She will do whatever Kendra and Sophie do.
<input type="radio"/> D She will throw some stones into the water at the pond.
CCSS Assessment 2 nd Grade Reading Standards for Literature BookPagez.com

Answer Key



Bonus Activity

Name: _____ Date: _____

Directions:
In the book **Growing Vegetable Soup**, a family plants a garden so they can make soup. Look at the pictures below. Cut them out and put the pictures in the correct order.

First	Next
Then	Last

Name: _____

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>Common Core State Standards Correlation</p> <p>Growing Vegetable Soup Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Growing Vegetable Soup" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2 - With prompting and support, identify the main topic and retell key details of a text. RI.3 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.10 - Actively engage in group-reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills RF.4 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4 - Read emergent reader texts with purpose and understanding.</p> <p>Writing W.8 - With guidance and support from adults, recall information from experiences or information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1b - Continue a conversation through multiple exchanges. SL.2 - 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. SL.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Language L.4A - Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p style="text-align: right; font-size: 8px;">Growing Vegetable Soup: CCSS Alignment ©BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>Growing Vegetable Soup Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Growing Vegetable Soup" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Informational Text RI.1 - With prompting and support, ask and answer questions about key details in a text. RI.3 - Identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.4 - Compare the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.10 - Actively engage in group-reading activities with purpose and understanding.</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read emergent reader texts with purpose and understanding.</p> <p>Writing W.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1b - Continue a conversation through multiple exchanges. SL.2 - 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. SL.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Common Core State Standards Correlation</p> <p>Growing Vegetable Soup Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Growing Vegetable Soup" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.4a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.4A - Use words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p style="text-align: right; font-size: 8px;">Growing Vegetable Soup: CCSS Alignment ©BookPagez.com</p>

Common Core State Standards Correlation
<p>Common Core State Standards Correlation</p> <p>Growing Vegetable Soup Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Growing Vegetable Soup" correlate with the following English Language Arts Common Core State Standards for kindergarten.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4 - Read emergent reader texts with purpose and understanding.</p> <p style="text-align: right; font-size: 8px;">Growing Vegetable Soup: CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Growing Vegetable Soup Super Pack

5 Comprehension Strategy Practice Pages

Understanding Text Structure Practice Page


Tu turno para practicar: Entender la estructura del texto con Growing Vegetable Soup

Página 4:
Aquí la autora usa descripciones para describir los personajes. ¿Para qué están listos?

Página 10:
La autora ha usado etiquetas para decir lo que están plantando los personajes. Señala las etiquetas. Nombra los vegetales que están plantando.

Página 12:
Aquí la autora está explicando lo que causa que las semillas crezcan en plantas. ¿Qué causas que las semillas crezcan?

Nombre: _____



Page by Page Guided Questions

Answer Key


Tu turno para practicar: Entender la estructura del texto con Growing Vegetable Soup

Página 4:
Aquí la autora usa descripciones para describir los personajes. ¿Para qué están listos?
Las respuestas varían. Pueden incluir: Los personajes están listos para trabajar.

Página 10:
La autora ha usado etiquetas para decir lo que están plantando los personajes. Señala las etiquetas. Nombra los vegetales que están plantando.
Las respuestas varían. Pueden incluir: Se plantan tomates, brócoli, pepinos y col.

Página 12:
Aquí la autora está explicando lo que causa que las semillas crezcan en plantas. ¿Qué causas que las semillas crezcan?
Las respuestas varían. Pueden incluir: El agua y el sol causan que las semillas crezcan en plantas.

Clave de respuestas | @BookPages.com



Sample answers written in Spanish

Tu turno para practicar: Volver a contar y resumir con Growing Vegetable Soup

Página 6:
Los personajes ¿Cómo lo? Las resp. una sopa crecer s

Página 14:
Las semillas para crecer Las resp. agua par

Página 22:
Nombra 2 r Las resp. remove

Nombre: _____

Retelling and Summarizing

Tu turno para practicar: Hacer conexiones con Growing Vegetable Soup


Página 4:
Aquí hoy un una azada? ¿Puedes un rast

Página 11:
Aquí los pe conexión d algo? Las resp. sentir

Página 20:
Aquí los pe mundo. ¿G Las resp. crece d

Página 20:
Aquí los personajes están recolectando vegetales. Haz una conexión **texto al mundo**. ¿Quién crece vegetales para que las personas tengan que comer?

Nombre: _____



Making Connections

Tu turno para practicar: Hacer predicciones con Growing Vegetable Soup

Página 2:
¿Qué piens verduras? ¿Las resp. puedes d vegetale

Página 10:
Están regar ¿Por qué lo? Las resp. porque d

Página 20:
Están recolectando los vegetales. ¿Qué piensas que vegetales? Las resp. verdura vegetale

Nombre: _____

Making Predictions

Tu turno para practicar: Visualizar con Growing Vegetable Soup


Página 4:
Los personajes están listos para trabajar en el jardín. ¿Qué piensas que van a llevar para trabajar en el jardín?

Página 10:
Los persona ¿Cómo se r Las resp. estar m gotas de

Página 14:
Las semillas ¿Cómo es s Las resp. diferen

Página 14:
Las semillas ahora son plantas. ¿Cómo piensas que se parece el jardín ahora? ¿Cómo es diferente del jardín al principio del libro?

Nombre: _____



Visualizing

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

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 o escribe una acción 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. Copia cuidadosamente en las líneas de puntos.
3. Pega o engropa la hoja en tu cuaderno del lector.

Retelling and Summarizing

Volver a contar y resumir
Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

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

Primero	Después	Entonces
Después de esto	Entonces	Al final

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Making Connections

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

¿Para persuadir? Para informar? Para entretener?

Yo sé porque...

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

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

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

Making Predictions

Volver a contar y resumir
Título: _____

¿De qué se trata el libro?

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3. Pega o engropa la hoja en tu cuaderno del lector.

Visualizing

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

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

Escribe algunas de las 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.

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

Understanding Text Structure

Extension Activity

Nombre: _____ Fecha: _____

Instrucciones:
En el libro **Growing Vegetable Soup**, una familia planta un jardín para que pueda hacer sopa. Mira los dibujos abajo. Córtalos y pégalos en el orden correcto.

Primero	Después
Entonces	Al final

