

Here's What You'll Get in the Have You Seen My Duckling? Super Pack

3 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Have You Seen My Duckling?
By Nancy Tafuri
Grade Level: K / Guided Reading Level: A

Retelling and Summarizing

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

Have You Seen My Duckling? is the story of a mama duck who, early one morning, discovers that one of her ducklings has gone missing. She frantically begins to search the pond for her missing duckling. Mama duck takes her other ducklings around the pond to ask their neighbors if they have seen her duckling. No one has seen her duckling, not bird, not beaver, not fish, and not turtle. This book does not have many words but if you have a keen eye, you will discover that the duckling isn't really lost, he is having an adventure close by.

Link to What You Know

- What do you know about ducks? Are ducks usually alone or in a group?
- Where do ducks live? Why do they live there?

Important Words to Know and Understand

Beaver - A small animal that has thick, brown fur and a wide, flat tail, that cuts down trees with its teeth, and builds dams and underwater houses with mud and branches

2
Learn About Comprehension Strategies

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real life, places, things, or events), your job is to think like a writer. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non-fiction, the most important thing to do is use your own words.

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Guided Reading Level

Retelling and Summarizing Lesson Plan

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Retelling and Summarizing

3
Retell and Summarize While Reading

Think about the important events that happened first, next, then, and last. Notice the context of the settings. Look for places where characters caused events to happen.

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 picture. What is happening in the story? How many ducklings are there? Are they all together?

Page 8 - What are the ducks doing? How many ducklings are there?

Page 15 - What animals do you see in the picture? Who is the mama duck talking to? How many ducklings are there?

Page 19 - Look at the mama duck. What is she doing? How do you know?

Page 22 - Who helped the mama duck find her duckling?

4
Notice the Work You Did While Reading

Time to Reflect

Think - What type of information did you use when you retold and summarized **Have You Seen My Duckling?** 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.

Write - Think about the characters, events, and the settings in **Have You Seen My Duckling**. How does paying attention to the story's details help you to be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Have You Seen My Duckling**. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Connections

1 Get Ready To Read

3 Retell and Summarize While Reading

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

Understanding Text Structure

1 Get Ready To Read

3 Retell and Summarize While Reading

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

Making Connections

Understanding Text Structure

Making Connections

Understanding Text Structure

Answer Key for Retelling and Summarizing with Have You Seen My Duckling?

Page 4: Look at the picture. What is happening in the story? How many ducklings are there? Are they all together?

Page 8: What are the ducks doing? How many ducklings are there?

Page 15: What animals do you see in the picture? Who is the mama duck talking to? How many ducklings are there?

Page 19: Look at the mama duck. What is she doing? How do you know?

Page 22: Who helped the mama duck find her duckling?

Answer Key for Making Connections with Have You Seen My Duckling?

Page 4: Look at the way the mama duck is behaving with her duckling. How is it similar to the way you behave with your friends?

Page 8: Look at the way the mama duck is behaving with her duckling. How is it similar to the way you behave with your friends? How is it different?

Page 15: Look at the way the mama duck is behaving with her duckling. How is it similar to the way you behave with your friends? How is it different?

Page 19: Look at the way the mama duck is behaving with her duckling. How is it similar to the way you behave with your friends? How is it different?

Page 22: Look at the way the mama duck is behaving with her duckling. How is it similar to the way you behave with your friends? How is it different?

Answer Key for Understanding Text Structure with Have You Seen My Duckling?

Page 4: How is the author using pictures to tell about the problem in the story. What is the problem? How does the picture help you understand the problem?

Page 8: How is the author using pictures to tell about the problem in the story. What is the problem? How does the picture help you understand the problem?

Page 15: How is the author using pictures to tell about the problem in the story. What is the problem? How does the picture help you understand the problem?

Page 19: How is the author using pictures to tell about the problem in the story. What is the problem? How does the picture help you understand the problem?

Page 22: How is the author using pictures to tell about the problem in the story. What is the problem? How does the picture help you understand the problem?

Page 4: How is the author using words to tell about the problem. What words does the author use to describe the problem?

Page 8: How is the author using words to tell about the problem. What words does the author use to describe the problem?

Page 15: How is the author using words to tell about the problem. What words does the author use to describe the problem?

Page 19: How is the author using words to tell about the problem. What words does the author use to describe the problem?

Page 22: How is the author using words to tell about the problem. What words does the author use to describe the problem?

Page 4: How is the author using compare and contrast. How is the missing duckling different from the others? How is it the same? How does the illustration show the difference?

Page 8: How is the author using compare and contrast. How is the missing duckling different from the others? How is it the same? How does the illustration show the difference?

Page 15: How is the author using compare and contrast. How is the missing duckling different from the others? How is it the same? How does the illustration show the difference?

Page 19: How is the author using compare and contrast. How is the missing duckling different from the others? How is it the same? How does the illustration show the difference?

Page 22: How is the author using compare and contrast. How is the missing duckling different from the others? How is it the same? How does the illustration show the difference?

Page 4: How is the author using a problem and solution text structure. What was the problem? What was the solution to the problem?

Page 8: How is the author using a problem and solution text structure. What was the problem? What was the solution to the problem?

Page 15: How is the author using a problem and solution text structure. What was the problem? What was the solution to the problem?

Page 19: How is the author using a problem and solution text structure. What was the problem? What was the solution to the problem?

Page 22: How is the author using a problem and solution text structure. What was the problem? What was the solution to the problem?

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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

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?

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 line.
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 line.
3. Glue, tape, or staple into your reader's notebook.

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

Making Connections

Understanding Text Structure

Title: _____

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

Text Structures You Might Use While Reading:
Description Sequence Cause and Effect
Compare and Contrast Sequence and Order

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

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

Understanding Text Structure

Vocabulary Connections Resources

Vocabulary Connections Have You Seen My Duckling?
By: Nancy Tafuri
Grade Level: K / Guided Reading Level: A

Important Words to Know and Understand in "Have You Seen My Duckling?"

Beaver
A small animal that has thick, brown fur and a wide, flat tail, that cuts down trees with its teeth, and builds dams and underwater houses with mud and branches




Duckling
A young duck

Turtle
A reptile that lives mostly in water and that has a hard shell which covers its body

vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Have You Seen My Duckling? Word List

Vocabulary Connections Have You Seen My Duckling?
By: Nancy Tafuri
Grade Level: K / Guided Reading Level: A

Beaver	Duckling	Turtle
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Have You Seen My Duckling?
By: Nancy Tafuri
Grade Level: K / Guided Reading Level: A

Beaver	Duckling	Turtle
A small animal that has thick, brown fur and a wide, flat tail, that cuts down trees with its teeth, and builds dams and underwater houses with mud and branches	A young duck	A reptile that lives mostly in water and that has a hard shell which covers its body

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Have You Seen My Duckling?
By: Nancy Tafuri
Grade Level: K / Guided Reading Level: A

Beaver is a/an noun verb adverb adjective Definition of Beaver:	Duckling is a/an noun verb adverb adjective Definition of Duckling:	Turtle is a/an noun verb adverb adjective Definition of Turtle:
Beaver looks like this:	Duckling looks like this:	Turtle looks like this:
Beaver reminds me of:	Duckling reminds me of:	Turtle 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 Have You Seen My Duckling?

Use the words in the word bank to fill in the blanks in the sentences below.

1. A _____ has thick brown fur.
2. The _____ has a hard shell.
3. _____ is a baby duck.

Word Bank
BEAVER
DUCKLING
TURTLE

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

BEAVER							
DUCKLING							
TURTLE							
	1	2	3	4	5	6	7

Number of Consonants

Name: _____ ©BookPages.com

Word Games and Answer Key

Vocabulary Connections Have You Seen My Duckling?
By: Nancy Tafuri
Grade Level: K / Guided Reading Level: A

Have You Seen My Duckling?
By Nancy Tafuri

A new word that I learned in this book is: _____
It means: _____
I like it because: _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections

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

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Have You Seen My Duckling?
 By: Nancy Tafuri
 Grade Level: K / Guided Reading Level: A

Instructional Focus:
 Beginning Letter Sounds

Background:
Beginning Letter Sounds
 Working with beginning letter sounds with words. Encourage your students to match the beginning letter sounds.

Word Work
Have You Seen My Duckling?
 By: Nancy Tafuri
 Grade Level: K / Guided Reading Level: A

Step 1: Introduce the Focus of Word Work

Introduce Phonemic Awareness

- Provide each student with a copy of the alphabet chart.
- Explain that all words have a beginning letter sound.
- Review the alphabet chart with the whole group.
- Challenge students to identify the beginning letter sound for different pictures on the chart. For example you might say, "Net. What letter does the word Net begin with?"

Step 2: Connect Word Work to Reading

Phonemic Awareness in the Text

- Tell the students that the book they will be reading today has a lot of animal pictures.
- Show them the cover of *Have You Seen My Duckling*. Ask the students to identify the animals on the cover (ducklings, duck, butterfly).
- Ask the students to identify the beginning letter for each animal (**D** for duckling and duck, **B** for butterfly).
- Display a set of the sorting cards for the class to see. Invite one student to match the word to the picture for duckling and butterfly.
- Read *Have You Seen My Duckling*.

Examples of animals that can be matched to beginning letter sounds in the text:

- butterfly
- ducklings
- bird
- beaver
- crayfish
- turtle
- frog
- fish
- salamander

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
Have You Seen My Duckling?
 By: Nancy Tafuri
 Grade Level: K / Guided Reading Level: A

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words and pictures on their cards represent the animals in the book.
- Read each word. Invite students to underline the beginning letter sound.
- Sort cards as a group, in pairs, or independently.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *I Can Spell Word Work Practice Page*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity




- Play Match Up.
- Divide students into pairs to play Match Up.
- Model how to play Match Up. Students can match pictures to words, words to words, or pictures to pictures.
- Divide students into pairs and allow them to play Match Up.
- Monitor students and assess students' understanding while playing.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Phonemic Awareness Sorting Cards
 Interactive Activity

Directions:
 Cut out the sorting cards below. Use the cards to play Match Up or use them to sort by beginning letter sound.

fish	
salamander	
crawfish	

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page

Match Up
 Student Directions

Materials:
 Sorting Cards

Players:
 2 or more

Directions:

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

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






Independent Word Work Practice | ©BookPagez.com

Extension Activity

I Can Spell
 Word Work Practice Page

Directions:
 Write each word in the Word Bank next to the correct picture.

Word Bank
 beaver turtle fish salamander duckling




1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

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

Bonus Activity

Name: _____ Date: _____

Directions:
In the book *Have You Seen My Duckling?* the mother duck is looking for her baby. Look at the words in each pond. Draw an X on the word that doesn't belong. Then write a word on the line to match the word pattern in each pond.

<p>dog got</p> <p>frog hot</p> <p>pond fish</p> <p>_____</p>		<p>hit hat</p> <p>bat rat</p> <p>sat cat</p> <p>_____</p>
<p>pack pick</p> <p>dish tack</p> <p>sick duck</p> <p>_____</p>		<p>bone tone</p> <p>boat beak</p> <p>float pole</p> <p>_____</p>
<p>goose loose</p> <p>join pool</p> <p>boot food</p> <p>_____</p>		<p>box pond</p> <p>pot pants</p> <p>pickle pop</p> <p>_____</p>

Extension Activity | ©BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

Have You Seen My Duckling? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Have You Seen My Duckling?" correlate with the following English Language Arts Common Core State Standards for kindergarten.

Reading and Summarizing Lesson Plan and Resources

Reading: Literature

RL.K.1 - With prompting and support, identify familiar stories, including key details.

RL.K.2 - With prompting and support, identify characters, settings, and major events in a story.

RL.K.3 - 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).

RL.K.4 - Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

RF.K.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.2 - Read emergent reader texts with purpose and understanding.

Writing

W.K.1 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.K.1b - Continue a conversation through multiple exchanges.

SL.K.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.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language

L.K.1 - Use words and phrases acquired through conversations, reading and being read to, and responding to text.

Have You Seen My Duckling? CCSS Alignment | ©BookPages.com

Common Core State Standards Correlation

Have You Seen My Duckling? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Have You Seen My Duckling?" correlate with the following English Language Arts Common Core State Standards for kindergarten.

Making Connections Lesson Plan and Resources

Reading: Literature

RL.K.1 - With prompting and support, ask and answer questions about key details in a text.

RL.K.2 - Recognize common types of texts (e.g., stories, poems).

RL.K.3 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.4 - Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

RF.K.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.2 - Read emergent reader texts with purpose and understanding.

Writing

W.K.1 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.K.1b - Continue a conversation through multiple exchanges.

SL.K.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.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language

L.K.1 - Use words and phrases acquired through conversations, reading and being read to, and responding to text.

Have You Seen My Duckling? CCSS Alignment | ©BookPages.com

Common Core State Standards Correlation

Have You Seen My Duckling? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Have You Seen My Duckling?" correlate with the following English Language Arts Common Core State Standards for kindergarten.

Understanding Text Structure Lesson Plan and Resources

Reading: Literature

RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 - Recognize common types of texts (e.g., stories, poems).

RL.K.5 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.6 - 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).

RL.K.7 - Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

RF.K.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.2 - Read emergent reader texts with purpose and understanding.

Writing

W.K.1 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.K.1b - Continue a conversation through multiple exchanges.

SL.K.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.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language

L.K.1 - Use words and phrases acquired through conversations, reading and being read to, and responding to text.

Have You Seen My Duckling? CCSS Alignment | ©BookPages.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Have You Seen My Duckling? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Have You Seen My Duckling?" correlate with the following English Language Arts Common Core State Standards for kindergarten.

Vocabulary Lesson Plan and Resources

L.K.1a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.1 - Use words and phrases acquired through conversations, reading and being read to, and responding to text.

Have You Seen My Duckling? CCSS Alignment | ©BookPages.com

Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation

Have You Seen My Duckling? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Have You Seen My Duckling?" correlate with the following English Language Arts Common Core State Standards for kindergarten.

Word Work Lesson Plan and Resources

Reading: Foundational Skills

RF.K.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.K.2 - Read emergent reader texts with purpose and understanding.

Have You Seen My Duckling? CCSS Alignment | ©BookPages.com

Word Work Common Core Alignment

Student Facing Resources in Spanish for Have You Seen My Duckling? Super Pack

3 Comprehension Strategy Practice Pages

Understanding Text Structure Practice Page


Tu turno para practicar: Entender la estructura del texto con Have You Seen My Duckling? (¿Has visto mi patito?)

Página 4:
Aquí el autor está usando imágenes para contar el problema en el cuento. ¿Cuál es el problema? ¿Cómo te ayudala imagen a comprender el problema?

Página 10:
Aquí el autor está usando palabras para contar el problema. ¿Qué palabras usa el autor para describir el problema?

Página 16:
Aquí el autor está usando comparar y contrastar. ¿En qué se diferencia el patito perdido de los demás? ¿Cómo es lo mismo? ¿Cómo muestra el ilustrador la diferencia?

Nombre: _____



Page by Page
Guided
Questions


Answer Key

Entender la estructura del texto con Have You Seen My Duckling? (¿Has visto mi patito?)

Página 4:
Aquí el autor está usando imágenes para contar el problema en el cuento. ¿Cuál es el problema? ¿Cómo te ayudala imagen a comprender el problema?
Las respuestas varían. Podrían incluir: El problema es que falta uno de sus patitos.

Página 10:
Aquí el autor está usando palabras para contar el problema. ¿Qué palabras usa el autor para describir el problema?
Las respuestas varían. Podrían incluir: El autor pregunta "¿Has visto mi patito?". Demuestra que falta el patito.

Página 16:
Aquí el autor está usando comparar y contrastar. ¿En qué se diferencia el patito perdido de los demás? ¿Cómo es lo mismo? ¿Cómo muestra el ilustrador la diferencia?
Las respuestas varían.

Clave de respuestas |  BookPagez.com

Sample answers
written in Spanish

Volver a contar y resumir con Have You Seen My Duckling? (¿Has visto mi patito?)

Página 4:
Mira la imagen. ¿Qué está pasando en el cuento? ¿Cuántos patitos hay? ¿Están todos juntos?
Las respuestas varían. Podrían incluir: Hay 8 patitos, pero falta uno. Hay 8 patitos.

Página 8:
¿Qué están haciendo los patitos? ¿Cuántos patitos hay?
Las respuestas varían. Podrían incluir: Hay 7 patitos.

Página 15:
¿Qué animales ves en la foto? ¿Cuántos patitos hay?
Las respuestas varían. Podrían incluir: un pez. En la imagen hay tortugas. Hay 7 patitos.


Tu turno para practicar: Volver a contar y resumir con Have You Seen My Duckling? (¿Has visto mi patito?)

Página 4:
Mira la imagen. ¿Qué está pasando en el cuento? ¿Cuántos patitos hay? ¿Están todos juntos?

Página 8:
¿Qué están haciendo los patitos? ¿Cuántos patitos hay?

Página 15:
¿Qué animales ves en la foto? ¿Con quién está hablando la mamá patito? ¿Cuántos patitos hay?

Nombre: _____



Retelling and Summarizing

Hacer Conexiones con Have You Seen My Duckling? (¿Has visto mi patito?)

Página 4:
Mira la forma en que el patito mamá se está comportando con sus patitos. ¿Cómo es similar a la forma en que las madres humanas se comportan con sus bebés? ¿Cómo es diferente?
Las respuestas varían.

Página 10:
El patito se está escondiendo. ¿Jugado a esconder y buscar? ¿Cómo te ayudala conexión a entender cómo se siente el patito?
Las respuestas varían.

Página 14:
Este libro es sobre alguien que está perdido. Piense en los otros libros que ha leído que tratan de perdarse. Haz una conexión texto a texto.
Las respuestas varían.


Tu turno para practicar: Hacer Conexiones con Have You Seen My Duckling? (¿Has visto mi patito?)

Página 4:
Mira la forma en que el patito mamá se está comportando con sus patitos. ¿Cómo es similar a la forma en que las madres humanas se comportan con sus bebés? ¿Cómo es diferente?

Página 10:
El patito se está escondiendo. Haz una conexión texto a tu mismo. ¿Alguna vez has jugado a esconder y buscar? ¿Dónde te escondiste? ¿Cómo te ayudala conexión a entender cómo se siente el patito?

Página 14:
Este libro es sobre alguien que está perdido. Piense en los otros libros que ha leído que tratan de perdarse. Haz una conexión texto a texto.

Nombre: _____



Making Connections

Writing About Reading with Optional CCSS Alignment

Have You Seen My Duckling? (¿Has visto mi patito?):
Volver a contar y resumir

¿Por qué se perdió el patito? ¿Qué hizo el pato de mamá para encontrar al patito perdido?

Puedo volver a contar un cuento que conozco usando detalles importantes del cuento. CCSS: RL.K.2

Have You Seen My Duckling? (¿Has visto mi patito?):
Volver a contar y resumir

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Have You Seen My Duckling? (¿Has visto mi patito?):
Volver a contar y resumir

¿Por qué se perdió el patito? ¿Qué hizo el pato de mamá para encontrar al patito perdido?

Have You Seen My Duckling? (¿Has visto mi patito?):
Volver a contar y resumir

¿Por qué se perdió el patito? ¿Qué hizo el pato de mamá para encontrar al patito perdido?

Have You Seen My Duckling? (¿Has visto mi patito?):
Volver a contar y resumir

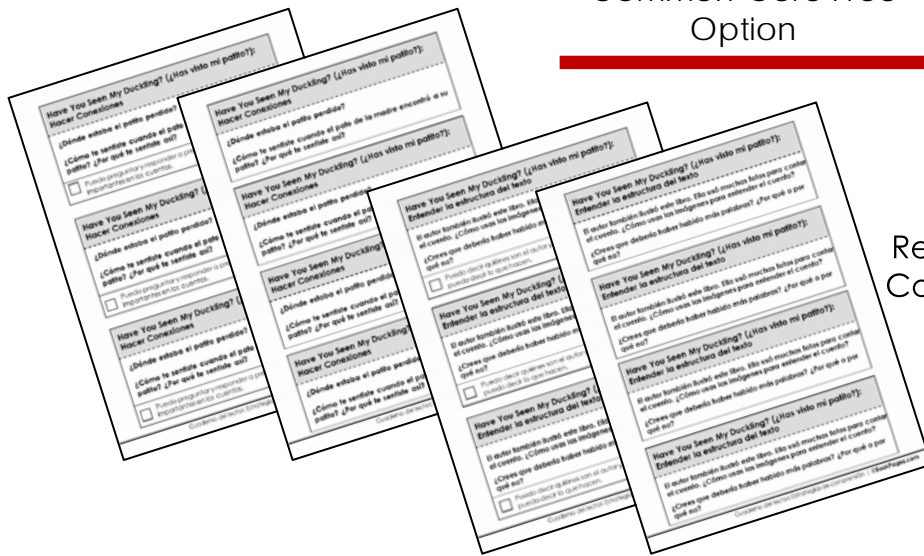
¿Por qué se perdió el patito? ¿Qué hizo el pato de mamá para encontrar al patito perdido?

Have You Seen My Duckling? (¿Has visto mi patito?):
Volver a contar y resumir

¿Por qué se perdió el patito? ¿Qué hizo el pato de mamá para encontrar al patito perdido?

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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 se trata el libro? _____

¿Es ficción o no ficción? _____

Res un dibujo e escribe una oración completa en cada caja.

Antes	Después	Entonces
Después de esto	Entonces	Al final

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

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

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Retelling and Summarizing

Hacer conexiones

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

¿Qué tipo de conexión hiciste?

Teñí a mí mismo

Teñí a texto

Teñí al mundo

Res un dibujo de tu conexión abajo.

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

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Making Connections

Entender la estructura del texto

Título: _____

Estructura del texto	Dónde fue usada la estructura del texto	Cómo te ayudó la estructura del texto a entender el texto
	Página: _____	
	Página: _____	
	Página: _____	
	Página: _____	

Selecciona una conexión en cada línea.

Describe el contenido	Secuencia	Causa y efecto
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Instrucciones:
 1. Contesta las preguntas.
 2. Copia cuidadosamente en las líneas de puntos.
 3. Pega o engancha tu cuaderno del lector.

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Understanding Text Structure