

Here's What You'll Get in the Heckedy Peg Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
By: Audrey Wood
Grade Level: 2 / Guided Reading Level:

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

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

Summary
This is the story of seven children, their mother, and a witch named Heckedy Peg. One day the mother leaves the cottage to go to the market. She promises her children that she will bring back a special gift for each of them as long as they are well behaved while she is gone. Soon after the mother leaves, a witch named Heckedy Peg comes to the cottage window. Heckedy Peg tells the children that she has lost her peg leg and needs to come in. Once she is in the cottage, she casts a spell on the children and takes them to her hut. When the mother returns to the cottage she discovers that her children are missing. She must be very clever if she is going to get her children back from Heckedy Peg.

Link to What You Know
• What is a folk tale?
• What would you do if you were left at home alone?

Important Words to Know and Understand
Hobbled - To walk slowly and with difficulty because of injury or weakness

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 researcher. 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

Retelling and Summarizing
By: Audrey Wood
Grade Level: 2 / Guided Reading Level: L

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
✓ 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 6 - What characters have you met so far? What makes these characters different from characters in other books?

Page 14 - Who is the villain in this book? What problem has she caused for the children?

Page 22 - The mother has a lot of problems. What are they? What is the most important problem that she has to solve at this point in the story?

Page 27 - How was the main problem solved?

Page 29 - How did the story end? What happened to Heckedy Peg? How do you know?

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 summarize Heckedy Peg? 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 Heckedy Peg. How does paying attention to the story elements help you as a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading Heckedy Peg. (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 Predictions
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Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

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Make Predictions While Reading
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Notice the names of the characters and
Look for places where characters caused events to happen

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Look for places where characters caused events to happen

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Answer Key for Retelling and Summarizing with Heckedy Peg

Your Turn to Practice Retelling and Summarizing with Heckedy Peg

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Answer Key for Making Predictions with Heckedy Peg

Your Turn to Practice Making Predictions with Heckedy Peg

Page 6: What characters have you met so far? What do you think might happen while the mother is gone? What do you think Heckedy Peg will do?

Page 14: Who is the villain in this book? What do you think Heckedy Peg will do with the children? Will your prediction make sense to you?

Page 22: The mother has a lot of problems. What do you think the most important problem is about to happen?

Page 27: How do you think the main problem will be solved?

Page 29: How do you think the story will end? What do you think Heckedy Peg will do?

Answer Key for Practice Visualizing with Heckedy Peg

Your Turn to Practice Visualizing with Heckedy Peg

Page 6: What do you think Heckedy Peg will do with the children? Will your prediction make sense to you?

Page 14: How do you think Heckedy Peg will change the children's lives? Will your prediction make sense to you?

Page 22: How do you think Heckedy Peg will solve the problem? Will your prediction make sense to you?

Page 27: How do you think Heckedy Peg will solve the problem? Will your prediction make sense to you?

Page 29: How do you think Heckedy Peg will solve the problem? Will your prediction make sense to you?

Answer Key for Determining Importance with Heckedy Peg

Your Turn to Practice Determining Importance with Heckedy Peg

Page 6: What are the most important characters? What important event is about to happen?

Page 12: The children met another character. Who did they meet? What is important about the new character?

Page 14: The mother has a problem to solve. What is the problem? Is this a big problem or a small problem? Why do you think so?

Page 22: What will happen if the mother can't solve the problem? Is this an important scene in the story? Why or why not?

Page 27: What is important about the way this story ends? Why do you think so?

Answer Key for Synthesizing with Heckedy Peg

Your Turn to Practice Synthesizing with Heckedy Peg

Page 6: How do you think Heckedy Peg will solve the problem? Will your prediction make sense to you?

Page 17: How do you think Heckedy Peg will solve the problem? Will your prediction make sense to you?

Page 21: How do you think Heckedy Peg will solve the problem? Will your prediction make sense to you?

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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

Heckedy Peg: Making Predictions

Why did Heckedy Peg fall for the mother's trick?
What do you think the mother would have done if Heckedy Peg had not fallen for her trick and let her come into her hut?

I can tell how characters in a story respond to parts in a story. CCSS: RL.2.3

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

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Heckedy Peg: Making Predictions

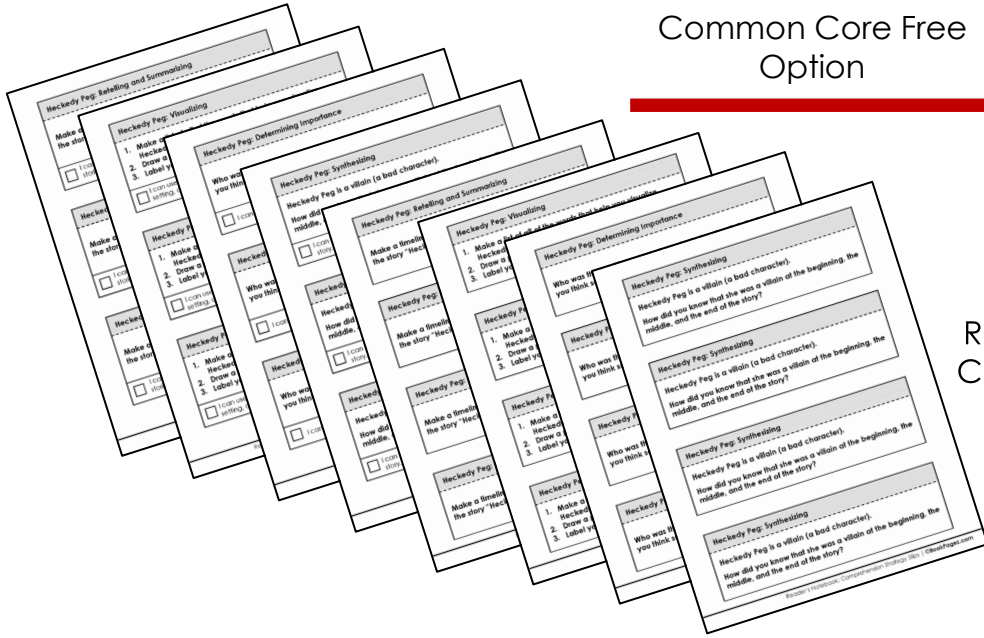
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

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

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

Retelling and Summarizing

Making Predictions
Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions here.	Write your predictions here.	# Correctly who what was expected? <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

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

Visualizing

Determining Importance
Title: _____
Think about the book. Write all of the important information in the thought bubble below.

Draw a picture of your mental image in the space 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 line.
3. Glue, tape, or staple into your reader's notebook.

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

Determining Importance

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Heckedy Peg
By: Audrey Wood
Grade Level: 2 / Guided Reading Level: L

Word Work

Instructional Focus:
Irregularly Spelled Words

Background:
Irregularly spelled words do not follow usual rules of spelling. The letters in irregularly spelled words do not must learn these words by sight.

Examples:

already	enough
above	friend
earth	give
come	group
do	have

Materials and Preparation:

- A Copy of Heckedy Peg
- Chart Paper
- Spell It, Heckedy Peg! (for the teacher)
- Irregularly Spelled Word
- Optional - Word Detective

Word Work

Heckedy Peg
By: Audrey Wood
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Introduce Irregularly Spelled Words

- Explain that some words contain letters that do not make usual letter sounds. These words are difficult to sound out because they look as though they will sound one way, when they really sound a different way.
- Ask children to look at the chart paper and write the word "sold" on the paper. Ask children to sound out the word. How should it sound, based on what you know about the vowel combinations? Compare the word as it should sound, to the real pronunciation.
- Then write the word "friend" on the paper. Encourage children to sound it out and compare the typical vowel combination sounds with the way the word should really sound.
- Write some of the other irregularly spelled words on the chart paper and explain that there are many words that should be learned by sight because they do not follow the typically letter sound rules.

Sample Anchor Chart

sold	when
the	gave
boy	together
offered	work
work	could
find	should
with	should
people	did not
that	was

Step 2: Connect Word Work to Reading

Irregularly Spelled Words in the Text

- Tell the students that the book they will be reading today has many irregularly spelled words.
- Show them page 1 of Heckedy Peg. Ask students to listen carefully and look at the words while you read. If they hear a word with an irregular spelling, ask them to hold their finger to their lips.
- After reading page 1, ask the students to identify the irregularly spelled words they heard. Add them to the chart paper. Examples: the, sold, from, once.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that have irregularly spelled words. Remind them to be polite and not to interrupt you while you read.
- Read Heckedy Peg.

Examples of Irregularly Spelled Words Found in the Text:

• the	• bowl	• eyes
• sold	• out	• bit
• poor	• mouth	• head
• roads	• now	• cold
• knew	• light	• ready
• what	• sure	• woods
• knife	• believe	• soon
• answered	• burnt	• who

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Heckedy Peg
By: Audrey Wood
Grade Level: 2 / Guided Reading Level: L

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain that you will be playing a game of Spell It, Heckedy Peg!
- Give each child a name of one of the characters: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday or Sunday (Use the Name Cut-Outs from Spell It, Heckedy Peg! Page 1)
- Have the teams stand in a row in order of their names.
- Explain that the object of the game is for one team to spell 7 irregularly spelled words correctly in a row.
- Begin play with Monday. Call out a word from the Word List. Monday must spell it aloud correctly.
- If Monday on Team 1 is correct, play passes to Tuesday. Call out another word. Continue play until Monday through Sunday have spelled the words correctly. If the team can spell 7 words in a row correctly, they earn 7 points.
- If Monday on Team 1 is not correct, play passes to the Monday on Team 2. If Monday spells the word correctly, play continues to Tuesday. Continue until Sunday has spelled a word correctly. If Team 2 has spelled 7 words in a row correctly, they earn 7 points.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Irregularly Spelled Words 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

- Ask students to be on the lookout for irregularly spelled words 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 in 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

Independent Practice Page

Spell It, Heckedy Peg!
Interactive Activity

Directions:
Cut out the names of the characters in Heckedy Peg. Randomly give one to each student. Create teams of seven students (ensure there is one character named Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday on each team).

Monday	Monday	Monday
Tuesday	Tuesday	Tuesday
Wednesday	Wednesday	Wednesday
Thursday	Thursday	Thursday
Friday	Friday	Friday
Saturday	Saturday	Saturday
Sunday	Sunday	Sunday
Monday	Tuesday	Wednesday
Thursday	Friday	Saturday

Guided Word Work Practice | ©BookPagez.com

Spell It, Heckedy Peg!
Interactive Activity

Directions:
Cut out the names of the characters in Heckedy Peg. Randomly give one to each student. Create teams of seven students (ensure there is one character named Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday on each team).

water	other	put
into	where	are
most	been	old
said	people	you
only	who	was
work	come	who
some	work	come
head	some	work
was	something	some
cold	sometimes	head
ready	already	was
half	true	ready
answer	head	ready
talk	earth	half
eyes	mother	answer
eyes	heavy	talk
everyone	heavy	eyes
gold	beautiful	eyes
sure	everyone	field
	watch	gold
	hour	sure

Guided Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: Irregularly Spelled Words
Extension Activity

Directions:
Be a word detective!
Be on the lookout for irregularly spelled words 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

Irregularly Spelled Words
Word Work Practice Page

Directions:
Circle the correct irregularly spelled word to complete each sentence.

- I'm _____ your _____ won't mind," she _____.
shur / sure / sher mother / muther said / sed
- "All I need is a _____ for my pipe."
lite / lyte / light
- The children locked the door behind _____ and began to play.
hur / her
- The children _____ back burning straw to light her pipe.
brought / browt
- "_____ has taken my children?" she cried.
Hoo / Who
- Mother followed the blackbird _____ the town.
through / throo / threw
- Heckedy Peg was _____ to take her first bite of supper.
about / abowt
- "_____ can't come in _____ socks are dirty."
Yoo / You / Yew Your / Yore / Yoor
- Heckedy Peg _____ the mother had no feet, so she let her in.
hawt / thought
- How would she ever guess _____ food was for each child?
which / witch

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

Assessments

Running Record					
Title: Heckedy Peg		Guided Reading Text Level: L		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				E SC E SC	
				MSV MSV	
Page					
1	Down the dusty roads and far away, a poor mother once lived with her seven children named Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. Every day before the mother went to market, her children helped with all the chores. One morning when they were finished, the mother said, "Because you are such good children, you may ask for anything you want				
Tested By: _____				©BookPagez.com	

Running Record Assessment

Heckedy Peg CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about Heckedy Peg to answer each of the following questions.		
1. Which of these key details is important to understanding what happened to the children?		
<input type="radio"/> A Their mother told them not to let any strangers into the house or to touch fire. <input type="radio"/> B The children were named after the days of the week. <input type="radio"/> C The children helped with the chores. <input type="radio"/> D Thursday asked for a pot of honey.		
2. What lesson do the children learn after their mother saves them?		
<input type="radio"/> A Heckedy Peg was never seen again. <input type="radio"/> B Bread wants butter. <input type="radio"/> C Listen to your mother – she just wants to help. <input type="radio"/> D Witches can turn children into suppers.		
3. How does the mother respond to Heckedy Peg?		
<input type="radio"/> A She guesses wrong and the witch keeps her. <input type="radio"/> B She chases the witch away, but all her children are still there. <input type="radio"/> C She cries, but gives up, knowing she can't do anything. <input type="radio"/> D She thinks about what each child wants to eat.		
4. Which words rhyme in the following lines about my leg. Let me in!		
<input type="radio"/> A I'm, I've <input type="radio"/> B Peg, leg <input type="radio"/> C Heckedy, Peg <input type="radio"/> D lost, leg		
5. How does the mother find who has her children? (RL.2.5)		
<input type="radio"/> A She follows a trail of bread crumbs. <input type="radio"/> B Heckedy Peg left a note. <input type="radio"/> C The people of the village tell her when she comes looking for them. <input checked="" type="radio"/> D A blackbird told the mother and led her to Heckedy Peg's hut.		
6. How are the children's mother and Heckedy Peg different in their point of view on children? (RL.2.4)		
<input type="radio"/> A They both believe that children should work hard. <input checked="" type="radio"/> B The mother loves children, but Heckedy Peg wants to eat them. <input type="radio"/> C The mother leaves the children alone, but Heckedy Peg thinks that is too dangerous. <input type="radio"/> D Heckedy Peg thinks children should eat well, but the mother just gives them bread and cheese.		
7. What do the illustrations and words tell you about Heckedy Peg's hut? (RL.2.7)		
<input checked="" type="radio"/> A Her hut is deep in the woods, far away from the children's home. <input type="radio"/> B Her hut is big and fancy. <input type="radio"/> C Her hut is in the town, next to many neighbors. <input type="radio"/> D Her hut is near the bridge.		
8. How is Heckedy Peg like other witches in other stories you've read? (RL.2.9)		
<input type="radio"/> A She is friendly to everyone she meets. <input type="radio"/> B She rides away on a broom. <input checked="" type="radio"/> C She uses tricks and magic to get what she wants. <input type="radio"/> D All witches live in huts.		
9. What will most likely happen the next time the children have to be home without their mother? (RL.2.10)		
<input checked="" type="radio"/> A They will listen and not let anyone into the house. <input type="radio"/> B They will let the stranger in, just like last time. <input type="radio"/> C They will make a mess and light pieces of straw on fire. <input type="radio"/> D They will sneak away to play in the woods.		
CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com		





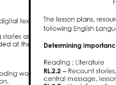
Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book **Heckedy Peg**, each child wished for something different. Imagine you are shopping for each character below. Write what each character might wish for on the grocery list. Then write what you wish for!

Shopping List		
	Bear: _____	
	Duck: _____	
	Pig: _____	
	Mouse: _____	
	Cat: _____	
	Rabbit: _____	
	Elephant: _____	
	Bird: _____	
	Snowman: _____	
	You: _____	

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>Heckedy Peg Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Heckedy Peg" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Literature</p> <p>RL.2.1 Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 By the end of the year, read and comprehend literature, including stories and novels, at the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Heckedy Peg CCSS Alignment @BookPagez.com</p>	<p>Heckedy Peg Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Heckedy Peg" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Literature</p> <p>RL.2.1 Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 By the end of the year, read and comprehend literature, including stories and novels, at the grade 2-3 text complexity band 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Heckedy Peg Lesson Plans, Resources, and Activities

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

Vocabulary Lesson Plan and Resources

Language

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

L.2.4b Identify rhymic connections between words and their use (e.g., descriptive words that are happy or busy).

L.2.4 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relations (e.g., because).

Heckedy Peg CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

Heckedy Peg Lesson Plans, Resources, and Activities

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

Word Work Lesson Plan and Resources

Language

L.2.4 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relations (e.g., because).

Heckedy Peg CCSS Alignment | @BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Heckedy Peg Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Heckedy Peg

Página 6:
¿Qué personajes has conocido hasta ahora?


¿Qué hace a estos personajes diferentes de los personajes en otros libros?

Página 14:
¿Quién es el villano en este libro?

¿Qué problema le ha causado a los niños?

Página 22:
La madre tiene muchos problemas. ¿Qué son?

Nombre: _____



Page by Page Guided Questions

Answer Key

Volver a contar y resumir con Heckedy Peg

¿Cuál es el problema más importante que tiene que resolver en este momento de la historia?
Las respuestas varían. Podrían incluir: Su problema más importante es tener que adivinar qué comida es qué niño antes de que Heckedy Peg coma su cena.


Página 27:
¿Cómo se resolvió el problema principal?
Las respuestas varían. Podrían incluir: La madre resolvió el problema haciendo coincidir la comida con la que cada uno de sus hijos quería del mercado.

Página 29:
¿Cómo terminó la historia?
Las respuestas varían. Podrían incluir: La historia terminó cuando la madre echó a Heckedy Peg de un puente.

¿Qué le pasó a Heckedy Peg?
Las respuestas varían. Podrían incluir: Heckedy Peg se ahogó.

¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Lo sé porque dice que nunca la volvieron a ver.

Nombre: _____



Sample answers written in Spanish

Visualizar con Heckedy Peg

Página 7:
Note la forma Heckedy Peg.
Las respuestas varían. Podrían incluir: que ella ha...

¿Qué palabras te ayudan a visualizar?
Las respuestas varían. Podrían incluir: pipa.

Página 12:
Note todos los detalles en esta página. ¿Peg convierte a los niños en comida. ¿Ves?
Las respuestas varían. Podrían incluir: reaparecer.

Página 16:
Observe la expresión de la madre cuando desaparecieron los niños. ¿Ves?
Las respuestas varían. Podrían incluir: visualizar y agarrar.

Nombre: _____

Visualizing

Determinar la importancia con Heckedy Peg


Página 4:
¿Qué has aprendido hasta ahora?
Las respuestas varían.

¿Quiénes son los personajes importantes?
Las respuestas varían. Podrían incluir: Los personajes importantes son los niños y su madre.

Página 12:
¿Qué evento importante está por suceder?
Las respuestas varían. Podrían incluir: La madre está por ir al mercado.

Página 14:
La madre tiene un problema que resolver. ¿Cuál es el problema?
Las respuestas varían. Podrían incluir: La madre tiene que encontrar a sus hijos.

Nombre: _____



Determining Importance

Sintetizar con Heckedy Peg

Página 8:
Observe la forma Heckedy Peg por más.
Las respuestas varían. Podrían incluir: fuma una...

¿Crees que Heckedy Peg se ahogará?
Las respuestas varían.

Página 17:
¿Qué ha cambiado en este punto de la historia?
Las respuestas varían. Podrían incluir: Ella convirtió a los niños en comida.

¿Ha cambiado Heckedy Peg?
Las respuestas varían. Podrían incluir: hechizó a...

Página 21:
La madre echó a Heckedy Peg del puente. ¿Crees que volverá?
Las respuestas varían. Podrían incluir: No.

Nombre: _____

Synthesizing

Hacer predicciones con Heckedy Peg


Página 20:
¿Qué predicciones puedes hacer?
Las respuestas varían. Podrían incluir: que los niños volverán.

¿Qué crees que hará la madre una vez que esté dentro de Heckedy Peg's Hut?
Las respuestas varían. Podrían incluir: que ella lo encontrará.

¿Tendrá sentido tu predicción en la historia? ¿Por qué?
Las respuestas varían. Podrían incluir: Sí, porque...

Página 29:
¿Cuál de tus predicciones fue correcta?
Las respuestas varían. Podrían incluir: La predicción de que Heckedy Peg se ahogaría.

Nombre: _____



Making Predictions

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

Heckedy Peg: Sintetizar

Heckedy Peg es un villano (un mal personaje). ¿Cómo supiste que ella era una villana al principio, a la mitad y al final de la historia?

Puedo encontrar y entender el principio, la mitad y el final de una historia. CCSS: RL.2.5

Heckedy Peg: Sintetizar

Heckedy Peg es un villano (un mal personaje). ¿Cómo supiste que ella era una villana al principio, a la mitad y al final de la historia?

Puedo encontrar y entender el principio, la mitad y el final de una historia. CCSS: RL.2.5

Heckedy Peg: Sintetizar

Heckedy Peg es un villano (un mal personaje). ¿Cómo supiste que ella era una villana al principio, a la mitad y al final de la historia?

Puedo encontrar y entender el principio, la mitad y el final de una historia. CCSS: RL.2.5

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

Heckedy Peg: Sintetizar

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Heckedy Peg: Sintetizar

Heckedy Peg es un villano (un mal personaje). ¿Cómo supiste que ella era una villana al principio, a la mitad y al final de la historia?

Heckedy Peg: Sintetizar

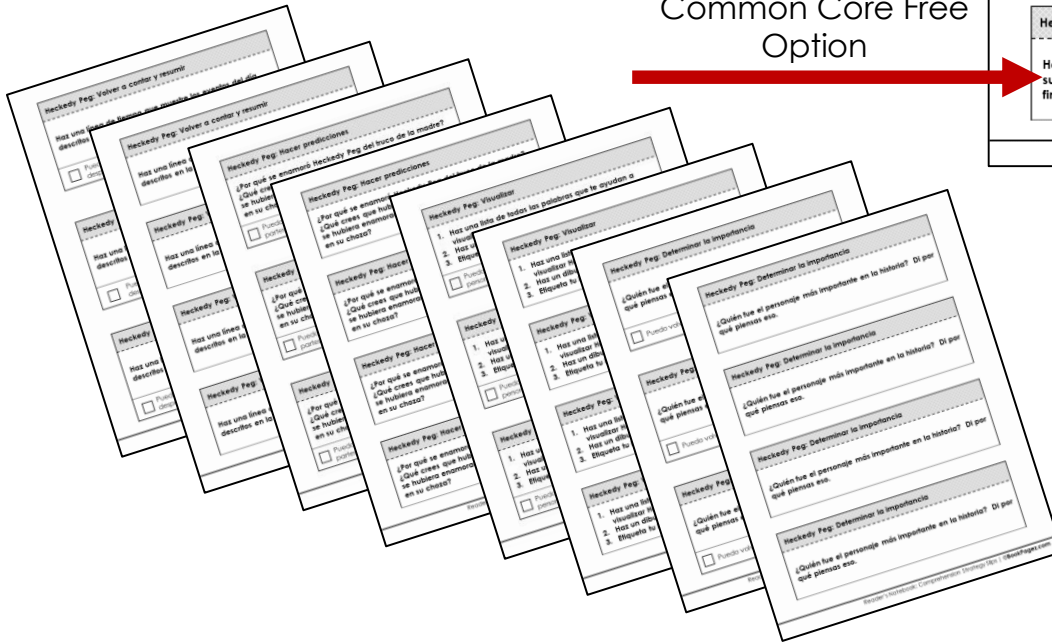
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Heckedy Peg: Sintetizar

Heckedy Peg es un villano (un mal personaje). ¿Cómo supiste que ella era una villana al principio, a la mitad y al final de la historia?

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?

Haz 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 lo que leíste en el libro?

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Hacer predicciones
Título: _____

Predicciones al principio Escribe las predicciones aquí.	Predicciones mientras lees Escribe las predicciones aquí.	Verifica las predicciones 1. ¿Predicciones correctas? <input type="checkbox"/> Sí <input type="checkbox"/> No 2. ¿Predicciones incorrectas? <input type="checkbox"/> Sí <input type="checkbox"/> No 3. ¿Predicciones que cambiaron? <input type="checkbox"/> Sí <input type="checkbox"/> No
--	---	---

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizar
Título: _____

¿Qué página usaste para practicar o visualizar?

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

Escribe algunas de las palabras que la autora usó 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. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engáppalo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determinar la importancia
Título: _____

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

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

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Después de pensar sobre...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Making Predictions

Visualizing

Determining Importance

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro **Heckedy Peg**, cada niño deseaba algo diferente. Imagina que estás comprando para cada personaje a continuación. Escribe lo que cada personaje podría desear en la lista de la compra. ¡Entonces escribe lo que deseas!

<u>Lista de la Compra</u>		
	El oso: _____	
	El perro: _____	
	El pato: _____	
	El cerdo: _____	
	El ratón: _____	
	El gato: _____	
	El conejo: _____	
	El elefante: _____	
	El pájaro: _____	
	El hombre de nieve: _____	
	Tú: _____	