

Here's What You'll Get in the How Santa Got His Job Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

1 Making Connections

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

Finding the perfect job isn't easy. In fact, it even took Santa a while to discover his ideal career. In the colorfully illustrated, *How Santa Got His Job* by Stephen Krensky, we learn the entertaining details of Santa's work history. From chimney sweep to circus performer, and many things in between, Santa used each job to discover the talents that make him so spectacular at his most famous job of all. Readers will enjoy this delightful depiction of Santa's journey through the workforce and connect with his message that, sometimes, things don't work out because the best things lie ahead.

Link to What You Know

- Have you ever tried to do something new and it wasn't a good fit for you? What made this experience hard?
- Have you ever tried something new and you were really good at it from the very beginning? What made this new experience so easy for you?

Important Words to Know and Understand

- Fire** - To dismiss (someone) from a job
- Hire** - To give work or a job to (someone) in exchange for wages or a salary

2 Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

Making Connections Lesson Plan

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3 Make Connections While Reading

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 on your practice page.

Title Page - Make a **text-to-self** connection. Have you ever looked at a newspaper? What sections did you or would you want to look at in a newspaper?

Page 8 - Make a **text-to-world** connection. When do people tend to eat lots of cookies, pies and cakes?

Page 9 - Make a **text-to-world** connection. What are you reminded of when you read the words on this page?

Page 16 - Make a **text-to-text** connection. Name another story about Santa and his elves.

Page 18 - Make a **text-to-world** connection. How do polar bears act around humans? How does this help you realize this story's fiction?

Time to Reflect

Think - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about *How Santa Got His Job*. How did your prior knowledge help you as a reader?

Talk - Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the connections that you made while reading *How Santa Got His Job*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Use your Strategy Slip in your Reader's Notebook. Write about the work you did while reading *How Santa Got His Job*. (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

How Santa Got His Job
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1 Synthesizing

Get Ready To Read

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

3 Synthesizing While Reading

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 on your practice page.

Page 1 - The author tells us that Santa works a job that does not end when he goes to bed. Visualize what he might be doing.

Page 8 - Santa is always working in the middle of the night to deliver packages. What do you think about nighttime work? How do you think Santa feels about this?

Page 16 - The author shows Santa working in the circus. How do you think Santa feels about this?

Page 18 - The author shows Santa working in the mail. How do you think Santa feels about this?

Time to Reflect

Think - How do you think Santa feels about his job? How do you think he feels about the different jobs he has had? How do you think he feels about the different parts of his job? How do you think he feels about the different parts of his job?

Talk - Tell your reading partner about a place where you work. How do you think you feel about your job? How do you think you feel about your job?

Reflect - Think about the connections that you made while reading *How Santa Got His Job*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Use your Strategy Slip in your Reader's Notebook. Write about the work you did while reading *How Santa Got His Job*. (Remember to include examples from the book!)

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How Santa Got His Job
By: Stephen Krensky
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1 Visualizing

Get Ready To Read

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

3 Visualizing While Reading

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 on your practice page.

Page 1 - The author tells us that Santa works a job that does not end when he goes to bed. Visualize what he might be doing.

Page 8 - Santa is always working in the middle of the night to deliver packages. What do you think about nighttime work? How do you think Santa feels about this?

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Time to Reflect

Think - How do you think Santa feels about his job? How do you think he feels about the different jobs he has had? How do you think he feels about the different parts of his job? How do you think he feels about the different parts of his job?

Talk - Tell your reading partner about a place where you work. How do you think you feel about your job? How do you think you feel about your job?

Reflect - Think about the connections that you made while reading *How Santa Got His Job*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Use your Strategy Slip in your Reader's Notebook. Write about the work you did while reading *How Santa Got His Job*. (Remember to include examples from the book!)

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Synthesizing

Visualizing

How Santa Got His Job
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Grade Level: 3 / Guided Reading Level: O

1 Understanding Text Structure

Get Ready To Read

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

3 Understanding Text Structure While Reading

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 on your practice page.

Page 1 - The author tells us that Santa works a job that does not end when he goes to bed. Visualize what he might be doing.

Page 8 - Santa is always working in the middle of the night to deliver packages. What do you think about nighttime work? How do you think Santa feels about this?

Page 16 - The author shows Santa working in the circus. How do you think Santa feels about this?

Page 18 - The author shows Santa working in the mail. How do you think Santa feels about this?

Time to Reflect

Think - How do you think Santa feels about his job? How do you think he feels about the different jobs he has had? How do you think he feels about the different parts of his job? How do you think he feels about the different parts of his job?

Talk - Tell your reading partner about a place where you work. How do you think you feel about your job? How do you think you feel about your job?

Reflect - Think about the connections that you made while reading *How Santa Got His Job*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Use your Strategy Slip in your Reader's Notebook. Write about the work you did while reading *How Santa Got His Job*. (Remember to include examples from the book!)

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How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

1 Determining Importance

Get Ready To Read

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

3 Determining Importance While Reading

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 on your practice page.

Page 1 - The author tells us that Santa works a job that does not end when he goes to bed. Visualize what he might be doing.

Page 8 - Santa is always working in the middle of the night to deliver packages. What do you think about nighttime work? How do you think Santa feels about this?

Page 16 - The author shows Santa working in the circus. How do you think Santa feels about this?

Page 18 - The author shows Santa working in the mail. How do you think Santa feels about this?

Time to Reflect

Think - What information did you learn while reading *How Santa Got His Job*? How do you think you feel about the different jobs he has had? How do you think you feel about the different parts of his job? How do you think you feel about the different parts of his job?

Talk - Tell your reading partner one of the most important facts or ideas that you learned. Explain why you think it is important. How do you think you feel about your job? How do you think you feel about your job?

Reflect - Think about the connections that you made while reading *How Santa Got His Job*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Use your Strategy Slip in your Reader's Notebook. Write about the work you did while reading *How Santa Got His Job*. (Remember to include examples from the book!)

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Understanding Text Structure

Determining Importance

Answer Key for Making Connections with How Santa Got His Job

Your Turn to Practice Making Connections with How Santa Got His Job

Title Page: Make a **text-to-self** connection. Have you ever looked at a newspaper? What sections did you or would you want to look at in a newspaper?

Page 8: Make a **text-to-world** connection. When do people tend to eat lots of cookies, pies and cakes?

Page 9: Make a **text-to-world** connection. What are you reminded of when you read the words on this page?

Page 16: Make a **text-to-text** connection. Name another story about Santa and his elves.

Page 18: Make a **text-to-world** connection. How do polar bears act around humans? How does this help you realize this story's fiction?

Answer Key for Determining Importance with How Santa Got His Job

Your Turn to Practice Determining Importance with How Santa Got His Job

Page 1: The author tells us that Santa works a job that does not end when he goes to bed. Visualize what he might be doing.

Page 8: Santa is always working in the middle of the night to deliver packages. What do you think about nighttime work? How do you think Santa feels about this?

Page 16: The author shows Santa working in the circus. How do you think Santa feels about this?

Page 18: The author shows Santa working in the mail. How do you think Santa feels about this?

Answer Key for Visualizing with How Santa Got His Job

Your Turn to Practice Visualizing with How Santa Got His Job

Page 1: The author tells us that Santa works a job that does not end when he goes to bed. Visualize what he might be doing.

Page 8: Santa is always working in the middle of the night to deliver packages. What do you think about nighttime work? How do you think Santa feels about this?

Page 16: The author shows Santa working in the circus. How do you think Santa feels about this?

Page 18: The author shows Santa working in the mail. How do you think Santa feels about this?

Answer Key for Understanding Text Structure with How Santa Got His Job

Your Turn to Practice Understanding Text Structure with How Santa Got His Job

Page 1: The author tells us that Santa works a job that does not end when he goes to bed. Visualize what he might be doing.

Page 8: Santa is always working in the middle of the night to deliver packages. What do you think about nighttime work? How do you think Santa feels about this?

Page 16: The author shows Santa working in the circus. How do you think Santa feels about this?

Page 18: The author shows Santa working in the mail. How do you think Santa feels about this?

Answer Key for Synthesizing with How Santa Got His Job

Your Turn to Practice Synthesizing with How Santa Got His Job

Cover: Read the title and notice the illustration. Synthesize what Santa is doing with the newspaper and the red pants.

Pages 1 and 2: Here we see young Santa out looking for a job. Based on the text and illustration, write about your opinion of whether or not Santa will find a job.

Page 8: Santa is always working in the middle of the night to deliver packages. How do you think you feel about your job? How do you think you feel about your job?

Page 16: The author shows Santa working in the circus. How do you think Santa feels about this?

Page 18: The author shows Santa working in the mail. How do you think Santa feels about this?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

How Santa Got His Job: Synthesizing

How did the illustrations of Santa change throughout the story? Consider the illustrations in the beginning, the middle, and the end of the book.

I can explain how the author uses illustrations to help the meaning in a story. CCSS: RL.3.7

How Santa Got His Job: Synthesizing

How did the illustrations of Santa change throughout the story? Consider the illustrations in the beginning, the middle, and the end of the book.

I can explain how the author uses illustrations to help the meaning in a story. CCSS: RL.3.7

How Santa Got His Job: Synthesizing

How did the illustrations of Santa change throughout the story? Consider the illustrations in the beginning, the middle, and the end of the book.

I can explain how the author uses illustrations to help the meaning in a story. CCSS: RL.3.7

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

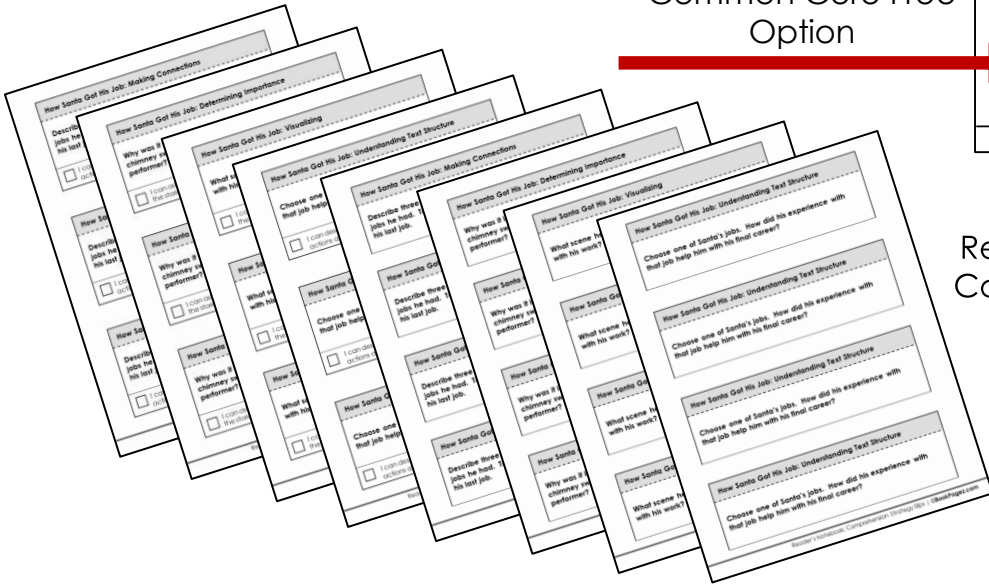
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

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:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or glue into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

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:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or glue into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or glue into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Understanding Text Structure

Title: _____

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

Text Structure: You might use white handwriting.

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or glue into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

At First I was Thinking...	My new thinking is...	I used to think... But now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude... Because...

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or glue into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

Important Words to Know and Understand in "How Santa Got His Job"

Autograph
The signature of a famous person

Chimney
A part of a building through which smoke rises into the outside air

Discourage
To make (someone) less determined, hopeful, or confident

Fire
To dismiss (someone) from a job

Hire
To give work or a job to (someone) in exchange for wages or a salary

Postmaster
Person who is in charge of a post office

Proof
Something which shows that something else is true or correct

Ringmaster
A person whose job is to introduce the performers in a circus and to talk to the audience between performances

Soot
A black powder that is formed when something (such as wood or coal) is burned

Suspense
A feeling or state of nervousness or excitement caused by wondering what will happen

Vocabulary Word List | @BookPages.com

Important Words to Know and How Santa Got His Job Word List

Vocabulary Connections How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

Autograph **Chimney** **Discourage**

Fire **Hire** **Postmaster**

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

Autograph **Chimney** **Discourage**

The signature of a famous person

A part of a building through which smoke rises into the outside air

To make (someone) less determined, hopeful, or confident

Fire **Hire** **Postmaster**

To dismiss (someone) from a job

To give work or a job to (someone) in exchange for wages or a salary

Person who is in charge of a post office

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

Autograph is a/an
noun verb
adverb adjective
Definition of Autograph:

Chimney is a/an
noun verb
adverb adjective
Definition of Chimney:

Discourage is a/an
noun verb
adverb adjective
Definition of Discourage:

Autograph looks like this:

Chimney looks like this:

Discourage looks like this:

Autograph reminds me of:

Chimney reminds me of:

Discourage 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 How Santa Got His Job

Directions: Complete the sentences below using the correct vocabulary words from the Word Bank.

Word Bank
postmaster fire chimney
hire discourage suspense

- The store supervisor must _____ a staff who is not performing his job.
- The company will _____ a branch manager for the new store.
- I will not let my failure _____ me from achieving my dreams.
- Some children believe that Santa Claus comes in through the _____.
- My grandfather was once responsible for the entire mail organization in our city. He was a _____.

Directions: Use a vocabulary word from the Word Bank to write your own sentence.

Name: _____ @BookPages.com

Answer Key for How Santa Got His Job

Using the correct vocabulary words:

Bank: chimney suspense
fire

_____ a staff who is not performing his job.

_____ a branch manager for the new store.

_____ me from achieving my dreams.

_____ me from achieving my dreams.

_____ Santa Claus comes in through the _____.

_____ responsible for the entire mail organization in our city.

Directions: Use a vocabulary word from the Word Bank to write your own sentence.

Name: _____ @BookPages.com

Word Games and Answer Key

Vocabulary Connections How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

How Santa Got His Job
By Stephen Krensky

A new word I learned in this book is _____.

It means _____.

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Cards | @BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

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

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

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | @BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

Instructional Focus:
Suffix -ing

Background:
Adding the suffix -ing changes the meaning of a word.

Examples:

building	drinking
cleaning	eating
counting	fishing
covering	flying
crossing	laughing

Materials and Preparation:

- A Copy of How Santa Got His Job
- Chart Paper
- Markers
- Pencils
- Scissors
- Guided Word Work Practice (one double-sided sheet)
- Crossword Puzzle Printout
- Optional—Word Detective Worksheet

Step by Step Lesson Plan

Word Work
How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

Step 2: Connect Word Work to Reading (continued)

Adding Suffix -ing in the Text

- Read the first sentence in the book. Change the word "looking" to "look". Raise your hand after you read the sentence.
- "The word "look" sounded funny in that sentence. How can we make more sense if I added the suffix -ing. Let me try reading the sentence again."
- Read the first sentence again. Write the word "look" under the heading "Root Words". Write the word "looking" under the heading "Add -ing".
- Continue reading the book and follow the previous steps. Slow down as you read words with the suffix -ing.
- Learners will notice that the silent "e" at the end of a root word is dropped when adding the suffix -ing. They will see this example with four words in the story: behaving, frustrating, hoping, and making.

Some Examples of Words Ending in Suffix -ing in the text:

- behaving
- bringing
- cleaning
- cooking
- doing
- flying
- frustrating
- helping
- hoping
- learning
- looking
- making
- complaining
- selling
- shooting
- stealing
- waiting
- wearing

Step 3: Guided Word Work Practice

Interactive Exploration

- Prepare the lesson by making double-sided copies of the Guided Word Work sheets.
- Tell learners to read the words and look at the images before cutting along the dotted lines.
- Mix the cards and turn them over so Santa faces up.
- Instruct learners to turn two cards over at a time. If the cards match, they can keep the cards. A match is when a word card names an image card. If the cards do not match, they will turn the cards over again.
- This game can be played alone or with a group of players.

Step 4: Independent Word Work Practice

Practice Page

- Read each sentence. Read the word choices in the parentheses.
- Circle the word in the parentheses that belongs on the blank line.
- Write the word in the sentence.

List of words in the book that match the instructional focus

Side 1
Word Work Practice

running	
reading	
crawling	
drinking	
riding	
swimming	
camping	
fishing	

Directions: Separate the picture cards by cutting along the dotted lines. Turn two cards over with the image of Santa facing up. If the cards do not match, turn the cards over. If the cards do match, keep the cards. Continue turning two cards over at a time to find matches. Collect matches until all cards are matched.

Interactive Activity

Suffix -ing
Word Work Practice Page

Directions:

- Read each sentence. Read the words in the parenthesis. Which word sounds like it belongs in the sentence?
- Circle the word.
- Write the word in the sentence.

- Did you _____ across the field? (run, running)
- I am _____ my hands. (wash, washing)
- Are you _____ to music? (listen, listening)
- She is _____ on the bus. (ride, riding)
- Who will _____ with me? (play, playing)
- I can _____ this on my own. (start, starting)
- The movie made him _____. (laugh, laughing)
- Birds can _____. (fly, flying)
- She is _____ her homework. (do, doing)
- He will _____ his team shirt. (wear, wearing)

Name: _____ Independent Word Work Practice Page | ©BookPages.com

Independent Practice Page

Word Detective: Suffix -ing
Extension Activity

Directions:
Be a word detective!
Be on the lookout for words ending in suffix -ing while you read. Write the words with that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: _____ Word Work Extension Activity | ©BookPages.com

Extension Activity

Word Work
How Santa Got His Job
By: Stephen Krensky
Grade Level: 3 / Guided Reading Level: O

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 words ending in suffix -ing in their own reading. Tell them to write their words on an index card and add them to the pocket chart (review the added cards with the class later in the day or before the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | ©BookPages.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record					
Title: <i>How Santa Got His Job</i>		Guided Reading Text Level: O	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	INFORMATION USED
Page		E	SC	E MSV	SC MSV
1	When Santa was a young man, he went out looking for a job. Santa wanted no part of desks or offices. He liked to stay on the move.				
3	His first job was cleaning chimneys. Santa was sure-footed on even the steepest roofs, and he loved twisting through tight spaces.				
4	But there was a problem. Santa was so neat that he never got covered in soot or made a mess in the fireplace. So nobody believed him when he said he was done. "Where's the proof?" said some. "You're not even dirty!" said others. This led to a lot of				
Analysis and Comments:					
Tested By: _____					
©BookPagez.com					

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



How Santa Got His Job CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>How Santa Got His Job</i> to answer each of the following questions.	
1. Who was the major character in <i>How Santa Got His Job</i> ?	
<input type="radio"/> A Santa was the major character in <i>How Santa Got His Job</i> . <input type="radio"/> B The ringmaster was the major character in <i>How Santa Got His Job</i> . <input type="radio"/> C The reindeer were the major characters in <i>How Santa Got His Job</i> . <input type="radio"/> D The elves were the major characters in <i>How Santa Got His Job</i> .	
2. What lessons did Santa learn from the jobs he had?	
<input type="radio"/> A Santa learned to save money. <input type="radio"/> B Santa learned to make toys. <input type="radio"/> C Santa learned what he was good at and what he loved about his job. <input type="radio"/> D Santa learned he didn't like to work.	
3. Who did Santa end up working for at the end of the story?	
<input type="radio"/> A Santa ended up working for the reindeer at the end of the story. <input type="radio"/> B Santa ended up working for the elves at the end of the story. <input type="radio"/> C Santa ended up working for the polar bears at the end of the story. <input type="radio"/> D Santa ended up working for the newspaper at the end of the story.	
4. What did the author mean when he said Santa "wanted no part of desks or offices"?	
<input type="radio"/> A The author meant that Santa didn't want to make desks. <input type="radio"/> B The author meant that Santa didn't want to sit at a desk in an office. <input type="radio"/> C The author meant Santa was afraid of desks and offices. <input type="radio"/> D The author meant Santa didn't want to move desks in offices.	
CCSS Assessment 3rd Grade Reading Standards for Literature	

How Santa Got His Job CCSS Assessment Answer Key
Directions: Use what you know about <i>How Santa Got His Job</i> to answer each of the following questions.
1. Who was the major character in <i>How Santa Got His Job</i> ? (RL.3.1)
<input checked="" type="radio"/> A Santa was the major character in <i>How Santa Got His Job</i> . <input type="radio"/> B The ringmaster was the major character in <i>How Santa Got His Job</i> . <input type="radio"/> C The reindeer were the major characters in <i>How Santa Got His Job</i> . <input type="radio"/> D The elves were the major characters in <i>How Santa Got His Job</i> .
2. What lessons did Santa learn from the jobs he had? (RL.3.2)
<input type="radio"/> A Santa learned to save money. <input type="radio"/> B Santa learned to make toys. <input checked="" type="radio"/> C Santa learned what he was good at and what he loved about his job. <input type="radio"/> D Santa learned he didn't like to work.
3. Who did Santa end up working for at the end of the story? (RL.3.3)
<input type="radio"/> A Santa ended up working for the reindeer at the end of the story. <input checked="" type="radio"/> B Santa ended up working for the elves at the end of the story. <input type="radio"/> C Santa ended up working for the polar bears at the end of the story. <input type="radio"/> D Santa ended up working for the newspaper at the end of the story.
4. What did the author mean when he said Santa "wanted no part of desks or offices"? (RL.3.4)
<input type="radio"/> A The author meant that Santa didn't want to make desks. <input checked="" type="radio"/> B The author meant that Santa didn't want to sit at a desk in an office. <input type="radio"/> C The author meant Santa was afraid of desks and offices. <input type="radio"/> D The author meant Santa didn't want to move desks in offices.
CCSS Assessment 3rd Grade Reading Standards for Literature BookPagez.com


Answer Key



Bonus Activity

Name: _____ Date: _____

Directions:
Imagine Santa wants to retire. The elves ask you to write an advertisement to find the next Santa. What is important for people to consider before applying for the job? What skills would they need? What tasks would they perform? Write the job description in the box below.



Extension Activity | ©BookPagez.com

Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>How Santa Got His Job Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How Santa Got His Job" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading Literature RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how those actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing their use from nonliteral language. RL.3.6 Compare their own point of view from that of the narrator or those of the characters. RL.3.9 By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.1 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 Explain that own ideas and understanding in the light of the discussion. SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, first, then, until, before, during, while, once, between, and after) as well as those that signal the sequence of events (e.g., first, second, third, last, first of, last of).</p> <p>How Santa Got His Job CCSS Alignment ©BookPagez.com</p>

Common Core State Standards Correlation
<p>How Santa Got His Job Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How Santa Got His Job" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading Literature RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how those actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing their use from nonliteral language. RL.3.6 Compare their own point of view from that of the narrator or those of the characters. RL.3.9 By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.1 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 Explain that own ideas and understanding in the light of the discussion. SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, first, then, until, before, during, while, once, between, and after) as well as those that signal the sequence of events (e.g., first, second, third, last, first of, last of).</p> <p>How Santa Got His Job CCSS Alignment ©BookPagez.com</p>

Common Core State Standards Correlation
<p>How Santa Got His Job Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How Santa Got His Job" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading Literature RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how those actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing their use from nonliteral language. RL.3.6 Compare their own point of view from that of the narrator or those of the characters. RL.3.9 By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.1 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 Explain that own ideas and understanding in the light of the discussion. SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, first, then, until, before, during, while, once, between, and after) as well as those that signal the sequence of events (e.g., first, second, third, last, first of, last of).</p> <p>How Santa Got His Job CCSS Alignment ©BookPagez.com</p>

Common Core State Standards Correlation
<p>How Santa Got His Job Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How Santa Got His Job" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Reading Literature RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how those actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing their use from nonliteral language. RL.3.6 Compare their own point of view from that of the narrator or those of the characters. RL.3.9 By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.1 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 Explain that own ideas and understanding in the light of the discussion. SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, first, then, until, before, during, while, once, between, and after) as well as those that signal the sequence of events (e.g., first, second, third, last, first of, last of).</p> <p>How Santa Got His Job CCSS Alignment ©BookPagez.com</p>

Common Core State Standards Correlation
<p>How Santa Got His Job Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How Santa Got His Job" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading Literature RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how those actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing their use from nonliteral language. RL.3.6 Compare their own point of view from that of the narrator or those of the characters. RL.3.9 By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.1 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 Explain that own ideas and understanding in the light of the discussion. SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, first, then, until, before, during, while, once, between, and after) as well as those that signal the sequence of events (e.g., first, second, third, last, first of, last of).</p> <p>How Santa Got His Job CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>How Santa Got His Job Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How Santa Got His Job" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.3.0 - Use sentence-level context as a clue to the meaning of a word or phrase. L.3.1a - Identify reliable connections between words and their use (e.g., identify people who are friendly or helpful). L.3.2 - Acquire and use accurately, grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, since, first, then, until, before, during, while, once, between, and after) as well as those that signal the sequence of events (e.g., first, second, third, last, first of, last of).</p> <p>How Santa Got His Job CCSS Alignment ©BookPagez.com</p>

Common Core State Standards Correlation
<p>How Santa Got His Job Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "How Santa Got His Job" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>How Santa Got His Job CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for How Santa Got His Job Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para practicar: Hacer conexiones
con How Santa Got His Job (Como Santa consiguió su trabajo)

La portada:
Haz una conexión **texto a tu mismo**. ¿Alguna vez has mirado un periódico?

¿Qué secciones miraste o querías ver en un periódico?

Página 8:
Haz una conexión **texto al mundo**. ¿Cuándo las personas tienden a comer muchas galletas, pasteles y tartas?

Página 9:
Haz una conexión **texto al mundo**. ¿Qué se te recuerda cuando lees las palabras en esta página?

Página 14:
Haz una conexión **texto a texto**. Nombra otra historia sobre Santa y sus elfos.

Nombre: _____



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Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Hacer conexiones
con How Santa Got His Job (Como Santa consiguió su trabajo)

La portada:
Haz una conexión **texto a tu mismo**. ¿Alguna vez has mirado un periódico?
Las respuestas varían. Podrían incluir: Sí, he mirado el periódico antes.


¿Qué secciones miraste o querías ver en un periódico?
Las respuestas varían. Podrían incluir: Vi una sección de noticias, una sección local, una sección de deportes, una sección de entretenimiento, una sección clasificada y la sección de dibujos animados.

Página 8:
Haz una conexión **texto al mundo**. ¿Cuándo las personas tienden a comer muchas galletas, pasteles y tartas?
Las respuestas varían. Podrían incluir: Las personas tienden a comer muchas galletas, pasteles y tartas en ocasiones especiales como cumpleaños y días festivos.

Página 9:
Haz una conexión **texto al mundo**. ¿Qué se te recuerda cuando lees las palabras en esta página?
Las respuestas varían. Podrían incluir: Las palabras en esta página me recuerdan una canción sobre Santa llamada "Santa Clause viene a la ciudad".

Página 14:
Haz una conexión **texto a texto**. Nombra otra historia sobre Santa y sus elfos.
Las respuestas varían. Podrían incluir: Otra historia sobre Santa y sus elfos es "El Expresso Polar".

Nombre: _____



Answer Key | ©BookPagez.com

Determinar la importancia
con How Santa Got His Job (Como Santa consiguió su trabajo)

Tu turno para practicar: Determinar la importancia
con How Santa Got His Job (Como Santa consiguió su trabajo)

Visualizar
con How Santa Got His Job (Como Santa consiguió su trabajo)

Tu turno para practicar: Visualizar
con How Santa Got His Job (Como Santa consiguió su trabajo)


Página 1:
El autor nos dice que Santa quiere un trabajo que no tenga un escritorio o una oficina y lo mantiene en movimiento todo el día. Visualice un trabajo que se ajuste a esta descripción. ¿Que ves?

Página 7:
Fíjate en la ilustración de Santa. ¿Qué ves?

Página 12:
Esta ilustración muestra a Santa tratando de animar a Santa después de que ha despedido. Visualízate de pie junto a Santa y el reno. ¿Qué ves haciendo el reno?

Página 13:
Esta página nos cuenta sobre el trabajo de Santa. ¿Por qué es esta información importante?

Nombre: _____



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Determining Importance

Visualizing

Entender la estructura del texto
con How Santa Got His Job (Como Santa consiguió su trabajo)

Tu turno para practicar: Entender la estructura del texto
con How Santa Got His Job (Como Santa consiguió su trabajo)

Página 4:
Aquí el autor usa la causa y el efecto para contar cómo Santa consiguió su trabajo. ¿Qué hizo que Santa se sintiera así?

Página 5:
Aquí el autor está utilizando una estructura de texto de causa y efecto para contar cómo Santa consiguió su trabajo. ¿Qué hizo que Santa se sintiera así?

Página 14:
Aquí el autor introduce otro problema mientras Santa trabaja. ¿Cuál es el problema?

Página 14:
Aquí el autor introduce otro problema mientras Santa trabaja. ¿Cuál es el problema?

Página 14:
Aquí el autor introduce otro problema mientras Santa trabaja. ¿Cuál es el problema?

Página 14:
Aquí el autor introduce otro problema mientras Santa trabaja. ¿Cuál es el problema?

Nombre: _____

Understanding Text Structure

Sintetizar
con How Santa Got His Job (Como Santa consiguió su trabajo)

Tu turno para practicar: Sintetizar
con How Santa Got His Job (Como Santa consiguió su trabajo)

La portada:
Lea el título y observe la ilustración. Sintetice lo que hace Santa con el periódico y el lápiz rojo.


Páginas 1 y 2:
Aquí vemos a Santa buscando trabajo. Según el texto y la ilustración, ¿cuál es su opinión sobre si Santa buscará un trabajo o no?

Página 4:
Santa está en un tráfico. ¿Qué ves haciendo el reno?

Página 6:
Santa está entregando paquetes en medio de la noche para evitar esperar en el tráfico. ¿Qué aprendiste sobre las entregas nocturnas en esta página?

Página 6:
Santa está entregando paquetes en medio de la noche para evitar esperar en el tráfico. ¿Qué aprendiste sobre las entregas nocturnas en esta página?

Nombre: _____



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Synthesizing

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

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

Puedo usar las imágenes y los detalles en la historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

Puedo usar las imágenes y los detalles en la historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

Puedo usar las imágenes y los detalles en la historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

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

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

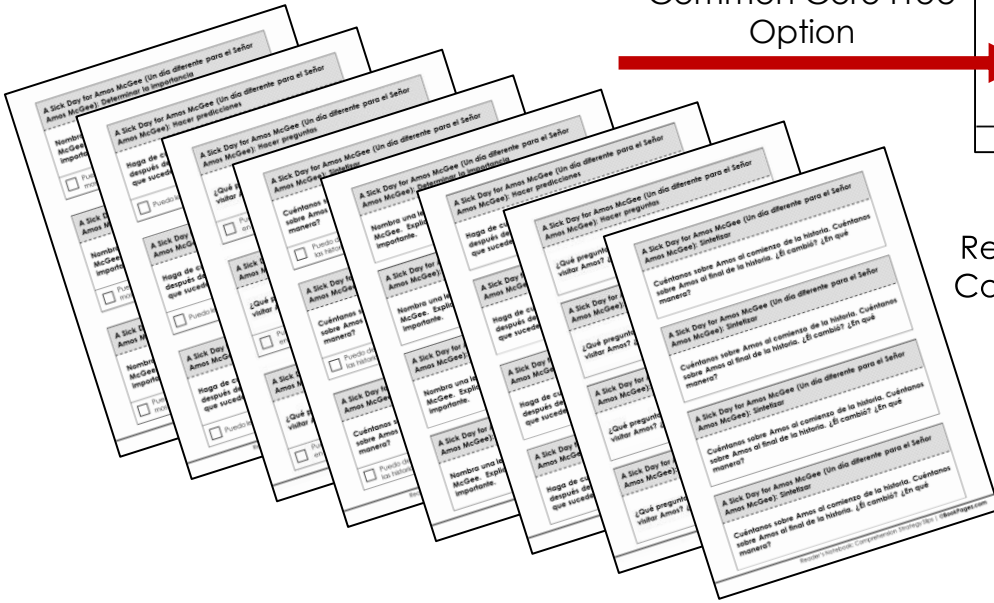
A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

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

Hacer Predicciones
Título: _____

Yo predigo...

Mi predicción fue...
 Correcto
 Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

Instrucciones:
1. Contesta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Determinar la importancia
Título: _____

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

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

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Contesta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Hacer preguntas
Título: _____

Muéstame para pensar una conexión
¿Quieres saber...? ¿Por qué no...? ¿Cómo...?
Me confundió cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta Respuesta

Pregunta Respuesta

Pregunta Respuesta

Instrucciones:
1. Contesta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usada la estructura del texto	Cómo te ayudó la estructura del texto a leer mejor?
	Página: _____	
	Página: _____	
	Página: _____	
	Página: _____	

Estructura que puedes ver también en:
Descripción: _____ Sentencia: _____ Causa y efecto: _____ Comparar y contrastar: _____

Instrucciones:
1. Contesta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

Instrucciones:
1. Contesta la pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Imagina que Santa quiere retirarse. Los elfos te piden que escribas un anuncio para encontrar al próximo Santa. ¿Qué es importante que las personas consideren antes de solicitar el trabajo? ¿Qué habilidades necesitarían? ¿Qué tareas realizarían? Escriba la descripción del trabajo en el cuadro de abajo.

