

Here's What You'll Get in the John Henry Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

1
Get Ready To Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

Summary

John Henry was special. When he was born birds, bears, panthers – even a unicorn came to visit him. As a small boy he grew so fast he busted through the roof. As he got older he became very strong – some say he was as strong as 10 men put together. Because John Henry was so strong and so tall, he went to work building roads. Armed with just two sledgehammers, John Henry destroyed boulders, pulverized rocks, and proved that he could work faster than the strongest machines.

Link to What You Know

- Do you have a nickname? How did you feel when people use your nickname?
- Think about a time you were very excited. How did you show that you were excited?

Important Words to Know and Understand

- Parapets – A low wall at the edge of a roof
- Hollered – Called out loudly

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

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3
Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, setting, and events?

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 2 – When John Henry was born, animals came to visit him. The text includes a unicorn in the list of animals that come to visit. What can you infer about this story based on the unicorn? How do you know?

Page 7 – John Henry races a man named Ferret-Faced Freddy. Think about what you know about ferrets. What can you infer about the character based on what you know? Is this an important inference? Why or why not?

Page 14 – When speaking with the road crew John Henry smiles and says, "Whatever you say." What can you infer about whether John Henry believes the dynamite will work? How do you know?

Page 14 – John Henry makes so much noise, the "Almighty" looks over the parapets of heaven. What inferences can you make about the meaning of the word "Almighty"? How do you know?

Page 30 – John Henry worked faster than the steam drill. What inferences can you make about John Henry based on this passage? Explain why your inference makes sense.

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – What types of inferences did you make while reading *John Henry*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in *John Henry*. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *John Henry*. (Remember to include examples from the book)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

John Henry
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Grade Level: 4 / Guided Reading Level: 5

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4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Making Connections

John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

3
Ask Questions While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, setting, and events?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Asking Questions

John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

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Get Ready To Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

3
Identify the Author's Purpose

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, setting, and events?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Author's Purpose

John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

3
Synthesizing

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, setting, and events?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Synthesizing

Answer Key for Making Inferences with John Henry

Your Turn to Practice Making Inferences with John Henry

Page 2: When John Henry was born, animals came to visit him. The text includes a unicorn in the list of animals that come to visit. What can you infer about this story based on the unicorn?

Page 7: John Henry races a man named Ferret-Faced Freddy. Think about what you know about ferrets. What can you infer about the character based on what you know? Is this an important inference? Why or why not?

Page 14: When speaking with the road crew John Henry smiles and says, "Whatever you say." What can you infer about whether John Henry believes the dynamite will work? How do you know?

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Page 30: John Henry worked faster than the steam drill. What inferences can you make about John Henry based on this passage? Explain why your inference makes sense.

Answer Key for Identifying the Author's Purpose with John Henry

Your Turn to Practice Identifying the Author's Purpose with John Henry

Page 5: John Henry wakes up the sun. Why does the author tell us about John Henry and the sun?

Answer Key for Making Connections with John Henry

Your Turn to Practice Making Connections with John Henry

Page 3: John Henry works like other children when he is born. Make a connection comparing John Henry's birth to what you know about other children.

Page 5: John Henry builds his parent's house in one day. Make a connection comparing John Henry's house to what you know about other houses.

Page 9: John Henry makes so much noise, the "Almighty" looks over the parapets of heaven. What do you know about the word "Almighty"?

Page 12: As John Henry grows, he becomes more special. What events happen before he becomes Ferret-Faced Freddy?

Page 17: John Henry's legend continues when he makes his way on his own. How does John Henry's strength continue to grow after he leaves home?

Answer Key for Asking Questions with John Henry

Your Turn to Practice Asking Questions with John Henry

Page 3: John Henry works like other children when he is born. Make a connection comparing John Henry's birth to what you know about other children.

Page 5: John Henry builds his parent's house in one day. Make a connection comparing John Henry's house to what you know about other houses.

Page 9: John Henry makes so much noise, the "Almighty" looks over the parapets of heaven. What do you know about the word "Almighty"?

Page 12: As John Henry grows, he becomes more special. What events happen before he becomes Ferret-Faced Freddy?

Page 17: John Henry's legend continues when he makes his way on his own. How does John Henry's strength continue to grow after he leaves home?

Answer Key for Synthesizing with John Henry

Your Turn to Practice Synthesizing with John Henry

Page 2: The story begins by telling you how you may or may not have heard of John Henry. What do you know about John Henry?

Page 3: John Henry works like other children when he is born. Make a connection comparing John Henry's birth to what you know about other children.

Page 5: John Henry builds his parent's house in one day. Make a connection comparing John Henry's house to what you know about other houses.

Page 9: John Henry makes so much noise, the "Almighty" looks over the parapets of heaven. What do you know about the word "Almighty"?

Page 12: As John Henry grows, he becomes more special. What events happen before he becomes Ferret-Faced Freddy?

Page 17: John Henry's legend continues when he makes his way on his own. How does John Henry's strength continue to grow after he leaves home?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

John Henry: Identifying the Author's Purpose

How does the story of John Henry illustrate the importance of working with your hands?

Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS: RL.4.2

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

John Henry: Identifying the Author's Purpose

How does the story of John Henry illustrate the importance of working with your hands?

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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:

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

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Making Inferences

Title: _____

What the Text Says

What I Know

What I Can Infer

Look to clues in the text to figure out the author's purpose. Use the clues to fill in the box below.

Directions:

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

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Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

to Persuade to Inform to Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Title: _____

Question Sentence Starters

I wonder... Why didn't... How does...
I am confused about... I am curious about... I am not sure why...

| | |
|----------|--------|
| Question | Answer |
| | |
| Question | Answer |
| | |
| Question | Answer |
| | |

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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... | Now I understand... | after thinking about... |
| Because... | Because... | I conclude... |
| | | Because... |

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences

Author's Purpose

Asking Questions

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections
John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

Important Words to Know and Understand in "John Henry"

Acre
A measure of land that equals 4840 square yards

Flabbergasted
To shock or surprise (someone) very much

Glimpse
To look or see for a short time

Hollered
Called out loudly

Horizon
The line where the earth or sea seems to meet the sky

Parapets
A low wall at the edge of a roof

Peeping
Looking very quickly at something

Pulverized
To crush into powder or dust

Scurried
Moved quickly and with short steps

Shimmering
Shining with a light that seems to move slightly

Vocabulary Word List | @BookPages.com

Important Words to Know and Understand in John Henry Word List

Vocabulary Connections
John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

Acre **Flabbergasted** **Glimpse**

Hollered **Horizon** **Parapets**

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

Acre **Flabbergasted** **Glimpse**

A measure of land that equals 4840 square yards

To shock or surprise (someone) very much

To look or see for a short time

Hollered **Horizon** **Parapets**

Called out loudly

The line where the earth or sea seems to meet the sky

A low wall at the edge of a roof

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

Peeping is a/an
noun verb
adverb adjective

Pulverized is a/an
noun verb
adverb adjective

Scurried is a/an
noun verb
adverb adjective

Peeping looks like this:

Pulverized looks like this:

Scurried looks like this:

Peeping reminds me of:

Pulverized reminds me of:

Scurried 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 John Henry

Directions: Use the words in the word bank to fill in the blanks below.

- The children quickly _____ upstairs when their parents caught them _____ at their Christmas gifts.
- The foreman _____ of his construction workers to get out of the way before he _____ the building with a wrecking ball.
- An _____ of land is 43,560 square feet.
- Our dog sat on the hill watching the sun set on the _____.

Word Bank: ACRE, FLABBERGASTED, GLIMPSE, HOLLERED, HORIZON, PARAPETS, PEEPING, PULVERIZED, SCURRIED, SHIMMERING

Directions: Unscramble each of the words. Then use the numbered letters to decide the secret word.

RAAPTEPS _____

PSEMIGL _____

RIZONOH _____

SECRET WORD [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []

Name: _____

Answer Key:

- scurried
- hollered
- acre
- glimpse

Answer Key | @BookPages.com

Word Games and Answer Key

Vocabulary Connections
John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

John Henry
By Julius Lester

A new word that I learned in this book is: _____

it means: _____

it looks like: _____

it reminds me of: _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections

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

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

| Word | What I Think the Word Means | Context Clues | Real Definition | ✓ |
|------|-----------------------------|---------------|-----------------|---|
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Independent Word Exploration | @BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

Word Work

Instructional Focus:
If a word ends with e, drop the e before you add -ed or -ing.

Background:
Students should be familiar with focuses on words ending in e.

Examples:

| Base word | +ing |
|-----------|----------|
| scare | scaring |
| fire | firing |
| chop | chopping |
| sit | sitting |

Materials and Preparation:

- A Copy of John Henry
- Chart Paper
- List of base words (provided)
- Blank index cards (16)
- Word Work Practice Page
- Optional - Word Detective Worksheet

John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Rules of Adding -ed and -ing

- Provide students with the following list of base words: Clap, Arrive, Shrug, Smile, Amaze, Stop, Tire, Chop, Chuckle, Pulverize, Wrap, Sit, Rumble, Score, Nap, Line.
- Tell students to write each base word on a separate index card for each list.
- Ask students to sort the words into two lists and come up with a rule for each list.
- Students may have a variety of rules for each list. Validate each response then resort the words together.
- Present the students with words sorted into the following lists.
 - List A: arrive, scare, tire, line, smile, amaze, rumble, chuckle, pulverize
 - List B: stop, shrug, wrap, clap, chop, sit, nap
- Work with students to generate a rule for each list based on what the words have in common.
 - List A: Words end with silent E
 - List B: Words are 1 syllable AND end in VC
- Next discuss what happens to each list of words when you add -ed or -ing to the word.
- Create an anchor chart to support your discussion.

Step 2: Connect Word Work to Reading

Rules of Adding -ed and -ing in the Text

- Tell students that the book "John Henry" has examples of what happens when -ed or -ing is added to each of the words on their index cards.
- Show students page 5 (display on a document camera or provide students with a copy of the text).
- Ask students to identify the words that match the base words on their index cards (chop / chopped). Tell students to write the word "chopped" on the back of the correct index card.
- Read the story to the students, asking them to list for and write the -ed or -ing version of each of the base words as it occurs in the text. Alternatively, provide copies of the text to groups of students allowing them time to locate the -ed or -ing versions of each of the base words in the text.
- Students should end up with the following words copied on to the back of their index cards:

Examples of Words ending in -ed and -ing Found in the Text:

| | | | |
|---------|------------|----------|---------|
| scared | chuckled | shrugged | lined |
| tired | pulverized | wrapped | smiled |
| chopped | arrived | clapping | raising |
| sitting | stopped | rumbling | amazed |

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Create a class anchor chart.
- Invite students to come up and write the correct word in each column.
- Note the word "sit" is an outlier. It does not follow the pattern for the -ed ending.

Step 4: Independent Word Work Practice

Practice Page

- Present students with the word work practice page.
- Read the page together.
- Instruct students to edit Alicia's letter by circling the misspelled words and writing the correct spelling above each word.
- Correct answers according to the key.

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

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Anchor Chart
Interactive Activity

| Base Word | - ed | - ing |
|-----------|------|-------|
| arrive | | |
| scare | | |
| fire | | |
| line | | |
| smile | | |
| amaze | | |
| rumble | | |
| chuckle | | |
| pulverize | | |
| stop | | |
| shrug | | |
| wrap | | |
| clap | | |
| chop | | |
| sit | | |
| nap | | |

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Words ending in -ed and -ing
Extension Activity

Directions:
Be a word detective!
Be on the lookout for words ending in -ed and -ing 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

Rules of Adding -ed and -ing
Word Work Practice Page

Directions: Alicia has written a letter to her grandmother but it contains some errors. Help Alicia edit her letter before she mails it off to her grandmother. Circle her errors and write the correct spelling of each word above the word.

Dear Nana,

I am writing this letter to say hello and miss you every much. Mom said you beged her to hear from me but I am suspicious. We just talked on the phone last week!

I loveded the knit scarf you sent me. My knaling is still sitting on my shelf. I have been very busy with school these last couple of weeks. We did the 1/2 mile run in gym last week. I jogged with my friend so the time went very fast! Our teacher was not very pleased with how long it took us to finish. In language arts, we are typing our personal narratives. I wrote about the first time I went mountain bike riding. Do you remember what happened? I slipped in some mud and ripped my new pants. I also had such a bad out that Mom ended up driving me to the emergency room for stitches. After I got stitched up, we dined at my favorite restaurant.

I love you very much and hope to see you soon.

Your granddaughter,
Alicia

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

Assessments

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



| Running Record | | | | | |
|--|---|-------------------------------------|----|----------------------------|------------------|
| Title: John Henry | | Guided Reading Text Level: 5 | | 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 |
| 3 | You have probably never heard of John Henry. Or maybe you heard about him but don't know the ins and outs of his comings and goings. Well, that's why I'm going to tell you about him. When John Henry was born, birds came from everywhere to see him. The bears and panthers and moose and deer and rabbits and squirrels and even a unicorn came out of the woods to see him. And instead of the sun tending to his business and going to bed, it was peeping out from behind the moon's skirts trying to get a glimpse of | | | | |
| Analysis and Comments: | | | | | |
| Tested By: _____ | | | | ©BookPagez.com | |

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



| John Henry CCSS Assessment | Name: _____ Score: / 9 |
|--|---------------------------|
| Directions: Use what you know about <i>John Henry</i> to answer each of the following questions. | |
| 1. What was the author's purpose in telling you John Henry's story? <input type="radio"/> A He wanted to share facts about a real person's life. <input type="radio"/> B He wanted to persuade you to like John Henry better than Pecos. <input type="radio"/> C He wanted to explain how to get through boulders and mountains. <input type="radio"/> D He wanted to entertain you with a tall tale that also teaches a lesson. | |
| 2. What about John Henry's life best supports the theme of hard work and determination? <input type="radio"/> A The forest animals liked him. <input type="radio"/> B He wanted to help and work, and never was afraid of a challenge. <input type="radio"/> C He had two strong hammers. <input type="radio"/> D He had a rainbow that would wrap around him as he worked. | |
| 3. Which words of John Henry's show us how he felt when he was told he could not work? <input type="radio"/> A Just watch me. <input type="radio"/> B RINGGGGGG! <input type="radio"/> C Whatever you say. <input type="radio"/> D I got a rainbow. | |
| 4. In the first paragraph, the author writes that you may not know the "ins and outs of his comings and goings." What does that mean? <input type="radio"/> A It means you may not know how he traveled to different places. <input type="radio"/> B It means you might not know how someone so tall got in and out of places. <input type="radio"/> C It means you may not know the details of his life. <input type="radio"/> D It means you may not know where John Henry was buried. | |

| |
|--|
| 5. How is this story different than a drama/play? (RL.4.5) <input type="radio"/> A They are not different. This is a play. <input type="radio"/> B This story does not rhyme like most plays do. <input checked="" type="radio"/> C This story has dialogue, but the words are not written as lines for each character. <input type="radio"/> D This story has stage directions, just like a drama/play. |
| 6. This story is told by a 3 rd person narrator. How would it be different if it were told by John Henry? (RL.4.6) <input type="radio"/> A We would know all the same information. <input checked="" type="radio"/> B We would not know about what happened after he died. <input type="radio"/> C We would not know what it was like when he was working. <input type="radio"/> D We would not know about his challenges and his hard work. |
| 7. If John Henry's story were made into a play or movie, what part would be the climax (the turning point in the story)? (RL.4.7) <input type="radio"/> A When he was singing as he worked <input type="radio"/> B When the rainbow wrapped around the mountain <input type="radio"/> C When John Henry beat Ferret-Faced Freddy in a race <input checked="" type="radio"/> D When John beat the steam drill and walked out in front of the cheering crowd |
| 8. What is a theme found in John Henry's story that you may have also read in other stories? (RL.4.9) <input type="radio"/> A Everybody dies; what matters is what you did when you lived. <input type="radio"/> B Confidence and hard work go a long way. <input type="radio"/> C Find your talents and use them. <input checked="" type="radio"/> D All of the above. |
| 9. What is one reason readers might enjoy tall tales like John Henry? (RL.4.10) <input type="radio"/> A They teach you about the past. <input checked="" type="radio"/> B They are entertaining and exaggerated, but usually have a good message. <input type="radio"/> C They give you facts about a real person's life. <input type="radio"/> D They have rhythm and rhyme. |

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
 Pretend you are a reporter who has been assigned the task of writing a news article about John Henry. Choose one event from the story and write a news article retelling the event.

Include the following:

- A headline that pulls readers in
- The 5 W's: Who, What, Where, When, Why
- A picture that grabs your reader's interest

DAILY NEWS

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

John Henry Lesson Plans, Resources, and Activities

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Reading Literature

RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the theme of a story, drama, or poem from details in the text; summarize the theme of a story, drama, or poem from details in the text; summarize the theme of a story, drama, or poem from details in the text.

RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., through words or actions).

RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., heroes and villains).

RL.5 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the mid-range of the range.

Reading Foundational Skills

RF.4.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.2 - Read with sufficient accuracy and fluency to support comprehension.

Writing

W.4.1 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.2 - Write evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

SL.4.1 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.2 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.3 - Analyze a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Language

L.4.1 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whisked, stomped) and that are basic to a particular topic.

John Henry CCSS Alignment | @BookPagez.com

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John Henry CCSS Alignment | @BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

John Henry Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "John Henry" correlate with the following English Language Arts Common Core State Standards for fourth grade.

Vocabulary Lesson Plan and Resources

Language

L.4.1 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whisked, stomped) and that are basic to a particular topic.

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Common Core State Standards Correlation

John Henry Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "John Henry" correlate with the following English Language Arts Common Core State Standards for fourth grade.

Word Work Lesson Plan and Resources

Reading Foundational Skills

RF.4.1 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.2 - Read with sufficient accuracy and fluency to support comprehension.

John Henry CCSS Alignment | @BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for John Henry Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para practicar: Hacer Conexiones con John Henry

Página 3:
John Henry no era como otros niños cuando nació. Haz una conexión texto a tu mismo comparando el nacimiento de John Henry con lo que sabe sobre su propio nacimiento.

Página 5:
John Henry construye la casa de sus padres en un día. Haz una conexión texto al mundo comparando esta tarea con la forma en que se construyen los edificios en el mundo real.

¿Cómo te ayuda tu conexión como lector?

Página 9:
John Henry compete con Ferret-Faced Freddie y gana. Haz una conexión texto a texto entre Ferret-Faced Freddie y un personaje de otro cuento que haya leído.

¿Tu conexión es útil? ¿Por qué o por qué no?

Nombre: _____ ©BookPages.com

Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Hacer Conexiones con John Henry

Página 3:
John Henry no era como otros niños cuando nació. Haz una conexión texto a tu mismo comparando el nacimiento de John Henry con lo que sabe sobre su propio nacimiento.
Las respuestas varían. Podrían incluir: Cuando nació John Henry, los animales vinieron a visitarlo y crecieron al tamaño de adulto de inmediato. Todavía estoy creciendo y no creo que ningún animal haya venido a visitarme al hospital.

Página 5:
John Henry construye la casa de sus padres en un día. Haz una conexión texto al mundo comparando esta tarea con la forma en que se construyen los edificios en el mundo real.
Las respuestas varían. Podrían incluir: John Henry construye la casa solo. Hay en día, las casas son construidas por equipos de construcción y les lleva mucho tiempo.

¿Cómo te ayuda tu conexión como lector?
Las respuestas varían. Podrían incluir: Mi conexión me ayuda a entender que John Henry es una persona ficticia. Es imposible que una persona construya una casa en un día.

Página 9:
John Henry compete con Ferret-Faced Freddie y gana. Haz una conexión texto a texto entre Ferret-Faced Freddie y un personaje de otro cuento que haya leído.
Las respuestas varían. Podrían incluir: Ferret-Faced Freddie es como Ronald Durkin en "Stand Tall, Molly Lou Mellon" porque al principio es tímido pero aprende a ser amable.

¿Tu conexión es útil? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Mi conexión es útil porque me ayuda a entender mejor al personaje de Ferret-Faced-Freddie.

Nombre: _____ Answer Key | ©BookPages.com

Hacer inferencias con John Henry

Página 2:
Cuando no unicorno en esta historia. ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: no se cita.

Página 7:
John Henry que sabes sobre lo que sabe.
Las respuestas varían. Podrían incluir: está vivo.

Página 14:
Cuando habla con el equipo de "Lo que sea que digas". ¿Qué piensas que cree que la dinamita funcionará?
Las respuestas varían. Podrían incluir: que sea creyente que la dinamita funcionará.

Nombre: _____

Making Inferences

Tu turno para practicar: Hacer inferencias con John Henry

Página 2:
Cuando nació John Henry, los animales en la lista de animales en esta historia basada en el unicornio.

Página 7:
John Henry que sabes sobre lo que sabe.

Página 14:
Cuando habla con el equipo de "Lo que sea que digas". ¿Qué piensas que cree que la dinamita funcionará?

Identifica el propósito del autor con John Henry

Página 5:
John Henry despierta el sol. ¿Por qué el autor nos cuenta sobre John Henry y el sol?

Página 11:
El autor enumera todas las cosas que John Henry construye el primer día. ¿Cuál es el propósito de enumerar todas estas cosas?

Nombre: _____

Identifying the Author's Purpose

Hacer preguntas con John Henry

Página 2:
El nacimiento de John Henry fue extraordinario. ¿De qué detalles de su nacimiento te gustaría saber más?
Las respuestas varían. Podrían incluir: ¿Cómo te ayudó a entender la respuesta a esta pregunta como lector?

Página 5:
John Henry ordena que el sol se levante y lo hace. Este es extraordinario. ¿Qué preguntas tienes sobre John Henry?

Página 9:
John Henry vence a Ferret-Faced Freddie en la carrera preguntando sobre cómo John Henry gana la carrera.

Nombre: _____

Asking Questions

Sintetizar con John Henry

Página 2:
Desde el comienzo afirmando que puede o no haber oído hablar de John Henry. ¿Qué sabes sobre John Henry?

Página 3:
Desde el comienzo de su vida, John Henry es especial. ¿Qué detalles comparte el autor que muestra que él es especial?

Página 12:
Como John Henry crece, se vuelve más especial. ¿Qué eventos suceden antes de que John Henry lloran su especialidad?

Página 17:
La leyenda de John Henry continúa cuando él hace su camino por su cuenta. ¿Cómo sigue creciendo la fuerza de John Henry después de que se va de casa?

Nombre: _____

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
 Título: _____
 Piensa en el libro. ¿En qué te hace pensar el libro?
 ¿Qué tipo de conexión hiciste?
 Text to text
 Text to self
 Text to world
 Haz un dibujo de tu conexión abajo.

Instrucciones:
 1. Completa las preguntas.
 2. Conecta cuidadosamente en la línea de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Making Connections

Hacer inferencias
 Título: _____
 ¿En qué libro estás leyendo?
 ¿Qué libro estás leyendo?
 ¿Qué estás pensando sobre el libro?
 ¿Qué estás pensando sobre el mundo?

Instrucciones:
 1. Completa las preguntas.
 2. Conecta cuidadosamente en la línea de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Making Inferences

Identificar el propósito del autor
 Título: _____
 ¿Quién es el autor de tu libro?
 ¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?
 Para persuadir
 Para informar
 Para entretener
 Yo sé porque...
 ¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?
 Dibuja la cosa más importante en que el autor te hizo pensar mientras estabas leyendo.

Instrucciones:
 1. Completa cada pregunta.
 2. Conecta cuidadosamente en la línea de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Author's Purpose

Hacer preguntas
 Título: _____
 Muéstrame para empezar una escena.
 ¿Qué sabes...? ¿Por qué no...? ¿Cómo...?
 Me confunde cuando... ¿Hay cambios por ahí...? No estoy seguro por qué...
 Pregunta Respuesta
 Pregunta Respuesta
 Pregunta Respuesta

Instrucciones:
 1. Completa cada pregunta.
 2. Conecta cuidadosamente en la línea de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Asking Questions

Sintetizar
 Título: _____
 Al principio me sentía... Ahora pienso... Antes me parecía...
 Porque... Porque... Porque...
 El nuevo forma de pensar es... Ahora entiendo... Después de pensar sobre...
 Porque... Porque... Puedo concluir que...
 Porque...

Instrucciones:
 1. Completa las siguientes preguntas.
 2. Conecta cuidadosamente en la línea de puntos.
 3. Pega o engancha en tu cuaderno del lector.

Synthesizing

Extension Activity

Nombre : _____ La fecha: _____

Instrucciones: Haga de cuenta que es un periodista al que se le ha asignado la tarea de escribir un artículo de noticias sobre John Henry. Elija un evento del cuento y escriba un artículo de noticias para volver a contar el evento.

Incluya lo siguiente:

Un titular que atrae a los lectores

Las 5 W: Quién, Qué, Dónde, Cuándo, Por qué

Una imagen que atrapa el interés de su lector

noticias diarias

A large rectangular box with a thick black border, containing horizontal lines for writing a news article. The box is titled "noticias diarias" at the top. On the right side of the box, there is a smaller, empty rectangular box intended for an image.