

Here's What You'll Get in the Madeline Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections
By: Ludwig Bemelmans
Grade Level: 2 / Guided Reading Level: K

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

Summary
Madeline is a story about a school of girls who live in Paris, France. Every day the girls go on walks throughout town. One night, the main character, Madeline, gets sick and has to have her appendix taken out. All of her friends are worried about her, but when they go to visit her, they see that being in the hospital can be fun. When the girls get back to school, they become upset because they want to go to spend the night in the hospital too.

Link to What You Know
What do you know about boarding schools? Where did you learn about boarding schools? Other books? Movies? A friend or family member?

Important Words to Know and Understand
Frowned - A serious facial expression that usually shows anger, displeasure, or concentration.
Straight - Not having curves, bends, or angles.

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

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

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3
Make Connections While Reading
Does this book remind you of your own life?
Does this book remind you of other books you've read?
Does this book remind you of things you've heard about in the world?

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 4 - Make a **text to world** connection. Where do you see people form lines? What does your connection tell you about the characters in this book?
Page 10 - Make a **text to self** connection. What time do you leave your house everyday? Do you leave earlier or later than the characters in this book?
Page 18 - Madeline is being brave at the zoo. Make a **text to text** connection. What other books have brave characters? How does your connection help you as a reader?
Page 23 - Make a **text to self** connection. Have you ever been rushed to the hospital? If so, what do you know about the Madeline is feeling that other people might not know?
Page 23 - Madeline has a scar. What does this detail remind you of? How does this connection help you as a reader?

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

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. How do you already know about **Madeline**? 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 **Madeline**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Madeline**. (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

Identifying the Author's Purpose
By: Ludwig Bemelmans
Grade Level: 2 / Guided Reading Level: K

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

3
Identify the Author's Purpose While Reading
What is the author's purpose for writing this book?
What is the author's purpose for writing this book?
What is the author's purpose for writing this book?

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

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

Author's Purpose

Visualizing
By: Ludwig Bemelmans
Grade Level: 2 / Guided Reading Level: K

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

3
Visualize While Reading
What are the words in the book that help you visualize the girls or the scene?
What are the words in the book that help you visualize the girls or the scene?
What are the words in the book that help you visualize the girls or the scene?

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

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

Visualizing

Understanding Text Structure
By: Ludwig Bemelmans
Grade Level: 2 / Guided Reading Level: K

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

3
Understand Text Structure While Reading
What is the author's purpose for writing this book?
What is the author's purpose for writing this book?
What is the author's purpose for writing this book?

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

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

Understanding Text Structure

Making Inferences
By: Ludwig Bemelmans
Grade Level: 2 / Guided Reading Level: K

1
Get Ready to Read
Learn about the book
Get your brain ready to read
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Make Inferences While Reading
What are the words in the book that help you visualize the girls or the scene?
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Think about the text you read
Know what to do

4
Notice the Work You Did While Reading
Think
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Making Inferences

Answer Key for Making Connections with Madeline

Your Turn to Practice Making Connections with Madeline

Page 4: Make a **text to world** connection. Where do you see people form lines?

Page 10: Make a **text to self** connection. What time do you leave your house everyday? Do you leave earlier or later than the characters in this book?

Page 18: Madeline is being brave at the zoo. Make a **text to text** connection. What other books have brave characters? How does your connection help you as a reader?

Page 23: Make a **text to self** connection. Have you ever been rushed to the hospital? If so, what do you know about the Madeline is feeling that other people might not know? How does this connection help you as a reader?

Answer Key for Identifying the Author's Purpose with Madeline

Your Turn to Practice Identifying the Author's Purpose with Madeline

Page 4: What is the author's purpose for writing this book? What is the author's purpose for writing this book? What is the author's purpose for writing this book?

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Answer Key for Visualizing with Madeline

Your Turn to Practice Visualizing with Madeline

Page 3 to 4: What words help you to visualize the girls as a group? How do the illustrations support these words?

Page 10: What do you learn about Madeline on this page? How does this help you visualize what you've learned about Madeline?

Page 21 and 22: This is an eventful part of the story. Look at each of the pictures on these pages. Tell how each illustration matches the words, which words helped the illustrator visualize each illustration?

Page 19 to 22: Here the author is using a problem and solution text structure. What happened in the problem with Madeline? How is the problem being solved?

Answer Key for Understanding Text Structure with Madeline

Your Turn to Practice Understanding Text Structure with Madeline

Pages 4 to 6: The author is telling us what the girls do before going to bed. This is an example of sequence. What do the girls do first, next, and last?

Pages 7 and 8: Here the author is using cause and effect to tell how the girls react to the different things they see. What causes the girls to smile? What causes them to frown?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Madeline: Identifying the Author's Purpose

The author wrote this book to entertain his reader. List 3 places in the book where you were entertained.

I can read and understand second grade stories and poems. CCSS: RL.2.10

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

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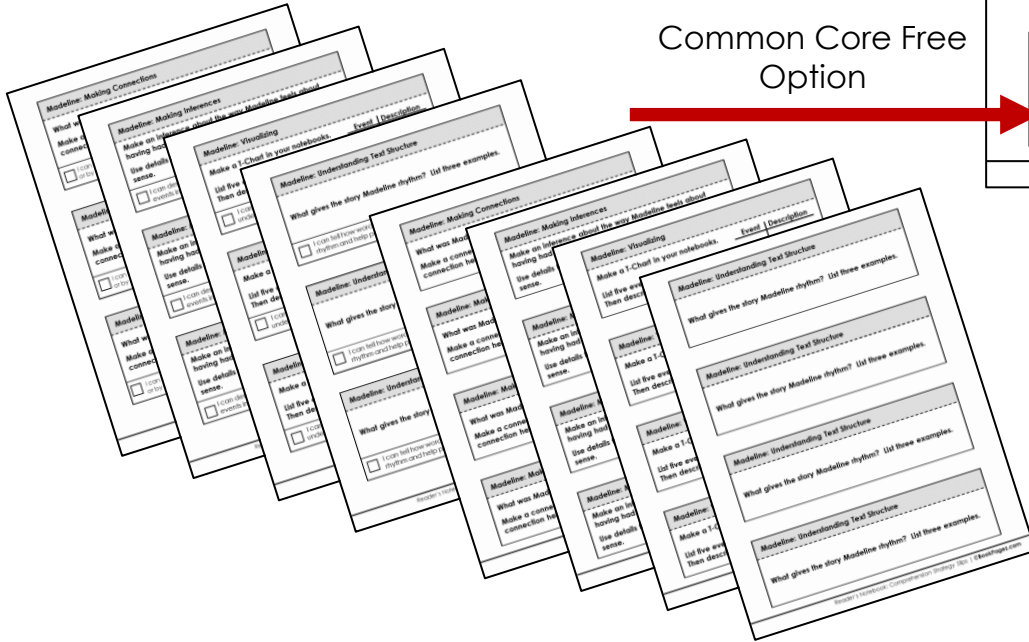
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text to Self Text to Text Text to World

Draw a picture of your connection in the box below.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Identifying the 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 on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Visualizing

Title: _____

What page did you use to practice visualizing?

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

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

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

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

Understanding Text Structure

Title: _____

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

Text Structure You Might See While Reading

Description	Sequence	Problem and Solution	Compare and Contrast	Class and Order

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Ludwig Bemelmans
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
Rhyming Words

Background:
Recognizing rhyming patterns helps to develop decoding skills. Rhyming patterns in words can have the same or similar spelling, but they have to share the same sounds.

Examples:

cat	cran
saf	sank
pat	thor
mat	thor
hat	Stan

Step by Step Lesson Plan

Word Work
By: Ludwig Bemelmans
Grade Level: 2 / Guided Reading Level: K

Step 1: Introduce the Focus of Word Work

Introduce Rhyming Words

- Ask students which words rhyme with "cat".
- Create a list on the chart paper.
- Ask students which letters in the set of rhyming words create the rhyming pattern. Underline the rhyming letters. Explain that rhyming words often times follow a spelling pattern and can help with reading and writing. Poems often follow a rhyming pattern like in the book *Madeline*.
- Write the word "think" on the chart and ask students to share words that rhyme with it. Then, underline the rhyming pattern.

Sample Anchor Chart

RHYMING WORDS	
cat	think
saf	sink
pat	spat
mat	walk
hat	link
	drink

Step 2: Connect Word Work to Reading

Rhyming Words in the Text

- Explain that there are many groups of rhyming words in the book *Madeline*.
- Read aloud pages 2 and 3.
- Ask the students which words rhyme and add them to the chart. Underline the letters that follow the rhyming pattern.
- Vines and lines (underline "ines").
- Invite the students to raise their hand when they hear a set of rhyming words as you read the rest of the book.
- Add the sets of words and underline the pattern on the chart.

Examples of Rhyming Words Found in the Text:

• Bread - bed	• Drink - crink
• Bed - sad	• Habit - rabbit
• Nine - lines - shine - Madeline - fine	• Sky - by
• Mice - lice	• Four - door - more
• Zoo - pooh-pooh - do - you - boohoo - too	• Face - space
• Wall - Clavel	• Fa -
• Night - light - right	• Dis -
• Bed - red	
• Cahn - phone	
• Six - appendix	
• City - sly	
• Arm - warm	
• Hous - flowers	

Word Work Lesson Plan | @BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
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Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out bingo sheets.
- Brainstorm a list of rhyming words. Write each word on the board. (Alternative: use the included sample list of words)
- Instruct students to choose words from the list to write in the squares on the bingo card.
- Explain that you will be saying words that rhyme with the words on the list and they will have to find its pair on their bingo card.
- Pass out bingo chips.
- Call out one word at a time from the list and invite students to cover up the word that rhymes with it on their bingo cards.

Step 4: Independent Word Work Practice

Practice Page

- Distribute *Rhyming Words Practice Page* to each student.
- Review the first set of rhyming words.
- Instruct students to complete the page.
- Circulate to monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for rhyming words 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

Word Bingo
Interactive Activity

Directions: Write one word in each box. Make sure that you don't use a word more than once. Have fun and good luck!

		FREE		

Guided Word Work Practice | @BookPagez.com

Word Bingo List of Words
List 2

- Bea
- Sad
- Shine
- Ice
- You
- Right
- Red
- Phone
- Dry
- Flowers
- Crank
- Rabbit
- By
- More
- Vase
- Scar
- Gster

Word Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Rhyming Words
Extension Activity

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

Word	Book Title	Page	Sentence

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

Rhyming Words
Word Work Practice Page

Directions: Write two words that rhyme with each word below.

- Ham _____
- Ran _____
- Bike _____
- Fight _____
- Ring _____
- Top _____
- Cone _____
- Rip _____
- Sheep _____
- Cut _____

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

Assessments

Running Record					
Title: <i>Madeline</i>		Guided Reading Text Level: <i>K</i>		Word Count: <i>100</i>	
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/secondsread 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	M	SV
2	In an old house in Paris				
	that was covered with vines				
3	lived twelve little girls in two straight lines.				
4	In two straight lines they broke their bread				
5	and brushed their teeth				
6	and went to bed.				
7	They smiled at the good				
8	and frowned at the bad				
9	and sometimes they were very sad.				
10	They left the house				
Tested By: _____					©BookPagez.com

Running Record Assessment

Madeline CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Madeline</i> to answer each of the following questions.		
1. Which of these details from the story is NOT important to the story?		
<input type="radio"/> A Madeline was the youngest of the twelve girls. <input type="radio"/> B The house is covered with vines. <input type="radio"/> C Miss Clavel takes care of the girls. <input type="radio"/> D Madeline had to have her appendix removed.		
2. What was the main message the other girls learned about getting your appendix out?		
<input type="radio"/> A If it happens, you get toys, flowers, and a new dress. <input type="radio"/> B It is very painful. <input type="radio"/> C It is a very serious illness. <input type="radio"/> D You can't live without an appendix.		
3. How did the doctor react when he realized Madeline was in the hospital?		
<input type="radio"/> A He gives her two aspirin and tells her to go home. <input type="radio"/> B He asks Miss Clavel to bring her to the hospital. <input type="radio"/> C He doesn't know what to do, so he calls the nurse. <input type="radio"/> D He quickly calls the nurse and ambulances.		
4. <i>Madeline</i> is a fiction story. How can you tell?		
<input type="radio"/> A The setting is in Paris, France. <input type="radio"/> B There are characters with lines and stage directions. <input type="radio"/> C There is also rhythm and rhyme. <input type="radio"/> D It is a true story.		
5. Why does the author make sure we know that Madeline is brave and not afraid of anything? (RL.2.5)		
<input type="radio"/> A When we read she is crying and sick, we know she really means it. <input type="radio"/> B We need to know something about all the girls. <input type="radio"/> C It shows how she can be dramatic. <input type="radio"/> D She will not be afraid when Miss Clavel is mad at her for being up so late.		
6. How is Madeline different than all the other girls? (RL.2.6)		
<input type="radio"/> A She is the oldest. <input type="radio"/> B Madeline does not want to walk in two lines. <input type="radio"/> C Madeline is always in trouble. <input checked="" type="radio"/> D She is not afraid of mice in the kitchen, nor tigers in the zoo.		
7. What do the words and illustrations tell you about where Madeline lives? (RL.2.7)		
<input type="radio"/> A They show she lives in Paris, where the Eiffel Tower is located. <input type="radio"/> B Their home is very neat and organized. <input type="radio"/> C They show that she does not live with parents. She lives in a home for girls. <input checked="" type="radio"/> D All of the above		
8. How is the hospital room different than her room at home? (RL.2.9)		
<input type="radio"/> A She has to share her hospital room, but at home she has her own. <input type="radio"/> B Her room at home is filled with flowers and toys. <input checked="" type="radio"/> C She has her own room in the hospital, and the bed is bigger. <input type="radio"/> D Her hospital room does not have any windows, and she is very bored.		
9. What will most likely happen when Madeline goes home from the hospital? (RL.2.10)		
<input type="radio"/> A She won't have to follow the rules anymore. <input checked="" type="radio"/> B She will go back to doing everything with the other girls just like before. <input type="radio"/> C She will get her own room. <input type="radio"/> D The girls will be upset with her.		
CCSS Assessment 2 nd Grade Reading Standards for Literature BookPagez.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
Madeline is recovering from having her appendix removed. Write her a get well note in the space below.

Extension Activity | ©BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Madeline Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Madeline" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading: Literature RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral. RI.2.4 - Analyze differences in the points of view of characters, including by speaking different voices for each character when reading dialogue aloud. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks or code through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Madeline CCSS Alignment ©BookPage.com</p>	<p>Madeline Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Madeline" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.4 - Use information gathered from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks or code through other media. 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RI.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks or code through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Madeline CCSS Alignment ©BookPage.com</p>	<p>Madeline Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Madeline" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Picture Lesson Plan and Resources</p> <p>Reading: Literature RI.2.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks or code through other media. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Madeline Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Madeline" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.6 - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.8a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.8b - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Madeline CCSS Alignment ©BookPage.com</p>

Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<p>Madeline Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Madeline" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Madeline CCSS Alignment ©BookPage.com</p>

Word Work Common Core Alignment

Student Facing Resources in Spanish for Madeline Super Pack

5 Comprehension Strategy Practice Pages

Understanding Text Structure Practice Page


Tu turno para practicar: Entender la estructura del texto con Madeline

Páginas 4 a 6:
El autor nos dice lo que hacen las chicas antes de acostarse. Este es un ejemplo de secuencia. ¿Qué hacen las chicas primero, siguiente y último?

Páginas 7 y 8:
Aquí el autor está usando causa y efecto para decir cómo reaccionan las chicas a las diferentes cosas que ven. ¿Qué hace que las chicas sonrían? ¿Qué les hace fruncir el ceño?

Página 19 a 22:
Aquí el autor está usando un problema y una solución estructura de texto. ¿Cuál es el problema con Madeline? ¿Cómo se resuelve el problema?

Nombre: _____ @BookPagez.com



Page by Page Guided Questions

Answer Key


Entender la estructura del texto con Madeline

Páginas 4 a 6:
El autor nos dice lo que hacen las chicas antes de acostarse. Este es un ejemplo de secuencia. ¿Qué hacen las chicas primero, siguiente y último?
Primero las chicas rompen su pan. Luego se cepillan los dientes. Por último se van a la cama.

Páginas 7 y 8:
Aquí el autor está usando causa y efecto para decir cómo reaccionan las chicas a las diferentes cosas que ven. ¿Qué hace que las chicas sonrían? ¿Qué les hace fruncir el ceño?
Cuando las chicas ven cosas buenas, les hace sonreír. Cuando ven cosas malas, les hace fruncir el ceño.

Página 19 a 22:
Aquí el autor está usando un problema y una solución estructura de texto. ¿Cuál es el problema con Madeline? ¿Cómo se resuelve el problema?
Las respuestas varían. Podrían incluir: El problema es que Madeline tiene que sacar su apéndice. La solución es que irá al hospital.

Nombre: _____ Answer Key | @BookPagez.com



Sample answers written in Spanish

Hacer Conexiones con Madeline

Página 4:
Haz una conexión con Madeline.
Las respuestas varían.

Tu turno para practicar: Hacer Conexiones con Madeline

Página 4:
Haz una conexión con Madeline.
Las respuestas varían.

Página 10:
Haz una conexión con Madeline.
Las respuestas varían.

Página 18:
Madeline es valiente en el zoológico.
Las respuestas varían.

Nombre: _____

Making Connections

Identifica el propósito del autor con Madeline


Tu turno para practicar: Identifica el propósito del autor con Madeline

Página 8:
¿Qué hace el autor cuando cuenta?
Las respuestas varían.

Página 13:
¿Por qué el autor habla de que Madeline es la más pequeña y no tiene más ratones?
Las respuestas varían.

Página 25 y 26:
¿Qué detalles comparte el autor sobre la habitación de Madeline? ¿Por qué comparte estos detalles?
Las respuestas varían.

Nombre: _____



Identifying the Author's Purpose

Hacer inferencias con Madeline

Tu turno para practicar: Hacer inferencias con Madeline

Página 6:
Basado en la rutina de las niñas, ¿qué puedes inferir sobre ellas?
Las respuestas varían.

Página 9:
Mira la imagen. ¿Cómo se sienten las chicas?
Las respuestas varían.

Página 20:
¿Qué inferencia puedes hacer sobre Madeline?
Las respuestas varían.

Nombre: _____

Making Inferences

Visualizar con Madeline


Tu turno para practicar: Visualizar con Madeline

Páginas 3 a 6:
¿Qué palabras te ayudan a visualizar a las chicas como grupo? ¿Cómo las ilustraciones apoyan estas palabras?
Las respuestas varían.

Página 13:
¿Qué aprendes sobre Madeline en esta página? ¿Cómo te ayuda a visualizarlo que has aprendido sobre Madeline?
Las respuestas varían.

Páginas 21 y 22:
El es una parte memorable del cuento. Mire cada una de las imágenes en estas páginas. Indica cómo cada ilustración coincide con las palabras. ¿Qué palabras ayudaron al ilustrador a visualizar cada ilustración?
Las respuestas varían.

Nombre: _____



Visualizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Madeline: Hacer Conexiones

¿Cuál fue el problema de Madeline en este cuento?

Haz una conexión con el cuento de Madeline. Cuéntale cómo te ayuda tu conexión como lector.

Puedo mostrar que conozco a los personajes de un cuento al contarlos o al usar diferentes voces de personajes cuando leo en voz alta. CCSS: RL.2.6

Madeline: Hacer Conexiones

¿Cuál fue el problema de Madeline en este cuento?

Haz una conexión con el cuento de Madeline. Cuéntale cómo te ayuda tu conexión como lector.

Puedo mostrar que conozco a los personajes de un cuento al contarlos o al usar diferentes voces de personajes cuando leo en voz alta. CCSS: RL.2.6

Madeline: Hacer Conexiones

¿Cuál fue el problema de Madeline en este cuento?

Haz una conexión con el cuento de Madeline. Cuéntale cómo te ayuda tu conexión como lector.

Puedo mostrar que conozco a los personajes de un cuento al contarlos o al usar diferentes voces de personajes cuando leo en voz alta. CCSS: RL.2.6

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

Madeline: Hacer Conexiones

¿Cuál fue el problema de Madeline en este cuento?

Haz una conexión con el cuento de Madeline. Cuéntale cómo te ayuda tu conexión como lector.

Madeline: Hacer Conexiones

¿Cuál fue el problema de Madeline en este cuento?

Haz una conexión con el cuento de Madeline. Cuéntale cómo te ayuda tu conexión como lector.

Madeline: Hacer Conexiones

¿Cuál fue el problema de Madeline en este cuento?

Haz una conexión con el cuento de Madeline. Cuéntale cómo te ayuda tu conexión como lector.

Madeline: Hacer Conexiones

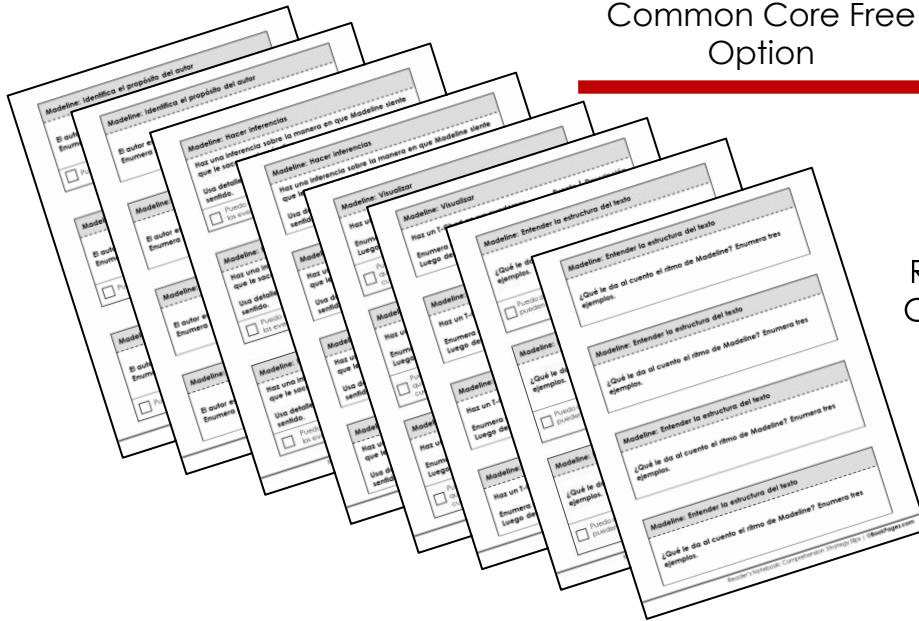
¿Cuál fue el problema de Madeline en este cuento?

Haz una conexión con el cuento de Madeline. Cuéntale cómo te ayuda tu conexión como lector.

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer conexiones

Titulo: _____

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

¿Qué tipo de conexión hiciste?

Así que mismo

Texto al texto

Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:

1. Completa las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Connections

Hacer inferencias

Titulo: _____

Lo que dice el texto	Lo que yo sé	Lo que puedo inferir
_____	_____	_____

Haz un dibujo para hacer tu inferencia.

Instrucciones:

1. Completa las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Inferences

Identifica el propósito del autor

Titulo: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor para escribir este libro? (¿Cómo lo sabes?)

Para persuadir

Para informar

Para entretener

¿Sé que el autor quería porque... _____

Instrucciones:

1. Completa las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Author's Purpose

Visualizar

Titulo: _____

¿Qué página usaste para practicar a visualizar?

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

Escríbe algunas de las palabras que el autor empleó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:

1. Completa las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Visualizing

Entender la estructura del texto

Titulo: _____

Estructura del texto	Dónde fue usado la estructura del texto	Cómo la estructura del texto me ayudó
_____	Página: _____	_____
_____	Página: _____	_____
_____	Página: _____	_____
_____	Página: _____	_____

Selecciona que puedes ver mientras lees:

Desarrollo	Señala	Clímax y efecto
Comienzo	Conclusión	Introducción

Instrucciones:

1. Completa las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

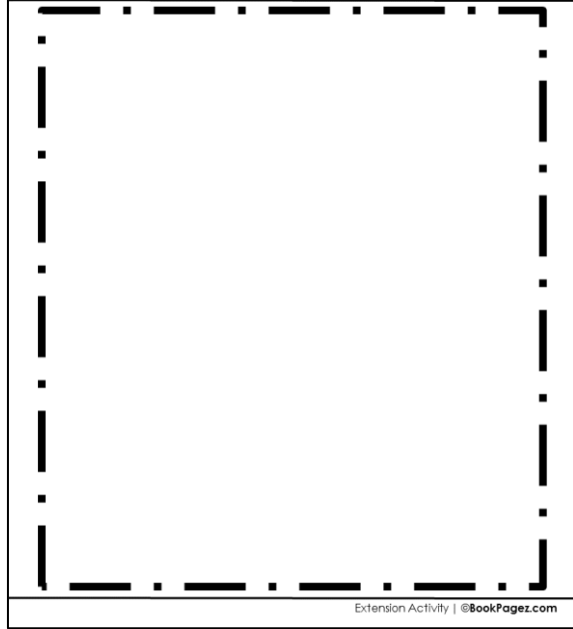
Understanding Text Structure

Extension Activity

Nombre : _____ La fecha: _____

Instrucciones:

Madéline se está recuperando de la extracción de su apéndice. Escribe una nota de recuperación en el espacio a continuación.



Extension Activity | @BookPagez.com