

Here's What You'll Get in the Miss Alaineus: A Vocabulary Disaster Super Pack

3 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences

Miss Alaineus: A Vocabulary Disaster
By Debra Frasier
Grade Level: 4 / Guided Reading Level: Q

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

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

Summary
Miss Alaineus is the story of Sage, a girl who after catching a cold is forced to stay at home for a week. Her best friend calls to give Sage her weekly spelling words, but Sage misunderstands one of the words. Instead of writing MISCELLANEOUS (having to do with a variety of unrelated items), Sage writes the words MISS ALAINEUS. Being unsure who Miss Alaineus is, Sage goes on to make up her own definition. She writes: "Miss Alaineus - the woman on green spaghetti boxes whose hair is the color of uncooked pasta." Sage stands up to share her definition with her classmates, and her classmates laugh at her. Sage, although embarrassed, makes the most of a bad situation.

Link to What You Know
Think of a time when you were sick and had to stay home from school. How did you feel when you came back to school?

Important Words to Know and Understand
Vocabulary - All of the words in a language and the definitions of each word

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

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences Lesson Plan

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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?

4
Notice the Work You Did While Reading
Think
Reflect
Write

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 1 - What can you infer about the way Sage feels about Forest when she says, "Forest is a boy. A sick boy. A boy sneezing and coughing all over my desk and pencils?" How do you know?
Page 9 - If Sage is lying in bed with a tissue in one hand and her extra credit homework in the other, you can infer a lot about whether or not Sage is a good student. What can you infer? How do you know?
Page 20 - What can you infer Sage and her mom are planning when she sits up in bed and they smile at one another? How do you know?
Page 24 - What can you infer about the reasons why Sage was awarded the gold trophy at the Vocabulary Parade? How do you know?

Time to Reflect
Think - What types of inferences did you make while reading Miss Alaineus: A Vocabulary Disaster? 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 reading Miss Alaineus: A Vocabulary Disaster. What was difficult? What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you do while reading Miss Alaineus: A Vocabulary Disaster. (Remember to include examples from the book!)

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Determining Importance

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Determining Importance While Reading
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Determining Importance

Understanding Text Structure

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Know what to do

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Understanding Text Structure While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
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Miss Alaineus is the story of Sage, a girl who after catching a cold is forced to stay at home for a week. Her best friend calls to give Sage her weekly spelling words, but Sage misunderstands one of the words. Instead of writing MISCELLANEOUS (having to do with a variety of unrelated items), Sage writes the words MISS ALAINEUS. Being unsure who Miss Alaineus is, Sage goes on to make up her own definition. She writes: "Miss Alaineus - the woman on green spaghetti boxes whose hair is the color of uncooked pasta." Sage stands up to share her definition with her classmates, and her classmates laugh at her. Sage, although embarrassed, makes the most of a bad situation.

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Understanding Text Structure

Answer Key for Making Inferences with Miss Alaineus: A Vocabulary Disaster

Your Turn to Practice Making Inferences with Miss Alaineus: A Vocabulary Disaster

Page 1: What can you infer about the way Sage feels about Forest when she says, "Forest is a boy. A sick boy. A boy sneezing and coughing all over my desk and pencils?"

Page 9: If Sage is lying in bed with a tissue in one hand and her extra credit homework in the other, you can infer a lot about whether or not Sage is a good student. How do you know?

Page 20: What can you infer Sage and her mom are planning when she sits up in bed and they smile at one another? How do you know?

Page 24: What can you infer about the reasons why Sage was awarded the gold trophy at the Vocabulary Parade? How do you know?

Answer Key for Determining Importance with Miss Alaineus: A Vocabulary Disaster

Your Turn to Practice Determining Importance with Miss Alaineus: A Vocabulary Disaster

Page 1: What can you infer about the way Sage feels about Forest when she says, "Forest is a boy. A sick boy. A boy sneezing and coughing all over my desk and pencils?"

Page 9: If Sage is lying in bed with a tissue in one hand and her extra credit homework in the other, you can infer a lot about whether or not Sage is a good student. How do you know?

Page 20: What can you infer Sage and her mom are planning when she sits up in bed and they smile at one another? How do you know?

Page 24: What can you infer about the reasons why Sage was awarded the gold trophy at the Vocabulary Parade? How do you know?

Answer Key for Understanding Text Structure with Miss Alaineus: A Vocabulary Disaster

Your Turn to Practice Understanding Text Structure with Miss Alaineus: A Vocabulary Disaster

Page 1: What can you infer about the way Sage feels about Forest when she says, "Forest is a boy. A sick boy. A boy sneezing and coughing all over my desk and pencils?"

Page 9: If Sage is lying in bed with a tissue in one hand and her extra credit homework in the other, you can infer a lot about whether or not Sage is a good student. How do you know?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Miss Alaineus: A Vocabulary Disaster: Determining Importance

What was the most important lesson Sage learned in this story? Why do you think so?

I can summarize a fiction text in my own words. CCSS: RL.4.2

Miss Alaineus: A Vocabulary Disaster: Determining Importance

What was the big idea in the book you read today? Why do you think so?

I can summarize a fiction text in my own words. CCSS: RL.4.2

Miss Alaineus: A Vocabulary Disaster: Determining Importance

What was the big idea in the book you read today? Why do you think so?

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Miss Alaineus: A Vocabulary Disaster: Determining Importance

What was the big idea in the book you read today? Why do you think so?

Miss Alaineus: A Vocabulary Disaster: Determining Importance

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Miss Alaineus: A Vocabulary Disaster: Determining Importance

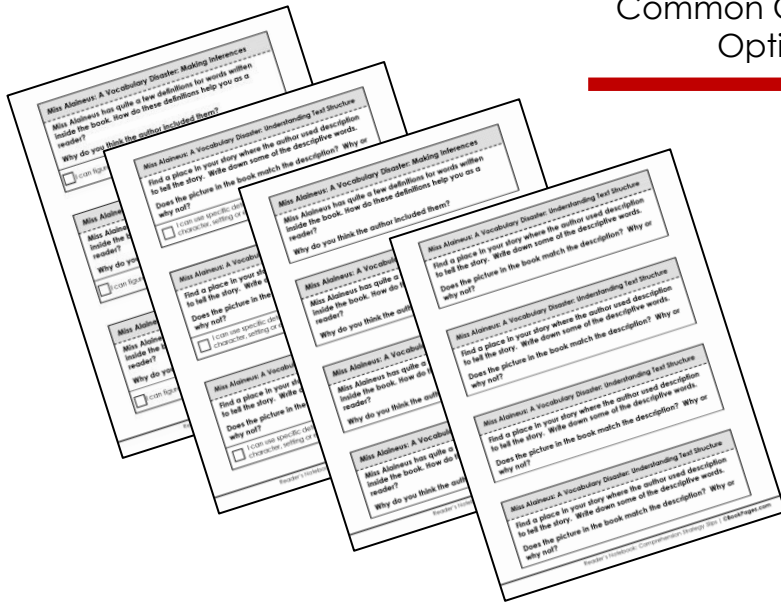
What was the big idea in the book you read today? Why do you think so?

Miss Alaineus: A Vocabulary Disaster: Determining Importance

What was the big idea in the book you read today? Why do you think so?

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan



3 Comprehension Strategy Graphic Organizers

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Use the questions, text or picture.	Read and write about the story.	Write, draw, or draw a picture.

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

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

Making Inferences

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

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

Determining Importance

Understanding Text Structure

Title: _____

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

Text Structures You Might See While Reading:

Describe the Problem and Conflict.	Cause and Effect

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

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

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Miss Alaineus: A Vocabulary Disaster
By: Debra Fraser
Grade Level: 4 / Guided Reading Level: Q

Instructional Focus:
Homophones

Background:
A homophone consists of two or more words having the same pronunciation, but different meanings.

Examples:

wife, right
piece, peace
one, won
bear, bare

Materials and Preparation:

- A Copy of *Miss Alaineus*
- Chart paper
- Homophones
- Homophones
- Optional: V

Word Work

Miss Alaineus: A Vocabulary Disaster
By: Debra Fraser
Grade Level: 4 / Guided Reading Level: Q

Step 1: Introduce the Focus of Word Work

Introduce Homophones

- A homophone consists of two or more words having the same pronunciation, but different meanings, origins, or spelling.
- Because the different spellings have different meanings, it is important to use the proper word spelling, especially in writing.
- Students should have a fun time recognizing and using homophones in their own writing.
- Using the Anchor Chart, go over the words, spellings, and definitions.
- Afterwards, ask the students if they can think of anymore pairs of homophones.
- They might suggest a word that has the same spelling but different meaning.
- Explain to them that a **homonym** is any word that is pronounced the same as another word, but with a **different meaning**. When the words have the **same spelling**, they are known as **homographs**. When they have **different spellings**, they are called **homophones**.

Sample Anchor Chart

hair & hare	hear & here	there & there	there & there
pair & pare	stair & stare	time & thyme	deer & dear

Step 2: Connect Word Work to Reading

Homophones in the Text

- The plot of the story is based upon a homophone-like misunderstanding. *Miss Alaineus* was supposed to be spelled miscellaneous. Star and star also can be used as examples of homophones. There are other words used in this text that could have homophones, but they aren't necessarily used in the book.
- While reading the book, look for examples of words that could have homophones. Write down as many as you can find.

Examples of Homophones Found in the Text:

great (grate)	four (fore)	two (two)
seen (seen)	high (his)	hair (hair)
not (not)	red (read)	what's (what's)
so (so)	in (in)	there (there)
weak (weak)	for (four)	whole (who's)
know (no)	do (due)	

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work

Miss Alaineus: A Vocabulary Disaster
By: Debra Fraser
Grade Level: 4 / Guided Reading Level: Q

Step 3: Guided Word Work Practice

Interactive Exploration

- Ask the students, "Why do you think it's a good idea to use the proper spelling of homophones, especially when we're writing?" (Accept any reasonable answer.) "That's right. Because the spelling of the homophone can change the meaning of the word, and we don't want to confuse our readers."
- To help understand this better, we're going to be playing a game called, "Write Right!"
- Pass out one of each homophone pair to students
- Explain to students that when you give the signal, they will have five minutes to: 1) find their classmate with the corresponding homophone pair, 2) make sure you both know the definitions for each of the word pairs, and 3) create a sentence using both of the homophones correctly.
- After five minutes ask pairs of students to write their sentence on the board or chart paper.
- Ask the class to give a thumbs-up if they agree that the sentence is written correctly, or a thumbs-down if they disagree with the sentence.
- If the sentence is incorrect, give the pair of students an opportunity to correct the sentence.

Step 4: Independent Word Work Practice

Practice Page

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

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

piece hair

won one

mane main

stare stair

pane pain

Independent Practice Page

Extension Activity

Word Detective: Homophones
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **homophones** 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

Homophones
Word Work Practice Page

Directions:
For each sentence, circle the correct homophone and write it on the line.

- Don't forget to bring your best _____ of shoes. (pear, pare, pair)
- He went _____ the car wash early today. (through, threw)
- Please tell me what _____ you want us to come. (time, thyme)
- My mother's favorite color is _____ (blew, blue)
- The dog doesn't like it when you _____ at him. (stare, stare)
- Sasha grew the most beautiful _____ (flour, flower)
- When my brother was sick, his skin looked so _____. (pale, pale)
- It's not right to _____ something that isn't yours. (steal, steel)
- My dad said that he wants _____ and quiet. (piece, peace)
- The library bookshelf has many _____ of books. (ears, ears)
- Giorgio's dog was scratching a _____ bite. (flea, flea)
- The lobby is located on the _____ floor. (main, mane)
- Do you know what _____ doing? (you're, you're)
- Please brush your sister's _____ before bedtime. (hare, hair)
- Lily has a _____ for decorating. (fak, faze)

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

Assessments

Running Record					
Title: Miss Alaineus: A Vocabulary Disaster		Guided Reading Text Level: Q	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	None of this would have happened if it wasn't for Forest. Forest is not a thicket of trees. Forest is a boy. A sick boy. A boy sneezing and coughing all over my desk and pencils. I caught Forest's cold and had to stay home from school on Tuesday. Tuesday is Vocabulary Day at Webster School. Follow my advice: Never get sick on Vocabulary Day.				
2	On Tuesday afternoon I called my best friend, Starr, who is not a lustrous celestial object seen as a point of light in the sky, but a very smart girl who listens perfectly on Vocabulary *...				

Analysis and Comment: _____

Tested By: _____ @BookPages.com

Running Record Assessment

Miss Alaineus, A Vocabulary Disaster CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Miss Alaineus, A Vocabulary Disaster</i> to answer each of the following questions.		
1. What can you infer about Sage after reading about what she does when she is sick?		
<input type="radio"/> A Math is Sage's favorite subject in school. <input type="radio"/> B All she wants to do is watch TV and sleep when she is sick. <input type="radio"/> C She doesn't mind missing school. <input type="radio"/> D School work, especially vocabulary, is very important to her.		
2. Sage has to make the best out of an embarrassing mistake. How does she do this?		
<input type="radio"/> A She stays home for 3 more days so she can rest. <input type="radio"/> B She turns her vocabulary mistake into a joke. <input type="radio"/> C She tells on all the kids who were laughing at her. <input type="radio"/> D She points out all the mistakes other students made.		
3. Which best describes Sage's mother?		
<input type="radio"/> A She is supportive and gives good advice. <input type="radio"/> B She is always too busy to help Sage. <input type="radio"/> C She doesn't understand what Sage is doing. <input type="radio"/> D She is only worried about Sage's grades.		
4. What strategy does Sage use (that we can see in the text)?		
<input type="radio"/> A She looks some words up in the dictionary. <input type="radio"/> B She thinks about how she has heard the words. <input type="radio"/> C She draws pictures to go with the words. <input type="radio"/> D All of the above.		
5. What element of poetry does Sage use as part of her scrapbook/journal? (RL.4.5)		
<input type="radio"/> A She wrote her own rhyming stanzas. <input type="radio"/> B She put a simile or metaphor on every page. <input checked="" type="radio"/> C She wrote sentences with alliteration at the bottom of each page. <input type="radio"/> D She used a lot of dialogue.		
6. Mrs. Page is the teacher who organizes the vocabulary parade. From her point of view, why is the parade important? (RL.4.6)		
<input type="radio"/> A It keeps the students busy. <input type="radio"/> B The principal said she had to organize it. <input checked="" type="radio"/> C Students learn vocabulary and get to be creative, too. <input type="radio"/> D They do it instead of a Halloween parade.		
7. If Sage'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 checked="" type="radio"/> A When Sage walks out in her Miss Alaineus costume for the parade. <input type="radio"/> B When everyone laughs at Sage's mistake. <input type="radio"/> C When Sage gets sick and has to stay home. <input type="radio"/> D When Forest gets water on Mr. Bell's new suit.		
8. Thinking about the theme, we can connect to this story because _____. (RL.4.9)		
<input type="radio"/> A Everybody has to do a Vocabulary Parade. <input type="radio"/> B We've all been sick before. <input type="radio"/> C Miss Alaineus is a word everyone gets wrong. <input checked="" type="radio"/> D We have all made embarrassing mistakes and had to deal with them.		
9. What might the author hope you are motivated to do as a learner after reading this story? (RI.4.10)		
<input type="radio"/> A You will want to be in a parade. <input checked="" type="radio"/> B You might want to learn new words and think about them in creative ways. <input type="radio"/> C You will not call your friends to help with homework. <input type="radio"/> D You will stop using dictionaries to help you with new words.		
CCSS Assessment 4 th Grade Reading Standards for Literature BookPages.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book *Miss Alaineus: A Vocabulary Disaster*, Sage has fun learning new words. You can have fun with new words too. Read each word below. Then write what you think it means (it can be silly). Last use a dictionary to look up the real definition for each word.

Callywampus
I think it means: _____ ?
Real definition: _____

Collywobbles
I think it means: _____ ?
Real definition: _____

Flibbertigibbet
I think it means: _____ ?
Real definition: _____

Goombah
I think it means: _____ ?
Real definition: _____

Kerfuffle
I think it means: _____ ?
Real definition: _____

Snollygoster
I think it means: _____ ?
Real definition: _____

Wabbit
I think it means: _____ ?
Real definition: _____



Extension Activity | @BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Miss Alaineus: A Vocabulary Disaster Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Miss Alaineus: A Vocabulary Disaster" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Reading: Literature</p> <p>RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 - Determine a theme or topic of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that relate to significant characters' thoughts and feelings (e.g., descriptions).</p> <p>RL.4.10 - 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 high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.4.8 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4.1c - 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.</p> <p>SL.4.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2 - Participate portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4.4 - 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, whined, stomped) and that are basic to a particular topic.</p>
Miss Alaineus: A Vocabulary Disaster CCSS Alignment @BookPages.com

Common Core State Standards Correlation
<p>Miss Alaineus: A Vocabulary Disaster Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Miss Alaineus: A Vocabulary Disaster" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 - Determine a theme or topic of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that relate to significant characters' thoughts and feelings (e.g., descriptions).</p> <p>RL.4.10 - 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 high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.4.8 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4.1c - 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.</p> <p>SL.4.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2 - Participate portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4.4 - 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, whined, stomped) and that are basic to a particular topic.</p>
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Common Core State Standards Correlation
<p>Miss Alaineus: A Vocabulary Disaster Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Miss Alaineus: A Vocabulary Disaster" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that relate to significant characters' thoughts and feelings (e.g., descriptions).</p> <p>RL.4.10 - 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 high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.4.8 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening</p> <p>SL.4.1c - 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.</p> <p>SL.4.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2 - Participate portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L.4.4 - 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, whined, stomped) and that are basic to a particular topic.</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
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Common Core State Standards Correlation
<p>Miss Alaineus: A Vocabulary Disaster Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Miss Alaineus: A Vocabulary Disaster" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.</p>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Miss Alaineus: A Vocabulary Disaster Super Pack

3 Comprehension Strategy Practice Pages

Making Inferences Practice Page

Tu turno para practicar: Hacer inferencias con Miss Alaineus: A Vocabulary Disaster (Señorita Alaineus: Un desastre de vocabulario)


Página 1:
¿Qué puedes inferir sobre la forma en que Sage se siente con respecto a Forest cuando dice: "Forest es un niño". Un niño enfermo. Un niño estornudando y tosiendo en mi escritorio y lápices

Página 9:
Si Sage está tumbada en la cama con un pañuelo de papel en una mano y su tarea de crédito extra en la otra, puede inferir mucho acerca de si Sage es un buen alumno o no. ¿Qué puedes inferir? ¿Cómo lo sabes?

Página 20:
¿Qué puedes inferir que Sage y su madre están planeando cuando se sienta en la cama y se sonríen el uno al otro? ¿Cómo lo sabes?

Página 24:
¿Qué puedes inferir sobre las razones por las cuales a Sage se le otorgó el trofeo de oro en el Desfile de Vocabulario? ¿Cómo lo sabes?

Nombre: _____

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Page by Page
Guided
Questions

Answer Key

Hacer inferencias con Miss Alaineus: A Vocabulary Disaster (Señorita Alaineus: Un desastre de vocabulario)

Página 1:
¿Qué puedes inferir sobre la forma en que Sage se siente con respecto a Forest cuando dice: "Forest es un niño". Un niño enfermo. Un niño estornudando y tosiendo en mi escritorio y lápices
Las respuestas varían. Podrían incluir: A Sage no le gusta Forest.

Página 9:
Si Sage está tumbada en la cama con un pañuelo de papel en una mano y su tarea de crédito extra en la otra, puede inferir mucho acerca de si Sage es un buen alumno o no. ¿Qué puedes inferir? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Puede inferir que Sage es una buena estudiante porque, aunque está enferma, todavía está trabajando en sus tareas escolares.

Página 20:
¿Qué puedes inferir que Sage y su madre están planeando cuando se sienta en la cama y se sonríen el uno al otro? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Puede inferir que van a hacer algo divertido o que Sage tiene una idea brillante.

Página 24:
¿Qué puedes inferir sobre las razones por las cuales a Sage se le otorgó el trofeo de oro en el Desfile de Vocabulario? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Sage hizo la mayor parte de una mala experiencia.

Answer Key | @BookPages.com

Sample answers
written in Spanish

Determinar la importancia con Miss Alaineus: A Vocabulary Disaster (Señorita Alaineus: Un desastre de vocabulario)

Página 4:
¿Qué has aprendido hasta ahora? ¿Qué crees que es importante recordar sobre los días de escuela?
Las respuestas varían. Forest en la escuela tiene las palabras de saber que es normal.

Página 10:
¿Por qué hay tanto énfasis en la importancia de lo que aprendes?
Las respuestas varían. extraño. Se repite m...

Página 14:
¿Qué has aprendido sobre vocabulario?
Las respuestas varían. vocabulario y lo recuerdo a veces las palabras olvidadas.

Página 25:
¿Qué más es importante?
Las respuestas varían. reaccionó a su vergüenza.

Tu turno para practicar: Determinar la importancia con Miss Alaineus: A Vocabulary Disaster (Señorita Alaineus: Un desastre de vocabulario)


Página 4:
¿Qué has aprendido hasta ahora? ¿Qué crees que es importante recordar sobre los días de escuela de Sage? ¿Por qué piensas eso?

Página 10:
¿Por qué hay tanto énfasis en la palabra Mis Alaineus? ¿Qué te dice esto sobre la importancia de la palabra en el cuento?

Página 14:
¿Qué más has aprendido sobre Sage hasta ahora? ¿Qué has aprendido sobre el vocabulario?

Página 25:
¿Qué más es importante recordar sobre este cuento? ¿Por qué piensas eso?

Nombre: _____

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Determining Importance

Entender la estructura del texto con Miss Alaineus: A Vocabulary Disaster (Señorita Alaineus: Un desastre de vocabulario)

Página 4:
El autor ha dado la definición de dos palabras diferentes hasta el momento. ¿Qué te dice esto sobre la estructura del texto?
Las respuestas varían. eso que el autor está definiendo.

Página 14:
¿Cómo está el autor construyendo la anticipación?
Final, lo que aumenta.

Página 20:
¿Qué está el autor usando para ayudar al lector a comprender mejor el texto?
Las respuestas varían. imagen, lo que ayuda al lector a con...

Página 24:
¿Qué está el autor usando para ayudar al lector a comprender mejor el texto?
Las respuestas varían. que se disfraza como es congruente con la...

Tu turno para practicar: Entender la estructura del texto con Miss Alaineus: A Vocabulary Disaster (Señorita Alaineus: Un desastre de vocabulario)


Página 4:
El autor ha dado la definición de dos palabras diferentes hasta el momento. ¿Qué te dice esto sobre la estructura del texto? ¿Por qué crees que el autor agrega estas definiciones?

Página 14:
¿Cómo está el autor ordenando los eventos del vocabulario? ¿Cómo esta secuencia construye la anticipación?

Página 20:
¿Qué está el autor usando para ayudar al lector a comprender mejor el texto. ¿Cómo hace el autor esto? ¿Qué aprendes sobre el texto de la imagen?

Página 24:
¿Qué está el autor usando para ayudar al lector a comprender mejor el texto? ¿Cómo afecta este humor a los pensamientos del lector?

Nombre: _____

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Understanding Text Structure

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

3 Comprehension Strategy Graphic Organizers

Valor a contar y resumir título:

¿De qué se trata el libro?

¿Es ficción o no ficción?

Has un dibujo o escribe una anécdota completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que habla en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o pega los trozos en los cuadros del libro.

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Making Inferences

Valor a contar y resumir título:

¿De qué se trata el libro?

¿Es ficción o no ficción?

Has un dibujo o escribe una anécdota completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que habla en el libro?

Instrucciones:
1. Contesta todas las preguntas.
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Determining Importance

Valor a contar y resumir título:

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Understanding Text Structure