

# Here's What You'll Get in the Peppe the Lamplighter Super Pack

## 6 Comprehension Strategy Lesson Plans and Practice Pages

### Making Connections Lesson Plan

**Making Connections**

**Peppe the Lamplighter**  
By: Elsa Barbone  
Grade Level: 2 / Guided Reading Level: M

**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**  
Peppe has a very important job. Peppe is a lamplighter. A long time ago, before there was electricity, a lamplighter had to light the street lamps after the sun went down. Each night when Peppe lights the street lamps, he makes wishes for each member of his family. Peppe is proud of his work. But Peppe's father does not approve of the job. Peppe's father thinks Peppe should find a better job. Peppe begins to believe his father. One night, Peppe decides not to light the street lamps. That night, he learns that his job is important after all.

**Link to What You Know**  
• Think of a time when you felt proud. What were you proud of?  
• If you could have a job, what would you choose to do?  
• What are some of your jobs at home? What are some of your jobs at school? What are some of your jobs in your neighborhood?

**Important Words to Know and Understand**  
**Fiest**—A person who leads and performs Christian religious ceremonies

**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 a reader makes 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 a reader makes 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 a reader makes 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

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Making Connections Lesson Plan

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Making Connections**

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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 about in the world?

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ 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 on your practice page.  
**Page 10** – Peppe's father was disappointed about Peppe's job. Can you think of a time when your parents felt disappointed about something you did? What did you do? How did you feel?  
**Page 18** – Peppe became disappointed in himself. Did you ever feel that way? What did you do about it? Make a **text to self** connection.  
**Page 26** – Peppe's little sister helps him. Think about other stories about a brother and sister. What are some things a brother and sister might do together? Make a **text to text** connection.  
**Page 29** – There are many important jobs in the world. What are some of the important jobs you can think of? What might happen if those workers did not do their jobs? Tell about your **text to world** connection.

**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 it even more. What did you already know about **Peppe the Lamplighter**? 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 **Peppe the Lamplighter**. Think about the things you and your reading partner discussed. How does making connections help you to be a better reader?  
Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Peppe the Lamplighter**. (Remember to include examples from the book!)

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**Identifying the Author's Purpose**

**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

**3**  
**Identify the Author's Purpose While Reading**  
✓ Identify the author's purpose  
✓ Identify the author's purpose

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

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Author's Purpose

**Making Inferences**

**Peppe the Lamplighter**  
By: Elsa Barbone  
Grade Level: 2 / Guided Reading Level: M

**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

**3**  
**Make Inferences While Reading**  
✓ Make inferences  
✓ Make inferences

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

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Making Inferences

**Retelling and Summarizing**

**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

**3**  
**Retell and Summarize While Reading**  
✓ Retell the story  
✓ Summarize the story

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

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Retelling and Summarizing

**Visualizing**

**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

**3**  
**Visualize While Reading**  
✓ Visualize the story  
✓ Visualize the story

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

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Visualizing

**Synthesizing**

**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

**3**  
**Bring While Reading**  
✓ Bring the story  
✓ Bring the story

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

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Synthesizing

**Answer Key for Retelling and Summarizing with Peppe the Lamplighter**

**Your Turn to Practice Retelling and Summarizing with Peppe the Lamplighter**

**Answer Key for Making Connections with Peppe the Lamplighter**

**Your Turn to Practice Making Connections with Peppe the Lamplighter**

**Answer Key Making Inferences with Peppe the Lamplighter**

**Your Turn to Practice Making Inferences with Peppe the Lamplighter**

**Answer Key for Identifying the Author's Purpose with Peppe the Lamplighter**

**Your Turn to Practice Identifying the Author's Purpose with Peppe the Lamplighter**

**Answer Key for Visualizing with Peppe the Lamplighter**

**Your Turn to Practice Visualizing with Peppe the Lamplighter**

**Answer Key for Synthesizing with Peppe the Lamplighter**

**Your Turn to Practice Synthesizing with Peppe the Lamplighter**

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

"I Can"  
Statement

Common Core State Standard

**Peppe the Lamplighter: Retelling and Summarizing**

Why did Peppe feel like he had to get a job? What can you tell about Peppe and his family from the picture on page 1?

I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. CCSS: RL.2.7

---

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**Peppe the Lamplighter: Retelling and Summarizing**

Why did Peppe feel like he had to get a job? What can you tell about Peppe and his family from the picture on page 1?

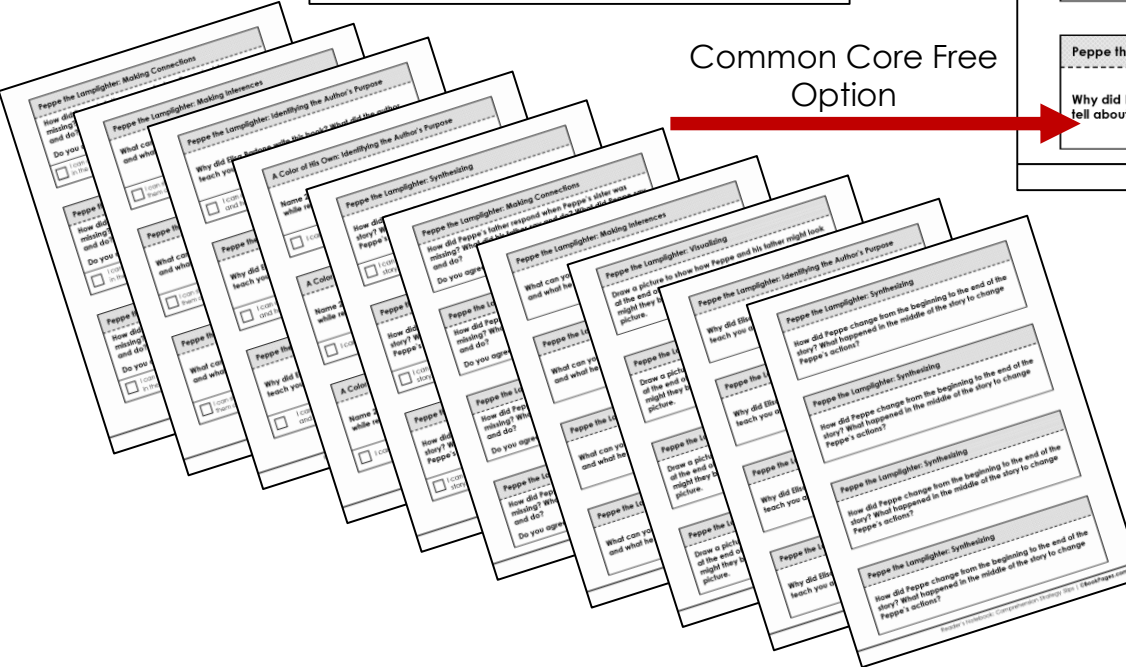
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**Peppe the Lamplighter: Retelling and Summarizing**

Why did Peppe feel like he had to get a job? What can you tell about Peppe and his family from the picture on page 1?

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

Common Core Free  
Option



Reading Response Prompts  
for Each  
Comprehension  
Strategy Lesson Plan

## 6 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Circle or color the illustrations.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

**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. Circle or color the illustrations.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer

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

Directions:  
1. Answer each of the questions.  
2. Circle or color the illustrations.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

**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 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. Circle or color the illustrations.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

**Visualizing**

Title: \_\_\_\_\_

What picture 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 share all of the words that helped you visualize.

Directions:  
1. Answer each of the questions.  
2. Circle or color the illustrations.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

**Synthesizing**

Title: \_\_\_\_\_

What I saw Reading...	My new Reading...	Used to think...
Because...	Because...	But now I think...
Because...	Because...	Because...
My new Reading...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
Because...	Because...	Because...

Directions:  
1. Answer each of the questions.  
2. Circle or color the illustrations.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Connections

Making Inferences

Author's Purpose

Visualizing

Synthesizing

# Vocabulary Connections Resources

**Vocabulary Connections** **Peppe the Lamplighter**  
By: Elisa Bartone  
Grade Level: 2 / Guided Reading Level: M

**Important Words to Know and Understand in "Peppe the Lamplighter"**

**Anxious**  
To feel afraid or nervous about what might happen

**Butcher**  
Someone who cuts and sells meat in a shop

**Embroider**  
To sew a design on a piece of cloth

**Orphan**  
A child whose parents are dead

**Priest**  
A person who leads and performs Christian religious ceremonies

**Stubborn**  
To refuse to change your ideas or to stop doing something

**Tenement**  
A large building that has apartments or rooms for rent and that is usually in a poorer part of a city

**Twilight**  
The light from the sky at the end of the day when night is just beginning

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in Peppe the Lamplighter Word List

**Vocabulary Connections** **Peppe the Lamplighter**  
By: Elisa Bartone  
Grade Level: 2 / Guided Reading Level: M

Anxious	Butcher	Embroider
Orphan	Priest	Stubborn

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections** **Peppe the Lamplighter**  
By: Elisa Bartone  
Grade Level: 2 / Guided Reading Level: M

Anxious	Butcher	Embroider
To feel afraid or nervous about what might happen	Someone who cuts and sells meat in a shop	To sew a design on a piece of cloth
Orphan	Priest	Stubborn
A child whose parents are dead	A person who leads and performs Christian religious ceremonies	To refuse to change your ideas or to stop doing something

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections** **Peppe the Lamplighter**  
By: Elisa Bartone  
Grade Level: 2 / Guided Reading Level: M

Anxious is a/an	Butcher is a/an	Embroider is a/an
noun verb adverb adjective	noun verb adverb adjective	noun verb adverb adjective
Definition of Anxious:	Definition of Butcher:	Definition of Embroider:
Anxious looks like this:	Butcher looks like this:	Embroider looks like this:
Anxious reminds me of:	Butcher reminds me of:	Embroider 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 Peppe the Lamplighter

Circle the synonym (similar word) for each of the vocabulary words below.

<b>ANXIOUS</b>	rude	nervous	happy
<b>BUTCHER</b>	cashier	meat man	teacher
<b>EMBROIDER</b>	sew	paint	clean
<b>ORPHAN</b>	alone	friendly	sister
<b>PRIEST</b>	church	Father	woman
<b>STUBBORN</b>	mean	headstrong	kind
<b>TENEMENT</b>	apartment	house	hotel
<b>TWILIGHT</b>	afternoon	dawn	evening

Use the words in the word bank to write a silly paragraph below. Write each vocabulary word using a different color.

**Word Bank**  
ANXIOUS  
BUTCHER  
EMBROIDER  
ORPHAN  
PRIEST  
STUBBORN  
TENEMENT  
TWILIGHT

Name: \_\_\_\_\_

## Word Games and Answer Key

**Word Games**  
Peppe the Lamplighter

Circle the synonym (similar word) for each of the vocabulary words below.

nervous	happy
meat man	teacher
paint	clean
friendly	sister
Father	woman
headstrong	kind
house	hotel
dawn	evening

to write a silly paragraph

**Word Bank**  
ANXIOUS  
BUTCHER  
EMBROIDER  
ORPHAN  
PRIEST  
STUBBORN  
TENEMENT  
TWILIGHT

Answer Key | ©BookPages.com

**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 the new word to words you already know.

New Word: \_\_\_\_\_

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

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

Word Bank: ANXIOUS, BUTCHER, EMBROIDER, ORPHAN, PRIEST, STUBBORN, TENEMENT, TWILIGHT

## Vocabulary Word Extension Activities

**Vocabulary Connections**

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	✓

Independent Word Exploration | ©BookPages.com

## Personalized Vocabulary Bookmark

**Vocabulary Connections** **Peppe the Lamplighter**  
By: Elisa Bartone  
Grade Level: 2 / Guided Reading Level: M

**Peppe the Lamplighter**  
By: Elisa Bartone

A new word that I learned in this book is: \_\_\_\_\_

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

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

Word Bank: ANXIOUS, BUTCHER, EMBROIDER, ORPHAN, PRIEST, STUBBORN, TENEMENT, TWILIGHT

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
**Pepper the Lamplighter**  
 By: Elisa Bartone  
 Grade Level: 2 / Guided Reading Level: M

**Instructional Focus:**  
 Action Verbs and Helping Verbs

**Background:**  
 Action verbs are words that express action, or tell something that a person, animal, force of nature, or thing does.

**Word Work**  
**Pepper the Lamplighter**  
 By: Elisa Bartone  
 Grade Level: 2 / Guided Reading Level: M

**Step 1: Introduce the Focus of Word Work**

**Introduce Action and Helping Verbs**

- Explain that there are two kinds of verbs – action verbs and helping verbs. Helping verbs do not mean anything when used alone, instead they must be paired with an action verb to provide meaning.
- Write the 23 helping verbs on the chart paper or draw attention to an anchor chart that shows the helping verbs: Am, as, are, was, were, been, be, can, has, shall, will, do, does, did, have, should, may, might, being, would, must, could, had.
- Explain that the helping verbs provide more information about the verb in the sentence. For example, say, "I am going to the store." This sentence tells the reader/listener that the action is happening in the present time or currently. For example, say, "I will eat chicken for dinner." This tells that the action will happen in the future." For example, say, "I had been sick." This tells that the action happened in the past.

**Sample Anchor Chart**

Action Verbs	Helping Verbs
read	am
work	was
ran	will
listen	might
open	could
write	should
worry	can
write	have

**Materials and Preparation:**

- A Copy of *Pepper the Lamplighter*
- Chart Paper
- Action Verbs Everywhere
- Action Verbs Word Work
- Optional - Word Detective

**Step 2: Connect Word Work to Reading**

**Action and Helping Verbs in the Text**

- Tell the students that the book they will be reading today has many helping and action verbs.
- Show them **page 1** of *Pepper the Lamplighter*. Ask students to listen carefully and look at the words while you read. If they hear an action word, they should stand up.
- After reading page 1, ask the students to identify the action words they heard. Add them to the chart paper. Ask students to identify any helping verbs on page 1 as well.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that rhyme. Remind them to be polite and not to interrupt you while you read.
- Read *Pepper the Lamplighter*.

**Examples of Action and Helping Verbs Found in the Text:**

gumbled	said	believe	had
told	lowered	hearing	has
worried	rushed	study	been
reminded	forgetting	collected	was
tried	imagine	whispered	will
walk	come	picked	be
turned	sat	huddled	
play	heard	think	

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**  
**Pepper the Lamplighter**  
 By: Elisa Bartone  
 Grade Level: 2 / Guided Reading Level: M

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Copy **Action Verbs Everywhere** page 2 (Game Page), and hand out one for each student. Explain that you will be playing a game called Action Verbs Everywhere to practice more with action verbs.
- Explain the rules. You will call out a place name, such as, at the circus. The students will have 5 minutes to write as many action words as they can that people do at the circus. For example, they would write: eat, watch, cheer, gasp, clap, and laugh. For the first game, they should write all the words in column 1. The Game page (it is labeled Game 1). Encourage students to continue thinking about action words until the time is up.
- Then, ask students to switch papers with a neighbor. Take turns asking students to read their action verbs. If a student sees that word on the list, he or she should draw a line through it. After all original verbs have been read, ask each student to tally how many action words are left on the paper. Who has the most action verbs?
- Play again with a different place, following the same rules and guidelines. Continue to play whenever there is time between activities. Optional: Allow teams of two to work together.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Action Verbs Word Work**.
- 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 students to share what they learned with the group.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

**Action Verbs Everywhere Game Board**  
 Interactive Activity

	Game 1	Game 2	Game 3	Game 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
score				

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

**Word Detective: Action and Helping Verbs**  
 Extension Activity

**Directions:**  
 Be a word detective!  
 Be on the lookout for **action and helping verbs** 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

**Action Verbs**  
 Word Work Practice Page

**Directions:**  
 Write an action verb to complete each sentence.

- I am \_\_\_\_\_ pizza for dinner.
- They are \_\_\_\_\_ next week.
- It was \_\_\_\_\_ yesterday.
- They were \_\_\_\_\_ the other day.
- She has been \_\_\_\_\_ about it.
- He can \_\_\_\_\_ three times in a row.
- I shall \_\_\_\_\_ when it is over.
- She will \_\_\_\_\_ to the game.
- I do \_\_\_\_\_ when I am bored.
- He did \_\_\_\_\_ before he left.
- They have \_\_\_\_\_ here in the past.
- I should \_\_\_\_\_ before I play.
- I shall \_\_\_\_\_ tomorrow.
- They may \_\_\_\_\_ the museum.
- She might \_\_\_\_\_ to eat first.

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

# Assessments

**Running Record**

Title: *Pepe the Lamplighter* Guided Reading Text Level: M 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 SC
		MSV MSV
2	A long time ago when there was no electricity and the streetlamps in Little Italy had to be lit by hand. Pepe lived in a tenement on Mulberry Street. His father was sick and his mother was dead, and so, though he was just a boy, he had to work to help support his sisters: Gullia, Adelina, Nicolina, Angelina, Assunta, Mariuccia, Flomena, and Albina (who lived in Naples with her uncle, the priest, and took care of orphans).	
3	Pepe tried to find a job. "I could sweep the floor and put new sawdust down," he told Gennaro, the butcher "...	

Tested By: \_\_\_\_\_ ©BookPages.com

## Running Record Assessment

**Pepe the Lamplighter**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 9

**Directions:**  
Use what you know about *Pepe the Lamplighter* to answer each of the following questions.

- Why was it important for Pepe to find a job in Little Italy?
  - A He was an orphan.
  - B He needed to help take care of his sick father and many sisters.
  - C He was trying to earn enough money to go to America.
  - D He did not want to go to school.
- Which of these is a problem that Pepe has to overcome?
  - A His father does not approve of his job.
  - B Someone steals his money.
  - C The only job he can find is sweeping.
  - D None of his sisters trust him.
- What effect do his father's words have on Pepe?
  - A Pepe decides to move to Naples with his father.
  - B It doesn't bother him at all, and he never leaves home.
  - C He is so angry that he runs away, and never returns.
  - D He is so hurt and ashamed that he decides to leave home.
- Why does Pepe repeat, "This is for..." as he sweeps?
  - A He is pretending they are like prayer.
  - B He is bored and this helps time go faster.
  - C Each streetlight belongs to someone.
  - D It is part of a song his sister taught him.
- Which part of the story has the most action and helps to change Papa's mind? (RL.2.5)
  - A The most action happens at the beginning, when he is looking for a job.
  - B It is most exciting when he goes to Italy.
  - C The part with the most action is when Assunta is lost, and the streets are dark.
  - D The part when we find out his dad is upset has the most action.
- How is Papa's view of Pepe's job different than the sisters' views? (RL.2.6)
  - A Papa is angry, but the sisters are all proud of Pepe.
  - B Papa is very happy, but his sisters think his job is not good enough.
  - C Papa doesn't care, but his sisters want to get a job just like Pepe.
  - D Papa is worried that Pepe will not make enough money, but his sisters aren't.
- What do the words and illustrations tell you about where Pepe's family lives? (RL.2.7)
  - A It is in modern times, in a poor neighborhood.
  - B Pepe's family is very rich and live in a big house in the city.
  - C It is in an American city long ago, before electricity and cars.
  - D The rest of his family is in Naples, but Pepe came to America by himself.
- How are streetlights from long ago the same as streetlights we have now? (RL.2.9)
  - A Both use electricity.
  - B Both now and long ago, streetlights were lit one at a time.
  - C Streetlights long ago were house-shaped, but now they are round.
  - D They are both tall and are used when it starts to get dark.
- Based on what you know about Pepe, what will happen when Domenico comes back from Italy? (RL.2.10)
  - A He will not give Domenico his job back.
  - B He will work hard to find another job, so he can help his family.
  - C He will stop working and sit around the house all day.
  - D He will run away.

CCSS Assessment 2<sup>nd</sup> 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, **Peppe the Lamplighter**, Peppe is busy looking for a job. Today, people use resumes when they are looking for a job. Pretend you are looking for a job. Fill in the blanks below to complete your dream job resume.

Job Title: \_\_\_\_\_  
What you want to do

Skills: \_\_\_\_\_  
Things you know how to do that will help you do your job

Experience: \_\_\_\_\_  
Things you have done that make you a good choice to your job

Interests: \_\_\_\_\_  
Things you like

Contact Information: \_\_\_\_\_  
Name, Phone Number, Address, Email

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p><b>Common Core State Standards Correlation</b></p> <p>Peppe the Lamplighter Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Peppe the Lamplighter" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>            RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.            RL.2.2 - Recount stories, including fables and folktales from diverse cultural message, lesson, or moral.            RL.2.3 - Describe how characters in a story respond to major events and challenges.            RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration/rhyme, repetition) support a theme and reading in a story, poem, or song.            RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.            RL.2.6 - Use information gained from the illustrations and words in a text to demonstrate understanding of its characters, setting, or plot.            RL.2.10 - By the end of the year, read and comprehend literature in the grades 2-3 test complexity band proficiently, with scaffolding if needed.</p> <p><b>Reading: Foundational Skills</b>            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><b>Speaking &amp; Listening</b>            SL.2.1 - Build on others' talk in conversations by linking their comments to the remarks of others.            SL.2.2 - Recount or describe key ideas or details from a text read aloud or 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.            SL.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe happy that makes me happy.</p> <p><b>Writing</b>            W.2.8 - Recall information from experiences or gather information to answer a question.</p> <p><b>Language</b>            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 happy that makes me happy.</p> <p>Peppe the Lamplighter CCS Alignment   @BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Peppe the Lamplighter Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Peppe the Lamplighter" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>            RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.            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SL.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe happy that makes me happy.</p> <p><b>Writing</b>            W.2.8 - Recall information from experiences or gather information to answer a question.</p> <p><b>Language</b>            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 happy that makes me happy.</p> <p>Peppe the Lamplighter CCS Alignment   @BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Peppe the Lamplighter Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Peppe the Lamplighter" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Synthesizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>            RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.            RL.2.2 - Recount stories, including fables and folktales from diverse cultural message, lesson, or moral.            RL.2.3 - Describe how characters in a story respond to major events and challenges.            RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration/rhyme, repetition) support a theme and reading in a story, poem, or song.            RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.            RL.2.6 - Use information gained from the illustrations and words in a text to demonstrate understanding of its characters, setting, or plot.            RL.2.10 - By the end of the year, read and comprehend literature in the grades 2-3 test complexity band proficiently, with scaffolding if needed.</p> <p><b>Reading: Foundational Skills</b>            RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.            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RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p>

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p><b>Common Core State Standards Correlation</b></p> <p>Peppe the Lamplighter Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Peppe the Lamplighter" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b>            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><b>Language</b>            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 happy that makes me happy.</p> <p>Peppe the Lamplighter CCS Alignment   @BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Peppe the Lamplighter Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Peppe the Lamplighter" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b>            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><b>Language</b>            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 happy that makes me happy.</p> <p>Peppe the Lamplighter CCS Alignment   @BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Pepe the Lamplighter Super Pack

## 6 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con Pepe the Lamplighter (Pepe el farolero)**

**Página 1:**  
¿Qué información importante aprendiste sobre la familia de Pepe?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
¿Quiénes son los personajes en esta historia?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
**Página 5:**  
¿Cuáles son algunos de los trabajos que Pepe trató de encontrar en la ciudad?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
¿Por qué le estaba costando encontrar un trabajo?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
**Página 15:**  
¿Cuáles fueron algunos de los deseos de Pepe cuando encendió las lámparas?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Nombre: \_\_\_\_\_ ©BookPages.com

### Page by Page Guided Questions

### Answer Key

**Volver a contar y resumir con Pepe the Lamplighter (Pepe el farolero)**

¿Por qué supones que él deseaba esas cosas?  
Sus deseos los ayudarían.

¿Qué aprendiste sobre los miembros de la familia de Pepe en esta página?  
Aprendimos que los miembros de su familia querían hacer cosas diferentes en los Estados Unidos.

**Página 22:**  
¿Qué evento importante cambió la forma en que Pepe se sentía acerca de su trabajo?  
El evento importante fue que Pepe no encendió las lámparas y su hermanita se perdió.

¿Qué le hizo volver a encender las farolas?  
El padre de Pepe le pidió a Pepe que encendiera las lámparas y dijo que estaría orgulloso de Pepe. Eso es lo que llevó a Pepe a encender las lámparas de nuevo.

**Página 28:**  
¿Por qué el padre de Pepe estaba orgulloso de Pepe?  
El padre de Pepe estaba orgulloso de él porque se dio cuenta de que las luces eran importantes. Las luces podrían ayudar a encontrar a Assunta.

Lo que pasó primero, luego, luego, y el último en cambiar la opinión del padre de Pepe sobre el trabajo de Pepe?  
Primero, Pepe no encendió las lámparas. A continuación, Assunta se perdió. Entonces, Pepe encendió las lámparas. Por último, Pepe encontró a Assunta.

Nombre: \_\_\_\_\_ ©BookPages.com

Sample answers  
written in Spanish

### Hacer conexiones con Pepe the Lamplighter (Pepe el farolero)

**Página 10:**  
El padre de Pepe estaba decepcionado por el trabajo de Pepe. ¿Puedes pensar en un momento en que tus padres se sintieron decepcionados por algo que hiciste?  
Los respueste: obtuve una calificación baja.

**Página 10:**  
El padre de Pepe estaba decepcionado por el trabajo de Pepe. ¿Puedes pensar en un momento en que tus padres se sintieron decepcionados por algo que hiciste?  
Los respueste: obtuve una calificación baja.

¿Cómo te sentiste?  
Los respueste: me sentí triste.

**Página 18:**  
Pepe se decepcionó de su familia.  
¿Cómo te sentiste?  
Los respueste: me sentí triste.

**Página 18:**  
Pepe se decepcionó de su familia.  
¿Cómo te sentiste?  
Los respueste: me sentí triste.

**Página 24:**  
La hermana pequeña de Pepe y su hermano se pelearon.  
¿Qué hiciste al respecto?  
Los respueste: hablé con ellos.

**Página 26:**  
La hermana pequeña de Pepe y su hermano se pelearon.  
¿Qué hiciste al respecto?  
Los respueste: hablé con ellos.

Nombre: \_\_\_\_\_ ©BookPages.com

Making  
Connections

### Identifica el propósito del autor con Pepe the Lamplighter (Pepe el farolero)

**Página 7:**  
¿Por qué crees que el autor eligió tener solo un niño con muchas hermanas en la familia?  
Los respueste: porque querían que Pepe se sintiera solo.

**Página 13:**  
¿Cómo crees que esto podría ser como el trabajo de Pepe?  
Los respueste: cada farolero tiene un trabajo.

**Página 13:**  
¿Por qué crees que el autor tenía el deseo de tener un hijo con muchas hermanas?  
Los respueste: porque quería que Pepe se sintiera solo.

**Página 21:**  
¿Qué sabes del padre de Pepe?  
Los respueste: él era un farolero.

Nombre: \_\_\_\_\_ ©BookPages.com

Author's  
Purpose

### Visualizar con Pepe the Lamplighter (Pepe el farolero)

**Página 11:**  
Note la forma en que el autor usa palabras para describir a Pepe y su familia. ¿Qué palabras te ayudan a visualizar?  
Los respueste: son: silencioso.

**Página 22:**  
Note la forma en que el autor cuenta cómo Pepe enciende la lámpara. Intente visualizar cómo se verá el vecindario cuando Pepe encienda la primera lámpara en la oscuridad.  
¿Qué palabras te ayudan a visualizar?  
Los respueste: son: silencioso.

**Página 28:**  
Note las palabras que el autor usa para describir a Pepe y su familia. ¿Qué está visualizando?  
¿Las imágenes en tu mente coinciden con las del libro?  
Los respueste: sí.

Nombre: \_\_\_\_\_ ©BookPages.com

Visualizing

### Hacer inferencias con Pepe the Lamplighter (Pepe el farolero)

**Página 7:**  
¿Qué piensas que el padre de Pepe siente por su familia?  
Los respueste: él los ama.

**Página 15:**  
¿Qué puedes inferir acerca de lo que Pepe siente por su familia?  
Los respueste: él los ama.

**Página 27:**  
¿Qué puedes inferir acerca de lo que Pepe siente por su familia?  
Los respueste: él los ama.

Nombre: \_\_\_\_\_ ©BookPages.com

Making  
Inferences

### Tu turno para practicar: Identifica el propósito del autor con Pepe the Lamplighter (Pepe el farolero)

**Página 7:**  
¿Por qué crees que el autor eligió tener solo un niño con muchas hermanas en la familia?  
Los respueste: porque querían que Pepe se sintiera solo.

**Página 12:**  
¿Por qué crees que el padre de Pepe quería un hijo con muchas hermanas?  
Los respueste: porque quería que Pepe se sintiera solo.

**Página 24:**  
¿Qué sabes del padre de Pepe?  
Los respueste: él era un farolero.

**Página 27:**  
¿Es la opinión que el autor tiene sobre Pepe?  
Los respueste: sí.

**Página 17:**  
¿Qué sabemos del padre de Pepe?  
Los respueste: él era un farolero.

Nombre: \_\_\_\_\_ ©BookPages.com

Synthesizing

# Writing About Reading with Optional CCSS Alignment

**Pepe the Lamplighter (Pepe el farolero): Sintetizar**

¿Cómo cambió la gente desde el principio hasta el final de la historia? ¿Qué sucedió en medio de la historia para cambiar las acciones de la gente?

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

---

**Pepe the Lamplighter (Pepe el farolero): Sintetizar**

¿Cómo cambió la gente desde el principio hasta el final de la historia? ¿Qué sucedió en medio de la historia para cambiar las acciones de la gente?

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

---

**Pepe the Lamplighter (Pepe el farolero): Sintetizar**

¿Cómo cambió la gente desde el principio hasta el final de la historia? ¿Qué sucedió en medio de la historia para cambiar las acciones de la gente?

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

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

**Pepe the Lamplighter (Pepe el farolero): Sintetizar**

¿Cómo cambió la gente desde el principio hasta el final de la historia? ¿Qué sucedió en medio de la historia para cambiar las acciones de la gente?

---

**Pepe the Lamplighter (Pepe el farolero): Sintetizar**

¿Cómo cambió la gente desde el principio hasta el final de la historia? ¿Qué sucedió en medio de la historia para cambiar las acciones de la gente?

---

**Pepe the Lamplighter (Pepe el farolero): Sintetizar**

¿Cómo cambió la gente desde el principio hasta el final de la historia? ¿Qué sucedió en medio de la historia para cambiar las acciones de la gente?

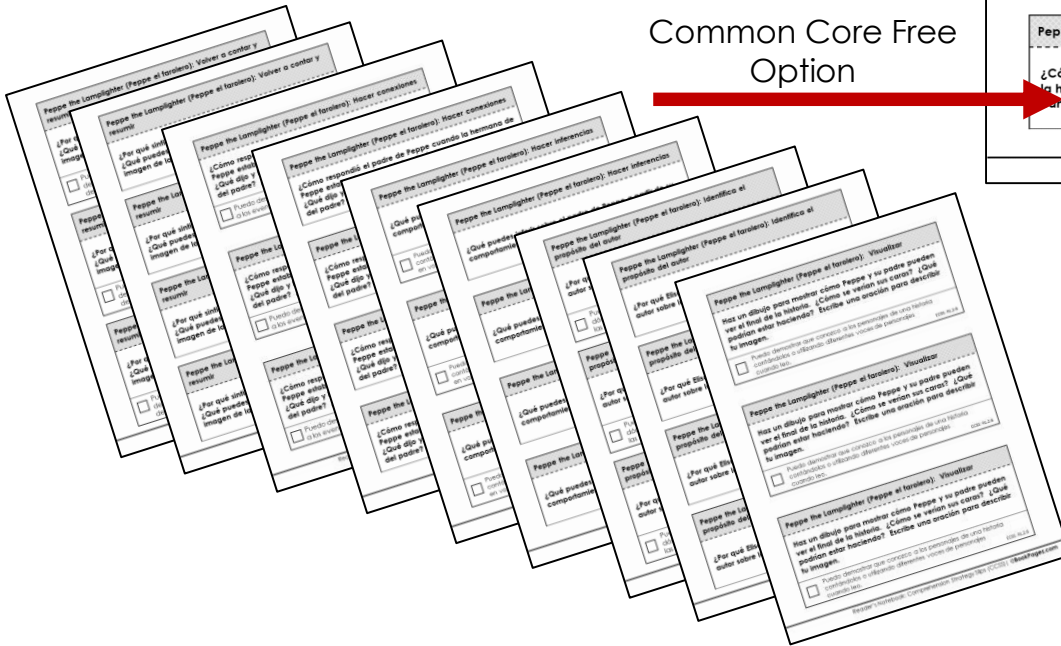
---

**Pepe the Lamplighter (Pepe el farolero): Sintetizar**

¿Cómo cambió la gente desde el principio hasta el final de la historia? ¿Qué sucedió en medio de la historia para cambiar las acciones de la gente?

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

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 6 Comprehension Strategy Graphic Organizers

**Valer a contar y resumir**

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una anécdota completa en este espacio.

Antes	Después	Entonces

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

Indicaciones:  
1. Contesta todas las preguntas.  
2. Cuida cuidadosamente en la línea de puntos.  
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizers | @BookPagez.com

Retelling and Summarizing

**Hacer conexiones**

¿Qué tipo de conexión hiciste?

Texto a texto  
 Texto al mundo

Haz un dibujo de tu conexión obvia.

Indicaciones:  
1. Contesta las preguntas.  
2. Cuida cuidadosamente en la línea de puntos.  
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizers | @BookPagez.com

Making Connections

**Hacer inferencias**

Lo que dice el texto

Lo que sé

Lo que puedo leer

Indicaciones:  
1. Contesta las preguntas.  
2. Cuida cuidadosamente en la línea de puntos.  
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizers | @BookPagez.com

Making Inferences

**Identificar el propósito del autor**

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para persuadir  
 Para informar  
 Para entretener

¿Qué piensas que el autor quería que pensamos mientras estábamos leyendo este libro?

Haz un dibujo de la cosa más importante en que el autor te hizo pensar mientras estábamos leyendo.

Indicaciones:  
1. Contesta las preguntas.  
2. Cuida cuidadosamente en la línea de puntos.  
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizers | @BookPagez.com

Author's Purpose

**Visualizar**

¿Qué página vas a practicar o visualizar?

Haz un dibujo de la imagen mental en el espacio obvio.

Escríbe algunas de las palabras que te suenan amigables; que te ayudaron a hacer esta imagen que te ayudaron a visualizar.

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

Indicaciones:  
1. Contesta las preguntas.  
2. Cuida cuidadosamente en la línea de puntos.  
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizers | @BookPagez.com

Visualizing

**Sintetizar**

¿Qué página vas a practicar o sintetizar?

Antes pienso...	Antes yo pensaba...
Después pienso...	Después yo pensaba...
Antes pienso...	Antes yo pensaba...
Después pienso...	Después yo pensaba...

Indicaciones:  
1. Contesta las preguntas.  
2. Cuida cuidadosamente en la línea de puntos.  
3. Pega o engancha todo en tu cuaderno de lector.

Comprehension Strategy Graphic Organizers | @BookPagez.com

Synthesizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

En el libro, **Pepe the Lamplighter (Pepe el farolero)**, Pepe está ocupado buscando trabajo. Hoy en día, las personas usan currículum cuando buscan trabajo. Imagina que estás buscando un trabajo. Complete los espacios en blanco a continuación para completar el currículum de su trabajo soñado.

Título profesional:

\_\_\_\_\_ Que quieres hacer

Habilidades:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Las cosas que sabes cómo hacerlo te ayudarán a hacer tu trabajo

Experiencia:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Cosas que has hecho que te hacen una buena opción para hacer tu trabajo

Intereses:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Cosas que te gustan

Información del contacto:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Nombre, número de teléfono, dirección, correo electrónico