

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

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inference Lesson Plan

Making Inferences
By: Cynthia Rylant
Grade Level: 4 / Guided Reading Level: R

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
How would life be as a scarecrow? In Cynthia Rylant's book, *Scarecrow*, we have the opportunity to find out. We see, hear, and feel what a scarecrow experiences. Animals, in particular birds, think the scarecrow is friendly and a great place to perch. Meanwhile, he is enjoying life for what it offers. Life in a garden is full of wonder!

Link to What You Know
What happens in a garden during spring, summer, and autumn?
What work must be done to help a garden produce food?

Important Words to Know and Understand
Mammoth - Very large, huge
Tremble - To shake slightly

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

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 is usually because they feel embarrassed.
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

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3
Make Inferences While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice about characters, setting, and events?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 14 - What can you infer about the "certain wonder" going on around the scarecrow? What is it?
Page 15 - Make an inference about the scarecrow. Why doesn't the scarecrow care that he can be turned back into straw and buttons?
Page 16 - What can you infer about how observant the scarecrow is? Use evidence from the text to support your answer.
Page 17 - Why might the scarecrow not care how "long he might last"? How does your inference help you to better understand the story?
Page 25 - What can you infer about how the scarecrow feels about the wind, sun, and clouds? Support your answer with details from the text.

4
Notice the Work You Did While Reading
Think
Reflect
Write

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

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Visualizing
1 Get Ready to Read
3 Visualize While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Making Connections
1 Get Ready to Read
3 Make Connections While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Visualizing

Making Connections

Asking Questions
1 Get Ready to Read
3 Ask Questions While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Synthesizing
1 Get Ready to Read
3 Synthesize While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Asking Questions

Synthesizing

Answer Key for Making Connections with Scarecrow

Answer Key for Making Inferences with Scarecrow

Answer Key for Visualizing

Answer Key for Asking Questions with Scarecrow

Answer Key for Synthesizing with Scarecrow

Your Turn to Practice Making Connections with Scarecrow

Your Turn to Practice Making Inferences with Scarecrow

Your Turn to Practice Visualizing with Scarecrow

Your Turn to Practice Asking Questions with Scarecrow

Your Turn to Practice Synthesizing with Scarecrow

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

Scarecrow: Synthesizing

The author twice mentions the scarecrow's "long, slow thoughts". What might the scarecrow think about during spring, summer, and autumn? Use evidence from the text or the illustrations, as well as your background knowledge, to support your answer. How does thinking about this help you understand the story?

I can use specific details in a story to help me describe a character, setting, or event in the story. CCSS: RL.4.3

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

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Scarecrow: Synthesizing

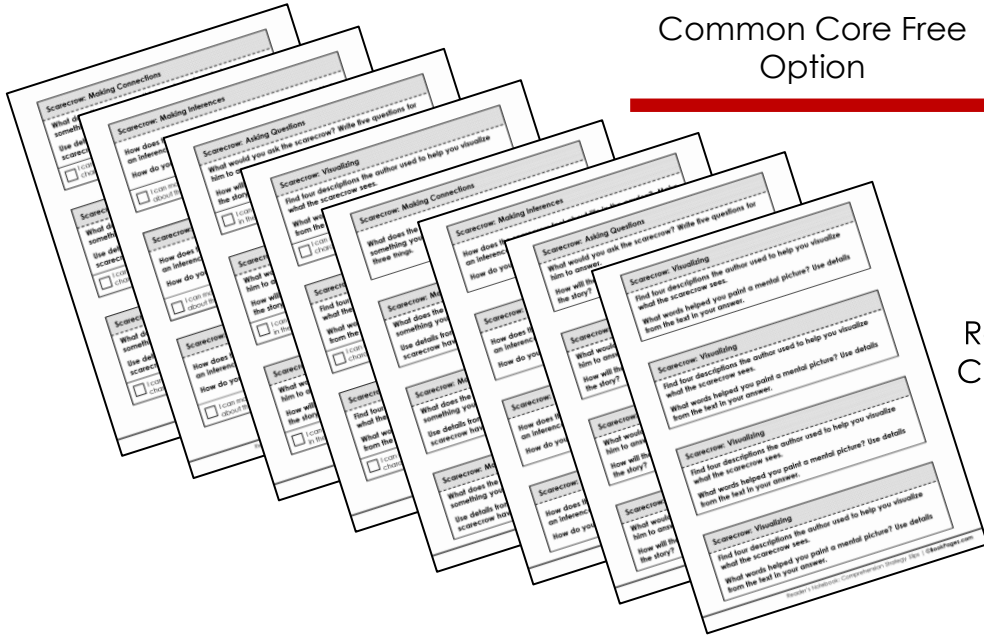
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

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 Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Use the clues in the text to answer.	What do you know about the story?	Draw a picture, write, 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

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 Reader's Response Prompt | ©BookPagez.com

Visualizing

Asking Questions

Title: _____

Question Sentence Starter

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

Question	Answer
Question	Answer
Question	Answer

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

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

Asking Questions

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

Synthesizing

Vocabulary Connections Resources

Important Words to Know and Understand in Scarecrow Word List

Vocabulary Connections Scarecrow By: Cynthia Rylant Grade Level: 4 / Guided Reading Level: R

Important Words to Know and Understand in "Scarecrow"

Blossomed
To produce flowers

Friendliness
Kind and helpful

Gentleness
Kindness, quiet nature

Grackles
Common American bird with black feathers

Lapel
Folded back fabric below a collar on a shirt or jacket

Mammoth
Very large, huge

Starling
Common black or brown bird

Tremble
To shake slightly

Vined
Covered with vines

Wilted
To become limp and drooping

Vocabulary Word List | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Scarecrow By: Cynthia Rylant Grade Level: 4 / Guided Reading Level: R

Blossomed **Friendliness** **Gentleness**

Grackles **Lapel** **Mammoth**

Picture Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections Scarecrow By: Cynthia Rylant Grade Level: 4 / Guided Reading Level: R

Blossomed **Friendliness** **Gentleness**

To produce flowers Kind and helpful Kindness, quiet nature

Grackles **Lapel** **Mammoth**

Common American bird with black feathers Folded back fabric below a collar on a shirt or jacket Very large, huge

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Scarecrow By: Cynthia Rylant Grade Level: 4 / Guided Reading Level: R

Grackles are a/an
noun verb
adverb adjective
Definition of Grackles:

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

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

Grackles look like this:

Lapel looks like this:

Mammoth looks like this:

Grackles remind me of:

Lapel reminds me of:

Mammoth reminds me of:

I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games
with Words from Scarecrow

Directions: Identify the correct spelling of each word below. Then circle the synonym that best matches each word.

1. _____ A. Frindliness B. Friendliness C. Friendlines
Synonym: kind / smart / careful

2. _____ A. Tremble B. Tremble C. Trimbale
Synonym: musical / shake / scared

3. _____ A. Lappell B. Lapel C. Lapell
Synonym: collar / coat / scarf

Directions: Graph the number of syllables in each of the words below.

BLOSSOMED
GRACKLES
MAMMOTH
STARLING
WILTED

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections Scarecrow By: Cynthia Rylant Grade Level: 4 / Guided Reading Level: R

Scarecrow
By
Cynthia Rylant

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

Name: _____

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

Vocabulary Word Extension Activities

Vocabulary Connections Scarecrow By: Cynthia Rylant Grade Level: 4 / Guided Reading Level: R

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 Exposition | ©BookPages.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Scarecrow
By: Cynthia Rylant
Grade Level: 4 / Guided Reading Level: R

Word Work

Instructional Focus:
Synonyms

Background:
Synonyms are words that have similar meanings. Identifying synonyms will expand the reader's vocabulary and understanding of the text.

Examples:

borrowed	living
quickly	knows
ignore	open
lovely	thinking
gentleness	slow

Materials and Preparation:

- A Copy of Scarecrow
- Chart paper for Anchor Chart
- Index cards
- Synonym Practice Page
- Prepared Synonym Match
- Optional- Word Detective

Scarecrow
By: Cynthia Rylant
Grade Level: 4 / Guided Reading Level: R

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Synonyms

- Explain to students that synonyms are words that have similar meanings. Good readers expand their vocabulary as they learn new synonyms. A dictionary or a thesaurus is a good resource for finding synonyms. Synonyms also enhance our writing abilities.
- Begin an anchor chart of synonyms. After the heading, make a T chart. On the left, write the word happy. Ask students to volunteer synonyms for happy. Record reasonable answers on the right hand side of the T chart.
- Continue adding to the anchor chart using the following words on the left side: boy, walking, roomy, wife, sadly, and friend. Record student responses on the right of the T chart as each word is added.
- Note to students that we can find synonyms for nouns, verbs, adjectives, and adverbs.

Sample Anchor Chart

SYNONYMS	
happy	joyous, thrilled, ecstatic
boy	lad, kid, dude
walking	strolling, strolling, ambling
roomy	spacious, wide, ample
wife	consort, spouse
sadly	gloomily, somberly
friend	buddy, pal, comrade

Step 2: Connect Word Work to Reading

Synonyms in the Text

- Tell students that there are many words in Scarecrow that we can use for practice finding synonyms.
- Display words from the book that are listed below.
- Ask students to start thinking of possible synonyms for each word.
- Read **Scarecrow**.

Examples of Synonyms Found in the Text

• borrowed	• living	• quickly	• thinking
• evening	• lovely	• person	• ignore
• knows	• watched	• making	• smile
• rained	• rained	• lovely	• see
• gentleness	• slow	• thoughts	

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Scarecrow
By: Cynthia Rylant
Grade Level: 4 / Guided Reading Level: R

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Tell students that using synonyms will make them better readers and writers.
- Provide each student with a synonym Word Work page. Pair students.
- Direct students to complete the Synonym Word Work page with their partner. Read directions and example with students. Circulate to help students.
- Share out once most pairs have finished. Challenge early finishers to create their own pairs of synonyms with one student thinking of a word, and the partner giving a synonym.

Step 4: Independent Word Work Practice

Practice Page

- Tell students that their writing will be much more inviting to read when they use synonyms for overused, tired words. Give the example of the word nice. Say, "It is a nice day. I had a nice lunch. My friend is nice. That was a nice book." Point out to students that "nice" is tired and overused. Elicit suggestions for synonyms for each sentence.
- Provide each student with the **Synonym Writing Practice Page**.
- Read the directions and example together. Complete independently.

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

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Synonym Partner Word Work

Directions:
With your partner, come up with one or two synonyms for each word. Take turns speaking. If you finish early, challenge your partner with thinking of a synonym for a word you provide.

Example: tired: exhausted

- pretty _____
- run _____
- fast _____
- ate _____
- badly _____
- beautiful _____
- sat _____
- delicious _____
- gladly _____

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

Extension Activity

Word Detective: Synonyms
Extension Activity

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

Synonyms
Word Work Practice Page

Directions:
In the paragraph below, there are many tired, overused words. These words are written in bold. Rewrite the paragraph by replacing the tired words with fresh, vibrant synonyms. A dictionary or thesaurus may be used, if available.

Paragraph:
It was a **nice** spring Saturday, so Emil decided to take a **nice walk**. First, he put on his **old** sweatshirt and then his **new sneakers**. Emil **thought** he would **walk** to the **pretty park** on the corner. He **called** his friend Donke, who agreed to **meet** there to **play**. Donke **said** he would **bring** a **ball**. Once the **boys** arrived, they **saw** their **friends** Sarah and Jess. Together, the four **friends** kicked the **ball** around and then **played** on the **jungle gym**. They **had** a **good** afternoon.

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

Assessments

Running Record				
Title: Scarecrow		Guided Reading Text Level: R	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/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	E MSV
1	His hat is borrowed, his suit is borrowed, his hands are borrowed, even his head is borrowed. And his eyes probably came out of someone's drawer.			
3	But a scarecrow's life is all his own.			
6	It takes a certain peace, hanging around a garden all day. It takes a love of silence and air. A liking for long, slow thoughts. A friendliness toward birds. It was late in the day.			
Tested By: _____				
©BookPagez.com				

Running Record Assessment

Scarecrow CCSS Assessment		Name: _____
		Score: / 9
<p>Directions: Use what you know about Scarecrow to answer each of the following questions.</p>		
<p>1. What was Cynthia Rylant's purpose in writing this story about a scarecrow?</p> <p><input type="radio"/> A To describe what a scarecrow experiences and how they feel.</p> <p><input type="radio"/> B To explain how and why a scarecrow is made.</p> <p><input type="radio"/> C To persuade you to build your own scarecrow.</p> <p><input type="radio"/> D To give you the history of scarecrows.</p>		
<p>2. Which of these details best supports the theme of happiness and contentment found in this story?</p> <p><input type="radio"/> A He is made of borrowed things.</p> <p><input type="radio"/> B He could be turned back into regular clothes.</p> <p><input type="radio"/> C He has been able to see all the wonderful things in the world.</p> <p><input type="radio"/> D The birds don't seem to be afraid of him.</p>		
<p>3. Which of these best describes the setting where the story takes place?</p> <p><input type="radio"/> A Outside on a farm</p> <p><input type="radio"/> B Standing high above a field on a farm</p> <p><input type="radio"/> C Attached to a pole in the ground</p> <p><input type="radio"/> D In the field to scare the crows away</p>		
<p>4. The author describes the pumpkins as "mammoth" in that phrase. What does "mammoth" mean in that phrase?</p> <p><input type="radio"/> A Think about what you know about pumpkins.</p> <p><input type="radio"/> B Look in a glossary or dictionary.</p> <p><input type="radio"/> C Search for the word online to find a definition.</p> <p><input type="radio"/> D All of the above</p>		
<p>5. Scarecrow can best be described as _____. (RL.4.5)</p> <p><input type="radio"/> A a poem</p> <p><input type="radio"/> B a drama/play</p> <p><input type="radio"/> C informational text</p> <p><input checked="" type="radio"/> D prose</p>		
<p>6. Based on the text, what is the narrator's point of view on scarecrows? (RL.4.6)</p> <p><input type="radio"/> A Scarecrows are scary and keep the animals away.</p> <p><input checked="" type="radio"/> B Scarecrows are gentle, lovely, and happy to be in the field.</p> <p><input type="radio"/> C Scarecrows are bored and unhappy.</p> <p><input type="radio"/> D Scarecrows don't have any thoughts or feelings.</p>		
<p>7. What part of the story do the illustrations represent best? (RL.4.7)</p> <p><input type="radio"/> A The difficult jobs that workers on the farm need to do</p> <p><input type="radio"/> B How the scarecrow scares away birds and other animals</p> <p><input checked="" type="radio"/> C The beautiful, peaceful setting the scarecrow experiences on the farm</p> <p><input type="radio"/> D How to make and install a scarecrow in a field</p>		
<p>8. How is this story different than other fiction stories? (RL.4.9)</p> <p><input checked="" type="radio"/> A It is mostly a description. It doesn't have a problem or solution.</p> <p><input type="radio"/> B It doesn't have any characters.</p> <p><input type="radio"/> C It doesn't have a setting.</p> <p><input type="radio"/> D It doesn't have a theme.</p>		
<p>9. What is the genre of Scarecrow, and how do you know? (RL.4.10)</p> <p><input checked="" type="radio"/> A Fiction; the scarecrow has thoughts and feelings.</p> <p><input type="radio"/> B Non-fiction; there are facts about scarecrows.</p> <p><input type="radio"/> C Folktale; it is a well-known retold story from long ago.</p> <p><input type="radio"/> D Realistic fiction; it seems real even though it never really happened.</p>		
CCSS Assessment 4th 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:
In the book, *Scarecrow*, the author told you all about the scarecrow. What was the scarecrow good at? What did the scarecrow enjoy? Use what you know about the scarecrow to write a classified advertisement for a scarecrow.

WANTED: One scarecrow to protect the
_____ **and**
_____ **growing on**
the _____ **farm. All applicants must**
have the following skills:

- _____
- _____
- _____

In addition to the aforementioned skills, all applicants must
provide his or her own uniform. An acceptable uniform
must have _____ and _____.

To apply for the position, please call
at _____.

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>Scorecrow Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Scarecrow" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Reading: Literal Use</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and drawing inferences from the text.</p> <p>RL.4.2 Describe in depth a character, setting, or event in a story or drama, drawing on details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.3 Compare and contrast the point of view from which different stories are narrated, including the differences between first and third person narrations.</p> <p>RL.4.4 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. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.4.3 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>Speaking & Listening</p> <p>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, or to comment on the discussion and link to the remarks of others.</p> <p>SL.4.2 Analyze the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.3 Paraphrase 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, slammed), and that are basic to a particular topic.</p> <p style="text-align: right; font-size: x-small;">Scorecrow CCSS Alignment @BookPagez.com</p>	<p>Scorecrow Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Scarecrow" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Reading: Literal Use</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and drawing inferences from the text.</p> <p>RL.4.2 Describe in depth a character, setting, or event in a story or drama, drawing on details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.3 Compare and contrast the point of view from which different stories are narrated, including the differences between first and third person narrations.</p> <p>RL.4.4 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. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Scorecrow Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Scarecrow" correlate with the following English Language Arts Common Core State Standards for fourth grade:</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.4.6 Use context as a clue to the meaning of a word or phrase.</p> <p>L.4.7 Identify specific connections between words and their use (e.g., describe how a word may apply to a text).</p> <p>L.4.8 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 style="text-align: right; font-size: x-small;">Scorecrow CCSS Alignment @BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>Scorecrow Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Scarecrow" 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> <p style="text-align: right; font-size: x-small;">Scorecrow CCSS Alignment @BookPagez.com</p>

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Scarecrow Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page


Tu turno para practicar: Hacer conexiones con Scarecrow

Página 7:
El espantapájaros es amigable con todos los animales. ¿Cómo eres tú amigable con los animales? Haz una conexión de **texto a ti mismo**. ¿Cómo te ayuda tu conexión como lector?

Páginas 9 y 10:
Los cuervos se ponen en fila para practicar todo el día. ¿Has visto a la gente ponerse junta y empezar a charlar? Haz una conexión de **texto al mundo**. ¿Dónde has visto a estas personas? ¿De qué podían estar charlando?

Páginas 15 y 14:
El espantapájaros observa el mundo cuidadosamente. ¿Has leído otros libros en que hay personajes que son observadores? Haz una conexión de **texto a texto**. ¿Cómo te ayuda tu conexión a entender mejor al espantapájaros.

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Page by Page
Guided
Questions

Answer Key

Tu turno para practicar: Hacer conexiones con Scarecrow

Página 7:
El espantapájaros es amigable con todos los animales. ¿Cómo eres tú amigable con los animales? Haz una conexión de **texto a ti mismo**. ¿Cómo te ayuda tu conexión como lector?

Las respuestas varían. Pueden incluir: Soy amigable con mi perro/el gato de mi vecino/una ardilla. Mi conexión me ayuda a entender cómo se siente el espantapájaros sobre los animales.


Páginas 9 y 10:
Los cuervos se ponen en fila para practicar todo el día. ¿Has visto a la gente ponerse junta y empezar a charlar? Haz una conexión de **texto al mundo**. ¿Dónde has visto a estas personas? ¿De qué podían estar charlando?

Las respuestas varían. Pueden incluir: He visto a la gente hacer cola en la cafetería y el cine. Pueden estar hablando de la escuela o la película.

Páginas 15 y 14:
El espantapájaros observa el mundo cuidadosamente. ¿Has leído otros libros en que hay personajes que son observadores? Haz una conexión de **texto a texto**. ¿Cómo te ayuda tu conexión a entender mejor al espantapájaros.

Las respuestas varían. Pueden incluir: He leído Owl Moon. En ese libro el personaje principal espera a que aparezca un búho. Esta conexión me ayuda a entender por qué el espantapájaros le gusta observar los animales en la naturaleza.

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Sample answers
written in Spanish

Tu turno para practicar: Hacer inferencias con Scarecrow

Página 14:
¿Qué puede espantapájaros?
Las respuestas varían: pequeños, maravillosos.

Página 15:
Haz una inferencia sobre el espantapájaros.
Las respuestas varían.

Página 14:
¿Qué puedes inferir sobre el espantapájaros que no se puede ver?

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Making Inferences

Tu turno para practicar: Hacer inferencias con Scarecrow

Página 14:
¿Qué puedes inferir sobre la mente del espantapájaros? ¿Qué es?


Página 6:
Imagina que eres un espantapájaros cerca de tu casa. ¿Qué puedes ver, oler, saborear y sentir?

Página 7:
¿Cómo puede la mente del espantapájaros ser simpática?

Página 14:
¿Cómo puedes "ver" la dulzura de una persona? ¿Apoya tu respuesta el diálogo en la página? ¿Por qué sí o por qué no?

Página 14:
¿Cómo describe el autor el sol y la luna? ¿Cómo te ayuda la descripción visualizar?

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Visualizing

Tu turno para practicar: Hacer preguntas con Scarecrow

Página 2:
Mira la ilustración. ¿Qué preguntas te vienen a la mente en esta página?

Página 6:
¿Qué necesitas para hacer preguntas?

Página 14:
El espantapájaros puede hacer preguntas. ¿Qué preguntas te vienen a la mente en esta página?

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Asking Questions


Tu turno para practicar: Sintetizar con Scarecrow

Páginas 1 y 2:
¿Para qué propósito fue creado el espantapájaros?

Página 6:
¿Cuáles palabras indican al lector que el espantapájaros no da miedo? ¿Por qué es una parte tan importante del cuento?

Página 7:
¿Los cuervos tienen miedo al espantapájaros? ¿Cuáles son las palabras que te lo indican?

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Synthesizing

Writing About Reading with Optional CCSS Alignment

Scarecrow: Hacer inferencias

¿Cómo se siente el espantapájaros sobre la vida en el jardín? Haz una inferencia. ¿Qué evidencia tienes del texto?

¿Cómo te ayudan tus inferencias a entender el cuento?

Puedo hacer conclusiones sobre el significado del autor al pensar en los detalles y ejemplos en el texto. CCSS: RL.4.1

Scarecrow: Hacer inferencias

¿Cómo se siente el espantapájaros sobre la vida en el jardín? Haz una inferencia. ¿Qué evidencia tienes del texto?

¿Cómo te ayudan tus inferencias a entender el cuento?

Puedo hacer conclusiones sobre el significado del autor al pensar en los detalles y ejemplos en el texto. CCSS: RL.4.1

Scarecrow: Hacer inferencias

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Puedo hacer conclusiones sobre el significado del autor al pensar en los detalles y ejemplos en el texto. CCSS: RL.4.1

Cuaderno del lector: Estrategias de comprensión | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Scarecrow: Hacer inferencias

¿Cómo se siente el espantapájaros sobre la vida en el jardín? Haz una inferencia. ¿Qué evidencia tienes del texto?

¿Cómo te ayudan tus inferencias a entender el cuento?

Scarecrow: Hacer inferencias

¿Cómo se siente el espantapájaros sobre la vida en el jardín? Haz una inferencia. ¿Qué evidencia tienes del texto?

¿Cómo te ayudan tus inferencias a entender el cuento?

Scarecrow: Hacer inferencias

¿Cómo se siente el espantapájaros sobre la vida en el jardín? Haz una inferencia. ¿Qué evidencia tienes del texto?

¿Cómo te ayudan tus inferencias a entender el cuento?

Scarecrow: Hacer inferencias

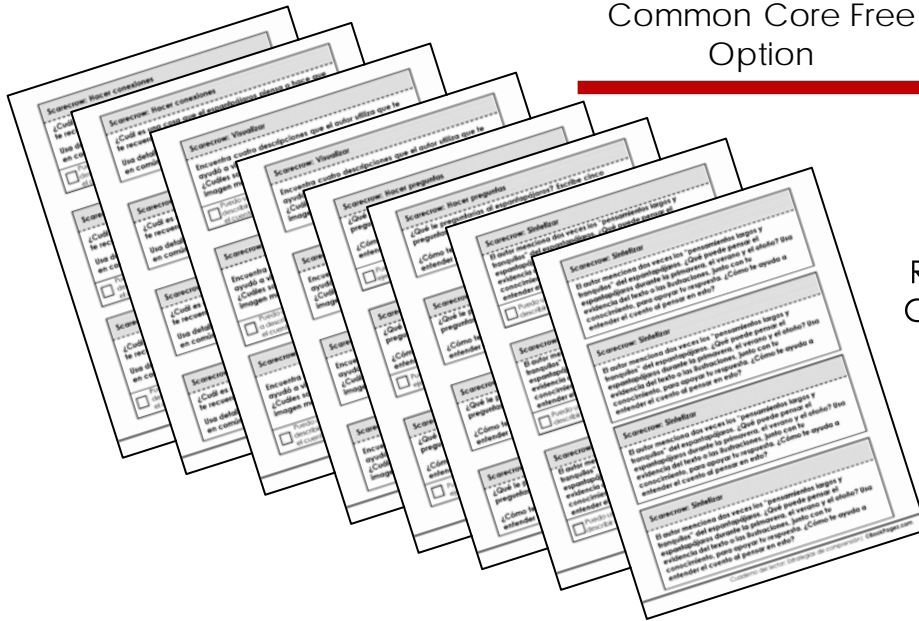
¿Cómo se siente el espantapájaros sobre la vida en el jardín? Haz una inferencia. ¿Qué evidencia tienes del texto?

¿Cómo te ayudan tus inferencias a entender el cuento?

Cuaderno del lector: Estrategias de comprensión | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer conexiones

Título: Pienso en el libro. ¿En qué lo hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo. Texto a texto. Texto al mundo.

Haz un dibujo de tu conexión abajo.

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

Making Connections

Hacer inferencias

Título: Lo que dice el texto. Lo que sé. Lo que puedo inferir.

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

Making Inferences

Visualizar

Título: ¿Qué página vas a practicar a visualizar?

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

Escibe algunas de las palabras que lo mejor empleó que le ayudaron a hacer esta imagen en su mente.

Comparte tu dibujo con alguien. Asígnale de bolígrafo dibujado todas las palabras que le ayudaron a visualizar.

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

Visualizing

Hacer preguntas

Título: Muéstrame para expresar una emoción.

¿Cómo te sientes cuando...?

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

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

Asking Questions

Sintetizar

Título: Al principio yo estaba pensando... Ahora pienso... Antes yo pensaba... Ahora pienso... Después de pensar sobre... Puedo concluir que...

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

Synthesizing

Extension Activity

Nombre: _____ Fecha: _____

Instrucciones:

En el libro, **Scarecrow**, el autor te contó sobre el espantapájaros. ¿De qué era bueno el espantapájaros? ¿Qué disfrutaba de hacer el espantapájaros? Usa lo que sabes del espantapájaros para escribir un anuncio clasificado.

SE BUSCA: Espantapájaros para proteger

y

_____ creciendo en la

_____ granja. Todos los

aspirantes deben tener las siguientes habilidades:

- _____
- _____
- _____

Además, todos los aspirantes deben proveer su propio uniforme. Un uniforme aceptable debe tener
_____ y _____.

Para solicitar el puesto, llama a _____

al _____ - _____.

