

Here's What You'll Get in the Should I Share My Ice Cream? Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences

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 book
- Know what to do when you get confused

Should I Share My Ice Cream?
By: Mo Willems
Grade Level: 1 / Guided Reading Level: H

Summary
In this story, *Should I Share My Ice Cream?* Elephant tries to decide whether or not he should share his ice cream with his best friend Piggie. On one hand, Elephant worries that Piggie will feel sad if she doesn't have any ice cream. On the other hand, ice cream is Elephant's favorite and he might be able to eat it real fast before Piggie even sees it. What will Elephant decide to do? What will happen to the ice cream if he waits too long?

Link to What You Know

- Tell about a time you struggled to decide if you wanted to share. What caused you to change your mind?
- Describe your best friend. How does your best friend make you feel?

Important Words to Know and Understand

Share – To let someone else have or use a part of (something that belongs to you)

Awesome – Extremely good

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives.

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

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

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

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Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

Making Inferences

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
- Talk
- Reflect
- Write

Should I Share My Ice Cream?
By: Mo Willems
Grade Level: 1 / Guided Reading Level: H

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 3 – Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream. How do you know?

Page 11 – On this page, Elephant stops to think about sharing his ice cream with Piggie. What can you infer about how Elephant is feeling? What details helped you to make this inference?

Page 25 – Elephant said, "She does not know I have ice cream." Infer what Elephant is thinking. What clues did you use to make your inference?

Page 52 – Piggie shared her ice cream with Elephant. Make an inference about how Piggie feels now. Why do you think she feels this way?

Page 54 – The author just wrote an exclamation point on this page. What can you infer about what Elephant is thinking? How does making inferences help you as a reader?

Time to Reflect
Think – What types of inferences did you make while reading *Should I Share My Ice Cream?* Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?
Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect – Think about the extra information you learned while making inferences in *Should I Share My Ice Cream?* What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Should I Share My Ice Cream?* [Remember to include examples from the book!]

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Connections

1

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Make Connections While Reading

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- Study the pictures. What do you notice about characters, setting and events?

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Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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 book
- Know what to do when you get confused

3

Identify the Author's Purpose While Reading

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

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Making Connections

Author's Purpose

Understanding Text Structure

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 book
- Know what to do when you get confused

3

Understand Text Structure While Reading

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

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Understanding Text Structure

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 book
- Know what to do when you get confused

3

Synthesize While Reading

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

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Synthesizing

Answer Key for Making Inferences with *Should I Share My Ice Cream?*

Your Turn to Practice Making Inferences with *Should I Share My Ice Cream?*

Page 3: Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream.

Answer Key for Practice Synthesizing with *Should I Share My Ice Cream?*

Your Turn to Practice Synthesizing with *Should I Share My Ice Cream?*

Page 10 and 11: So far, we know that Elephant loves ice cream and has a best friend that he might want to share his ice cream with. What is your opinion of Elephant so far?

Answer Key for Making Connections with *Should I Share My Ice Cream?*

Your Turn to Practice Making Connections with *Should I Share My Ice Cream?*

Pages 2 to 3: Elephant is excited to see the ice cream truck. Make an inference about how you feel when you see an ice cream truck.

Answer Key for Understanding Text Structure with *Should I Share My Ice Cream?*

Your Turn to Practice Understanding Text Structure with *Should I Share My Ice Cream?*

Page 13: Elephant is using a cart to hold his ice cream. Name the text structure to tell us about what he is doing.

Answer Key for Identifying the Author's Purpose with *Should I Share My Ice Cream?*

Your Turn to Practice Identifying the Author's Purpose with *Should I Share My Ice Cream?*

Page 7: The author tells us about Elephant. What do we know about Elephant so far?

Answer Key for Understanding Text Structure with *Should I Share My Ice Cream?*

Your Turn to Practice Understanding Text Structure with *Should I Share My Ice Cream?*

Page 13: Elephant is using a cart to hold his ice cream. Name the text structure to tell us about what he is doing.

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard →

Common Core Free Option →

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Notes about the text or pictures.	What do you know about the text?	Emotions, thoughts, Cause, Setting

Draw a picture to illustrate your inference.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Making Connections

Title: _____

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

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

Draw a picture of your connection in the box below.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

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 the author wanted to _____ 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 Graphic Organizer | ©BookPagez.com

Identifying the Author's Purpose

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: _____ Cause and Effect
 Compare and Contrast: _____ Problem and Solution: _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

All but I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work **Should I Share My Ice Cream?**
By: Mo Willems
Grade Level: 1 / Guided Reading Level: H

Instructional Focus:
Vowel Digraphs (-ee and -ea)

Background:
Vowel digraphs are two vowels that combine to make one sound. The vowel digraphs -ee and -ea both make the long /e/ sound as in the words "feet" and "seat". A fun way to remember this rule is, "when two vowels go walking, the first one does the talking".

Examples:

Vowel Digraphs	
-ee words	
feet	
tree	
green	
seed	
sleep	
sheep	

Materials and Preparation:

- A Copy of *Should I Share My Ice Cream?*
- Anchor Chart
- Markers
- Scissors
- Pencil
- What's My Sound?
- What's My Sound?
- Match and Write Vowel Digraphs (optional - Sticky Note)
- Optional - Sticky Note
- Optional - Word Detective Worksheet

Step by Step Lesson Plan

Word Work **Should I Share My Ice Cream?**
By: Mo Willems
Grade Level: 1 / Guided Reading Level: H

Step 1: Introduce the Focus of Word Work

Introduce Vowel Digraphs

- Introduce words with the vowel digraphs -ee and -ea by explaining that when the letter "e" is next to another "e" or an "a", the two letters work together to make the long /e/ sound. The second "e" or "a" is silent.
- Direct students' attention to the chart.
- Have students look at the words in the Word List.
- Read each word aloud with students.
- After reading through the list once, focus student attention on the word "meet". Ask students to raise their hand if they hear the long /e/ sound in the word "meet". (Answer: Yes)
- Write the word "meet" under the Words with the Long /e/ Sound column.
- Repeat with the remaining words on the list.

Sample Anchor Chart

meet	dream	let	hat	sheep
men	cream	feet	cap	ten
Words with the Long /e/ Sound		Words with Other Sounds		

Step 2: Connect Word Work to Reading

Extend Engagement

- Ask students to be on the lookout for long e (-ee and -ea) in their own reading.
- 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).

Vowel Digraphs in the Text

- Tell students that the book, *Should I Share My Ice Cream?* has a lot of examples of words with the vowel digraphs -ee and -ea that make the long /e/ sound. Instruct students to listen carefully while you read, and when they hear or see a word that fits this pattern, they should pretend that they are licking ice cream.
- Start reading *Should I Share My Ice Cream?* Stop at the word "Cream" during your reading and demonstrate pretending to lick ice cream. Have students model this as well.
- Continue reading while students stop to lick their ice cream for each -ee and -ea word.
- At the end of the book, invite students to share some of the -ee and -ea words they heard.

Examples of Instructional Focus in the Text:

- cream
- please
- sweet
- eat
- easy
- cheer

Word Work Lesson Plan | @BookPages.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work **Should I Share My Ice Cream?**
By: Mo Willems
Grade Level: 1 / Guided Reading Level: H

Step 3: Guided Word Work Practice

Interactive Exploration

- Distribute copies of the *What's My Sound? Picture Cards and Sorting Mat* to each student.
- Tell students that to complete this activity, they will first cut apart the Picture Cards.
- Next, students will look at the picture and say the name aloud.
- Last, they will place the card on the Sorting Mat based on the vowel sound they hear. Students can glue the Picture Cards on the Sorting Mat once you have checked their work.

Step 4: Independent Word Work Practice

Practice Page

- Students will need a pencil and the *Match and Write Vowel Digraphs (-ee and -ea)* practice page.
- First, students will draw lines to connect the word to the correct picture.
- Next, students will select 3 of the words and write in a sentence for each.

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 vowel digraphs 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 | @BookPages.com

Interactive Activities

What's My Sound? Sorting Chart

Words with the Long /e/ Sound	Words with Other Sounds

What's My Sound? Picture Cards

- tea
- heel
- seed
- tree
- bee

Guided Word Work Practice | @BookPages.com

Independent Practice Page

Extension Activity

Word Detective: Vowel Digraphs (-ee and -ea)
Extension Activity






Directions:
Be a word detective!
Be on the lookout for vowel digraphs (-ee and -ea) 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 | @BookPages.com

Match and Write Vowel Digraphs (-ee and -ea)
Word Work Practice Page

Directions: Draw a line to connect the word to its picture. Next, select 3 words and write a sentence for each of the words at the back of the page.

tear	
bee	
deer	
tree	
seed	

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

Assessments

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



Running Record					
Title: Should I Share My Ice Cream?		Guided Reading Text Level: H		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
2	Ice cream!				
	Get your cold				
	ice cream				
	for a hot day!				
3	Oh, boy! Ice cream!				
4	One ice cream, please.				
5	Here you go!				
6	Oh, boy! Oh, boy!				
7	I love ice cream!				
8	Wait!				
9	Piggie loves				
	ice cream, too.				
10	Piggie is				

Tested By: _____ ©BookPagez.com

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



Should I Share My Ice Cream? CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Should I Share My Ice Cream?</i> to answer each of the following questions.	
1. What does Elephant think about sharing with his friend, Piggie? <input type="radio"/> A cookies <input type="radio"/> B ice cream <input type="radio"/> C candy <input type="radio"/> D nothing	
2. What lesson did Elephant learn in the story <i>Should I Share My Ice Cream</i> ? <input type="radio"/> A friends make mistakes. <input type="radio"/> B friends are not nice. <input type="radio"/> C friends should share. <input type="radio"/> D there is no lesson.	
3. What is Elephant's problem in <i>Should I Share My Ice Cream</i> ? <input type="radio"/> A Elephant can't decide whether or not to share his ice cream. <input type="radio"/> B Elephant can't find his best friend Piggie. <input type="radio"/> C Elephant is sad because he does not have a friend. <input type="radio"/> D Elephant does not like ice cream.	
4. What word shows that Elephant described his ice cream using his five senses? <input type="radio"/> A awesome <input type="radio"/> B nice <input type="radio"/> C super <input type="radio"/> D sweet	

CCSS Assessment 1st Grade Reading Standards for Literature

5. We know <i>Should I Share My Ice Cream?</i> is fiction because of which of the following details? (RL.1.5) <input type="radio"/> A The book explains how to make ice cream. <input type="radio"/> B The book contains a map of the town where Elephant and Piggie live. <input checked="" type="radio"/> C In the story, Elephant and Piggie can talk. <input type="radio"/> D In the story, Elephant is gray.
6. Who is telling the story in <i>Should I Share My Ice Cream</i> ? (RL.1.6) <input type="radio"/> A The narrator <input type="radio"/> B Piggie <input checked="" type="radio"/> C Elephant <input type="radio"/> D The author
7. How do the illustrations help you understand why Elephant decided not to share his ice cream? (RI.1.7) <input type="radio"/> A The illustrations show that Elephant did not have anyone to share his ice cream with. <input checked="" type="radio"/> B The pictures show that Elephant's ice cream melted and fell on the ground. <input type="radio"/> C The illustrations show that Elephant ate all of his ice cream himself. <input type="radio"/> D The pictures did not show ice cream.
8. How does Elephant and Piggie the same? (RI.1.9) <input type="radio"/> A Elephant and Piggie both like green ice cream. <input type="radio"/> B Elephant and Piggie both share their ice cream right away. <input type="radio"/> C Elephant and Piggie both like cake better than ice cream. <input checked="" type="radio"/> D Elephant and Piggie both like chocolate ice cream.
9. Use what happened in <i>Should I Share My Ice Cream?</i> to predict what Elephant will do the next time he buys an ice cream cone. (RI.1.9) <input checked="" type="radio"/> A Elephant will share his ice cream with Piggie right away. <input type="radio"/> B Elephant will eat the ice cream himself. <input type="radio"/> C Elephant will not buy ice cream ever again. <input type="radio"/> D Elephant will spend a lot of time trying to decide if he should share his ice cream.

CCSS Assessment 1st Grade Reading Standards for Literature | BookPagez.com

Answer Key



Extension Activity

Name: _____ Date: _____

Directions: In the story *Should I Share My Ice Cream?* We learned about the friendship between Elephant and Piggie. Use the space below to create a comic strip story about you and your best friend. Make sure to include the characters, setting, and solution.

My Bestfriend and I Comic

First...	Next...
Then...	Last...

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

Should I Share My Ice Cream? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Should I Share My Ice Cream?* correlate with the following English Language Arts Common Core State Standards for first grade.

Making Inferences Lesson Plan and Resources

Reading: Literature
RI.3 - Ask and answer questions about key details in a text.
RI.7 - Use illustrations and details in a story to describe its characters, setting or events.
RI.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills
RF.1.2 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Speaking & Listening
SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language
L.4 - 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).

Should I Share My Ice Cream? CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

Should I Share My Ice Cream? Lesson Plans, Resources, and Activities

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Identifying the Author's Purpose Lesson Plan and Resources

Reading: Literature
RI.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.4 - Identify who is telling the story of various points in a text.
RI.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Speaking & Listening
SL.1a - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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Should I Share My Ice Cream? CCSS Alignment | @BookPagez.com

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Common Core State Standards Correlation

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Language
L.4 - 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).

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Common Core State Standards Correlation

Should I Share My Ice Cream? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Should I Share My Ice Cream?* correlate with the following English Language Arts Common Core State Standards for first grade.

Synthesizing Lesson Plan and Resources

Reading: Literature
RI.1 - Ask and answer questions about key details in text.
RI.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.3 - Ask and answer questions about key details in a text.
RI.4 - Identify who is telling the story of various points in a text.
RI.7 - Use illustrations and details in a story to describe its characters, setting or events.
RI.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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SL.1a - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language
L.4 - 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).

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Should I Share My Ice Cream? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Should I Share My Ice Cream?* correlate with the following English Language Arts Common Core State Standards for first grade.

Vocabulary Lesson Plan and Resources

Language
L.1a - 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).
L.1b - Identify readable connections between words and their use (e.g., help places at home that are cold).
L.1c - 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).

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Common Core State Standards Correlation

Should I Share My Ice Cream? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Should I Share My Ice Cream?* correlate with the following English Language Arts Common Core State Standards for first grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills
RF.1.3 - Trace and apply the grade-level phonics and word analysis skills in decoding words.
RF.1.4 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Should I Share My Ice Cream? CCSS Alignment | @BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Should I Share My Ice Cream? Super Pack

5 Comprehension Strategy Practice Pages

Making Inferences Practice Page

Tu turno para practicar: Hacer inferencias
con ¿Debería compartir mi helado? (Should I Share My Ice Cream?)

Página 3:
Elephant ve un carrito de helados. Haz una inferencia sobre cómo se siente Elephant con respecto al helado. ¿Cómo lo sabes?


¿Cómo lo sabes?

Página 11:
En esta página, Elephant se detiene a pensar en compartir su helado con Piggie. ¿Qué puedes inferir sobre cómo se siente Elephant?

¿Qué detalles te ayudaron a hacer esta inferencia?

Página 25:
Elephant dijo: "Ella no sabe que tengo helado". Deduzca lo que está pensando Elephant.

Nombre: _____



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Page by Page
Guided
Questions

Answer Key

Hacer inferencias
con ¿Debería compartir mi helado? (Should I Share My Ice Cream?)

Página 3:
Elephant ve un carrito de helados. Haz una inferencia sobre cómo se siente Elephant con respecto al helado. ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Puedo inferir que Elephant se siente entusiasmado con el helado.


¿Cómo lo sabes?
Lo sé porque dice: "¡Oh, chical ¡Helado!" y tiene una gran sonrisa en su rostro. Cuando estoy emocionado, tengo una gran sonrisa y digo cosas similares.

Página 11:
En esta página, Elephant se detiene a pensar en compartir su helado con Piggie. ¿Qué puedes inferir sobre cómo se siente Elephant?
Las respuestas varían. Podrían incluir: Puedo inferir que Elephant se siente confundido por compartir su helado con Piggie.

¿Qué detalles te ayudaron a hacer esta inferencia?
El detalle que me ayudó a hacer esta inferencia es la expresión del rostro de Elephant. Sus cejas se levantan y mira el helado con ojos grandes.

Página 25:
Elephant dijo: "Ella no sabe que tengo helado". Deduzca lo que está pensando Elephant.
Las respuestas varían. Podrían incluir: Puedo inferir que Elephant está pensando que puede ser astuto y no compartir su helado.

Answer Key | ©BookPagez.com



Sample answers
written in Spanish

Hacer conexiones
con ¿Debería compartir mi helado? (Should I Share My Ice Cream?)

Páginas 2 a 3:
Elephant es emocionado de cuando ve el carrito de helados. ¿Cómo le ayuda esta emoción a él? Esta emoción le ayuda a pensar en compartir su helado.

Página 8:
Elephant es "esperando" y estaba emocionado. ¿Cómo le ayuda esta emoción a él? Esta emoción le ayuda a pensar en compartir su helado.

Página 38:
Elephant le dijo a Piggie que estaba emocionado de hacer un helado. ¿Cómo le ayuda esta emoción a él? Esta emoción le ayuda a pensar en compartir su helado.

Páginas 38 y 39:
Elephant está pensando en hacer un helado. ¿Qué otras historias conoces sobre compartir cosas con tus amigos?

Nombre: _____

Making
Connections

Identificar el propósito del autor
con ¿Debería compartir mi helado? (Should I Share My Ice Cream?)


Página 7:
El autor nos habla de Elephant. ¿Qué sabemos sobre Elephant hasta ahora?

Página 23:
En esta página, el autor nos dice que no será fácil para Elephant compartir su helado. ¿Por qué crees que el autor quiere que sepamos esto? Explica tu pensamiento.

Página 28 y 29:
Elephant ahora se pregunta si Piggie podría estar triste. ¿Qué te dice esto sobre la amistad de Elephant y Piggie?

¿Cómo lo sabes?

Nombre: _____



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Identifying the
Author's Purpose

Entender la estructura del texto
con ¿Debería compartir mi helado? (Should I Share My Ice Cream?)

Página 13:
En esta página, el autor utiliza una descripción para describir a Elephant. ¿Cómo lo ayuda esta descripción como lector?

Página 18:
Aquí el autor usa una estructura de texto de problema y solución. ¿Cómo lo ayuda esta estructura como lector?

Página 35:
El autor está usando una estructura de texto de causa y efecto. ¿Cómo lo ayuda esta estructura como lector?

Nombre: _____

Understanding
Text Structure


Sintetizar
con ¿Debería compartir mi helado? (Should I Share My Ice Cream?)

Página 46:
Elephant está pensando. ¿Por qué se siente así? ¿Cuál es tu opinión de Elephant ahora?

Página 50:
Piggie compartió su helado con Elephant. ¿Cómo hace que se sienta Elephant? ¿Crees que Elephant aprendió una lección?

¿Por qué piensas así?

Nombre: _____



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Synthesizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

¿Debería compartir mi helado?: Hacer inferencias

Haz una inferencia sobre la amistad entre Elephant y Piggie. Utilice el texto y las ilustraciones para respaldar su pensamiento.

Puedo usar las imágenes y los detalles de una historia para contar sus personajes, escenarios o eventos. CCSS: RL.1.7

¿Debería compartir mi helado?: Hacer inferencias

Haz una inferencia sobre la amistad entre Elephant y Piggie. Utilice el texto y las ilustraciones para respaldar su pensamiento.

Puedo usar las imágenes y los detalles de una historia para contar sus personajes, escenarios o eventos. CCSS: RL.1.7

¿Debería compartir mi helado?: Hacer inferencias

Haz una inferencia sobre la amistad entre Elephant y Piggie. Utilice el texto y las ilustraciones para respaldar su pensamiento.

Puedo usar las imágenes y los detalles de una historia para contar sus personajes, escenarios o eventos. CCSS: RL.1.7

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

Common Core Free Option

¿Debería compartir mi helado?: Hacer inferencias

Haz una inferencia sobre la amistad entre Elephant y Piggie. Utilice el texto y las ilustraciones para respaldar su pensamiento.

¿Debería compartir mi helado?: Hacer inferencias

Haz una inferencia sobre la amistad entre Elephant y Piggie. Utilice el texto y las ilustraciones para respaldar su pensamiento.

¿Debería compartir mi helado?: Hacer inferencias

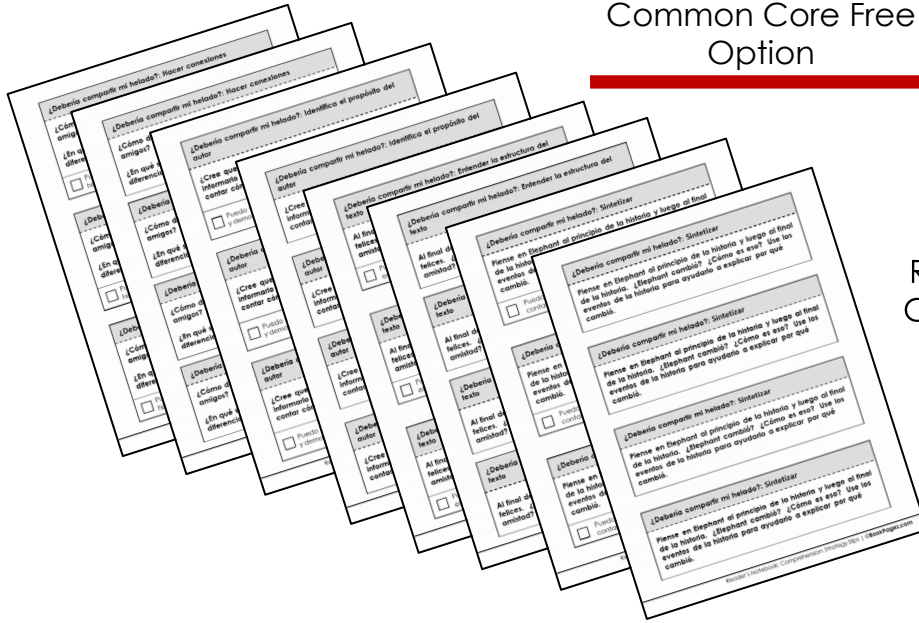
Haz una inferencia sobre la amistad entre Elephant y Piggie. Utilice el texto y las ilustraciones para respaldar su pensamiento.

¿Debería compartir mi helado?: Hacer inferencias

Haz una inferencia sobre la amistad entre Elephant y Piggie. Utilice el texto y las ilustraciones para respaldar su pensamiento.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer inferencias

Título: _____

Lo que dice el texto	Lo que yo sé	Lo que puedo inferir
Nombre una pista en el texto o imágenes.	¿Qué sabes sobre la pista?	Emociones, pensamientos, causa, resultado.

Haz un dibujo para ilustrar tu inferencia:

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en la línea de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Hacer conexiones

Título: _____

Piensa en el libro. ¿En qué te 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 cada pregunta.
2. Corta cuidadosamente en la línea de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Identificar el propósito del autor

Título: _____

¿Quién es el autor de tu libro?

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

Para persuadir
 Para informar
 Para entretener

¿Se que el autor quería porque... _____

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en la línea de puntos.
3. Pega o engrapa en tu cuaderno del lector.

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Identifying the Author's Purpose

Entender la estructura del texto

Título: _____

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

Etiquetas que puedes ver mientras lees

Desarrollar	Revelar	Causa y efecto
Comparar	Concluir	
Contrastar	Resumir	

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en la línea de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Sintetizar

Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Pero ahora pienso...
		Porque...

Mi nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

Instrucciones:
1. Contesta las siguientes preguntas.
2. Corta cuidadosamente en la línea de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: En la historia **¿Debería compartir mi helado?** Aprendimos sobre la amistad entre Elephant y Piggie. Utilice el espacio a continuación para crear una tira cómica sobre usted y su mejor amigo. Asegúrese de incluir los personajes, el escenario, el problema y la solución.

Una tira cómica de Mi mejor amigo y yo

Primero...	Luego...
Entonces...	Finalmente...