

Here's What You'll Get in the Snowflake Bentley Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences
By: Jacqueline Briggs Martin
Grade Level: 3 / Guided Reading Level: N

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 when you are confused

Summary
Snowflake Bentley is the story of Wilson Bentley, the man who discovered that no two snowflakes are alike. Wilson was born over 100 years ago. He lived in rural Vermont and spent his entire life working to make a single dream come true. Wilson wanted to share the extraordinary beauty of ice crystals with the world. So he spent his life learning about snowflakes. Wilson Bentley even figured out how to take photographs of individual snowflakes before they melted away.

Link to What You Know
What does it mean to be passionate about something? What are you passionate about?
List some of your goals. How do you feel when you are working to reach your goals?

Important Words to Know and Understand
Evaporate - To change from a liquid into a gas
Negatives - An image on a film that is used to make a printed photograph

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.

©BookPagez.com

Guided Reading Level

Key Vocabulary

Activate Prior Knowledge

Making Inferences Lesson Plan

Making Inferences
By: Jacqueline Briggs Martin
Grade Level: 3 / Guided Reading Level: N

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 the characters, settings, and events that help you make inferences?

4 Notice the Work You Did While Reading
Reflect
Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 6 - What can you infer about Wilson Bentley's character? How would you describe him - kind, selfish? Do the pictures help you make an inference? How do the pictures help you?
Page 12 - Look at the pictures of Snowflake Bentley's parents. What can you infer from the pictures? How do you think Wilson's parents feel about him? What clues did the picture give you?
Page 20 - What else can you infer about Snowflake Bentley's character from this page? What are his goals? What do you think Snowflake Bentley would do if he failed?
Page 24 - What can you infer about the things that are important to Snowflake Bentley? Look at the picture of his family. How do you think other people feel about Snowflake Bentley's work? How do you know?
Page 28 - What can you infer about Snowflake Bentley based on this picture? What else can you infer about Bentley's character based on his choice to walk through a snowstorm?

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

©BookPagez.com

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Identifying the Author's Purpose
1 Get Ready To Read
2 Learn About Comprehension Strategies
3 Identify the Author's Purpose While Reading
4 Notice the Work You Did While Reading

©BookPagez.com

Author's Purpose

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

©BookPagez.com

Visualizing

Determining Importance
1 Get Ready To Read
2 Learn About Comprehension Strategies
3 Determining Importance While Reading
4 Notice the Work You Did While Reading

©BookPagez.com

Determining Importance

Understanding Text Structure
1 Get Ready To Read
2 Learn About Comprehension Strategies
3 Understanding Text Structure
4 Notice the Work You Did While Reading

©BookPagez.com

Understanding Text Structure

Answer Key for Making Inferences with Snowflake Bentley

Your Turn to Practice Making Inferences with Snowflake Bentley

Page 6: What can you infer about Wilson Bentley's character? How would you describe him - kind, selfish? Do the pictures help you make an inference? How do the pictures help you?

Page 12: Look at the pictures of Snowflake Bentley's parents. What can you infer from the pictures? How do you think Wilson's parents feel about him? What clues did the picture give you?

Page 20: What else can you infer about Snowflake Bentley's character from this page? What are his goals? What do you think Snowflake Bentley would do if he failed?

Page 24: What can you infer about the things that are important to Snowflake Bentley? Look at the picture of his family. How do you think other people feel about Snowflake Bentley's work? How do you know?

Page 28: What can you infer about Snowflake Bentley based on this picture? What else can you infer about Bentley's character based on his choice to walk through a snowstorm?

Answer Key for Identifying the Author's Purpose with Snowflake Bentley

Your Turn to Practice Identifying the Author's Purpose with Snowflake Bentley

Page 6: What is the author's purpose for writing this page? Do you think the author is trying to tell you about Snowflake Bentley's work? How do you know?

Page 12: How do you think the author describes Wilson's snowstorm days. Which words help you visualize? Point to the words.

Page 20: What else can you infer about Wilson Bentley's character? What do you think is important to remember? Why do you think so?

Page 24: What have you learned about Wilson Bentley's family? Do you think it is important to remember facts about his family? Why or why not?

Page 28: What have you learned about Wilson Bentley's family? Do you think it is important to remember facts about his family? Why or why not?

Answer Key for Visualizing with Snowflake Bentley

Your Turn to Practice Visualizing with Snowflake Bentley

Pages 3 and 4: Notice the way the author describes Wilson's snowstorm days. Which words help you visualize? Point to the words.

Page 6: Notice the way the author describes Wilson's snowstorm days. Which words help you visualize? Point to the words.

Answer Key for Understanding Text Structure with Snowflake Bentley

Your Turn to Practice Understanding Text Structure with Snowflake Bentley

Pages 3 and 4: How is the author using description to tell about Snowflake Bentley. What words does the author use to describe the setting? What words does the author use to tell about Wilson's life in the factual section?

Pages 7 and 8: How is the author using description to tell about Snowflake Bentley. What words does the author use to describe the setting? What words does the author use to tell about Wilson's life in the factual section?

Pages 15 and 16: How is the author using a problem and solution text structure to tell more about Wilson's work with snowflakes? What was Wilson's problem? How did he solve the problem?

©BookPagez.com

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

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

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

Making Inferences

Identifying the Author's Purpose
Title: _____

Who is the author of your book?
What was the author's purpose for writing this book? How do you know?
 To Persuade To Inform To Entertain
I know because...

What do you think author wanted you to think about while reading this book?

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

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

Author's Purpose

Visualizing
Title: _____

What page did you use to practice visualizing?
Draw a picture of your mental image in the space below:

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

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

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

Visualizing

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

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

Determining Importance

Understanding Text Structure
Title: _____

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

Text Structures You Might See While Reading:
Description Sequence 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.

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Snowflake Bentley
By: Jacqueline Briggs Martin
Grade Level: 3 / Guided Reading Level: N

Word Work

Instructional Focus:
Syllable Division Patterns (VCCV, VCV, VCCCV)

Background:
When you divide words into syllables, there are rules to help you. Three rules are as follows:

- When a word contains VCV, you divide the word after the consonant if the first vowel is short (example: cabin) or before the consonant if the first vowel is long (example: basic).
- When a word contains VCCV, you divide the word between the two consonants.
- When a word contains VCCCV, you divide the word between the first and second consonants.

Examples:

VCV	
VCCV	
VCCCV	

Materials and Preparation:

- A Copy
- Chart
- Scissors
- Separate
- Manipulate
- Options
- Options

Step 1: Introduce the Focus of Word Work

Introduce Syllable Division Patterns

- Tell students that they are going to learn about several different syllable division patterns today. It is important to learn about syllable patterns because knowing how to divide a word correctly will help them become a stronger reader.
- Remind students that a syllable is a part into which a word is naturally divided when it is pronounced.
- Display the anchor chart and tell students that we will be looking at the vowel and consonant patterns in words to help us know where to divide the word.
- Draw attention to the first pattern, VCV. Tell students that this pattern has two different rules, one for if the first vowel is short, and one for if the first vowel is long. Review the rule using the examples on the chart.
- Focus student attention on the second pattern, VCCV. Tell students that words that have this pattern are divided between the two consonants. Review the examples on the chart.
- Finally, turn student attention to the last pattern, VCCCV. Tell students that words with this pattern are divided after the first consonant except if the first consonant is part of a digraph or blend. Review the examples on the chart.

Sample Anchor Chart

Syllable Division Patterns			
VCV (short)	VCV (long)	VCCV	VCCCV
cabin = cab in	clever = cle ver	candy = can dy	monster = mon ster
river = riv er	music = mus ic	robot = rob ot	complex = com plex
corner = cor ner	spider = spi der	judge = ju dge	instruct = in struct

Extend Engagement

- Encourage students to find examples of words that are new to them with the syllable patterns VCV, VCCV, and VCCCV in their independent reading.
- Create a new To Me anchor chart with sections for each of the patterns.
- Encourage students to add words to the anchor chart throughout the week.
- Encourage students to discuss how the syllable patterns help the students decode and spell the new words.

Syllable Division Patterns in the Text

- Tell students that the book they will be reading today has many examples of words with these syllable division patterns.
- Ask students to look and listen for words that have the syllable patterns VCV, VCCV, and VCCCV while you read. When students hear or see a word that fits these patterns, ask them to write it down on a sticky note.
- Read page 1 of *Snowflake Bentley*. When you have finished reading the first page, ask students to volunteer words that they have written down on their sticky note. Add these words to the anchor chart under the correct syllable pattern.
- Continue reading the book through to the end. When you have finished reading, invite volunteers to share words from their sticky notes. Add the words to the anchor chart, discussing their syllable pattern as you go.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

Snowflake Bentley
By: Jacqueline Briggs Martin
Grade Level: 3 / Guided Reading Level: N

Word Work

Step 2: Connect Word Work to Reading (continued)

Syllable Division Patterns in the Text

Examples of words with Syllable Division Patterns Found in the Text:

VCV	VCCV	VCCCV
metal	lantern	watched
studied	mittens	Bentley
record	Vermont	handle
before	blossoms	apple

Step 3: Guided Word Work Practice

Interactive Exploration

- Distribute copies of the *Separating Syllables* activity to students.
- Review the directions while the students follow along. To complete the activity, students will cut apart the Word Cards. Next, they choose one of the cards and read the word. Then, they decide where the word should be divided and cut the word into syllables. Last, they can either line up the pieces of the Word Cards on their desk or glue the Word Cards (separated into syllables) on a piece of paper.
- Monitor students while they work and provide support as needed.

Step 4: Independent Word Work Practice

Practice Page

- Distribute copies of the *Manipulating Syllables* practice page.
- Review the directions with the students.
- Ask students to complete the practice page independently.
- Monitor students while they work.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Interactive Activity

Independent Practice Page

Separating Syllables
Word Cards

Directions: Cut the Word Cards apart on the dashed lines. Working with one card at a time, read the word and decide how to divide the word into syllables. Cut the word into syllables. Line the two syllables up together on your desk or glue them to a sheet of paper.

staple	rabbit
wrinkle	focus
camera	twitched
hundred	winter

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Syllable Division Patterns
Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with syllable division patterns while you read. Write the words 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.

Words	Book Title	Page

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

Manipulating Syllables
Word Work Practice Page

Directions: Choose one syllable from Box A and one from Box B that, when combined, create a word. Write each complete word on the lines provided.

Box A	Box B
lan	at
one	gle
in	wen
met	den
hun	tem
fo	ded

Directions: Divide each word into syllables. Write the first syllable on the first line and the second syllable on the second line.

Word	Syllables
design	_____
father	_____
fish	_____
snowflakes	_____
savings	_____

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

Assessments

Running Record					
Title: <i>Snowflake Bentley</i>		Guided Reading Text Level: N	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	In the days when farmers worked with ox and sled and cut the dark with lantern light, there lived a boy who loved snow more than anything else in the world.				
3	Willie Bentley's happiest days were snowstorm days. He watched snowflakes fall on his millens, on the dried grass of Vermont farm fields.				
4	on the dark metal handle of the barn door. He said snow was as beautiful as butterflies, or apple blossoms.				
5	He could net butterflies and show them to his older brother, Charlie.				
Tested By: _____		©BookPagez.com			

Running Record Assessment

Snowflake Bentley CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Snowflake Bentley</i> to answer each of the following questions.		
1. What did Willie Bentley discover how to do?		
<input type="radio"/> A He learned how to draw snowflakes before they melted. <input type="radio"/> B He discovered how to photograph snowflakes to see their designs. <input type="radio"/> C He discovered a way to make it snow. <input type="radio"/> D He invented the camera.		
2. Snowflake Bentley gave the world a way to see the beauty of snowflakes. Which detail supports this main idea?		
<input type="radio"/> A He walked through many snowstorms. <input type="radio"/> B He took pictures of grasshoppers on snow. <input type="radio"/> C He sold many of his photos and had them printed. <input type="radio"/> D His parents bought him a camera.		
3. What was the result of Willie Bentley looking at snowflakes?		
<input type="radio"/> A He discovered that no two snowflakes were alike. <input type="radio"/> B He learned that all snowflakes have six sides. <input type="radio"/> C He realized snowflakes were just small pieces of ice. <input type="radio"/> D He knew he would never be able to take a picture of a snowflake.		
4. What did the author do to make sure you understand about snowflakes and ice crystals?		
<input type="radio"/> A She put a diagram of a snowflake on the page. <input type="radio"/> B There is a glossary in the back of the book. <input type="radio"/> C When she used it, she wrote the meaning of the word in bold print. <input type="radio"/> D She wrote the word in bold print.		
5. The author wrote interesting facts on the sides of many pages in <i>Snowflake Bentley</i> . Which text feature was she using? (RI.3.5)		
<input type="radio"/> A keywords <input type="radio"/> B hyperlinks <input type="radio"/> C headings <input checked="" type="radio"/> D sidebars		
6. The author believes Snowflake Bentley was a snowflake expert and dedicated person. Who from the story would agree? (RI.3.6)		
<input type="radio"/> A scientists from colleges and universities. <input type="radio"/> B artists and designers. <input type="radio"/> C the people who lived in his town. <input checked="" type="radio"/> D All of the above answers.		
7. This is nonfiction, but has illustrations. How do the illustrations connect to the text? (RI.3.7)		
<input type="radio"/> A They show how easy it was to take pictures of snowflakes. <input type="radio"/> B They show all the different designs he photographed. <input checked="" type="radio"/> C They show him working in the cold to get his pictures, and how he loved to share them. <input type="radio"/> D The illustrations show how he became rich and famous.		
8. How is photographing snowflakes different than taking pictures of spider webs? (RI.3.9)		
<input checked="" type="radio"/> A Snowflakes melt quickly, but spider webs do not melt. <input type="radio"/> B Both are hard to see. <input type="radio"/> C Snowflakes are hard to break, but spiderwebs break as soon as you touch them. <input type="radio"/> D Snowflakes can't be photographed, but you can get a picture of a web.		
9. What is one question that can be answered by reading this book? (RI.3.10)		
<input type="radio"/> A Where does it snow? <input checked="" type="radio"/> B How did we learn about what snowflakes really look like? <input type="radio"/> C How do cameras work? <input type="radio"/> D Did Snowflake Bentley like living on a farm?		
CCSS Assessment 3 rd Grade Reading Standards for Information BookPagez.com		

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

Answer Key

Student Facing Resources in Spanish for Snowflake Bentley Super Pack

5 Comprehension Strategy Practice Pages

Making Inferences Practice Page

Tu turno para practicar: Hacer inferencias con Snowflake Bentley (El copo de nieve Bentley)

Página 6:
¿Qué puedes inferir sobre el personaje de Wilson Bentley? ¿Cómo lo describirías: amable, egoísta? ¿Las imágenes te ayudan a hacer una inferencia? ¿Cómo te ayudan las imágenes?

Página 12:
Mira los fotos de los padres de Snowflake Bentley. ¿Qué se puede inferir de las imágenes? ¿Cómo piensas que sienten los padres de Wilson sobre él? ¿Qué pistas dio la foto?

Página 20:
¿Qué más puedes inferir sobre el personaje de Snowflake Bentley de esta página? ¿Cuáles son sus metas? ¿Qué piensas que haría Snowflake Bentley si fallara?

Nombre: _____ ©BookPages.com

Page by Page Guided Questions

Answer Key

Hacer inferencias con Snowflake Bentley (El copo de nieve Bentley)

Página 6:
¿Qué puedes inferir sobre el personaje de Wilson Bentley? ¿Cómo lo describirías: amable, egoísta? ¿Las imágenes te ayudan a hacer una inferencia? ¿Cómo te ayudan las imágenes?
Las respuestas varían. Podrían incluir: Creo que Snowflake Bentley es un pensador. También creo que él es el tipo de persona a la que le gusta compartir cosas. Las imágenes me ayudan porque puedo ver que le gusta y mirar el mundo y mostrar lo que aprende.

Página 12:
Mira los fotos de los padres de Snowflake Bentley. ¿Qué se puede inferir de las imágenes? ¿Cómo piensas que sienten los padres de Wilson sobre él? ¿Qué pistas dio la foto?
Las respuestas varían. Podrían incluir: Creo que los padres de Snowflake Bentley lo aman. Puedo decir por sus padres la forma en que se ve y lo que hacen por él en las fotos.

Página 20:
¿Qué más puedes inferir sobre el personaje de Snowflake Bentley de esta página? ¿Cuáles son sus metas? ¿Qué piensas que haría Snowflake Bentley si fallara?
Las respuestas varían. Podrían incluir: Yo puedo inferir que Snowflake Bentley está decidido. Su objetivo es tomar una foto de los copos de nieve. Él se niega a darse por vencido. Willie sigue experimentando hasta que llega a su meta.

Clave de respuestas | ©BookPages.com

Sample answers written in Spanish

Identifica el propósito del autor con Snowflake Bentley (El copo de nieve Bentley)

Página 8:
Las ideas principales que crees que le ayudaron a identificar el propósito del autor.

Tu turno para practicar: Identifica el propósito del autor con Snowflake Bentley (El copo de nieve Bentley)

Página 8:
Las ideas principales a menudo crees que la idea principal del texto te ayuda a identificar el propósito del autor.

Página 14:
¿Has cambiado tu manera de leer después de leer Snowflake Bentley? ¿Qué palabras usas para describir tu experiencia leyendo Snowflake Bentley? ¿Qué palabras usas para describir tu experiencia leyendo Snowflake Bentley?

Página 23:
Ahora que has leído más del libro, ¿cómo crees que se sintieron los padres de Wilson Bentley? ¿Qué palabras usas para describir tu experiencia leyendo Snowflake Bentley?

Nombre: _____

Identifying the Author's Purpose

Determinar la importancia con Snowflake Bentley (El copo de nieve Bentley)

Página 6:
¿Qué has aprendido hasta ahora? ¿Qué crees que es importante recordar?

Tu turno para practicar: Determinar la importancia con Snowflake Bentley (El copo de nieve Bentley)

Página 6:
¿Qué has aprendido hasta ahora? ¿Qué crees que es importante recordar?

Página 10:
¿Qué más has aprendido sobre Wilson Bentley? ¿Es un hecho que es importante recordar? ¿Por qué piensas eso?

Página 14:
¿Qué más has aprendido sobre Wilson Bentley? ¿Es un hecho que es importante recordar? ¿Por qué piensas eso?

Página 21:
¿Qué más has aprendido sobre Snowflake Bentley? ¿Son importantes estos hechos para recordar? ¿Por qué piensas eso?

Nombre: _____ ©BookPages.com

Determining Importance

Entender la estructura del texto con Snowflake Bentley (El copo de nieve Bentley)

Páginas 3 y 4:
Aquí el autor está usando una descripción para contar sobre Snowflake Bentley. ¿Qué palabras usa el autor para describir la configuración? ¿Qué palabras usa el autor para contar la vida de Willie en la barra lateral fáctica?

Tu turno para practicar: Entender la estructura del texto con Snowflake Bentley (El copo de nieve Bentley)

Páginas 3 y 4:
Aquí el autor está usando una descripción para contar sobre Snowflake Bentley. ¿Qué palabras usa el autor para describir la configuración? ¿Qué palabras usa el autor para contar la vida de Willie en la barra lateral fáctica?

Páginas 7 y 8:
Aquí el autor usa una estructura de texto de comparación y contraste para contar más sobre la infancia de Willie. ¿Cómo era Willie similar a los otros chicos? ¿Cómo fueron las elecciones de Willie diferentes de los otros niños?

Página 11:
Aquí el autor usa una estructura de texto de problema y solución para contar más sobre el trabajo de Willie con los copos de nieve. ¿Cuál era el problema de Willie? ¿Cómo resolvió su problema?

Páginas 15 y 16:
Aquí el autor está utilizando un problema y una estructura de texto de solución para contar más sobre el trabajo de Willie con los copos de nieve. ¿Cuál era el problema de Willie? ¿Cómo resolvió su problema?

Nombre: _____ ©BookPages.com

Understanding Text Structure

Visualizar con Snowflake Bentley (El copo de nieve Bentley)

Páginas 3 y 4:
Observe la forma en que el autor describe los días de tormenta. ¿Qué palabras te ayudan a visualizar? Señala las palabras.

Tu turno para practicar: Visualizar con Snowflake Bentley (El copo de nieve Bentley)

Página 9:
Observe la forma en que el autor describe los cristales de nieve. ¿Qué palabras te ayudan a visualizar? Señala las palabras.

Páginas 19 y 20:
Observe las palabras que usa el autor para describir el proceso de Bentley mientras trabajaba para fotografiar copos de nieve. ¿Cómo coinciden con las del libro? ¿Cómo son iguales? ¿En qué se diferencian?

Página 21:
Observe la forma en que el autor describe el trabajo de Willie con la naturaleza. ¿Qué palabras te ayudan a visualizar? Señala las palabras.

Nombre: _____ ©BookPages.com

Visualizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

En el libro **Snowflake Bentley**, aprendiste sobre un experto en nieve. Responde las preguntas para mostrar lo que aprendió. Luego, cuénteles tu conocimiento experto. ¡Cree tu propia tarjeta de negocio contando tu experiencia!

1. ¿Qué usó Snowflake Bentley para estudiar la nieve?

- a. Una lupa
- b. Cámara
- c. Un microscopio
- d. Todo lo de arriba



2. ¿Cuál fue el problema que Snowflake Bentley tuvo con el estudio de los copos de nieve?

- a. Habla demasiados
- b. Se derriten muy rápido
- c. Estaban demasiado fríos
- d. No pudo encontrar ninguna



3. ¿Cuál fue el regalo de Snowflake Bentley para el mundo?

- a. Una bola de nieve gigante
- b. Un libro sobre copos de nieve
- c. Un monumento de sí mismo
- d. Selfies de él con copos de nieve



4. ¿Cómo compartió Snowflake Bentley sus ideas de los copos de nieve?

- a. Dio discursos sobre la nieve a los eruditos.
- b. Él regaló fotos de nieve.
- c. Tenía diapositivas sobre la nieve.
- d. Todo lo de arriba



Nombre:

Experto:

Consigna

Teléfono:

Email:

Sitio web: