

Here's What You'll Get in the Where the Sidewalk Ends Super Pack

3 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences

Where the Sidewalk Ends
By: Shel Silverstein
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 get confused

Summary

Where the Sidewalk Ends is a collection of silly poems and drawings that never cease to entertain readers. With in the pages of this classic book, you will meet a crocodile with a tooth ache, an invisible boy and three crazy adventures named Ickle Me, Pickle Me and Tickle Me. You will also meet a very clever girl named Peggy Ann McFay who will give you exactly 99 excuses for why you can not go to school today.

Link to What You Know

- Think of a time when you had to make up an excuse. Was your excuse the truth?
- Do you mind when things are messy, or do you like things to be neat?
- What types of things do people with good manners do?
- If you were going to meet a queen, what might you do?

Important Words to Know and Understand

Salute - An action used to display respect

Cellophane - a thin see through piece of material used for wrapping things

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 something 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.

Authors 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

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Inferences Lesson Plan

Making Inferences

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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 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 32 - What can you infer about the farmer? How does he feel about the queen? How do you know?

Page 37 - What can you infer about the author of this poem? What does the author value? What does the author think about using good manners? How do you know?

Pages 70 to 71 - What can you infer about Sarah Cynthia Sylvia Stout? What kind of girl is she? How do you know? What can you infer happened to Sarah Cynthia Sylvia Stout when she met her awful fate? How do you know?

Page 140 - What can you infer about the kid in this poem? Why does he wear so many band aids? Why do you think so?

4
Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect

Think - What types of inferences did you make while reading Where the Sidewalk Ends? 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 Where the Sidewalk Ends. What was easy? What was difficult? What was difficult? How does making inferences help you be a better reader?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading Where the Sidewalk Ends. (Remember to include examples from the book!)

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Making Connections

Where the Sidewalk Ends
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Grade Level: 3 / Guided Reading Level: N

1
Get Ready to Read

3
Make Connections While Reading

2
Learn About Comprehension Strategies

4
Notice the Work You Did While Reading

Visualizing

Where the Sidewalk Ends
By: Shel Silverstein
Grade Level: 3 / Guided Reading Level: N

1
Get Ready to Read

3
Visualizing While Reading

2
Learn About Comprehension Strategies

4
Notice the Work You Did While Reading

Making Connections

Visualizing

Answer Key for Making Connections with Where the Sidewalk Ends

Page 32 (For Sale)
How does this poem remind you of the way you feel about your favorite color or friend? Tell about your text to a partner.

Pages 36 to 39 (Sick)
What do you think of Peggy Ann you off? Tell how your text to text.

Page 139 (Ain't of the Dark)
What does the poem remind you of better understand the poem?

Pages 8 to 146 (All Poems in Where the Sidewalk Ends)
Tell about your text to world come you to enjoy the book?

Which type of connection did you find in your text? Tell to Tell

Name: _____

Answer Key for Making Inferences with Where the Sidewalk Ends

Page 32 (For Sale)
What does the poem remind you of the way you feel about your favorite color or friend? Tell about your text to a partner.

Pages 36 to 39 (Sick)
What do you think of Peggy Ann you off? Tell how your text to text.

Page 139 (Ain't of the Dark)
What does the poem remind you of better understand the poem?

Pages 8 to 146 (All Poems in Where the Sidewalk Ends)
Tell about your text to world come you to enjoy the book?

Which type of connection did you find in your text? Tell to Tell

Name: _____

Answer Key for Visualizing with Where the Sidewalk Ends

Page 32 (For Sale)
How does this poem remind you of the way you feel about your favorite color or friend? Tell about your text to a partner.

Pages 36 to 39 (Sick)
What do you think of Peggy Ann you off? Tell how your text to text.

Page 139 (Ain't of the Dark)
What does the poem remind you of better understand the poem?

Pages 8 to 146 (All Poems in Where the Sidewalk Ends)
Tell about your text to world come you to enjoy the book?

Which type of connection did you find in your text? Tell to Tell

Name: _____

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

Where the Sidewalk Ends: Making Connections

Chose a poem. Tell how the poem and the poem's illustration are connected.

I can explain how the author uses illustrations to help the meaning of the story. CCSS: RL.3.7

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

Common Core Free
Option

Where the Sidewalk Ends: Making Connections

Chose a poem. Tell how the poem and the poem's illustration are connected.

Where the Sidewalk Ends: Making Connections

Chose a poem. Tell how the poem and the poem's illustration are connected.

Where the Sidewalk Ends: Making Connections

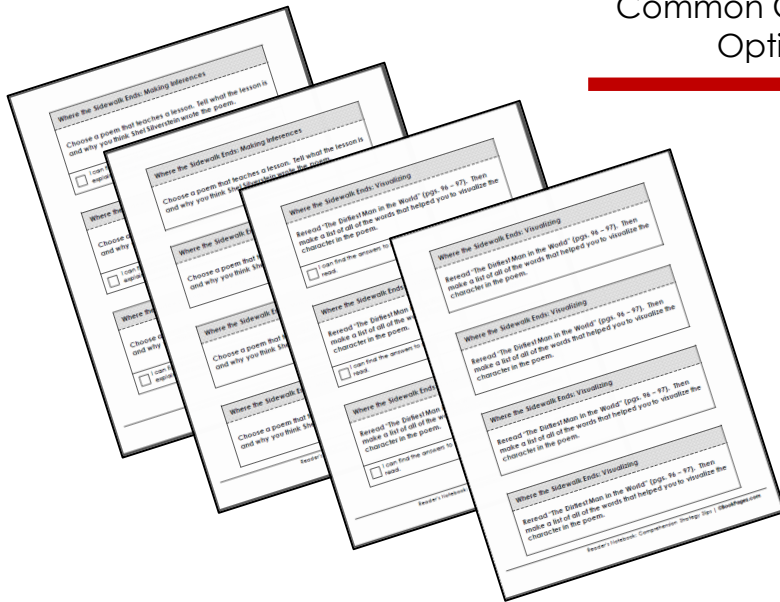
Chose a poem. Tell how the poem and the poem's illustration are connected.

Where the Sidewalk Ends: Making Connections

Chose a poem. Tell how the poem and the poem's illustration are connected.

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

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



3 Comprehension Strategy Graphic Organizers

Making Connections

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. Colorful on the picture line.
 3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy: Reader's Response Prompt | ©BookFazes.com

Making
Connections

Making Inferences

What the Text Says	What I Know	What I Can Infer
Use for notes on the text.	What do you know about the text?	Reasons, thoughts, conclusions.

Directions:
 1. Answer each of the questions.
 2. Colorful on the picture line.
 3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy: Reader's Response Prompt | ©BookFazes.com

Making
Inferences

Visualizing

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. Colorful on the picture line.
 3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy: Reader's Response Prompt | ©BookFazes.com

Visualizing

Vocabulary Connections Resources

Important Words to Know and Understand in Where the Sidewalk Ends

Vocabulary Connections

Where the Sidewalk Ends
By: Shel Silverstein
Grade Level: 3 / Guided Reading Level: N

Important Words to Know and Understand in "Where the Sidewalk Ends"







- Bidding**
The act of offering to pay a particular amount of money for something
- Cannibals**
An animal that eats its own kind
- Cellophane**
A thin see through piece of material used for wrapping things
- Measles**
Contagious illness caused by a virus
- Salute**
An action used to display respect
- Tuning Dial**
Knobs found on old fashioned televisions that were used to change the channel

Vocabulary Word List | ©BookPage.com

Word and Picture Sorting Cards

Vocabulary Connections

Where the Sidewalk Ends
By: Shel Silverstein
Grade Level: 3 / Guided Reading Level: N

Bidding	Cannibals	Cellophane
		
Measles	Salute	Tuning Dial
		

Picture Vocabulary Sorting Cards | ©BookPage.com

Vocabulary Connections

Where the Sidewalk Ends
By: Shel Silverstein
Grade Level: 3 / Guided Reading Level: N

Bidding	Cannibals	Cellophane
The act of offering to pay a particular amount of money for something	An animal that eats its own kind	A thin see through piece of material used for wrapping things
Measles	Salute	Tuning Dial
Contagious illness caused by a virus	An action used to display respect	Knobs found on old fashioned televisions that were used to change the channel

Definition Vocabulary Sorting Cards | ©BookPage.com

Word and Definition Sorting Cards

Vocabulary Connections

Where the Sidewalk Ends
By: Shel Silverstein
Grade Level: 3 / Guided Reading Level: N

Bidding is a/an noun verb adverb adjective Definition of Bidding :	Cannibals are a/an noun verb adverb adjective Definition of Cannibals :	Cellophane is a/an noun verb adverb adjective Definition of Cellophane :
Bidding looks like this:	Cannibals look like this:	Cellophane looks like this:
Bidding reminds me of:	Cannibals remind me of:	Cellophane reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPage.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Where the Sidewalk Ends
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Grade Level: 3 / Guided Reading Level: N

Where the Sidewalk Ends
By Shel Silverstein

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

It means: _____

Name: _____

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

Personalized Vocabulary Bookmark

Word Games with Words from Where the Sidewalk Ends

Directions: Read each clue below. Choose the correct vocabulary word and write the word in the puzzle. Remember to write one letter per square.

Word Bank
BIDDING
CANNIBALS
CELOPHANE
MEASLES
SALUTE

Across

- A material used for wrapping things
- Contagious illness caused by a virus
- Offering of particular prices for something

Down

- A material used for wrapping things
- An animal that eats its own kind
- An animal that eats its own kind

Directions: Label the specific part on the television below. Write the vocabulary word on the blank space provided.

Name: _____

Tuning Dial

Answer Key | ©BookPage.com

Word Games and Answer Key

Vocabulary Connections

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

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

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

Name: _____

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPage.com

Assessments

Running Record			
Title: <i>Where the Sidewalk Ends</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	SC
		MSV	MSV
58 Sick			
"I cannot go to school today,"			
Said little Peggy Ann McKay,			
"I have the measles and the mumps,			
A gash, a rash and purple bumps.			
My mouth is wet, my throat is dry,			
I'm going blind in my right eye.			
My tonsils are as big as rocks.			
I've counted sixteen chicken pox			
And there's one more - that's seventeen.			
And don't you think my face looks green?			
My leg is cut, my eyes are blue -			
It might be instamatic flu.			
I cough and sneeze and gasp and choke.			
Tested By: _____ @BookPagez.com			

Running Record Assessment

Where the Sidewalk Ends CCSS Assessment		Name: _____
		Score: / 9
<p>Directions: Use what you know about <i>Where the Sidewalk Ends</i> to answer each of the following questions.</p>		
<p>1. In the poem, "True Story", how do we know it can't be true?</p> <p><input type="radio"/> A The speaker died at the end of the poem, so he could not have written the story.</p> <p><input type="radio"/> B There was a boiling lake, a thousand miles wide.</p> <p><input type="radio"/> C A mermaid rescued him and wanted to marry him.</p> <p><input type="radio"/> D All of the above answers are correct.</p>		
<p>2. "Invitation" is the first poem of the book. How does it show the main idea of the poem collection?</p> <p><input type="radio"/> A You can only read these poems if you are invited.</p> <p><input type="radio"/> B You will need a good imagination to read them.</p> <p><input type="radio"/> C The main idea is that poems are serious.</p> <p><input type="radio"/> D The poet is inviting you to his party, but you must be invited.</p>		
<p>3. In "The Silver Fish", the boy eats the fish believing the promises the fish makes. Why does he do this?</p> <p><input type="radio"/> A He won't be fooled twice.</p> <p><input type="radio"/> B He was very hungry.</p> <p><input type="radio"/> C He is very good at fishing.</p> <p><input type="radio"/> D He doesn't want to be rich or have a lot of money.</p>		
<p>4. In "Sick", Peggy Ann McKay says her tonsils mean?</p> <p><input type="radio"/> A She swallowed some rocks.</p> <p><input type="radio"/> B Her tonsils are just the right size.</p> <p><input type="radio"/> C Her tonsils are swollen and hard.</p> <p><input type="radio"/> D Her tonsils came out and they look just like her.</p>		
<p>5. Why is "Jimmy Jet and His TV Set" told in 5 different stanzas? (RL.3.5)</p> <p><input type="radio"/> A Five was Shel Silverstein's lucky number.</p> <p><input checked="" type="radio"/> B It gives the poem rhythm and helps us keep track of Jimmy's changes.</p> <p><input type="radio"/> C Jimmy had exactly 5 things change on him as he became a TV.</p> <p><input type="radio"/> D There are 5 different rhyming patterns (rhyme schemes).</p>		
<p>6. In "The Crocodile's Toothache", who did not agree with the dentist's idea that crocodile teeth were not important? How do you know? (RL.3.7)</p> <p><input type="radio"/> A The narrator did not agree, and told the dentist to stop.</p> <p><input type="radio"/> B The crocodile did not agree, and told the dentist to stop.</p> <p><input type="radio"/> C The dentist was just joking and didn't really mean it.</p> <p><input checked="" type="radio"/> D The crocodile did not agree, so he ate the dentist.</p>		
<p>7. In the poem, "Band-aids", what mood does the illustration show? (RL.3.7)</p> <p><input type="radio"/> A The illustration shows how much pain the boy is feeling.</p> <p><input type="radio"/> B The illustration shows how mad the boy is about not actually having any cuts.</p> <p><input checked="" type="radio"/> C It is funny because he has Band-aids all over for no reason.</p> <p><input type="radio"/> D The mood is happy that he had enough Band-aids to cover all his cuts.</p>		
<p>8. In "Hector the Collector", what is the difference between how Hector thinks of his collection compared to everyone else? (RL.3.7)</p> <p><input checked="" type="radio"/> A Hector thinks they are treasures, but everyone else thinks they are junk.</p> <p><input type="radio"/> B Hector thinks they are his, but everyone else wants to share.</p> <p><input type="radio"/> C He thinks they are junk, but everyone else loves all his things.</p> <p><input type="radio"/> D Everyone, including Hector, thinks he has too many items in his collection.</p>		
<p>9. What kind of text is <i>Where the Sidewalk Ends</i>? (RL.3.10)</p> <p><input type="radio"/> A It is a book of poems that you must read in order, like a story.</p> <p><input type="radio"/> B It is a book of non-fiction poems based on science.</p> <p><input checked="" type="radio"/> C It is a book of fiction poems, you read and understand one at a time in any order.</p> <p><input type="radio"/> D It is fiction story, written like a fairy tale.</p>		
CCSS Assessment 3rd Grade Reading Standards for Literature 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 Where the Sidewalk Ends Super Pack

3 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para practicar: Hacer Conexiones
con Where the Sidewalk Ends (Donde el camino se corta)

Página 52 (En venta):
¿Cómo te recuerda este poema cómo te sientes sobre tu hermano, hermana o amigo? Cuenta sobre tu conexión **texto a tu mismo**.

Páginas 58 a 59 (Enfermo):
¿Qué opinas de Peggy Ann McKay? ¿Qué otros personajes te recuerda? Cuenta como tu conexión **texto a texto** le ayuda a ser un mejor lector.

Página 159 (Miedo a la oscuridad):
¿Qué te recuerda este poema? ¿Cómo te ayuda tu conexión a comprender mejor el poema?

Páginas 9 a 166 (Todos los poemas en Donde el camino se corta):
Encuentra un poema que te recuerde algo que conoces en el mundo real. Cuenta sobre tu conexión texto al mundo y explique cómo tu conexión lo ayuda a disfrutar de este libro.

¿Qué tipo de conexión hizo más cuando leíste este libro?
 Texto a tu mismo texto a texto texto al mundo

Nombre: _____ @BookPagez.com

Page by Page Guided Questions

Answer Key

Hacer Conexiones
con Where the Sidewalk Ends (Donde el camino se corta)

Página 52 (En venta):
¿Cómo te recuerda este poema cómo te sientes sobre tu hermano, hermana o amigo? Cuenta sobre tu conexión **texto a tu mismo**.
Las respuestas varían. Podrían incluir: Este poema me hizo reír porque me recuerda a cómo me siento cuando estoy muy enojado con mi hermano. A veces pienso que sería divertido ser un hijo único.

Páginas 58 a 59 (Enfermo):
¿Qué opinas de Peggy Ann McKay? ¿Qué otros personajes te recuerda? Cuenta como tu conexión **texto a texto** le ayuda a ser un mejor lector.
Las respuestas varían. Podrían incluir: Peggy Ann McKay me recuerda a Baloney en Baloney, Henry P. porque trata de salir de la escuela también. Mi conexión es útil porque me ayuda a hacer inferencias sobre el personaje.

Página 159 (Miedo a la oscuridad):
¿Qué te recuerda este poema? ¿Cómo te ayuda tu conexión a comprender mejor el poema?
Las respuestas varían. Podrían incluir: Este poema me recuerda que Ira en Ira se duerme porque quiere dormir con su osito de peluche. Mi conexión me ayuda a pensar cómo se sentirán los niños que tienen miedo a la oscuridad.

Páginas 9 a 166 (Todos los poemas en Donde el camino se corta):
Encuentra un poema que te recuerde algo que conoces en el mundo real. Cuenta sobre tu conexión texto al mundo y explique cómo tu conexión lo ayuda a disfrutar de este libro.
Las respuestas varían. Podrían incluir: I Won't Hatch (página 127) me recuerda las cosas que veo en las noticias. Mi conexión es útil porque me hace pensar en estar a salvo.

¿Qué tipo de conexión hizo más cuando leíste este libro?
 Texto a tu mismo texto a texto texto al mundo

Clave de respuestas | @BookPagez.com

Sample answers written in Spanish

Hacer Inferencias
con Where the Sidewalk Ends (Donde el camino se corta)

Página 32 (El granjero y la reina):
¿Qué puedes inferir sobre el granjero? ¿Cómo se siente sobre la reina? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: La reina y quiere impresionar cosas correctas para comportar las personas c...

Página 37 (Estoy haciendo una lista):
¿Qué puedes inferir sobre el autor sobre el uso de buenos modales? ¿Qué tipo de personas crees que tienen buenos modales?
Las respuestas varían. Podrían incluir: ...comportar las personas c...

Páginas 70 a 71 (Sarah Cy):
¿Qué puedes inferir sobre el autor de este poema? ¿Qué valoras el autor? ¿Qué piensa el autor sobre el uso de buenos modales? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: ...es una chica desordenada importa. Puedo inferir q...

Página 140 (Curtitas):
¿Qué puedes inferir sobre el niño en este poema? ¿Por qué levanta tantas curitas? ¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: ...jugar con las curitas, por jugar.

Tu turno para practicar: Hacer inferencias
con Where the Sidewalk Ends (Donde el camino se corta)

Página 32 (El granjero y la reina):
¿Qué puedes inferir sobre el granjero? ¿Cómo se siente sobre la reina? ¿Cómo lo sabes?

Página 37 (Estoy haciendo una lista):
¿Qué puedes inferir sobre el autor de este poema? ¿Qué valoras el autor? ¿Qué piensa el autor sobre el uso de buenos modales? ¿Cómo lo sabes?

Páginas 70 a 71 (Sarah Cynthia Sylvia Stout no sacaría la basura):
¿Qué puedes inferir sobre Sarah Cynthia Sylvia Stout? ¿Cómo es ella? ¿Cómo lo sabes? ¿Qué puedes inferir que le sucedió a Sarah Cynthia Sylvia Stout cuando conoció su horrible destino? ¿Cómo lo sabes?

Página 140 (Curtitas):
¿Qué puedes inferir sobre el niño en este poema? ¿Por qué levanta tantas curitas? ¿Por qué piensas eso?

Nombre: _____ @BookPagez.com

Making Inferences

Tu turno para practicar: Visualizar
con Where the Sidewalk Ends (Donde el camino se corta)

Páginas 28 a 29 (Jimmy Jet y su televisión):
Trate de visualizar este poema. Observe la forma en que el autor describe la transformación de Jimmy en un televisor. ¿Qué palabras te ayudan justativos, adverbios, adjetivos?
Las respuestas varían. Podrían incluir: ...partes de un televisor, en su cuerpo.

Página 43 (Cuento verdadero):
Intenta visualizar la acción en esta página. ¿Qué palabras te ayudan justativos, adverbios, adjetivos?
Las respuestas varían. Podrían incluir: ...palabras que me ayudan más son los...

Página 55 (Una pulgada de alto):
Trate de visualizar cómo sería el mundo si estuviera una pulgada de altura. ¿Qué palabras te ayudan justativos, adverbios, adjetivos?
Las respuestas varían. Podrían incluir: ...sería gigantesco. Creo que sería co...

Páginas 96 a 97 (El hombre más sucio del mundo):
Visualiza al hombre descrito en este poema para pintar una imagen en tu mente. ¿Qué palabras te ayudan justativos, adverbios, adjetivos?
Las respuestas varían. Podrían incluir: ...como un camión de basura. Veo a un barro. Tiene el pelo largo y loco y s...

Tu turno para practicar: Visualizar
con Where the Sidewalk Ends (Donde el camino se corta)

Páginas 28 a 29 (Jimmy Jet y su televisión):
Trate de visualizar este poema. Observe la forma en que el autor describe la transformación de Jimmy en un televisor. ¿Qué palabras te ayudan justativos, adverbios, adjetivos?
Las respuestas varían. Podrían incluir: ...partes de un televisor, en su cuerpo.

Página 43 (Cuento verdadero):
Intenta visualizar la acción en esta página. ¿Qué palabras te ayudan justativos, adverbios, adjetivos?
Las respuestas varían. Podrían incluir: ...palabras que me ayudan más son los...

Página 55 (Una pulgada de alto):
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Las respuestas varían. Podrían incluir: ...sería gigantesco. Creo que sería co...

Páginas 96 a 97 (El hombre más sucio del mundo):
Visualiza al hombre descrito en este poema para pintar una imagen en tu mente. Intenta usar los otros sentidos. ¿Cómo crees que olería este hombre? ¿Qué ves en tu mente?

Nombre: _____ @BookPagez.com

Visualizing

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Where the Sidewalk Ends (Donde el camino se corta):
Hacer inferencias

Elige un poema que enseñe una lección. Dígame cuál es la lección y por qué crees que Shel Silverstein escribió el poema.

Puedo descubrir las lecciones o la moral en los cuentos que leo y explicar ese mensaje usando detalles del cuento. CCSS: RL.3.2

Where the Sidewalk Ends (Donde el camino se corta):
Hacer inferencias

Elige un poema que enseñe una lección. Dígame cuál es la lección y por qué crees que Shel Silverstein escribió el poema.

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

¿Pienso 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 la pregunta.
2. Conéctate directamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

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Making Connections

Hacer inferencias
Título: _____

Lo que dice el texto ¿Qué palabras o frases en el texto te ayudan a visualizar el personaje en el poema?	Lo que sé ¿Qué sabes de la poesía?	Lo que puedo saber ¿Qué palabras, parámetros, o ideas me ayudan a visualizar el personaje en el poema?

Instrucciones:
1. Contesta la pregunta.
2. Conéctate directamente en las líneas de puntos.
3. Pega o engrapa tu hoja en tu cuaderno del lector.

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Making Inferences

Visualizar
Título: _____

¿Qué página usaste para practicar o visualizar?

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

Escibe algunas de las palabras que te ayudaron a hacer esta imagen en tu mente.

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

Instrucciones:
1. Contesta la pregunta.
2. Conéctate directamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

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Visualizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

En el libro **Donde el camino se corta**, hay muchos poemas con rimas tontas. Elige tres de las palabras del interior del globo abajo. Entonces escribe tus propios poemas tontos sobre cada palabra.

