

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

A Color of His Own: Making Predictions

What do you think would have happened if the chameleon had never met his friend?

Make a prediction about the way the chameleon would have felt about himself if not for his friend.

I can understand how words in a story can tell about feelings and the senses. CCSS: RL.1.4

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

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A Color of His Own: Making Predictions

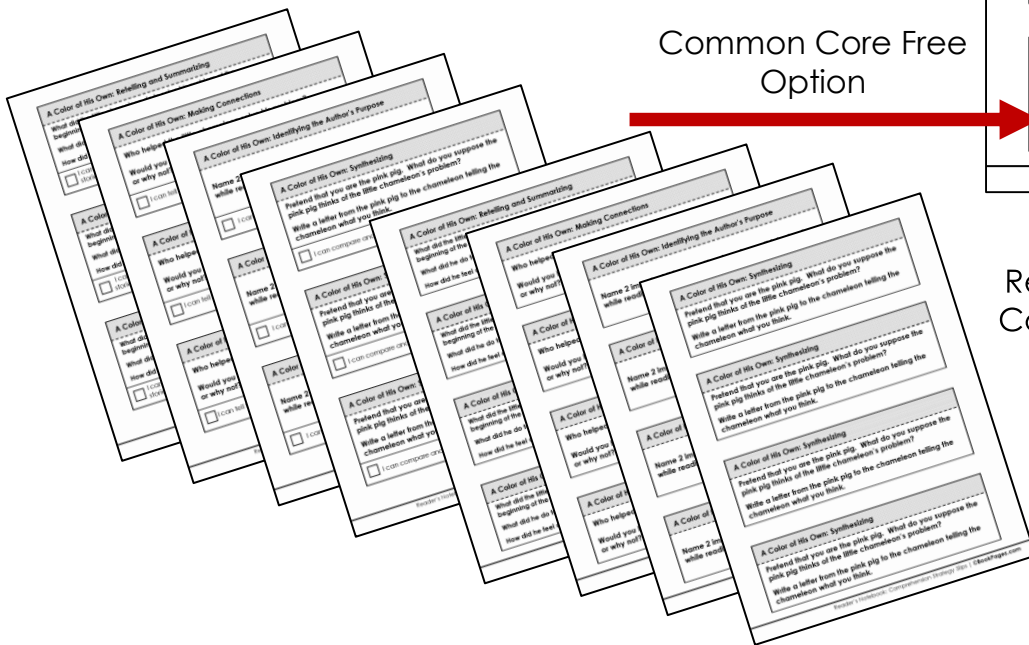
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

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

First	Next
Then	Last

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Predictions

Title: _____

Predictions at the Beginning Write your prediction below.	Predictions while Reading Write your prediction below.	Check Predictions at the End Finished with your prediction below. <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:
1. Answer each of the questions.
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Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Predictions

Title: _____

I predict ...

My prediction was
 Correct
 Incorrect

I know because _____

Here is a picture about my prediction:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

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 out the dotted line.
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Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

Synthesizing

Title: _____

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

Directions:
1. Answer each of the questions.
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Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

A Color of His Own
By: Leo Lionni
Grade Level: 1 / Guided Reading Level: 1

Word Work

Instructional Focus:
Vowel Digraphs and Diphthongs

Background:
Vowel digraphs are those spelling patterns that use two letters to represent a single vowel sound.
The "ea" in beat is a vowel digraph as in "beat." Because there are pairs, care must be taken when vowel pairs are digraphs, the "a" both letter sounds are heard.

Examples:

long a (ai, ay)		long e (ee)	
slay	gray	green	leaf
gray	leaf	cheerful	autumn
always	cheerful	owl	chameleon
remain	leaf	chameleon	owl
afraid	see	owl	chameleon
tail	chameleon	owl	chameleon
long a (ai, ay)	long e (ee)		

Sample Anchor Chart

ai/ay	ee/ee	ow/ow	odd ball
tail	see	ow	

Step 1: Introduce the Focus of Word Work

Introduce Digraphs and Diphthongs

- Remind students that two letters often work together to make one sound. You might say, "We can think of them like colors. When you mix two colors, like green and yellow together, you get blue."
- On the board, draw a Venn diagram, with an "a" on one side and an "e" on the other. In the middle put "ai" and explain that in most cases, these two letters together say the long a sound. Erase the letters, leaving the diagram, and repeat with ay, ea, ee, oi and ow. Then erase your diagram.
- Next, draw a four column chart with the headings "ai/ay", "ea/ee", "ou/ow" and "oddball" - use a different color for each if possible.
- Invite students to brainstorm words to fit in each category. Add the words to the chart.
- Optional: Differentiate instruction: provide struggling readers with spell easier words, such as cow, owl and tail, etc. Ask them to spell the words and choose the correct column.
- Leave the chart on the board as a resource for the remainder of the lesson.

Step 2: Connect Word Work to Reading

Digraphs and Diphthongs in the Text

- Provide each student with a Vowel Buddy card (mix the cards evenly).
- Invite students to hold up their card and make the sound represented on their card.
- Read the text aloud to the class. Instruct students to hold up their cards when their vowel buddy occurs in the text (Make a special point to highlight oddball words).
- Each time a combination occurs, pause and point it out.

Examples of Digraphs and Diphthongs Found in the Text:

• green	• heather	• remain
• gray	• day	• leaf
• hair	• chameleon	• owl
• own	• tail	• chameleon
• they	• said	• owl
• thought	• cheerfully	• owl
• leaf	• chameleon	• owl

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

A Color of His Own
By: Leo Lionni
Grade Level: 1 / Guided Reading Level: 1

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into groups of 3-4 (this works best with heterogeneous grouping).
- Give each group one of the prepared balloons.
- Round 1: Students throw the balloon to each other. When the balloon is caught, the student must say the sound of the first vowel digraph that they see. Play like this goes on for three minutes.
- Round 2: Students continue to throw the balloon to each other. When the balloon is caught, the student must say the sound of the first vowel digraph that they see, then call out a word that contains that digraph. Again, play goes on for three minutes.
- While students play, you may circulate through the room during this exercise in order to monitor and correct responses.
- Discuss which of the vowel combinations was the most difficult to find words for, which combinations were easy. For example, students might say that it was easy to think of lots of words for "ee" combination.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Vowel Buddies Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 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 and diphthongs** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the anchor chart notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Extension Activity

Vowel Digraphs and Diphthongs found in A Color of His Own

Page Number	Word	Pattern
3	green	ee
6	gray	ay
7	hair	oddball
8	own	oddball
9	they (x2)	oddball
10	they	oddball
11	heather	oddball
	they	oddball
12	they	oddball
	day	oddball
	chameleon	oddball
	tail	oddball
	said	oddball
	remain	ai
	leaf	ea
15	green	ee
	too	oo
	own	oddball
16	thought	oddball
	cheerfully	ee
	greenest	ee
	leaf	ea
17	autumn	oddball
	leaf	ea
	chameleon	oddball

Guided Word Work Practice | @BookPagez.com

Word Detective: Vowel Buddies
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **vowel buddies** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

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

Vowel Buddies
Word Work Practice Page

Directions:
Read each sentence below. Next to it, write the word from the sentence that contains a vowel buddy pair. Write the vowel buddy pair. Last write that the vowel buddy makes. The first one has been done for you.

	Vowel Buddy Word	Vowel Buddy Pair	Sound
Elephants are gray.	gray	ay	a
They went to school today.			
Wear your seatbelt.			
It was hot yesterday.			
The dog pants and wags its tail.			
The leaf was green.			
Our teacher was late.			
I am not afraid of the dark.			
My mom is proud of me.			
I have to stay for practice.			
I don't like to be left out.			

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

Assessments

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



Running Record					
Title: A Color of His Own		Guided Reading Text Level: 1	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	
Page		COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
1	Parrots are green				
2	Goldfish are red				
3	Elephants are gray				
4	Pigs are pink.				
5	All animals have a color of their own – except chameleons.				
6	They change color wherever they go.				
7	On lemons they are yellow.				
8	In the heather they are purple.				
9	And on the tiger they are striped like tigers.				
11	One day a chameleon who was sitting				

Tested By: _____ ©BookPagez.com

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

A Color of His Own CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about A Color of His Own to answer each of the following questions.	
1. Why did the chameleon decide to stay on a leaf?	
<input type="radio"/> A He would find food easily. <input type="radio"/> B It was in the sun. <input type="radio"/> C It was near his friend. <input type="radio"/> D He wanted to stay one color.	
2. What lesson did the chameleon learn in this story?	
<input type="radio"/> A It is easier to deal with a problem when you have a friend by your side. <input type="radio"/> B All animals have different colors. <input type="radio"/> C All chameleons are sad because they change colors. <input type="radio"/> D He can stay one color just like all the other animals.	
3. How do the chameleons feel at the end of the story?	
<input type="radio"/> A They are upset because they keep changing. <input type="radio"/> B They are happy and enjoy being together. <input type="radio"/> C They don't get along. <input type="radio"/> D They get tired of always being the same.	
4. Which word shows how the chameleon was feeling when he chose the green leaf?	
<input type="radio"/> A forever <input type="radio"/> B green <input type="radio"/> C cheerfully <input type="radio"/> D climbed	
CCSS Assessment 1 st Grade Reading Standards for Literature	



A Color of His Own CCSS Assessment Answer Key
Directions: Use what you know about A Color of His Own to answer each of the following questions.
1. Why did the chameleon decide to stay on a leaf? (RL.1.1)
<input type="radio"/> A He would find food easily. <input type="radio"/> B It was in the sun. <input type="radio"/> C It was near his friend. <input checked="" type="radio"/> D He wanted to stay one color.
2. What lesson did the chameleon learn in this story? (RI.1.2)
<input checked="" type="radio"/> A It is easier to deal with a problem when you have a friend by your side. <input type="radio"/> B All animals have different colors. <input type="radio"/> C All chameleons are sad because they change colors. <input type="radio"/> D He can stay one color just like all the other animals.
3. How do the chameleons feel at the end of the story? (RI.1.3)
<input type="radio"/> A They are upset because they keep changing. <input checked="" type="radio"/> B They are happy and enjoy being together. <input type="radio"/> C They don't get along. <input type="radio"/> D They get tired of always being the same.
4. Which word shows how the chameleon was feeling when he chose the green leaf? (RI.1.4)
<input type="radio"/> A forever <input type="radio"/> B green <input checked="" type="radio"/> C cheerfully <input type="radio"/> D climbed
CCSS Assessment 1 st Grade Reading Standards for Literature BookPagez.com

Answer Key











Extension Activity

Name: _____ Date: _____

Directions: In the book *A Color of His Own*, the little chameleon doesn't have a color of his own. Complete the story slip below to show what happens when the chameleon goes for a walk. Color the chameleon to match your story.

The Chameleon's Colorful Walk

<p>One day a little chameleon went for a walk. On his way he stopped to visit with his animal friends. Each time he stopped he changed color. Here is what happened to the little chameleon.</p> 	<p>First the chameleon met Mr. Lion. Mr. Lion has _____ fur. When the chameleon sat upon the lion's tail he turned _____.</p> 	<p>Next the chameleon had a chat with Ellie the Elephant. He sat upon her trunk and turned _____.</p> 
<p>Soon the little chameleon bumped into a pig named Pete. And so, it wasn't long before the chameleon turned _____ too!</p> 	<p>After visiting with Pete, the little chameleon decided to take a nap. So he lay down on a _____ leaf turned _____ and went to sleep.</p> 	<p>When he woke up, the chameleon took a ride on the tail of a _____ monkey. He turned _____.</p> 
<p>Then the little chameleon decided he was hungry. So he sat on a _____ banana in a tree to have lunch. He turned _____ as he munched on banana leaves.</p> 	<p>Last, the little chameleon met another chameleon. They visited with a _____ parakeet named Bob. Both of the chameleons turned _____.</p> 	<p>By the end of his walk, the chameleon had changed color _____ times!</p> <p>The little chameleon had a very colorful walk.</p>

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>A Color of His Own Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "A Color of His Own" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading - Literature</p> <p>RI.1.1 - Ask and answer questions about key details in text.</p> <p>RI.1.2 - Cite textual evidence, including key details, and demonstrate understanding of their central message or theme.</p> <p>RI.1.3 - Describe characters, settings, and major events in a story using key details.</p> <p>RI.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading - Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.8 - 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.</p> <p>W.1.9 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.9 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.10 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.8 - Add drawing or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and reactions.</p> <p>Language</p> <p>L.1.4 - 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

A Color of His Own Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "A Color of His Own" correlate with the following English Language Arts Common Core State Standards for first grade.

Vocabulary Lesson Plan and Resources

Language

L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4b - Identify real-life connections between words and their use (e.g., note places or items that are easy).

L.1.4 - 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).

A Color of His Own CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

A Color of His Own Lesson Plans, Resources, and Activities

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Word Work Lesson Plan and Resources

Reading - Foundational Skills

RF.1.3 - Show and apply the grade-level phonics and word analysis skills in decoding words.

RF.1.4 - Read stories, including key details, and demonstrate understanding of their central message or theme.

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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment