

Here's What You'll Get in the A Sick Day for Amos McGee Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions

A Sick Day for Amos McGee
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

"Ah-choo!" Oh no! Amos McGee, the friendly zookeeper, woke up feeling sick. Instead of his predictable morning routine of getting up early, having tea and oatmeal for breakfast, and riding the bus to the zoo, he will be staying home in bed. When kind and caring Amos does not arrive at the zoo, his animal friends become concerned. Not knowing what else to do, the animals come up with a plan to find Amos and cheer him up. Amos and the zoo animals are a testament to the importance of kindness and true friendship.

Link to What You Know

- What kinds of things do you do with your friends?
- Why would someone need to take a sick day?

Important Words to Know and Understand

- Allergies** - Medical condition that causes someone to become sick after eating, touching, or breathing something that's harmless to most people
- Perched** - To sit on something high from which it is easy to fall

Why Readers Make Predictions While Reading

When readers make predictions they think about what they already know and what they think will logically happen in a text.

Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story.

Readers often make predictions **before** they start reading, **during** the story, and **after** they have finished reading. Here are some examples of the thinking readers do when making predictions:

Before Reading Predictions: What is the book about? Who is the main character? What big events might happen?

During Reading Predictions: What will a character do next? Or, might a problem be solved? What important event will happen?

After Reading Predictions: Which predictions were correct? Which predictions were incorrect? Why were the predictions incorrect?

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Guided Reading Level

Activate Prior Knowledge

Making Predictions Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Predictions

A Sick Day for Amos McGee
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3

Make Predictions While Reading

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that might happen

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 - Make a prediction about where you think Amos works. Why do you think that?

Page 11 - Look at the words and picture of Amos in his bed. Predict what you think Amos will do next. How will it affect the animals at the zoo?

Pages 12 to 13 - The animals are waiting for Amos' daily visit. What do you think the animals will do when they realize Amos isn't coming? Tell why you think your prediction makes sense.

Pages 16 to 17 - There are no words on these two pages. Describe how the animals are lined up on the sidewalk. Predict what they are doing and/or where they are going. Why do you think that?

Page 30 - Make a prediction about what will happen in the morning and where they will go on the bus. Tell why your prediction makes sense.

Time to Reflect

Think - What types of predictions did you make while reading *A Sick Day for Amos McGee*? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction 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 reasons why some of the predictions you made while reading *A Sick Day for Amos McGee* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *A Sick Day for Amos McGee*. (Remember to include examples from the book!)

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Asking Questions

A Sick Day for Amos McGee
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

1

Get Ready To Read

- Get your brain ready to read
- Understand the meaning of important words found in the book

3

Ask Questions While Reading

- Think about the text you read
- Know what to do when you read

2

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Synthesizing

A Sick Day for Amos McGee
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

3

Synthesize While Reading

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that might happen

2

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Answer Key for Determining Importance with A Sick Day for Amos McGee

Your Turn to Practice Determining Importance with A Sick Day for Amos McGee

Page 1 to 4: What do you learn about Amos McGee?

Page 11: Amos wakes up and feels sick. He decides he shouldn't go to work. What do you think he will do?

Pages 12 to 13: The animals are waiting for Amos to arrive. How do you think they will react when he doesn't come?

Page 30: Amos is in bed. How do you think the animals will react when they see him?

Answer Key for Making Predictions with A Sick Day for Amos McGee

Your Turn to Practice Making Predictions with A Sick Day for Amos McGee

Page 3: Make a prediction about where you think Amos works.

Page 11: Look at the words and picture of Amos in his bed. Predict what you think Amos will do next.

Pages 12 to 13: The animals are waiting for Amos' daily visit. What do you think the animals will do when they realize Amos isn't coming?

Pages 16 to 17: There are no words on these two pages. Describe how the animals are lined up on the sidewalk. Predict what they are doing and/or where they are going.

Page 30: Make a prediction about what will happen in the morning and where they will go on the bus.

Answer Key for Asking Questions with A Sick Day for Amos McGee

Your Turn to Practice Asking Questions with A Sick Day for Amos McGee

Page 1: What have you learned about Amos?

Page 11: Amos wakes up and feels sick. He decides he shouldn't go to work. What do you think he will do?

Pages 12 to 13: The animals are waiting for Amos to arrive. How do you think they will react when he doesn't come?

Page 30: Amos is in bed. How do you think the animals will react when they see him?

Answer Key for Understanding Text Structure with A Sick Day for Amos McGee

Your Turn to Practice Understanding Text Structure with A Sick Day for Amos McGee

Pages 1 to 4: The author uses descriptions to tell about the main character, Amos. What details does the author use?

Pages 12 to 13: The author uses descriptions to tell about the main character, Amos. What details does the author use?

Pages 16 to 17: There are no words on these two pages. Describe how the animals are lined up on the sidewalk. Predict what they are doing and/or where they are going.

Page 30: Amos is in bed. How do you think the animals will react when they see him?

Asking Questions

Synthesizing

Understanding Text Structure

A Sick Day for Amos McGee
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

1

Get Ready To Read

- Get your brain ready to read
- Understand the meaning of important words found in the book

3

Understand Text Structure While Reading

- Think about the text you read
- Know what to do when you read

2

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Determining Importance

A Sick Day for Amos McGee
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

1

Get Ready To Read

- Get your brain ready to read
- Understand the meaning of important words found in the book

3

Determine Importance While Reading

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that might happen

2

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you read

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Understanding Text Structure

Determining Importance

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 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 on the dotted line.
 3. Glue, tape, or stick into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

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 part of your book.

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions
Title: _____

Question Sentence Starters

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

Question _____ Answer _____

Question _____ Answer _____

Question _____ Answer _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Understanding Text Structure
Title: _____

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

Text Structure: You might use white handwriting.

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 stick into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

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...	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 stick into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections **A Sick Day for Amos McGee**
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Important Words to Know and Understand in "A Sick Day for Amos McGee"

A.M.
In the morning- used with numbers to show the time of day

Amble
To walk in a free and relaxed way

Allergies
Medical condition that causes someone to become sick after eating, touching, or breathing something that's harmless to most people

Chess
A game for two players in which each player moves 16 pieces across a board and tries to place the opponent's king in a position in which it can't escape

Clanged
To make or cause something to make the loud ringing sound of metal hitting against something

Handkerchief
A small cloth used for wiping your face, nose, or eyes

Limbered
To prepare for physical activity by doing exercises so that your body can move and bend more easily

Patiently
Done in a careful way over a long period of time without hurrying

Pawns
One of eight small pieces that have the least value in the game of chess

Perched
To sit on something high from which it is easy to fall

Vocabulary Word List | @BookPages.com

Important Words to Know and A Sick Day for Amos McGee Word List

Vocabulary Connections **A Sick Day for Amos McGee**
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Word and Picture Sorting Cards

A.M.	Amble	Allergies
Chess	Clanged	Handkerchief

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections **A Sick Day for Amos McGee**
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Word and Definition Sorting Cards

A.M.	Amble	Allergies
In the morning, used with numbers to show the time of day	To walk in a free and relaxed way	Medical condition that causes someone to become sick after eating, touching, or breathing something that's harmless to most people
Chess	Clanged	Handkerchief
A game for two players in which each player moves 16 pieces across a board and tries to place the opponent's king in a position in which it can't escape	To make or cause something to make the loud ringing sound of metal hitting against something	A small cloth used for wiping your face, nose, or eyes

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections **A Sick Day for Amos McGee**
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Interactive Vocabulary Notebook Cards

A.M. is a/an noun/verb Definition of A.M.:	Amble is a/an noun/verb Definition of Amble:	Allergies is a/an noun/verb Definition of Allergies:
A.M. looks like this:	Amble looks like this:	Allergies looks like this:
A.M. reminds me of:	Amble reminds me of:	Allergies reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from **A Sick Day for Amos McGee**

Directions: Read the words in the Word Box. Then, write the words in ABC order on the lines below.

Word Box: Pawns, Perched, Clanged, Chess, Patiently, Limbered

Answer Key: Chess, Clanged, Limbered, Patiently, Pawns, Perched

Directions: Read the words in each box below. Color the box that has 3-syllable word. Then, use the 3-syllable words to complete the following sentences.

Word Boxes: perched, patiently, chess; allergies, amble, handkerchief

1. I wipe my sweaty face with a _____.

2. My _____ cause me to have a runny nose and itchy eyes.

3. John did a fantastic job of _____ painting his new bedroom.

Name: _____

Answer Key | @BookPages.com

Word Games and Answer Key

Vocabulary Connections **A Sick Day for Amos McGee**
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Personalized Vocabulary Bookmark

A Sick Day for Amos McGee
By Philip C. Stead

A new word I learned in this book is: _____

It means: _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections **A Sick Day for Amos McGee**
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Vocabulary Word Extension Activities

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 | @BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
A Sick Day for Amos McGee
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Instructional Focus:
R-Controlled Vowel Sounds (-ar and -or)

Background:
When the letter 'r' comes after a vowel, it sometimes refers to as the make a new sound.

-When the 'a' is followed by r
-When the 'o' is followed by r

Examples:

-ar
car
farm
card
smart

Materials and Preparation:

- A Copy of A Sick Day for Amos McGee
- Chart paper with the words written (see example)
- Two different colored index cards
- Tape (if necessary)
- White Drawing Paper
- 1 Crayon (1 per student)
- Clipboard (or something)
- Read, Write, and Draw
- R-Controlled Vowels
- Optional - Word Detective

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
A Sick Day for Amos McGee
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Step 2: Connect Word Work to Reading (continued)

R-Controlled Vowel Sounds (Bossy R) in the Text

- After reading ask students to identify the r-controlled vowel sounds (morning, alarm, uniform).
- Explain to the students that you are going to read the story from beginning to end.
- Instruct the class to respectfully put their finger on their nose if they hear or see an -ar or -or r-controlled vowel sound word. Remind them that you aren't going to stop so they are to stay quiet and not interrupt.
- Read **A Sick Day for Amos McGee**.

Examples of R-Controlled Vowel Sounds found in the text:

-ar	-or
• alarm	• morning
• sugar	• uniform
• dark	• for
• are	• door
• warm	• before
• share	• tortoise
	• stones
	• storybook
	• story

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with the **Read, Write, and Draw** page.
- Read the directions while the students identify follow along.
- If you feel your students would benefit from seeing an example, model how to complete the first box with the class.
- Direct students to independently work on the page.
- As students are working, walk around, observe and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.

Word Work Lesson Plan | @BookPages.com

Interactive Activity

Read, Write, and Draw
Guided Word Work Practice Page

Directions: For each box:
1. Read the word 2. Write the word 3. Illustrate the word

yard	bark	smart
form	storm	sport

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

Optional Activity to Extend Engagement

Extend Engagement Activity

- Choose 10 -ar words and 10 -or words.
- Write each word on an index card (one word per index card). Use two different colors to write each word. One color will be used for the -ar and -or letters. Use the other color for the remaining letters in the word. Example: dark, for.
- (Depending on the number of students you have, you may want to adjust the number of word index cards you use).
- Place the index cards in places throughout the classroom (wall, desk, door, cabinet, whiteboard, etc.).
- Pass out white drawing paper to each student.
- Instruct students to fold their paper in half and make a crease. Next, they will unfold the paper. Using a pencil, have students draw a line on the crease - this will provide a visual aid for the two separate r-controlled vowel words.
- Tell students to write -ar on the top of the left half of the paper. Tell students to write -or on the top of the right half of the paper.
- Students will be on a hunt for five -ar words and five -or words.
- Instruct students to walk and find five -ar words and five -or words. They will write the -ar words they find on the left side of their paper and the -or words on the right.
- When they have five of each, they will get a crayon. With the crayon, they will trace over the -ar in each word and also trace over the -or in each word.
- Allow students to share their work with a partner or group.

Extend Engagement Activity | @BookPages.com

Independent Practice Page

R-Controlled Vowels: -ar and -or
Practice Page

Directions: Complete each sentence with the correct -ar or -or r-controlled vowel word from the chart.

corn	card	fork	yard	horn
barn	short	scarf	horse	park

- Eat your food with a _____.
- Is your teacher _____ or tall?
- It's cold outside so put on your _____.
- _____ in our car is broken.
- The farmer feeds the animals in the red _____.
- Let's go play at the _____.
- _____ is a vegetable.
- The _____ is brown and has 4 legs.
- That is a funny birthday _____.
- We need more yellow colored _____ for the blanket.

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

Extension Activity

Word Work
A Sick Day for Amos McGee
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **R-Controlled Vowels: -ar and -or Practice Page**.
- Read the directions with the class.
- Tell students to complete the practice page.
- Monitor students as 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 **r-controlled vowel sounds** 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

Word Detective: R-Controlled Vowels: -ar and -or
Extension Activity

Directions: Be on the lookout for **r-controlled vowels: -ar and -or** 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

Assessments

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



Running Record					
Title: A Sick Day for Amos McGee		Guided Reading Text Level: I		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
1	Amos McGee was an early riser. Every morning when the alarm clock clanged, he swung his legs out of bed and swapped his pajamas for a fresh-pressed uniform.				
2	He would wind his watch and set a pot of water to boil— saying to the sugar bowl, "A spoonful for my oatmeal, please, and two for my teacup."				
3	Belly full and ready for the workday, he'd amble out the door.				
Tested By: _____				©BookPagez.com	

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

A Sick Day for Amos McGee CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about A Sick Day for Amos McGee to answer each of the following questions.	
1. Where does Amos McGee work?	
<input type="radio"/> A At a pet store <input type="radio"/> B At the zoo <input type="radio"/> C As a bus driver <input type="radio"/> D At the post office	
2. What is the story about?	
<input type="radio"/> A Being sick <input type="radio"/> B Animals that are smart <input type="radio"/> C Friendship <input type="radio"/> D Morning routines	
3. What did the animals do when Amos McGee didn't come for his daily visit?	
<input type="radio"/> A The animals left the zoo, rode the bus, and went to Amos McGee's house. <input type="radio"/> B The animals slept all day. <input type="radio"/> C The animals put on a show for the people visiting the zoo. <input type="radio"/> D The animals called Amos on the phone.	
4. Amos says, "Ugh, I don't think I'll be going to work today." In the above sentence, what word helps you understand that Amos is feeling sick?	
<input type="radio"/> A Think <input type="radio"/> B Ugh <input type="radio"/> C Work <input type="radio"/> D Don't	
CCSS Assessment 1 st Grade Reading Standards for Literature	

A Sick Day for Amos McGee CCSS Assessment Answer key
Directions: Use what you know about A Sick Day for Amos McGee to answer each of the following questions.
1. Where does Amos McGee work? (RL.1.1)
<input type="radio"/> A At a pet store <input checked="" type="radio"/> B At the zoo <input type="radio"/> C As a bus driver <input type="radio"/> D At the post office
2. What is the story about? (RL.1.2)
<input type="radio"/> A Being sick <input type="radio"/> B Animals that are smart <input checked="" type="radio"/> C Friendship <input type="radio"/> D Morning routines
3. What did the animals do when Amos McGee didn't come for his daily visit? (RL.1.3)
<input checked="" type="radio"/> A The animals left the zoo, rode the bus and went to Amos McGee's house. <input type="radio"/> B The animals slept all day. <input type="radio"/> C The animals put on a show for the people visiting the zoo. <input type="radio"/> D The animals called Amos on the phone.
4. Amos says, "Ugh, I don't think I'll be going to work today." In the above sentence, what word helps you understand that Amos is feeling sick? (RL.1.4)
<input type="radio"/> A Think <input checked="" type="radio"/> B Ugh <input type="radio"/> C Work <input type="radio"/> D Don't
CCSS Assessment 1 st Grade Reading Standards for Literature BookPagez.com

Answer Key



Bonus Activity

Name: _____ Date: _____

Directions: In the book **A Sick Day for Amos McGee**, Amos gets sick decides to stay home instead of going to the zoo, where he works as a zookeeper. Read each balloon. Color the balloon if it tells about an event that happened in the book.

Extension Activity | ©BookPagez.com

Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
A Sick Day for Amos McGee Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "A Sick Day for Amos McGee" correlate with the following English Language Arts Common Core State Standards for first grade.
Determining Importance Lesson Plan and Resources
Reading Literature
RI.1 - Ask and answer questions about key details in a text.
RI.2 - Recall states, including key details, and demonstrate understanding of their central message or lesson.
RI.10 - 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).
RF.1.3 - 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.
RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.
Language
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 Sick Day for Amos McGee CCSS Alignment ©BookPagez.com

Common Core State Standards Correlation
A Sick Day for Amos McGee Lesson Plans, Resources, and Activities
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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).
RF.1.3 - 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.
RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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.
Language
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).
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Common Core State Standards Correlation
A Sick Day for Amos McGee Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "A Sick Day for Amos McGee" correlate with the following English Language Arts Common Core State Standards for first grade.
Determining Importance Lesson Plan and Resources
Reading Literature
RI.1 - Ask and answer questions about key details in a text.
RI.2 - Recall states, including key details, and demonstrate understanding of their central message or lesson.
RI.10 - 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).
RF.1.3 - 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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Language
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).
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
A Sick Day for Amos McGee Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "A Sick Day for Amos McGee" correlate with the following English Language Arts Common Core State Standards for first grade.
Vocabulary Lesson Plan and Resources
Language
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).
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Common Core State Standards Correlation
A Sick Day for Amos McGee Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "A Sick Day for Amos McGee" correlate with the following English Language Arts Common Core State Standards for first grade.
Word Work Lesson Plan and Resources
Reading Foundational Skills
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.3 - 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.
RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
A Sick Day for Amos McGee CCSS Alignment ©BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for A Sick Day for Amos McGee Super Pack

5 Comprehension Strategy Practice Pages

Determining Importance Practice Page

Tu turno para practicar: Determinar la importancia con A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee)

Páginas 1 a 4:
¿Qué aprendes de Amos McGee?

¿Es esta información importante? ¿Por qué o por qué no?

Página 5:
Esta página nos dice que Amos siempre hace tiempo para sus buenos amigos, a pesar de que está ocupado en el zoológico. ¿Es esto un detalle importante?

¿Por qué piensas eso?

Página 11:
Amos tiene un problema. ¿Cual es su problema?

Nombre: _____ @BookPagez.com

Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Determinar la importancia con A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee)

Páginas 1 a 4:
¿Qué aprendes de Amos McGee?
Las respuestas varían. Podrían incluir: Me enteré de que a Amos le gusta tener la misma rutina todas las mañanas (levantarse temprano, ponerse el uniforme, la avena y el té para el desayuno, y el autobús número cinco a las 6 a.m.).

¿Es esta información importante? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Esta es información importante porque me dice más sobre el personaje principal de la historia.

Página 5:
Esta página nos dice que Amos siempre hace tiempo para sus buenos amigos, a pesar de que está ocupado en el zoológico. ¿Es esto un detalle importante?
Las respuestas varían. Podrían incluir: Sí, es un detalle importante.

¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Muestra que Amos es un gran trabajador y valora a sus amigos.

Página 11:
Amos tiene un problema. ¿Cual es su problema?
Las respuestas varían. Podrían incluir: Amos se despierta enfermo y no podrá ir a trabajar.

Answer Key | @BookPagez.com

Tu turno para practicar: Hacer predicciones con A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee)

Página 3:
Haz una predicción sobre dónde conducirá el autobús.
Las respuestas varían. Podrían incluir: temprano y usa un uniforme.

¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Me pregunto por qué tiene que levantarse tan temprano y qué tipo de trabajo tiene.

Página 11:
Mira las palabras y la imagen de Amos. ¿Cómo afectará a los animales cuando se den cuenta que extrañarán a Amos, pero se quedan mutuamente compaña.

Nombre: _____

Making Predictions

Tu turno para practicar: Hacer preguntas con A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee)

Página 1:
¿Qué has aprendido sobre Amos?
Las respuestas varían. Podrían incluir: Sé que Amos se levanta temprano todos los días y se pone un uniforme.

Página 11:
Amos se despierta y se siente enfermo. ¿Decide que no debería ir a trabajar?
Las respuestas varían. Podrían incluir: Me pregunto si el zoológico permanecerá abierto si Amos se queda en casa y qué harán los animales sin Amos.

Páginas 14 a 19:
Tengo en cuenta que estas páginas tienen poco o nada de palabras, solo ilustraciones que muestran a los animales que salen del zoológico y suben al autobús número cinco de la ciudad. ¿Qué preguntas tienes sobre estas páginas?
Las respuestas varían. Podrían incluir: ¿A dónde van? ¿Por qué el conductor del autobús no los llevó de vuelta al zoológico?

¿Las respuestas a sus preguntas lo ayudarán como lector? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Mis preguntas me ayudarán a ser un mejor lector porque me darán más información sobre los personajes.

Answer Key | @BookPagez.com

Asking Questions

Tu turno para practicar: Sintetizar con A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee)

Páginas 1 a 4:
Describe el personaje de Amos. ¿Eres como él de alguna manera?
Las respuestas varían. Podrían incluir: Amos vive que lo hace feliz. ¡Soy como él en las mañanas esas mismas cosas en el mismo orden, pero no me gusta el desayuno todos los días!

¿Te gusta Amos hasta ahora? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Me gusta porque parece agradable.

Páginas 5 a 10:
¿Tu opinión sobre Amos cambió después de verlo pasar animales? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Me gusta después de verlo pasar tiempo con sus amigos. Ag y lo mucho que sus amigos significan para él.

Página 11:
Amos está enfermo y decide no ir a trabajar. ¿Esto cambia tu opinión sobre Amos?
Las respuestas varían. Podrían incluir: Mis sentimientos no cambian cuando se queda en casa.

¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Todo el mal por el trabajo perdido y sus amigos.

Nombre: _____

Synthesizing

Tu turno para practicar: Entender la estructura del texto con A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee)

Páginas 1 a 4:
El autor está usando la descripción para contar sobre el personaje principal, Amos. ¿Qué detalles usa el autor?
Las respuestas varían. Podrían incluir: El autor describe la rutina matutina de Amos.

Páginas 12 a 13:
¿Qué estructura de texto usa el autor para decir cómo reaccionan los animales cuando Amos llega tarde?
Las respuestas varían. Podrían incluir: Estos detalles nos dicen que Amos es alguien a quien le gusta hacer las cosas de la misma manera cada vez.

Páginas 12 a 21:
Da dos ejemplos de cómo reaccionan los animales cuando Amos no visita. Ellos resuelven el problema al salir del zoológico y tomar el autobús para visitar a Amos. ¿Estás de acuerdo con cómo lo resolvieron? ¿Por qué?
Las respuestas varían. Podrían incluir: No creo que salir del

Answer Key | @BookPagez.com

Understanding Text Structure

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

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

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

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

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

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

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

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

Common Core Free Option

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

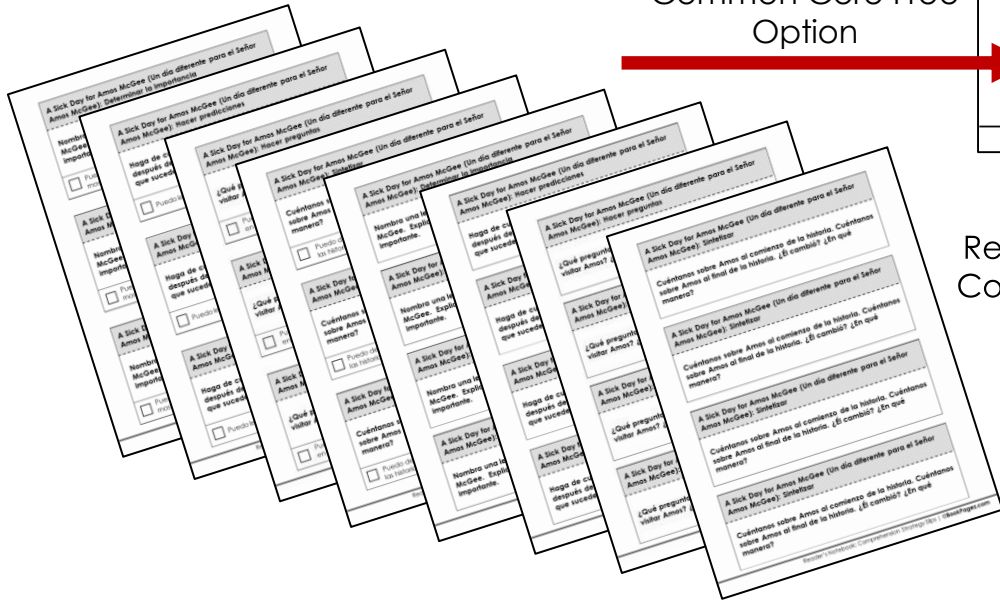
Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

A Sick Day for Amos McGee (Un día diferente para el Señor Amos McGee): Entender la estructura del texto

Usa los detalles de la historia para contar sobre Amos y su amistad con los animales en el zoológico. Asegúrese de incluir el problema y cómo lo resolvieron.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer Predicciones
Título: _____

Yo predigo...

Mi predicción fue...
 Correcto
 Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Determinar la Importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para incluir las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Hacer preguntas
Título: _____

Multiplica para expresar una emoción

¿Quieres saber...? ¿Por qué no...? ¿Cómo puede...?

Me confundió cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta Respuesta

Pregunta Respuesta

Pregunta Respuesta

Pregunta Respuesta

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usada la estructura del texto	Cómo te ayudó la estructura del texto me ayudó
Descripción	Sección	Causa y efecto
Compara y contrasta	Conflicto y resolución	

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha 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...	Porque...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: En el libro **A Sick Day for Amos McGee** (Un día diferente para el Señor Amos McGee), Amos se enferma decide quedarse en casa en vez de ir al zoológico, donde trabaja como cuidador del zoológico. Lee cada globo. Colorea el globo si le informa sobre un evento que sucedió en el libro.

Amos come panqueques para el desayuno.

Un alce juega a la rayuela con Amos.

Amos es madrugadora.

Amos usa un uniforme para trabajar.

La tortuga se esconde debajo de las sábanas.

Amos monta el autobús número 5.

Amos siempre llega tarde al autobús.

El elefante juega ajedrez.

El rinoceronte tiene alergias.

El pingüino tiene miedo a la oscuridad.

El búho ama los libros.

Amos pone cinco cucharadas de azúcar en su té.

Los animales toman el autobús.

Amos y los animales están despiertos toda la noche.

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