

Here's What You'll Get in the Amelia Bedelia Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Asking Questions

Amelia Bedelia
By: Peggy Parish
Grade Level: 2 / Guided Reading Level: L

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

Summary

Amelia Bedelia is the story of a mixed up maid who is easily confused. Amelia Bedelia works for Mr. and Mrs. Rogers who often give her long lists of chores to complete. Unfortunately she takes her instructions literally, which means that she does exactly what the words on her list of chores tell her to do. For example, one of Amelia Bedelia's chores is to "draw the drapes," which means close the drapes. Instead of closing the drapes, Amelia Bedelia takes out a piece of paper and draws a picture of the drapes!

Link to What You Know

- What chores are you responsible for?
- What do you do if you don't know how to do one of your chores?
- What do you do if you don't know what a word means?

Important Words to Know and Understand

Aired - To put something in the air so that it can cool, dry, or freshen

Fired - To dismiss someone from their job

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

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3 Asking Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

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.

Cover - Notice the picture of Amelia Bedelia on the cover. What do you already know about her? What questions do you have about her?

Page 6 - What are you wondering at this point in the story? How will your question help you to better understand the book?

Page 10 - Amelia Bedelia's chores seem sort of strange. Do you think she is doing them correctly? What questions do you have about Amelia Bedelia's chores?

Page 18 - What are you wondering now? Is your question about the characters, the problem, or the words in the book?

Page 27 - What did you find most confusing about Amelia Bedelia? Do you have any more questions? If so, what is your question?

4 Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Amelia Bedelia*?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning work you did while reading *Amelia Bedelia*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Amelia Bedelia*. (Remember to include excerpts from the book!)

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Key Vocabulary

Activate Prior Knowledge

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing

Amelia Bedelia
By: Peggy Parish
Grade Level: 2 / Guided Reading Level: L

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

3 Retell and Summarize While Reading

- Think about the important events that happened in the story
- Retell the events of the story in your own words
- Summarize the story in one or two sentences

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.

Cover - Look at the title of the book. Who do you think the book is about?

Page 14 - What do you know about Amelia Bedelia? What does she do for a living?

Page 20 - How does Mrs. Rogers feel about Amelia Bedelia's work?

Page 26 - How does Mr. Rogers feel about Amelia Bedelia's work?

Page 27 - What do you think about the picture of Amelia Bedelia on the cover? What questions do you have about her?

Time to Reflect

When you make connections, they help you to understand a text better. Think about the connections you made while reading *Amelia Bedelia*. Which types of connections helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Amelia Bedelia*. (Remember to include excerpts from the book!)

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Making Predictions

Amelia Bedelia
By: Peggy Parish
Grade Level: 2 / Guided Reading Level: L

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

3 Make Predictions While Reading

- Think about the important events that happened in the story
- Make predictions about what will happen next
- Check your predictions as you read

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.

Cover - Look at the title of the book. Who do you think the book is about?

Page 14 - What do you know about Amelia Bedelia? What does she do for a living?

Page 20 - How does Mrs. Rogers feel about Amelia Bedelia's work?

Page 26 - How does Mr. Rogers feel about Amelia Bedelia's work?

Page 27 - What do you think about the picture of Amelia Bedelia on the cover? What questions do you have about her?

Time to Reflect

When you make predictions, you think about what you think will happen next. Think about the predictions you made while reading *Amelia Bedelia*. Which types of predictions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Amelia Bedelia*. (Remember to include excerpts from the book!)

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Answer Key for Retelling and Summarizing with Amelia Bedelia

Your Turn to Practice Retelling and Summarizing with Amelia Bedelia

Page 1: Look at the title of the book. Who do you think the book is about?

Page 5: Who does Amelia Bedelia work for? What do you know about her?

Page 14: What do you know about Amelia Bedelia? What does she do for a living?

Page 20: How does Mrs. Rogers feel about Amelia Bedelia's work?

Page 26: How does Mr. Rogers feel about Amelia Bedelia's work?

Page 27: What do you think about the picture of Amelia Bedelia on the cover? What questions do you have about her?

Answer Key for Making Connections with Amelia Bedelia

Your Turn to Practice Making Connections with Amelia Bedelia

Page 1: Look at the title of the book. Who do you think the book is about?

Page 5: Who does Amelia Bedelia work for? What do you know about her?

Page 14: What do you know about Amelia Bedelia? What does she do for a living?

Page 20: How does Mrs. Rogers feel about Amelia Bedelia's work?

Page 26: How does Mr. Rogers feel about Amelia Bedelia's work?

Page 27: What do you think about the picture of Amelia Bedelia on the cover? What questions do you have about her?

Answer Key for Visualizing with Amelia Bedelia

Your Turn to Practice Visualizing with Amelia Bedelia

Page 5: Notice the way the author describes Amelia Bedelia's actions while baking the lemon meringue pie. Which words help you picture Amelia Bedelia in your mind?

Page 10: Notice the words the author uses to describe Amelia Bedelia's outfit. Talk to the words that help you visualize. How might the room smell? How might the furniture look?

Page 18: Notice the words the author uses to describe the action on this page. Which words help you visualize what Amelia Bedelia is doing with the chicken?

Page 27: Do the pictures in your mind match the pictures in the book? How are they the same? How are they different?

Answer Key for Asking Questions with Amelia Bedelia

Your Turn to Practice Asking Questions with Amelia Bedelia

Cover: Notice the picture of Amelia Bedelia on the cover. What do you already know about her? What questions do you have about her?

Page 6: What are you wondering at this point in the story? How will your question help you to better understand the book?

Page 10: Amelia Bedelia's chores seem sort of strange. Do you think she is doing them correctly? What questions do you have about Amelia Bedelia's chores?

Page 18: What are you wondering now? Is your question about the characters, the problem, or the words in the book?

Page 27: What did you find most confusing about Amelia Bedelia? Do you have any more questions? If so, what is your question?

Retelling and Summarizing

Making Predictions

Making Connections

Visualizing

Learn About Comprehension Strategies

Learn About Comprehension Strategies

Get Ready To Read

Get Ready To Read

Key Vocabulary

Key Vocabulary

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non-fiction?

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

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

Retelling and Summarizing

Making Connections

Title: _____

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

What type of connection do 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. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Making Connections

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End
with your predictions here	with your predictions here	Finished with what you predicted?
		<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.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Making Predictions

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

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

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

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

Visualizing

Asking Questions

Title: _____

Question Sentence Starters

I wonder...	Why didn't...	How does...
I am confused about...	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 staple into your reader's notebook.

Asking Questions

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Amelia Bedelia
By: Peggy Parish
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Double Consonants

Background:
When a word has a vowel followed by two of the same consonants in a row, the word is called a double consonant word.

Examples:

rr	ll	ss
hurried	pillows	scissors
arrived	called	
	silly	
	carefully	

Materials and Preparation:

- A Copy of *Amelia Bedelia*
- Chart Paper
- Double Consonant Printouts
- Sorting Cards (1 set per group)
- Bingo Board
- 25 Pennies or Bingo Chips
- Word Bingo Student Directions
- Double Up Word Work
- Optional - Word Detective Worksheet
- Optional - I Have...Who Has... Worksheet

Word Work
Amelia Bedelia
By: Peggy Parish
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Introduce Double Consonants

- Draw the students' attention to the chart paper.
- Explain that when a word has a vowel followed by two of the same consonants in a row, the word is called a double consonant. Double consonant words have short vowel sounds.
- Review the vowels and short vowel sounds.
- Write the word "hurried" in the first column on the chart paper below "rr." You may want to use a different colored marker to write the double consonant "rr."
- Write the word "smells" in the third column on the chart paper below "ll." You may want to use a different colored marker to write the "ll."
- Ask the students to think of other words that follow the patterns. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern on the chart paper.

Sample Anchor Chart

Double Consonants	
rr	ll
hurried	smells
pillows	carefully

Step 2: Connect Word Work to Reading

Double Consonants in the Text

- Tell the students that the book they are reading today has a lot of double consonant words.
- Show them **page 5** of *Amelia Bedelia*. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the double consonant words (little, rolled). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Amelia Bedelia*.

Examples of Double Consonants Found in the Text:

• funny	• trimmed
• little	• tell
• rolled	• called
• scissors	• hurried
• off	• well
• silly	• dress
• arrived	• smells
• pillows	• carefully
• ribbon	

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
Amelia Bedelia
By: Peggy Parish
Grade Level: 2 / Guided Reading Level: L

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Review the words.
- Sort according to double consonant.
- Provide each student with a copy of the **Word Bingo** game mat.
- Tell the students that they are making their own game board.
- Tell the students to **select 24 words** and copy the words on their sorting cards onto the bingo sheet. Some words may be used more than once in order to fill the board.
- Model how to do this. For example, select the word "little." Write the word in one box on the bingo mat. Move onto the next word and write it in a new box.
- Monitor students as they create their game board.
- Model how to play **Word Bingo** (refer to attached resources for directions).
- Upon completing the game, ask students to place their sorting cards into a resealable bag for later use or send the words home.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Double Up 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 **double consonants** 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 | @BookPagez.com

Interactive Activities

Independent Practice Page

Word Bingo
Interactive Activity

Directions:
Use your sorting cards to make your Bingo board. Write one word in each box. Make sure that you don't use a word more than once. Have fun and goodluck!

		FREE		

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Double Consonants
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **double consonants** 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

Double Up
Word Work Practice Page

Directions:
Sort the words in the word bank into the correct column. The first one has been done for you.

Word Bank
carefully, dress, hurried, across, rolled, arrived, pillows, funny, trimmed, scissors, silly, little

mm	ss	ll
		carefully

nn	rr	tt

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

