

# Here's What You'll Get in the Biscuit's First Trip Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

## Making Connections Lesson Plan

**Making Connections**  
Biscuit's First Trip  
By: Alyssa Capucilli  
Grade Level: 1 / Guided Reading Level: F

**1**  
Get Ready To Read  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words

**Summary**  
Biscuit's First Trip is the story of a dog named Biscuit who goes on his very first road trip with his family. Follow Biscuit as he packs for his trip. See the sights as Biscuit looks out the car window and follow Biscuit on his adventure once he and his family reach their destination!

**Link to What You Know**  
• Think of a time when you went on a trip. What did you do to get ready for your trip?  
• What do you like to do with your family?  
• Do you have any pets? Do they travel with you?

**Important Words to Know and Understand**  
Apple Cider – A thicker kind of apple juice that is not as sweet!

**2**  
Learn About Comprehension Strategies  
✓ Think about the text you read  
✓ Know what to do

**Why Readers Make Connections While Reading**  
Readers make connections to better understand a text. There are three types of connections that readers make.  
The first type of connection a reader makes is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters and events in a book to another book that they have read.  
The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.  
The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

## Making Connections Lesson Plan

**Making Connections**  
Biscuit's First Trip  
By: Alyssa Capucilli  
Grade Level: 1 / Guided Reading Level: F

**3**  
Make Connections While Reading  
✓ Does this book remind you of your own life?  
✓ Does this book remind you of other books you've read?  
✓ Does this book remind you of things you've heard about in the world?

**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 on your practice pages.  
**Page 4** – Biscuit and the little girl are packing for the trip. Do you or anyone you know travel with pets?  
**Page 6** – Biscuit sees horses and cows while driving in the car. Make a **text to self** connection. What are some interesting sights that you've seen while driving in the car? How do you feel when you see interesting things while driving?  
**Page 12** – Biscuit and the little girl are happy to see their family. Think about the other books you've read that are about families spending time together. Make a **text to text** connection.  
**Pages 13 to 18** – Notice all of the things that the little girl and Biscuit do on their family trip. Can you think of a time when you heard about people going on trips like this? Tell about your **text to world** connection.

**4**  
Notice the Work You Did While Reading  
✓ Think  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think** – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about Biscuit's First Trip? How did your prior knowledge help you as a reader?  
**Talk** – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the connections that you made while reading Biscuit's First Trip. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?  
**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading Biscuit's First Trip. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

**Making Inferences**  
Biscuit's First Trip  
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Make Inferences While Reading  
✓ Does this book remind you of your own life?  
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✓ Does this book remind you of things you've heard about in the world?

**2**  
Learn About Comprehension Strategies  
✓ Think about the text you read  
✓ Know what to do

**4**  
Notice the Work You Did While Reading  
✓ Think  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice pages.  
**Page 4** – Look at the picture of Biscuit and the little girl. What are you thinking about? Do you think Biscuit is excited?  
**Page 10** – Look at the picture of Biscuit and the little girl riding in the car. What are you thinking about? Do you think Biscuit is enjoying his trip?  
**Page 12** – Who are the people in Biscuit's family?

**Time to Reflect**  
**Think** – When you make inferences, you use what you know and what you see in the text to figure out what is going on. What are some interesting things you noticed about Biscuit's First Trip? How did your prior knowledge help you as a reader?  
**Talk** – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the connections that you made while reading Biscuit's First Trip. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?  
**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading Biscuit's First Trip. (Remember to include examples from the book!)

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**Retelling and Summarizing**  
Biscuit's First Trip  
By: Alyssa Capucilli  
Grade Level: 1 / Guided Reading Level: F

**1**  
Get Ready To Read  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words

**3**  
Retell and Summarize While Reading  
✓ Does this book remind you of your own life?  
✓ Does this book remind you of other books you've read?  
✓ Does this book remind you of things you've heard about in the world?

**2**  
Learn About Comprehension Strategies  
✓ Think about the text you read  
✓ Know what to do

**4**  
Notice the Work You Did While Reading  
✓ Think  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice pages.  
**Page 4** – Look at the picture of Biscuit and the little girl. What are you thinking about? Do you think Biscuit is excited?  
**Page 10** – Look at the picture of Biscuit and the little girl riding in the car. What are you thinking about? Do you think Biscuit is enjoying his trip?  
**Page 12** – Who are the people in Biscuit's family?

**Time to Reflect**  
**Think** – When you retell or summarize, you use what you know and what you see in the text to figure out what is going on. What are some interesting things you noticed about Biscuit's First Trip? How did your prior knowledge help you as a reader?  
**Talk** – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the connections that you made while reading Biscuit's First Trip. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?  
**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading Biscuit's First Trip. (Remember to include examples from the book!)

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**Identifying the Author's Purpose**  
Biscuit's First Trip  
By: Alyssa Capucilli  
Grade Level: 1 / Guided Reading Level: F

**1**  
Get Ready To Read  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words

**3**  
Identify the Author's Purpose While Reading  
✓ Does this book remind you of your own life?  
✓ Does this book remind you of other books you've read?  
✓ Does this book remind you of things you've heard about in the world?

**2**  
Learn About Comprehension Strategies  
✓ Think about the text you read  
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Notice the Work You Did While Reading  
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**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 on your practice pages.  
**Page 4** – Look at the picture of Biscuit and the little girl. What are you thinking about? Do you think Biscuit is excited?  
**Page 10** – Look at the picture of Biscuit and the little girl riding in the car. What are you thinking about? Do you think Biscuit is enjoying his trip?  
**Page 12** – Who are the people in Biscuit's family?

**Time to Reflect**  
**Think** – When you identify the author's purpose, you use what you know and what you see in the text to figure out what is going on. What are some interesting things you noticed about Biscuit's First Trip? How did your prior knowledge help you as a reader?  
**Talk** – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the connections that you made while reading Biscuit's First Trip. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?  
**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading Biscuit's First Trip. (Remember to include examples from the book!)

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**Answer Key for Retelling and Summarizing with Biscuit's First Trip**

**Your Turn to Practice Retelling and Summarizing with Biscuit's First Trip**

Cover: Look at the title of the book. Who do you think the main character might be? What do you think the book will be about? Why do you think so?

Page 10: What did Biscuit and the little girl see while riding in the car? What did they do?

Page 12: Who are the people in Biscuit's family?

**Answer Key for Making Connections with Biscuit's First Trip**

**Your Turn to Practice Making Connections with Biscuit's First Trip**

Page 4: Biscuit and the little girl are packing for the trip. Do you or anyone you know travel with pets?

Page 6: Biscuit sees horses and cows while driving in the car. Make a **text to self** connection. What are some interesting sights that you've seen while driving in the car? How do you feel when you see interesting things while driving?

Page 12: Biscuit and the little girl are happy to see their family. Think about the other books you've read that are about families spending time together. Make a **text to text** connection.

**Answer Key for Making Inferences with Biscuit's First Trip**

**Your Turn to Practice Making Inferences with Biscuit's First Trip**

Page 4: What can you infer about the way Biscuit feels about going on a trip? How do you know? Do the pictures help you infer?

Page 10: Look at the picture of Biscuit and the little girl. What can you infer from this picture? How do you think Biscuit is feeling? Why do you think so?

Page 14: What can you infer about Biscuit on this page? Is Biscuit enjoying his trip? How do you know?

Page 20: What can you infer about the way Biscuit's family feels about Biscuit? How do you know?

**Answer Key for Identifying the Author's Purpose with Biscuit's First Trip**

**Your Turn to Practice Identifying the Author's Purpose with Biscuit's First Trip**

Page 2: What do you think the author is going to tell you about? Point to the words in the book that tell you about the purpose of the book.

Page 10: Why do you think the author took the time to tell you about the car ride? What does she want you to know about the car ride part of a trip?

Page 18: What is the author trying to tell you about spending time with your family? Why do you think so?

Page 21: Why do you think the author wrote about the sleigh ride? What makes the sleigh ride special?

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**

The image shows a stack of reading response prompts for the story 'Biscuit's First Trip'. Each prompt includes the title, a question 'Who is telling this story?', and a task 'Name three things the narrator taught you about family trips while reading Biscuit's First Trip.' Below the task is an 'I Can' statement: 'I can talk about who is telling the story.' The prompts are aligned with the Common Core State Standard CCSS: RL.1.6. A 'Common Core Free Option' is also shown, which omits the 'I Can' statement and the CCSS reference. Arrows point from the text labels to the corresponding parts of the prompts.

## 4 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 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. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Making Connections

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer

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

Making Inferences

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade    To Inform    To Entertain

I know because...

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

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

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

Author's Purpose

# Vocabulary Connections Resources

## Important Words to Know and Understand in Biscuit's First Trip Word List

**Vocabulary Connections**  
Biscuit's First Trip  
By: Alyssa Capucilli  
Grade Level: 1 / Guided Reading Level: F

**Important Words to Know and Understand in "Biscuit's First Trip"**

**Apple Cider**  
A thicker kind of apple juice that is not as sweet

**Binoculars**  
A special tool that you can look through to zoom in on objects that are far away





**Pinecone**  
The seed of a pine tree

**Pond**  
A still body of water that is smaller than a lake

Vocabulary Word List | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**  
Biscuit's First Trip  
By: Alyssa Capucilli  
Grade Level: 1 / Guided Reading Level: F

<b>Apple Cider</b> 	<b>Binoculars</b> 	<b>Pinecone</b> 
<b>Pond</b> 		

Picture Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections**  
Biscuit's First Trip  
By: Alyssa Capucilli  
Grade Level: 1 / Guided Reading Level: F

<b>Apple Cider</b> A thicker kind of apple juice that is not as sweet	<b>Binoculars</b> A special tool that you can look through to zoom in on objects that are far away	<b>Pinecone</b> The seed of a pine tree
<b>Pond</b> A still body of water that is smaller than a lake		

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
Biscuit's First Trip  
By: Alyssa Capucilli  
Grade Level: 1 / Guided Reading Level: F

<b>Apple Cider</b> is a/an noun verb adverb adjective Definition of <b>Apple Cider</b> :	<b>Binoculars</b> are a/an noun verb adverb adjective Definition of <b>Binoculars</b> :	<b>Pinecone</b> is a/an noun verb adverb adjective Definition of <b>Pinecone</b> :
<b>Apple Cider</b> looks like this:	<b>Binoculars</b> look like this:	<b>Pinecone</b> looks like this:
<b>Apple Cider</b> reminds me of:	<b>Binoculars</b> remind me of:	<b>Pinecone</b> 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 Biscuit's First Trip

Use the words in the word bank to fill in the blanks in the sentences below.

**Word Bank**  
APPLE CIDER  
BINOCULARS  
PINE CONE  
POND

- There's nothing better than hot \_\_\_\_\_ with doughnuts.
- A \_\_\_\_\_ is a small body of water.
- \_\_\_\_\_ can help you see things that are far away.
- A \_\_\_\_\_ comes from a pine tree.

Make a word search using the words in the word bank. Give your word search to a friend to solve.

Friend's Name: \_\_\_\_\_

Name: \_\_\_\_\_

Answer Key | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**  
Biscuit's First Trip  
By: Alyssa Capucilli  
Grade Level: 1 / Guided Reading Level: F

**Biscuit's First Trip**  
By Alyssa Capucilli

A new word from this book is: \_\_\_\_\_

Name: \_\_\_\_\_

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

## Personalized Vocabulary Bookmark

**Vocabulary Connections**  
Name: \_\_\_\_\_

**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 it, heard it, felt it, smelled it, or tasted it?

**Vocabulary Connections**  
Name: \_\_\_\_\_

**Directions:**  
1. Write a word from your reading that is new to you in the first column.  
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.  
3. Explain why you think your definition makes sense based on the context clues in the text.  
4. Write the dictionary definition.  
5. 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**  
**Biscuit's First Trip**  
 By: Alyssa Capucilli  
 Grade Level: 1 / Guided Reading Level: F

**Instructional Focus:**  
 The Long /E/ Rule for Words Ending in "y"

**Background:**  
 When the letter "y" is found at the end of a two syllable word, it makes the long /e/ sound.

**Word Work**  
**Biscuit's First Trip**  
 By: Alyssa Capucilli  
 Grade Level: 1 / Guided Reading Level: F

**Step 1: Introduce the Focus of Word Work**

**Introduce The Long /E/ Rule for Words Ending in "y"**

- Draw the students' attention to the chart paper.
- Explain that Compound words are formed when two separate words are joined together to form a new word with a new meaning.
- Write the words skate and board on the chart paper. Ask the students to identify the compound word that results when you combine skate and board. Write skateboard on the chart paper.
- Ask the students to think of other words that follow the pattern. 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 consonant blend pattern. Record words that follow the pattern on the chart paper.

**Step 2: Connect Word Work to Reading**

**The Long /E/ Rule for Words Ending in "y" in the Text**

- Tell the students that the book they will be reading today has a lot of two syllable words that end in "y" but sound like long /e/.
- Show them the first two pages of *Biscuit's First Trip*. Tell the students to listen carefully and look of 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 two syllable words that ended in "y" but sounded like long /e/ (puppy, family). 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 *Biscuit's First Trip*.

**Examples of Words that end in "y" But Sound Like "e" Found in the Text:**

- puppy
- family
- ready
- baby
- funny
- Henry
- everybody
- silly
- slippery
- already

**Extend Engagement**  
 Use the list of example words that end in y but sound like e to create cards and sentence strips.

- Divide the number of students into 2 groups.
- Create word cards for 1 of the groups by writing one word ending in y on each card.
- Create sentence strips for the other group. Write one sentence with a missing "y" word on each strip.
- Challenge students to match their card to the correct sentence strip.

The \_\_\_\_\_ is crying. baby

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

**Word Work**  
**Biscuit's First Trip**  
 By: Alyssa Capucilli  
 Grade Level: 1 / Guided Reading Level: F

**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).
- Explain that the words on their cards are two syllable words from the book that end in "y" but sound like long /e/.
- Model how to play **Match Up**.
- Divide students into pairs and allow them to play **Match Up** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing **Match Up**.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Words That End in "y" But Sound Like "e" 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 words ending in "y" 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

**Match Up Student Directions**

**Materials:**  
 Sorting Cards

**Players:**  
 2 or more

**Directions:**

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place each card face down in front of all players.
- The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back face down.
- The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- Continue taking turns. Whoever has the most matches at the end of the game wins.

**Tip**  
 Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Independent Word Work Practice | @BookPagez.com

Extension Activity

**Word Detective: The Long /E/ Rule for Words Ending in "y"**  
 Extension Activity

**Directions:**  
 Be a word detective!

Be on the lookout for words ending in "y" 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

**Words That End in "y" But Sound like "e"**  
 Word Work Practice Page

**Directions:**  
 Circle the words that follow the rule in the word bank below. Practice writing the words the rule.

**Word Bank**

puppy	story	away	baby
silly	today	family	funny

1. \_\_\_\_\_ 5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_ 6. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_ 7. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. \_\_\_\_\_ 8. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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: Biscuit's First Trip		Guided Reading Text Level: F		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	"Biscuit, where are you?" Woof, woof!				
2	"Come along, sweet puppy! Today is a very special day. We're going on a trip. We're going to visit with our family." Woof, woof!				
3	"Let's get ready, Biscuit. First we must pack our bags. I'll take my favorite doll." Woof, woof!				
4	"And you have your blanket and your bone." Woof!				
5	"It's fun to take a trip, Biscuit. The car ride may be long.				
Tested By: _____				©BookPagez.com	

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



Biscuit's First Trip CCSS Assessment	Name: _____ Score: / 9
<p><b>Directions:</b> Use what you know about <b>Biscuit's First Trip</b> to answer each of the following questions.</p>	
<p>1. At the beginning, what did Biscuit and the girl need to do?</p> <p><input type="radio"/> A They needed to help pack the car.</p> <p><input type="radio"/> B They took a family picture.</p> <p><input type="radio"/> C They had to pack a bag to get ready for the trip.</p> <p><input type="radio"/> D They got to go on a sleigh ride.</p>	
<p>2. What lesson did Biscuit learn?</p> <p><input type="radio"/> A Nothing is better than spending time with family.</p> <p><input type="radio"/> B Be careful not to forget to pack your blanket.</p> <p><input type="radio"/> C Puppies should not go on trips.</p> <p><input type="radio"/> D He learned how to sit and stay.</p>	
<p>3. How do we know the girl loves Biscuit?</p> <p><input type="radio"/> A She left her cousin in charge of Biscuit.</p> <p><input type="radio"/> B She told him to stay in the house and not bother her.</p> <p><input type="radio"/> C She was having so much fun, she forgot to feed him.</p> <p><input type="radio"/> D She takes him everywhere, talks with him, and takes good care of him.</p>	
<p>4. Which words show that they are happy and excited for the trip?</p> <p><input type="radio"/> A Come along sweet puppy.</p> <p><input type="radio"/> B Hooray! We're here at last!</p> <p><input type="radio"/> C It's beginning to snow.</p> <p><input type="radio"/> D This map shows us where we are going.</p>	

<p>5. Stories have settings. What is the setting for most of this story? (RI.1.5)</p> <p><input type="radio"/> A They are at the beach in summer.</p> <p><input checked="" type="radio"/> B They are at an inn out in the country in a place where it snows in winter.</p> <p><input type="radio"/> C They are in the girl's bedroom for most of the story.</p> <p><input type="radio"/> D The setting is a family trip.</p>
<p>6. Who talking to Biscuit and telling the story the whole time? (RI.1.6)</p> <p><input type="radio"/> A Biscuit</p> <p><input type="radio"/> B Grandma and Grandpa</p> <p><input type="radio"/> C Mom and Dad</p> <p><input checked="" type="radio"/> D The girl</p>
<p>7. What do the illustrations tell about how Biscuit feels about the trip? (RI.1.7)</p> <p><input checked="" type="radio"/> A He is happy to be with his family and doing new things.</p> <p><input type="radio"/> B He does not like the car, and is afraid of the snow.</p> <p><input type="radio"/> C He is bored and just sleeps the whole time.</p> <p><input type="radio"/> D He is lonely because no one will play with him.</p>
<p>8. How is Biscuit like a real puppy? (RI.1.9)</p> <p><input checked="" type="radio"/> A They both like to play and say "Woof" all the time.</p> <p><input type="radio"/> B Biscuit and real puppies can talk.</p> <p><input type="radio"/> C Biscuit likes squirrels, but real puppies do not.</p> <p><input type="radio"/> D Biscuit has brown fur, but real puppies have black fur.</p>
<p>9. What will Biscuit do the next time his girl says they are going on a trip? (RI.1.10)</p> <p><input type="radio"/> A He will hide.</p> <p><input type="radio"/> B He will growl.</p> <p><input checked="" type="radio"/> C He will wag his tail and say, "Woof, woof!"</p> <p><input type="radio"/> D He will say that he does not want to go.</p>

Answer Key





# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
In the book **Biscuit's First Trip**, Biscuit and his family take a trip. Pretend you are on a trip. Fill in the blank postcard below. Tell where you are, draw a picture and write a sentence about your trip.

## Greetings From

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Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
<p>Biscuit's First Trip Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Biscuit's First Trip" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Retelling and Summarizing Lesson Plan and Resources</b></p> <p>Reading: Literature  <b>RL.1</b> - Ask and answer questions about key details in a text.  <b>RL.2</b> - Recall details, including key details, and demonstrate understanding of their central message or lesson.  <b>RL.3</b> - Describe characters, settings, and major events in a story using key details.  <b>RL.7</b> - Use illustrations and details in a story to describe its characters, setting or events.  <b>RL.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills  <b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.  <b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing  <b>W.1.4</b> - 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.  <b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.1B</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  <b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>SL.4</b> - Add drawing or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language  <b>L.1.4</b> - 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 (eg, because).</p> <p style="text-align: right; font-size: small;">Biscuit's First Trip CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>Biscuit's First Trip Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Biscuit's First Trip" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Making Connections Lesson Plan and Resources</b></p> <p>Reading: Literature  <b>RL.1</b> - Ask and answer questions about key details in a text.  <b>RL.4</b> - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.  <b>RL.7</b> - Compare and contrast the adventures and experiences of characters in stories.  <b>RL.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills  <b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.  <b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing  <b>W.1.8</b> - 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.  <b>W.1.9</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.1B</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  <b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>SL.4</b> - Add drawing or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language  <b>L.1.4</b> - 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 (eg, because).</p> <p style="text-align: right; font-size: small;">Biscuit's First Trip CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>Biscuit's First Trip Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Biscuit's First Trip" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Making Inferences Lesson Plan and Resources</b></p> <p>Reading: Literature  <b>RL.1</b> - Ask and answer questions about key details in a text.  <b>RL.2</b> - Recall details and details in a text to describe its characters, setting or events.  <b>RL.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills  <b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.  <b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing  <b>W.1.8</b> - 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.  <b>W.1.9</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.1B</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  <b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language  <b>L.1.4</b> - 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 (eg, because).</p> <p style="text-align: right; font-size: small;">Biscuit's First Trip CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>Biscuit's First Trip Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Biscuit's First Trip" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p>Reading: Literature  <b>RL.1</b> - Ask and answer questions about key details in a text.  <b>RL.2</b> - Recall details, including key details, and demonstrate understanding of their central message or lesson.  <b>RL.4</b> - Identify who is telling the story or various points in a text.  <b>RL.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills  <b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.  <b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing  <b>W.1.8</b> - 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.  <b>W.1.9</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.1B</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  <b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language  <b>L.1.4</b> - 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 (eg, because).</p> <p style="text-align: right; font-size: small;">Biscuit's First Trip CCSS Alignment   @BookPagez.com</p>

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Biscuit's First Trip Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Biscuit's First Trip" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p>Language  <b>L.1.4a</b> - 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 (eg, because).  <b>L.1.4b</b> - Identify real-life connections between words and their use (eg, note placards at home and one at school).  <b>L.1.4c</b> - 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 (eg, because).</p> <p style="text-align: right; font-size: small;">Biscuit's First Trip CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>Biscuit's First Trip Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Biscuit's First Trip" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p>Reading: Foundational Skills  <b>RF.1.3</b> - Know and apply the grade-level phonics and word analysis skills in decoding words.  <b>RF.1.4</b> - Recall details, including key details, and demonstrate understanding of their central message or lesson.</p> <p style="text-align: right; font-size: small;">Biscuit's First Trip CCSS Alignment   @BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Biscuit's First Trip Super Pack

## 4 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con Biscuit's First Trip (El primer viaje de Biscuit)**

**El foro:**  
Mira el título del libro. ¿Quién crees que podría ser el personaje principal? ¿De qué crees que se tratará el libro? ¿Por qué piensas eso?

\_\_\_\_\_

\_\_\_\_\_

**Página 10:**  
¿Qué vieron Biscuit y la niña mientras viajaba en el automóvil? ¿Que hicieron?

\_\_\_\_\_


\_\_\_\_\_

**Página 12:**  
¿Quiénes son las personas en la familia de Biscuit?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



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### Page by Page Guided Questions

### Answer Key

**Volver a contar y resumir con Biscuit's First Trip (El primer viaje de Biscuit)**

**Página 16:**  
¿A dónde se fue la familia en su viaje? ¿Cómo lo sabes?  
**Las respuestas varían. Podrían incluir: La familia fue a una cabaña en el bosque. Lo sé porque vi una foto de la cabaña.**

\_\_\_\_\_

\_\_\_\_\_

**Página 21:**  
Nombre todas las cosas que Biscuit y la niña hicieron con su familia.  
**Las respuestas varían. Podrían incluir: Biscuit y la niña salieron a dar un paseo en automóvil, observaron montañas, colinas y árboles, anduvieron en trineo, salieron a patinar sobre hielo, salieron a caminar por el bosque, tomaron sidra y rosquillas junto al fuego y salieron a trineo.**

\_\_\_\_\_


\_\_\_\_\_

**Página 23:**  
¿Cuál crees que es el tema (trabajo en equipo, familia, amor, amistad) de este cuento? ¿Por qué piensas eso?  
**Las respuestas varían. Podrían incluir: Creo que este libro trata sobre lo importante que es pasar tiempo con su familia. Biscuit descubrió que pasar tiempo con su familia es divertido.**

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



Answer Key | ©BookPages.com

Sample answers written in Spanish

**Hacer Conexiones con Biscuit's First Trip (El primer viaje de Biscuit)**

**Tu turno para practicar: Hacer Conexiones con Biscuit's First Trip (El primer viaje de Biscuit)**

**Página 4:**  
Biscuit y la niña están empaquetando para el viaje. ¿Usted o alguien que conoce viaja con mascotas?

\_\_\_\_\_

**Página 6:**  
Biscuit ve texto a través del conductor.

\_\_\_\_\_


**Página 8:**  
Biscuit ve caballos y vacas mientras conduce el automóvil. Haz una conexión de texto a tu mismo. ¿Cuáles son algunas vistas interesantes que has visto mientras conduces el automóvil? ¿Cómo te sientes cuando ves cosas interesantes mientras conduces?

\_\_\_\_\_

**Página 12:**  
Biscuit y la niña están felices de ver a su familia. Piense en los otros libros que ha leído sobre las familias que pasan tiempo juntos. Haz una conexión de texto a texto.

\_\_\_\_\_

Nombre: \_\_\_\_\_



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**Hacer inferencias con Biscuit's First Trip (El primer viaje de Biscuit)**

**Tu turno para practicar: Hacer inferencias con Biscuit's First Trip (El primer viaje de Biscuit)**

**Página 4:**  
¿Qué puedes inferir sobre la forma en que Biscuit se siente al ir de viaje? ¿Cómo lo sabes? ¿Las imágenes te ayudan a inferir?

\_\_\_\_\_

**Página 10:**  
Mira la imagen de Biscuit. ¿Qué crees que se siente? ¿Cómo lo sabes? ¿Las imágenes te ayudan a inferir?

\_\_\_\_\_


**Página 16:**  
Mira la imagen de Biscuit y la ardilla. ¿Qué puedes inferir de esta imagen? ¿Cómo crees que se está sintiendo Biscuit? ¿Por qué piensas eso?

\_\_\_\_\_

**Página 23:**  
¿Qué puedes inferir sobre Biscuit en esta página? ¿Biscuit está disfrutando de su viaje? ¿Cómo lo sabes?

\_\_\_\_\_

Nombre: \_\_\_\_\_



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**Identifica el propósito del autor con Biscuit's First Trip (El primer viaje de Biscuit)**

**Tu turno para practicar: Identifica el propósito del autor con Biscuit's First Trip (El primer viaje de Biscuit)**

**Página 2:**  
¿De qué crees que el autor te va a contar? Señala las palabras en el libro que le informan sobre el propósito de este libro.

\_\_\_\_\_


**Página 10:**  
¿Por qué crees que el autor se tomó el tiempo de contarte sobre el viaje en automóvil? ¿Qué quiere que sepa sobre el viaje en automóvil como parte de un viaje?

\_\_\_\_\_

**Página 18:**  
¿Qué intenta decirte el autor sobre pasar tiempo con su familia? ¿Por qué piensas eso?

\_\_\_\_\_

Nombre: \_\_\_\_\_



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Making Connections

Making Inferences

Identifying the Author's Purpose

# 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**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 4 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**  
Título: \_\_\_\_\_

¿De qué es este libro?  
¿Es ficción o no ficción?

Has un dibujo o escribe una emoción para cada cuadro abajo.

Primero	Luego
Después	Entonces

**Instrucciones:**  
1. Contesta las preguntas.  
2. Conto cuidadosamente en las líneas de puntos.  
3. Pongo o empiezo en el cuadro del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Hacer conexiones**  
Título: \_\_\_\_\_

Pienso en el libro. ¿En qué le hace pensar el libro?

¿Qué tipo de conexión hiciste?  
 text o mí mismo  
 texto o texto  
 texto al mundo

Has un dibujo de tu conexión abajo.

**Instrucciones:**  
1. Contesta las preguntas.  
2. Conto cuidadosamente en las líneas de puntos.  
3. Pongo o empiezo en el cuadro del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

**Hacer inferencias**  
Título: \_\_\_\_\_

Lo que dice el texto Nombra una pista en el texto o imágenes.	Lo que yo sé ¿Qué sabes sobre la pista?	Lo que puedo inferir Emociones, pensamientos, cosas, etcétera
--	--	--

Has un dibujo para tu inferencia.

**Instrucciones:**  
1. Contesta las preguntas.  
2. Conto cuidadosamente en las líneas de puntos.  
3. Pongo o empiezo en el cuadro del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Identifica el propósito del autor**  
Título: \_\_\_\_\_

¿Quién es el autor de tu libro?  
¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?

Para persuadir  
 Para informar  
 Para entretener

¿É que el autor quería que... \_\_\_\_\_

**Instrucciones:**  
1. Contesta las preguntas.  
2. Conto cuidadosamente en las líneas de puntos.  
3. Pongo o empiezo en el cuadro del lector.

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Author's Purpose