

# Lesson Plans and Teaching Resources for Blueberries for Sal

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

### Retelling & Summarizing Lesson Plan

**Blueberries for Sal**  
By: Robert McCloskey  
Grade Level: 2 / Guided Reading Level: M

**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**

**Blueberries for Sal** tells the story of a young girl named Sal who goes blueberry picking with her mother on a quiet hill in the woods. At the same time, a mother bear and her cub, Little Bear, are also gathering blueberries nearby. As Sal eats berries instead of putting them in her pail, she slowly wanders away without noticing. Little Bear, curious and tired, also falls behind. Soon, Sal and Little Bear accidentally begin following the wrong mothers. Confusion grows as the children move farther from where they started. Now each mother must search for their child on Blueberry Hill.

**Link to What You Know**

- Tell about a time when you had a problem that you needed to solve. What did you do?
- Have you ever explored somewhere new in nature? Tell about it.

**Important Words to Know and Understand**

**Can** – To put food into jars or containers so it can be saved and eaten later

**Tin pail** – A small metal bucket with a handle used to carry things.

**2**

**Learn About Comprehension Strategies**

- Think about the text
- Know what to do when you get confused

**Why Readers Retell and Summarize While Reading**

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real life, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

### Retelling & Summarizing Lesson Plan

**Blueberries for Sal**  
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**3**

**Retell and Summarize While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to 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.

**Pages 10 to 13** – Sal goes blueberry picking with her mother. What can you learn about Sal's character on these pages? How does answering this question help you as a reader?

**Pages 18 and 19** – Two new characters are introduced on these pages. Who are they? What are they like?

**Pages 26 and 27** – Use the illustrations on these pages to tell more about the setting. Where does this story take place? How do you know? How does answering this question help you as a reader?

**Pages 38 and 39** – Both Sal and Little Bear have a problem. What is their problem? Is it the same or different? How do you know?

**Pages 50 to 53** – These pages tell about the solution to Sal and Little Bear's problem. How is it resolved? Is this a happy ending to the story? Why or why not?

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect

**Time to Reflect**

**Think** – What type of information did you use when you retold and summarized **Blueberries for Sal**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, and the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about the characters, events, and the settings in **Blueberries for Sal**. How does paying attention to the story elements help you to be a better reader?

**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Blueberries for Sal**. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

**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

**3**

**Make Connections While Reading**

- Think about the text
- Know what to do when you get confused

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect

### Making Connections

**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

**3**

**Understand Text Structure**

- Think about the text
- Know what to do when you get confused

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect

**Answer Key for Making Connections with Blueberries for Sal**

**Pages 8 to 13**

**Pages 28 and 29:** Sal looks for her mother. Make a **link-to** connection and think of another day when the main character is lost or looking for someone.

**Pages 42 and 43:** Little Bear's mother is shocked to see Sal at a time when you were very surprised.

**Pages 27 to 30:** Sal looks for her mother. Use the text and illustrations to tell what happens first, next, then, and last as the searches. Who does the end up following behind?

**Pages 38 and 39:** The author uses a compare and contrast text structure to show Sal's mother and Little Bear's mother finding their children. How do each of their mothers find them?

**Pages 50 to 53:** The author uses a compare and contrast text structure to show Sal's mother and Little Bear's mother finding their children. How do each of their mothers find them?

**Answer Key for Retelling and Summarizing with Blueberries for Sal**

**Pages 10 to 13:** Sal goes blueberry picking with her mother. What can you learn about Sal's character on these pages?

**Pages 18 and 19:** How does answering this question help you as a reader?

**Pages 26 and 27:** How does answering this question help you to understand the growing problem in the story?

**Pages 38 and 39:** How does answering this question help you to understand the growing problem in the story?

Understanding Text Structure

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**

Blueberries for Sal: Understanding Text Structure

Think about the story from Sal's point of view and from her mother's point of view to compare their feelings. How are their thoughts and feelings different during the search?

I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud. CCSS: RL.2.6

Blueberries for Sal: Understanding Text Structure

Think about the story from Sal's point of view and from her mother's point of view to compare their feelings. How are their thoughts and feelings different during the search?

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

Blueberries for Sal: Making Connections

Sal goes blueberry picking with her mother. Who do you like to do special activities with? What do you like to do together? How does this connection help you understand Sal's day?

Blueberries for Sal: Making Connections

Sal goes blueberry picking with her mother. Who do you like to do special activities with? What do you like to do together? How does this connection help you understand Sal's day?

Blueberries for Sal: Making Connections

Sal goes blueberry picking with her mother. Who do you like to do special activities with? What do you like to do together? How does this connection help you understand Sal's day?

Blueberries for Sal: Making Connections

Sal goes blueberry picking with her mother. Who do you like to do special activities with? What do you like to do together? How does this connection help you understand Sal's day?

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

## 3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

**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 out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

**Retelling and Summarizing**

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

What is this book about?

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

First	Next
Then	Last

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling & Summarizing

**Understanding Text Structure**

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

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

Text Structures You Might See While Reading

Definition	Sequence	Cause and Effect
Compare and Contrast	Problems and Solutions	

Directions:

1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure



# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

**Blueberries for Sal**  
By: Robert McCloskey  
Grade Level: 2 / Guided Reading Level: M

**Word Work**

**Instructional Focus:**  
One-Syllable Short A and Long A Words

**Background:**  
In the English language, the letter **a** can make two different sounds and a **long a** sound. The **short a** sound does not say it makes the /ă/ sound, like in **cat**. The **long a** sound **does** say it like in **cake**.

When the letter **a** appears in the middle of a one-syllable word, it makes the **short a** sound, like in **can** and **back**.

Sometimes the letter **a** makes the **long a** sound. This can happen when the letter **a** is followed by a **silent e**, like in **take** and **came**. The **long a** sound also happens when the letter **a** is followed by a **silent e**, like in **take** and **came**. The **long a** sound also happens when the letter **a** is followed by a **silent e**, like in **take** and **came**. The **long a** sound also happens when the letter **a** is followed by a **silent e**, like in **take** and **came**. Remember, **one-syllable words are words that have one beat only once when you say the word**, like **dog**, **bat**, **toad**, etc.

**Examples:**

cat	can	take
rag	lap	day
at	am	main

**Materials and Preparation:**

- A copy of *Blueberries for Sal* by Robert McCloskey
- Whiteboard or chart paper
- Short A word cards (1 per pair of students; cut the cards)
- Long A Patterns die (1 per pair of students; cut and tape in advance)
- Recording Sheet (1 per pair of students)
- One-Syllable Short A and Long A Words Practice Pack
- Answer Key for One-Syllable Short A and Long A Words (1 copy for teacher reference)
- Optional: Word Detective Extension Worksheet (1 per pair of students)
- Optional: "Long A Short A 2 Corners" to extend engagement

Word Work at a Glance

**Blueberries for Sal**  
By: Robert McCloskey  
Grade Level: 2 / Guided Reading Level: M

**Word Work**

**Step 2: Connect Word Work to Reading (continued)**

**One-Syllable Short A and Long A Words in the Text**

- Tell students that you will read the book once from beginning to end. Tell students it is their job to look and listen for words with the One-Syllable Short A and Long A Words.
- Remind students to be polite and not interrupt.
- Read *Blueberries for Sal*.

**Examples of One-syllable Short A and Long A Words found in the text:**

day	can	back	way
sal	ate	sat	catch
pull	as	came	make
and	a	fat	fast
take	had	that	taste

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a set of Short A word cards (cut the cards in advance), a Long A Patterns die (cut, fold, and tape in advance), and a recording sheet.
- Show students how to flip over a Short A card and read the word (e.g., "mad").
- Show students how to then roll the Long A Patterns die. It will land on one of three options (a, e, oi, ay). Students must apply the Long A pattern that was rolled to their Short A word card to make a new Long A word (e.g., if they rolled a, e or an oi, they can turn "mad" into "made" or "maid").
- If students roll **ay**, then they have the option of discarding the card; they can **remove the final consonant of their short A word**, to add the ay spelling pattern (e.g., in "mad," they can remove the "d" and make the word Long A word "may").
- Show students how to record their Short A and Long A words on the recording sheet. **If they cannot make a Long A word, or they roll a long A pattern that would create a duplicate Long A word on their recording sheet, then they must roll one more time in an attempt to get a Long A pattern that will work with their Short A word.** If they cannot roll a pattern that will help them make a Long A word, they move the Short A card to a discard pile and flip to the next card.
- Explain that this activity works best if you talk with your partner and say each Short and Long A word out loud.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

**One-Syllable Short A and Long A Words**

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

**Directions:** Circle the words with the long "a" sound spelled with a, e, oi, and ay in each sentence. Underline the words with the short "a" sound in each sentence.

- Sal ate cake on a sunny day.
- The black cat ran back to the gate.
- I can take my pull to the lake.
- Dad had a plan to play a game.
- The gray snail sat on a flat rock.
- We may make jam and pack it in a can.
- A brave cat ran past the hay bale.
- The man can wait all day by the sand.

**Draw and Color**

**Directions:** Pick one of the sentences above and draw a picture of it below. Then, color only the parts of the picture that have short A and long A sounds. Color all of the short A objects the same color, and color all of the long A objects the same color.

Independent Word Work Practice | ©BookPagez.com

**Short A and Long A Words Recording Sheet**

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

Short A Word	Pattern (circle)	New Long A Word
	a, e	ai, ay

**Short A Word Cards**

plan	man
pal	pan
at	nap
n	gran

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page and Answer Key

Interactive Activity with Answer Key

**Long A Short A 2 Corners**  
Extend Engagement Activity

**Directions:**

- Have students stand at their desks.
- Label each corner of the room as Long 1, Long 2, Short 1, and Short 2.
- Explain that you will read a series of words with Long A and Short A sounds.
- Remind students that they have been focusing on 1-syllable words with the long or short A sound. Now they will have to listen to both 1- and 2-syllable words with the long or short A sound.
- Once you have finished reading a word, students should move to the corner of the room that has the matching number of syllables and the matching A sound (e.g., snake...1 syllable and long A...go to corner Long 1, cactus...2 syllables and short A...go to corner Short 2).
- Once all students have moved to a corner, discuss the correct answer with the group.
- Have students reset at their desks at the end of each round.

Long 1 (long A, 1-syllable)	Long 2 (long A, 2-syllable)	Short 1 (short A, 1-syllable)	Short 2 (short A, 2-syllable)
cake	paper	cat	basket
train	rainbow	jam	cactus
say	mailbox	bad	rabbit
gate	baby	clap	jacket
grade	playground	stamp	ladder

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

**Word Detective: One-Syllable Short A and Long A Words**  
Extension Activity

**Directions:**  
Be a word detective!

Be on the lookout for **one-syllable short a and long a words** 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

Extension Activity

# WORKSHEETS

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

### Blueberry Hill Map

Draw the setting using details from the story

**Directions:**  
In *Blueberries for Sal*, Sal wanders around Blueberry Hill. Use details from the text and illustrations to draw your own map of Blueberry Hill.  
Use the starter sentences below to tell where Sal went first, next, then, and last.

**Bonus:** Label the places Sal went on your map.

First, Sal arrives at Blueberry Hill with her mother. \_\_\_\_\_

Next, \_\_\_\_\_

Then, \_\_\_\_\_

Last, Sal finds her mom and goes back to her car. \_\_\_\_\_

© BookPagez.com | Worksheet

## Bedtime Routine

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

**Directions:**

- These are cause and effect cards for *Blueberries for Sal*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint! The cards with a square are cause cards. The cards with a circle are effect cards.

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

**EFFECT CARDS**

①

②

③

④

**REMEMBER!**  
Cause is why something happened. Effect is what happened.

Sal's mother told her to go pick her own berries because <span style="float: right;">■</span>	his feet were tired of hustling. <span style="float: right;">●</span>
Little Bear sat in a clump of blueberry bushes because <span style="float: right;">■</span>	she heard a kuplink! kuplunk! kuplunk! <span style="float: right;">●</span>
Sal's mother found Sal because <span style="float: right;">■</span>	she heard a hustling sound that stopped to munch on blueberries. <span style="float: right;">●</span>
Little Bear's mother found Little Bear because <span style="float: right;">■</span>	Sal kept eating berries out of the bucket. <span style="float: right;">●</span>

## Compare and Contrast Matching Game and Answer Key

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

**Blueberries for Sal**  
Cause and Effect

**Directions:**  
The first part of the sentences below tell what happened (the effect) in the book, *Blueberries for Sal*. Complete each sentence by telling the cause.

\_\_\_\_\_ berries because Sal kept eating berries

\_\_\_\_\_ bushes because his feet were tired of

\_\_\_\_\_ heard a kuplink! kuplunk! kuplunk!

\_\_\_\_\_ cause she heard a hustling sound

\_\_\_\_\_ ES.

\_\_\_\_\_ ing happened. The **effect** is what happened.

© BookPagez.com | Cause and Effect Practice Answer Key

## Compare and Contrast Questions Stems and Answer Key

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

**Blueberries for Sal**  
Cause and Effect

**Directions:**  
The first part of the sentences below tell what happened (the effect) in the book, *Blueberries for Sal*. Complete each sentence by telling the cause.

Sal's mother told her to go pick her own berries because \_\_\_\_\_

Little Bear sat in a clump of blueberry bushes because \_\_\_\_\_

Sal's mother found Sal because \_\_\_\_\_

Little Bear's mother found Little Bear because \_\_\_\_\_

**Reading Tip!**  
Remember: The **cause** is why something happened. The **effect** is what happened.

© BookPagez.com | Cause and Effect Practice

<b>Blueberries for Sal</b> CCSS Assessment	Name: _____ Score: / 8
<b>Directions:</b> Use what you know about <i>Blueberries for Sal</i> to answer each of the following questions.	
<b>1. Where does <i>Blueberries for Sal</i> take place?</b>	
<input type="radio"/> A At a grocery store and at home	
<input type="radio"/> B Outside on Blueberry Hill	
<input type="radio"/> C At the beach and in the city	
<input type="radio"/> D Inside at school	
<b>2. What important lesson can the reader learn from <i>Blueberries for Sal</i>?</b>	
<input type="radio"/> A Always pick berries as fast as you can	
<input type="radio"/> B Children should never wander away	
<input type="radio"/> C Families help keep each other safe	
<input type="radio"/> D Bears and people should not share food	
<b>3. How does Little Bear's mother feel when she turns around and sees Sal instead of Little Bear?</b>	
<input type="radio"/> A She feels calm and keeps walking	
<input type="radio"/> B She feels surprised and worried	
<input type="radio"/> C She feels happy and excited	
<input type="radio"/> D She feels proud of Sal	
<b>4. Which repeated sound helps show what Sal is doing at the end of the story?</b>	
<input type="radio"/> A kiplunk	
<input type="radio"/> B splash	
<input type="radio"/> C crunch	
<input type="radio"/> D stomp	
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature	

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-8)



Answer Key



<b>5. How does the ending of the story connect to the beginning? (RL.2.5)</b>
<input type="radio"/> A Both Sal and the bear cub get lost again
<input type="radio"/> B The families trade places at the hill
<input type="radio"/> C Sal decides she does not like blueberries
<input checked="" type="radio"/> D Both families are reunited and go home
<b>6. How is Sal's point of view different from her mother's? (RL.2.4)</b>
<input type="radio"/> A Sal thinks Blueberry Hill is boring, but her mother likes it
<input type="radio"/> B Sal is afraid of bears, but her mother is not
<input type="radio"/> C Sal wants to leave, but her mother wants to stay
<input checked="" type="radio"/> D Sal is focused on eating berries, while her mother is focused on picking berries
<b>7. What do the illustrations show about how Sal's mother feels when she turns around and sees Little Bear instead of Sal? (RL.2.7)</b>
<input checked="" type="radio"/> A She looks surprised and concerned
<input type="radio"/> B She looks happy and calm
<input type="radio"/> C She looks angry and upset
<input type="radio"/> D She looks playful and amused
<b>8. Why is <i>Blueberries for Sal</i> a good title for this story? (RL.2.10)</b>
<input checked="" type="radio"/> A The story is about Sal picking blueberries with her mother
<input type="radio"/> B The story takes place at a blueberry farm
<input type="radio"/> C Sal learns how to sell blueberries
<input type="radio"/> D Blueberries are only eaten in the summer
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature   <a href="http://BookPagez.com">BookPagez.com</a>