

Lesson Plans and Teaching Resources for **Chocho Helped**

5 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Determining Importance Lesson Plan

Chocho Helped
By: Andrea L. Rogers
Grade Level: 2 / Guided Reading Level: L

1

Determining Importance

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

Meet Chocho, a two-year-old who loves to help with everything! But his big sister Sissy is getting really annoyed because Chocho's help always makes a mess. When he helps Grandma paint, he smears paint everywhere. When he helps with cooking, flour goes flying! Sissy thinks it's not fair that Chocho never gets in trouble. But what happens when Sissy finally loses her temper and yells at Chocho? Will she discover something surprising about helping and being a big sister? This heartwarming story shows how families work through problems together and how even the messiest help comes from love.

Link to What You Know

- Think about a time when a younger sibling or friend wanted to help you with something. How did you feel?
- What are some ways people in your family help each other, even if the help isn't perfect?

Important Words to Know and Understand

Cherokee – A Native American tribe and group of people with their own history, language, and traditions

Mural – A very large picture that is painted on a wall

2

Learn About Comprehension Strategies

Learn about the text

- Know what to do when you get confused

Why Readers Determine Importance While Reading

Readers determine importance in order to decide which information is most important to remember.

When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.

Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

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Guided Reading Level

Determining Importance Lesson Plan

Chocho Helped
By: Andrea L. Rogers
Grade Level: 2 / Guided Reading Level: L

3

Determine Importance While Reading

- Look for big ideas and supporting details
- Notice when you learn something new

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 1 to 4 – What do you learn about Amos McGee? Is this important information? Why or why not?

Page 5 – This page tells us that Amos always makes time for his good friends, even though he is busy at the zoo. Is this an important detail? Why do you think that?

Page 11 – Amos has a problem. What is his problem? Do you think this is an important part of the story? Why or why not?

Pages 12 to 13 – Do you think that Amos is important? The animals? How do you think that?

Page 30 – Now that you have read the whole book, what is most important to remember about Amos? Why do you think that?

4

Notice the Work You Did While Reading

- Talk
- Reflect
- Write

Time to Reflect

Think – What information did you learn while reading *Chocho Helped*? Pick 3 big ideas or facts that you think you should remember about this story. Why are these ideas or facts important to you?

Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.

Reflect – Think about the determining importance work you did while reading *Chocho Helped*. How does thinking about ideas make you a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Chocho Helped*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Chocho Helped
By: Andrea L. Rogers
Grade Level: 2 / Guided Reading Level: L

1

Making Inferences

Get Ready To Read

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

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – The text says, "It seems to me, used Chocho just gets along with everything. What can you infer about how Sissy feels? What clues in the text help you make this inference?"

Page 11 – Look at the illustration showing Sissy with the broken pot. What can you infer about how Sissy feels? What clues in the text help you make this inference?"

Page 22 – The parents yelled, "Shouting is no help!" What can you infer about how Sissy's parents think problems should be solved?"

Page 32 – Amos shows Sissy the muddy footprints and says, "You're one of my most important readers." What can you infer about Amos's character? How does this inference change how you should think about his helping?"

2

Learn About Comprehension Strategies

Learn about the text

- Know what to do when you get confused

Time to Reflect

Think – What information did you learn while reading *Chocho Helped*? Did you make inferences to understand new words? Did you infer to understand how a character feels or events that happen in the story? What did you infer about people, places, or events that helped you understand the story?

Talk – Tell your reading partner about the best inference you made while reading *Chocho Helped*. Explain why you think your inference was helpful to you as a reader. Remember to ask your partner to share their best inference with you, too.

Reflect – Think about the extra information you learned while making inferences in *Chocho Helped*. What was the most interesting information you learned? How does this information 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 *Chocho Helped*. (Remember to include examples from the book!)

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Chocho Helped
By: Andrea L. Rogers
Grade Level: 2 / Guided Reading Level: L

1

Making Connections

Get Ready To Read

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

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – Make a **text-to-text** connection about Chocho's parenting help. How does your connection help you understand Chocho's help?

Page 11 – Make a **text-to-text** connection about the time someone yelled at you and how you felt. How does your connection help you understand how Sissy feels? How does your connection help you understand how Sissy feels about her parents' tantrums? How does your connection help you understand how the change Sissy's thinking?"

Page 22 – Make a **text-to-text** connection about the way you understand how Sissy's parents think problems should be solved? How does your connection help you understand how Sissy's parents think problems should be solved?"

Page 32 – Make a **text-to-text** connection about the way you understand how Sissy's parents think problems should be solved? How does your connection help you understand how Sissy's parents think problems should be solved?"

2

Learn About Comprehension Strategies

Learn about the text

- Know what to do when you get confused

Time to Reflect

Think – When readers make connections, they look for the parts in the book that remind them of something they already know. Is it about when you were a child, about something that happened in your life, or about something you read in another book? What did you already know about Chocho's help? How did your prior knowledge help you understand Chocho's help? How does your connection help you understand how Sissy feels? How does your connection help you understand how Sissy feels about her parents' tantrums? How does your connection help you understand how the change Sissy's thinking?"

Talk – Tell your reading partner about a place where you made a connection that you learned or otherwise reading. Explain why your connection was helpful to you as a reader. Remember to ask your partner to share their best connection with you, too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Chocho Helped*. (Remember to include examples from the book!)

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Answer Key for Synthesizing with Chocho Helped

Page 4: All the... At the... with a... She... What... help?

Page 4: At the beginning of the story, how does Sissy feel about Chocho's helping?

Page 11: How do Sissy's feelings change when she sees the broken pot?

Page 11: How do Sissy's feelings change when she sees the broken pot? What is the most important information that helps you understand how Sissy feels about her parents' tantrums? How does this information change how you should think about her helping?"

Page 22: How do Sissy's feelings change when she sees the broken pot? What is the most important information that helps you understand how Sissy feels about her parents' tantrums? How does this information change how you should think about her helping?"

Answer Key for Determining Importance with Chocho Helped

Page 3: How does the family react when Chocho makes messes?

Page 2: How does the family react when Chocho makes messes?

Page 12: Look at Sissy's illustration. What important information does this tell you about Chocho's helping?"

Page 32: Amos shows Sissy the muddy footprints and says, "You're one of my most important readers." What can you infer about Amos's character? How does this inference change how you should think about his helping?"

Answer Key for Identifying the Author's Purpose with Chocho Helped

Page 11: How do Sissy's feelings change when she sees the broken pot? What is the most important information that helps you understand how Sissy feels about her parents' tantrums? How does this information change how you should think about her helping?"

Page 22: How do Sissy's feelings change when she sees the broken pot? What is the most important information that helps you understand how Sissy feels about her parents' tantrums? How does this information change how you should think about her helping?"

Answer Key for Making Connections with Chocho Helped

Page 4: Make a **text-to-text** connection about Chocho's parenting help. How does your connection help you understand Chocho's help?

Page 11: Make a **text-to-text** connection about the time someone yelled at you and how you felt. How does your connection help you understand how Sissy feels? How does your connection help you understand how Sissy feels about her parents' tantrums? How does your connection help you understand how the change Sissy's thinking?"

Page 22: Make a **text-to-text** connection about the way you understand how Sissy's parents think problems should be solved? How does your connection help you understand how Sissy's parents think problems should be solved?"

Answer Key for Making Inferences with Chocho Helped

Page 4: The text says, "It seems to me, used Chocho just gets along with everything. What can you infer about how Sissy feels? What clues in the text help you make this inference?"

Page 11: Look at the illustration showing Sissy with the broken pot. What can you infer about how Sissy feels? What clues in the text help you make this inference?"

Page 22: The parents yelled, "Shouting is no help!" What can you infer about how Sissy's parents think problems should be solved?"

Page 32: Amos shows Sissy the muddy footprints and says, "You're one of my most important readers." What can you infer about Amos's character? How does this inference change how you should think about his helping?"

Making Inferences

Making Connections

Chocho Helped
By: Andrea L. Rogers
Grade Level: 2 / Guided Reading Level: L

1

Identifying the Author's Purpose

Get Ready To Read

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

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 7 – Chocho helped. Why do you think the author chose to have Chocho help? How does this information help you understand how Sissy's parents think problems should be solved?"

Page 20 – Why do you think the author chose to have Sissy shout at her mother? How does this information help you understand how Sissy's parents think problems should be solved?"

Page 30 – At the end of the story, what message does the author want to leave you with?"

2

Learn About Comprehension Strategies

Learn about the text

- Know what to do when you get confused

Time to Reflect

Think – Andrea L. Rogers is the author of *Chocho Helped*. What was her purpose for writing this book? Did she write the book to entertain you, to inform you, or to persuade you? How do you know? How does your connection help you understand how Sissy's parents think problems should be solved? How does your connection help you understand how Sissy's parents think problems should be solved?"

Talk – Tell your reading partner about a place where you made a connection that you learned or otherwise reading. Explain why your connection was helpful to you as a reader. Remember to ask your partner to share their best connection with you, too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Chocho Helped*. (Remember to include examples from the book!)

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Chocho Helped
By: Andrea L. Rogers
Grade Level: 2 / Guided Reading Level: L

1

Synthesizing

Get Ready To Read

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

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – At the beginning of the story, how does Sissy feel about Chocho's helping? What information makes her feel this way?"

Page 11 – How do Sissy's feelings change when she sees the broken pot? What is the most important information that helps you understand how Sissy feels about her parents' tantrums? How does this information change how you should think about her helping?"

Page 22 – How do Sissy's feelings change when she sees the broken pot? What is the most important information that helps you understand how Sissy feels about her parents' tantrums? How does this information change how you should think about her helping?"

2

Learn About Comprehension Strategies

Learn about the text

- Know what to do when you get confused

Time to Reflect

Think – How does your thinking change when you read *Chocho Helped*? What information helped you to gain a better understanding of the character of the author or the problem in the book? How does your connection help you understand how Sissy's parents think problems should be solved? How does your connection help you understand how Sissy's parents think problems should be solved?"

Talk – Tell your reading partner about a place where you made a connection that you learned or otherwise reading. Explain why your connection was helpful to you as a reader. Remember to ask your partner to share their best connection with you, too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Chocho Helped*. (Remember to include examples from the book!)

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Author's Purpose

Synthesizing

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

"I Can" Statement

Chooch Helped: Synthesizing
Think about how Sissy changes from the beginning to the end of the story. Write about what she learns that changes her mind about Chooch. Use at least three examples from the story to show how her thinking changes.

I can describe how characters in a story react to important events in the story. CCSS: RL.2.3

Chooch Helped: Synthesizing
Think about how Sissy changes from the beginning to the end of the story. Write about what she learns that changes her mind about Chooch. Use at least three examples from the story to show how her thinking changes.

I can describe how characters in a story react to important events in the story. CCSS: RL.2.3

Chooch Helped: Synthesizing
Think about how Sissy changes from the beginning to the end of the story. Write about what she learns that changes her mind about Chooch. Use at least three examples from the story to show how her thinking changes.

I can describe how characters in a story react to important events in the story. CCSS: RL.2.3

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

Chooch Helped: Determining Importance
Think about the most important lesson Sissy learns in this story. Write about what she learns and use at least two details from the story to explain why this lesson is important for her relationship with Chooch.

Chooch Helped: Determining Importance
Think about the most important lesson Sissy learns in this story. Write about what she learns and use at least two details from the story to explain why this lesson is important for her relationship with Chooch.

Chooch Helped: Determining Importance
Think about the most important lesson Sissy learns in this story. Write about what she learns and use at least two details from the story to explain why this lesson is important for her relationship with Chooch.

Chooch Helped: Determining Importance
Think about the most important lesson Sissy learns in this story. Write about what she learns and use at least two details from the story to explain why this lesson is important for her relationship with Chooch.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Determining Importance
Title: _____
Think about the book. Write all the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____
#2 _____
#3 _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

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 the author wanted to me because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

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

Making Inferences
Title: _____
What the Text Says
What I Know
What I Can Infer
Draw a picture to illustrate your inference:

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 Inferences

Synthesizing
Title: _____
At first I was thinking...
My new thinking...
I used to think...
Because...
Because...
But now, I think...
Because...
My new thinking is...
Now I understand...
After thinking about...
Because...
Because...
I conclude...
Because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work
Chooch Helped
 By: Andrea L. Rogers
 Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
 Double Consonants

Background:
 Double consonant words are words in which two of the same consonant letters appear in a row (for example: ll, ss, dd). Even though the letter appears twice, it is still only one letter. Double consonants can appear in the middle of a word.

Examples:

better	call
pass	yelled
hill	egg

Materials and Preparation:

- A copy of *Chooch Helped* by Andrea L. Rogers
- Chart paper and markers
- Pencils
- Double Consonant Picture Cards (in advance)
- Write the Room Paper (1 page for each student)
- Double Consonants Practice Page
- Answer Key for Double Consonants Practice Page (teacher reference)
- Optional: Word Detective Extension
- Optional: "Double the Consonant" Engagement

List of words in the book that match the instructional focus

Word Work
Chooch Helped
 By: Andrea L. Rogers
 Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Introduce Double Consonants

- Tell students that today they will be learning about **double consonant words**.
- Explain that a double consonant is when **two of the same consonant letters are right next to each other** in a word (for example: ll, ss, ff).
- Explain that even though we see two letters, they usually **work together to make just one sound**.
- Write a few example words on the anchor chart (such as: better, little, happy, bell, grass, egg). Underline or highlight the double consonant in each word.
- Read each word aloud while pointing to it. Have students repeat the word after you.
- Explain that double consonants can appear:
 - In the middle of a word.
 - At the end of a word.
- Invite students to think of other words that might have double consonants. Encourage them to think of rhyming words (for example: bell → fell, grass → class). Add correct examples to the anchor chart.
- If a student suggests a word that does not contain a double consonant, guide the class in checking the spelling together and discussing why it does or does not fit the pattern.

Sample Anchor Chart

Double Consonants	
Middle of a Word	End of a Word
better	bell
little	grass
happy	egg

Step 2: Connect Word Work to Reading

Double Consonants in the Text

- Tell students that the book they will be reading today has double consonant words.
- Turn to **page 1**.
- Tell the students to listen and look at the words while you read. Ask students to hold up two fingers when they see or hear a double consonant word.
- After reading page 1, ask the students to share the double consonant word that they saw and heard (call).
- Discuss where the double consonant is in the word (middle or end). Add the new double consonant words to the chart paper.
- Tell students that you are going to read the book once from beginning to end. Tell them to listen and look for words that have double consonants.
- Remind them to be polite and not to interrupt you while you read.
- Read *Chooch Helped*.

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Name: _____

Double Consonants

Directions: Find and circle 9 items in the image below that are double consonant words. Then, rewrite the double consonant words correctly on the lines below. Use the ending mark "*" in each word to show where you need to add another consonant to form a double consonant word.

1. kiten	2. dol	3. gras
4. bubbles	5. hi	6. puppy
7. soccer bal	8. apple	9. puddle

Directions: Take the words that you fixed above and sort them into their correct categories below. Then, answer the question at the bottom of the word sort.

Middle of the Word	End of the Word

Which item that was circled in the picture could be sorted into both categories in the chart? _____

Independent Word Work Practice | ©BookPagez.com

Double Consonants

9 items in the image below that are double consonant words correctly on the lines below. Each word to show where you need to add another consonant word.

2. do*__doll	3. gras*__grass
5. hi*__hill	6. pu*pp__puppy
8. ap*ple	9. pu*dd__puddle

What you fixed above and sort them into their correct answer the question at the bottom of the word sort.

the Word	End of the Word
en	doll
les	grass
py	hill
le	ball
lle	
er	

Which item that was circled in the picture could be sorted into both categories in the chart? _____ soccer ball

Independent Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key

Double Consonant Picture Cards
 Interactive Activity

1. gri__ 	2. a__le 	3. d__ert 	4. je__y
5. mu__in 	6. pu__y 	7. ha__y 	8. ki__en
9. bu__ 	10. sa__le 	11. be__ 	12. ba__
13. bu__er 	14. che__ 	15. pu__le 	

Guided Word Work Practice | ©BookPagez.com

Interactive Activity

Double the Consonant: Past Tense Word Fix-Up
 Extend Engagement Activity

Directions:

- Have students stand at their desks.
- Tell students that in the story *Chooch Helped*, there are several double consonant words that are also past tense verbs that tell about an action that already happened. (e.g. hugged or called).
- Tell students that you will write some more past tense verbs on the board that are missing their double consonant.
- Tell students to use their prior knowledge from the story and what they have learned about double consonants to figure out which consonant they need to double in each word.
- If a student thinks they know which consonant needs to be doubled, they can raise their hand and come to the board to add the consonant into the word.
- If they are correct, they may move onto the next activity. If they are incorrect, they may call on a friend for help and return to their desk to try again.

1. hugged	12. shopped
2. jogged	13. dragged
3. begged	14. slipped
4. planned	15. spilled
5. dropped	16. spelled
6. hoped	17. pulled
7. skipped	18. buzzed
8. stopped	19. missed
9. clapped	20. passed
10. grabbed	21. tapped
11. patted	22. nodded

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

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

Extension Activity

WORKSHEETS

Name: _____

My Helpful Moment

Share a true story about helping at home, school, or in your community

Directions:
In *Chooch Helped*, Chooch helped others in his family.

Now it's your turn to think of a time when you helped someone at home, at school, or in your community. Tell what you did, who it helped, and why it mattered. Draw a small picture next to each part to explain your helpful act.

What I Did	I helped by _____ _____ _____
Who It Helped	Doing this helped _____ _____ _____
Why It Mattered	It mattered because _____ _____ _____

© BookPages.com | Worksheet

Writing

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *Chooch Helped*. 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

EFFECT CARDS

he kept making messes when he tried to help with family activities.

Sissy yelled "Hlesdi!" at him when he ruined her clay pot.

they wanted her to remember that she used to make messes when she was young too.

she learned that he watches her to learn and she is one of his most important teachers.

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

Cause and Effect Sorting Mat for Chooch Helped Answer Key

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

Name: _____

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

Sissy got frustrated with Chooch because _____

Chooch cried because _____

The parents showed Sissy her old muddy footprints because _____

Sissy decided to teach Chooch how to make a pot because _____

Chooch Helped
Cause and Effect

se he kept making messes when he _____

Hlesdi!' at him when he ruined her _____

y footprints because they wanted her _____

messes when she was young too. _____

make a pot because she learned that _____

one of his most important teachers. _____

g happened. The effect is what happened. _____

© BookPages.com | Cause and Effect Practice Answer Key

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

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