

Lesson Plans and Teaching Resources for Diary of a Wombat

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Diary of a Wombat
By: Jackie French
Grade Level: 2 / Guided Reading Level: M

Asking Questions

1 Get Ready To Read

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

2 Learn About Comprehension Strategies

- Think about the text you read
- When you get confused

Summary

This story is all about a curious little wombat with an attitude. She spends her days eating, sleeping, and digging holes. The wombat is really good at making messes and thinks carrots are delicious. So, when a family of humans moves in next door, the wombat decides to train her new neighbors to give her treats on demand.

Link to What You Know

- What is a diary?
- Do you keep a diary? If you do, why?

Important Words to Know and Understand

Received – to get or to be given (something)
Flapped – a movement or sound of something that is moving up and down or back and forth

Why Readers Ask Questions While Reading

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

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

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

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

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Asking Questions Lesson Plan

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Asking Questions

3 Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions will help you better understand the text
- Stop from time to time. Ask yourself if you've found the questions

Time to Read

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

Page 8 – Look at the expression on the humans' faces. What do you think they are wondering about the wombat? What are you wondering about the wombat?

Page 16 – What happened on this page? What are you wondering about the door, the humans, or the wombat? Do you think you'll find the answer to your question if you keep reading the book? Why or why not?

Page 20 – Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24 – The wombat has discovered more carrots. What are you wondering on this page?

Page 30 – Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

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

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

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

Write up your Strategy Slip into your reader's notebook. Remember to include examples from the book!

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Turn, Talk, and Reflect

Diary of a Wombat
By: Jackie French
Grade Level: 2 / Guided Reading Level: M

1 Making Inferences

Get Ready To Read

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

3 Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Use your own experiences to make inferences
- Use the picture, what the character is saying, or what they are doing to make inferences

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 8 – Look at the expression on the humans' faces. How do you think the wombat was feeling on Monday and Tuesday? How do you think she was feeling on Wednesday? How do you know?

Page 16 – Look at the picture on this page. Make an inference about what the wombat is thinking. How do you think she is feeling? Why?

Page 20 – Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24 – The wombat has discovered more carrots. What are you wondering on this page?

Page 30 – Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – What types of inferences did you make while reading *Diary of a Wombat*? Did you make inferences to understand new words? Did you infer an understanding from a character's facial expression or an action? How did you decide whether or not your inferences were correct? Explain why your inferences were correct or why they were not. Write up your Strategy Slip into your reader's notebook. Remember to include examples from the book!

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Diary of a Wombat
By: Jackie French
Grade Level: 2 / Guided Reading Level: M

1 Making Connections

Get Ready To Read

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

3 Make Connections While Reading

- Look for connections between what you are reading and what you already know
- Use your own experiences to make connections
- Use the picture, what the character is saying, or what they are doing to make connections

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 8 – Look at the expression on the humans' faces. What are you wondering about the wombat? What are you wondering about the wombat?

Page 16 – What happened on this page? What are you wondering about the door, the humans, or the wombat? Do you think you'll find the answer to your question if you keep reading the book? Why or why not?

Page 20 – Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24 – The wombat has discovered more carrots. What are you wondering on this page?

Page 30 – Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – When readers make connections, they look for links in a text between what they are reading and what they already know. How do you think you made connections while reading *Diary of a Wombat*? Did you make connections to understand new words? Did you make connections to understand a character's facial expression or an action? How did you decide whether or not your connections were correct? Explain why your connections were correct or why they were not. Write up your Strategy Slip into your reader's notebook. Remember to include examples from the book!

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Answer Key for Asking Questions with Diary of a Wombat

Page 8: Look at the expression on the humans' faces. What do you think they are wondering about the wombat?

Page 16: What happened on this page? What are you wondering about the door, the humans, or the wombat?

Page 20: Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24: The wombat has discovered more carrots. What are you wondering on this page?

Page 30: Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

Answer Key for Making Inferences with Diary of a Wombat

Page 8: Look at the expression on the humans' faces. How do you think the wombat was feeling on Monday and Tuesday? How do you know?

Page 16: Look at the picture on this page. Make an inference about what the wombat is thinking. How do you think she is feeling? Why?

Page 20: Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24: The wombat has discovered more carrots. What are you wondering on this page?

Page 30: Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

Answer Key for Making Connections with Diary of a Wombat

Page 8: Look at the expression on the humans' faces. What are you wondering about the wombat? What are you wondering about the wombat?

Page 16: What happened on this page? What are you wondering about the door, the humans, or the wombat? Do you think you'll find the answer to your question if you keep reading the book? Why or why not?

Page 20: Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24: The wombat has discovered more carrots. What are you wondering on this page?

Page 30: Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

Answer Key for Making Predictions with Diary of a Wombat

Page 8: Look at the expression on the humans' faces. How do you think the wombat was feeling on Monday and Tuesday? How do you know?

Page 16: Look at the picture on this page. Make an inference about what the wombat is thinking. How do you think she is feeling? Why?

Page 20: Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24: The wombat has discovered more carrots. What are you wondering on this page?

Page 30: Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

Answer Key for Retelling and Summarizing with Diary of a Wombat

Page 8: Look at the expression on the humans' faces. How do you think the wombat was feeling on Monday and Tuesday? How do you know?

Page 16: Look at the picture on this page. Make an inference about what the wombat is thinking. How do you think she is feeling? Why?

Page 20: Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24: The wombat has discovered more carrots. What are you wondering on this page?

Page 30: Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

Making Inferences

Making Connections

Diary of a Wombat
By: Jackie French
Grade Level: 2 / Guided Reading Level: M

1 Making Predictions

Get Ready To Read

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

3 Make Predictions While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Use your own experiences to make predictions
- Use the picture, what the character is saying, or what they are doing to make predictions

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 8 – Look at the expression on the humans' faces. How do you think the wombat was feeling on Monday and Tuesday? How do you think she was feeling on Wednesday? How do you know?

Page 16 – Look at the picture on this page. Make an inference about what the wombat is thinking. How do you think she is feeling? Why?

Page 20 – Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24 – The wombat has discovered more carrots. What are you wondering on this page?

Page 30 – Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – What types of predictions did you make while reading *Diary of a Wombat*? Did you make predictions to understand new words? Did you make predictions to understand a character's facial expression or an action? How did you decide whether or not your predictions were correct? Explain why your predictions were correct or why they were not. Write up your Strategy Slip into your reader's notebook. Remember to include examples from the book!

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Diary of a Wombat
By: Jackie French
Grade Level: 2 / Guided Reading Level: M

1 Retelling and Summarizing

Get Ready To Read

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

3 Retell and Summarize While Reading

- Look for the main events in the story
- Use your own words to retell the story
- Use the picture, what the character is saying, or what they are doing to retell the story

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 8 – Look at the expression on the humans' faces. How do you think the wombat was feeling on Monday and Tuesday? How do you think she was feeling on Wednesday? How do you know?

Page 16 – Look at the picture on this page. Make an inference about what the wombat is thinking. How do you think she is feeling? Why?

Page 20 – Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

Page 24 – The wombat has discovered more carrots. What are you wondering on this page?

Page 30 – Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – What types of information did you use when you retold the story to think about what you were reading? Did you use your own words to retell the story? How did you decide whether or not your retelling was correct? Explain why your retelling was correct or why it was not. Write up your Strategy Slip into your reader's notebook. Remember to include examples from the book!

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Making Predictions

Retelling and Summarizing

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

Diary of a Wombat: Asking Questions

If you moved in next door to the wombat, what would you want to know about the wombat?

I can ask and answer who, who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

Diary of a Wombat: Asking Questions

If you moved in next door to the wombat, what would you want to know about the wombat?

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I can ask and answer who, who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

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

Common Core Free Option

Diary of a Wombat: Asking Questions

If you moved in next door to the wombat, what would you want to know about the wombat?

Diary of a Wombat: Asking Questions

If you moved in next door to the wombat, what would you want to know about the wombat?

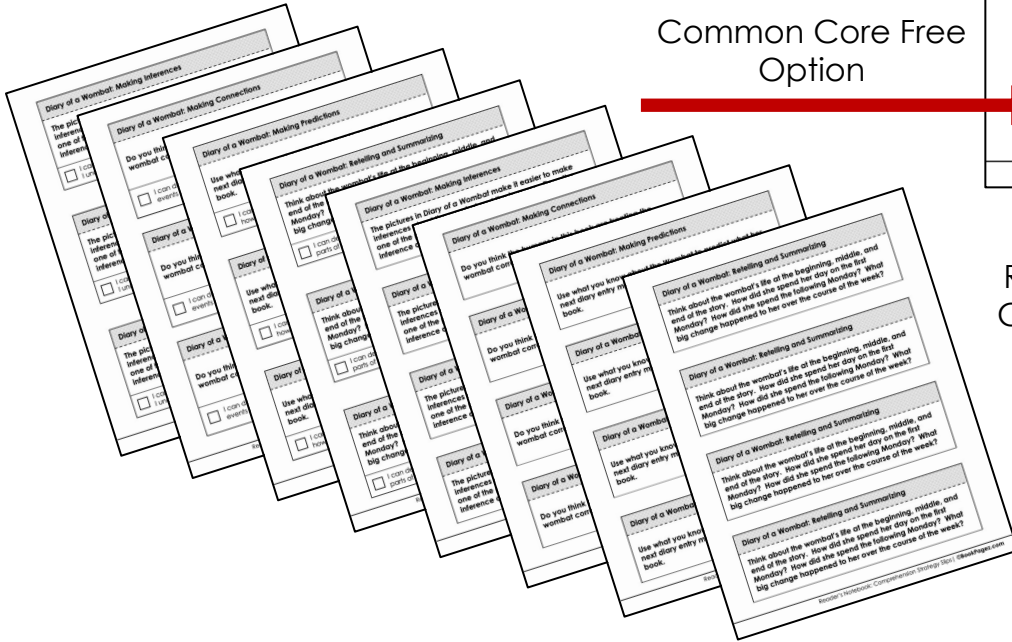
Diary of a Wombat: Asking Questions

If you moved in next door to the wombat, what would you want to know about the wombat?

Diary of a Wombat: Asking Questions

If you moved in next door to the wombat, what would you want to know about the wombat?

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



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Asking Questions

Title: _____

Question Sentence Starters

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

Question	Answer
Question	Answer
Question	Answer
Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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 or write 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says <small>Look for clues in the text or pictures.</small>	What I Know <small>Personal thoughts, Cause, Setting</small>	What I Can Infer <small>Personal thoughts, Cause, Setting</small>

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Making Predictions

Title: _____

Predictions at the Beginning <small>Write your prediction below.</small>	Predictions while Reading <small>Write your prediction below.</small>	Check Predictions at the End <small>1. Predicted well and with evidence? <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</small>

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

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Making Predictions

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Diary of a Wombat
 By: Jackie French
 Grade Level: 2 / Guided Reading Level: M

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

Background:
 If "y" is at the end of a word with 2+ syllables, y makes the long e sound.

Examples:

"Y as Long /e/"
happy
fancy
penny
jersey

Word Work
Diary of a Wombat
 By: Jackie French
 Grade Level: 2 / Guided Reading Level: M

Step 1: Introduce the Focus of Word Work

Introduce the Three Sounds of Y

- Tell students that today you will be talking about the different sounds the letter y makes.
- Draw students' attention to the chart paper / board.
- Explain that the letter y has three sounds.
- Read the three rules of the letter y to the students.
- Write an example word for each (yellow, shy, happy).
- Invite students to brainstorm additional words for each category. Write the words on the chart paper / board. If students struggle to brainstorm words, you can add words from them following the sample anchor chart.
- Next, you can deepen your students' understanding by exploring the syllable rules for words ending in y:
 - "y" is at the end of a one syllable word, y makes the long i sound (examples: shy, cry, fly)
 - "y" is at the end of a word with 2+ syllables, y makes the long e sound (examples: happy, baby, fancy).
- If students struggle with syllables, practice clapping the syllables.
- Discuss any misconceptions students might have.

Sample Anchor Chart

Y can make the y sound	Yellow Yes Yet
Y can make the long i sound	Shy Cry Fly
Y can make the long e sound	Happy Baby Fancy

Materials and Preparation:

- A Copy of *Diary of a Wombat*
- Chart Paper or White Board
- Markers
- Floppy Fishy Cards (1 set)
- Prepare a deck of Floppy Fishy Sorting Mat
- Read, Circle, and Sort P
- Optional - Word Detective

Step 2: Connect Word Work to Reading

Words That Follow the Long /e/ Rule for the Letter y in the Text

- Tell students that the book they will be reading today has several examples of words that follow one of the letter y rules in particular - words that end in the letter y but sound like long /e/.
- Draw students' attention back to the anchor chart. Highlight the row showing words that follow the long /e/ rule.
- Remind students that these words have two or more syllables.
- Show students **page 5 of *Diary of a Wombat***.
- Tell students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that ends in y but sounds like long /e/.
- After reading, ask the students to identify the word (itchy). Count the syllables to confirm the rule and add the word to the chart.
- Tell the students that you are going to read the book once, from beginning to end. Ask them to listen and look for other words that follow the rule.
- Read ***Diary of a Wombat***.

Examples of Words That Follow the Long /e/ Rule Found in the Text:
 cloudy, territory, itchy, hairy, curiously, any, easily

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
Diary of a Wombat
 By: Jackie French
 Grade Level: 2 / Guided Reading Level: M

Step 3: Guided Word Work Practice

Interactive Exploration

- Tell students they will play a game called "Floppy Fishy". Divide students into pairs.
- Invite one pair of students to model how to play the game for the class.
 - Explain that the game is like "Go Fish".
 - Give each player a sorting mat.
 - Shuffle the cards.
 - Deal each player 5 cards from a prepared deck of cards then place the remaining cards in the center, face down.
 - Allow each player time to check for matches in their hand. If a player has matches, cards should be placed in the correct column on their sorting mats.
 - Player one asks player two if they have the match to one of their cards.
 - If player two has a match, they give the card to player one. Then player one places their match in the correct column on their sorting mat and their turn ends.
 - If player two does not have a match, they tell player one to "Go Fish". Player one draws a card from the deck. If it is a match, player one places their match in the correct column on their sorting mat and their turn ends. If the card is not a match, player one odds the card to their hand and their turn ends.
- Play continues until all cards have been matched and sorted.
- Students should write their matched words on their sorting mats.
- The person with the most matches wins.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Read, Circle, Sort Practice Page**.
- Read the directions with the class.
- If needed, you can read the sentences aloud prior to letting students begin to work, that way all students will be able to read the sentences independently.
- Tell the students to complete the practice page.
- Monitor students while they work.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Floppy Fish Cards

There is a match for each card. Play Floppy Fish.

Cry	Happy
Lucky	Story
Try	Why
erty	Yellow

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Floppy Fish Sorting Mat

Directions:

- Sort your matches into the correct column below.
- When the game has ended, write the words on your cards in the columns.

Y sounds like y	Y sounds like long i	Y sounds like long e

Name: _____ Floppy Fish (three sounds of y) | ©BookPagez.com

Independent Practice Page

Word Detective: Three Sounds of Y
 Extension Activity

Directions:
 Be a word detective!

Be on the lookout for the three sounds of "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

Extension Activity

Read, Circle, and Sort
 Word Work Practice Page

Directions:

- Read each sentence below.
- Circle the word with a letter y in each of the sentence.
- Place an "X" in the column

	Y sounds like y	Y sounds like long i	Y sounds like long e
The wombat scratched because she was itchy.			
The wombat was happy with her new neighbors.			
The wombat was lazy before the humans came.			
The wombat thought carrots were yummy!			
The wombat was not shy around people.			
The humans didn't give the wombat a berry.			
The humans yelled, "Give her some carrots!".			
The wombat moved her hole to be by the humans.			

Challenge!
 Did you spot the word with two "y" sounds? What was the word?

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: <i>Diary of a Wombat</i>		Guided Reading Text Level: <i>M</i>	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy		
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		COUNT		INFORMATION USED
Page		E	SC	E MSV SC MSV
2	I'm a wombat. I live in Australia. As you can see from my picture, I look a little like a bear, but smaller. I live in a hole in the ground. I come out mostly at night, And during the day I sleep. I eat grass and roots and, of course, The occasional treat...			
2	Monday Morning: Slept.			
Tested By: _____		©BookPagez.com		

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

Diary of a Wombat CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Diary of a Wombat</i> to answer each of the following questions.	
1. What does the wombat in the story like to eat?	
<input type="radio"/> (A) cheese <input type="radio"/> (B) flowers <input type="radio"/> (C) carrots <input type="radio"/> (D) bugs	
2. What did the author want you to think about while reading the book?	
<input type="radio"/> (A) that carrots are a healthy snack. <input type="radio"/> (B) that animals have reasons for their behavior. <input type="radio"/> (C) that laundry should not be hung outside to dry. <input type="radio"/> (D) the author didn't want me to think about anything.	
3. What did the humans do when the wombat demanded carrots?	
<input type="radio"/> (A) They gave her carrots. <input type="radio"/> (B) They gave her grass. <input type="radio"/> (C) They yelled at her. <input type="radio"/> (D) They called animal control.	
4. The wombat slept, slept, and ate grass on Monday and Tuesday. Why author repeated her activities over and over?	
<input type="radio"/> (A) to make the book easier to read. <input type="radio"/> (B) because she couldn't think of anything else to write. <input type="radio"/> (C) to help us understand that her days were boring before the humans. <input type="radio"/> (D) because wombats don't know how to do anything other than sleep.	

5. The wombat's life changed a lot from the beginning to the end of the story. How did it change? (RL.2.5)
<input type="radio"/> (A) At first the wombat was fat, now she is thin. <input type="radio"/> (B) At first the wombat was busy, now she is bored. <input type="radio"/> (C) At first the wombat ate grass, she still just eats grass. <input checked="" type="radio"/> (D) At first the wombat was alone, now she has humans.
6. Who is telling the story? (RL.2.6)
<input type="radio"/> (A) the humans <input checked="" type="radio"/> (B) the wombat (1st person) <input type="radio"/> (C) narrator (3rd person) <input type="radio"/> (D) the neighbors
7. The humans had wide eyes when the wombat took a dustbath in front of their barbecue. What did that picture tell you about the humans? (RL.2.7)
<input type="radio"/> (A) They were scared of the wombat. <input checked="" type="radio"/> (B) They were surprised by the wombat. <input type="radio"/> (C) They thought the wombat was funny. <input type="radio"/> (D) They were angry at the wombat.
8. How is this story the most similar to stories about people who adopt pets? (RL.2.9)
<input checked="" type="radio"/> (A) both stories are about people taking care of animals. <input type="radio"/> (B) both stories are about the kind of food animals eat. <input type="radio"/> (C) both stories are about the things animals do. <input type="radio"/> (D) both stories are about training animals.
9. What is the genre of the story? (RL.2.10)
<input checked="" type="radio"/> (A) fiction <input type="radio"/> (B) nonfiction <input type="radio"/> (C) poem <input type="radio"/> (D) drama


Answer Key

Skills Worksheet

Name: _____ Date: _____

Directions:
In the book *Diary of a Wombat*, you learned a lot about Wombat. Read the traits in the Trait Box below then sort the wombat's internal and external traits into the correct column.

An **internal trait** describes the wombat's behavior or personality.
An **external trait** describes what the wombat looks like.

Internal Traits	External Traits			
				
Trait Box	Smaller than a deer	Lazy	Determined	Pointed ears
Stubby tail	Smart	Sharp claws	Furry	Mischievous

Extension Activity | @BookPagez.com

Internal and External Traits

Complete Common Core and TEKS Alignment

<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">Diary of a Wombat Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with <i>Diary of a Wombat</i> correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p style="font-size: x-small;">Asking Questions Lesson Plan and Resources</p> <p style="font-size: x-small;">Reading: Literature RL.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text. RL.10 - By the end of the year, read and comprehend literature, including stories in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="font-size: x-small;">Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="font-size: x-small;">Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p style="font-size: x-small;">Speaking & Listening SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.1c - Ask for clarification and further explanation as needed about the topics or issues under discussion. SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p style="font-size: x-small;">Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: center; font-size: x-small;">Diary of a Wombat CCSS Alignment @BookPagez.com</p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">Diary of a Wombat Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with <i>Diary of a Wombat</i> correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p style="font-size: x-small;">Making Connections Lesson Plan and Resources</p> <p style="font-size: x-small;">Reading: Literature RL.2 - Actively demonstrate understanding of the text by asking and answering questions to clarify what the text says and does, including before, during, and after reading. RL.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="font-size: x-small;">Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="font-size: x-small;">Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p style="font-size: x-small;">Speaking & Listening SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others. 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RL.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="font-size: x-small;">Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="font-size: x-small;">Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p style="font-size: x-small;">Speaking & Listening SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others. 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Comprehension Strategy Lesson Plan and Resource Alignment

<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">Diary of a Wombat Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with <i>Diary of a Wombat</i> correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p style="font-size: x-small;">Vocabulary Lesson Plan and Resources</p> <p style="font-size: x-small;">Language L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4b - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p style="text-align: center; font-size: x-small;">Diary of a Wombat CCSS Alignment @BookPagez.com</p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: x-small;">Diary of a Wombat Lesson Plans, Resources, and Activities</p> <p style="font-size: x-small;">The lesson plans, resources, and activities for use with <i>Diary of a Wombat</i> correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p style="font-size: x-small;">Word Work Lesson Plan and Resources</p> <p style="font-size: x-small;">Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: center; font-size: x-small;">Diary of a Wombat CCSS Alignment @BookPagez.com</p>
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Vocabulary Connections Alignment

Word Work Alignment