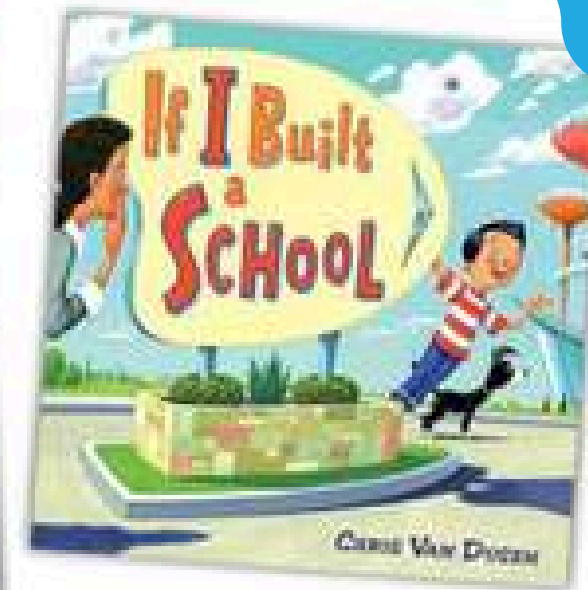
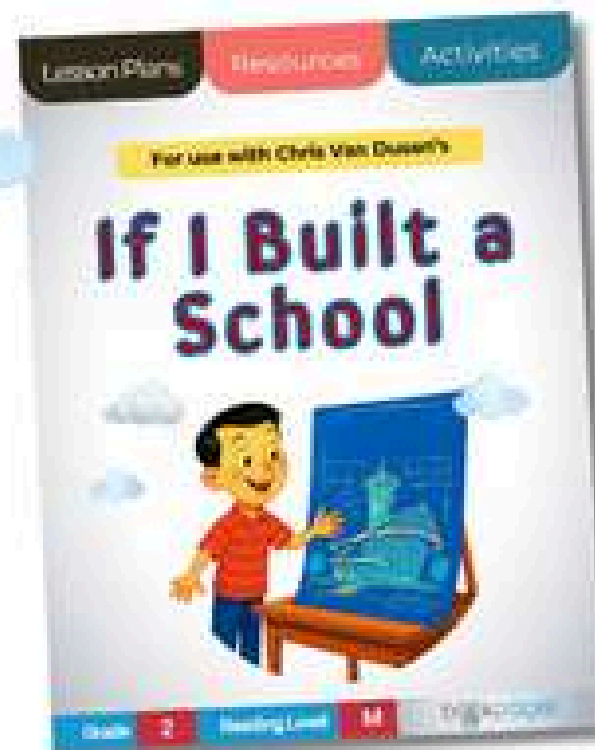


If I Built a School

CCSS &
TEKS
Aligned

100+
Pages



Lesson Plans * Assessments * Activities

3 Reasons to Love This Resource Set

1

PUTS BOOK AT THE CENTER OF INSTRUCTION

With done-for-you- lesson plans and student activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while using *If I Built a School* by Chris Van Dusen.

2

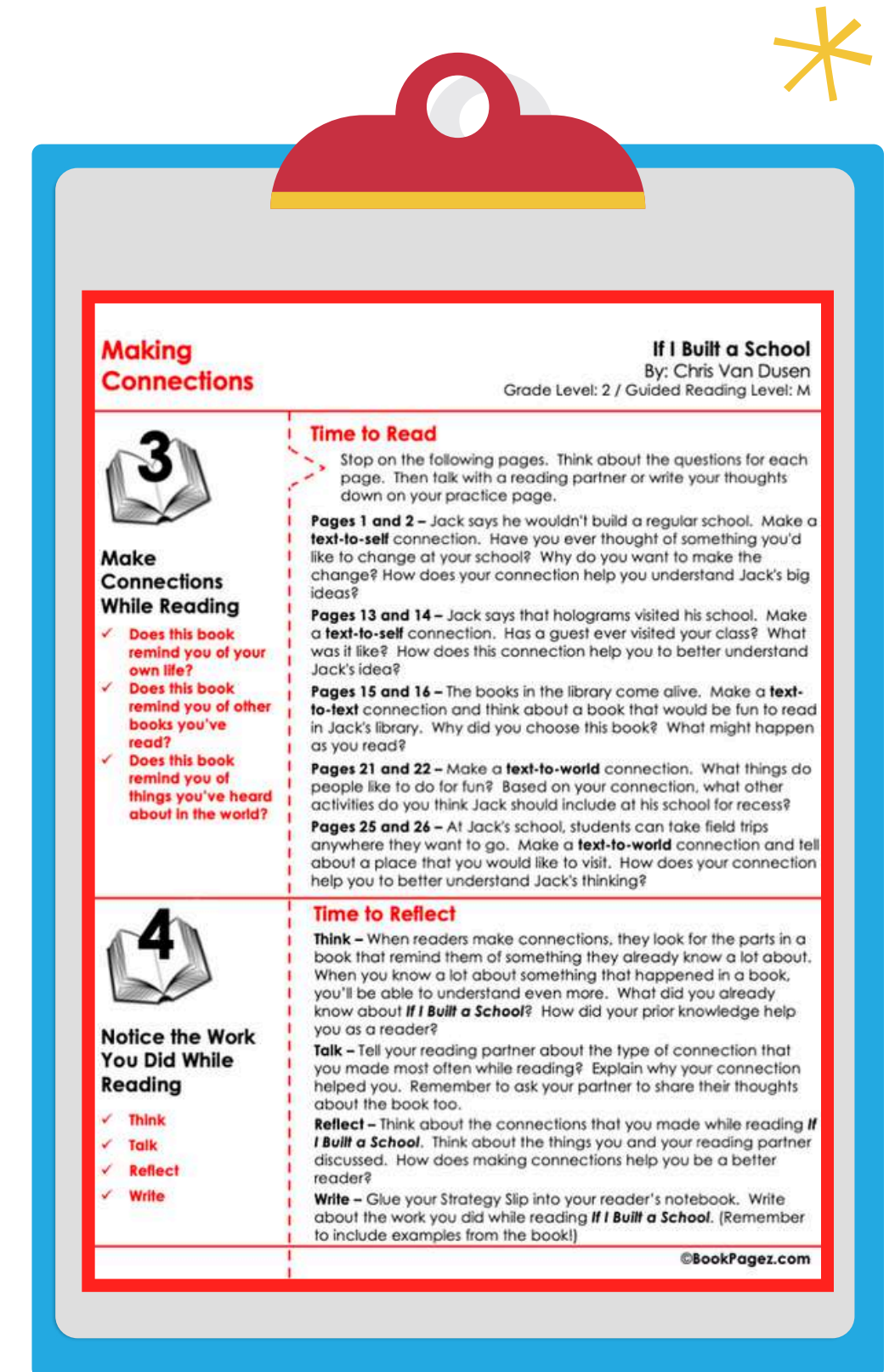
SAVES TIME

Finally have time to "fit it all in" with super-efficient lesson plans, activities, and flexible resource sets that can help you meet your instructional goals without any planning or a lot of prep.

3

CONSISTENT FORMATTING

You and your students will benefit from the consistent formatting of the resources. As you become familiar with the format, you'll deliver instruction more easily and your students will be able to better focus on their learning goals.

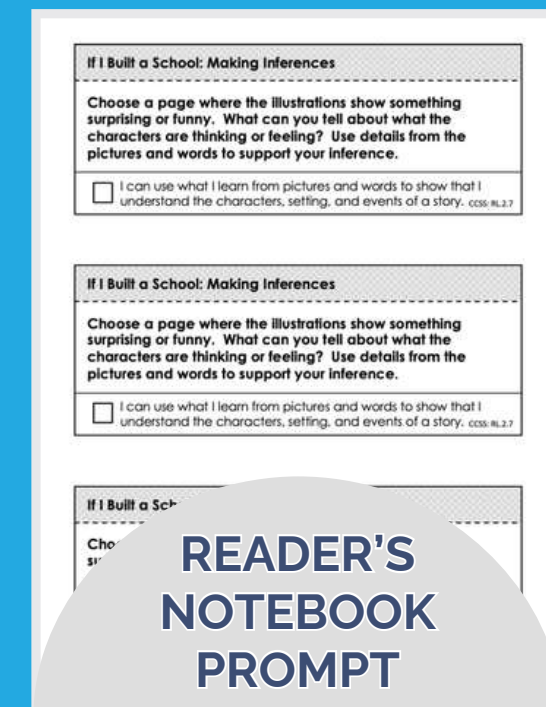
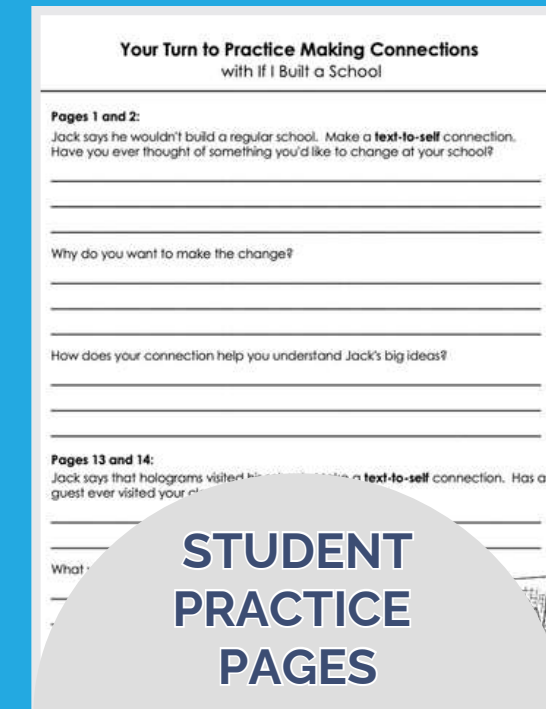
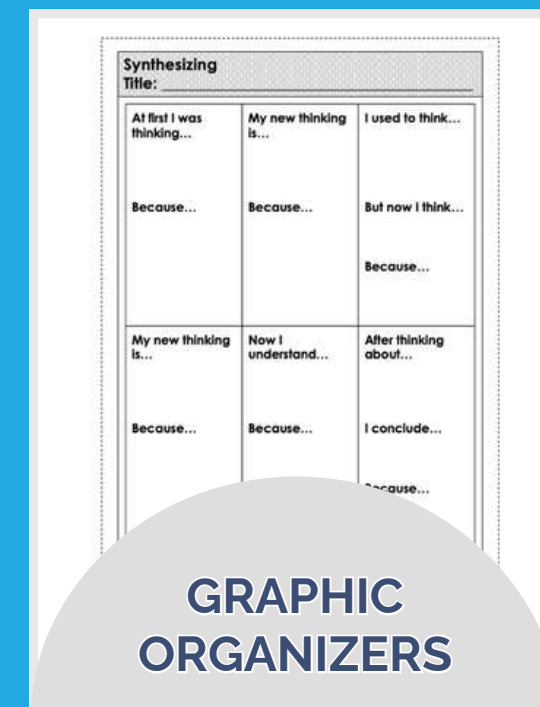
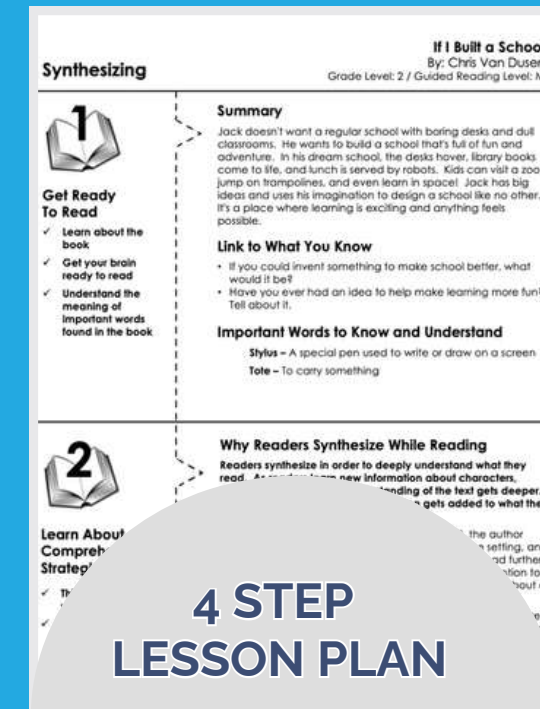


What You'll Get in this Resource Set

3 COMPREHENSION STRATEGY RESOURCE SET

Use If I Built a School and the step-by-step lesson plans included in this resource to teach:

- Making Connections
- Making Inferences
- Synthesizing

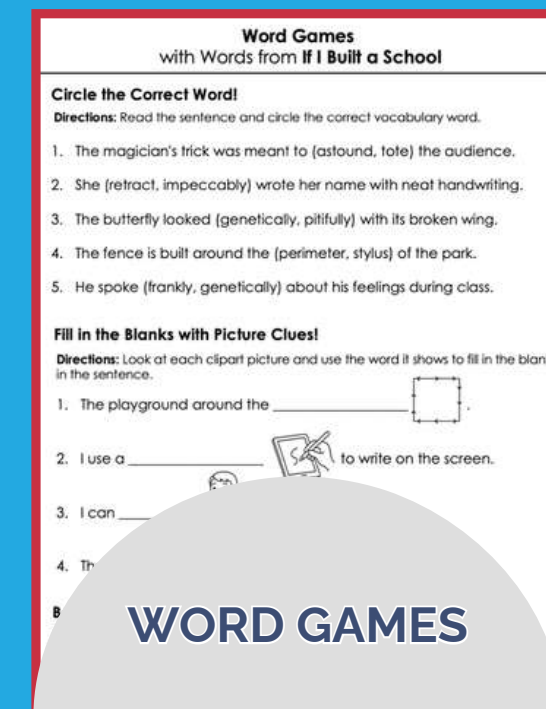
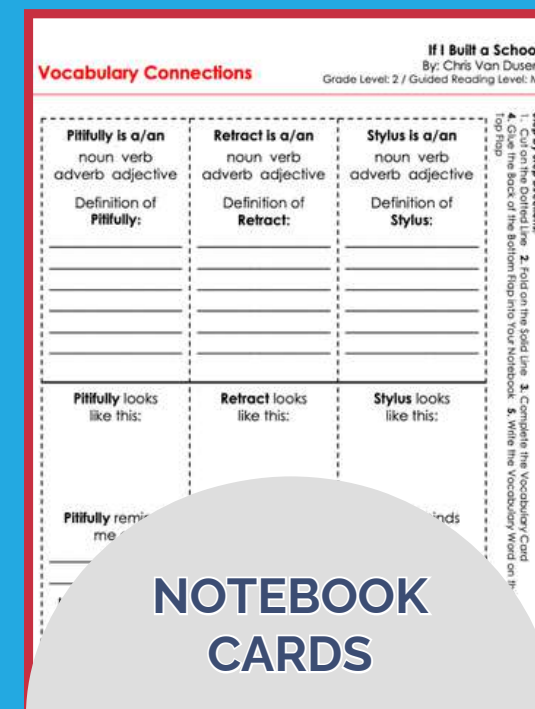
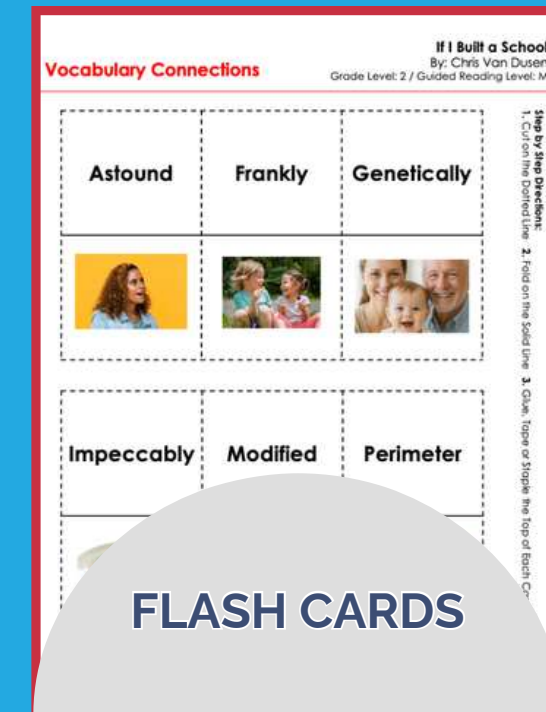


What You'll Get in this Resource Set

VOCABULARY DEVELOPMENT RESOURCE SET

The vocabulary resources included in this bundle focus on words that are important for readers to know and understand in the text. The resources include the following:

- Vocabulary Word List
- Flash Cards (match words to pictures and match words to definitions)
- Interactive Vocabulary Notebook Cards
- Vocabulary Word Games Printable
- Personal Vocabulary Word Bookmark

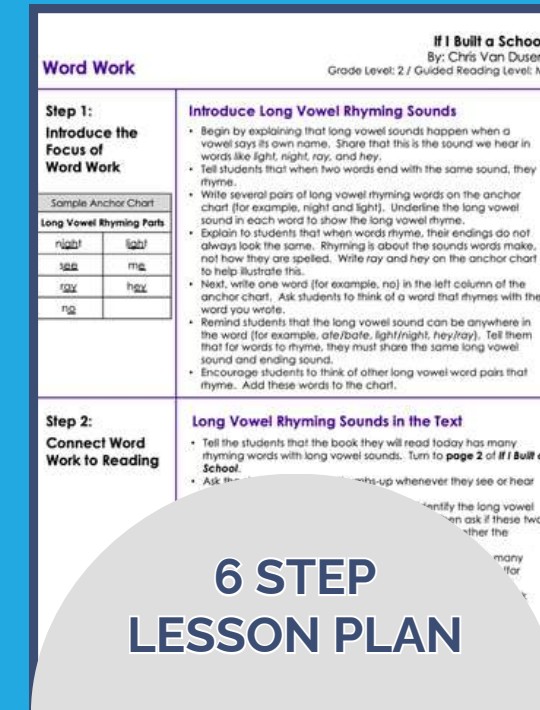


What You'll Get in this Resource Set

PHONICS AND WORD WORK RESOURCE SET

Improve word recognition, and spelling by anchoring your word study instruction to the books you use for whole group and small group instruction. The word study resources in this bundle include:

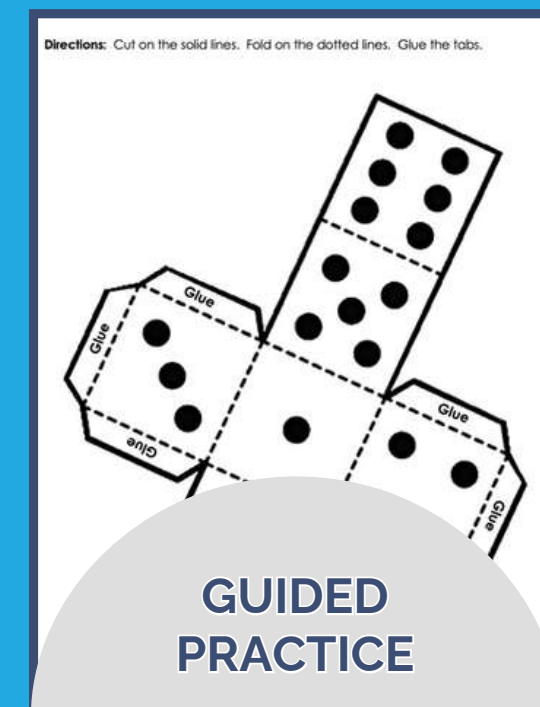
- Lesson Plan
- Independent practice page
- Guided practice page
- Word detective activity



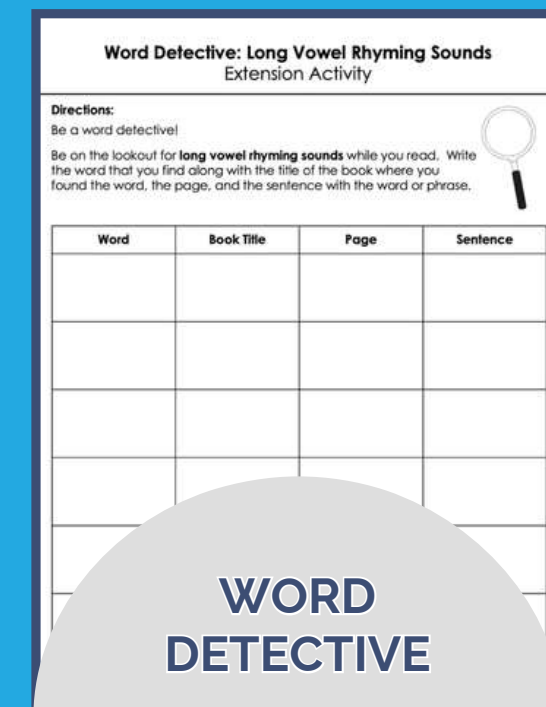
6 STEP LESSON PLAN



INDEPENDENT PRACTICE



GUIDED PRACTICE



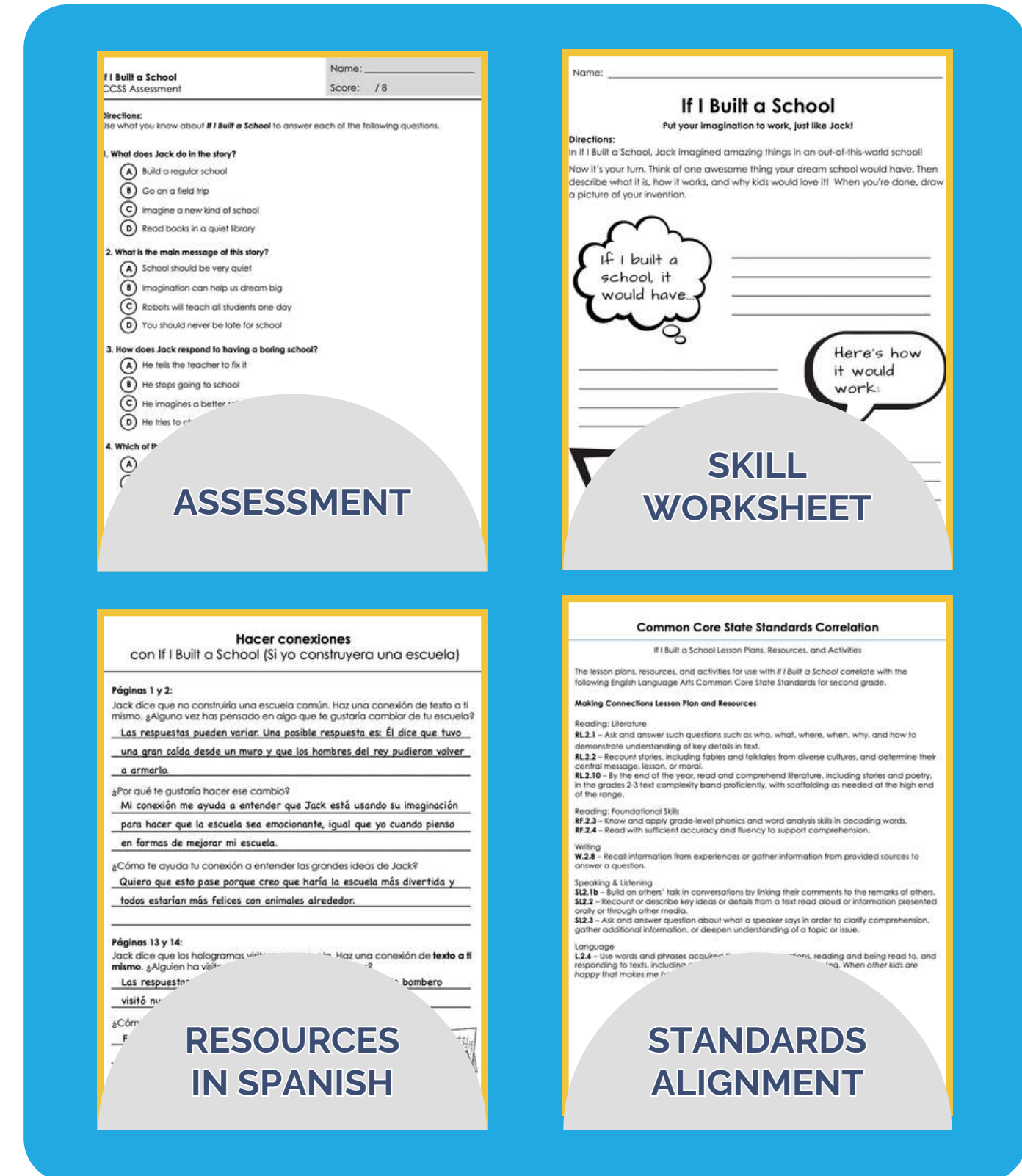
WORD DETECTIVE

What You'll Get in this Resource Set

ADDITIONAL RESOURCES

In addition to the comprehension, vocabulary, and word work resources, this bundle also includes the following:

- Assessment
- Skills worksheet
- Student resources in Spanish
- Standards alignment



Take a Closer Look at the Comprehension Strategy Resources

PART ONE:

- Student Friendly Book Summary
- Questions to activate prior knowledge for the text and to prepare students to use the strategy
- Key vocabulary words in the text that students should know for better comprehension



Making Connections

If I Built a School

By: Chris Van Dusen

Grade Level: 2 / Guided Reading Level: M



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

Jack doesn't want a regular school with boring desks and dull classrooms. He wants to build a school that's full of fun and adventure. In his dream school, the desks hover, library books come to life, and lunch is served by robots. Kids can visit a zoo, jump on trampolines, and even learn in space! Jack has big ideas and uses his imagination to design a school like no other. It's a place where learning is exciting and anything feels possible.

Link to What You Know

- Tell about a fun amusement park, museum, or playground that you have been to. What was it like?
- Have you ever read a good book that helped you make a movie in your mind? Tell about it.

Important Words to Know and Understand

Astound – To surprise or amaze someone

Frankly – In a way that is honest and says exactly what you think


Take a Closer Look at the Comprehension Strategy Resources

PART TWO:

Student Friendly Explanation
of the Comprehension Strategy

This portion of the lesson plan can be copied and pasted into student reader's notebooks or enlarged and used on an anchor chart or bulletin board.

TIP: Pair the [BookPagez Comprehension Strategy Posters](#) with these lessons!



Learn About Comprehension Strategies

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

Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text-to-text** connection. When readers make a **text-to-text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text-to-world** connection. When readers make a **text-to-world** connection, they compare the characters and events in the book to something that has happened in the real world.



Take a Closer Look at the Comprehension Strategy Resources

PART THREE:

Text- dependent questions to help students use the strategy to improve comprehension.

These questions focus on the strategy, require students to use evidence from the text, and help them to qualify their thinking - all of which are essential skills for more successful reading.



Making Connections

If I Built a School

By: Chris Van Dusen

Grade Level: 2 / Guided Reading Level: M



Make Connections While Reading

- ✓ Does this book remind you of your own life?
- ✓ Does this book remind you of other books you've read?
- ✓ Does this book remind you of things you've heard about in the world?

Time to Read

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

Pages 1 and 2 – Jack says he wouldn't build a regular school. Make a **text-to-self** connection. Have you ever thought of something you'd like to change at your school? Why do you want to make the change? How does your connection help you understand Jack's big ideas?

Pages 13 and 14 – Jack says that holograms visited his school. Make a **text-to-self** connection. Has a guest ever visited your class? What was it like? How does this connection help you to better understand Jack's idea?

Pages 15 and 16 – The books in the library come alive. Make a **text-to-text** connection and think about a book that would be fun to read in Jack's library. Why did you choose this book? What might happen as you read?

Pages 21 and 22 – Make a **text-to-world** connection. What things do people like to do for fun? Based on your connection, what other activities do you think Jack should include at his school for recess?

Pages 25 and 26 – At Jack's school, students can take field trips anywhere they want to go. Make a **text-to-world** connection and tell about a place that you would like to visit. How does your connection help you to better understand Jack's thinking?

Take a Closer Look at the Comprehension Strategy Resources

PART FOUR:

Think, Talk, and Reflect prompts to help students notice the work they did as readers and monitor their own comprehension.

TIP: Use the included Reader's Notebook prompt to help students write about their reading and extend their use of the strategy.



Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about *If I Built a School*? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the connections that you made while reading *If I Built a School*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

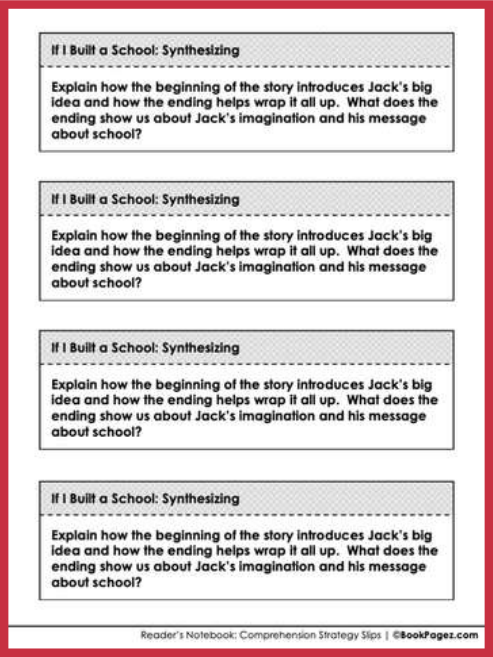
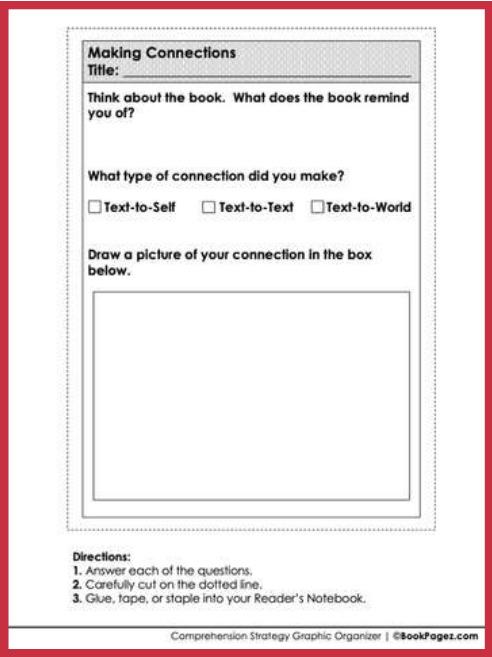
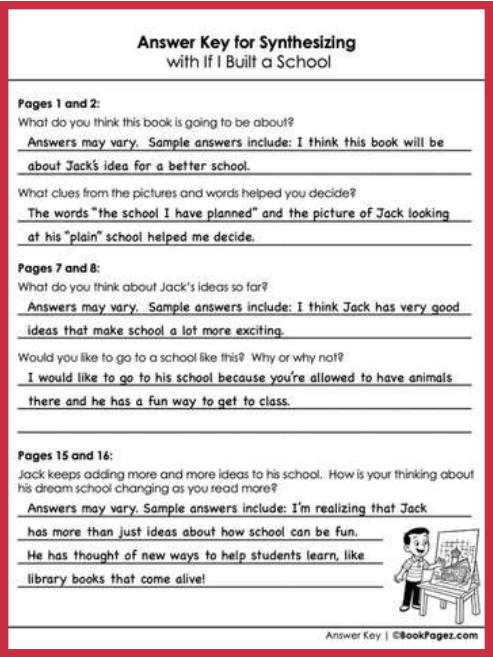
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *If I Built a School*. (Remember to include examples from the book!)



The Comprehension Strategy Resource Set also Include:

- STUDENT PRACTICE PAGES & ANSWER KEYS
- STRATEGY GRAPHIC ORGANIZERS
- READER'S NOTEBOOK PROMPTS
- STANDARDS ALIGNMENT

Learn More
about the
Resources
Here!



Take a Closer Look at the Vocabulary Connections Resource Set

WORD LIST

The words included on this list are Tier 2 and 3 vocabulary words. Tier 2 words are high frequency vocabulary words that are necessary for reading comprehension. The chances of Tier 2 words showing up in other text is high.

Tier 3 words are lower frequency words that are specific to the text. These words have been selected based on their level of importance in the text. The chances of Tier 3 words showing up in other text is low.



If I Built a School
By: Chris Van Dusen
Grade Level: 2 / Guided Reading Level: M

Vocabulary Connections

Important Words to Know and Understand in *If I Built a School*
Astound
To surprise or amaze someone
Frankly
In a way that is honest and says exactly what you think
Genetically
Having to do with genes, which are tiny parts of our body that decide how we look or grow
Impeccably
Perfectly, with no mistakes
Modified
Changed in some way
Perimeter
The distance around the outside of a shape or area
Pitifully
In a way that makes someone feel sad or sorry for someone or something
Retract
To pull something back
Stylus
A special pen used to write or draw on a screen
Tote
To carry something

Vocabulary Word List | ©BookPagez.com

Take a Closer Look at the Vocabulary Connections Resource Set

SORTING CARDS




There are 2 sets of sorting cards. The first set includes the vocabulary word and a picture of the word. This set of cards is particularly helpful for English Language Learners, but can be used with any student to scaffold prior knowledge and connect new words to visual memory.

The second set of cards includes the vocabulary words and a kid-friendly definition of each word. These cards are helpful when reviewing vocabulary words.



Match the words to the picture!

Vocabulary Connections
By: Chris Van Dusen
Grade Level: 2 / Guided Reading Level: M

Astound	Frankly	Genetically
		




Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections
By: Chris Van Dusen
Grade Level: 2 / Guided Reading Level: M

Astound	Frankly	Genetically
In a way that is honest and says exactly what you think	Having to do with genes, which are tiny parts of our body that decide how we look or grow	

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections
By: Chris Van Dusen
Grade Level: 2 / Guided Reading Level: M

Impeccably	Modified	Perimeter
		

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections
By: Chris Van Dusen
Grade Level: 2 / Guided Reading Level: M

ly	Modified	Perimeter
Changed in some way	The distance around the outside of a shape or area	

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

Definition Vocabulary Sorting Cards | ©BookPagez.com

Picture Vocabulary Sorting Cards | ©BookPagez.com

Sort the cards by attribute!

Match the words to the definition!

Take a Closer Look at the Vocabulary Connections Resource Set

INTERACTIVE VOCABULARY NOTEBOOK CARDS

The interactive notebook cards provide students with a tool to process new vocabulary words. These cards engage multiple parts of the brain and help students to personalize their learning.

Depending on your goals, you can use the page by page guide in a couple of different ways. Here are some suggestions:

- Connect the new word to a word they already know
- Classify the word as a noun, verb, adverb, or adjective
- Review the definition of the new word
- Illustrate the new word
- Anchor the new word to a specific text



Vocabulary Connections

If I Built a School

By: Chris Van Dusen

Grade Level: 2 / Guided Reading Level: M

<div><div>Pitifully is a/an</div><div>noun verb</div><div>adverb adjective</div><div>Definition of Pitifully:</div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div>Pitifully looks like this:</div><div></div><div></div><div></div></div> <div><div>Pitifully reminds me of:</div><div></div><div></div><div></div></div> <div><div>I saw this word in</div><div></div><div></div><div></div></div>	<div><div>Retract is a/an</div><div>noun verb</div><div>adverb adjective</div><div>Definition of Retract:</div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div>Retract looks like this:</div><div></div><div></div><div></div></div> <div><div>Retract reminds me of:</div><div></div><div></div><div></div></div> <div><div>I saw this word in</div><div></div><div></div><div></div></div>	<div><div>Stylus is a/an</div><div>noun verb</div><div>adverb adjective</div><div>Definition of Stylus:</div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div>Stylus looks like this:</div><div></div><div></div><div></div></div> <div><div>Stylus reminds me of:</div><div></div><div></div><div></div></div> <div><div>I saw this word in</div><div></div><div></div><div></div></div>
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Step by Step Directions:

1. Cut on the Dotted Line 2. Fold on the Solid Line 3. Complete the Vocabulary Card 4. Give the Back of the Bottom Flap into Your Notebook 5. Write the Vocabulary Word on the Front of the Top Flap

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Take a Closer Look at the Vocabulary Connections Resource Set

WORD GAMES AND A VOCABULARY BOOKMARK

Each package contains a different set of word games including crossword puzzles, word searches, graphing, categorizing, matching, and more. These games are intended to help students practice working with the new vocabulary words in a more traditional format.

The bookmark provides students with the opportunity to identify a word from the book that they would like to remember. In this way, students are able to keep track of words that are new to them.



Vocabulary Connections


Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Original Sentence
Copy the sentence in the book where the word appears.
Book Title: _____

Visualize
Draw a picture to illustrate the meaning of the word.

If I Built a School
By Chris Van Dusen



A new word that I learned in this book is: _____

It's like... _____

Step by Step Directions
1. Cut on the Dotted Line. 2. Fold
4. Add Your Vocabulary Card to the

Vocabulary Connections

Interactive Vocabulary Notebook Personalized Vocabulary

Vocabulary Connections





If I Built a School
By: Chris Van Dusen
Grade Level: 2 / Guided Reading Level: M

Word Games
with Words from *If I Built a School*

Circle the Correct Word!
Directions: Read the sentence and circle the correct vocabulary word.

- The magician's trick was meant to (astound, tote) the audience.
- She (retract, impeccably) wrote her name with neat handwriting.
- The butterfly looked (genetically, pitifully) with its broken wing.
- The fence is built around the (perimeter, stylus) of the park.
- He spoke (frankly, genetically) about his feelings during class.

Fill in the Blanks with Picture Clues!
Directions: Look at each clipart picture and use the word it shows to fill in the blank in the sentence.

- The playground around the _____ .
- I use a _____  to write on the screen.
- I can _____  my books in a bag.
- The magic show will _____  me!

Bonus Activity – Design Your Dream School!
Flip over this page and use the back to draw the most amazing school you can imagine!

Name: _____

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The Vocabulary Connections Resource Set also Include:

- ANSWER KEYS
- CONTEXT CLUE ACTIVITY
- STANDARDS ALIGNMENT



Take a Closer Look at the Phonics & Word Work Resource Set

STEP-BY-STEP LESSON PLAN

Every phonics and word work lesson plan was designed to support a variety of instructional approaches. The resource sets are flexible enough to be used for whole-group, small-group, or one-on-one instruction.

- PART 1: Introducing the instructional focus
- PART 2: Connecting the instructional focus to the text
- PART 3: Guided practice
- PART 4: Independent practice
- PART 5: Reflection
- PART 6: Extension activity (optional)



Instructional Focus:
Long Vowel Rhyming Sounds

Background:
Long vowel sounds happen when a vowel says its own name. For example, the "a" in "cake," or the "e" in "feet." Words rhyme when they end with the same sound, like "know" and "go." Rhyming words do not have to have the same spelling pattern, just the same sound. In *If I Built a School*, we can find lots of rhyming words with long vowel sounds.

Examples:

right/night	go/show	say/play	see/me
side/ride	seen/bean	shy/high	name/lame
cute/mute	lied/tried	nope/rope	seat/feet

- Materials and Preparation:**
- A copy of *If I Built a School* by Chris Van Dusen
 - Chart paper
 - Markers
 - Roll a Rhyme page (1 per pair of students)
 - Dice (1 per pair of students)
 - Long Vowel Rhyme Word Work Practice Page (1 per student)
 - Optional: Word Detective Extension Worksheet (1 per student)
 - Optional: Finish the Rhyme Time Challenge for Extension Engagement Activity

Take a Closer Look at the Phonics & Word Work Resource Set

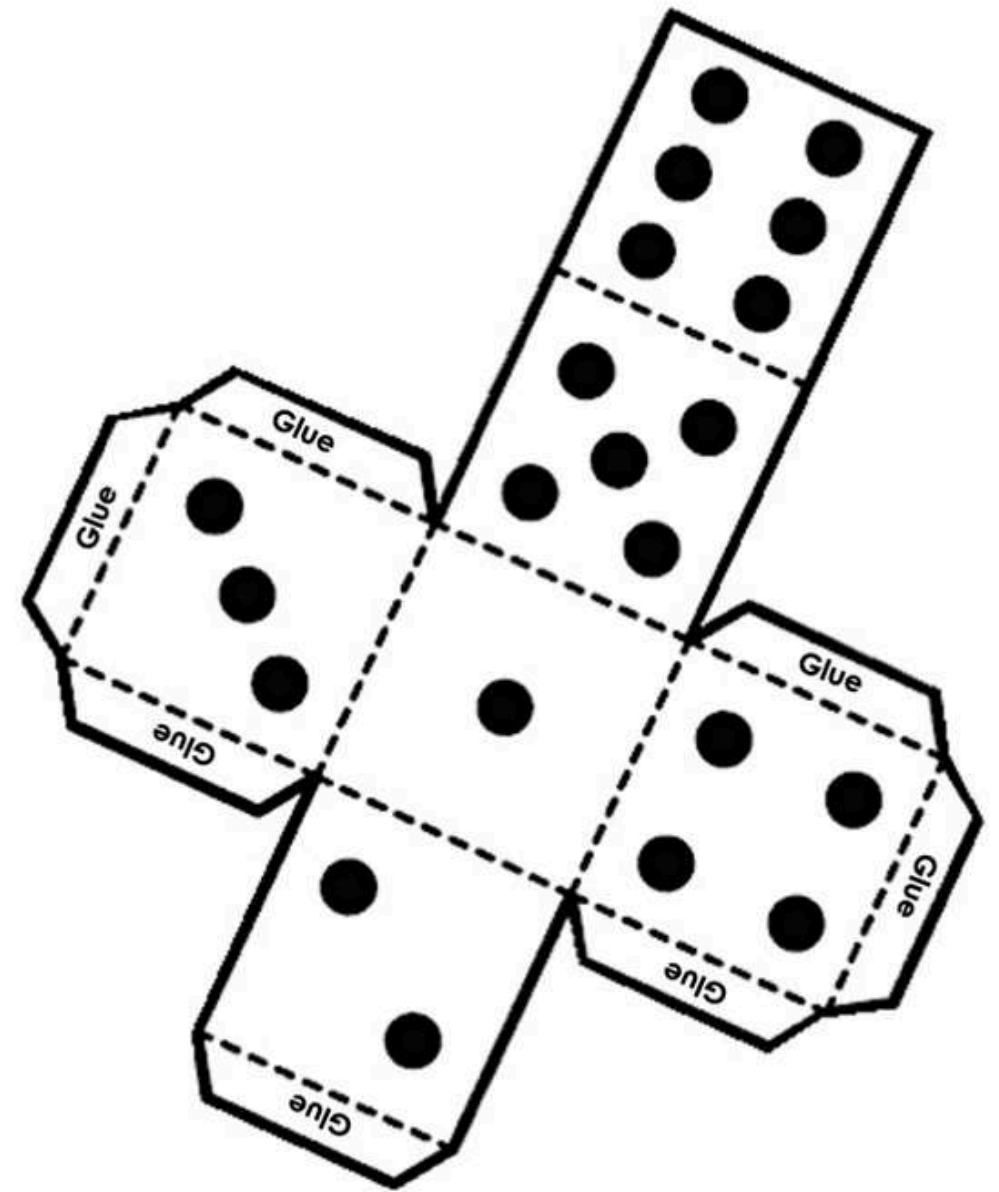
GUIDED PRACTICE

Students will have an opportunity to manipulate words, explore how they work, and discover connections between them.

- Students actively examine words using a hands-on approach
- Students' specific knowledge of an alphabetic, pattern, or meaning system deepens as a result of interacting with words and with other students
- Students are able to communicate what they know and what they are wondering about the word study to deepen understanding



Directions: Cut on the solid lines. Fold on the dotted lines. Glue the tabs.



Take a Closer Look at the Phonics & Word Work Resource Set

INDEPENDENT PRACTICE

Students have the opportunity to show what they’ve learned about words.

Through presenting students with an independent activity designed to extend their work with specific words, you allow the student to engage with words at their own pace. This is a perfect time for you to assess student understanding and confer with any students who may be struggling.



Name:

Long Vowel Rhyme

Directions: Look at the list of words below. Next to each word are 4 more words. Circle every word that rhymes with your list word and underline the long vowel sound in each of your words that rhymes.

gate	mate	late	wait	gave
ride	slide	rode	hide	collide
so	go	know	soap	toe
load	boat	toad	lot	code
team	turn	beam	seem	teeth
shy	sky	try	high	lie
sigh	night	my	sing	bye
bay	brain	bag	way	may
bee	she	wasp	see	bead
light	fight	write	kite	white

Directions: Write 2 sentences about an imaginary school using 2 rhyming words below. Each sentence should end with a word in the rhyming pair.

Example:
This school is built at the top of a tree,
And the students compete in a big spelling bee.

Rhyming Words:

plane/train	tree/bee	slide/ride	go/snow
gate/late	feet/seat	bike/like	coat/boat

Independent Word Work Practice | ©BookPagez.com

The Phonics & Word Work Resource Set also Include:

- ANSWER KEYS
- WORD DETECTIVE ACTIVITY
- STANDARDS ALIGNMENT



[Learn More
about the
Resources
Here!](#)



Assessments and Activities include:



- COMMON CORE COMPREHENSION ASSESSMENT
- RUNNING RECORD ASSESSMENT
- SKILL PRACTICE PAGES
- ANSWER KEYS

The assessments include a Running Record to help you assess oral reading fluency and a standards-aligned comprehension assessment.

The image displays three sample pages from the 'If I Built a School' assessment kit. The first page is a comprehension assessment titled 'If I Built a School CCSS Assessment'. It includes directions for students to use what they know about the story to answer questions. The questions are multiple-choice and cover details like Jack's actions, the main message, Jack's response to a boring school, and the author's writing style. The second page is a 'Running Record' page, which includes a table for recording errors (Easy, Instructional, Visual) and a section for the student to read the story aloud while the teacher records. The third page is a 'Skill Practice' page titled 'If I Built a School'. It includes a thought bubble for the student to write 'If I built a school, it would have...', a speech bubble for 'Here's how it would work:', and another speech bubble for 'Students would love it because...'. The pages are from BookPagez.com.



The skills practice pages vary from text to text. They cover skills like comparing and contrasting, writing, sequencing, matching, cause and effect, and more.



LET'S CONNECT!



VISIT BOOKPAGEZ

BookPagez is here to help you make the most of the books in your school and classroom libraries.

With thousands of done-for-you lesson plans and activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while reading the very best books!



[Get Free Samples Here](#)



[Get Ideas and Booklists Here](#)

