

# Here's What You'll Get in the Jamie O'Rourke and the Big Potato Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Synthesizing Lesson Plan

**Jamie O'Rourke and the Big Potato**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: L

**Synthesizing**

**1**

**Get Ready To Read**

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

**Summary**

**Jamie O'Rourke and the Big Potato** is an Irish folktale. That means this is a story that has been passed down from generation to generation. In this folktale, Jamie O'Rourke is the laziest man in Ireland. He stays in bed while his wife, Eileen, does all the work and he never worries about anyone but himself. Then, one day, Eileen hurts herself and can't tend their garden. That means Jamie won't have any food to eat. Worried that he might starve to death, Jamie heads to church to talk to the priest. On his way he meets a magical leprechaun who grants Jamie a wish. Now it's up to Jamie to make a wish that's good enough to solve his problem.

**Link to What You Know**

- What is your least favorite chore? What do you do when it's time to do that chore?
- What is your opinion of lazy people? What is your opinion of people who work hard?

**Important Words to Know and Understand**

**Hoe** - Worked on a garden with a hoe (a garden tool with a flat blade)

**Ireland** - A country in Europe

**Why Readers Synthesize While Reading**

Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

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### Guided Reading Level

### Activate Prior Knowledge

### Synthesizing Lesson Plan

**Jamie O'Rourke and the Big Potato**  
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**Synthesizing**

**3**

**Synthesize While Reading**

- Look for places where your opinion of a character changes
- Notice when you learn something new about a character or a topic
- Look for new words that change your understanding of the text

**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 2** - You've learned a lot about Jamie so far. What are some of Jamie's problems?

**Page 10** - Jamie has solved one of his problems. Which problem did he solve? How did he solve it? Do you agree with his solution? Why or why not?

**Page 14** - Jamie has another problem. What is his problem?

**Pages 20 and 21** - The villagers are mad at Jamie. Why are they mad? How are they going to solve this new problem? How does thinking about the problems in a story help you as a reader?

**Pages 26 and 27** - Now the villagers have a problem. What is their problem? How did they solve their problem?

**Time to Reflect**

**Think** - How did your thinking change while you read *Jamie O'Rourke and the Big Potato*? What information helped you to gain a better understanding of the characters or the problem in the book?

**Talk** - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

**Reflect** - Think about the synthesizing work you did while reading *Jamie O'Rourke and the Big Potato*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

**Write** - Use your Strategy 3/4 in your Reader's Notebook. Write about the work you did while reading *Jamie O'Rourke and the Big Potato*. (Remember to include examples from the book!)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

**Jamie O'Rourke and the Big Potato**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: L

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
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**3**

**Make Predictions While Reading**

- Look for clues that tell you what is going to happen next
- Think about what you predict will happen next
- Write down your predictions

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Jamie O'Rourke and the Big Potato**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: L

**3**

**Visualize While Reading**

- Notice the words that describe what you see
- Draw a picture of what you see
- Write about what you see

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

### Making Predictions

### Visualizing

**Jamie O'Rourke and the Big Potato**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: L

**1**

**Get Ready To Read**

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

**3**

**Determine Importance While Reading**

- Look for big ideas and important information
- Write about what you think is important

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Jamie O'Rourke and the Big Potato**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: L

**1**

**Get Ready To Read**

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

**3**

**Understand Text Structure While Reading**

- Notice the words that describe the structure of the text
- Write about what you think the structure is

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

### Determining Importance

### Understanding Text Structure

**Answer Key for Making Predictions with Jamie O'Rourke and the Big Potato**

**Your Turn to Practice Making Predictions with Jamie O'Rourke and the Big Potato**

Page 6: Jamie hears a tapping sound. What do you predict is making the sound?

Page 7: Here the author uses a lot of descriptive words to tell us about the leprechaun. Which words paint a picture in your mind? What do the words help you understand?

**Answer Key for Visualizing with Jamie O'Rourke and the Big Potato**

**Your Turn to Practice Visualizing with Jamie O'Rourke and the Big Potato**

Page 10: Here the author uses a problem and solution text structure. What is the problem?

Page 10: Jamie has solved one of his problems. Which problem did he solve? How did he solve it?

Page 14: Jamie has another problem. What is his problem?

**Answer Key for Understanding Text Structure with Jamie O'Rourke and the Big Potato**

**Your Turn to Practice Understanding Text Structure with Jamie O'Rourke and the Big Potato**

Pages 3 and 4: Here the author uses a compare and contrast text structure. How are Eileen and Jamie the same? How are they different?

Page 10: Here the author uses a problem and solution text structure. What is the problem? How will the problem be solved?

Pages 19 and 20: Here the author uses an sequence to tell what happens. Use the words first, next, then, and last to tell what happens.

**Answer Key for Determining Importance with Jamie O'Rourke and the Big Potato**

**Your Turn to Practice Determining Importance with Jamie O'Rourke and the Big Potato**

Page 2: You've learned a lot about Jamie so far. What are some of Jamie's problems? How do you think Jamie will solve these problems? How do you think Jamie will solve this new problem?

Page 10: Jamie has solved one of his problems. Which problem did he solve? How did he solve it? Do you agree with his solution? Why or why not?

Page 14: Jamie has another problem. What is his problem? How do you think Jamie will solve this new problem? How does thinking about the problems in a story help you as a reader?

**Answer Key for Synthesizing with Jamie O'Rourke and the Big Potato**

**Your Turn to Practice Synthesizing with Jamie O'Rourke and the Big Potato**

Page 2: You've learned a lot about Jamie so far. What are some of Jamie's problems? How do you think Jamie will solve these problems? How do you think Jamie will solve this new problem?

Page 10: Jamie has solved one of his problems. Which problem did he solve? How did he solve it? Do you agree with his solution? Why or why not?

Page 14: Jamie has another problem. What is his problem? How do you think Jamie will solve this new problem? How does thinking about the problems in a story help you as a reader?

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Jamie O'Rourke and the Big Potato: Synthesizing**

Jamie had a lot of problems in this book. How did he solve his problems? Do you admire the way he solved his problems? Why or why not?

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

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

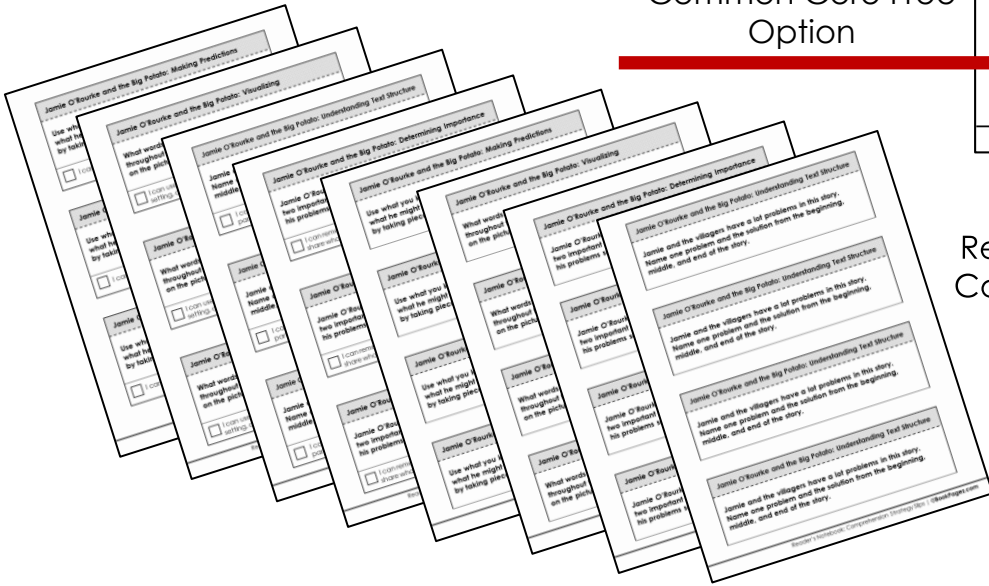
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

**"I Can" Statement**

**Common Core Free Option**

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



## 5 Comprehension Strategy Graphic Organizers

**Making Predictions**

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

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Visualizing**

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

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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

**Determining Importance**

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

Think about the book. Write all of 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. Circle/cut out on the dotted line. 3. Glue, tape, or staple into your Reader's Notebook.

**Understanding Text Structure**

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

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

**Synthesizing**

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

At first I was thinking...	My new thinking is...	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. Circle/cut out on the dotted line. 3. Glue, tape, or staple into your Reader's Notebook.

Making Predictions

Visualizing

Determining Importance

Understanding Text Structure

Synthesizing





# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Jamie O'Rourke and the Big Potato**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Instructional Focus:**  
Inflectional Ending (-ing)

**Background:**  
When adding the inflectional ending -ing, follow:

- For words that end in 'silent e', drop the 'e' and add "ing". (Exceptions are words that end in 'ie', 'y', and 'o'.)
- For one-syllable words that end in a vowel, just add "ing".
- For words that end in 'y', just add "ing".
- For words that end in 'ie', change the 'ie' to 'y' and add "ing".

**Examples:**

Rules for Adding -ing			
Ends in 'silent e'	Drop the 'e' and add 'ing'	take	taking
One-syllable, CVC	Just add 'ing'	run	running
Ends in 'y'	Just add 'ing'	play	playing
Ends in 'ie'	Change 'ie' to 'y' and add 'ing'	lie	lying

**Materials and Preparation:**

- A Copy of *Jamie O'Rourke and the Big Potato*
- Adding-ing Anchor Chart
- Sorting with-ing Sorting Mat (1 per student)
- Sorting with-ing Word Cards (1 per student)
- Digging for -ing Practice Page (1 per student)
- Word Detective (1 per student)
- Optional-Index Cards (for Extension)

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

**Introduce Inflectional Ending (-ing)**

- Tell students that there are several different rules that words follow when you add the inflectional ending -ing.
- Display the anchor chart. (Note: When preparing the anchor chart ahead of time, only list the words without the "ing" for each rule. Add the "ing" version of each word to the chart with the students present.)
- Draw attention to the first column and tell students that this is how -ing is added to words that end in 'silent e': first, you drop the 'e' and then add 'ing'. Model how to change 'take' to 'taking' by adding 'taking' to the chart.
- Repeat this process for the remaining rules.

**Sample Anchor Chart**

Adding -ing			
Ends in 'silent e'	One-syllable, CVC	Ends in 'y'	Ends in 'ie'
take	run	play	lie
taking	running	playing	lying
move	hop	fly	lie
moving	hopping	flying	lying
dine	cut	say	die
dining	cutting	saying	dying

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

**Inflectional Ending (-ing) in the Text**

- Tell students that the book you will be reading today has many words that end with the inflectional ending -ing.
- Instruct students to listen and look while you read **page 1** of *Jamie O'Rourke and the Big Potato* aloud. When they hear or see a word with the inflectional ending -ing, they should pretend to "mash their potato". (Model how to place one hand flat and "mash" by pounding lightly with the other fist.)
- Read **page 1** aloud. Watch for students to "mash their potato" when they hear the words **working** and **growing**.
- Tell students that you are going to read the rest of the story. They should continue listening and looking for words with the inflectional ending -ing. When they hear or see one, they should (respectfully) "mash their potato".
- Read the remainder of *Jamie O'Rourke and the Big Potato*.

**Examples of Words that end with Inflectional Ending (-ing) Found in Text**

• working	• growing	• planting
• weeding	• tilling	• sifting
• sifting	• hammering	• mashing
• pondering	• coming	• making

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Extend Engagement**  
Optional Activity

- Write a word that the inflectional ending -ing can be added to on an index card. You will need one for each student in the class.
- Post a sign in each corner of the room with one of the four rules for adding -ing. (Ends in 'silent e', One-syllable CVC, Ends in 'y', Ends in 'ie')
- When you say "Go!", students will read their word and decide which rule they need to follow to add -ing to their word. Students will go to the corner of the room that has the rule for their word posted.
- Ask students to write their word with the inflectional ending -ing on the back of their index card.
- Students can then practice using their word in a sentence.

Extend Engagement Activity | @BookPagez.com

Optional Activity to Extend Engagement

Interactive Activity

**Sorting with -ing**  
Interactive Activity

**Directions:** Cut apart the Word Cards. Read the word on the card and decide which rule the word follows for adding the inflectional ending -ing. Place the Word Card in the box on the Sorting Mat that corresponds to the rule that the word follows.

Word Cards			
baking	tapping	lying	playing
trying	biking	running	gluing
sliding	dying	saying	cutting
liking	flying	hopping	lying

Guided Word Work Practice | @BookPagez.com

**Sorting with -ing**  
Sorting Mat

**Rule:** Drop the 'silent e' and add 'ing'.

**Rule:** Double the final consonant and add 'ing'.

**Rule:** Change the 'ie' to 'y' and add 'ing'.

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

**Jamie O'Rourke and the Big Potato**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Distribute a copy of the **Sorting with -ing** activity.
- Draw attention to the **Sorting with -ing** activity. Explain that students will be sorting the Word Cards into four different categories on the mat. There is one square for each rule for adding the inflectional ending -ing.
- Model how to complete the activity by choosing one of the Word Cards and placing it in the correct location on the Sorting Mat.
- Monitor students while they complete the activity; providing support as needed.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Distribute copies of the **Digging for -ing** practice page.
- Tell students that they will complete each pair of words by either adding the inflectional ending -ing or the base word.
- Instruct students to complete the worksheet individually.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their Word Work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for words that end in **inflectional endings (-ing)** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | @BookPagez.com

Extension Activity

**Word Detective: Inflectional Ending (-ing)**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for words ending in **inflectional endings (-ing)** 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

Word Work Extension Activity | @BookPagez.com

**Digging for -ing**  
Word Work Practice Page

**Directions:** Complete each set of words below by adding either the inflectional ending -ing or the base word.

dig _____	play _____
_____ sifting	_____ staying
run _____	_____ cry
_____ patting	_____ flying
make _____	tie _____
_____ biking	lie _____
drive _____	dancing _____

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: **Jamie O'Rourke and the Big Potato** Guided Reading Text Level: **L** 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

Page	Text	COUNT				INFORMATION USED	
		E	SC	MSV	SC	MSV	MSV
2	Jamie O'Rourke was the laziest man in all of Ireland. He would do anything to avoid working, especially if it had to do with growing potatoes.						
3	"Jamie O'Rourke," his wife, Eileen, would say. "We'll have nothing to eat this winter if you don't go out and dig up the praties." "Oh, the saints preserve us," Jamie would whine. "Me back's as sore as can be. Sure as I'm tellin' you, wife, you'll have to dig them up yourself. I'll break in two if I so much as get up out of this bed."						
4	So Eileen, who had done all the *...						

**Analysis and Comments:**

Tested By: \_\_\_\_\_ ©BookPagez.com

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



**Jamie O'Rourke and the Big Potato**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 9

**Directions:**  
Use what you know about *Jamie O'Rourke and the Big Potato* to answer each of the following questions.

- Which of these details about Jamie is the most important to the story?
  - A Jamie lives in Ireland.
  - B Jamie has red hair.
  - C Jamie is lazy.
  - D Jamie is married to Eileen.
- What lesson does Jamie learn in this story?
  - A Jamie learns that it's important to work hard.
  - B Jamie learns that it's okay to trickleprechauns.
  - C Jamie learns that it's okay to be lazy.
  - D Jamie learns that it's important to treat others with kindness.
- Which of the following is a minor character in the story?
  - A The Constable
  - B Eileen
  - C Jamie
  - D The Leprechaun
- Why did the author repeat the words "saints preserve us" in the book?
  - A because the author likes the words
  - B because the words sound old-fashioned
  - C because the words rhyme
  - D because the words are an example of an Irish expression

CCSS Assessment 2<sup>nd</sup> Grade Reading Standards for Literature

- Which of the following was not one of Jamie's problems? (RL.2.5)
  - A Jamie's wife was mad at him.
  - B Jamie's clothes were dirty.
  - C Jamie's pratle was too big.
  - D Jamie's potato was stuck.
- How were Eileen and Jamie different from one another? (RL.2.6)
  - A Eileen was healthy, Jamie was sick
  - B Eileen liked to sleep, Jamie liked to read
  - C Eileen liked potatoes, Jamie liked pot roast
  - D Eileen was a hard worker, Jamie was lazy
- What do you learn about the setting of this book based on the illustrations? (RI.2.7)
  - A The story takes place in a village.
  - B The story takes place in the future.
  - C The story takes place in the winter.
  - D The story takes place in the city.
- How is this story different from other stories about lazy characters? (RL.2.9)
  - A The moral teaches us that it's bad to be lazy.
  - B The story doesn't have a lazy character.
  - C The moral doesn't teach us that being lazy is bad.
  - D There is no difference between this story and other stories about lazy characters.
- What kind of story is *Jamie O'Rourke and the Big Potato* an example of? (RL.2.10)
  - A Folktale
  - B Mystery
  - C Fable
  - D Historical Fiction

CCSS Assessment 2<sup>nd</sup> Grade Reading Standards for Literature | BookPagez.com

Answer Key



# Extension Activity

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

**Directions:**  
In the book, *Jamie O'Rourke and the Big Potato*, Jamie met a leprechaun who granted him a wish. On the lines below, tell what you would wish for if you were lucky enough to meet a leprechaun.

**If I met a leprechaun, I would wish**

**for**

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p><b>Common Core State Standards Correlation</b></p> <p>Jamie O'Rourke and the Big Potato Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Jamie O'Rourke and the Big Potato correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Making Predictions Lesson Plan and Resources</b></p> <p>Reading: Literature  <b>RI.2.1</b> - Ask and answer such questions such as who, what, where, when, or how to demonstrate understanding of key details in text.  <b>RI.2.2</b> - Describe how characters in a story respond to major events and challenges.  <b>RI.2.3</b> - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills  <b>RF.2.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing  <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented digitally or through other media.  <b>SL.2.3</b> - 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>Language  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, when someone is happy that makes me happy).</p> <p style="text-align: right;">Jamie O'Rourke and the Big Potato CCSS Alignment   @BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Jamie O'Rourke and the Big Potato Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Jamie O'Rourke and the Big Potato correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading Text Structure Lesson Plan and Resources</b></p> <p>Literature  Describe how words and phrases (eg, regular beats, alliteration/rhyme, repetition, figurative language, or sound) create rhythm and meaning in a story, poem, or song. Describe the overall structure of a story, including describing how the beginning, middle, and ending contribute to the action. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RI.2.10</b> - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Foundational Skills  Know and apply grade-level phonics and word analysis skills in decoding words. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Local Information from Experiences or Gathered Information from Provided Sources to Answer a Question  <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented digitally or through other media.  <b>SL.2.3</b> - 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>Language  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, when someone is happy that makes me happy).</p> <p style="text-align: right;">Jamie O'Rourke and the Big Potato CCSS Alignment   @BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Jamie O'Rourke and the Big Potato Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Jamie O'Rourke and the Big Potato correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Determining Importance Lesson Plan and Resources</b></p> <p>Reading: Literature  <b>RI.2.2</b> - Describe how characters in a story respond to major events and challenges.  <b>RI.2.3</b> - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills  <b>RF.2.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing  <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented digitally or through other media.  <b>SL.2.3</b> - 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>Language  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, when other kids are happy that makes me happy).</p> <p style="text-align: right;">Jamie O'Rourke and the Big Potato CCSS Alignment   @BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Jamie O'Rourke and the Big Potato Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Jamie O'Rourke and the Big Potato correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Fig Lesson Plan and Resources</b></p> <p>Literature  <b>RI.2.1</b> - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.  <b>RI.2.2</b> - Describe how characters in a story respond to major events and challenges.  <b>RI.2.3</b> - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills  <b>RF.2.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing  <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented digitally or through other media.  <b>SL.2.3</b> - 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>Language  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, when other kids are happy that makes me happy).</p> <p style="text-align: right;">Jamie O'Rourke and the Big Potato CCSS Alignment   @BookPagez.com</p>

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Jamie O'Rourke and the Big Potato Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Jamie O'Rourke and the Big Potato correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p>Language  <b>LS.4.6</b> - Use sentence-level context as a clue to the meaning of a word or phrase.  <b>LS.4.9</b> - Identify real-life connections between words and their use (eg, describe foods that are good or yucky).  <b>LS.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to link simple sentences (eg, because).</p> <p style="text-align: right;">Jamie O'Rourke and the Big Potato CCSS Alignment   @BookPagez.com</p>

Common Core State Standards Correlation
<p>Jamie O'Rourke and the Big Potato Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Jamie O'Rourke and the Big Potato correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p>Reading: Foundational Skills  <b>RF.2.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right;">Jamie O'Rourke and the Big Potato CCSS Alignment   @BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Jamie O'Rourke and the Big Potato Super Pack

## 5 Comprehension Strategy Practice Pages

### Making Predictions Practice Page

**Tu turno para practicar: Hacer predicciones**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)


**Página 6:**  
Jamie oye un sonido de galpeteo. ¿Qué predices que está haciendo el sonido?

Explica por qué tu predicción tiene sentido.

**Página 10:**  
Haz una predicción sobre Jamie. ¿Crees que tomará la semilla de papa, o desechará algo más? ¿Qué te hace pensar eso?

**Páginas 13 and 14:**  
Mira la imagen en estas páginas. ¿Que ves? ¿Qué predices que Jamie hará con su papa grande?

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



Page by Page  
Guided  
Questions

### Answer Key

**Hacer predicciones**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)

**Página 20:**  
La papa está atorada. ¿Qué predices que Jamie y los aldeanos harán a continuación?

Las respuestas varían. Podrían incluir: Predigo que Jamie y los aldeanos cortarán la papa en trozos más pequeños y llevarán los trozos a sus hogares.

Explica por qué tu predicción tiene sentido.

Las respuestas varían. Podrían incluir: Mi predicción tiene sentido porque eso es lo que haría si fuera uno de los aldeanos.


**Página 26:**  
Los aldeanos están cansados de comer papas. ¿Qué crees que harán si Jamie quiere cultivar otra papa gigante?

Las respuestas varían. Podrían incluir: Predigo que los aldeanos le dirían a Jamie que no quieren más papas gigantes porque si ya fuera un aldeano querría algo más que comer además de papas.

¿Cómo te ayuda esta lectura como lector?

Las respuestas varían. Podrían incluir: Hacer esta predicción me ayuda porque me hace pensar en lo que podría pasar después de que termine la historia.

Answer Key | @BookPagez.com



Sample answers  
written in Spanish

**Visualizar**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)

¿Cómo ayuda la visualización a la acción como lector?

Las respuestas varían.

**Tu turno para practicar: Visualizar**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)

**Página 7:**  
Aquí el autor usa muchas palabras descriptivas. ¿Qué palabras pintan un cuadro en tu mente?

Las respuestas varían.


**Página 10:**  
Esta página nos dice acerca de la semilla de papa que se plantará cuando Jamie y los aldeanos van a sembrar. Describe la imagen que ves en tu mente.

Las respuestas varían.

**Página 15:**  
Aquí el autor usa algunas palabras para describir a Jamie y los aldeanos. ¿Cómo se sienten Jamie y los aldeanos?

Las respuestas varían.

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



**Entender la estructura del texto**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)

**Páginas 3 and 4:**  
Aquí el autor describe a Jamie y a Eileen.

Las respuestas varían.

**Tu turno para practicar: Entender la estructura del texto**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)

**Páginas 23 and 24:**  
Aquí el autor está utilizando la descripción para informar sobre la acción en la historia. ¿Qué está describiendo el autor?

Las respuestas varían.


**Página 27:**  
¿Cómo te ayuda esta estructura de texto como lector?

Las respuestas varían.

**Páginas 27 and 28:**  
Aquí el autor está utilizando una estructura de texto de causa y efecto. ¿Cómo se sienten Jamie y los aldeanos al ofrecer comida a Eileen y Jamie?

Las respuestas varían.

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



**Determinar la importancia**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)

**Página 17:**  
Estas páginas describen a Jamie y a Eileen. ¿Qué partes de la historia son importantes?

Las respuestas varían.

**Tu turno para practicar: Determinar la importancia**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)


**Página 4:**  
Jamie y su esposa, Eileen son personajes importantes en la historia. ¿Cómo los conoces?

Las respuestas varían.

**Página 11:**  
¿Cómo ayudó el dueño a Jamie?

Las respuestas varían.

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



**Sintetizar**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)

**Página 20:**  
Los aldeanos están cansados de comer papas. ¿Qué crees que harán si Jamie quiere cultivar otra papa gigante?

Las respuestas varían.

**Tu turno para practicar: Sintetizar**  
con Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata)

**Página 2:**  
Has aprendido mucho sobre Jamie hasta ahora. ¿Cuáles son algunos de los problemas de Jamie?

Las respuestas varían.


**Página 10:**  
Jamie ha resuelto uno de sus problemas. ¿Qué problema resolvió?

Las respuestas varían.

**Página 14:**  
Jamie tiene otro problema. ¿Cuál es su problema?

Las respuestas varían.

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



Visualizing

Determining  
Importance

Understanding  
Text Structure

Synthesizing



# Writing About Reading with Optional CCSS Alignment

**Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata): Determinar la importancia**

*Jamie O'Rourke y la gran patata es un cuento popular irlandés. ¿Nombre dos problemas importantes que Jamie enfrentó en la historia? ¿Cómo se resolvieron sus problemas?*

Puedo recordar y contar diferentes tipos de historias y comparar lo que el autor está tratando de enseñar. CCSS: RL.2.2

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**Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata): Determinar la importancia**

*Jamie O'Rourke y la gran patata es un cuento popular irlandés. ¿Nombre dos problemas importantes que Jamie enfrentó en la historia? ¿Cómo se resolvieron sus problemas?*

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**Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata): Determinar la importancia**

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Puedo recordar y contar diferentes tipos de historias y comparar lo que el autor está tratando de enseñar. CCSS: RL.2.2

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

**Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata): Determinar la importancia**

*Jamie O'Rourke y la gran patata es un cuento popular irlandés. ¿Nombre dos problemas importantes que Jamie enfrentó en la historia? ¿Cómo se resolvieron sus problemas?*

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**Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata): Determinar la importancia**

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**Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata): Determinar la importancia**

*Jamie O'Rourke y la gran patata es un cuento popular irlandés. ¿Nombre dos problemas importantes que Jamie enfrentó en la historia? ¿Cómo se resolvieron sus problemas?*

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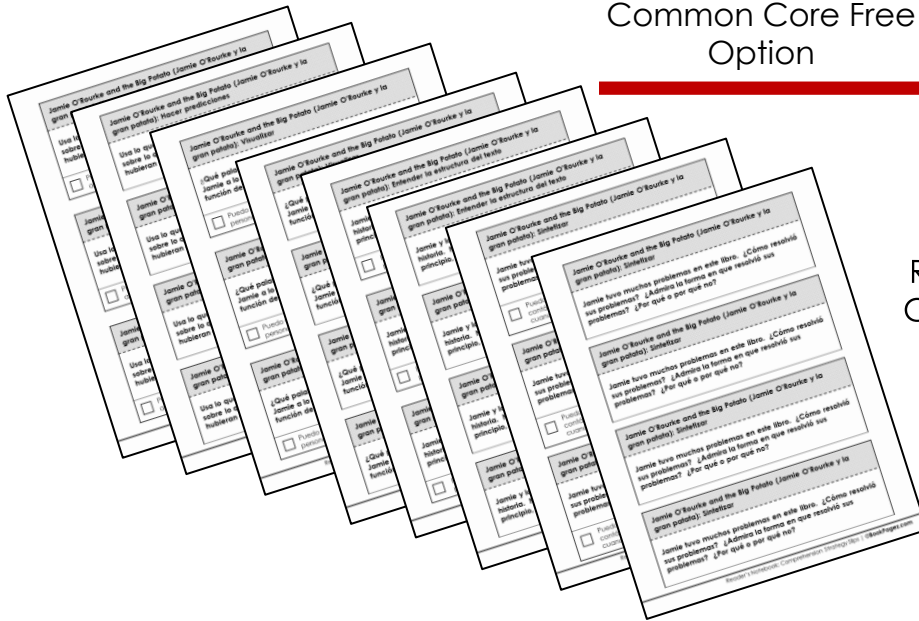
**Jamie O'Rourke and the Big Potato (Jamie O'Rourke y la gran patata): Determinar la importancia**

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Hacer predicciones**  
Título: \_\_\_\_\_

Predicciones al principio Resalta las predicciones azules.	Predicciones mientras lees Resalta las predicciones verdes.	Verifica las predicciones En las oraciones azules o que resalten para... <input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Instrucciones:  
1. Conéctate a cada pregunta.  
2. Colorea cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

**Visualizar**  
Título: \_\_\_\_\_

¿Qué página usaste para practicar o visualizar?

Has un dibujo de la imagen mental en el espacio abajo.

Escribe algunas de las palabras que el autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:  
1. Conéctate a cada pregunta.  
2. Colorea cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

**Determinar la importancia**  
Título: \_\_\_\_\_

Pasa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Has un dibujo para llevar los puntos más importantes de tu libro.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

Instrucciones:  
1. Conéctate a cada pregunta.  
2. Colorea cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

**Entender la estructura del texto**  
Título: \_\_\_\_\_

Estructura del texto	Dónde fue donde la estructura del texto	Cómo la estructura del texto me ayudó
Página: _____		
Página: _____		
Página: _____		
Página: _____		

Estructura que puedes ver mientras lees

Desarrollo	Inicio	Cierre y conclusión

Instrucciones:  
1. Conéctate a cada pregunta.  
2. Colorea cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

**Sintetizar**  
Título: \_\_\_\_\_

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

Mi nueva forma de pensar es...

Ahora entiendo...	Después de pensar sobre...
Porque...	Puedo concluir que...
Porque...	Porque...

Instrucciones:  
1. Conéctate a cada pregunta.  
2. Colorea cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

En el libro, **Jamie O'Rourke y la gran patata**, Jamie conoció a un duende que le concedió un deseo. En las líneas de abajo, diga lo que desearía si tuviera la suerte de encontrarse con un duende.

## Si conociera a un duende, desearía

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