

Here's What You'll Get in the Just Me and My Mom Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Just Me and My Mom
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: 1

Asking Questions

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

Just Me and My Mom by Mercer Mayer tells the story of Little Critter's special day in the city with his mom. He tries hard to be helpful, but things don't always turn out right. From losing their train tickets to being asked to leave the museum because he has touched too many things, Little Critter's mom remains patient. She is even okay with a holiday instead of a fancy lunch when Little Critter's special guest gets them asked to leave once again. Will their day turn around to be a success or will his mom grow tired of Little Critter's mistakes?

Link to What You Know

- Do you think your mom is patient? What does it mean to be patient?
- Have you ever gotten in trouble for doing something that weren't sure what you did wrong?

Important Words to Know and Understand

Tired - Feeling the need to rest or sleep
Bought - Paid money for something

2

Learn About Comprehension Strategies

- Think about the text you are reading when you get confused

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 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 where or when the story takes place.

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

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Guided Reading Level

Asking Questions Lesson Plan

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Grade Level: 1 / Guided Reading Level: 1

Asking Questions

3

Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "why..."
- Decide whether or not your 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 9 - What have you noticed about Little Critter so far? What question would you like to ask him?

Page 13 - Little Critter is on stage with the seal and his mom looks upset. What are you wondering about this part of the story?

Page 17 - Little Critter and his mom have a hotdog from a stand. What questions do you have after reading this page? How does asking questions help you as a reader?

Page 19 - Mom bought Little Critter a new suit. What question do you have after reading this page? What do you think the suit is?

Page 21 - Little Critter and his mom take a taxi to the train station and the driver goes real fast. What would you like to know more about after reading this page?

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 *Just Me and My Mom*?

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 *Just Me and My Mom*. 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 - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Just Me and My Mom*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Connections

1

Get Ready To Read

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

3

Make Connections While Reading

- Look for things that remind you of something you already know
- Look for things that remind you of something you are curious about
- Look for things that remind you of something you are wondering about

2

Learn About Comprehension Strategies

- Think about the text you are reading when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Grade Level: 1 / Guided Reading Level: 1

Making Inferences

1

Get Ready To Read

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

3

Make Inferences While Reading

- Look for clues that help you understand what is going on
- Look for clues that help you understand what is going on
- Look for clues that help you understand what is going on

2

Learn About Comprehension Strategies

- Think about the text you are reading when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Making Connections

Making Inferences

Determining Importance

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 things that are important to the story
- Look for things that are important to the story
- Look for things that are important to the story

2

Learn About Comprehension Strategies

- Think about the text you are reading when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Just Me and My Mom
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: 1

Determining Importance

Retelling and Summarizing

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

Retell and Summarize While Reading

- Think about the story as you read
- Think about the story as you read
- Think about the story as you read

2

Learn About Comprehension Strategies

- Think about the text you are reading when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Just Me and My Mom
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: 1

Retelling and Summarizing

Answer Key for Determining Importance with Just Me and My Mom

Your Turn to Practice Determining Importance with Just Me and My Mom

Pages 1 to 2: Little Critter and his mom are going to the city. Look at the *Ballad* on pages 1 and 2. Where do Little Critter and his mom live? Why is the important to know?

Answer Key for Making Inferences with Just Me and My Mom

Your Turn to Practice Making Inferences with Just Me and My Mom

Page 13: Little Critter is on stage with the seal and his mom looks upset. Make an inference about how he is feeling?

Answer Key for Asking Questions with Just Me and My Mom

Your Turn to Practice Asking Questions with Just Me and My Mom

Page 9: What have you noticed about Little Critter so far? What question would you like to ask him?

Page 13: Little Critter is on stage with the seal and his mom looks upset. What are you wondering about this part of the story?

Page 17: Little Critter and his mom have a hotdog from a stand. What questions do you have after reading this page? How does asking questions help you as a reader?

Answer Key for Making Connections with Just Me and My Mom

Your Turn to Practice Making Connections with Just Me and My Mom

Page 13: Little Critter and his mom have a hotdog from a stand. What are you wondering about this part of the story?

Answer Key for Retelling and Summarizing with Just Me and My Mom

Your Turn to Practice Retelling and Summarizing with Just Me and My Mom

Pages 14 to 17: Little Critter and his mom take a taxi to the train station and the driver goes real fast. What would you like to know more about after reading this page?

Page 22: Little Critter and his mom take a taxi to the train station and the driver goes real fast. What would you like to know more about after reading this page?

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

Just Me and My Mom: Determining Importance

What is the most important detail you learned about Little Critter? Which words or pictures helped you to understand this detail?

I can talk about the characters and setting and can tell about what happens in the stories I read. CCSS: RL.3.3

Just Me and My Mom: Determining Importance

What is the most important detail you learned about Little Critter? Which words or pictures helped you to understand this detail?

I can talk about the characters and setting and can tell about what happens in the stories I read. CCSS: RL.3.3

Just Me and My Mom: Determining Importance

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

Just Me and My Mom: Determining Importance

What is the most important detail you learned about Little Critter? Which words or pictures helped you to understand this detail?

Just Me and My Mom: Determining Importance

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Just Me and My Mom: Determining Importance

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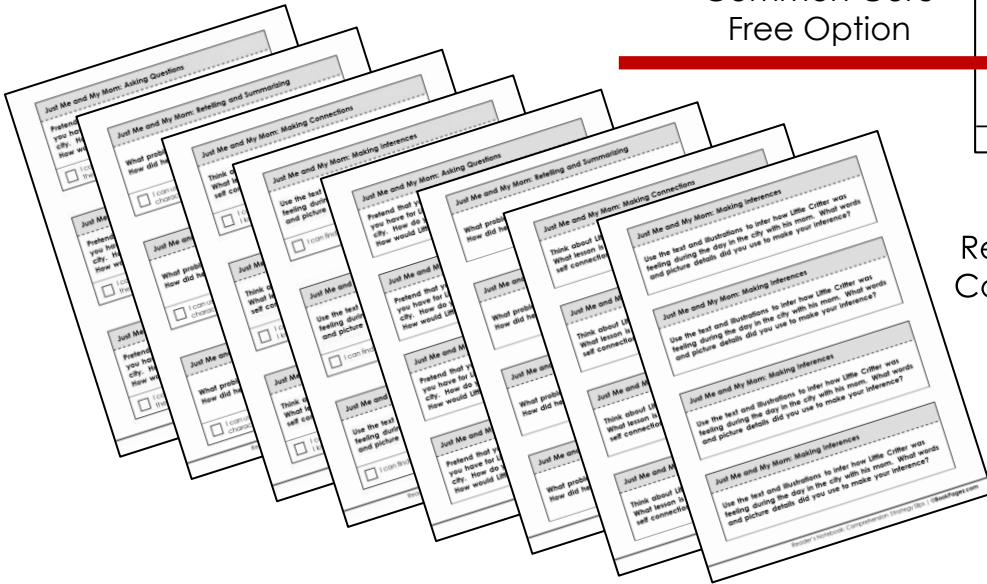
Just Me and My Mom: Determining Importance

What is the most important detail you learned about Little Critter? Which words or pictures helped you to understand this detail?

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

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

First	Next
Then	Last

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

Comprehension Strategy Graphic Organizer | ©BookPages.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-Text Text-to-Text Text-to-World

Draw a picture of your connection in the box below.

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

Comprehension Strategy Graphic Organizer | ©BookPages.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Write down what the text pictures.	Write down what you know about the book.	Write your thoughts. Cues: Setting.

Draw a picture to illustrate your inference.

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

Comprehension Strategy Graphic Organizer | ©BookPages.com

Making Inferences

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

Comprehension Strategy Graphic Organizer | ©BookPages.com

Determining Importance

Asking Questions

Title: _____

Question Sentence Starter

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

Question	Answer
Question	Answer
Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPages.com

Asking Questions

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Just Me and My Mom
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: I

Word Work

Instructional Focus:
VCe Words

Background:
For words that end in VCe (vowel-consonant-e), the vowel is long.

Just Me and My Mom
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: I

Word Work

Step 1: Introduce the Focus of Word Work

Introduce the VCe Word Pattern

- Write the word *bit* on the chart paper. Ask for a volunteer to read the word. Ask students what vowel sound they hear in the word? (Answer: short i)
- Add an "e" to the end of *bit*. Ask for a volunteer to read the word (*bite*). Ask students what vowel sound they hear in this word? (Answer: long i). Ask them what sound the "e" makes at the end? (Answer: no sound, it is silent).
- Do the same for the word *rip* (*ripe*).
- Write *shin*, *shine*, *fin*, *fine*, *ride*, *ride* on the board. Ask for volunteers to read each pair. Ask students what happens when we add a silent "e" to a word with a short i? (Answer: it makes the i long).
- Draw attention to the VCe pattern in each of the words by underlining the vowel in red, the consonant in green and the "e" in blue.
- Ask for volunteers to name other long i words that fit the VCe pattern. Discuss examples and non-examples. Write the examples on the chart paper.

Sample Anchor Chart

bit (e)	rip (e)
shin shine	fin fine
ride ride	

Answers will vary.
Sample answers include: kite, like, dine, fine, mile, hide, pipe, Fred, rice, time, ride, driver

Step 2: Connect Word Work to Reading

VCe Word Pattern in the Text

- Show students a copy of *Just Me and My Mom* by Mercer Mayer. Tell students that the story you are going to read today has some examples of long i words with the VCe pattern.
- Read **page 16** to the students. Ask them to listen for a long i word that fits the pattern. (Answer: *rice*) Write it on the chart paper.
- Read each page to the students. After each page, ask if there are any long i words that fit the VCe pattern. Write them on the chart.

Examples of VCe Word Pattern Found in the Text:

- *iced* • *rice* • *like* • *time* • *ride* • *driver*

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Just Me and My Mom
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: I

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Duplicate enough **Roll and Write a VCe Word** page for each pair of students. Divide students into pairs. Give one page and one dice to each pair.
- Read the directions to the students. Monitor their understanding. If some don't understand, do one together as an example.
- Set a timer for 5 minutes. Tell students they must stop when the timer rings.
- Say, "GO"
- When the timer rings, tell students to stop. Ask for volunteers to read a few of the words they have written. Give praise or a small prize to the student who made the most real words in each pair.

Step 4: Independent Word Work Practice

Practice Page

- Give one **Add and Draw** practice page to each student.
- Read the directions with the students. Monitor for understanding. If necessary, do the first one together.
- Ask the students to complete the practice page on their own.
- Walk around to monitor students' understanding.
- Collect the pages when students are finished.

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 the VCe word pattern 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 | @BookPages.com

Interactive Activity

Roll and Write a VCe Word
Interactive Activity

Directions: Roll the die. Look at the beginning letter or blend that goes with that number. Find a VCe pattern that will make a real word with that beginning letter or blend. Write the letter or blend on the line in front of it. You can only make one word each turn. The first one to fill up their side of the page is the winner.

Roll	Add	Player 1	Player 2
1	l	___ like	___ lime
2	p	___ pine	___ pile
3	m	___ mace	___ mite
4	h	___ hime	___ hine
5	d	___ dpe	___ dice
6	sl	___ site	___ side

Name: _____ Guided Word Work Practice | @BookPages.com

Independent Practice Page

Add and Draw
Practice Page

Directions: Read the word in column 1. Add a silent "e" to the end to make a new word in column 2. In column 3, draw a picture of the new word. The first one has been done for you.

Base Word	New Word	Picture
hid	hide	
slim		
bit		
kit		
dim		
pin		

Directions: Pick a word from column 1 and a word from column 2. Use them both in one sentence.

Name: _____ Independent Word Work Practice | @BookPages.com

Extension Activity

Word Detective: VCe Word Pattern
Extension Activity

Directions: Be a word detective! Be on the lookout for the VCe word pattern 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 | @BookPages.com

Assessments

Running Record					
Title: <i>Just Me and My Mom</i>		Guided Reading Text Level: 1		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
					E
					SC
					E
					SC
					MSV
					MSV
Page					
1	We went to the city. Just me and my mom. Mom gave me some money to buy tickets for the train.				
3	I wanted to help Mom get on the train but the steps were too high. So Mom helped me instead.				
4	But when the conductor came by, the tickets were gone. So Mom paid the conductor some more money.				
Tested By: _____ ©BookPagez.com					

Running Record Assessment

Just Me and My Mom CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Just Me and My Mom</i> to answer each of the following questions.		
1. How are Mom and Little Critter getting to the city?		
<input type="radio"/> A They are taking a taxi. <input type="radio"/> B They are riding a bus. <input type="radio"/> C They are driving a car. <input type="radio"/> D They are taking the train.		
2. At the aquarium, why was Mom mad at Little Critter?		
<input type="radio"/> A Little Critter tried on some costume. <input type="radio"/> B Little Critter brought his pet frog with him. <input type="radio"/> C Mom couldn't find Little Critter. <input type="radio"/> D Little Critter got mustard on his shirt.		
3. Where does the story, <i>Just Me and My Mom</i> , take place?		
<input type="radio"/> A It takes place in the country. <input type="radio"/> B It takes place in the city. <input type="radio"/> C It takes place at the train station. <input type="radio"/> D It takes place at the airport.		
4. What word does Little Critter use to show he is mad?		
<input type="radio"/> A He uses the word "yuck". <input type="radio"/> B He uses the word "nasty". <input type="radio"/> C He says, "No way!" <input type="radio"/> D He uses the word "okay".		
5. How do you know this story is fiction? (RL.1.5)		
<input type="radio"/> A No one really takes a train to the city. <input type="radio"/> B People from the country never visit the city. <input type="radio"/> C Little children always behave politely. <input checked="" type="radio"/> D The characters are animals who can talk.		
6. Who is telling the story, <i>Just Me and My Mom</i> ? (RL.1.6)		
<input type="radio"/> A Mom is telling the story. <input checked="" type="radio"/> B Little Critter is telling the story. <input type="radio"/> C Both Mom and Little Critter are telling the story. <input type="radio"/> D Someone else is telling the story.		
7. How do the illustrations in <i>Just Me and My Mom</i> help you to understand the story? (RL.1.7)		
<input type="radio"/> A The illustrations show Little Critter dressed in a suit. <input type="radio"/> B The illustrations show Mom buying Little Critter a stuffed animal. <input checked="" type="radio"/> C The illustrations show Little Critter doing things that get him into trouble. <input type="radio"/> D The illustrations show Mom doing all the things Little Critter likes to do.		
8. What does the word <u>guard</u> mean in this sentence? "But the museum <u>guard</u> didn't like that." (RL.1.4)		
<input type="radio"/> A a part on a machine that protects someone from being hurt <input type="radio"/> B a special position in football <input checked="" type="radio"/> C a person whose job it is to watch over something and protect it <input type="radio"/> D to try to keep the other team from scoring a goal in soccer		
9. How is Little Critter like a real boy? (RL.1.9)		
<input checked="" type="radio"/> A He likes to have fun but sometimes gets into trouble. <input type="radio"/> B He never gets into trouble. <input type="radio"/> C He doesn't like eating in a fancy restaurant. <input type="radio"/> D He likes to read all kinds of stories.		
CCSS Assessment 1 st Grade Reading Standards for Literature BookPagez.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions: Look at the sentence in each box. If it is something Little Critter did in the story, draw a picture to go with the sentence. Put an X in the box if the sentence tells something Little Critter did not do.

Little Critter's Day Out		
Little Critter lost the train tickets.	Little Critter held his mom's hand.	Little Critter dropped the dinosaur egg.
Little Critter played with the seals.	Little Critter brought a frog to the fancy restaurant.	Little Critter got a new suit.

Directions: Write a sentence telling about the funniest thing Little Critter did with his mom. On the back of this page, draw a picture to go with your sentence.

Extension Activity | @BookPages.com

Extension Activity

Complete Common Core Alignment

<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center;"><small>Just Me and My Mom Lesson Plans, Resources, and Activities</small></p> <p>The lesson plans, resources, and activities for use with Just Me and My Mom correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 – Ask and answer questions about key details in a text.</p> <p>RI.2 – Recall details, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 – Describe characters, settings, and major events in a story using key details.</p> <p>RI.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – 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;"><small>Just Me and My Mom CCSS Alignment @BookPages.com</small></p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center;"><small>Just Me and My Mom Lesson Plans, Resources, and Activities</small></p> <p>The lesson plans, resources, and activities for use with Just Me and My Mom correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 – Ask and answer questions about key details in text.</p> <p>RI.2 – Recall details, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 – Describe characters, settings, and major events in a story using key details.</p> <p>RI.7 – Use illustrations and details in a story to describe its characters, settings or events.</p> <p>RI.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – 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;"><small>Just Me and My Mom CCSS Alignment @BookPages.com</small></p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center;"><small>Just Me and My Mom Lesson Plans, Resources, and Activities</small></p> <p>The lesson plans, resources, and activities for use with Just Me and My Mom correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Structure Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 – Ask and answer questions about key details in text.</p> <p>RI.2 – Recall details, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 – Describe characters, settings, and major events in a story using key details.</p> <p>RI.7 – Use illustrations and details in a story to describe its characters, settings or events.</p> <p>RI.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – 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;"><small>Just Me and My Mom CCSS Alignment @BookPages.com</small></p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center;"><small>Just Me and My Mom Lesson Plans, Resources, and Activities</small></p> <p>The lesson plans, resources, and activities for use with Just Me and My Mom correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Making Inferences Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 – Ask and answer questions about key details in text.</p> <p>RI.2 – Recall details, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.3 – Describe characters, settings, and major events in a story using key details.</p> <p>RI.7 – Use illustrations and details in a story to describe its characters, settings or events.</p> <p>RI.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 – 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;"><small>Just Me and My Mom CCSS Alignment @BookPages.com</small></p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center;"><small>Just Me and My Mom Lesson Plans, Resources, and Activities</small></p> <p>The lesson plans, resources, and activities for use with Just Me and My Mom correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.1.4a – Use the sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b – Identify readable connections between words and their use (e.g., note places at home that use soap).</p> <p>L.1.4c – 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;"><small>Just Me and My Mom CCSS Alignment @BookPages.com</small></p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center;"><small>Just Me and My Mom Lesson Plans, Resources, and Activities</small></p> <p>The lesson plans, resources, and activities for use with Just Me and My Mom correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.1.2 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.3 – Identify and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 – Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.5 – Identify and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.6 – Identify and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.7 – Identify and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.8 – Identify and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.9 – Identify and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.10 – Identify and apply the grade-level phonics and word analysis skills in decoding words.</p> <p style="text-align: center;"><small>Just Me and My Mom CCSS Alignment @BookPages.com</small></p>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Just Me and My Mom Super Pack

5 Comprehension Strategy Practice Pages

Asking Questions Practice Page

Tu turno para Hacer preguntas con Just Me and My Mom (Solo yo y mi mamá)

Página 9:
¿Qué has notado sobre Little Critter hasta ahora?

¿Qué pregunta te gustaría hacerle?

Página 13:
Little Critter está en el escenario con la foca y su madre parece molesta. ¿Qué te preguntas sobre esta parte de la historia?

Página 17:
Little Critter y su madre tienen un perro caliente desde un puesto. ¿Qué preguntas tienes después de leer esta página?

¿Cómo te ayuda hacer preguntas como lector?

Nombre: _____

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Answer Key

Hacer preguntas con Just Me and My Mom (Solo yo y mi mamá)

Página 19:
Mamá compró a Little Critter un traje nuevo. ¿Qué pregunta tienes después de leer esta página?

Las respuestas varían. Podrían incluir: Quiero saber por qué el hombre mide a Little Critter y le pone alfileres en toda la ropa.

¿Cuál crees que es la respuesta?

Las respuestas varían. Podrían incluir: Creo que la respuesta es que lo está midiendo para asegurarse de que su nuevo traje le quede bien.

Página 21:
Little Critter y su madre toman un taxi hasta la estación de tren y el conductor va muy rápido. ¿Sobre qué le gustaría saber más después de leer esta página?

Las respuestas varían. Podrían incluir: Me gustaría saber por qué Little Critter se sentó en el asiento delantero y mamá se sentó en la parte de atrás.

Nombre: _____

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Page by Page
Guided
Questions

Sample answers
written in Spanish

Hacer conexiones con Just Me and My Mom (Solo yo y mi mamá)

Página 1:
Little Critter al mundo. ¿Dónde vive?

Las respuestas varían. Podrían incluir: En una ciudad.

Página 3:
Little Critter sobre un autobús. ¿Dónde va?

Las respuestas varían. Podrían incluir: A la escuela.

Páginas 7 a 10:
Elos fueron al Museo de Historia. ¿Qué te ayuda a entender las cosas del museo?

Las respuestas varían. Podrían incluir: El museo de historia.

Nombre: _____

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Tu turno para Hacer conexiones con Just Me and My Mom (Solo yo y mi mamá)

Página 1:
Little Critter y su madre están en la ciudad. Nombra otras dos ciudades.

Página 3:
Little Critter pierde los boletos de tren. ¿Qué te ayuda a entender lo que pasó?

Las respuestas varían. Podrían incluir: El museo de historia.

Páginas 7 a 8:
Elos fueron al Museo de Historia. Cuénteles sobre un momento en la historia.

Nombre: _____

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Hacer inferencias con Just Me and My Mom (Solo yo y mi mamá)

Página 2:
Mira la ilustración de Little Critter que se sienta. ¿Qué detalles te ayudan a hacer tu inferencia?

Las respuestas varían. Podrían incluir: El hecho de que Little Critter se sienta solo.

Página 5:
En esta página, Little Critter toma la mano de su madre para que no se asuste. ¿Qué te ayuda a hacer tu inferencia acerca de por qué él realmente estaba sosteniendo su mano?

Página 14:
El Critter de puede inferir acerca de por qué está actuando de esta manera?

Nombre: _____

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Tu turno para Hacer inferencias con Just Me and My Mom (Solo yo y mi mamá)

Página 2:
Mira la ilustración de Little Critter comprando los boletos de tren. ¿Hacer inferencia sobre cómo se siente?

Página 5:
En esta página, Little Critter toma la mano de su madre para que no se asuste. ¿Qué te ayuda a hacer tu inferencia acerca de por qué él realmente estaba sosteniendo su mano?

Página 14:
El Critter del traje está sosteniendo su cabeza y agitando su mano. ¿Qué se puede inferir acerca de por qué está actuando de esta manera?

Nombre: _____

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Volver a contar y resumir con Just Me and My Mom (Solo yo y mi mamá)

Página 4:
Little Critter y su madre viajan en un tren. ¿A dónde van?

Las respuestas varían. Podrían incluir: A la ciudad.

Página 7 a 10:
Little Critter y su madre están a punto de abandonar el tren. ¿Qué te ayuda a volver a contar y resumir la historia?

Nombre: _____

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Tu turno para Volver a contar y resumir con Just Me and My Mom (Solo yo y mi mamá)

Página 4:
Little Critter y su madre viajan en un tren. ¿A dónde van?

Las respuestas varían. Podrían incluir: A la ciudad.

Página 7 a 10:
Little Critter y su madre están a punto de abandonar el tren. ¿Qué te ayuda a volver a contar y resumir la historia?

Nombre: _____

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Determinar la importancia con Just Me and My Mom (Solo yo y mi mamá)

Página 1 a 2:
Little Critter y su madre van a la ciudad. ¿Dónde viven Little Critter y su madre?

Las respuestas varían. Podrían incluir: En una ciudad.

Página 8:
Little Critter se mete en problemas por tocar un hueso de dinosaurio. ¿Qué efecto podría tener esto en la historia?

Página 15:
Little Critter y su madre están en el museo de arte. ¿Cómo se siente Little Critter?

Nombre: _____

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Tu turno para Determinar la importancia con Just Me and My Mom (Solo yo y mi mamá)

Página 1 a 2:
Little Critter y su madre van a la ciudad. ¿Dónde viven Little Critter y su madre?

Las respuestas varían. Podrían incluir: En una ciudad.

Página 8:
Little Critter se mete en problemas por tocar un hueso de dinosaurio. ¿Qué efecto podría tener esto en la historia?

Página 15:
Little Critter y su madre están en el museo de arte. ¿Cómo se siente Little Critter?

Nombre: _____

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Making
Connections

Making
Inferences

Retelling and
Summarizing

Determining
Importance

Writing About Reading with Optional CCSS Alignment

Just Me and My Mom (Solo yo y mi mamá): Volver a contar y resumir

¿Qué problema tuvo Little Critter a lo largo de la historia?
¿Cómo resolvió su problema?

Puedo usar las imágenes y los detalles de una historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

Just Me and My Mom (Solo yo y mi mamá): Volver a contar y resumir

¿Qué problema tuvo Little Critter a lo largo de la historia?
¿Cómo resolvió su problema?

Puedo usar las imágenes y los detalles de una historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

Just Me and My Mom (Solo yo y mi mamá): Volver a contar y resumir

¿Qué problema tuvo Little Critter a lo largo de la historia?
¿Cómo resolvió su problema?

Puedo usar las imágenes y los detalles de una historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

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

Common Core Free Option

Just Me and My Mom (Solo yo y mi mamá): Volver a contar y resumir

¿Qué problema tuvo Little Critter a lo largo de la historia?
¿Cómo resolvió su problema?

Just Me and My Mom (Solo yo y mi mamá): Volver a contar y resumir

¿Qué problema tuvo Little Critter a lo largo de la historia?
¿Cómo resolvió su problema?

Just Me and My Mom (Solo yo y mi mamá): Volver a contar y resumir

¿Qué problema tuvo Little Critter a lo largo de la historia?
¿Cómo resolvió su problema?

Just Me and My Mom (Solo yo y mi mamá): Volver a contar y resumir

¿Qué problema tuvo Little Critter a lo largo de la historia?
¿Cómo resolvió su problema?

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



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____

¿De qué es este libro?
¿Te fascinó o no fascinó?

Has un dibujo e escribe una oración para cada cuadro abajo:

Personas	Lugar
Objetos	Eventos

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer conexiones
Título: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a text
 Text to world

Has un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer inferencias
Título: _____

Lo que dice el texto Nótese una pista en el texto o imágenes.	Lo que yo sé ¿Qué sé sobre la pista?	Lo que puedo inferir ¿Qué puedo inferir sobre los personajes, escenarios, o cosas?
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Has un dibujo para ilustrar tu inferencia:

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Determinar la importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en el burbujeo de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Has un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Hacer preguntas
Título: _____

Muestrales para empezar una oración

¿Quieres saber...? ¿Por qué no...? ¿Cómo...? ¿Por qué...?

Me confundió. Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: Mira la oración en cada cuadro. Si es algo que Little Critter hizo en la historia, dibuja un dibujo que vaya con la oración. Ponga una X en el cuadro si la oración dice algo que Little Critter no hizo.



Día de Little Critter



Little Critter perdió los boletos de tren.	Pequeño Critter tomó la mano de su madre.	Little Critter dejó caer el huevo de dinosaurio.
Little Critter jugó con las focas.	Little Critter trajo una rana al elegante restaurante.	Little Critter tiene un traje nuevo.

Instrucciones: Escribe una oración que cuente sobre lo más divertido que Little Critter hizo con su madre. En el reverso de esta página, dibuje una imagen que vaya con su oración.
