

Lesson Plans and Teaching Resources for Not Norman: A Goldfish Story

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Get Ready to Read

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

Summary

Not Norman: A Goldfish Story
By: Kelly Bennett
Grade Level: 2 / Guided Reading Level: K

Link to What You Know

- Have you ever tried to talk about something, and nobody listened to you? Tell about it.
- Tell about a time that you were scared. How did you stop feeling afraid?

Important Words to Know and Understand

Dipping – Moving down quickly and then back up again, like when a fish dives into the water and pops back out.

Twitches – Quick, tiny movements that happen all of a sudden. Like when your nose wiggles or your eye twinks without meaning to.

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their readers.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Time to Read

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

Page 4 – The author repeats the phrase "around and around" multiple times. Why do you think the author chose to repeat these words? What is the author trying to tell you about how the boy feels?

Page 6 – When the boy cleans Norman's bowl, the fish is very happy. What lesson is the author trying to teach you? Why is this important to the story?

Pages 11 and 12 – Nobody listens to the boy at show-and-tell. Why do you think the author wrote this part of the story?

Pages 18 to 20 – A loud noise scares the boy at night. What happens that helps the boy feel better? How does answering this help you understand how the boy feels about Norman?

Page 23 – The boy chooses to keep Norman as a pet. Why does he make this choice? What important lesson is the author trying to share?

Time to Reflect

Think – Kelly Bennett is the author of *Not Norman: A Goldfish Story*. What was her purpose for writing this book? Did they write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you?

Reflect – Think about what you learned while reading *Not Norman: A Goldfish Story*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Not Norman: A Goldfish Story*. (Remember to include examples from the book!)

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Making Inferences

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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 3 – Use the illustration to make an inference about the boy. What kind of pet does he want? Why do you think so? How do the other pets of the park compare to Norman?

Pages 7 and 8 – Use the text and illustrations to infer about the boy. Does he care about Norman? Why or why not? How does this inference help you to better understand the story?

Page 13 – The boy notices that Norman is reacting to the music. Use the text and illustrations to infer how the boy feels. How does this inference help you to better understand the story?

Pages 18 and 19 – Make an inference about Norman. Is Norman a good pet to the boy? Why do you think so? Why is noticing this inference important to the story?

Pages 21 and 22 – Infer whether or not the boy wants to keep Norman as a pet. What details in the text and illustrations help you with your answer? What message can you learn from this part of the story?

Time to Reflect

Think – What types of inferences did you make while reading *Not Norman: A Goldfish Story*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you. What details in the text and illustrations help you to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences to *Not Norman: A Goldfish Story*. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Not Norman: A Goldfish Story*. (Remember to include examples from the book!)

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Making Inferences

Synthesizing

Get Ready to Read

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

Summary

Not Norman: A Goldfish Story
By: Kelly Bennett
Grade Level: 2 / Guided Reading Level: K

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 5 – The boy makes a decision about Norman. What does he want to do? Why? How does answering this question help you understand more about the boy's feelings about his pet?

Page 9 – The boy fills up Norman's water bowl. How does this action show that the boy's attitude towards Norman is changing? Why is noticing this change important to the story?

Page 12 – What does Norman do while the boy's classmates are screaming and chasing the snake? How does this make the boy feel? How do the text and illustrations help you with your answer?

Pages 19 and 20 – The boy is no longer afraid of the noise outside of his window. What changed? How does noticing this change help you understand the boy's feelings about the problem in the book?

Page 23 – The boy decides to keep Norman as a pet. What lesson can you learn from the boy's decision? After reading this change help you understand the boy's feelings about the problem in the book?

Time to Reflect

Think – How did your thinking change while you read *Not Norman: A Goldfish Story*? What information helped you to gain a better understanding of the character 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 synthesizing work you did while reading *Not Norman: A Goldfish Story*. 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 – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Not Norman: A Goldfish Story*. (Remember to include examples from the book!)

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Synthesizing

Answer Key for Making Inferences with Not Norman: A Goldfish Story

Page 3: Use the illustration to make an inference about the boy. What kind of pet does he want? Why do you think so? How do the other pets of the park compare to Norman?

Page 7 and 8: Use the text and illustrations to infer about the boy. Does he care about Norman? Why or why not? How does this inference help you to better understand the story?

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Page 21 and 22: Infer whether or not the boy wants to keep Norman as a pet. What details in the text and illustrations help you with your answer? What message can you learn from this part of the story?

Answer Key for Identifying the Author's Purpose with Not Norman: A Goldfish Story

Page 4: The author repeats the phrase "around and around" multiple times. Why do you think the author chose to repeat these words? What is the author trying to tell you about how the boy feels?

Page 6: When the boy cleans Norman's bowl, the fish is very happy. What lesson is the author trying to teach you? Why is this important to the story?

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Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

Not Norman (A Goldfish Story): Synthesizing

The boy's opinion of Norman changes throughout the story. Draw 2 pictures to show how the boy felt at the beginning and end of the story about his pet fish. Then, write a sentence to tell what made him change his mind about Norman.

☐ I can describe how a story is written, including the important parts of a beginning and ending. CCSS: RL.2.5

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Not Norman (A Goldfish Story): Making Inferences

Using the illustrations of the other pets in the story, infer what the author chose to make the boy's pet a goldfish. Why do you think she chose a fish? How did choosing a goldfish help her teach an important lesson in this story?

☐ I can use what I know to understand the author's purpose.

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

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Write a clue in the text or picture.	Write a clue you know about the clue.	Drawings, thoughts, clues, setting.

Draw a picture to illustrate your inference.

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know the author wanted to _____ because _____.

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Synthesizing

Title: _____

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

Directions:


- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

VOCABULARY CONNECTIONS RESOURCES







Important Words to Know and Understand in Not Norman: A Goldfish Story Word List

Vocabulary Connections	Not Norman: A Goldfish Story By: Kelly Bennett Grade Level: 2 / Guided Reading Level: K
Important Words to Know and Understand in Not Norman: A Goldfish Story	
Dipping Moving down quickly and then back up again, like when a fish dives into the water and pops back out	
Gugs The funny, gurgling sound made when liquid is poured or drunk quickly	
Gooly Silly and funny in a way that makes people laugh, like making funny faces	
Googly Big, round, and wobbly, like googly eyes on craft projects	
Gunky Sticky, slimy, or yucky stuff that feels messy, like mud or glue	
Proper Doing something the right way or the polite way, like using your fork to eat instead of your hands	
Snaps Quick, sharp sounds or movements, like when you click your fingers or a branch breaks	
Stream A steady flow of something, like a line of bubbles coming out one after another	
Tuba A big, brass musical instrument with a deep, low sound. You have to blow into it to make music	
Twitches Quick, tiny movements that happen all of a sudden. Like when your nose wiggles or your eye blinks without meaning to	

Vocabulary Connections

Not Norman: A Goldfish Story
 By: Kelly Barnment
 Grade Level: 2 / Guided Reading Level: K

Directions: 1. Read on the solid line. 2. Read on the dashed line. 3. Color, trace or copy the top of each word to color.

Dipping	Glugs	Goofy
		
Googly	Gunky	Proper
		

Picture Vocabulary Sorting Cards | ©BookPage.com

Word and Picture Sorting Cards

Vocabulary Connections

Noel Norman: A Goldfish Story
 By: Kelly Bannet
 Grade Level: 2 / Guided Reading Level: K

Snaps

Quick, sharp sounds or movements like when you click your fingers or a branch breaks

Stream

A steady flow of something, like a line of bubbles coming out one after another

Tuba

A big, brass musical instrument with a deep, low sound. You have to blow into it to make music

Twitches

Quick, tiny movements that happen all of a sudden. Like when your nose wiggles or your eye blinks without meaning to

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 create a book.

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

[illegible]

Interactive Vocabulary Notebook Cards

Word Games

with Words from **Not Norman**: A Goldfish Story

Directions: Draw a line to match each word with its correct picture.

Twitches
Quick, tiny movements, like fast blinking

Streams
Water or bubbles that flow

Goofy
Silly and funny

Tuba
A big, loud musical instrument

Glugs
The sound when you pour a drink

Directions: Find each word hidden in the puzzle. Words can go down or across. Use a crayon or pencil to circle each word you find.

P	R	O	P	E	R
G	S	T	G	Y	X
S	G	U	N	K	Y
T	O	B	C	W	Z
S	N	A	P	S	T

proper snaps gunky tuba

Name: _____

Answer Key

an: A Goldfish Story

word with its correct picture.

the puzzle. Words can go down or across. Circle each word you find.

E	R
Y	X
K	Y
W	Z

S	N	A	P	S	T
---	---	---	---	---	---

proper snaps gunky tuba


Answer Key | ©BookPage.com

Word Games and Answer Key

Vocabulary Connections

Not Norman: A Goldfish Story

By Kelly Bennett



A new word that I learned in this book is:

.....

.....

Step by Step Directions


1. Read the book.

2. Find a new word from the book.

3. Draw a picture of the word.

4. Add your Vocabulary Card to your notebook or keep it as a Reference.

Name: _____



Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | EBookPagez.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work

Instructional Focus:
Adjectives

Background:
Adjectives are words that describe nouns, things, and animals. Adjectives tell us more about the noun.
• A goldfish becomes a tiny goldfish.
• A pet becomes a friendly pet.

Why Use Adjectives?
Adjectives make our writing more interesting. We can say, "I have an **awesome** pet," or "I like the picture exactly what you mean. It is important before the nouns they describe."

Examples:

Clean carpet	Shaggy dog
Amazing friend	Slimy boots
Little pieces	Good cookies

Materials and Preparation:

- A Copy of *Not Norman: A Goldfish Story*
- Chart paper for anchor chart
- Markers
- Pet Cards (1 set for each pair of students)
- Tails and Traits Page (2 per pair of students)
- Timers, stopwatches, etc.
- Adjectives Leading Nouns Word Bank
- Optional - Word Detective Extension
- Optional - "Adjective I Spy" to extend

Not Norman: A Goldfish Story
By: Kelly Bennett
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Word Work

Step 1:
Introduce the Focus of Word Work

Sample Anchor Chart

Adjectives leading Nouns

Clean carpet
Smelly kids
Slimy boots
Dark sky
Good cookies

Introduce Adjectives

- Tell students that today, they will focus on adjectives.
- Write "Adjectives" at the top of the anchor chart. Explain that these are words that describe or tell us more about nouns. A noun is a person, place, thing, or animal, and an adjective makes that noun more interesting by adding details.
- Tell students that adjectives can describe what something tastes like, looks like, smells like, feels like, and sounds like.
- Tell students that adjectives can also tell how much or how many of something (e.g., some candy, five monkeys).
- Tell students that when we use adjectives to describe a noun, the adjectives come before the noun that they are describing.
- Show examples of adjectives and read them together as a class. Challenge students to come up with a new noun that each of the adjectives on the anchor chart could describe (e.g., clean hands).
- Next, ask students if they can think of any other adjectives that could describe the nouns on the anchor chart (e.g., mean kids).
- If students have a hard time thinking of adjectives, draw symbols for eyes, ears, nose, mouth, and hands on the anchor chart to inspire their thinking. You can also draw a "H" symbol to prompt students to think about numbers or amounts.

Step 2:
Connect Word Work to Reading

Adjectives in the Text

- Tell students that they will read *Not Norman: A Goldfish Story* and look for adjectives leading nouns.
- Remind students that they should look for a describing word that comes right before a noun.
- Read page 4 of *Not Norman: A Goldfish Story* aloud, encouraging students to give a thumbs up when they hear or see an adjective.
- Write any new adjectives and the nouns they are describing from the book on the chart paper (soft, furry pet).
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for describing words that come right before a person, place, animal, thing, or idea.
- Tell students that there might be more than one adjective before a noun that is describing the noun, just like in the example you found on page 4.
- Remind them to be polite and not to interrupt you while you read.
- Read *Not Norman: A Goldfish Story*.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Word Work

Not Norman: A Goldfish Story
By: Kelly Bennett
Grade Level: 2 / Guided Reading Level: K

Step 2:
Connect Word Work to Reading

Adjectives in the Text

Some adjectives found in the text:

- soft, furry pet
- real cool dog
- proper notes
- good pet
- seven puppies
- extra practice
- sorry-looking fish
- googly-eyed
- little wave
- funky bowl
- music lesson
- broken tree branch
- nice, clean bowl
- pet store
- good pets

Step 3:
Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of pet cards (cut the cards in advance), 2 recording pages, and a timer/stopwatch.
- Show students how to pick up a pet card and place it facing up on the table.
- Model how to think about adjectives that would be good describing words for the pet card they have flipped over.
- Show students where to record their adjectives on their recording page for each pet card.
- Tell students that they should set a timer for each animal and write as many adjectives as they can think of until time runs out.
- Remind students to think about what a pet might look like, sound like, feel like, smell like, and how many there are.
- After each animal, they can compare adjectives and see who came up with the most describing words.
- Visit each pair as they work.
- Invite students to share their silly sentences when the game is over.

Step 4:
Independent Word Work Practice

Practice Page

- Give each student a copy of **Adjectives Leading Nouns practice page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Word Work Lesson Plan | @BookPages.com

List of words in the book
that match the
instructional focus

Interactive Activity

Independent Practice Pages

Tails and Traits

Name: _____

Directions:

1. Pick a pet card and place it on the table.
2. Look closely! What does the pet look like? **Feel like, or sound like?**
3. Set a timer. Write as many **adjectives** (describing words) as you can for the pet.
4. When time's up, flip the next card, reset the timer, and do it again!
5. After all the cards are done, use your favorite words to write a **funny sentence** about the pets you described.

Silly Sentence:

Guided Word Work Practice | @BookPages.com

Adjective I Spy
Extend Engagement Activity

Directions:

- Have students sit at their desks.
- Remind students that you have been focusing on describing words called adjectives.
- Tell students that in this game, you will give an adjective that describes something in the room.
- Tell students that it could be an object, or an image on a poster around the room. Tell students that it cannot be a fellow student or individual in the room.
- Once you say your adjective, start a timer and give students 10 seconds to search the room for something that could be described with that adjective. Students may remain at their desks, or they may get up and roam the room.
- Once the 10 seconds is up, ask students to either raise their hand if they have found a noun that can be described with your adjective.
- Once a student has named a noun that matches the description, they may line up or move onto the next activity.
- See the sample list of adjectives below (It is recommended that some adjectives be brainstormed by the teacher to best match the individual classroom):

• blank	• empty	• dirty
• soft	• new	• red
• clean	• blue	• hand-made
• bright	• overflowing	
• buzzing	• old	

Teacher Directions | @BookPages.com

Word Detective: Adjectives
Extension Activity

Directions:

Be a word detective!
Be on the lookout for **adjectives** 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 Detective Extension Activity | @BookPages.com

Adjectives Leading Nouns

Name: _____

Directions: Use the words in the word bank to fill in the **Pet Store Mad Lib** below. Every blank space needs an adjective to help describe the noun that it leads.

Word Bank

new	slow	buffy	orange	fun
noisy	silly	seven	tiny	playful

One day, Mia went to the pet store with her mom. She saw many animals in their cages. There was a (1) _____ puppy wagging its tail and doing tricks! Mia saw a soft, (2) _____ cat sleeping on a blanket. In a big tank, (3) _____ fish were swimming around. Mia liked the (4) _____ hamster, which was running on a wheel. She also noticed a (5) _____ snake curled up in its cage. On a branch, a (6) _____ parrot squawked loudly. Below the bird cage, some (7) _____ turtles were barely crawling on the rocks. Mia picked out an (8) _____ goldfish to take home. She felt happy as she carried the bag with her (9) _____ pet. It was a (10) _____ day at the pet store!

Bonus!
These nouns are boring! Come up with three adjectives to help describe each noun to make them more exciting. Then, choose one of your nouns and draw a picture of it. Make sure your illustration matches the way that you chose to describe the noun with your adjectives.

1. _____ dogs
2. _____ classroom
3. _____ fish bowl
4. _____ boy
5. _____ cake
6. _____ night

Independent Word Work Practice | @BookPages.com

Optional Activity to
Extend Engagement

Word Detective

ASSESSMENTS

5. How does the beginning of the story tell us what the boy's problem is? (RL.2.5)

☐ A The boy loses Norman.

☒ B The boy doesn't want a pet.

☐ C The boy's parents refuse to let him have a pet.

☐ D Norman makes the boy's parents angry.

Not Norman: A Goldfish Story
CCSS Assessment

Name: _____

Score: / 8

Directions:
Use what you know about *Not Norman: A Goldfish Story* to answer each of the following questions.

6. How does the boy's point of view change?

☐ A He decides Norman is boring.

☐ B He doesn't change.

☐ C He trades Norman for a pet.

☒ D He realizes Norman is a great friend.

7. What do the illustrations show?

☐ A Norman looks bored.

☐ B Norman hides under the bed.

☒ C Norman makes funny faces.

☐ D Norman swims away.

8. What part of the story shows the boy's feelings?

☒ A The boy talks to Norman.

☐ B Norman plays dead.

☐ C Norman forgets to feed Norman.

☐ D The boy leaves Norman alone.

1. Which of the following is not a reason that the boy wants a different pet instead of Norman?

☐ A Norman can't climb trees and chase strings.

☐ B Norman can't play catch or cuddle.

☐ C Norman can't swim fast enough.

☐ D Norman can't sleep on the boy's bed at night.

2. What lesson does the boy learn by the end of the story?

☐ A Norman needs a bigger bowl.

☐ B Norman is a great friend, even if he's not what the boy expected.

☐ C Goldfish are easier to take care of than dogs or cats.

☐ D All pets need lots of food and water.

3. What happens when the boy takes Norman to show-and-tell?

☐ A Norman hides in his bowl and the boy has nothing to share.

☐ B The kids and the teacher laugh at Norman.

☐ C The class loves Norman's bubbles and cheers for him.

☐ D The class doesn't listen because Emily's snake escaped.

4. Why does the author say "all Norman does is swim around and around and around...."?

☐ A To emphasize that Norman's actions seem boring to the boy.

☐ B To explain that Norman is very tired.

☐ C To show how much fun Norman is having.

☐ D To make the reader laugh at Norman's tricks.

Running Record

Title: *Not Norman: A Goldfish Story* Guided Reading Text Level: **K** 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	Instructional	Hard
95 % - 100 % Accuracy	90 % - 94 % Accuracy	50 % - 89 % Accuracy

E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		COUNT		INFORMATION USED	
Page		E	SC	E MSV	SC MSV
2	<p>When I got Norman, I didn't want to keep him.</p> <p>I wanted a different kind of pet.</p> <p>Norman.</p>				
4	<p>I wanted a pet who could run and catch.</p> <p>Or one who could climb trees and chase strings.</p> <p>A soft, furry pet to sleep on my bed at night.</p> <p>Not Norman.</p> <p>All Norman does is swim around and around and around and around</p>				

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5. How does the beginning of the story tell us what the boy's problem is? (RL.2.5)

☐ A The boy loses Norman.

☒ B The boy doesn't want a pet.

☐ C The boy's parents refuse to let him have a pet.

☐ D Norman makes the boy's parents angry.

Not Norman: A Goldfish Story
CCSS Assessment

Name: _____

Score: / 8

Directions:
Use what you know about *Not Norman: A Goldfish Story* to answer each of the following questions.

6. How does the boy's point of view change?

☐ A He decides Norman is boring.

☐ B He doesn't change.

☐ C He trades Norman for a pet.

☒ D He realizes Norman is a great friend.

7. What do the illustrations show?

☐ A Norman looks bored.

☐ B Norman hides under the bed.

☒ C Norman makes funny faces.

☐ D Norman swims away.

8. What part of the story shows the boy's feelings?

☒ A The boy talks to Norman.

☐ B Norman plays dead.

☐ C Norman forgets to feed Norman.

☐ D The boy leaves Norman alone.

1. Which of the following is not a reason that the boy wants a different pet instead of Norman?

☐ A Norman can't climb trees and chase strings.

☐ B Norman can't play catch or cuddle.

☐ C Norman can't swim fast enough.

☐ D Norman can't sleep on the boy's bed at night.

2. What lesson does the boy learn by the end of the story?

☐ A Norman needs a bigger bowl.

☐ B Norman is a great friend, even if he's not what the boy expected.

☐ C Goldfish are easier to take care of than dogs or cats.

☐ D All pets need lots of food and water.

3. What happens when the boy takes Norman to show-and-tell?

☐ A Norman hides in his bowl and the boy has nothing to share.

☐ B The kids and the teacher laugh at Norman.

☐ C The class loves Norman's bubbles and cheers for him.

☐ D The class doesn't listen because Emily's snake escaped.

4. Why does the author say "all Norman does is swim around and around and around...."?

☐ A To emphasize that Norman's actions seem boring to the boy.

☐ B To explain that Norman is very tired.

☐ C To show how much fun Norman is having.

☐ D To make the reader laugh at Norman's tricks.

Running Record

Title: *Not Norman: A Goldfish Story* Guided Reading Text Level: **K** Word Count: **100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

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<p>Common Core Assessment: One question for each Reading Informational OR Reading Literature standard (1-8)</p>	<p>Running Record Assessment: Use the first 100 words from the text to assess oral reading fluency</p>
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<p>Common Core Assessment: One question for each Reading Informational OR Reading Literature standard (1-8)</p>	<p>Running Record Assessment: Use the first 100 words from the text to assess oral reading fluency</p>
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WORKSHEET

Name: _____
Date: _____

Directions:
 In the book ***Not Norman***, you learned that all pets are special and caring for them is a big responsibility. Now it's your turn to choose your perfect pet and think about the best way to take care of it!

Think about a pet you would love to have. It can be a real animal or a made-up one! On the lines below, write about your pet.

What does it look like? What does it like to do? Why is it the *perfect* pet for you?

My Pet's Name is:

Here is what my pet looks like:

How to Take Care of my pet:

☐ _____
☐ _____
☐ _____
☐ _____
☐ _____

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Wants vs Needs