



90+  
Pages

CCSS &  
TEKS  
Aligned



\* Lesson Plans \* Assessments \* Activities \*

# 3 Reasons to Love This Resource Set

1

## PUTS BOOK AT THE CENTER OF INSTRUCTION

With done-for-you- lesson plans and student activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while using *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams.

2

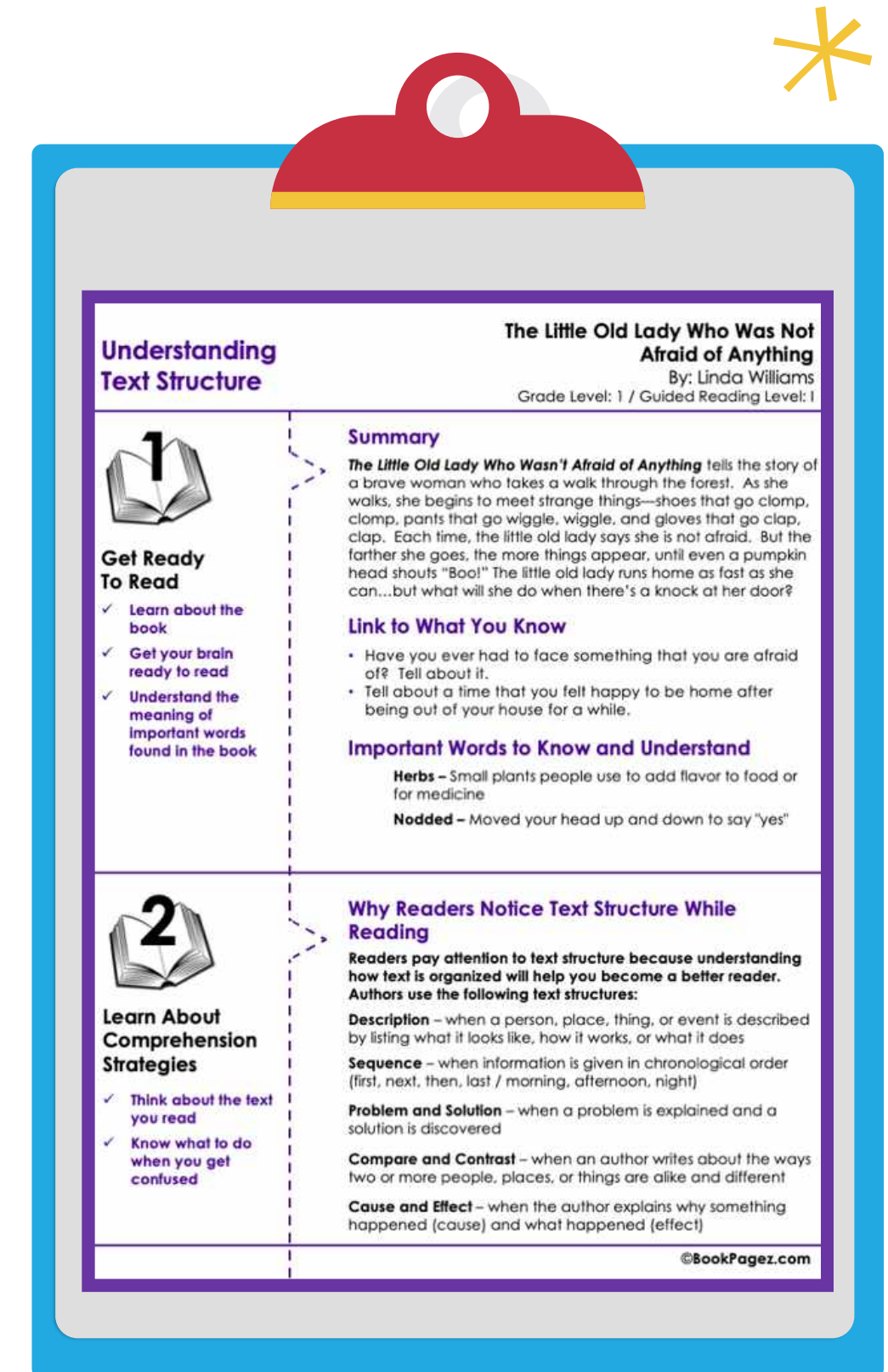
## SAVES TIME

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

3

## CONSISTENT FORMATTING

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



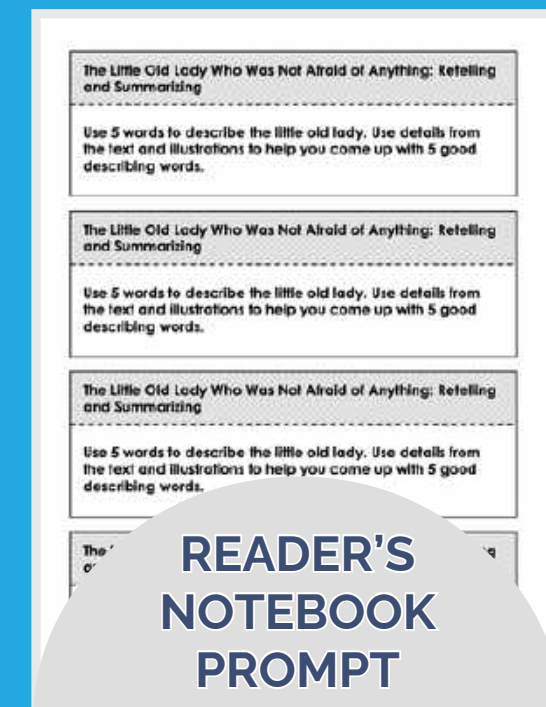
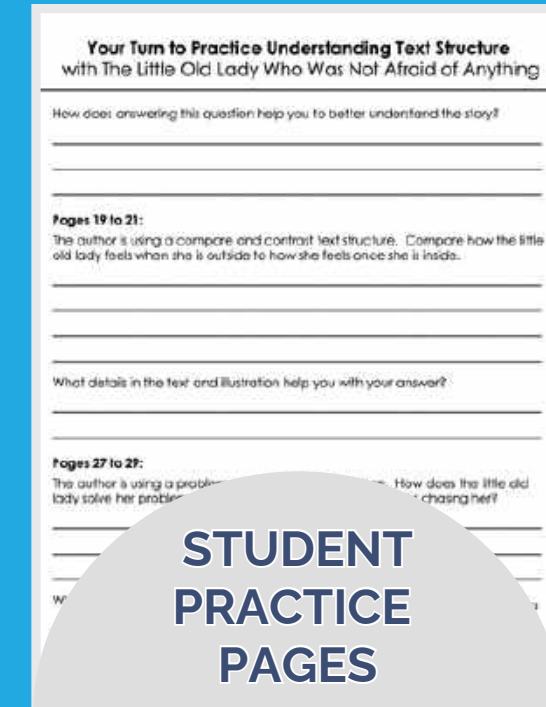
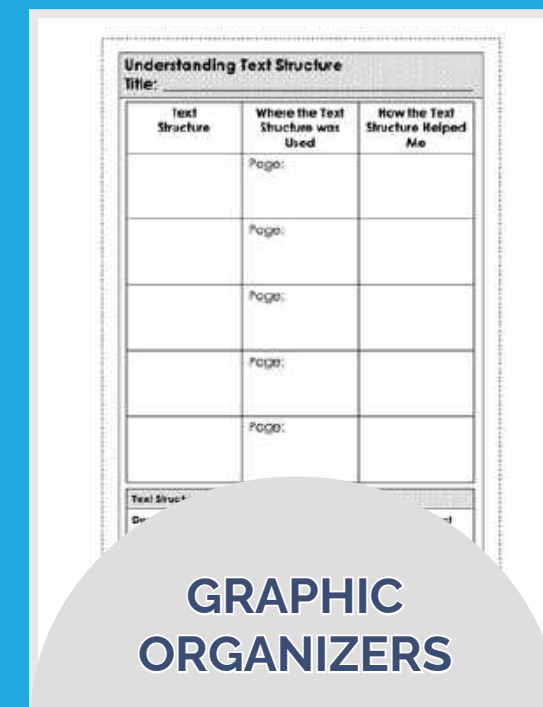
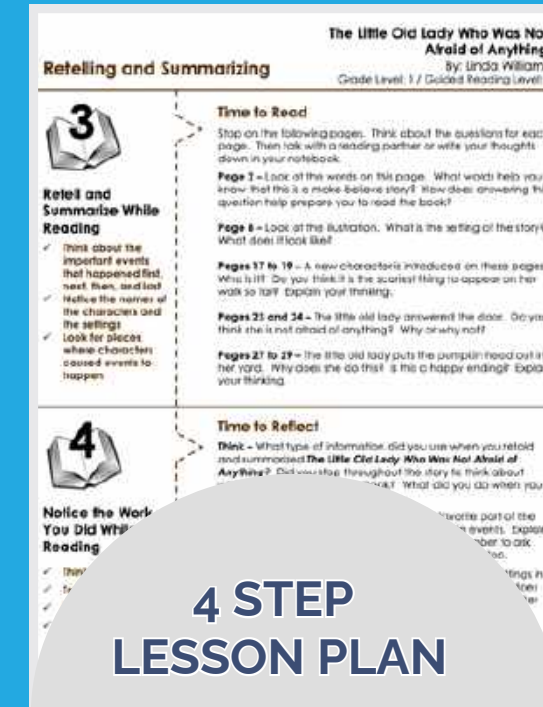


# What You'll Get in this Resource Set

## 3 COMPREHENSION STRATEGY RESOURCE SET

Use The Little Old Lady Who Was Not Afraid of Anything and the step-by-step lesson plans included in this resource to teach:

- Retelling and Summarizing
- Synthesizing
- Understanding Text Structure

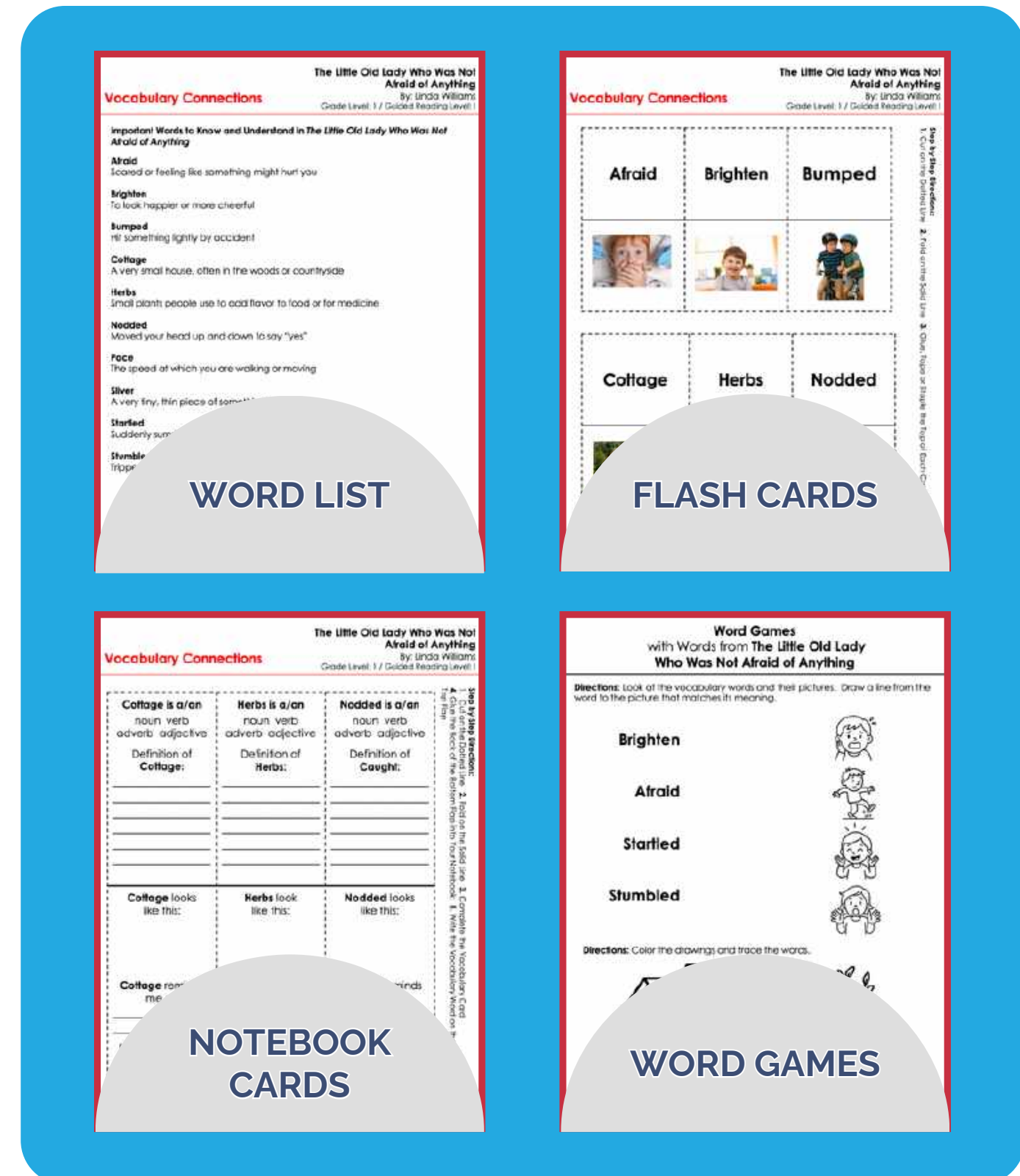


# What You'll Get in this Resource Set

## VOCABULARY DEVELOPMENT RESOURCE SET

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

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



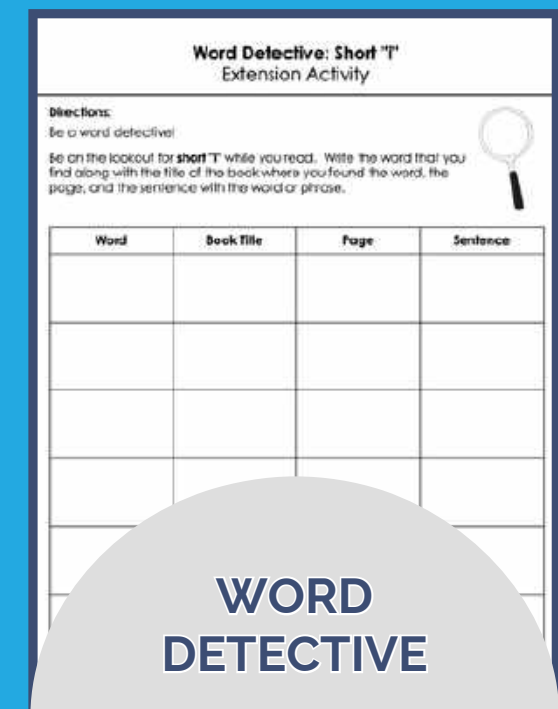
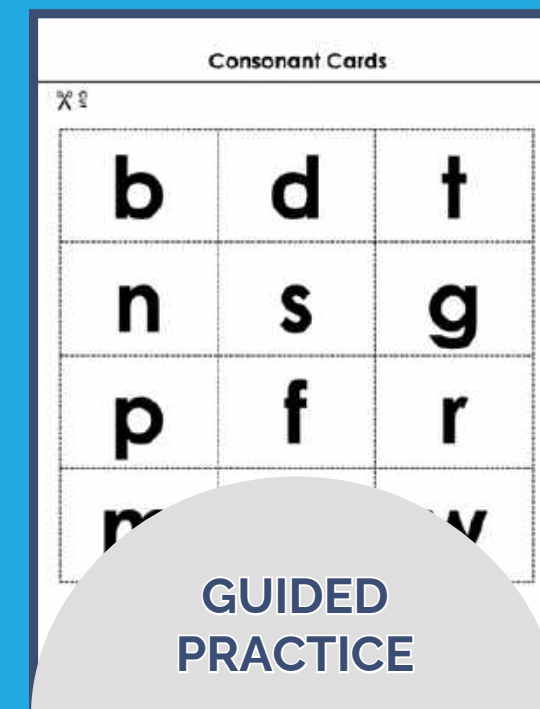
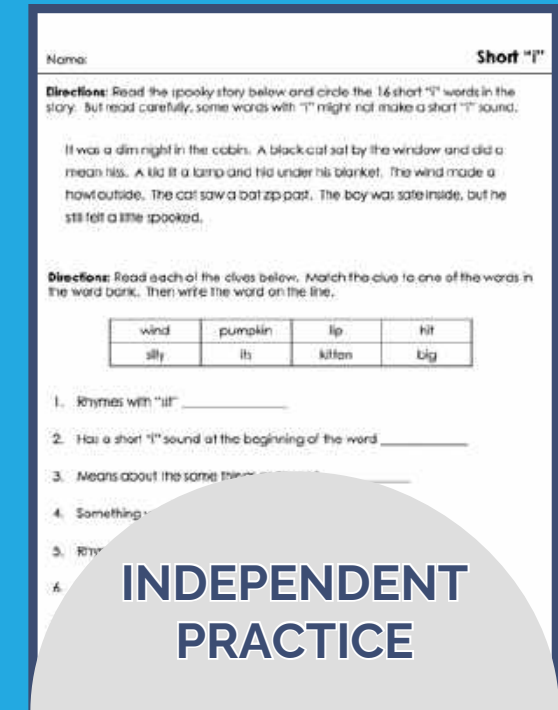
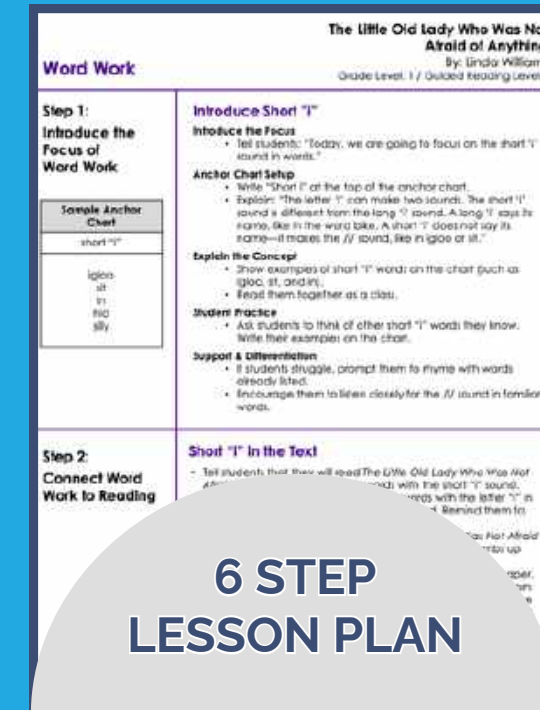


# What You'll Get in this Resource Set

## PHONICS AND WORD WORK RESOURCE SET

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

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



# What You'll Get in this Resource Set

## ADDITIONAL RESOURCES

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

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



**The Little Old Lady Who Was Not Afraid of Anything**  
CCLS Assessment

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

**Directions:**  
Use what you know about *The Little Old Lady Who Was Not Afraid of Anything* to answer each of the following questions.

1. What did the little old lady see first on her walk?  
(A) A pumpkin head  
(B) A pair of shoes  
(C) A shirt  
(D) A scarecrow

2. What lesson does the little old lady learn by the end of the story?  
(A) You should never walk in the forest alone.  
(B) It is fun to play tricks on other people.  
(C) Things that at first may seem scary can often turn out to be useful.  
(D) Pumpkins come alive at night.

3. What did the pumpkin head do at the end of the story?  
(A) Rolled away into the forest.  
(B) Went to sleep under a tree.  
(C) Said "Boo, Boo" at the little old lady.  
(D) Became the little old lady's friend.

4. How did the little old lady feel at the end of the story?  
(A) Scared  
(B) Happy  
(C) Sad  
(D) Angry

**ASSESSMENT**

**Who Did the Little Old Lady Meet?**  
Put your memory to the test!

**Directions:**  
The little old lady met many things on her walk! Fill in the sentences then match the things she saw to the sounds they made.

• The \_\_\_\_\_ went  
**CLOMP, CLOMP.**

• The \_\_\_\_\_ went  
**WIGGLE, WIGGLE.**

• The \_\_\_\_\_ said  
**SHAKE, SHAKE.**

• The \_\_\_\_\_ went  
**CLAP, CLAP.**

• The \_\_\_\_\_ went  
**BOO, BOO.**

**SKILL WORKSHEET**

**Tu turno para Volver a contar y resumir**  
con *The Little Old Lady Who Was Not Afraid of Anything*  
(La viejecita que no le tenía miedo a nada)

**Página 2:**  
Mira las palabras en esta página. ¿Qué palabras te ayudan a saber que esta es una historia de fantasía?

¿Cómo te ayuda contestar esta pregunta a prepararte para leer el libro?

**Página 8:**  
Mira la ilustración. ¿Cuál es el lugar o escenario de la historia?

¿Cómo se ve?

**Páginas 17 a 19:**  
Se presenta un personaje nuevo. ¿Qué información te ayuda a saber quién es?

¿Crees que el personaje es bueno o malo? ¿Por qué?

**RESOURCES IN SPANISH**

**Common Core State Standards Correlation**

*The Little Old Lady Who Was Not Afraid of Anything* Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *The Little Old Lady Who Was Not Afraid of Anything* correlate with the following English Language Arts Common Core State Standards for first grade.

**Reading and Summarizing Lesson Plans and Resources**

**Reading: Literature**  
RL.1.1 - Ask and answer questions about key details in text.  
RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
RL.1.3 - Describe characters, settings, and major events in a story using key details.  
RL.1.4 - Use illustrations and details in a story to describe its characters, setting, or events.  
RL.1.5 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Reading: Foundational Skills**  
RF.1.1 - Demonstrate understanding of the organization of basic features of print.  
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Writing**  
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.  
W.1.2 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**  
SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  
SL.1.2 - Ask and answer questions about information presented orally or through other media.  
SL.1.3 - Ask and answer questions about what another person says, providing additional information as needed.  
SL.1.4 - Participate in group discussions and story circles, speaking clearly to express ideas.  
SL.1.5 - Add meaningful comments to group discussions and story circles, expressing ideas and opinions.

**STANDARDS ALIGNMENT**



# Take a Closer Look at the Comprehension Strategy Resources

## PART ONE:

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



### Understanding Text Structure



#### Get Ready To Read

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

### The Little Old Lady Who Was Not Afraid of Anything

By: Linda Williams

Grade Level: 1 / Guided Reading Level: I

#### Summary

**The Little Old Lady Who Wasn't Afraid of Anything** tells the story of a brave woman who takes a walk through the forest. As she walks, she begins to meet strange things—shoes that go clomp, clomp, pants that go wiggle, wiggle, and gloves that go clap, clap. Each time, the little old lady says she is not afraid. But the farther she goes, the more things appear, until even a pumpkin head shouts "Boo!" The little old lady runs home as fast as she can...but what will she do when there's a knock at her door?

#### Link to What You Know

- Have you ever had to face something that you are afraid of? Tell about it.
- Tell about a time that you felt happy to be home after being out of your house for a while.

#### Important Words to Know and Understand

**Herbs** – Small plants people use to add flavor to food or for medicine

**Nodded** – Moved your head up and down to say "yes"


# Take a Closer Look at the Comprehension Strategy Resources

## PART TWO:

Student Friendly Explanation  
of the Comprehension Strategy

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

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



### Learn About Comprehension Strategies

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

### Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use the following text structures:

**Description** – when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does

**Sequence** – when information is given in chronological order (first, next, then, last / morning, afternoon, night)

**Problem and Solution** – when a problem is explained and a solution is discovered

**Compare and Contrast** – when an author writes about the ways two or more people, places, or things are alike and different

**Cause and Effect** – when the author explains why something happened (cause) and what happened (effect)





# Take a Closer Look at the Comprehension Strategy Resources

## PART THREE:

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

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



### Understanding Text Structure

#### The Little Old Lady Who Was Not Afraid of Anything

By: Linda Williams

Grade Level: 1 / Guided Reading Level: I



#### Understand Text Structure While Reading

- ✓ Notice the words an author uses – does the author describe things or explain events?
- ✓ Look at the pictures. Sometimes pictures give you clues about text structure

#### 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.

**Pages 5 and 6** – The little old lady walks in the woods. What caused her to stop? What details in the text and illustration help you with your answer?

**Pages 11 and 12** – The little old lady bumps into many pieces of clothing. Tell what happens first, next, then, and last.

**Page 16** – Look at the illustration. Describe what is happening to the little old lady. How does answering this question help you to better understand the story?

**Pages 19 to 21** – The author is using a compare and contrast text structure. Compare how the little old lady feels when she is outside to how she feels once she is inside. What details in the text and illustration help you with your answer?

**Pages 27 to 29** – The author is using a problem and solution text structure. How does the little old lady solve her problem of the pumpkin head and the clothes chasing her? What lesson can you learn from the little old lady?

# Take a Closer Look at the Comprehension Strategy Resources

## PART FOUR:

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

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



### Notice the Work You Did While Reading

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

### Time to Reflect

**Think** – How did the different text structures help you to better understand *The Little Old Lady Who Was Not Afraid of Anything*? Why do you think authors use more than one text structure when they tell stories?

**Talk** – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

**Reflect** – Think about the text structures in *The Little Old Lady Who Was Not Afraid of Anything*. How does paying attention to the way the author organizes text 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 *The Little Old Lady Who Was Not Afraid of Anything*. (Remember to include examples from the book!)

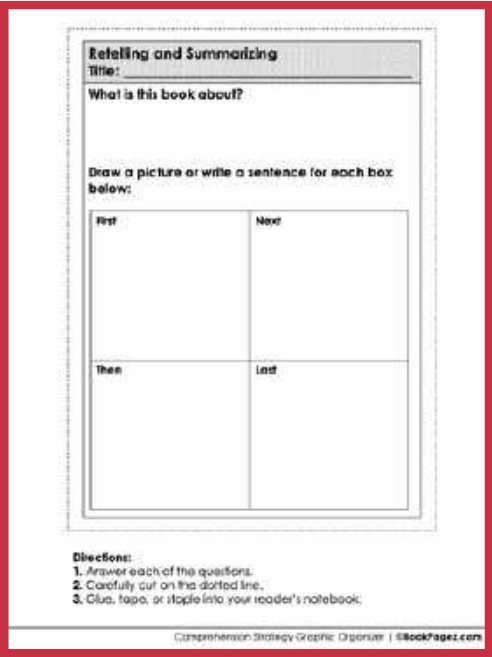
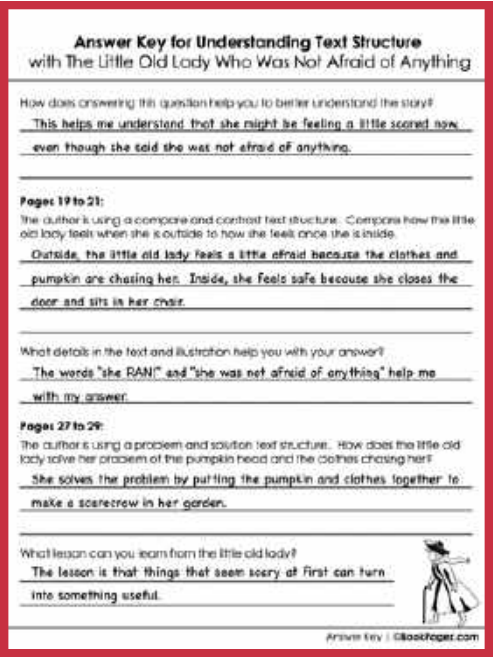




# The Comprehension Strategy Resource Set also Include:

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

Learn More  
about the  
Resources  
Here!



# Take a Closer Look at the Vocabulary Connections Resource Set

## WORD LIST

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

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



**The Little Old Lady Who Was Not  
Afraid of Anything**  
By: Linda Williams  
Grade Level: 1 / Guided Reading Level: I

### Vocabulary Connections

Important Words to Know and Understand in *The Little Old Lady Who Was Not Afraid of Anything*

**Afraid**

Scared or feeling like something might hurt you

**Brighten**

To look happier or more cheerful

**Bumped**

Hit something lightly by accident

**Cottage**

A very small house, often in the woods or countryside

**Herbs**

Small plants people use to add flavor to food or for medicine

**Nodded**

Moved your head up and down to say "yes"

**Pace**

The speed at which you are walking or moving

**Sliver**

A very tiny, thin piece of something

**Startled**

Suddenly surprised or scared

**Stumbled**

Tripped or almost fell while walking



# Take a Closer Look at the Vocabulary Connections Resource Set

## SORTING CARDS

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

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



Match the words to the picture!

**Vocabulary Connections**

The Little Old Lady Who Was Not Afraid of Anything  
By: Linda Williams  
Grade Level: 1 / Guided Reading Level: 1

Afraid	Brighten	Bumped

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

Picture Vocabulary Sorting Cards | ©BookPagez.com

**Vocabulary Connections**

The Little Old Lady Who Was Not Afraid of Anything  
By: Linda Williams  
Grade Level: 1 / Guided Reading Level: 1

Afraid	Brighten	Bumped
To look happier or more cheerful	Hit something lightly by accident	
Herbs	Nodded	
Small plants people use to add flavor to food or for medicine	Moved your head up and down to say "yes"	
Cottage		

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

Definition Vocabulary Sorting Cards | ©BookPagez.com

Sort the cards by attribute!

Match the words to the definition!

# Take a Closer Look at the Vocabulary Connections Resource Set

# INTERACTIVE VOCABULARY NOTEBOOK CARDS

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

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

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



**The Little Old Lady Who Was Not Afraid of Anything**  
 By: Linda Williams  
 Grade Level: 1 / Guided Reading Level: I

**Vocabulary Connections**

**Cottage is a/an**  
noun verb  
adverb adjective

Definition of  
**Cottage:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Herbs is a/an**  
noun verb  
adverb adjective

Definition of  
**Herbs:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Nodded is a/an**  
noun verb  
adverb adjective

Definition of  
**Caught:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Cottage** looks like this:

\_\_\_\_\_

**Cottage** reminds me of:

\_\_\_\_\_

\_\_\_\_\_

**I saw this word in**

\_\_\_\_\_

**Herbs** look like this:

\_\_\_\_\_

**Herbs** remind me of:

\_\_\_\_\_

\_\_\_\_\_

**I saw this word in**

\_\_\_\_\_

**Nodded** looks like this:

\_\_\_\_\_

**Nodded** reminds me of:

\_\_\_\_\_

\_\_\_\_\_

**I saw this word in**

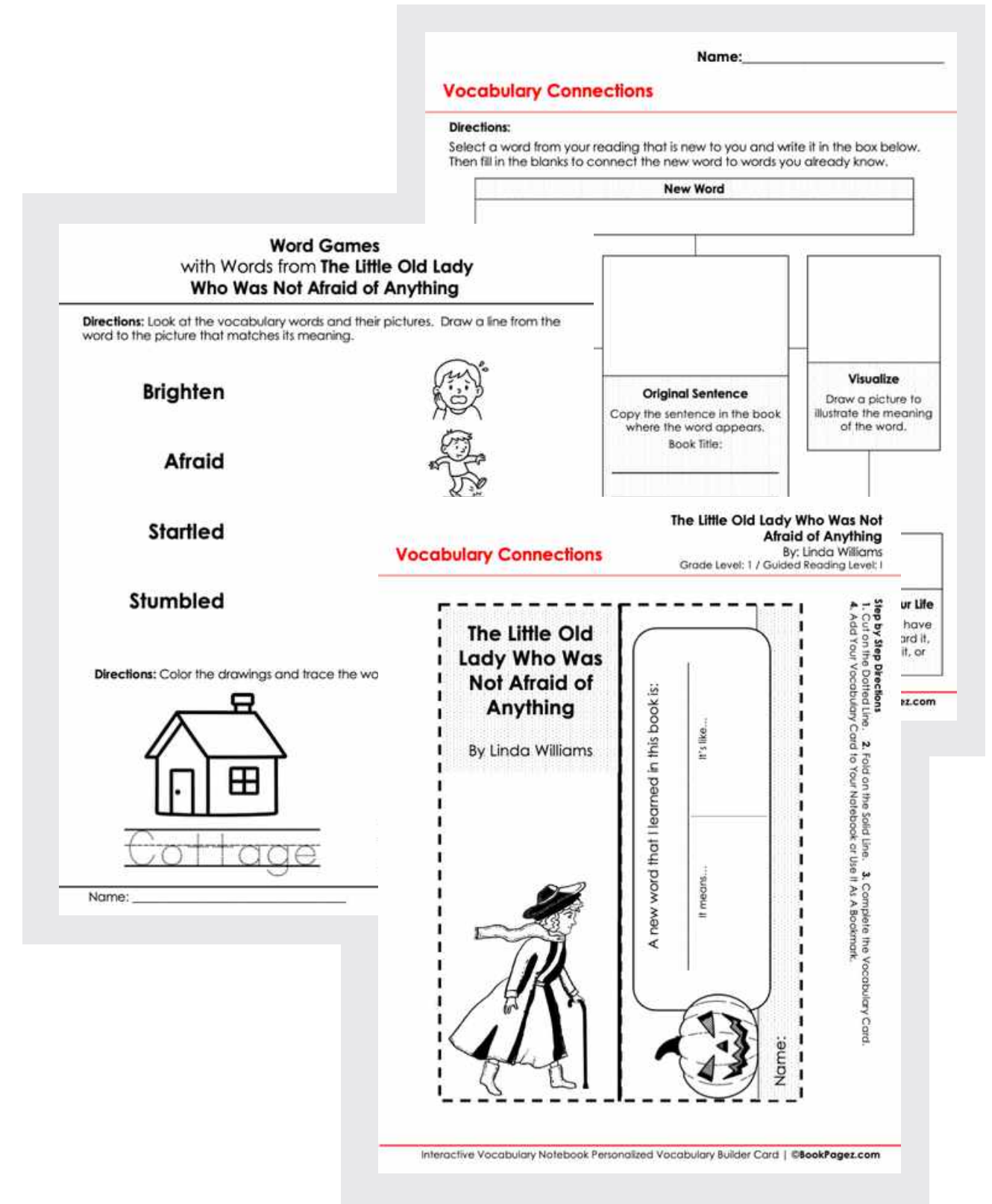
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**Step by Step Directions:**  
 1. Cut on the Dotted line 2. Fold on the Solid line 3. Complete the Vocabulary Card  
 4. Glue the Back of the Bottom Flap into Your Notebook 5. Write the Vocabulary Word on the Front of the Top Flap



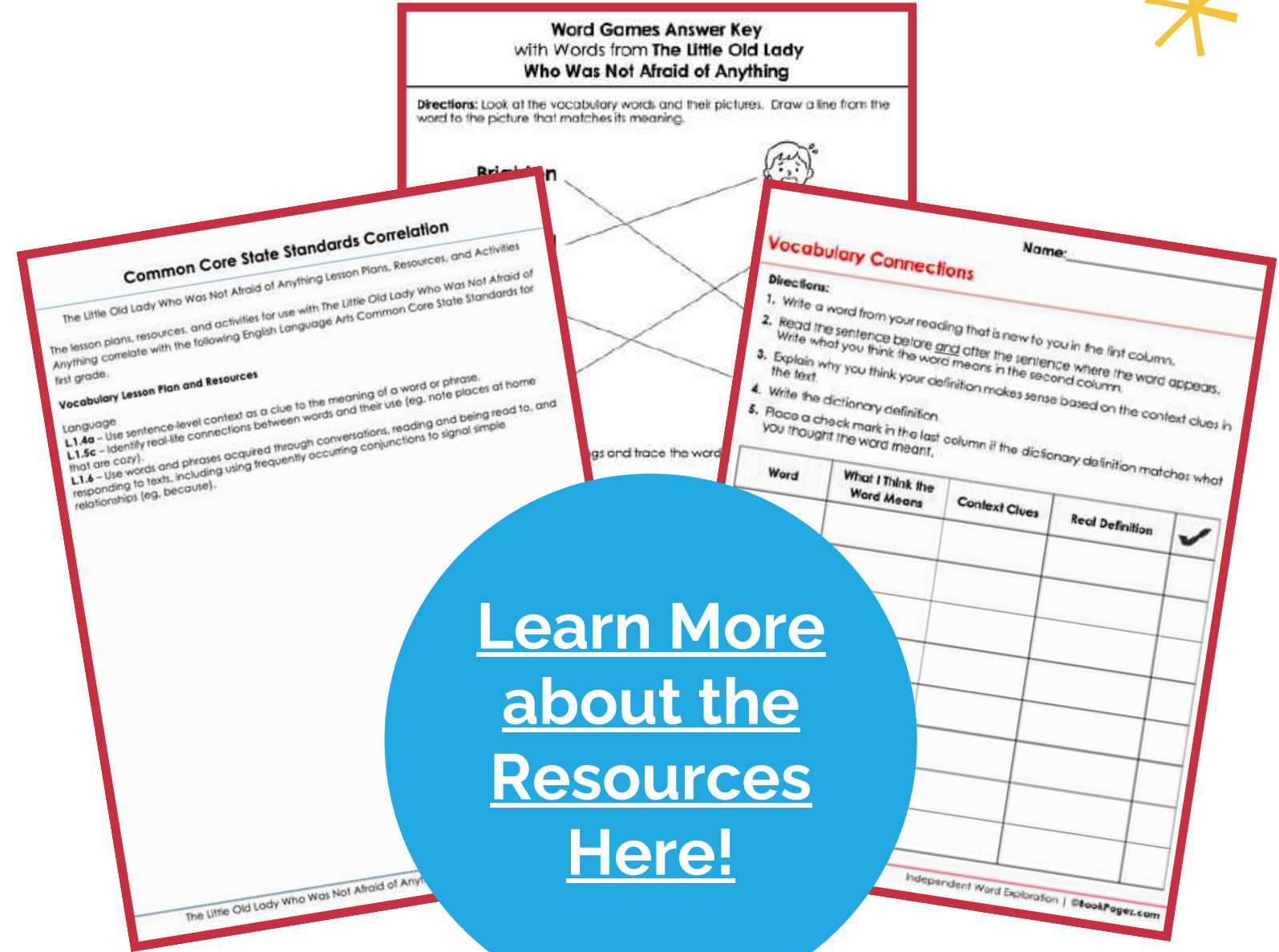
# WORD GAMES AND A VOCABULARY BOOKMARK

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



# The Vocabulary Connections Resource Set also Include:

- ANSWER KEYS
- CONTEXT CLUE ACTIVITY
- STANDARDS ALIGNMENT



**Learn More  
about the  
Resources  
Here!**





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

## STEP-BY-STEP LESSON PLAN

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

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



**The Little Old Lady Who Was Not Afraid of Anything**  
By: Linda Williams  
Grade Level: 1 / Guided Reading Level: I

### Word Work

#### Instructional Focus:

Short "i"

#### Background:

In the English language, there are special letters called "vowels." The vowels are **a, e, i, o, and u**. Sometimes **y** can also be a vowel.

The letter "i" can make two sounds. The short "i" sound is different from the long "i" sound. A long "i" says its name, like in the word bike. But a short "i" does not say its name. It makes the /i/ sound like in sit.

When you see the letter "i" in the middle of a word, it often makes this short sound. Listen to these words: pig, wind, and hill. Each of these words has the short "i" sound. Sometimes, the letter "i" can also make the /i/ sound at the beginning of a word, like with it, in, and itch.

#### Examples:

it	kids	with	silly
bigger	itch	pig	in
didn't	into	middle	windy

#### Materials and Preparation:

- A copy of **The Little Old Lady Who Was Not Afraid of Anything** by Linda Williams
- Whiteboard or chart paper
- "i" Cards (1 set per student; cut out in advance)
- Consonant Cards (1 set per pair; cut out in advance)
- Short "i" Practice Page (1 per student)
- *Optional:* Word Detective Extension Worksheet (1 per student)
- *Optional:* "The Little Old Lady's Long i's" activity to extend engagement

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

## GUIDED PRACTICE

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

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



Consonant Cards		
b	d	t
n	s	g
p	f	r
m	h	w

Guided Word Work Practice | ©BookPagez.com

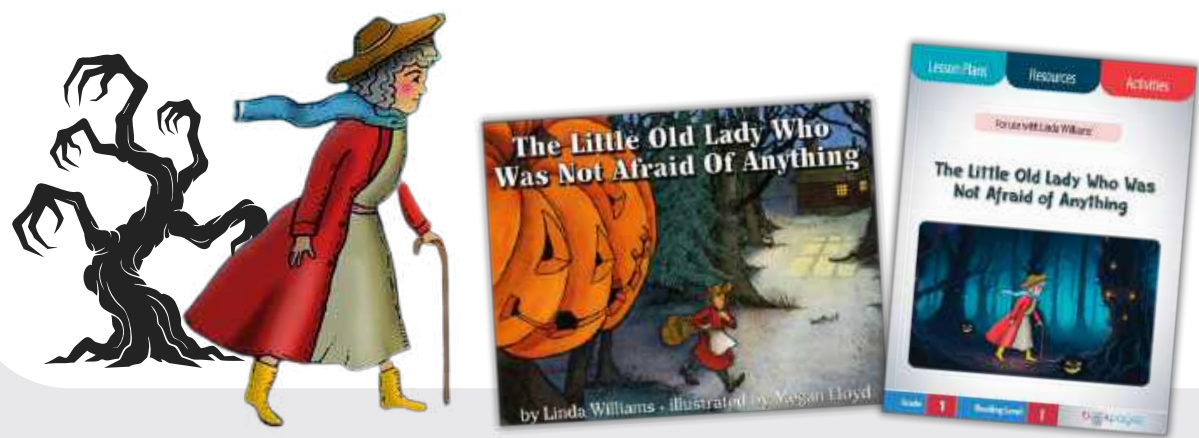


# Take a Closer Look at the Phonics & Word Work Resource Set

## INDEPENDENT PRACTICE

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

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



Name: \_\_\_\_\_ **Short "i"**

**Directions:** Read the spooky story below and circle the 16 short "i" words in the story. But read carefully, some words with "i" might not make a short "i" sound.

It was a dim night in the cabin. A black cat sat by the window and did a mean hiss. A kid lit a lamp and hid under his blanket. The wind made a howl outside. The cat saw a bat zip past. The boy was safe inside, but he still felt a little spooked.

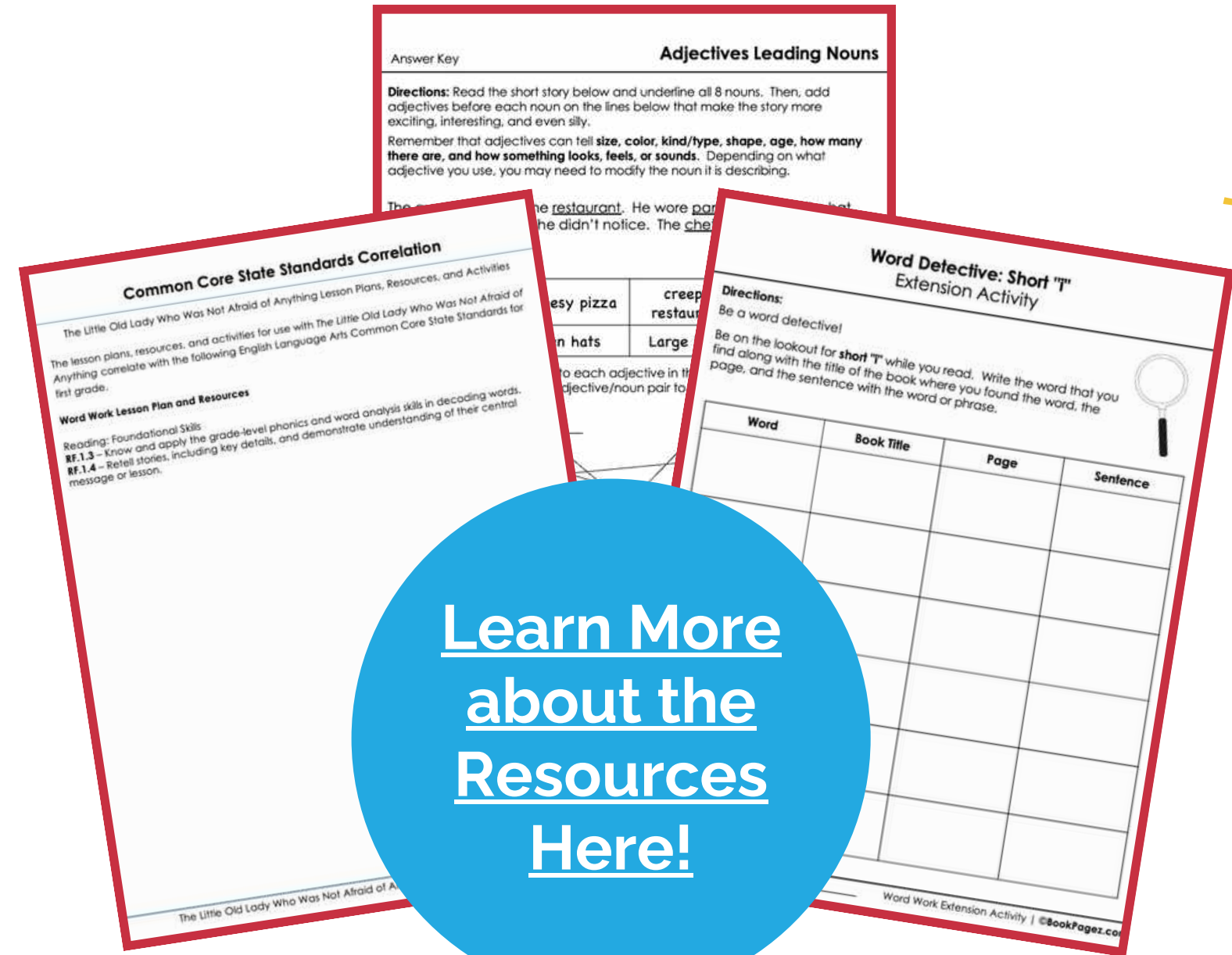
**Directions:** Read each of the clues below. Match the clue to one of the words in the word bank. Then write the word on the line.

wind	pumpkin	lip	hit
silly	its	kitten	big

1. Rhymes with "sit" \_\_\_\_\_
2. Has a short "i" sound at the beginning of the word \_\_\_\_\_
3. Means about the same things as "huge" \_\_\_\_\_
4. Something you might see or feel in a storm \_\_\_\_\_
5. Rhymes with "hip" \_\_\_\_\_
6. Something that reminds you of autumn \_\_\_\_\_
7. An animal \_\_\_\_\_
8. Someone who is funny might also be \_\_\_\_\_

# The Phonics & Word Work Resource Set also Include:

- ANSWER KEYS
- WORD DETECTIVE ACTIVITY
- STANDARDS ALIGNMENT





# Assessments and Activities include:

● COMMON CORE COMPREHENSION ASSESSMENT \*

● SKILL PRACTICE PAGES

● ANSWER KEYS

The assessments include a standards-aligned comprehension assessment to help you evaluate student understanding of the text.

**The Little Old Lady Who Was Not Afraid of Anything**  
CCSS Assessment Answer Key

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

**Directions:**  
Use what you know about *The Little Old Lady Who Was Not Afraid of Anything* to answer each of the following questions.

1. What did the little old lady see first on her walk? (RL.1.1)

☐ A pumpkin head  
☒ A pair of shoes  
☐ A shirt  
☐ A scarecrow

2. What lesson does the little old lady learn by the end of the story? (RL.1.2)

☐ You should never walk in the forest alone.  
☐ It is fun to play tricks on other people.  
☒ Things that at first may seem scary can often turn out to be useful.  
☐ Pumpkins come alive at night.

3. What did the pumpkin head do at the end of the story? (RL.1.3)

☐ Rolled away into the forest  
☐ Went to sleep under a tree  
☐ Said "Boo, Boo" at the little old lady  
☒ Became the head of the scarecrow

4. How did the little old lady feel when all the clothes and the pumpkin chased her? (RL.1.4)

☐ Sleepy  
☒ Startled  
☐ Excited  
☐ Proud

CCSS Assessment 1st Grade Reading Standards for Literature | BookPagez.com

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

**Who Did the Little Old Lady Meet?**  
Put your memory to the test!

**Directions:**  
The little old lady met many things on her walk! Fill in the sentences then match the things she saw to the sounds they made.

**Retelling Cards**  
*The Little Old Lady Who Was Not Afraid of Anything*

These retelling cards bring the story to life and give your students hands-on practice with comprehension, sequencing, and vocabulary. Use them in whole-group, small-group, or independent settings to deepen understanding and engagement.

**Ways to Use the Cards:**

- **Sequencing the Story**  
Lay the cards out of order. Have students put them back in the correct sequence to retell the story from beginning to end.
- **Interactive Read-Aloud**  
Pass out the cards before you begin reading. Each time an item appears in the story, the student holding that card stands up, acts out the sound, and joins the retelling.
- **Sound Word Connections**  
Practice onomatopoeia by having students say the sound word on their card (clomp, wiggle, clap, shake, nod, boo) each time the item appears in the text.
- **Story Theater**  
Assign each card to a small group or individual. Reread the story, and when their card's character comes up, students act it out with motions and sound effects.
- **Partner Retelling**  
In pairs, students use the cards to retell the story without the book. One partner lays down the cards in order, while the other explains what is happening in each part.
- **Writing Extension**  
Have students choose one card and write a sentence or short story about what the item might do if it came to life outside the book.

**Why It Works:**  
The cards give students concrete visuals to hold and move, supporting memory, sequencing, and comprehension. They also make reading interactive and fun—perfect for building confidence in young readers.

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

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