

# Lesson Plans and Teaching Resources for There Was an Old Lady Who Swallowed Some Books!

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

### Asking Questions Lesson Plan

**There Was an Old Lady Who Swallowed Some Books!**  
By: Lucille Colandro  
Grade Level: 2 / Guided Reading Level: K

**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

**2**

**Learn About Comprehension Strategies**

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

**Summary**

**There Was an Old Lady Who Swallowed Some Books!** by Lucille Colandro is a funny, rhyming story about a silly old lady who swallows all kinds of school supplies. She swallows books, a pen, a pencil case, a ruler, some chalk, and even a bag! With each new item, the story gets sillier and more fun to read. In the end, all those supplies lead to the one thing she needs most for the first day of school—something that can carry it all!

**Link to What You Know**

- Think of a time when a teacher did something silly to make your class laugh. Tell about it.
- What questions do you like to ask your teacher on the first day of school?

**Important Words to Know and Understand**

**Book** – To suddenly stop and not want to do something

**Case** – A container that holds and protects things

**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 blurb on 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 and where or when the story takes place.

Finally, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood 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

**There Was an Old Lady Who Swallowed Some Books!**  
By: Lucille Colandro  
Grade Level: 2 / Guided Reading Level: K

**Asking Questions**

**3**

**Ask Questions While Reading**

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions will help you better understand the text

**Time to Read**

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

**Page 2** – An old lady swallowed some books, but we don't know why. What questions do you have about the old lady? What are you wondering?

**Pages 9 and 10** – The old lady swallowed a ruler. Why do you think she swallowed a ruler? How does answering this question help you as a reader?

**Page 18** – Look at the children on this page. Based on the illustration, what questions do you have for the children?

**Pages 23 and 24** – What has the old lady swallowed? What are you wondering about these things?

**Pages 29 and 30** – The old lady spat out a brand-new backpack. What do you think is inside the backpack? How do these pages help answer your previous questions?

**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 this book?

**Talk** – Tell your reading partner about the most important question you asked while reading. Explain how your answer to your question and why the answer helped you.

**Reflect** – Think about the questioning work you did while reading this book. 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 this book. (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

**Identifying the Author's Purpose**

**There Was an Old Lady Who Swallowed Some Books!**  
By: Lucille Colandro  
Grade Level: 2 / Guided Reading Level: K

**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

**2**

**Learn About Comprehension Strategies**

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

**3**

**Identify the Author's Purpose While Reading**

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain you?

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Summary**

**There Was an Old Lady Who Swallowed Some Books!** by Lucille Colandro is a funny, rhyming story about a silly old lady who swallows all kinds of school supplies. She swallows books, a pen, a pencil case, a ruler, some chalk, and even a bag! With each new item, the story gets sillier and more fun to read. In the end, all those supplies lead to the one thing she needs most for the first day of school—something that can carry it all!

**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 Cover** – Look at the title and cover of the book. What do you think might happen? Why do you think the author wrote this story?

**Page 12** – The author is repeating a lot of the same words in this story. What words do you think she might use on the next page? How does thinking about this help you as a reader?

**Page 18** – The author said that the old lady swallowed some chalk, and she didn't "book" when she swallowed that chalk. Why did the author choose to use the word "book"? How does thinking about this help you as a reader?

**Pages 29 and 30** – Based on the text and illustrations, what was the author's purpose for having the old lady swallow all of those school supplies? How do you know?

**Page 31** – The author ends by saying, "Have a great school year!" Why do you think she chose to end the story this way?

**Time to Reflect**

**Think** – Lucille Colandro is the author of *There Was an Old Lady Who Swallowed Some Books!* Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about what you learned while reading *There Was an Old Lady Who Swallowed Some Books!* Think about the things you and your reading partner discussed. How does identifying the author's purpose 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 *There Was an Old Lady Who Swallowed Some Books!* (Remember to include examples from the book!)

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**Retelling and Summarizing**

**There Was an Old Lady Who Swallowed Some Books!**  
By: Lucille Colandro  
Grade Level: 2 / Guided Reading Level: K

**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

**2**

**Learn About Comprehension Strategies**

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

**3**

**Retell and Summarize While Reading**

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and the settings
- Look for places where characters caused events to happen

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Summary**

**There Was an Old Lady Who Swallowed Some Books!** by Lucille Colandro is a funny, rhyming story about a silly old lady who swallows all kinds of school supplies. She swallows books, a pen, a pencil case, a ruler, some chalk, and even a bag! With each new item, the story gets sillier and more fun to read. In the end, all those supplies lead to the one thing she needs most for the first day of school—something that can carry it all!

**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** – Tell what the old lady swallowed first, next, and last so far. What do these items have in common?

**Pages 13 and 14** – Who is the main character in the story? What is she like? How do you know?

**Page 25** – Summarize the story so far. What has happened? Why do you think she swallowed a bag?

**Pages 27 and 28** – Tell about the setting. What time of year is it? What clues helped you figure it out?

**Pages 30 and 31** – The lady stops swallowing things. What happens instead? Why is this important?

**Time to Reflect**

**Think** – What type of information did you use when you retold and summarized *There Was an Old Lady Who Swallowed Some Books!*? Did you skip throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about the characters, events, and the settings in *There Was an Old Lady Who Swallowed Some Books!* How does paying attention to the story elements 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 *There Was an Old Lady Who Swallowed Some Books!* (Remember to include examples from the book!)

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**Answer Key for Asking Questions**  
with *There Was an Old Lady Who Swallowed Some Books!*

**Page 2:** An old lady who swallowed some books, a pencil case, a ruler, some chalk, and even a bag!

**Page 2:** An old lady swallowed some books, but we don't know why. What questions do you have about the old lady?

**Pages 9 and 10:** The old lady swallowed a ruler. Why do you think she swallowed a ruler? How does answering this question help you as a reader?

**Page 18:** Look at the children on this page. Based on the illustration, what questions do you have for the children?

**Pages 23 and 24:** What has the old lady swallowed? What are you wondering about these things?

**Pages 29 and 30:** The old lady spat out a brand-new backpack. What do you think is inside the backpack? How do these pages help answer your previous questions?

**Your Turn to Practice Asking Questions**  
with *There Was an Old Lady Who Swallowed Some Books!*

**Page 2:** An old lady who swallowed some books, but we don't know why. What questions do you have about the old lady?

**Pages 9 and 10:** The old lady swallowed a ruler. Why do you think she swallowed a ruler? How does answering this question help you as a reader?

**Page 18:** Look at the children on this page. Based on the illustration, what questions do you have for the children?

**Pages 23 and 24:** What has the old lady swallowed? What are you wondering about these things?

**Pages 29 and 30:** The old lady spat out a brand-new backpack. What do you think is inside the backpack? How do these pages help answer your previous questions?

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

**Answer Key for Identifying the Author's Purpose**  
with *There Was an Old Lady Who Swallowed Some Books!*

**Page Cover:** Look at the title and cover of the book. What do you think might happen? Why do you think the author wrote this story?

**Page 12:** The author is repeating a lot of the same words in this story. What words do you think she might use on the next page? How does thinking about this help you understand the author's writing style?

**Page 18:** The author said that the old lady swallowed some chalk, and she didn't "book" when she swallowed that chalk. Why did the author choose to use the word "book"? How does thinking about this help you as a reader?

**Pages 29 and 30:** Based on the text and illustrations, what was the author's purpose for having the old lady swallow all of those school supplies? How do you know?

**Page 31:** The author ends by saying, "Have a great school year!" Why do you think she chose to end the story this way?

**Your Turn to Practice Identifying the Author's Purpose**  
with *There Was an Old Lady Who Swallowed Some Books!*

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

Author's Purpose

Retelling & Summarizing

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

**There Was an Old Lady Who Swallowed Some Books!: Retelling and Summarizing**

Think about the events of the story. What causes the old lady to swallow a bag? How did swallowing the bag bring the story to an end?

I can tell who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

**There Was an Old Lady Who Swallowed Some Books!: Retelling and Summarizing**

Think about the events of the story. What causes the old lady to swallow a bag? How did swallowing the bag bring the story to an end?

I can tell who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

**There Was an Old Lady Who Swallowed Some Books!: Retelling and Summarizing**

Think about the events of the story. What causes the old lady to swallow a bag? How did swallowing the bag bring the story to an end?

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

**There Was an Old Lady Who Swallowed Some Books!: Retelling and Summarizing**

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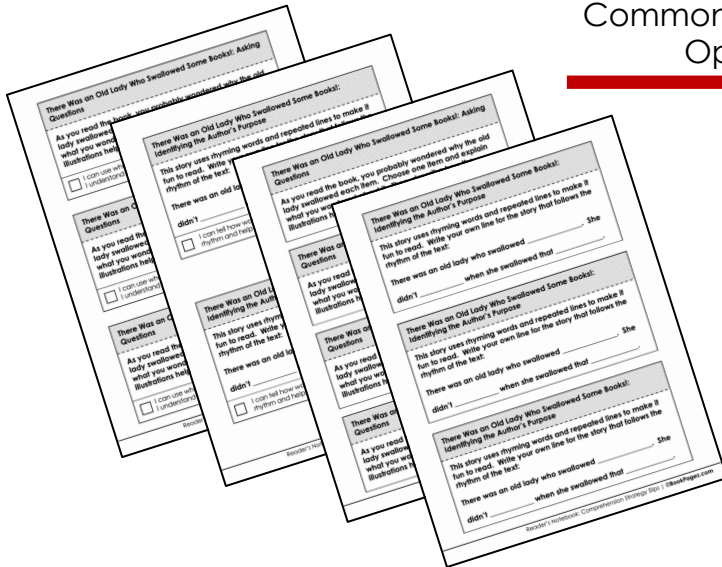
**There Was an Old Lady Who Swallowed Some Books!: Retelling and Summarizing**

Think about the events of the story. What causes the old lady to swallow a bag? How did swallowing the bag bring the story to an end?

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

**Asking Questions**

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

**Question Sentence Starters**

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

Question	Answer
Question	Answer
Question	Answer

**Directions:**  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

**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:**  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

**Retelling and Summarizing**

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

What is this book about?

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

First	Last
Then	Next

**Directions:**  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling & Summarizing

# VOCABULARY CONNECTIONS RESOURCES

## Important Words to Know and Understand in There Was an Old Lady Who Swallowed Some Books! Word List

**Vocabulary Connections**

**There Was an Old Lady Who Swallowed Some Books!**  
By: Lucille Colandro  
Grade Level: 2 / Guided Reading Level: K

**Important Words to Know and Understand in There Was an Old Lady Who Swallowed Some Books!**

**Balk**  
To suddenly stop and not want to do something

**Brag**  
To talk too much about how great you are

**Case**  
A container that holds and protects things

**Cheer**  
To shout or clap to show you're happy or excited

**Decorate**  
To make something look nice by adding pretty things to it

**Fuss**  
To complain or worry in a big way about something small

**Looks**  
The faces people make to show how they feel or what they're thinking

**Measure**  
To find out how long, tall, heavy, or full something is

**Swallowed**  
When you make food or something else go from your mouth down into your stomach.

**Trace**  
A small sign or hint that something was there

Vocabulary Word List | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**

**There Was an Old Lady Who Swallowed Some Books!**  
By: Lucille Colandro  
Grade Level: 2 / Guided Reading Level: K

**Balk** **Brag** **Case**

**Cheer** **Decorate** **Fuss**

Picture Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections**

**There Was an Old Lady Who Swallowed Some Books!**  
By: Lucille Colandro  
Grade Level: 2 / Guided Reading Level: K

**Balk** **Brag** **Case**

To suddenly stop and not want to do something

To talk too much about how great you are

A container that holds and protects things

**Cheer** **Decorate** **Fuss**

To shout or clap to show you're happy or excited

To make something look nice by adding pretty things to it

To complain or worry in a big way about something small

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**There Was an Old Lady Who Swallowed Some Books!**  
By: Lucille Colandro  
Grade Level: 2 / Guided Reading Level: K

Balk is a/an	Brag is a/an	Case is a/an
noun, verb, adjective	noun, verb, adjective	noun, verb, adjective
<b>Definition of Balk:</b>	<b>Definition of Brag:</b>	<b>Definition of Case:</b>
<b>Balk looks like this:</b>	<b>Brag looks like this:</b>	<b>Case looks like this:</b>
<b>Balk reminds me of:</b>	<b>Brag reminds me of:</b>	<b>Case reminds me of:</b>
<b>I saw this word in</b>	<b>I saw this word in</b>	<b>I saw this word in</b>

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Word Games and Answer Key

**Word Games with Words from There Was an Old Lady Who Swallowed Some Books!**

**Fill in the Missing Letters**  
Directions: Look at the picture to figure out the word. Then fill in the missing letters to complete each vocabulary word.

decarat\_\_ \_ \_ \_ measure swallo\_\_ \_ \_ \_ \_  
che\_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_  
\_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

**Fill in the Blank Fun!**  
Directions: Use the words from the box to complete each sentence.

fuss balk looks trace brag

- Mom said, "Please don't make a big \_\_\_\_\_ about your snack."
- Jay will \_\_\_\_\_ if you ask him to try a new food.
- Lily \_\_\_\_\_ out the window to see if the bus is coming.
- We will \_\_\_\_\_ our hands on paper and cut them out.
- Ben likes to \_\_\_\_\_ about his fast running shoes.

Name: \_\_\_\_\_ ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**

**There Was an Old Lady Who Swallowed Some Books!**  
By: Lucille Colandro  
Grade Level: 2 / Guided Reading Level: K

**There Was an Old Lady Who Swallowed Some Books!**  
By Lucille Colandro

A new word that I learned in this book is: \_\_\_\_\_

If I like... \_\_\_\_\_

If it means... \_\_\_\_\_

\_\_\_\_\_

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

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

## Vocabulary Word Extension Activities

**Vocabulary Connections**

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

**Directions:**  
1. Write a word from your reading that is new to you in the first column.  
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.  
3. Explain why you think your definition makes sense based on the context clues in the text.  
4. Write the dictionary definition.  
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

## Personalized Vocabulary Bookmark

# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

**There Was An Old Lady Who Swallowed Some Books**  
By: Lucille Colandrea

**Word Work**

**Instructional Focus:**  
Two-Syllable Words

**Background:**  
Syllabication is the process of dividing words into units of sound typically consist of a vowel consonant sounds. To find the syllables in a word, vowels and group them with the surrounding consonant sounds is a syllable. Work on.

**Examples:**

happy	folder
jumping	higher
dancer	borrowed

**Materials and Preparation:**

- A Copy of *There Was An Old Lady Who Swallowed Some Books*
- Chart Paper
- 2 Syllable Dots and Boxes Page
- Markers (different color for the two syllables)
- Two-Syllable Practice Page (1 page)
- Optional – Word Detective Extension
- Optional – “Thumbs Up for Two-Syllable Words”

Step by Step Lesson Plan

**There Was An Old Lady Who Swallowed Some Books**  
By: Lucille Colandrea  
Grade Level: 2 / Guided Reading Level: K

**Word Work**

**Step 2: Connect Word Work to Reading (continued)**

**Two-Syllable Words in the Text**

**Examples of Two-Syllable Words that are found in the text:**

- lady
- swallowed
- didn't
- happy
- again
- pencil
- without
- leaving
- ruler
- couldn't
- cooler
- measure
- folder
- older
- protect
- around
- corner
- yellow
- started
- popped

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a 2 Syllable Dots and Boxes page (1 page per pair) and two different colored markers.
- Show students how the first player reads out loud a 2-syllable word on the page, and connects two dots next to that word by drawing a line.
- Show students how the second player can then read the same word and draw another line connecting the dots right next to that same word, or he/she can go read another word and connect two different dots.
- Explain that the goal is to try and box in a word with your color.
- Explain that the player who completes the fourth side of a box colors in that box and takes another turn.
- Explain that the player with the most colored in boxes wins.
- Explain that this activity works best if you say each word aloud and clap the syllables. The other player can confirm that the word is being read correctly.
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work. Discuss the two-syllable words at the end of the activity with the whole group.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Two-Syllable Word Work practice page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

List of words in the book that match the instructional focus

Interactive Activity

**2 Syllable Dots and Boxes**

Player One: \_\_\_\_\_ Player Two: \_\_\_\_\_

•	•	•	•	•	•	•	•
lady	happy	folder	token	pencil	backpack		
•	•	•	•	•	•	•	•
present	ruler	folder	magnet	upset	seven		
•	•	•	•	•	•	•	•
pretzels	muffin	corner	yellow	fish	subtract		
•	•	•	•	•	•	•	•
started	picnic	swallowed	without	redo	bonus		
•	•	•	•	•	•	•	•
enter	weekend	silent	problem	laptop	algae		
•	•	•	•	•	•	•	•
himself	birthday	thunder	rocket	robin	contest		

Player One Total Boxes: \_\_\_\_\_  
Player Two Total Boxes: \_\_\_\_\_

Guided Word Work Practice | ©BookPages.com

**Thumbs Up for Two Syllables!**  
Extend Engagement Activity

**Directions:**

- Have students sit at their desks.
- Explain that you will write a word on the board and then you will read the word.
- Students must listen to the word and look at it. If it has 2 syllables, they can give a thumbs up.
- Then, call on a student who gives a thumbs up and ask them to clap the 2 syllables that they hear in the word. If they are correct, write a slash in the word to show the syllabication.
- Once a student has been called on and claps the syllables correctly, they can go line up or move on to the next activity.
- If a student gets it wrong, they can call on another friend who has their thumb up for help.
- When a word's syllables have been correctly identified, erase the word on the board and get ready to write and say the next one.
- If a word does not have 2 syllables, students should give a thumbs down. You can then clap the syllable(s) for the word that does not have 2 syllables, and move on.

**WORD LIST**

- hap/py
- la/dy
- old (1)
- wri/dow
- fig/er
- run/ning
- bal/loon
- books (1)
- but/ter
- can/dy
- swal/lowed
- swal/lowing (3)
- sun/ny
- mov/ing
- par/ty
- Septem/ber (3)
- fly (1)
- cal/ler
- pa/per
- kit/ten

Teacher Directives | ©BookPages.com

**Word Detective: Two-Syllable Words**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **two-syllable words** 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

**Two-Syllable**

**Answer Key**


**Directions:** Circle the 8 items X's over the 5 items in the picture below that are NOT two-syllable words. Then, choose 4 of the 8 items on the lines below. Put a slash ( / ) in the word where you hear the two syllables (e.g. hamster → ham/ster).



**Directions:** For each of the syllables, put a slash (/) in the word where you hear the two syllables (e.g. hamster → ham/ster).

- Ap/ple
- Bo/ry
- Hat
- Ball
- Can/dy

**Directions:** Circle the 8 items in the picture below that are two-syllable words. Put X's over the 5 items in the picture below that are NOT two-syllable words. Then, choose 4 of the 8 items that you circled and spell them out the best you can on the lines below. Put a slash in each word where you hear the two syllables (e.g. hamster → ham/ster).



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Directions:** For each of the words below, clap the syllables that you hear. If it has 2 syllables, put a slash (/) in the word where you hear the 2 syllables. If it does not have 2 syllables, draw a line through the word, like this: \_\_\_\_\_

1. Apple	6. Tiger
2. Bobby	7. Music
3. Hat	8. Book
4. Ball	
5. Candy	

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Independent Practice Pages

Optional Activity to Extend Engagement

Word Detective

# ASSESSMENTS

5. How does the story start and end? (RL.2.5)

(A) It starts at recess and ends at bedtime.  
 (B) It starts with lunch at school.  
 (C) It starts at home and ends at school.  
 (D) It starts with the Old Lady's new backpack.

6. This story is told from the point of view of... (RI.2.6)

(A) The author  
 (B) The old lady  
 (C) The principal  
 (D) The bus

7. What do the pictures help you understand? (RI.2.7)

(A) How a classroom works.  
 (B) The rules for starting a new school year.  
 (C) What each item is used for.  
 (D) The Old Lady's favorite items.

8. How is this version of the story different from the original? (RI.2.9)

(A) This one is about an old lady.  
 (B) This one has a few different items.  
 (C) This one is sad and scary.  
 (D) This one is about a boy.

9. How do you know this is a story? (RI.2.9)

(A) It teaches you how to write.  
 (B) It shows what happens.  
 (C) It tells a true story about a real person.  
 (D) It uses silly school items.

**There Was An Old Lady Who Swallowed Some Books!**  
 CCSS Assessment

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

**Directions:**  
 Use what you know about **There Was An Old Lady Who Swallowed Some Books!** to answer each of the following questions.

1. Who is the main character, and what does she do in the story?

(A) A student who brings books to school  
 (B) An old lady who teaches the alphabet  
 (C) An old lady who swallows school supplies  
 (D) A teacher who finds a backpack

2. What is the central message of this story?

(A) It's fun to eat strange things.  
 (B) Going back to school can be fun and exciting.  
 (C) Always listen to your teacher.  
 (D) Books are better than snacks.

3. How does the Old Lady feel after swallowing different items?

(A) She gets tired and goes to sleep.  
 (B) She starts to cry and feels sad.  
 (C) She is happy and excited.  
 (D) She feels nervous and worried.

4. Which of the following lines is repeated throughout the story to help create rhythm?

(A) There was an old lady who...  
 (B) There is a big Teacher who...  
 (C) She swallowed and laughed...  
 (D) I don't know where my books are...

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**Running Record**

Title: **There Was An Old Lady Who Swallowed Some Books!** 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 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	There was an old lady who swallowed some books.  I don't know why she swallowed those books,  but she didn't get any looks.				
3	There was an old lady who swallowed a pen.  She was happy again when she swallowed that pen.				
4	She swallowed the pen to write in the books.  I don't know why she swallowed the books,  but she didn't get any looks.				

Tested By: \_\_\_\_\_ © BookPagez.com

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

Running Record Assessment:  
 Use the first 100 words from the text to assess oral reading fluency

# WORKSHEET

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

**Directions:**  
 Use the sentence starters to write about five things you "swallowed" to get ready for school.  
 Color the face to make it to look like you.  
 When you're done writing, cut out your sentence strips and feed them into the mouth by sliding them through the opening. You can tape or glue them to the back, so it looks like you're swallowing all your supplies!

I swallowed a pencil to \_\_\_\_\_

I swallowed a notebook to \_\_\_\_\_

I swallowed a crayon to \_\_\_\_\_

I swallowed a smile to \_\_\_\_\_

I swallowed a glue stick \_\_\_\_\_

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There Was \_\_\_\_\_ Swallowed \_\_\_\_\_

Who \_\_\_\_\_ Swallowed \_\_\_\_\_ School Supplies

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Imaginative Writing