

# Here's What You'll Get in the A Bad Case of Stripes Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

## Asking Questions Lesson Plan

**A Bad Case of Stripes**  
By: David Shannon  
Grade Level: 3 / Guided Reading Level: F

**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**  
A Bad Case of Stripes, is about a little girl who hides her love of lima beans in order to fit in with everyone else. She wakes up one morning to find rainbow stripes covering her entire body. To make matters worse, with the mere suggestion of a pattern change, her skin develops those exact markings on her body. When doctors, Specialists, Experts, and many other professionals cannot find a cure, a little old lady shows up with one more possible solution.

**Link to What You Know**

- What questions do your parents ask you when you are thinking?
- What makes people hide their true self from others?
- Have you ever hidden your true self? Why did you do that?

**Important Words to Know and Understand**

**Jabbed** - To be pushed quickly and suddenly into someone or a part of someone's body

**Frodded** - To push someone or something with your finger or a pointed object

**2**  
Learn About Comprehension Strategies

**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.

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

Activate Prior Knowledge

## Asking Questions Lesson Plan

**A Bad Case of Stripes**  
By: David Shannon  
Grade Level: 3 / Guided Reading Level: F

**Asking Questions**

**3**  
Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions are important to read
- Stop from time to time. Ask yourself if you've found the answers to 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 2** - What do you know about Camilla so far? What are you wondering about her?

**Page 5** - Dr. Bumble doesn't know what's wrong with Camilla. If you were Dr. Bumble, what questions would you ask Camilla?

**Page 16** - Camilla has turned into a giant pill. What do you think is going on? What are you wondering?

**Page 19** - There are a lot of news reporters talking about Camilla. What questions do you think they are answering in their news reports?

**Page 30** - The little old woman who cured Camilla has vanished into the crowd. What are you wondering about her? How will your question help you to better understand the story?

**4**  
Notice the Work You Did While Reading

- Think
- Reflect
- Write

**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 A Bad Case of Stripes?

**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 A Bad Case of Stripes. Which types of questions helped you the most? Were there anything that you are still wondering about? If so, how can you answer your question?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading A Bad Case of Stripes. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

**Visualizing**

**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**  
Visualize While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions are important to read
- Stop from time to time. Ask yourself if you've found the answers to your questions

**2**  
Learn About Comprehension Strategies

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**Making Predictions**

**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 Predictions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions are important to read
- Stop from time to time. Ask yourself if you've found the answers to your questions

**2**  
Learn About Comprehension Strategies

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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.

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**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

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions are important to read
- Stop from time to time. Ask yourself if you've found the answers to your questions

**2**  
Learn About Comprehension Strategies

**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.

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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**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

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions are important to read
- Stop from time to time. Ask yourself if you've found the answers to your questions

**2**  
Learn About Comprehension Strategies

**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.

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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**Answer Key for Retelling and Summarizing with A Bad Case of Stripes**

**Your Turn to Practice Retelling and Summarizing with A Bad Case of Stripes**

**Page 4:** Camilla has a couple of problems. What are they? What is her biggest problem? Why do you think so?

**Pages 7 to 10:** What caused Camilla's stripes on an important part of the story?

**Page 4:** What do you think makes you... Answer: I like... No, I think that... makes sense... that I could help.

**Page 18:** Camilla has a lot of experts.

**Answer Key for Making Connections with A Bad Case of Stripes**

**Your Turn to Practice Making Connections with A Bad Case of Stripes**

**Page 2:** Leave a trail to self connection. Name a time when you changed the way you were thinking because of your friends. How does your connection help?

**Answer Key for Making Predictions with A Bad Case of Stripes**

**Your Turn to Practice Making Predictions with A Bad Case of Stripes**

**Page 17:** The author does a nice job of describing Camilla's transformation into bacteria. Which word do use especially powerful? How do they help you make a better mental image?

**Answer Key for Visualizing with A Bad Case of Stripes**

**Your Turn to Practice Visualizing with A Bad Case of Stripes**

**Page 7:** Notice all of the details on this page. Try to visualize Camilla changing from one pattern to another. Which word helps you visualize the change?

**Page 13:** Notice all of the action on this page. What words does the author use to help you visualize the scene?

**Answer Key for Asking Questions with A Bad Case of Stripes**

**Your Turn to Practice Asking Questions with A Bad Case of Stripes**

**Page 2:** What do you know about Camilla so far? What are you wondering about her?

**Page 5:** Dr. Bumble doesn't know what's wrong with Camilla. If you were Dr. Bumble, what questions would you ask Camilla?

**Page 16:** Camilla has turned into a giant pill. What do you think is going on? What are you wondering?

**Page 19:** There are a lot of news reporters talking about Camilla. What questions do you think they are answering in their news reports?

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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**

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

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

Is it fiction or non-fiction?

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

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

**Directions:**  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, tape, or staple into your reader's notebook.

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 Self    Text to Text    Text to World

Draw a picture of your connection in the box below:

**Directions:**  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, tape, or staple into your reader's notebook.

Making Connections

**Making Predictions**

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

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End

**Directions:**  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, tape, or staple into your reader's notebook.

Making Predictions

**Visualizing**

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

What page did you use to practice visualizing?

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

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

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

**Directions:**  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, tape, or staple into your reader's notebook.

Visualizing

**Asking Questions**

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

Question Sentence Starters

Wonder...	Why didn't...?	How does...?
Learn confused when...	Learn curious when...	Learn not sure why...

Question	Answer
Question	Answer
Question	Answer

**Directions:**  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, tape, or staple into your reader's notebook.

Asking Questions

# Vocabulary Connections Resources

## Important Words to Know and Understand in A Bad Case of Stripes Word List

**Vocabulary Connections** A Bad Case of Stripes  
By: David Shannon  
Grade Level: 3 / Guided Reading Level: P







**Important Words to Know and Understand in "A Bad Case of Stripes"**

- Blotches**  
Dark-colored spots especially on the skin
- Contagious**  
Having a sickness that can be passed on to someone else
- Examine**  
To test or look carefully at (something or someone) for signs of illness or injury
- Fretting**  
To be worried or concerned
- Guru**  
A teacher or guide that you trust
- Jabbed**  
To be pushed quickly and suddenly into someone or a part of someone's body
- Ointment**  
A smooth substance that is rubbed on the skin to help heal a wound or to reduce pain or discomfort
- Prodded**  
To push someone or something with your finger or a pointed object
- Specialist**  
A doctor who deals with health problems that relate to a specific area of medicine
- Twitching**  
To make a slight, sudden movement that is not controlled or deliberate

Vocabulary Word List ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections** A Bad Case of Stripes  
By: David Shannon  
Grade Level: 3 / Guided Reading Level: P

<b>Blotches</b>	<b>Contagious</b>	<b>Examine</b>
		
<b>Fretting</b>	<b>Guru</b>	<b>Jabbed</b>
		

Picture Vocabulary Sorting Cards ©BookPages.com

**Vocabulary Connections** A Bad Case of Stripes  
By: David Shannon  
Grade Level: 3 / Guided Reading Level: P

<b>Blotches</b>	<b>Contagious</b>	<b>Examine</b>
Dark-colored spots especially on the skin	Having a sickness that can be passed on to someone else	To test or look carefully at (something or someone) for signs of illness or injury
<b>Fretting</b>	<b>Guru</b>	<b>Jabbed</b>
To be worried or concerned	A teacher or guide that you trust	To be pushed quickly and suddenly into someone or a part of someone's body

Definition Vocabulary Sorting Cards ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections** A Bad Case of Stripes  
By: David Shannon  
Grade Level: 3 / Guided Reading Level: P

<b>Blotches are a/an</b> noun verb adverb adjective	<b>Contagious is a/an</b> noun verb adverb adjective	<b>Examine is a/an</b> noun verb adverb adjective
Definition of <b>Blotches</b> : <hr/>	Definition of <b>Contagious</b> : <hr/>	Definition of <b>Examine</b> : <hr/>
<b>Blotches</b> look like this: <hr/>	<b>Contagious</b> looks like this: <hr/>	<b>Examine</b> looks like this: <hr/>
<b>Blotches</b> remind me of: <hr/>	<b>Contagious</b> reminds me of: <hr/>	<b>Examine</b> reminds me of: <hr/>
I saw this word in: <hr/>	I saw this word in: <hr/>	I saw this word in: <hr/>

Interactive Vocabulary Notebook Cards ©BookPages.com

**Word Games**  
with Words from A Bad Case of Stripes

**Directions:** Unscramble each of the words below.

SAIECUPST \_\_\_\_\_

PERDDOD \_\_\_\_\_

UGUR \_\_\_\_\_

XEMEANI \_\_\_\_\_


TRGTNEIF \_\_\_\_\_

**Word Bank**

BLOTCHES  
CONTAGIOUS  
EXAMINE  
GURU  
JABBED  
OINTMENT  
PRODDED  
SPECIALIST  
Twitching

**Directions:** Make stripes! Read the word inside each bar. Then use the code below to color the bars.

**Nouns = Red    Verbs = Yellow    Adjectives = Green**

BLOTCHES		
JABBED		
CONTAGIOUS		
OINTMENT		
Twitching		

Name: \_\_\_\_\_ ©BookPages.com

## Word Games and Answer Key

**Word Games**  
Bad Case of Stripes

**Directions:** Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Connect to Your Life**

When or where have you seen/heard it, felt it, smelled it, or tasted it?

\_\_\_\_\_

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## Vocabulary Word Extension Activities

**Vocabulary Connections** Name: \_\_\_\_\_

**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence before (and after) the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in this list.
- Write the dictionary definition.
- 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	Read Definition	✓


Independent Word Exploration ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections** A Bad Case of Stripes  
By: David Shannon  
Grade Level: 3 / Guided Reading Level: P

**A Bad Case of Stripes**

By David Shannon



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

If I \_\_\_\_\_

I \_\_\_\_\_

I \_\_\_\_\_

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

Interactive Vocabulary Notebook Personalized Vocabulary Builder Cards ©BookPages.com

## Personalized Vocabulary Bookmark



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
**A Bad Case of Stripes**  
 By: David Shannon  
 Grade Level: 3 / Guided Reading Level: F

**Instructional Focus:**  
 Adjectives

**Background:**  
 Adjective is a word that describes a noun or a pronoun. Adjectives add information about numbers, color, pronouns. Adjectives provide details about what is happening.

**Word Work**  
**A Bad Case of Stripes**  
 By: David Shannon  
 Grade Level: 3 / Guided Reading Level: F

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

**Introduce Adjectives**

- Draw the students' attention to the chart paper.
- Explain that adjectives are words used to describe nouns or pronouns. Adjectives provide details such as color, number, size, kind, and shape.
- Explain that adjectives are words used to describe nouns and pronouns. Adjectives provide details such as color, number, size, kind, and shape.
- Draw and color a picture of two trees. Make one an apple tree, and one a pine tree.
- Invite students to think of words to describe both trees.
- Write their adjectives under the corresponding tree. Continue in this way until the students have fully described each tree.
- Review each adjective and discuss what the word describes (color, number, size, kind, or shape, etc.).
  - Circle color adjectives with a red marker
  - Circle number adjectives with a blue marker
  - Circle size adjectives with a purple marker
  - Circle kind/type adjectives with an orange marker
  - Circle shape adjectives with a green marker.

**Sample Anchor Chart**

Adjective	
green leaves	green needles
red apples	triangular shape
round shape	Apple tree
	Pine tree

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

**Adjectives in the Text**

- Tell the students that the book they will be reading today has lots of examples of adjectives.
- Show them page 1 of *A Bad Case of Stripes*. Ask the students to listen carefully and look at the words while you read. Instruct them to put a thumb up when they hear an adjective.
- Read "She tried on forty-two outfits, but none seemed quite right. She put on a pretty red dress and looked in the mirror."
- After reading, ask the students to identify the adjectives they just heard and what question they answer. Number, color, size, etc.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for adjectives that describe but remind them to be polite and not to interrupt you while you read.

**Some Examples of Adjectives in the Text:**

• pretty	• embarrassed	• front
• red	• white	• hard
• fast	• different	• deeply
• crazy	• colored	• quiet
• extraordinary	• awful	• plump
• uncontrollable	• giant	• sweet
		• fuzzy

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Word Work**  
**A Bad Case of Stripes**  
 By: David Shannon  
 Grade Level: 3 / Guided Reading Level: F

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Prepare a pocket chart to display the header cards (Adjective and Non-Adjective).
- Prepare the "Adjective Question Card" (enlarged and posted for the class to see) and one set of sorting cards.
- Begin to model how to sort the prepared word sort cards.
  - Select a sorting card.
  - Use the Adjective Question Card to decide if the sorting card is an adjective. Determine if the word tells how big, how much, what shape, what color, or what something feels like.
- Invite students to join you as you sort the cards.
- Continue sorting until all cards have been sorted into the pocket chart.

**Step 4: Independent Word Work Practice**

**Practice Page**

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

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

**Group Discussion**

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

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

**Extension Activity**

- Ask students to be on the lookout for **Adjectives** in their own reading. Tell them to write their words on an index card and add them to the pocket chart (review the added cards with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

Extension Activity

**Adjectives Header Cards and Adjective Question Card Interactive Activity**

**Directions:**  
 Cut out the header cards and the Adjective Question Card. Use these cards as the headers for your sort and the questions for identifying adjectives.

**Adjective**

**Not an Adjective**

**Adjective Question Card**

- Does it tell how big?
- Does it tell how much?
- Does it tell what shape it is?
- Does it tell what color it is?
- Does it tell what it feels like?

**Adjectives Sorting Cards Interactive Activity**

Use these cards to sort by adjective or non-adjective.

squiggly

weird

two

Word Work Practice | ©BookPagez.com

**Word Detective: Adjectives Extension Activity**

**Directions:**  
 Be a word detective!  
 Be on the lookout for **adjectives** while you read. Write the words with adjectives that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

**Adjectives Word Work Practice page**

**Directions:**  
 Identify and color the adjectives yellow.

black	virus	kids	five	beans
mirror	green	home	stars	laughed
weird	felt	huge	changing	fury
turned	feather	girl	reporter	touch
little	liked	bacteria	curvy	jump
cure	nine	sat	looked	soft

Guided Word Work Practice | ©BookPagez.com

# Assessments

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



### Running Record

Title: A Bad Case of Stripes      Guided Reading Text Level: P      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		INFORMATION USED	
		E	SC	E MSV	SC MSV		
Page							
2	Camilla Cream loved lima beans. But she never ate them. All of her friends hated lima beans, and she wanted to fit in. Camilla was always worried about what other people thought of her. Today she was fretting even more than usual. It was the first day of school, and she couldn't decide what to wear. There were so many people to impress! She tried on forty-two outfits, but none seemed quite right. She put on a pretty red dress and looked in the mirror.						

Tested By: \_\_\_\_\_

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

**A Bad Case of Stripes**  
CCSS Assessment

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

**Directions:**  
Use what you know about **A Bad Case of Stripes** to answer each of the following questions.

- What were the first two patterns Camilla had covering her body?
  - A Rainbow stripes and American flag
  - B Rainbow stripes and checkerboard
  - C Polka dots and checkerboard
  - D Polka dots and rainbow stripes
- Which of the following is not a theme found in **A Bad Case of Stripes**?
  - A Courage
  - B Jealousy
  - C Honesty
  - D Self-acceptance
- What did Camilla worry about most?
  - A She worried about lima beans.
  - B She worried about getting sick.
  - C She worried about missing school.
  - D She worried about what other people thought of her.
- At the end, what did the author mean when he wrote, "...she never has stripes again.?"
  - A Camilla never got sick again.
  - B Camilla never touched stripes again.
  - C Camilla never had trouble being her true self again.
  - D Camilla only had polka dots after that.

CCSS Assessment 3rd Grade Reading Standards for Litera

**A Bad Case of Stripes**  
CCSS Assessment Answer Key

**Directions:**  
Use what you know about **A Bad Case of Stripes** to answer each of the following questions.

- What were the first two patterns Camilla had covering her body? (RI.3.1)
  - A Rainbow stripes and American flag
  - B Rainbow stripes and checkerboard
  - C Polka dots and checkerboard
  - D Polka dots and rainbow stripes
- Which of the following is not a theme found in **A Bad Case of Stripes**? (RI.3.2)
  - A Courage
  - B Jealousy
  - C Honesty
  - D Self-acceptance
- What did Camilla worry about most? (RI.3.3)
  - A She worried about lima beans.
  - B She worried about getting sick.
  - C She worried about missing school.
  - D She worried about what other people thought of her.
- At the end, what did the author mean when he wrote, "...she never had even a touch of stripes again.?" (RI.3.4)
  - A Camilla never got sick again.
  - B Camilla never touched stripes again.
  - C Camilla never had trouble being her true self again.
  - D Camilla only had polka dots after that.

CCSS Assessment 3rd Grade Reading Standards for Literature | BookPagez.com

Answer Key



# Extension Activity

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

**Directions:**  
In *A Bad Case of the Stripes*, Camilla goes through a lot of changes. Each change is caused by someone describing a pattern or a color. Match the cause and the effect of Camilla's transformations below.

Cause	Effect
Camilla took her medicine	Camilla had a bad case of the stripes
Dr. Gourd announced that Camilla might have a virus	Camilla's stripes turned red, white, and blue and she broke out in stars
Camilla didn't eat her lima beans	Camilla turned into a giant multi-colored pill
Camilla ate her lima beans	Fuzzy little virus balls appeared all over Camilla
Camilla recited the Pledge of Allegiance at school	Camilla melted into the walls of her room
Camilla listened to the Environmental Therapist	Camilla went back to being normal

Extension Activity | ©BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

The image displays four overlapping pages from a Common Core Alignment document for the book 'A Bad Case of the Stripes'. Each page is titled 'Common Core State Standards Correlation' and includes a sub-header 'A Bad Case of the Stripes Lesson Plans, Resources, and Activities'. The pages contain detailed correlations between the book's content and various Common Core State Standards (CCSS) in English Language Arts and Mathematics. The overlapping nature of the pages shows different sections of the document, such as 'Reading: Literature', 'Reading: Foundational Skills', and 'Speaking & Listening'.

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

The image shows two overlapping pages from a Common Core Alignment document. The top page is titled 'Common Core State Standards Correlation' and includes a sub-header 'A Bad Case of the Stripes Lesson Plans, Resources, and Activities'. It contains correlations for 'Vocabulary Lesson Plan and Resources' and 'Language' standards. The bottom page is titled 'Common Core State Standards Correlation' and includes a sub-header 'Doctor De Soto Lesson Plans, Resources, and Activities'. It contains correlations for 'Word Work Lesson Plan and Resources' and 'Reading: Foundational Skills' standards. Both pages include the text '©BookPagez.com'.

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for A Bad Case of Stripes Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con A Bad Case of Stripes (Un caso grave de rayas)**

**Página 4:**  
Camilla tiene unos problemas. ¿Cuáles son? ¿Cuál es su problema más grande?  
¿Por qué lo piensas?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Páginas 7 a 10:**  
¿Qué causó que las rayas de Camilla cambiaran cuando se fue a la escuela?  
¿Por qué es una parte importante del cuento?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 18:**  
Camilla ha visto a muchos expertos. ¿Qué pensaron los expertos que estaba pasando con Camilla?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**Página 24:**  
¿Cómo le afectó la vista del terapeuta ambiental a Camilla? ¿Cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_ ©BookPages.com



### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Tu turno para practicar: Volver a contar y resumir con A Bad Case of Stripes (Un caso grave de rayas)**


**Página 4:**  
Camilla tiene unos problemas. ¿Cuáles son? ¿Cuál es su problema más grande?  
¿Por qué lo piensas?  
Las respuestas varían. Pueden incluir: A Camilla le gustan los frijoles de limas pero no los comerá porque quiere adaptarse. Adquirió rayas después de rehusar de rehusar de comer los frijoles y ahora no sabe qué llevar. Su problema más grande es que tiene rayas porque algo muy grave le está pasando.

**Páginas 7 a 10:**  
¿Qué causó que las rayas de Camilla cambiaran cuando se fue a la escuela?  
¿Por qué es una parte importante del cuento?  
Las respuestas varían. Pueden incluir: Las rayas de Camilla cambian cuando se menciona diferentes colores o patrones. Es importante porque nos da más información sobre la condición de Camilla.

**Página 18:**  
Camilla ha visto a muchos expertos. ¿Qué pensaron los expertos que estaba pasando con Camilla?  
Las respuestas varían. Pueden incluir: Los expertos piensan que tenía un virus o una bacteria.

**Página 24:**  
¿Cómo le afectó la vista del terapeuta ambiental a Camilla? ¿Cómo lo sabes?  
Las respuestas varían. Pueden incluir: El terapeuta ambiental le dijo a Camilla convertirse en uno con su cuarto y entonces se convirtió en su cuarto. Esto fue malo porque no es un ser humano. Ahora es parte de la casa.

Nombre: \_\_\_\_\_ Clave de respuestas | ©BookPages.com



**Tu turno para practicar: Hacer conexiones con A Bad Case of Stripes (Un caso grave de rayas)**

**Página 2:**  
Haz una conexión entre los personajes y lo que le pasa.  
Las respuestas varían.

**Página 7:**  
Haz una conexión entre los personajes.  
Las respuestas varían. Molly Lew es una niña que no puede leer.

**Página 11:**  
Están preocupados los padres de Camilla.  
Las respuestas varían. Camilla no puede leer.

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

Making Connections


**Tu turno para practicar: Hacer predicciones con A Bad Case of Stripes (Un caso grave de rayas)**

**Página 4:**  
¿Qué piensas que puede pasarle a Camilla cuando vuelva a la escuela?  
Las respuestas varían. Podría pasarle algo malo.

**Página 14:**  
¿Qué le puede pasar a Camilla si sigue pareciéndose a una pildora?  
Las respuestas varían. Podría pasarle algo malo.

**Página 24:**  
Haz una predicción de lo que puede pasar. ¿Qué le va a pasar a Camilla si no puede convertirse en una chica otra vez?

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



Making Predictions

**Tu turno para practicar: Visualizar con A Bad Case of Stripes (Un caso grave de rayas)**

**Página 7:**  
Observa todos los detalles en esta página. Intenta visualizar la escena.  
Las respuestas varían.

**Página 13:**  
El autor hace un buen trabajo de describir la transformación de Camilla.  
Las respuestas varían.

**Página 17:**  
El autor hace un buen trabajo de describir la transformación de Camilla.  
Las respuestas varían.

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

Visualizing

**Tu turno para practicar: Haciendo preguntas con A Bad Case of Stripes (Un caso grave de rayas)**


**Página 2:**  
¿Qué sabes de Camilla hasta ahora? ¿Qué quieres saber de ella?  
Las respuestas varían.

**Página 5:**  
El Dr. Bumble pregunta a Camilla.  
Las respuestas varían.

**Página 14:**  
Camilla se ha convertido en una pildora enorme. ¿Qué preguntas te harías a Camilla?  
Las respuestas varían.

**Página 19:**  
Hay muchos reporteros que están hablando de Camilla. ¿Qué preguntas te harías a los reporteros?  
Las respuestas varían.

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



Asking Questions

# Writing About Reading with Optional CCSS Alignment

**A Bad Case of Stripes (Un caso grave de rayas): Hacer preguntas**

¿Por qué Camilla no quería comer sus frijoles de lima al principio del cuento?

¿Cómo habría sido el cuento si los hubiera comido?

Puedo hacer y contestar preguntas para mostrar que entiendo los cuentos que estoy leyendo. CCSS-RL.3.1

---

**A Bad Case of Stripes (Un caso grave de rayas): Hacer preguntas**

¿Por qué Camilla no quería comer sus frijoles de lima al principio del cuento?

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---

**A Bad Case of Stripes (Un caso grave de rayas): Hacer preguntas**

¿Por qué Camilla no quería comer sus frijoles de lima al principio del cuento?

¿Cómo habría sido el cuento si los hubiera comido?

Puedo hacer y contestar preguntas para mostrar que entiendo los cuentos que estoy leyendo. CCSS-RL.3.1

Cuaderno del lector: Estrategias de comprensión | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

**A Bad Case of Stripes (Un caso grave de rayas): Hacer preguntas**

¿Por qué Camilla no quería comer sus frijoles de lima al principio del cuento?

¿Cómo habría sido el cuento si los hubiera comido?

---

**A Bad Case of Stripes (Un caso grave de rayas): Hacer preguntas**

¿Por qué Camilla no quería comer sus frijoles de lima al principio del cuento?

¿Cómo habría sido el cuento si los hubiera comido?

---

**A Bad Case of Stripes (Un caso grave de rayas): Hacer preguntas**

¿Por qué Camilla no quería comer sus frijoles de lima al principio del cuento?

¿Cómo habría sido el cuento si los hubiera comido?

---

**A Bad Case of Stripes (Un caso grave de rayas): Hacer preguntas**

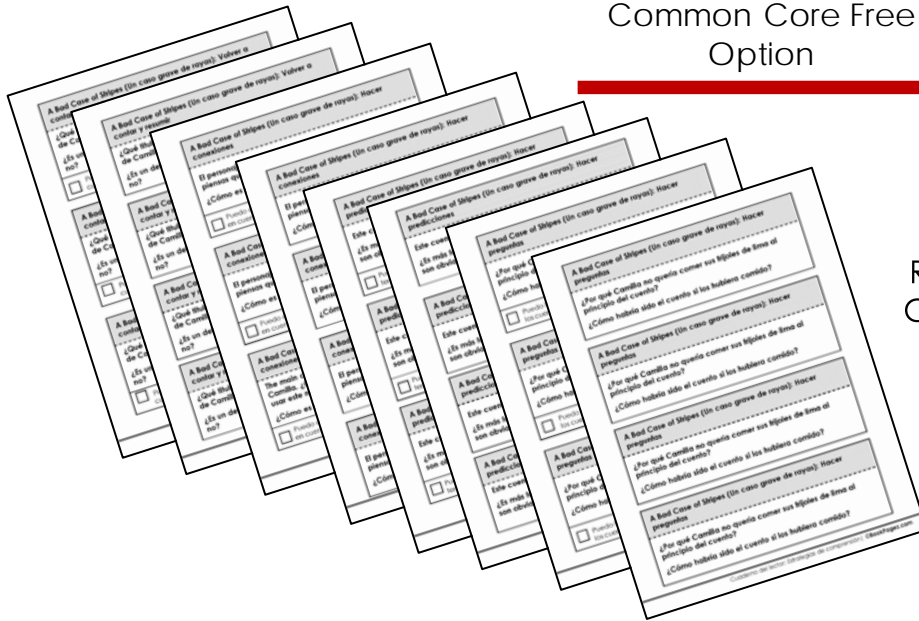
¿Por qué Camilla no quería comer sus frijoles de lima al principio del cuento?

¿Cómo habría sido el cuento si los hubiera comido?

Cuaderno del lector: Estrategias de comprensión | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

**Valorar o contar y resumir el libro:**

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una anécdota completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que trata el libro?

Instrucciones:  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha la hoja en tu cuaderno del lector.

Retelling and Summarizing

**Making Connections**

**Hacer conexiones**

**Título:**

Piensa en el libro. ¿A qué le hace pensar al libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo.  Texto a texto.  Texto al mundo.

Haz un dibujo de tu conexión abajo.

Instrucciones:  
1. Contesta las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Making Connections

**Making Predictions**

**Hacer predicciones**

**Título:**

Predicciones de palabras	Predicciones mientras lees	Verifica las predicciones
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

Instrucciones:  
1. Contesta las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Making Predictions

**Visualizing**

**Visualizar**

**Título:**

¿Qué página usaste para practicar o visualizar?

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

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

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

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

Visualizing

**Asking Questions**

**Hacer preguntas**

**Título:**

Busellas para empezar una oración

Quiero saber... ¿Por qué no...? ¿Cómo puede...? Me confundí. Estoy curioso por saber...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

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

Asking Questions



# Extension Activity

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

**Instrucciones:**

En **A Bad Case of Stripes (Un caso grave de rayas)**, Camilla experimenta mucho cambios. Cada cambio es causado cuando alguien menciona un patrón o un color. Empareja la causa y el efecto de las transformaciones de Camilla.

## Causa

Camilla tomó su medicina

El Dr. Gourd anunció que Camilla quizás tenía un virus

Camilla no comió sus frijoles de lima

Camilla comió sus frijoles de lima

Camilla recitó la Promesa de Lealtad en la escuela

Camilla escuchó al terapeuta ambiental

## Efecto

Camilla tenía un caso grave de rayas

Las rayas de Camilla se volvieron rojas, blancas y azules y salieron estrellas

Camilla se convirtió en una pildora multicolor

Bolitas de virus pequeñas y crespas aparecieron en Camilla

Camilla derretió en las paredes de su cuarto

Camilla se volvió normal