

Here's What You'll Get in the Cookie's Week Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions
Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

1
Get Ready To Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- What you are confused

Summary
Cookie's Week is the story of a black and white kitten named Cookie. Each day of the week, Cookie finds something new to explore. However, Cookie's exploration usually ends in a mess. Will Cookie continue making mistakes, or will he finally find an activity that doesn't require any clean up?

Link to What You Know

- What would happen if you made a mess at school? What would your teacher do or say?
- How would you feel if you had a pet and came home to a mess? What would you do?

Important Words to Know and Understand

Drawer - A box that slides into and out of a piece of furniture (such as a desk) and that is used to store things

Closet - A usually small room that is used for storing things (such as clothing, towels, or dishes)

Why Readers Make Predictions While Reading
When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions before they start reading, during the story, and after they have finished reading. Here are some examples of the thinking readers do when making predictions:

Before Reading Predictions: What the book will be about, who the main character might be, what big events will happen

During Reading Predictions: What a character will do next, how a problem might be solved, what important event will happen

After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Making Predictions Lesson Plan

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3
Make Predictions While Reading

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that might

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.

Cover - Look at the title and illustration on the cover. Make a prediction about what might happen during the story. What makes you think so?

Page 1 - Cookie, the cat, fell in the toilet. Make a prediction about what you think will happen next. What information did you use to make your prediction?

Page 17 - Cookie is running into the closet. What do you predict will happen to Cookie next? How do you know?

Page 21 - Cookie is climbing up the curtain. Make a prediction about what will happen to the curtain. Why does your prediction make sense?

Pages 24 and 25 - This picture shows Cookie sitting and looking at a mouse out of the corner of his eye. Make a prediction about what Cookie will do on Sunday. How do you know?

Time to Reflect
Think - What types of predictions did you make while reading Cookie's Week? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the reasons why some of the predictions you made while reading Cookie's Week were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading Cookie's Week. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Inferences
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- Think about the text you read
- What you are confused

3
Make Inferences While Reading

- Look for clues that tell you about a character's feelings or what might happen next
- Look for clues that tell you about big events that might

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 1 - Look at the title and illustration on the cover. Make a prediction about what might happen during the story. What makes you think so?

Page 7 - Cookie is climbing up the curtain. Make a prediction about what you think will happen to the curtain. Why does your prediction make sense?

Page 17 - Cookie is running into the closet. What do you predict will happen to Cookie next? How do you know?

Page 21 - The illustration shows Cookie sitting at the corner of his eye. Make a prediction about what Cookie will do on Sunday. How do you know?

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Think - What types of inferences did you make while reading Cookie's Week? Did you make inferences about characters, events, problems, or solutions? How did you decide whether or not your inferences made sense?

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Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading Cookie's Week. (Remember to include examples from the book!)

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Visualizing
Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

1
Get Ready To Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- What you are confused

3
Visualize While Reading

- Look for clues that tell you about a character's feelings or what might happen next
- Look for clues that tell you about big events that might

Summary
Cookie's Week is the story of a black and white kitten named Cookie. Each day of the week, Cookie finds something new to explore. However, Cookie's exploration usually ends in a mess. Will Cookie continue making mistakes, or will he finally find an activity that doesn't require any clean up?

Link to What You Know

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Why Readers Visualize While Reading
Readers visualize by using the author's words to make pictures in their minds. When readers can "see" what they read, it makes them able to make connections between what they already know and what they read.

When you read a chapter book, the illustrations use the author's words to create a picture in your mind. When you read a story, you use the author's words to create a picture in your mind. Creating pictures will help you create mental images in your mind.

Time to Reflect
Think - How did you use the author's words to create pictures in your mind? What words did you use to create your pictures? How did you use the author's words to create your pictures?

Talk - Tell your reading partner about a picture you made while reading this book. Explain why your picture was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the reasons why some of the pictures you made while reading Cookie's Week were correct and why others were incorrect. What was easy about making pictures? What was difficult? How does making pictures help you be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading Cookie's Week. (Remember to include examples from the book!)

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Making Inferences

Visualizing

Asking Questions
Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

1
Get Ready To Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- What you are confused

3
Ask Questions While Reading

- Look for clues that tell you about a character's feelings or what might happen next
- Look for clues that tell you about big events that might

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.

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Time to Reflect
Think - What types of questions did you ask while reading Cookie's Week? Did you ask questions about characters, events, problems, or solutions? How did you decide whether or not your questions made sense?

Talk - Tell your reading partner about the best questions you asked while reading this book. Explain why your question was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the reasons why some of the questions you asked while reading Cookie's Week were correct and why others were incorrect. What was easy about asking questions? What was difficult? How does asking questions help you be a better reader?

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Asking Questions

Understanding Text Structure
Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

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Get Ready To Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- What you are confused

3
Understand Text Structure While Reading

- Look for clues that tell you about a character's feelings or what might happen next
- Look for clues that tell you about big events that might

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 1 and 2 - The author is using a cause and effect text structure to describe what happened on Monday. What caused the water to go everywhere?

Page 4 and 7 - The author is using a cause and effect text structure to describe what happened on Monday. What caused the water to go everywhere?

Page 10 and 11 - The author is using a cause and effect text structure to describe what happened on Monday. What caused the water to go everywhere?

Page 12 and 13 - On Thursday, Cookie has a problem. What caused the problem? Does Cookie do anything to solve the problem? How?

Page 18 - The author is using a cause and effect text structure to describe what happened on Tuesday. What effect does knocking over the plant have?

Page 20 - The author is using a cause and effect text structure to describe what happened on Tuesday. What effect does knocking over the plant have?

Time to Reflect
Think - How did you use the author's words to understand text structure? What words did you use to understand text structure? How did you use the author's words to understand text structure?

Talk - Tell your reading partner about a picture you made while reading this book. Explain why your picture was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the reasons why some of the pictures you made while reading Cookie's Week were correct and why others were incorrect. What was easy about making pictures? What was difficult? How does making pictures help you be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading Cookie's Week. (Remember to include examples from the book!)

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Understanding Text Structure

Answer Key for Making Inferences with Cookie's Week

Your Turn to Practice Making Inferences with Cookie's Week

Page 1: Look at the picture of Cookie after he fell in the toilet. Make an inference about how Cookie is feeling right now.

Page 2: Look at the picture of Cookie after he fell in the toilet. Make an inference about how Cookie is feeling right now.

Page 7: Look at the picture of Cookie after he fell in the toilet. Make an inference about how Cookie is feeling right now.

Page 17: Look at the picture of Cookie after he fell in the toilet. Make an inference about how Cookie is feeling right now.

Page 21: Look at the picture of Cookie after he fell in the toilet. Make an inference about how Cookie is feeling right now.

Answer Key for Making Predictions with Cookie's Week

Your Turn to Practice Making Predictions with Cookie's Week

Page 1: Look at the picture of Cookie after he fell in the toilet. Make a prediction about what you think will happen next. What information did you use to make your prediction?

Page 17: Look at the picture of Cookie after he fell in the toilet. Make a prediction about what you think will happen next. What information did you use to make your prediction?

Page 21: Look at the picture of Cookie after he fell in the toilet. Make a prediction about what you think will happen next. What information did you use to make your prediction?

Answer Key for Visualizing with Cookie's Week

Your Turn to Practice Visualizing with Cookie's Week

Page 5: Look at the picture of Cookie knocking the plant off the windowsill. Visualize what you would see.

Page 10: Look at the picture of Cookie knocking the plant off the windowsill. Visualize what you would see.

Page 18: Look at the picture of Cookie knocking the plant off the windowsill. Visualize what you would see.

Answer Key for Asking Questions with Cookie's Week

Your Turn to Practice Asking Questions with Cookie's Week

Page 1 and 2: How does visualizing this help you as a reader?

Page 4 and 7: How does visualizing this help you as a reader?

Page 10 and 11: How does visualizing this help you as a reader?

Page 12 and 13: How does visualizing this help you as a reader?

Page 18: How does visualizing this help you as a reader?

Answer Key for Understanding Text Structure with Cookie's Week

Your Turn to Practice Understanding Text Structure with Cookie's Week

Pages 1 and 2: How does visualizing this help you as a reader?

Pages 4 and 7: How does visualizing this help you as a reader?

Pages 10 and 11: How does visualizing this help you as a reader?

Pages 12 and 13: How does visualizing this help you as a reader?

Pages 18 and 19: How does visualizing this help you as a reader?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Cookie's Week: Asking Questions

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

I can ask and answer questions about important details in the stories I read. CCSS: RL.1.1

Cookie's Week: Asking Questions

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

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I can ask and answer questions about important details in the stories I read. CCSS: RL.1.1

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Cookie's Week: Asking Questions

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

Cookie's Week: Asking Questions

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

Cookie's Week: Asking Questions

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

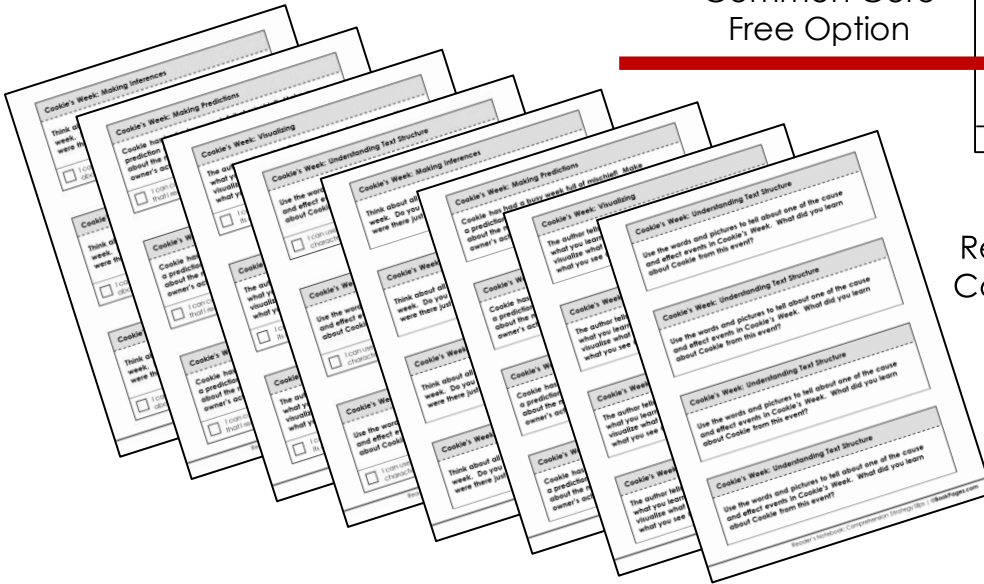
Cookie's Week: Asking Questions

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Here is a picture of the text or picture.	What do you know about the text?	Strategies: Inference, Cause and Effect

Draw a picture to illustrate your inference.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Making Predictions

Title: _____

I predict ...

My prediction was Correct Incorrect

I know because...

Here is a picture about my prediction:

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

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

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Vocabulary Connections Resources

Important Words to Know and Understand in Cookie's Week Word List

Vocabulary Connections

Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

Important Words to Know and Understand in Cookie's Week

Climbed
To move or go up (something) using your feet and often your hands

Closest
A usually small room that is used for storing things (such as clothing, towels, or dishes)

Curtains
A piece of cloth that hangs down from above a window and can be used to cover the window

Dirt
Loose earth or soil

Drawer
A box that slides into and out of a piece of furniture (such as a desk) and that is used to store things

Garbage
Things that are no longer useful or wanted and that have been thrown out

Knocked
To hit (something or someone) in a forceful way

Stuck
In a place or situation that is difficult or impossible to get out of

Upset
Angry or unhappy

Windowsill
A narrow shelf that is attached to the bottom of a window

Vocabulary Word List | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

Climbed **Closest** **Curtains**

Dirt **Drawer** **Garbage**

Picture Vocabulary Sorting Cards | @BookPages.com

Vocabulary Connections

Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

Knocked **Stuck** **Upset**

Windowsill

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

Cookie's Week
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Climbed is a/an
noun verb
adverb adjective
Definition of Climbed:

Closest is a/an
noun verb
adverb adjective
Definition of Closest:

Curtains is a/an
noun verb
adverb adjective
Definition of Curtains:

Climbed looks like this:

Closest looks like this:

Curtains look like this:

Climbed reminds me of:

Closest reminds me of:

Curtains remind me of:

I saw this word in

Interactive Vocabulary Notebook Cards | @BookPages.com

Word Games
with Words from Cookie's Week

Directions: Choose your favorite word from the word bank. Practice writing the word on the lines below.

Word Bank: Climbed, Closest, Curtains, Dirt, Drawer, Garbage, Knocked, Stuck, Upset, Windowsill

Directions: Read the words in each box below. Color the box that has a word that starts with a consonant. Then, use the words to complete following sentences.

1. In winter, we use thick _____ to cover our window.

2. I keep my toys inside my bed's _____.

3. Disposing your _____ property is a healthy habit.

Answer Key:

1. Blank line for 'curtains' (with 'u' circled)

2. Blank line for 'drawer' (with 'd' circled)

3. Blank line for 'garbage' (with 'g' circled)

Color the box that has a word that complete following sentences.

1. upset curtains garbage drawer

2. garbage drawer

3. drawer

Name: _____

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

The Cookie's Week
By Cindy Ward

A new word that I learned in this book is: _____

It means: _____

Name: _____

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

Personalized Vocabulary Bookmark

Vocabulary Connections

Name: _____

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

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

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 the text.
- 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	Real Definition	✓

Independent Word Exploration | @BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

Instructional Focus:
Mixed Short Vowels

Background:
Short vowel sounds do not start typically have a consonant (consonant). Some examples:

Short i	Short e
fin	fell
is	went
in	pet
win	ten

Materials and Preparation:

- A Copy of **Cookie's Week**
- Mixed Short Vowels
- Markers
- Scissors
- Mixed Short Vowel Words
- Short Vowel Word Hunt
- Short Vowel Word Hunt
- Optional - Word Detective

Word Work
Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

Step 1: Introduce the Focus of Word Work

Introduce Mixed Short Vowels

- Tell students that they are going to practice recognizing words with the short vowel sounds for a, e, i, o and u.
- Introduce anchor chart and encourage students to repeat the short vowel sounds after you.
- Direct student attention to the pictures on the bottom of the chart. Point to one picture at a time while saying the item pictured. Invite students to name the pictures with the short vowel sound.
- Starting with the picture of the cat, slowly say the word, exaggerating the letter sounds. Identify the vowel sound as short a. Write the word "cat" under the column labeled "Short a".
- Repeat this process for each of the remaining pictures.

Short a	Short e	Short i	Short o	Short u
cat	slip	ten	dog	bun
hen	pot	mat	run	trip

Step 2: Connect Word Work to Reading

Mixed Short Vowels in the Text

- Tell students that the book **Cookie's Week** has several short vowel sound words. As you read, instruct students to raise their hand when they hear a word with a short vowel sound. Read the first page and model raising your hand when you hear a word with a short vowel sound (fell, in).
- Read the rest of the book and have students raise their hand when they hear a short vowel sound word.
- After reading, have students tell you the words they remember hearing with a short vowel sound.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Word Work
Cookie's Week
By: Cindy Ward
Grade Level: 1 / Guided Reading Level: F

Step 2: Connect Word Work to Reading (continued)

Examples of Mixed Short Vowels found in the text:

Short a	Short e	Short i	Short o	Short u
hoah	fell	into	off	stuck
can	went	is	got	upset!
Saturday	upset	in	pots	Sunday
kitchen	window sill	knock		
closet	kitchen	closet		
rest	will			

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs. Pass out the **Short Vowel Cards**. Prompt students to cut out the cards and place them face down.
- Instruct students to take turns picking up a card. Students will read the card to their partner and then sort the word cards on the **Short Vowel Sound Word Mat** under the correct short vowel. Repeat until all of the cards are complete.

Step 4: Independent Word Work Practice

Practice Page

- Before the lesson, tape the **Hunt the Room Picture Cards** in various spots around the classroom.
- Pass out the **Hunt the Room Word Mat**.
- Instruct students to go around the classroom hunting for picture cards. When they find a picture card, they should write the word under the correct short vowel sound on their word mat.
- Monitor students as they walk around hunting for words and writing them to sort.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Short Vowel Cards
Guided Word Work Practice Page

















cat	bat	dog
fog	jog	mit
pit	hat	rat
dig	ten	hen
beg	pot	luck
fun	run	sun

Guided Word Work Practice | @BookPagez.com

Interactive Activity

Independent Practice Page

Hunt the Room Picture Cards
Practice Page

Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Mixed Short Vowels
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **mixed short vowels** 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 | @BookPagez.com

Assessments

Running Record					
Title: <i>I'm a Caterpillar</i>		Guided Reading Text Level: G		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	
Page		E	SC	E	SC
		MSV		MSV	
1	I'm a caterpillar. Munch. Crunch.				
2	I'm getting bigger! Munch. Crunch.				
4	Munch, Crunch. Munch, Crunch That's it. No more food. I'm done.				
5	It's time to hang from a stem.				
Tested By: _____ ©BookPagez.com					

Running Record Assessment

<i>I'm a Caterpillar</i> CCSS Assessment		Name: _____
		Score: / 10
Directions: Use what you know about <i>I'm a Caterpillar</i> to answer each of the following questions.		
1. Why is a chrysalis hard?		
<input type="radio"/> A A chrysalis is hard because it is made of wood. <input type="radio"/> B A chrysalis is hard so that it can bounce if it falls. <input type="radio"/> C A chrysalis is hard to protect the pupa. <input type="radio"/> D A chrysalis is hard because it is frozen.		
2. What happened at both the beginning and the end of the story?		
<input type="radio"/> A A butterfly laid its eggs. <input type="radio"/> B A caterpillar munched leaves. <input type="radio"/> C A chrysalis hung from the stem. <input type="radio"/> D The caterpillar split its skin.		
3. Where does the caterpillar live in the story?		
<input type="radio"/> A The caterpillar lives in a tree or bush. <input type="radio"/> B The caterpillar lives in the water. <input type="radio"/> C The caterpillar lives in a hive. <input type="radio"/> D The caterpillar lives in a hive.		
4. What word or words in the story tells how the caterpillar feels?		
<input type="radio"/> A "Yumi" <input type="radio"/> B "They know that we taste awful." <input type="radio"/> C "Hey!" <input type="radio"/> D "Munch, Crunch."		
5. Which of these sentences is not true?		
<input type="radio"/> A Caterpillars turn into butterflies. <input type="radio"/> B Butterflies lay eggs. <input type="radio"/> C Caterpillars hatch from eggs. <input checked="" type="radio"/> D Caterpillars and butterflies can talk.		
6. What is telling the story after the chrysalis is formed?		
<input type="radio"/> A The pupa is telling the story. <input type="radio"/> B The caterpillar is telling the story. <input checked="" type="radio"/> C The butterfly is telling the story. <input type="radio"/> D The birds are telling the story.		
7. When the caterpillar is hanging from the stem, what do the pictures show that the words don't tell?		
<input type="radio"/> A The pictures show the caterpillar twisting. <input checked="" type="radio"/> B The pictures show something white connecting the caterpillar to the tree. <input type="radio"/> C The pictures show the caterpillar crawling. <input type="radio"/> D The pictures show the caterpillar sipping nectar from the flowers.		
8. Why did the author write this book?		
<input checked="" type="radio"/> A The author wrote this book to teach about the life of a caterpillar. <input type="radio"/> B The author wrote this book to show how much fun caterpillars are. <input type="radio"/> C The author wrote this book to persuade me to like caterpillars. <input type="radio"/> D The author wrote this book to persuade me not to like caterpillars.		
9. What is the difference between fiction and nonfiction stories?		
<input type="radio"/> A Fiction stories are true, and nonfiction stories are make believe. <input checked="" type="radio"/> B Fiction stories are make believe and nonfiction stories are true. <input type="radio"/> C Both fiction and nonfiction stories are true. <input type="radio"/> D Both fiction and nonfiction stories can be true with some parts that are make believe.		
CCSS Assessment 1 st Grade Reading Standards for Literature BookPagez.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions: Imagine that you are a pet that is home alone. Choose a name for yourself and write about what you would do each day of the week.

_____ 's Week
your pet name

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

Extension Activity | @BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Cookie's Week Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Cookie's Week correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Making Inferences Lesson Plan and Resources</p> <p>Reading: Literature RI.1 - Ask and answer questions about key details in a text. RI.3 - Describe characters, settings, and major events in a story using key details. RI.7 - Use illustrations and details in a story to describe its characters, settings, events, and main ideas. RI.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>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). RF.1.3 - With guidance and support from adults, focus on a topic, respond to questions and add details to strengthen writing as needed. RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Cookie's Week CCSS Alignment @BookPages.com</p>

Common Core State Standards Correlation
<p>Cookie's Week Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Cookie's Week correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading: Literature RI.1 - Ask and answer questions about key details in a text. RI.3 - Describe characters, settings, and major events in a story using key details. RI.7 - Use illustrations and details in a story to describe its characters, settings, events, and main ideas. RI.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>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). RF.1.3 - With guidance and support from adults, focus on a topic, respond to questions and add details to strengthen writing as needed. RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Cookie's Week CCSS Alignment @BookPages.com</p>

Common Core State Standards Correlation
<p>Cookie's Week Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Cookie's Week correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Writing: Opinion/Argument W.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.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Writing: Narrative W.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.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Cookie's Week CCSS Alignment @BookPages.com</p>

Common Core State Standards Correlation
<p>Cookie's Week Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Cookie's Week correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading: Literature RI.1 - Ask and answer questions about key details in a text. RI.3 - Describe characters, settings, and major events in a story using key details. RI.7 - Use illustrations and details in a story to describe its characters, settings, events, and main ideas. RI.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>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). RF.1.3 - With guidance and support from adults, focus on a topic, respond to questions and add details to strengthen writing as needed. RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Cookie's Week CCSS Alignment @BookPages.com</p>

Common Core State Standards Correlation
<p>Cookie's Week Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Cookie's Week correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Literature RI.1 - Ask and answer questions about key details in a text. RI.3 - Describe characters, settings, and major events in a story using key details. RI.7 - Use illustrations and details in a story to describe its characters, settings, events, and main ideas. RI.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>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). RF.1.3 - With guidance and support from adults, focus on a topic, respond to questions and add details to strengthen writing as needed. RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Cookie's Week CCSS Alignment @BookPages.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Cookie's Week Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Cookie's Week correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.1.A - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). L.1.B - Identify the relationship between words and their use (e.g., role, place, or theme) in a text. L.1.C - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Cookie's Week CCSS Alignment @BookPages.com</p>

Common Core State Standards Correlation
<p>Cookie's Week Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Cookie's Week correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 - With guidance and support from adults, focus on a topic, respond to questions and add details to strengthen writing as needed. RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Cookie's Week CCSS Alignment @BookPages.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Cookie's Week Super Pack

5 Comprehension Strategy Practice Pages

Making Inferences Practice Page

Tu turno para Hacer inferencias con Cookie's Week (La semana de Cookie)

Página 3:
Mira la foto de Cookie después de que se cayó en el baño. Haga una inferencia sobre cómo se siente Cookie en este momento.


¿Cómo te ayuda la ilustración a hacerte esta inferencia?

Páginas 6 y 7:
Esta imagen muestra huellas de patas sucias y Cookie corriendo. Haga una inferencia sobre Cookie. ¿Por qué Cookie corre a la vuelta de la esquina?

Páginas 12 y 13:
Cookie está subiendo al cajón de la cocina. ¿Qué puedes inferir que Cookie encontrará en el cajón?

¿Cómo lo sabes?

Nombre: _____



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Page by Page
Guided
Questions

Answer Key

Hacer inferencias con Cookie's Week (La semana de Cookie)

Páginas 18 y 19:
Cookie está cubierta de ropa dentro del armario. Haga una inferencia sobre cómo se sienten los propietarios de Cookie sobre lo que hizo Cookie.

Las respuestas varían. Podrían incluir: Puedo inferir que los propietarios de Cookie no están contentos de tener otro desastre.


¿Por qué piensas eso?

Las respuestas varían. Podrían incluir: Creo que esto porque Cookie ha estado haciendo líos toda la semana y sus propietarios tienen que limpiarlos a todos.

Página 25:
La ilustración muestra a Cookie acurrucado en su cama para descansar. Pero un ojo está abierto mirando el bicho que está en la casa. ¿Qué te ayudan a deducir las pistas del texto sobre cómo se siente Cookie?

Las respuestas varían. Podrían incluir: Las pistas en la imagen me ayudan a inferir que Cookie todavía se siente juguetón y no está listo para descansar.

Nombre: _____



Answer Key | ©BookPages.com

Sample answers
written in Spanish

Hacer predicciones con Cookie's Week (La semana de Cookie)

¿Cómo lo sabes?

Las respuestas varían. Podrían incluir: Las huellas de las patas sucias y el hecho de que nuestra historia dice que Cookie se cayó en el baño.

Tu turno para Hacer predicciones con Cookie's Week (La semana de Cookie)

Página 21:
La portada: Mira el título y la ilustración en la portada. Podría pasar durante la historia.

¿Por qué te hiciste esa predicción?

Las respuestas varían. Podrían incluir: Porque la historia dice que Cookie se cayó en el baño y eso nos da pistas de que podría pasar algo más.

Visualizar con Cookie's Week (La semana de Cookie)

Página 5:
Mira la foto fuera de la casa. ¿Qué te hace pensar eso?

Páginas 24 y 25:
Esta imagen muestra a Cookie en el baño. ¿Qué te hace pensar eso?

Tu turno para Visualizar con Cookie's Week (La semana de Cookie)

Explica por qué tu visualización tiene sentido.

Páginas 22 y 23:
Cookie está subiendo las cortinas y el texto nos dice que "Cookie fue a todas partes". ¿Qué le hacen visualizar estas palabras a Cookie?

Página 1:
Cookie, el gato, cayó al baño. ¿Qué te hace pensar eso?

Páginas 6 y 7:
Cuenta los días de la semana. ¿Cómo es su día? ¿Qué te hace pensar eso?

Página 17:
Cookie corre hacia el armario. ¿Qué te hace pensar eso?

Nombre: _____

Página 13:
Cookie está subiendo al cajón. ¿Qué te hace pensar eso?

Página 28:
La ilustración muestra a Cookie desapareciendo en otra habitación. Visualice lo que está sucediendo al otro lado de la pared. ¿Qué ves?

¿Qué pistas te ayudaron a visualizar esta escena?

Nombre: _____



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Making
Predictions

Visualizing

Hacer preguntas con Cookie's Week (La semana de Cookie)

Página 1:
Mira la ilustración del gato. ¿Qué preguntas tienes sobre la historia?

Página 5:
Cookie tiene una planta. ¿Qué preguntas tienes sobre la planta?

Página 7:
Cookie hizo un agujero en la pared. ¿Qué preguntas tienes sobre el agujero?

Nombre: _____

Tu turno para Hacer preguntas con Cookie's Week (La semana de Cookie)

¿Tienes alguna pregunta sobre lo que está sucediendo?

Página 5:
Cookie tiene una planta del alfiler de la ventana. ¿Qué preguntas tienes sobre la planta?

Página 7:
Cookie hizo un agujero en la pared. ¿Qué preguntas tienes sobre el agujero?

Entender la estructura del texto con Cookie's Week (La semana de Cookie)

Páginas 12 y 13:
El jueves, Cookie se cayó en el baño. ¿Qué te hace pensar eso?

Página 22:
El autor usa pistas para ayudarte a entender la historia. ¿Qué te hace pensar eso?

Tu turno para Entender la estructura del texto con Cookie's Week (La semana de Cookie)

El autor está utilizando una estructura de texto de causa y efecto para describir lo que sucedió el lunes. ¿Qué causó que el agua fuera a todas partes?

Páginas 5 y 6:
El autor está utilizando una estructura de texto de causa y efecto otra vez para contarnos lo que sucedió el martes. ¿Qué efecto tiene derribar la planta?

Páginas 10 y 11:
Esta ilustración muestra basura en todas partes. ¿Qué causó que esto sucediera?

¿Cómo lo sabes?

Nombre: _____



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Asking
Questions

Understanding
Text Structure

Writing About Reading with Optional CCSS Alignment

Cookie's Week (La semana de Cookie): Entender la estructura del texto

Use las palabras y las imágenes para contar sobre uno de los eventos de causa y efecto en *La semana de Cookie*. ¿Qué aprendiste sobre Cookie de este evento?

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

Cookie's Week (La semana de Cookie): Entender la estructura del texto

Use las palabras y las imágenes para contar sobre uno de los eventos de causa y efecto en *La semana de Cookie*. ¿Qué aprendiste sobre Cookie de este evento?

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

Cookie's Week (La semana de Cookie): Entender la estructura del texto

Use las palabras y las imágenes para contar sobre uno de los eventos de causa y efecto en *La semana de Cookie*. ¿Qué aprendiste sobre Cookie de este evento?

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

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPage.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Cookie's Week (La semana de Cookie): Entender la estructura del texto

Use las palabras y las imágenes para contar sobre uno de los eventos de causa y efecto en *La semana de Cookie*. ¿Qué aprendiste sobre Cookie de este evento?

Cookie's Week (La semana de Cookie): Entender la estructura del texto

Use las palabras y las imágenes para contar sobre uno de los eventos de causa y efecto en *La semana de Cookie*. ¿Qué aprendiste sobre Cookie de este evento?

Cookie's Week (La semana de Cookie): Entender la estructura del texto

Use las palabras y las imágenes para contar sobre uno de los eventos de causa y efecto en *La semana de Cookie*. ¿Qué aprendiste sobre Cookie de este evento?

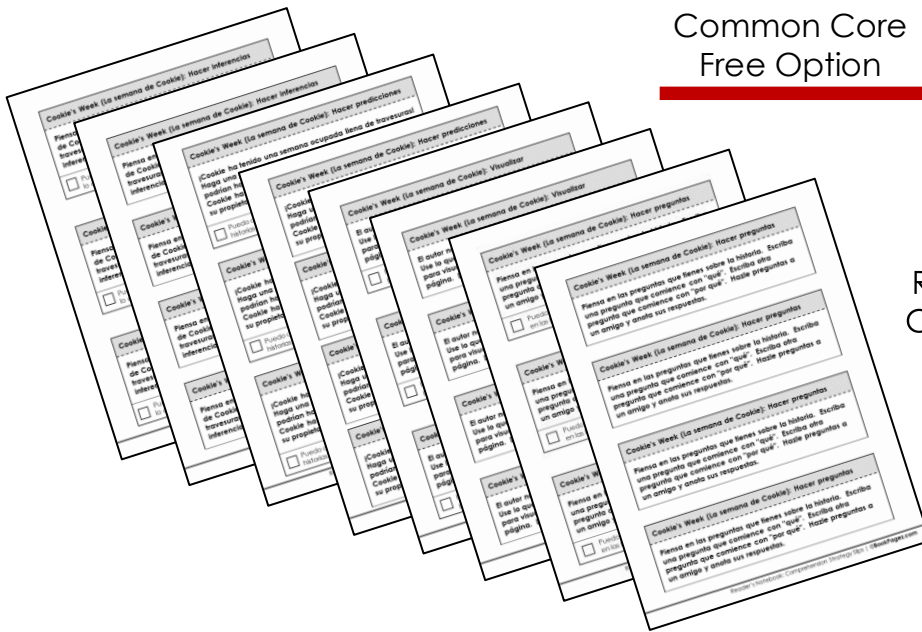
Cookie's Week (La semana de Cookie): Entender la estructura del texto

Use las palabras y las imágenes para contar sobre uno de los eventos de causa y efecto en *La semana de Cookie*. ¿Qué aprendiste sobre Cookie de este evento?

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer inferencias
Título: _____

Lo que dice el texto: _____
Lo que yo sé: _____
Lo que puedo inferir: _____

Haz un dibujo para hacer tu inferencia.

Instrucciones:
1. Contesta las preguntas.
2. Copia cuidadosamente el la línea de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Making Inferences

Hacer predicciones
Título: _____

Yo predigo... _____

Mi predicción fue...
 Correcto
 Incorrecto

Yo sé porque... _____

Aquí hay una foto sobre mi predicción: _____

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

Comprehension Strategy Graphic Organizer | @BookPage.com

Making Predictions

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

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

Escibe algunas de las palabras que lo autor empleó que te ayudaron a hacer esta imagen en tu mente.

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

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

Comprehension Strategy Graphic Organizer | @BookPage.com

Visualizing

Hacer preguntas
Título: _____

Muestrame para empezamos una sesión
¿Quieres saber...? ¿Por qué?...? ¿Cómo...? ¿Dónde...?

Ma contunde cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

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

Comprehension Strategy Graphic Organizer | @BookPage.com

Asking Questions

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usado la estructura del texto	Cómo la estructura del texto me ayudó
Párrafo		
Párrafo		
Párrafo		
Párrafo		

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

Comprehension Strategy Graphic Organizer | @BookPage.com

Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: Imagine que es una mascota que está sola en casa. Elija un nombre para usted y escriba sobre lo que haría cada día de la semana.

La semana de _____
tu nombre como una mascota

Lunes:

Martes:

Miércoles:

Jueves:

Viernes:

Sábado:

Domingo:
