

Here's What You'll Get in the First Day Jitters Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

1
Get Ready to Read
Learn about the book.
Get your brain ready to read.
Understand the meaning of important words found in the book.

2
Learn About Comprehension Strategies
Think about the text you read.
Know what to do.

Summary
It is the first day of school and Sarah Jane Hartwell has the first day jitters. When she wakes up on the first day of school, her hands are cold and clammy. Sarah is terrified of going to her new school. She is worried that she won't know where to go and most of all, Sarah doesn't know anyone or have any friends at her new school. Mr. Hartwell encourages Sarah to go to her new school but Sarah is afraid.

Link to What You Know
What excuses might you make if you didn't want to go to school?
What do your parents do to help you get ready for the first day of school?
What might someone starting a new school worry about?

Important Words to Know and Understand
Clammy - Damp, soft, sticky and usually cold.
Slumped - To drop or slide down.

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

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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 happen next.

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 6 - Look at the picture of Mr. Hartwell. What do you predict he might do next? Why do you think so?
Page 16 - Sarah Jane is making excuses about not feeling well. Make a prediction about what might happen next. Do you think Mr. Hartwell will let Sarah stay home? Why or why not?
Page 21 - Do you think Sarah will follow Mrs. Burton? Why or why not? Does your prediction make sense for the story?
Page 29 - Mrs. Burton pauses when she introduces Sarah to the class. Why do you suppose she pauses? Make a prediction about what might happen next.

Time to Reflect
Think - What types of predictions did you make while reading *First Day Jitters*? 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 *First Day Jitters* were correct and why some were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *First Day Jitters*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

1
Get Ready to Read
Learn about the book.
Get your brain ready to read.
Understand the meaning of important words found in the book.

3
Retell and Summarize While Reading
Think about the important events that happened in the story.
Retell the events in the story.
Summarize the story.
Write about the work you did while reading *First Day Jitters*. (Remember to include examples from the book!)

2
Learn About Comprehension Strategies
Think about the text you read.
Know what to do.

4
Notice the Work You Did While Reading
Think.
Talk.
Reflect.
Write.

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Making Connections
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

1
Get Ready to Read
Learn about the book.
Get your brain ready to read.
Understand the meaning of important words found in the book.

3
Make Connections 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 happen next.

2
Learn About Comprehension Strategies
Think about the text you read.
Know what to do.

4
Notice the Work You Did While Reading
Think.
Talk.
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Retelling and Summarizing

Making Connections

Making Inferences
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

1
Get Ready to Read
Learn about the book.
Get your brain ready to read.
Understand the meaning of important words found in the book.

3
Make Inferences While Reading
Look for clues that tell you what a character might do next.
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2
Learn About Comprehension Strategies
Think about the text you read.
Know what to do.

4
Notice the Work You Did While Reading
Think.
Talk.
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Making Inferences

Answer Key for Retelling and Summarizing with First Day Jitters

Your Turn to Practice Retelling and Summarizing with First Day Jitters

Page 1: Who is the main character?
Page 3: What is the problem?
Page 5: You've learned a lot about this book already. Who are the main characters? What problems are they having?
Page 12: Sarah is worried about going to school. Name the reasons why she is worried.
Page 20: What are the things that Sarah has done since Mrs. Hartwell convinced her to get out of bed. Name what she did first, next, then, and last.

Answer Key for Making Connections with First Day Jitters

Your Turn to Practice Making Connections with First Day Jitters

Page 6: Sarah does not want to start a new school. She is worried because she won't know anyone. Make a **text to text** connection. What do you worry about on the first day of school? How does your connection help you to better understand the story?
Page 8: Sarah is making excuses about not feeling well. What do you think Mr. Hartwell will let Sarah stay home? Why or why not?
Page 21: Does your prediction make sense for the story?
Page 29: Mrs. Burton pauses when she introduces Sarah to the class. Why do you suppose she pauses? Make a prediction about what might happen next.

Answer Key for Making Inferences with First Day Jitters

Your Turn to Practice Making Inferences with First Day Jitters

Page 5: What can you infer about Sarah Jane Hartwell? What is she thinking? How does she feel? How do you know? Look at the pictures. What can you infer from the pictures?
Page 12: What can you infer about Mr. Hartwell? How do you know? Look at the pictures. What can you infer from the pictures?
Page 16: Look at the picture on the page. What can you infer about Sarah Jane and Mr. Hartwell? What are they thinking about Sarah Jane? What are they saying to each other? How do you know? How do you know? How do you know? How do you know? How do you know?
Page 27 and 28: What can you infer about the children in Sarah Jane's class? What are they saying about when the principal introduces Sarah Jane? How do you know?

Answer Key for Making Predictions with First Day Jitters

Your Turn to Practice Making Predictions with First Day Jitters

Page 6: Look at the picture of Mr. Hartwell. What do you predict he might do next? Why do you think so?
Page 16: Sarah Jane is making excuses about not feeling well. Make a prediction about what might happen next. Do you think Mr. Hartwell will let Sarah stay home? Why or why not?
Page 21: Does your prediction make sense for the story?
Page 29: Mrs. Burton pauses when she introduces Sarah to the class. Why do you suppose she pauses? Make a prediction about what might happen next.

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

First Day Jitters: Retelling and Summarizing

Pretend Sarah Jane Hartwell has a blog. Write a blog post telling about her first day of school.

I can retell a story. CCSS: RL.2.2

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Pretend Sarah Jane Hartwell has a blog. Write a blog post telling about her first day of school.

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

Common Core Free Option

First Day Jitters: Retelling and Summarizing

Pretend Sarah Jane Hartwell has a blog. Write a blog post telling about her first day of school.

First Day Jitters: Retelling and Summarizing

Pretend Sarah Jane Hartwell has a blog. Write a blog post telling about her first day of school.

First Day Jitters: Retelling and Summarizing

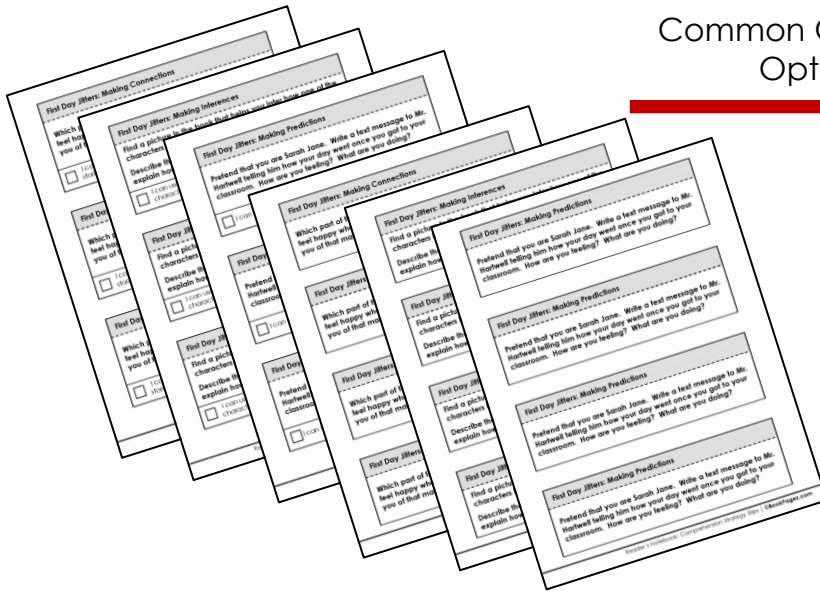
Pretend Sarah Jane Hartwell has a blog. Write a blog post telling about her first day of school.

First Day Jitters: Retelling and Summarizing

Pretend Sarah Jane Hartwell has a blog. Write a blog post telling about her first day of school.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

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. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

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. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Write or draw what the text says (text or picture)	What do you know about the story?	Strategies, thoughts, clues, feelings

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below	Write your prediction below	Finished with what you predicted?
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Predictions

Vocabulary Connections Resources

Vocabulary Connections

First Day Jitters
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in "First Day Jitters"

Clammy
Damp, soft, sticky and usually cold

Fumble
To search for something by reaching or touching with your fingers in an awkward or clumsy way

Shade
A window covering used to block the sunlight

Slumped
Having to drop or slide down

Stumbled
To trip while walking or running

Trudged
To walk slowly and heavily

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in First Day Jitters Word List

Vocabulary Connections

First Day Jitters
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

Clammy **Fumble** **Shade**

Slumped **Stumbled** **Trudged**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

First Day Jitters
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

Clammy Damp, soft, sticky and usually cold	Fumble To search for something by reaching or touching with your fingers in an awkward or clumsy way	Shade A window covering used to block the sunlight
Slumped Having to drop or slide down	Stumbled To trip while walking or running	Trudged To walk slowly and heavily

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

First Day Jitters
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

Clammy is a/an noun verb adverb adjective Definition of Clammy :	Fumble is a/an noun verb adverb adjective Definition of Fumble :	Shade is a/an noun verb adverb adjective Definition of Shade :
Clammy looks like this:	Fumble looks like this:	Shade looks like this:
Clammy reminds me of:	Fumble reminds me of:	Shade reminds me of:
I saw this word in _____	I saw this word in _____	I saw this word in _____

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games
with Words from First Day Jitters

Directions: Unscramble each of the words. Take the letters that appear in and unscramble them to discover a secret word.

Word Bank:
CLAMMY
FUMBLE
SHADE
SLUMPED
STUMBLE
TRUDGED

TEU DRGD
SUDLMPE
MAYLMC
MFBLEU
SHAED
BLMSUET
SECRET WORD: ○ ○ ○ ○ ○ ○ ○ ○

Directions: Graph the number of consonants in each of the words in the word bank.

CLAMMY	7
FUMBLE	6
SHADE	5
SLUMPED	7
STUMBLE	6
TRUDGED	6

Number of Consonants

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections

First Day Jitters
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

First Day Jitters
By: Julie Danneberg

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

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.

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
First Day Jitters
 By: Julie Danneberg
 Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
 Words Ending in "ed"

Background:
 When "ed" is added to a base word, the final consonant sound may be /d/ (kissed) or /t/ (wrapped). Some (interested).

Word Work
First Day Jitters
 By: Julie Danneberg
 Grade Level: 2 / Guided Reading Level: K

Step 1: Introduce the Focus of Word Work

Introduce Words Ending in "ed"

- Draw the students' attention to the chart paper.
- Explain that when "ed" is added to a base word, the final consonant sound may be /d/ (kissed) or /t/ (wrapped) or an extra syllable (started).
- Review syllables.
- Write the word "kissed" in the first column on the chart paper below "ed sounds like /d/". You may want to use a different colored marker to write the "ed".
- Write the word "snapped" in the second column on the chart paper below "ed sounds like /t/".
- Write the word "started" in the third column on the chart paper below "ed adds a syllable."
- Ask the students to think of other words that follow the patterns. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions students may have.

Step 2: Connect Word Work to Reading

Words Ending in "ed" in the Text

- Tell the students that the book they will be reading today has a lot of words that end in "ed".
- Show them **pages 13-14 of First Day Jitters**. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the words that ended in "ed" (**fumbled, stumbled, fumbled**). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read **First Day Jitters**.

Examples of Words that end in "ed" Found in the Text:

- sighed
- fumbled
- fumbled
- stumbled
- frudged
- pulled
- walked
- snapped
- fumbled
- chuckled
- liked
- handed
- stuffed
- slumped
- crowded
- rushed
- gushed

Materials and Preparation:

- A Copy of *First Day Jitters*
- Chart Paper
- Words Ending in "ed" P
- Sorting Cards (1 set per pair)
- Go Fish Directions
- Add an "ed" Word Work
- Optional- Word Detective
- Optional- 2 Colors of Ink

Extend Engagement

- Select an "ed" word (one for each student).
- Write the word on two different colored index cards.
- Place one of the cards somewhere in the room.
- Distribute the matching cards to the students.
- Challenge the students to find their matching card.
- After all of the students have found their cards, go around the room and allow each student to say, spell and use their word in a sentence.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

Word Work
First Day Jitters
 By: Julie Danneberg
 Grade Level: 2 / Guided Reading Level: K

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are words from the book that end in "ed".
- Review each word.
- Model how to play **Go Fish**.
- Divide students into pairs and allow them to play **Go Fish** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Add an "ed" 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 words ending in "ed" in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes 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

Go Fish
 Student Directions

Materials:
 Sorting Cards

Players:
 2

Directions:

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place the combined deck of cards **face down** in the middle, between both players. This pile is called the deal pile.
- Player 1 takes a card** from the deal pile. Next, **Player 2 takes a card** from the deal pile. The **players take turns taking cards** from the deal pile until each has 5 cards.
- Begin playing. **Player 1** looks at their cards and chooses one card. Player 1 says, "Do you have _____?"
- Player 2** checks each of their 5 cards. If Player 2 has the match to the card wanted by Player 1, they hand over the match. If not, they say "Go fish!"
- If Player 1 gets a match, he or she places the matching cards face up on the table and takes another turn. If not to "Go fish," Player 1 draws from the pile. If he then has a match, he places the matching cards face down and takes another card. If the player does not draw a match, he keeps the card in his hand and Player 2 takes a turn.
- The object of the game is to "go out" by laying down all your cards in matching pairs. The first player to "go out" wins.

Deal Pile
 Each player takes 5 cards from the pile.

Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Words Ending in "ed"
 Extension Activity

Directions:
 Be a word detective!

Be on the lookout for words ending in "ed" 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

Add an "ed"
 Word Work Practice Page

Directions:
 Write the base word plus the "ed" ending to form the words in the word bank. The first one has been done for you.

Word Bank

stumbled	frudged	slumped	fumbled
rushed	gushed	tumbled	snapped

- slump + ed = slumped
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____
- _____ + _____ = _____

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record

Title: *First Day Jitters* Guided Reading Text Level: *K* Word Count: 100

Name: _____ Date: _____

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

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

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/secondsread x 60) _____

Easy 90% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy
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Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	"Sarah, dear, time to get out of bed," Mr. Hartwell said, poking his head through the bedroom doorway. "You don't want to miss the first day of your new school do you?"				
4	"I'm not going," said Sarah, and pulled the covers over her head. "Of course you're going, honey," said Mr. Hartwell, as he walked over to the window and snapped up the shade.				
5	"No, I'm not. I don't want to start over again. I hate my new school," Sarah said. She tunneled down to the end of her bed. "...				

Tested By: _____ @BookPagez.com

Running Record Assessment

First Day Jitters
CCSS Assessment

Name: _____
Book: *1* / *8*

Directions:
Use what you know about *First Day Jitters* to answer each of the following questions.

1. What did Sarah Jane Hartwell want to do instead of going to her new school?
 A She wanted to stay at home in bed.
 B She wanted to go to the doctor for her headache.
 C She wanted to go to the gym and get into good shape.
 D She wanted to play with her cat.

2. What lesson can we learn from Sarah Jane Hartwell's first day of school?
 A If you know all you will get better.
 B If you visit the bus, you are going to school.
 C Everybody gets nervous on their first day.
 D Only kids get nervous on their first day.

3. How does Mr. Hartwell respond to Sarah Jane Hartwell?
 A He asks her how she feels about school.
 B He is patient and tries to understand her.
 C He ignores her because he has to go to work.
 D He asks her about her hair and clothes.

4. Which of these words from the story is used correctly?
 A Sarah Jane tunneled down to the end of her bed.
 B Mr. Hartwell tunneled down to the end of her bed.
 C Sarah Jane tunneled down to the end of her bed.
 D Sarah Jane tunneled down to the end of her bed.

5. What was the surprising part of the ending in *First Day Jitters*? (RL.2.5)
 A She accidentally went to the wrong school.
 B Sarah Jane Hartwell is the new teacher, not a student!
 C All her old friends were at her new school.
 D This school was much bigger than her old school.

6. How are Mrs. Hartwell and her students alike in their point of view? (RL.2.6)
 A They all say they will not like school.
 B They all think the first day is the best and can't wait to get to school.
 C The students are excited for school, but Mrs. Hartwell is nervous to go.
 D They all get a little nervous, worried, and anxious on the first day of school.

7. How do the illustrations help with the plot and the surprise ending? (RL.2.7)
 A They show how Sarah Jane is going to be late for school.
 B We never see that Sarah Jane is an adult...she looks like a kid in all the pictures.
 C The illustrations show us how scared Sarah Jane Hartwell is before her first day.
 D The illustrations are bright and cheery, just like Mrs. Hartwell.

8. How would this story be different if it was about the last day of school? (RL.2.9)
 A Nothing would be different.
 B Mr. Hartwell would not drive Mrs. Hartwell to school.
 C The kids and teacher would not be nervous, but maybe excited for summer instead.
 D The hallways would not be crowded.

9. Based on what you read, and the illustrations, how do you think Mrs. Hartwell will feel after making it through the first day of school? (RL.2.10)
 A She will love her new class and school, and won't have the "jitters" anymore.
 B She will not want to get out of bed everyday, just like the first day.
 C She will ask the principal to change her to another class.
 D She will feel like no one likes her and that it is too hard.

CCSS Assessment 2nd 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:
In the book **First Day Jitters**, the teacher was nervous on her first day of school. Write her a letter to make her feel better. Give her some tips on how to have a great first day at school.

Dear Ms. Hartwell,

I understand that you are feeling nervous about your first day of school. I felt _____ on my first day of school. I felt _____ because _____.

Sometimes, when I'm at school, I feel worried because _____.

That's why I want to give you some tips that will help you have a great first day.

First, it is a good idea to _____.

Next, you might try _____.

I hope that helps! Your friend,

Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>First Day Jitters Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "First Day Jitters" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading and Language Use Lesson Plan and Resources</p> <p>Reading: Literature RL.2.1 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.2 - Describe how characters in a story respond to major events and challenges. RL.2.3 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.4 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
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Common Core State Standards Correlation
<p>First Day Jitters Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "First Day Jitters" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading Connections Lesson Plan and Resources</p> <p>Reading: Literature RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
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Common Core State Standards Correlation
<p>First Day Jitters Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "First Day Jitters" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Inferences Lesson Plan and Resources</p> <p>Reading: Literature RL.2.4 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dramatic text. RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
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Common Core State Standards Correlation
<p>First Day Jitters Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "First Day Jitters" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Predictions Lesson Plan and Resources</p> <p>Reading: Literature RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RL.2.2 - Describe how characters in a story respond to major events and challenges. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.1 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>First Day Jitters Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "First Day Jitters" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.40 - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.41 - Identify real-life connections between words and their use (e.g., describe foods that are spicy or salty). L.2.4 - 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>
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Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>First Day Jitters Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "First Day Jitters" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p>
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Word Work
Common Core Alignment

Student Facing Resources in Spanish for First Day Jitters Super Pack

4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir con First Day Jitters ¡¡Qué nervios! El primer día de escuela!

Página 5:
Ya has aprendido mucho sobre este libro. ¿Quiénes son los personajes principales? ¿Qué problemas están teniendo?

Página 12:
Sarah está preocupada por ir a la escuela. Nombra las razones por las cuales ella está preocupada.

Página 20:
Piensa en las cosas que Sarah ha hecho desde que el Sr. Hartwell la convenció para que se levante de la cama. Nombra lo que ella hizo primero, luego, y último.

Nombre: _____



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Page by Page Guided Questions

Sample answers written in Spanish

Answer Key


Volver a contar y resumir con First Day Jitters ¡¡Qué nervios! El primer día de escuela!

Página 5:
Ya has aprendido mucho sobre este libro. ¿Quiénes son los personajes principales? ¿Qué problemas están teniendo?
Las respuestas varían. Podrían incluir: Los personajes principales son el Sr. Hartwell y Sarah Jane. El problema de Sarah Jane es que ella no quiere ir a la escuela. El problema del Sr. Hartwell es que tiene que convencer a Sarah para que vaya a la escuela.

Página 12:
Sarah está preocupada por ir a la escuela. Nombra las razones por las cuales ella está preocupada.
Las respuestas varían. Podrían incluir: Sarah está preocupada por ir a la escuela porque es una escuela nueva, no cree que vaya a conocer a nadie, y piensa que será difícil.

Página 20:
Piensa en las cosas que Sarah ha hecho desde que el Sr. Hartwell la convenció para que se levante de la cama. Nombra lo que ella hizo primero, luego, y último.
Las respuestas varían. Podrían incluir: Primero, Sarah saltó de la cama, tropezó en el baño y se revolvió en su ropa. Luego, ella se quejó de un dolor de cabeza. Entonces, ella comió una tostada. Por último, ella subió al auto.

Nombre: _____



Answer Key | ©BookPages.com


Hacer conexiones con First Day Jitters ¡¡Qué nervios! El primer día de escuela!

Página 2:
Es el primer día de escuela. ¿Qué sabes sobre el primer día de clases?

Página 8:
Sarah no quiere comenzar una nueva escuela. Ella está preocupada porque no conocerá a nadie. Haga una conexión **texto a tu mismo**. ¿De qué te preocupas el primer día de clases? ¿Cómo te ayuda tu conexión a comprender mejor la historia?

Página 18:
Sarah se siente nerviosa. Piense en los otros libros que ha leído que tratan de personas que se sienten nerviosas. Haz una conexión **texto a texto**. ¿Cómo te ayuda tu conexión a entender por lo que Sarah está pasando en esta historia?

Nombre: _____



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Making Connections


Hacer inferencias con First Day Jitters ¡¡Qué nervios! El primer día de escuela!

Página 5:
¿Qué puedes inferir sobre Sarah Jane Hartwell? ¿Qué está pensando ella? ¿Cómo se siente ella? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?

Página 12:
¿Qué puedes inferir sobre el Sr. Hartwell? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?

Página 15:
Mira la imagen en esta página. ¿Qué puedes inferir sobre Sarah Jane y el Sr. Hartwell? ¿Por qué el Sr. Hartwell mira a Sarah Jane de esa manera? ¿Qué crees que está pensando cada uno de ellos? ¿Cómo lo sabes? Si pudieras escribir palabras para esta imagen, ¿qué escribirías para explicar cómo se siente Sarah Jane?

Nombre: _____



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Making Inferences


Hacer predicciones con First Day Jitters ¡¡Qué nervios! El primer día de escuela!

Página 6:
Mire la imagen de Sarah Jane. ¿Qué predices que podría hacer después? ¿Por qué predices eso?

Página 14:
Sarah Jane está inventando excusas para no sentirse bien. Haga una predicción sobre lo que podría suceder después. ¿Crees que el Sr. Hartwell dejará que Sarah se quede en casa? ¿Por qué o por qué no?

Página 21:
¿Crees que Sarah seguirá a la señora Burton? ¿Por qué o por qué no? ¿Tu predicción tiene sentido para la historia?

Nombre: _____



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Making Predictions

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

First Day Jitters (¡Qué nervios! El primer día de escuela):
Hacer predicciones

Imagina que eres Sarah Jane. Escribe un mensaje de texto al Sr. Hartwell diciéndole cómo fue su día una vez que llegó a su salón de clases. ¿Cómo te sientes? ¿Qué estás haciendo?

Puedo decir cómo los personajes de una historia responden a las partes de una historia. CCSS: RL.2.3

First Day Jitters (¡Qué nervios! El primer día de escuela):
Hacer predicciones

Imagina que eres Sarah Jane. Escribe un mensaje de texto al Sr. Hartwell diciéndole cómo fue su día una vez que llegó a su salón de clases. ¿Cómo te sientes? ¿Qué estás haciendo?

Puedo decir cómo los personajes de una historia responden a las partes de una historia. CCSS: RL.2.3

First Day Jitters (¡Qué nervios! El primer día de escuela):
Hacer predicciones

Imagina que eres Sarah Jane. Escribe un mensaje de texto al Sr. Hartwell diciéndole cómo fue su día una vez que llegó a su salón de clases. ¿Cómo te sientes? ¿Qué estás haciendo?

Puedo decir cómo los personajes de una historia responden a las partes de una historia. CCSS: RL.2.3

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

First Day Jitters (¡Qué nervios! El primer día de escuela):
Hacer predicciones

Imagina que eres Sarah Jane. Escribe un mensaje de texto al Sr. Hartwell diciéndole cómo fue su día una vez que llegó a su salón de clases. ¿Cómo te sientes? ¿Qué estás haciendo?

First Day Jitters (¡Qué nervios! El primer día de escuela):
Hacer predicciones

Imagina que eres Sarah Jane. Escribe un mensaje de texto al Sr. Hartwell diciéndole cómo fue su día una vez que llegó a su salón de clases. ¿Cómo te sientes? ¿Qué estás haciendo?

First Day Jitters (¡Qué nervios! El primer día de escuela):
Hacer predicciones

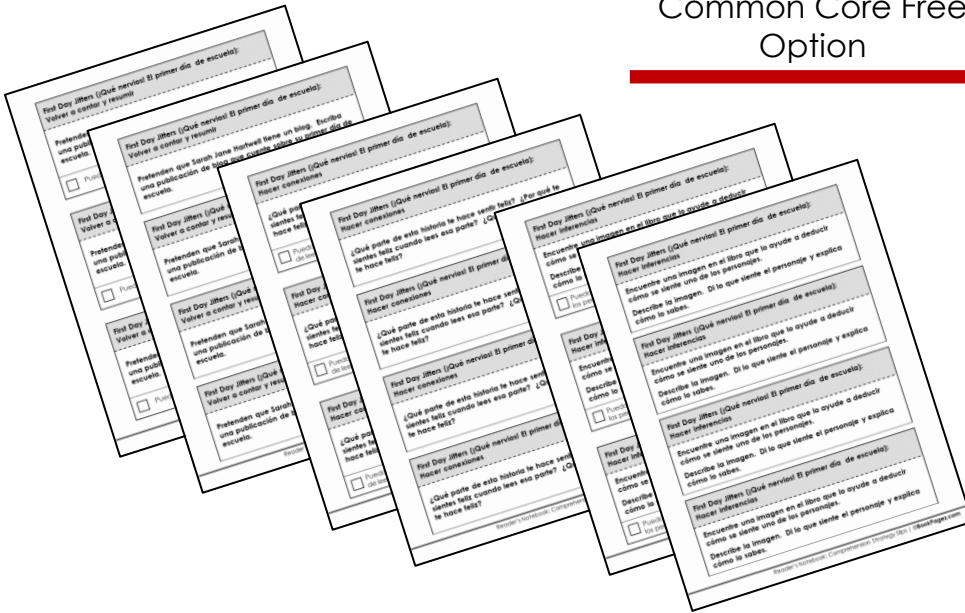
Imagina que eres Sarah Jane. Escribe un mensaje de texto al Sr. Hartwell diciéndole cómo fue su día una vez que llegó a su salón de clases. ¿Cómo te sientes? ¿Qué estás haciendo?

First Day Jitters (¡Qué nervios! El primer día de escuela):
Hacer predicciones

Imagina que eres Sarah Jane. Escribe un mensaje de texto al Sr. Hartwell diciéndole cómo fue su día una vez que llegó a su salón de clases. ¿Cómo te sientes? ¿Qué estás haciendo?

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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____
¿De qué se trata el libro?
¿Es ficción o no ficción?
Haz un dibujo o escribe una oración completa en cada caja.
Primero Después Entonces
Después de esto Entonces Al final
¿Cuál es la parte más importante sobre lo que lees en el libro?
Instrucciones:
1. Contesta las preguntas.
2. Contesta cada una en la línea de puntos.
3. Pega o engrosa la hoja en tu cuaderno del lector.

Retelling and Summarizing

Hacer conexiones
Título: _____
Piensa en el libro. ¿En qué te hace pensar el 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 cada una en la línea de puntos.
3. Pega o engrosa la hoja en tu cuaderno del lector.

Making Connections

Hacer inferencias
Título: _____
Lo que dice el texto: _____
Lo que sé: _____
Lo que puedo inferir: _____
Instrucciones:
1. Contesta las preguntas.
2. Contesta cada una en la línea de puntos.
3. Pega o engrosa la hoja en tu cuaderno del lector.

Making Inferences

Hacer predicciones
Título: _____
Predicciones al principio: _____
Predicciones a mitad: _____
Predicciones al final: _____
Verifica las predicciones: _____
Instrucciones:
1. Contesta las preguntas.
2. Contesta cada una en la línea de puntos.
3. Pega o engrosa la hoja en tu cuaderno del lector.

Making Predictions

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro *First Day Jitters (¿Qué nervios! El primer día de escuela)*, la maestra estaba nerviosa en su primer día de escuela. Escribe una carta para que se sienta mejor. Dale algunos consejos sobre cómo tener un excelente primer día en la escuela.

Querida Sra. Hartwell,

Entiendo que te sientas nervioso por tu primer día de escuela. Me sentí _____ en mi primer día de escuela. Me sentí _____ porque _____.

A veces, cuando estoy en escuela, Me siento preocupado porque _____.

Es por eso que quiero darle algunos consejos que lo ayudarán a tener un excelente primer día.

Primero, es una buena idea _____.

A continuación, puedes intentar _____.

¡Espero que eso ayude! Tu amigo,

Nombre: _____

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