

Here's What You'll Get in the I'm a Caterpillar Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Guided Reading Level

Making Predictions
By: Jean Marzollo
Grade Level: 1 / Guided Reading Level: G

1
Get Ready To Read

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

Summary
I'm a Caterpillar is an informational book. This means that the information in this book is all true. This book tells us important facts about caterpillars like what they eat, how their bodies change, and how they protect themselves from animals that might want to eat them. Caterpillars do something very special during their life cycle, can you guess what it is?

Link to What You Know

- Use what you know about caterpillars to predict what might happen in this story.
- Look at the picture on the cover. Make a prediction about what the boy might do with the caterpillar. Why do you think so?

Important Words to Know and Understand

- Inside** - On the inner part of something
- Shell** - A hard coating on the outside of something

2
Learn About Comprehension Strategies

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

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 is the book about? Who is the main character? What big events might happen?

During Reading Predictions: What will a character do next? Will a problem be solved? What important event will happen?

After Reading Predictions: Which predictions were correct? Which predictions were incorrect? Why were the predictions incorrect?

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Key Vocabulary

Activate Prior Knowledge

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.

Pages 5 and 6 - The author tells us the caterpillar is waiting. Predict what it might be waiting for.

Pages 7 and 8 - The caterpillar splits its skin. Predict what might happen next. Tell why your prediction makes sense.

Page 12 - Something is changing inside the chrysalis. Predict what will come out of it. How do you know?

Page 26 - The butterfly will soon lay eggs. Predict what will hatch out of the eggs.

Page 29 - This illustration shows a picture of the life cycle of a caterpillar. Predict what will happen to the caterpillar next. What will happen after that? How do you know?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - What types of predictions did you make while reading *I'm a Caterpillar*? 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 *I'm a Caterpillar* 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 - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *I'm a Caterpillar*. (Remember to include examples from the book!)

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Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Identifying the Author's Purpose
By: Jean Marzollo
Grade Level: 1 / Guided Reading Level: G

1
Get Ready To Read

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

3
Identify the Author's Purpose While Reading

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 - The author uses the word "use" three times in a row. Why does the author use the word "use" so often? What is the author trying to tell you about the book?

Page 20 - The author is telling us about what the butterfly does. How does the author use the word "use" to tell you about the butterfly? What does the word "use" tell you about the butterfly?

Page 29 - The author shows a picture of the butterfly. How does the author use the word "use" to tell you about the butterfly? What does the word "use" tell you about the butterfly?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - How did you identify the author's purpose in *I'm a Caterpillar*? Did you use the clues in the text to help you? How did you decide whether or not your predictions made sense? What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

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 *I'm a Caterpillar* 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 - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *I'm a Caterpillar*. (Remember to include examples from the book!)

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Making Inferences
By: Jean Marzollo
Grade Level: 1 / Guided Reading Level: G

1
Get Ready To Read

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

3
Make Inferences While Reading

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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4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - How did you identify the author's purpose in *I'm a Caterpillar*? Did you use the clues in the text to help you? How did you decide whether or not your predictions made sense? What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

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 *I'm a Caterpillar* 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?

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Author's Purpose

Making Inferences

Asking Questions
By: Jean Marzollo
Grade Level: 1 / Guided Reading Level: G

1
Get Ready To Read

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

3
Ask Questions While Reading

Time to Read
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4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - How did you identify the author's purpose in *I'm a Caterpillar*? Did you use the clues in the text to help you? How did you decide whether or not your predictions made sense? What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

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 *I'm a Caterpillar* 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?

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Asking Questions

Synthesizing
By: Jean Marzollo
Grade Level: 1 / Guided Reading Level: G

1
Get Ready To Read

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

3
Synthesize While Reading

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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4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - How did you identify the author's purpose in *I'm a Caterpillar*? Did you use the clues in the text to help you? How did you decide whether or not your predictions made sense? What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

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 *I'm a Caterpillar* 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 - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *I'm a Caterpillar*. (Remember to include examples from the book!)

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Synthesizing

Answer Key for Making Predictions with I'm a Caterpillar

Your Turn to Practice Making Predictions with I'm a Caterpillar

Pages 5 and 6 - The author tells us the caterpillar is waiting. Predict what it might be waiting for.

Pages 7 and 8 - The caterpillar splits its skin. Predict what might happen next. Tell why your prediction makes sense.

Page 12 - Something is changing inside the chrysalis. Predict what will come out of it. How do you know?

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Answer Key for Identifying the Author's Purpose with I'm a Caterpillar

Your Turn to Practice Identifying the Author's Purpose with I'm a Caterpillar

Page 1 - The author uses the word "use" three times in a row. Why does the author use the word "use" so often? What is the author trying to tell you about the book?

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Page 29 - The author shows a picture of the butterfly. How does the author use the word "use" to tell you about the butterfly? What does the word "use" tell you about the butterfly?

Answer Key for Asking Questions with I'm a Caterpillar

Your Turn to Practice Asking Questions with I'm a Caterpillar

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Page 29 - The author shows a picture of the butterfly. How does the author use the word "use" to tell you about the butterfly? What does the word "use" tell you about the butterfly?

Answer Key for Synthesizing with I'm a Caterpillar

Your Turn to Practice Synthesizing with I'm a Caterpillar

Page 1 - The author uses the word "use" three times in a row. Why does the author use the word "use" so often? What is the author trying to tell you about the book?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

"I Can" Statement

I'm a Caterpillar: Synthesizing

How do the pictures in *I'm a Caterpillar* help you to understand the words? Give an example from the book.

I can use the pictures and words in nonfiction books to help me tell about the main ideas. CCSS: RI.1.1

5 Comprehension Strategy Graphic Organizers

Making Inferences

Title: _____

| What the Text Says | What I Know | What I Can Infer |
|-------------------------------------|----------------------------------|-------------------------------------|
| Write a box in the text or picture. | What do you know about the text? | Stretch, thoughts, Circle, Scribble |
| | | |

Draw a picture to illustrate your inference.

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

Comprehension Strategy Graphic Organizer | ©BookPage.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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Predictions

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know the author wanted to ...

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Author's Purpose

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Asking Questions

Synthesizing

Title: _____

| At first I was thinking... | My new thinking is... | I used to think... |
|----------------------------|-----------------------|-------------------------|
| Because... | Because... | But now I think... |
| | | Because... |
| My new thinking is... | Now I understand... | After thinking about... |
| Because... | Because... | I conclude... |
| | | Because... |

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections
 I'm a Caterpillar
 By: Jean Marzollo
 Grade Level: 1 / Guided Reading Level: G

Important Words to Know and Understand in I'm a Caterpillar

Afraid
To be filled with fear

Caterpillar
A worm that hatches from the eggs of an insect

Inside
On the inner part of something

Munch
To chew and eat something

Push
To move something forward

Shell
A hard coating on the outside of something

Shiver
To shake from being cold

Taste
To have a certain flavor







Twist
To turn from side to side in a circle motion

Visit
To go see something or someone

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in I'm a Caterpillar Word List

Vocabulary Connections
 I'm a Caterpillar
 By: Jean Marzollo
 Grade Level: 1 / Guided Reading Level: G

| | | |
|---|---|--|
| Afraid | Caterpillar | Inside |
|  |  |  |
| Munch | Push | Shell |
|  |  |  |

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
 I'm a Caterpillar
 By: Jean Marzollo
 Grade Level: 1 / Guided Reading Level: G

| | | |
|---------------------------|--|--|
| Afraid | Caterpillar | Inside |
| To be filled with fear | A worm that hatches from the eggs of an insect | On the inner part of something |
| Munch | Push | Shell |
| To chew and eat something | To move something forward | A hard coating on the outside of something |

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
 I'm a Caterpillar
 By: Jean Marzollo
 Grade Level: 1 / Guided Reading Level: G

| | | |
|---|---|---|
| Afraid is a/an noun, verb adverb, adjective Definition of Afraid : | Caterpillar is a/an noun, verb adverb, adjective Definition of Caterpillar : | Inside is a/an noun, verb adverb, adjective Definition of Inside : |
| Afraid looks like this: | Caterpillar looks like this: | Inside looks like this: |
| Afraid reminds me of: | Caterpillar reminds me of: | Inside 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

Vocabulary Connections
 I'm a Caterpillar
 By: Jean Marzollo
 Grade Level: 1 / Guided Reading Level: G

I'm a Caterpillar
 By Jean Marzollo

A new word I learned in this book is _____
 it means _____
 I saw this word in _____

Name: _____

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

Personalized Vocabulary Bookmark

Word Games
 with Words from I'm a Caterpillar

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

Word Bank:
 MUNCH
 SHELL
 TASTE
 TWIST
 SHIVER

Directions: Fill in the circle next to the correct definition for each word.

| | |
|---------------|---|
| push | <input type="radio"/> To move something forward |
| | <input type="radio"/> To move something towards oneself |
| shiver | <input type="radio"/> To shake from being cold |
| | <input type="radio"/> To be steady |
| inside | <input type="radio"/> On the outside part of something |
| | <input type="radio"/> On the inner part of something |

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Word Extension Activities

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?

| Word | What I Think the Word Means | Context Clues | Real Definition | ✓ |
|------|-----------------------------|---------------|-----------------|---|
| | | | | |
| | | | | |
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| | | | | |
| | | | | |
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Independent Word Exploration | ©BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
I'm a Caterpillar
By: Jean Marzollo
Grade Level: 1 / Guided Reading Level: G

Instructional Focus:
Short I Sound -it, -ip, -in Word Families

Background:
In words that follow these family patterns, the I is usually short.

Examples:

| |
|-----|
| it |
| bit |
| fit |
| hit |
| sit |

Step by Step Lesson Plan

Word Work
Jean Marzollo
By: Jean Marzollo
Grade Level: 1 / Guided Reading Level: G

Step 1: Introduce the Focus of Word Work

Introduce Short I sound in the -it, -ip, and -in Word Families

- Write "it" on the chart paper.
- Call on a student to read it.
- Tell students to think of words that end in "it". If they have difficulty, give a suggestion such as "sit". Call on three students to provide -it words. Write them on the chart paper.
- Ask students what vowel sound they hear in these words. Tell them to notice how changing the consonant at the beginning makes different -it words.
- Repeat steps with -in and -ip families.

| -it | -in | -ip |
|-----|-----|-----|
| sit | bin | dip |
| pit | pin | hip |
| fit | tin | lip |

Step 2: Connect Word Work to Reading

Short I sound -it, -ip, and -in Word Families in the Text

- Tell the students that the book they will be reading today will have some examples of words from the -it, -in, and -ip families.
- Show page 1 of *I'm a Caterpillar* and read it aloud. Tell the students to look at the words as you read the page. Ask if they heard any words from those word families on that page? (No.)
- Tell students that they are going to have to follow along carefully to help find words in the -it, -in, and -ip families. Tell them that you are going to read the book, instruct them to say stop when they hear/see a word that fits in one of the families.
- Read the entire book. They should tell you to stop on pages: 4 (it); 8 (split, skin); 9 (skin, give big praise for anyone who identifies inside); 20 (sip, ogon big praise for visit); 22 (visit); 27 (thin).
- Add the words to the chart.

Examples of Instructional Focus Found in the Text:

| | |
|-------|--------|
| it | inside |
| split | sip |
| skin | visit |
| | thin |

Word Work Lesson Plan | @BookPages.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
I'm a Caterpillar
By: Jean Marzollo
Grade Level: 1 / Guided Reading Level: G

Step 3: Guided Word Work Practice

Interactive Exploration

- Reproduce enough -it, -in, and -ip bins as needed for each student. Cut them apart.
- Reproduce enough sets of picture cards for each student. Cut them apart.
- Glue or tape the bins to envelopes. Give each student a set of the three envelopes, one for each word family, and a set of picture cards.
- Instruct students to sort the pictures into the correct bins, according to the word families. Tell them they will have two minutes to do this.
- Set a timer for two minutes and say, "GO!" When the timer goes off, say, "STOP!"
- Have students team up into pairs and compare their results. Students should count their results by emptying each bin and saying the words.

Step 4: Independent Word Work Practice

Practice Page

- Distribute the -it, -in, and -ip Family Time activity to the students.
- Read the directions to them. Ask if anyone needs help understanding the directions?
- Walk around as the students complete the page. Give hints if they are having trouble identifying any pictures or words.
- Collect papers when students are finished.

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 **short I sound -it, -ip, and -in word families** 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 | @BookPages.com

Interactive Activity

Independent Practice Page

-it, -in, and -ip Bins
Guided Word Work Practice

Directions: Duplicate these bins so that there are enough for each student. Attach each bin to an envelope. Distribute three envelopes to each student.

Guided Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Short I Sound -it, -ip, -in Word Families
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **short I sound -it, -ip, and -in word families** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Name: _____ Word Work Extension Activity | @BookPages.com

-it, -in, and -ip Family Time
Word Work Practice Page

Directions: Look at the picture in each row. Read the words that follow. Circle all the words containing the same word family.

| | |
|--|---|
| | pit can sit rap dot bit hit hut jam fun |
| | top win but ran pot tan spin cub |
| | lip rub dip hot pan hip slip man fat ham |

Name: _____ Independent Word Work Practice | @BookPages.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 MSV | SC 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'm a Caterpillar 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 "Yum!" <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:
In the book, *I'm a Caterpillar*, the author and illustrator tell us about the life cycle of a caterpillar. Read each sentence. Decide if it is something that a caterpillar does or something that a butterfly does. Color the correct picture next to each sentence.

| | | |
|----------------------|---|---|
| I munch on leaves. |  |  |
| I sip nectar. |  |  |
| I hang from a stem. |  |  |
| I can fly. |  |  |
| I hatch from an egg. |  |  |
| I lay eggs. |  |  |

Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

| Common Core State Standards Correlation |
|--|
| <p><i>I'm a Caterpillar</i> Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>I'm a Caterpillar</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Making Predictions Lesson Plan and Resources</p> <p>Reading: Informational Text RI.1 – Ask and answer questions about key details in a text. RI.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.5 – Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.8 – Compare and contrast information provided by pictures or other illustrations and information provided by words in a text. RI.17 – Use the illustrations and details in a text to describe its key ideas. RI.10 – With prompting and support, read informational text appropriately complex 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 suggestions from peers, and add details to strengthen writing as needed. RF.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.1b – Build on other's 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 – Add drawing or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language L.1.4 – 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><i>I'm a Caterpillar</i> CCSS Alignment ©BookPagez.com</p> |

I'm a Caterpillar CCSS Alignment | ©BookPagez.com

| Common Core State Standards Correlation |
|--|
| <p><i>I'm a Caterpillar</i> Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>I'm a Caterpillar</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Informational Text RI.1 – Ask and answer questions about key details in a text. RI.2 – Identify the main topic and related key details of a text. RI.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.5 – Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.7 – Use the illustrations and details in a text to describe its key ideas. RI.8 – Compare the reasons an author gives to support points in a text. RI.10 – With prompting and support, read informational text appropriately complex 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 suggestions from peers, and add details to strengthen writing as needed. RF.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.1b – Build on other's 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 – Add drawing or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language L.1.4 – 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><i>I'm a Caterpillar</i> CCSS Alignment ©BookPagez.com</p> |

I'm a Caterpillar CCSS Alignment | ©BookPagez.com

| Common Core State Standards Correlation |
|---|
| <p><i>I'm a Caterpillar</i> Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>I'm a Caterpillar</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Informational Text RI.1 – Ask and answer questions about key details in a text. RI.2 – Identify the main topic and related key details of a text. RI.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.5 – Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.7 – Use the illustrations and details in a text to describe its key ideas. RI.8 – Compare the reasons an author gives to support points in a text. RI.10 – With prompting and support, read informational text appropriately complex 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 suggestions from peers, and add details to strengthen writing as needed. RF.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.1b – Build on other's 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.</p> <p>Language L.1.4 – 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><i>I'm a Caterpillar</i> CCSS Alignment ©BookPagez.com</p> |

I'm a Caterpillar CCSS Alignment | ©BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation |
|--|
| <p><i>I'm a Caterpillar</i> Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>I'm a Caterpillar</i> 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.1.4a – Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4c – Identify readable connections between words and their use (e.g., note places at home that use soap). L.1.4 – 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><i>I'm a Caterpillar</i> CCSS Alignment ©BookPagez.com</p> |

Vocabulary Connections
Common Core Alignment

| Common Core State Standards Correlation |
|--|
| <p><i>I'm a Caterpillar</i> Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>I'm a Caterpillar</i> 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.1.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p><i>I'm a Caterpillar</i> CCSS Alignment ©BookPagez.com</p> |

Word Work
Common Core Alignment

Student Facing Resources in Spanish for I'm a Caterpillar Super Pack

5 Comprehension Strategy Practice Pages

Making Predictions Practice Page

Tu turno para practicar: Hacer predicciones con I'm a Caterpillar (Soy una oruga)

Páginas 5 y 6:
El autor nos dice que la oruga está esperando. Predecir lo que podría estar esperando.

Páginas 7 y 8:
La oruga separa su piel. Predice lo que podría pasar después.

Explica por qué tu predicción tiene sentido.

Página 12:
Algo está cambiando dentro de la crisálida. Predecir lo que saldrá de ello.

¿Cómo lo sabes?

Nombre: _____ ©BookPages.com

Page by Page
Guided
Questions

Answer Key

Hacer predicciones con I'm a Caterpillar (Soy una oruga)

Páginas 5 y 6:
El autor nos dice que la oruga está esperando. Predecir lo que podría estar esperando.
Las respuestas varían. Podrían incluir: Predigo que la oruga está esperando para convertirse en una mariposa.

Páginas 7 y 8:
La oruga separa su piel. Predice lo que podría pasar después.
Las respuestas varían. Podrían incluir: Predigo que la oruga se volverá verde.

Explica por qué tu predicción tiene sentido.
Las respuestas varían. Podrían incluir: Mi predicción tiene sentido porque la imagen muestra algo verde saliendo de la piel amarilla.

Página 12:
Algo está cambiando dentro de la crisálida. Predecir lo que saldrá de ello.
Las respuestas varían. Podrían incluir: Creo que saldrá una mariposa.

Nombre: _____ Answer Key | ©BookPages.com

Sample answers
written in Spanish

Hacer inferencias con I'm a Caterpillar (Soy una oruga)

¿Por qué piensas que...
Las respuestas varían. Podrían incluir: Porque los pájaros están comiéndolo.

Páginas 14 y 15:
Las alas de este insecto son importantes. ¿Por qué?
Las respuestas varían. Podrían incluir: Porque necesitan las alas para volar.

Página 23:
Los pájaros comen a las orugas. ¿Por qué?
Las respuestas varían. Podrían incluir: Porque las orugas son su comida.

¿Por qué es importante...
Las respuestas varían. Podrían incluir: Porque las orugas necesitan el néctar para sobrevivir.

Página 1:
La oruga está masticando y causando que la oruga crezca.
¿Cómo te ayuda hacer esta inferencia?
Las respuestas varían. Podrían incluir: Me ayuda a entender mejor la historia.

Página 5:
Mira la foto. La oruga está comiendo. ¿Qué inferencia puedes hacer sobre lo que esto podría significar?
Las respuestas varían. Podrían incluir: Significa que la oruga está creciendo.

Página 7:
La ilustración de esta página muestra a la oruga comiendo. ¿Qué inferencia puedes hacer sobre por qué la oruga está comiendo?
Las respuestas varían. Podrían incluir: Necesita comer para crecer.

Nombre: _____ ©BookPages.com

Making
Inferences

Tu turno para practicar: Hacer inferencias con I'm a Caterpillar (Soy una oruga)

Identifica el propósito del autor con I'm a Caterpillar (Soy una oruga)

Página 29:
Esta página muestra a la oruga comiendo. ¿Por qué crees que el autor escribió esta página?
Las respuestas varían. Podrían incluir: Para enseñar a los niños sobre las orugas.

Página 6:
El autor usa la palabra "esperar" tres veces seguidas. ¿Por qué crees que hizo esto?
Las respuestas varían. Podrían incluir: Para enfatizar que la oruga está esperando.

Páginas 9 a 10:
La oruga está cambiando y hay algunas palabras nuevas que aprender. ¿Qué palabras nuevas aprendiste en estas páginas?
Las respuestas varían. Podrían incluir: Mariposa, crisálida.

Página 20:
El autor nos cuenta lo que come la mariposa. ¿Qué palabra usa el autor para mostrarle cómo se siente la mariposa con el néctar?
Las respuestas varían. Podrían incluir: Delicioso.

¿Qué te dice esta palabra sobre la mariposa?

Nombre: _____ ©BookPages.com

Author's Purpose

Sintetizar con I'm a Caterpillar (Soy una oruga)

Tu turno para practicar: Sintetizar con I'm a Caterpillar (Soy una oruga)

La portada:
La portada del libro muestra a un niño mirando a una oruga. ¿Qué te dice esto sobre el libro?
Las respuestas varían. Podrían incluir: Que el libro es sobre las orugas.

Páginas 9 a 10:
Hay dos palabras importantes en estas páginas que debes aprender. ¿Son importantes?
Las respuestas varían. Podrían incluir: Sí, porque son palabras nuevas que debes recordar.

Páginas 13 a 14:
La oruga se convirtió en una mariposa. ¿Qué aprendiste sobre las mariposas en estas páginas?
Las respuestas varían. Podrían incluir: Que las mariposas tienen alas y pueden volar.

Nombre: _____ ©BookPages.com

Synthesizing

Hacer preguntas con I'm a Caterpillar (Soy una oruga)

Tu turno para practicar: Hacer preguntas con I'm a Caterpillar (Soy una oruga)

Página 4:
La oruga dice: "No más comida". ¿Qué pregunta le harías a la oruga si pudiera hablar?
Las respuestas varían. Podrían incluir: ¿Por qué no quieres comer más?

Página 10:
La pupa crece dentro de la concha. ¿Qué pregunta le harías a la pupa acerca de la concha?
Las respuestas varían. Podrían incluir: ¿Cómo te sientes dentro de la concha?

Página 14:
La mariposa ha salido de la crisálida. Nombra una pregunta que tengas sobre la mariposa después de leer esta página.
Las respuestas varían. Podrían incluir: ¿Cómo se siente la mariposa?

Nombre: _____ ©BookPages.com

Asking Questions

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

I'm a Caterpillar (Soy una oruga): Sintetizar

¿Cómo te ayudan las imágenes de *Soy una oruga* a entender las palabras? Dar un ejemplo del libro.

Puedo usar las imágenes y las palabras en libros de no ficción para ayudarme a contar las ideas principales. CCSS: RI.1.1

I'm a Caterpillar (Soy una oruga): Sintetizar

¿Cómo te ayudan las imágenes de *Soy una oruga* a entender las palabras? Dar un ejemplo del libro.

Puedo usar las imágenes y las palabras en libros de no ficción para ayudarme a contar las ideas principales. CCSS: RI.1.1

I'm a Caterpillar (Soy una oruga): Sintetizar

¿Cómo te ayudan las imágenes de *Soy una oruga* a entender las palabras? Dar un ejemplo del libro.

Puedo usar las imágenes y las palabras en libros de no ficción para ayudarme a contar las ideas principales. CCSS: RI.1.1

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

I'm a Caterpillar (Soy una oruga): Sintetizar

¿Cómo te ayudan las imágenes de *Soy una oruga* a entender las palabras? Dar un ejemplo del libro.

I'm a Caterpillar (Soy una oruga): Sintetizar

¿Cómo te ayudan las imágenes de *Soy una oruga* a entender las palabras? Dar un ejemplo del libro.

I'm a Caterpillar (Soy una oruga): Sintetizar

¿Cómo te ayudan las imágenes de *Soy una oruga* a entender las palabras? Dar un ejemplo del libro.

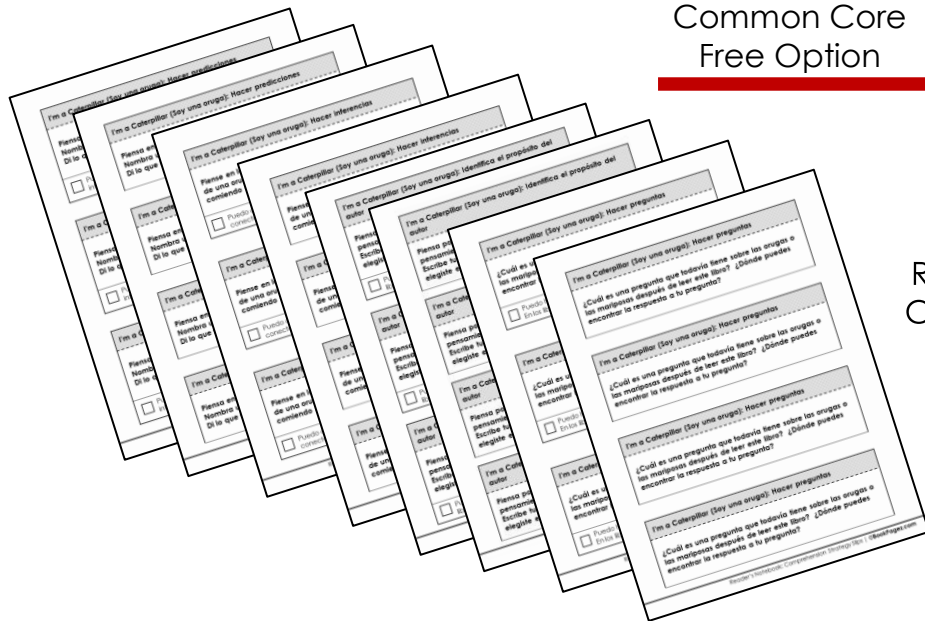
I'm a Caterpillar (Soy una oruga): Sintetizar

¿Cómo te ayudan las imágenes de *Soy una oruga* a entender las palabras? Dar un ejemplo del libro.

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

Hacer Inferencias

Título: _____

| | | |
|--|---|---|
| Lo que dice el texto Nombre una pista en el texto o imágenes. | Lo que yo sé ¿Qué sabes sobre el pájaro? | Lo que puedo inferir Emociones, pensamientos, cosas, escenarios. |
|--|---|---|

Has un dibujo para hacer tu inferencia.

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

Comprehension Strategy Graphic Organizer | @BookPagez.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 la pregunta.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Identifica el propósito del autor

Título: _____

¿Quién es el autor de tu libro?
¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?

Para persuadir
 Para informar
 Para entretener

¿Qué es el autor quería decirte...?

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Hacer Preguntas

Título: _____

| | | |
|--|---|---|
| Lo que dice el texto Nombre una pista en el texto o imágenes. | Lo que yo sé ¿Qué sabes sobre el pájaro? | Lo que puedo inferir Emociones, pensamientos, cosas, escenarios. |
|--|---|---|

Has un dibujo para hacer tu inferencia.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Sintetizar

Título: _____

| | | |
|------------------------------------|-----------------|---------------------|
| Al principio yo estaba pensando... | Ahora pienso... | Antes yo pensaba... |
|------------------------------------|-----------------|---------------------|

Porque... Porque... Porque...

Mi nueva forma de pensar es...

Porque... Porque... Puedo concluir que... Porque...

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro, **Soy una oruga**, el autor y el ilustrador nos cuentan el ciclo de vida de una oruga. Leer cada oración. Decida si es algo que hace una oruga o algo que hace una mariposa. Colorea la imagen correcta al lado de cada oración.

Mastico las hojas.



Tomo néctar.



Me cuelgo de un tallo.



Puedo volar.



Salgo de un huevo.



Pongo huevos.

