

Here's What You'll Get in the Ira Sleeps Over Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections

Ira Sleeps Over
By: Bernard Weber
Grade Level: 2 / Guided Reading Level: L

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

Summary
Ira is getting ready for his first sleepover at his friend Reggie's house. The friends have planned an exciting night, but Ira isn't sure if he should bring his teddy bear. His sister tells him that Reggie will laugh at him and make fun of him, but his parents tell him he should take his teddy bear. Ira doesn't know what to do. When Ira goes to Reggie's house he decides to leave his teddy bear at home. He has a wonderful time but the ghost stories make him feel scared. What will he do without his teddy bear?

Link to What You Know
• What do you do at sleep overs?
• What do you pack when you go to a sleep over?

Important Words to Know and Understand
Dominoes – A small flat rectangular block made of wood or plastic that has one or more dots on one side and that is used in playing games

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

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

Making Connections Lesson Plan

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3
Make Connections While Reading
✓ Does this book remind you of your own life?
✓ Does this book remind you of other books you've read?
✓ Does this book remind you of things you've heard about in the world?

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 on your practice page.

Page 9 – Ira sleeps with a teddy bear. Do you sleep with anything special? Do you know anybody who does?

Page 26 – Reggie has invited Ira to spend the night? Make a **text to self** connection. Have you ever been invited to go somewhere special? How did you feel?

Page 33 – Reggie and Ira have a lot of fun at their sleepover. Think about the other books you've read that are about friends having fun together. Make a **text to text** connection. How does your connection help you to better understand the book?

Page 47 – Ira comes back to Reggie's house and finds him asleep. Can you think of a time when you heard about someone falling asleep too early? Tell about your **text to world** connection.

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **Ira Sleeps Over**? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share the thoughts about the book too.

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Ira Sleeps Over**. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing

Making Predictions

Author's Purpose

Synthesizing

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

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 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.

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.

Making
Connections

Making Predictions
Title: _____
Predictions at the Beginning Predictions while Reading Check Predictions at the End
With your prediction box With your prediction box Expected with and without response
Correct Correct
Correct Correct
Correct Correct
Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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 because...
What do you think author wanted you to think about while reading this book?
Draw a picture of the most important thing the author made you think about while reading.
Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Author's
Purpose

Synthesizing
Title: _____
At first I was thinking... My new thinking is... I used to think... But now I think...
Because... Because... Because...
My new thinking is... How 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.

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections
Ira Sleeps Over
By: Bernard Waber
Grade Level: 2 / Guided Reading Level: L

Important Words to Know and Understand in "Ira Sleeps Over"

Dominoes
A small flat rectangular block made of wood or plastic that has one or more dots on one side and that is used in playing games

Egg Timer
A small hourglass running three to five minutes used for timing the boiling of eggs

Flashlight
A small electric light that can be carried in your hand and that runs on batteries

Ghost Stories
Frightening stories about ghosts

Goggles
Special eyeglasses that fit close to your face and that are worn to protect your eyes

Invited
To ask someone to go somewhere or do something

Teddy Bear
A soft toy bear

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Ira Sleeps Over Word List

Vocabulary Connections
Ira Sleeps Over
By: Bernard Waber
Grade Level: 2 / Guided Reading Level: L

Dominoes	Egg Timer	Flashlight
		
Ghost Stories	Goggles	Invited
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
Ira Sleeps Over
By: Bernard Waber
Grade Level: 2 / Guided Reading Level: L

Dominoes	Egg Timer	Flashlight
A small flat rectangular block made of wood or plastic that has one or more dots on one side and that is used in playing games	A small hourglass running three to five minutes used for timing the boiling of eggs	A small electric light that can be carried in your hand and that runs on batteries
Ghost Stories	Goggles	Invited
Frightening stories about ghosts	Special eyeglasses that fit close to your face and that are worn to protect your eyes	To ask someone to go somewhere or do something

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Ira Sleeps Over
By: Bernard Waber
Grade Level: 2 / Guided Reading Level: L

Dominoes are a/an noun verb adverb adjective Definition of Dominoes: 	Egg Timer is a/an noun verb adverb adjective Definition of Egg Timer: 	Flashlight is a/an noun verb adverb adjective Definition of Flashlight:
Dominoes look like this: 	Egg Timer looks like this: 	Flashlight looks like this:
Dominoes remind me of: 	Egg Timer reminds me of: 	Flashlight 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 Ira Sleeps Over

Match each of the vocabulary words to the correct definition.

DOMINOES	Something to protect your eyes
EGG TIMER	An electric light
FLASHLIGHT	Used in playing games
GHOST STORIES	Scary stories about ghosts
GOGGLES	Make a polite, formal, or friendly request to (someone) to go somewhere or to do something
INVITED	Used for timing the boiling eggs
TEDDY BEAR	A stuffed toy in the shape of a bear

Graph the number of syllables in each of the words in the word bank.

	1	2	3	4	5
DOMINOES					
EGG TIMER					
FLASHLIGHT					
GHOST STORIES					
GOGGLES					
INVITED					
TEDDY BEAR					

Word Games Ira Sleeps Over
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EGG TIMER					
FLASHLIGHT					
GHOST STORIES					
GOGGLES					
INVITED					
TEDDY BEAR					

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections
Ira Sleeps Over
By: Bernard Waber
Grade Level: 2 / Guided Reading Level: L

Ira Sleeps Over
By Bernard Waber

Step by Step Directions:
1. Add the word to the word bank.
2. Read the sentence and write the word in the box.
3. Complete the vocabulary card.
4. Add the word to the word bank.

Word Bank:
Dominoes, Egg Timer, Flashlight, Ghost Stories, Goggles, Invited, Teddy Bear

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

Personalized Vocabulary Bookmark

Vocabulary Connections
Name: _____

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

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

Independent Word Exploration | ©BookPages.com

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 Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Ira Sleeps Over
By: Bernard Waber
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Hard and Soft "G" Sounds

Background:
Words with the **hard g sound** usually include the letter g followed by one of these vowels: a, o, or u.
Words with the **soft g sound** (/j/) include these vowels: e, i, or y.
Examples:

Hard "G" Sound
gain
gang
garbage
gargle
gas
gate

Materials and Preparation:

- A Copy of *Ira Sleeps Over*
- Chart Paper
- Hard and Soft "G" Sound Word Cards
- Where is Reggie's Teddy Bear?
- Optional - Word Detective
- Optional - 2 Colors of Ink

Word Work
Ira Sleeps Over
By: Bernard Waber
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work
Introduce Hard and Soft "G" Sounds

- Explain that each letter makes a specific sound. Review basic letter sounds.
- Explain that some letters have more than one sound: letter c and letter g.
- Ask children to identify some words they know that have the g sound. List the words that students say on chart paper. Separate the words into two columns - hard and soft g sounds.
- Review the list of hard g sound words with the children. Ask children if they see a pattern in those words. If they cannot identify a pattern, explain that when the letter g is followed by the vowel a, o, or u, it makes the hard g sound.
- Next, discuss the pattern that soft g words follow. A word has a soft g sound when the g is followed by either an e, i, or y.

Sample Anchor Chart

Hard "G" Sound	Soft "G" Sound
gato	get
garrafa	general
gato	giraffe
gato	gum
gato	

Step 2: Connect Word Work to Reading
Extend Engagement

- Select a hard or soft g word (one for each student).
- Write the word on two different colored index cards.
- Place one of the colored 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 identify their word as hard or soft, spell it and use their word in a sentence.

Hard and Soft "G" Sounds in the Text

- Tell the students that the book they will be reading today has words that contain soft and hard g sounds.
- Show them **page 26** of *Ira Sleeps Over*. Ask students to listen carefully and look at the words while you read. If they hear a soft g, ask them to make the soft g sound. Ask students to make the hard /g/ sound when they hear a word that has the hard g sound.
- After reading page 26, ask the students to identify any words with the hard or soft g sound (e.g., Reggie, good, go). 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 *Ira Sleeps Over*.

Examples of Hard and Soft "G" Sounds Found in the Text:


magic	ghost	changed
Reggie	began	again
changed	again	go
magically	big	goat
great	good	doing
glass	ringing	
something		

Step by Step Lesson Plan

Optional Activity to Extend Engagement


List of words in the book that match the instructional focus

Word Work
Ira Sleeps Over
By: Bernard Waber
Grade Level: 2 / Guided Reading Level: L

Step 3: Guided Word Work Practice


Interactive Exploration

- Split class into pairs of students. Give each child a copy of the **Hard and Soft "G" Sounds Word Work**. Explain that they will work together, but each child must write the words on his or her own sheet.
- Read the directions with the class. Explain that they will be working together to identify soft g sound words and hard g sound words using the g and vowel combinations on the sheet.
- Review the combinations and the examples with the class. Explain that the top row combinations make the hard g sound because the g is followed by either an a, o, or u. Explain that the bottom row combinations make the soft g sound because the g is followed by either an e, i, or y.
- Encourage children to work with a partner to identify 5 more words in each category and write them on the paper.
- When complete, ask different partner pairs to read some examples of the words they found. Add them to the chart paper list if you like.

Step 4: Independent Word Work Practice


Practice Page

- Give each student a copy of **Where is Reggie's Teddy Bear**.
- 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 **hard and soft "g" sounds** words while they read. Tell them to write their words on a sticky note and add them to the anchor chart (review the anchor chart 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**.

Interactive Activities

Independent Practice Page

Extension Activity

Hard and Soft "G" Sounds
Interactive Activity

Directions:
Look at the letter pairs and the example word in each box. Write five more words in each box using the letter g and the vowel partner.

aa example: gas	ao example: goat	au example: gum
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
ae example: gel	ai example: giraffe	ay example: gym
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Word Detective: Hard and Soft "G" Sounds
Extension Activity


Directions:
Be a word detective!
Be on the lookout for **hard and soft "g" sounds** 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: _____

Where is Reggie's Teddy Bear?
Word Work Practice Page

Directions:
Help Reggie find his teddy bear. Follow the path of words that have a hard g sound. Color the circles with a hard g sound as you go.



Name: _____

Assessments

Running Record					
Title: Ira Sleeps Over		Guided Reading Text Level: L		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	
		COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
Page					
2	I was invited to sleep at Reggie's house. Was I happy? I had never slept at a friend's house before.				
3	But I had a problem: It began when my sister said:				
4	"Are you taking your teddy bear along?" "Taking my teddy bear along?" I said. "To my friend's house? Are you kidding? That's the silliest thing I ever heard! Of course, I'm not taking my teddy bear."				
5	And then she said:				
Tested By: _____ @BookPages.com					


Running Record Assessment

Ira Sleeps Over CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Ira Sleeps Over</i> to answer each of the following questions.		
1. Why is sleeping over at Reggie's house so exciting to Ira? <input type="radio"/> A He has a really scary ghost story to tell Reggie. <input type="radio"/> B Ira is invited but his sister is not invited. <input type="radio"/> C Reggie has a swimming pool. <input type="radio"/> D He has never slept over at a friend's house before.		
2. Which best describes Ira's big problem leading up to the sleepover? <input type="radio"/> A Ira isn't sure what toys to bring to Reggie. <input type="radio"/> B Ira is worried that Reggie will think he is boring. <input type="radio"/> C Ira doesn't really like junk collections. <input type="radio"/> D Ira's sister is jealous and trying to convince him not to go.		
3. How does learning Reggie has a teddy bear affect Ira? <input type="radio"/> A He feels confident enough to go get it. <input type="radio"/> B Ira realizes Reggie is just a big baby. <input type="radio"/> C Ira is glad he did not bring his teddy bear. <input type="radio"/> D He is still worried Reggie will make fun of him.		
4. Why does Reggie repeat, "And after that, sleepover to Ira?" <input type="radio"/> A He is trying to convince Ira not to come. <input type="radio"/> B He doesn't really know what he wants. <input type="radio"/> C It shows how excited he is and how he feels. <input type="radio"/> D It shows that he is in a hurry.		
5. What happens in the beginning that makes Ira worry about bringing his teddy bear? (RL.2.5) <input type="radio"/> A Reggie says that teddy bears are only for babies. <input checked="" type="radio"/> B His sister reminds Ira that he has never slept without his teddy bear. <input type="radio"/> C Ira's parents tell him that Reggie will laugh at him. <input type="radio"/> D Ira can't find his teddy bear anywhere.		
6. What kind of voice would you use to read the things Ira's sister says? (RL.2.6) <input checked="" type="radio"/> A A teasing voice, a little mean. <input type="radio"/> B A kind and understanding voice. <input type="radio"/> C An angry voice. <input type="radio"/> D A happy and excited voice.		
7. What do the illustrations tell you about the setting of the story? (RL.2.7) <input type="radio"/> A They live out in the country. <input type="radio"/> B They live in apartments in a big city. <input type="radio"/> C This story took place long, long ago. <input checked="" type="radio"/> D They live in a nice, friendly neighborhood. The houses are very close together.		
8. How do we know Reggie was also worried about admitting he slept with a teddy bear? (RL.2.9) <input type="radio"/> A Reggie doesn't fall asleep the whole night. <input type="radio"/> B He makes fun of Ira's teddy bear. <input checked="" type="radio"/> C He sneaks it out when he is scared and is nervous talking about his teddy bear. <input type="radio"/> D He took it out proudly and could not stop talking about it all night.		
9. What will most likely happen now between Reggie and Ira? (RL.2.10) <input checked="" type="radio"/> A They will be good friends and have more sleepovers with their teddy bears. <input type="radio"/> B Ira will not play with Reggie any more because of the teddy bear. <input type="radio"/> C They will be friends, but not have any more sleep overs. <input type="radio"/> D Reggie will laugh at Ira and make fun of his teddy bear's name.		
CCSS Assessment 2nd Grade Reading Standards for Literature BookPages.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>Ira Sleeps Over</i> , Ira can't decide if he should take his teddy bear to his sleep over. Draw a picture of the things you would bring to a sleep over inside of the backpack. Then write 3 activities you like to do at sleepovers.

What are your favorite things to do at a sleepover?
1. _____
2. _____
3. _____
Extension Activity ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Ira Sleeps Over Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ira Sleeps Over" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>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.</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RL.2.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.4 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7 - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented visually or through other media.</p> <p>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</p> <p>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> <p>Ira Sleeps Over CCSS Alignment ©BookPagez.com</p>	<p>Ira Sleeps Over Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ira Sleeps Over" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.7 - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented visually or through other media.</p> <p>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</p> <p>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> <p>Ira Sleeps Over CCSS Alignment ©BookPagez.com</p>	<p>Ira Sleeps Over Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ira Sleeps Over" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.7 - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>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</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - 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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> <p>Ira Sleeps Over CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Ira Sleeps Over Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ira Sleeps Over" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.2.4a - 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> <p>Ira Sleeps Over CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<p>Ira Sleeps Over Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Ira Sleeps Over" 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</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Ira Sleeps Over CCSS Alignment ©BookPagez.com</p>

Word Work Common Core Alignment

Student Facing Resources in Spanish for Ira Sleeps Over Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Ira Sleeps Over (Ira duerme fuera de casa)


Página 7:
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?

Página 15:
Ira tiene un problema. ¿Cuál es su problema? ¿Qué decisión toma Ira sobre su problema?

Página 29:
¿Qué hicieron Ira y Reggie durante su fiesta de pijamas?

Página 37:
¿Qué asusta a Reggie? ¿Cómo resuelve Reggie el problema de tener miedo?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Volver a contar y resumir con Ira Sleeps Over (Ira duerme fuera de casa)


Página 7:
Mira el título del libro. ¿Quién crees que es el personaje principal? ¿Por qué?
Las respuestas varían. Podrían incluir: El personaje principal es Ira.
Puedes decirlo porque él está en la portada del libro.

Página 15:
Ira tiene un problema. ¿Cuál es su problema? ¿Qué decisión toma Ira sobre su problema?
Las respuestas varían. Podrían incluir: El problema de Ira es que quiere llevar a su peluche a la fiesta de pijamas pero cree que es infantil. Ira toma la decisión de no llevar a su oso de peluche a la fiesta de pijamas.

Página 29:
¿Qué hicieron Ira y Reggie durante su fiesta de pijamas?
Las respuestas varían. Podrían incluir: Revisaron la colección de basura de Reggie, decidieron jugar en la oficina con su colección de sellos y pasaron tiempo juntos. Se estaban divirtiendo mucho.

Página 37:
¿Qué asusta a Reggie? ¿Cómo resuelve Reggie el problema de tener miedo?
Las respuestas varían. Podrían incluir: Reggie está asustado por las historias de fantasmas. Él lidia con su miedo al sacar su oso de peluche para acostarse con él.

Answer Key | @BookPagez.com



Hacer conexiones con Ira Sleeps Over (Ira duerme fuera de casa)

Página 9:
Ira duerme con alguien que lo haga?
Las respuestas varían.

Página 26:
Reggie ha invitado a Ira a pasar la noche? Haz una conjetura.
Las respuestas varían.

Página 33:
Reggie e Ira que han leído **texto a texto**.
Las respuestas varían.

Página 33:
Reggie e Ira se divierten mucho en su fiesta de pijamas que ha leído que tratan sobre amigos que se divierten **texto a texto**. ¿Cómo te ayuda tu conexión a comprender?

Nombre: _____

Making
Connections

Hacer predicciones con Ira Sleeps Over (Ira duerme fuera de casa)

Tu turno para practicar: Hacer predicciones con Ira Sleeps Over (Ira duerme fuera de casa)

Página 36:
¿Qué crees que va a pasar?
Las respuestas varían.


Página 48:
¿Cuál de tus predicciones se cumplió?
Las respuestas varían.

Página 3:
Ira está emocionado de ir a la casa de su amigo a dormir. ¿Está emocionado? ¿Por qué o por qué no?

Página 12:
Ira no está seguro si debe traer su oso de peluche. ¿Crees o por qué no? ¿Cómo te ayuda tu predicción para comprender?

Página 17:
¿Por qué crees que Ira le pregunta a Reggie si le gustan los osos de peluche? ¿Qué crees que responderá Reggie en respuesta?

Nombre: _____



Making
Predictions

Identifica el propósito del autor con Ira Sleeps Over (Ira duerme fuera de casa)

Página 13:
¿Por qué crees que el autor escribió este artículo?
Las respuestas varían.

Página 20:
¿Por qué crees que el autor escribió este artículo?
Las respuestas varían.

Página 36:
¿Qué intentas decir con este artículo?
Las respuestas varían.

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¿Qué intentas decir con este artículo?
Las respuestas varían.

Página 36:
¿Qué intentas decir con este artículo?
Las respuestas varían.

Nombre: _____

Author's
Purpose

Sintetizar con Ira Sleeps Over (Ira duerme fuera de casa)


Tu turno para practicar: Sintetizar con Ira Sleeps Over (Ira duerme fuera de casa)

Página 3:
Observa la imagen de Ira en esta página. ¿Qué sabes de Ira al mirar la imagen?

Página 13:
¿Por qué crees que el autor escribió este artículo? ¿Qué sabes sobre Reggie?
Las respuestas varían.

Página 20:
¿Qué sabes sobre Reggie? ¿De qué manera presta atención a lo que sabes sobre Reggie te ayuda a comprender mejor esta historia?

Nombre: _____



Synthesizing

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

Ira Sleeps Over (Ira duerme fuera de casa): Sintetizar

¿Cómo cambió tu opinión sobre Ira al leer el libro? ¿Qué pensaste al principio, a la mitad y al final de la historia?

☐ Puedo encontrar y comprender el comienzo, el medio y el final de una historia.

CCSS: RL.2.5

Ira Sleeps Over (Ira duerme fuera de casa): Sintetizar

¿Cómo cambió tu opinión sobre Ira al leer el libro? ¿Qué pensaste al principio, a la mitad y al final de la historia?

☐ Puedo encontrar y comprender el comienzo, el medio y el final de una historia.

CCSS: RL.2.5

Ira Sleeps Over (Ira duerme fuera de casa): Sintetizar

¿Cómo cambió tu opinión sobre Ira al leer el libro? ¿Qué pensaste al principio, a la mitad y al final de la historia?

☐ Puedo encontrar y comprender el comienzo, el medio y el final de una historia.

CCSS: RL.2.5

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

Common Core Free
Option

Ira Sleeps Over (Ira duerme fuera de casa): Sintetizar

¿Cómo cambió tu opinión sobre Ira al leer el libro? ¿Qué pensaste al principio, a la mitad y al final de la historia?

Ira Sleeps Over (Ira duerme fuera de casa): Sintetizar

¿Cómo cambió tu opinión sobre Ira al leer el libro? ¿Qué pensaste al principio, a la mitad y al final de la historia?

Ira Sleeps Over (Ira duerme fuera de casa): Sintetizar

¿Cómo cambió tu opinión sobre Ira al leer el libro? ¿Qué pensaste al principio, a la mitad y al final de la historia?

Ira Sleeps Over (Ira duerme fuera de casa): Sintetizar

¿Cómo cambió tu opinión sobre Ira al leer el libro? ¿Qué pensaste al principio, a la mitad y al final de la historia?

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Reading Response
Prompts for Each
Comprehension
Strategy Lesson Plan

5 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 cosa más importante sobre la que trata el libro?

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

Retelling and
Summarizing

Hacer conexiones
Título: _____
Pensa 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. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Making
Connections

Hacer predicciones
Título: _____

Predicciones al principio	Predicciones en el medio	Verifica las predicciones
Escibe las predicciones aquí.	Escibe las predicciones aquí.	¿Predicciones correctas? <input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		¿Predicciones correctas? <input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto
		¿Predicciones correctas? <input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

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

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
¿Sé que el autor quería porque...

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

Author's
Purpose

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Me nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Porque...

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

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro *Ira Sleeps Over*, Ira no puede decidir si debe llevar a su oso de peluche a su sueño. Haz un dibujo de las cosas que te llevarías a dormir dentro de la mochila. Luego escribe 3 actividades que te gusta hacer en las fiestas de pijamas.



¿Cuáles son tus cosas favoritas para hacer en una fiesta de pijamas?

1. _____
2. _____
3. _____