

Here's What You'll Get in the Joseph Had a Little Overcoat Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections
Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level:

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
In the story, *Joseph Had a Little Overcoat*, we learn all about the many things that can be made from an old, worn out overcoat (An overcoat is a long coat that is worn to keep a person warm during cold weather). Joseph wore his overcoat for a long time. When it became too old and worn for any more patches, he turned it into a jacket and proudly wore it to the fair. What will Joseph turn his jacket into when it becomes old and worn?

Link to What You Know
• Have you ever used something you have had for awhile in a new way? What was it? What did you use it for?
• Think of your favorite basket, stuffed animal, shirt etc. What will happen to it if you use it/wear it a lot? How does that make you feel?

Important Words to Know and Understand
Fasten – To attach something or join two things or two parts of something especially by using a pin, nail, etc.
Suspenders – Straps that are used for holding up pants and that go over a person's shoulders

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Write your thoughts

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 readers make 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 readers make 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 readers make 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

Making Connections Lesson Plan

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Joseph Had a Little Overcoat
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Grade Level: 1 / Guided Reading Level: 1

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 1 – Joseph's coat has many patches along the bottom. Make a **text-to-world** connection and tell about why a coat would have patches along the bottom.
Pages 7 to 8 – Joseph is dancing at his neighbor's wedding. Have you ever been to a wedding? How was it the same as or different than the picture in the book? Tell about your **text-to-self** connection.
Pages 15 to 16 – Joseph is visiting his sister and her family in the city. Make a **text-to-self** connection and tell about a time that you visited your family members. How does your connection help you as a reader?
Pages 25 to 26 – Joseph has lost his button. Make a **text-to-text** connection. Tell about another story you know where the main character loses his button.
Page 27 – Joseph has lost his button, the last piece of his overcoat. Make a **text-to-self** connection and tell about a time when you couldn't find something important. How does your connection help you understand how Joseph might be feeling?

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ 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 *Joseph Had a Little Overcoat*. 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 their thoughts about the book too.
Reflect – Think about the connections that you made while reading *Joseph Had a Little Overcoat*. Think about the things you and your reading partner discussed. How does making connections help you to be a better reader?
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Joseph Had a Little Overcoat*. (Remember to include examples from the book.)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Predictions
Joseph Had a Little Overcoat
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Grade Level: 1 / Guided Reading Level: 1

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

3
Make Predictions While Reading
✓ Look for clues that tell you what's going to happen next
✓ Ask your reading partner what they think will happen next
✓ Write your thoughts about what you think will happen next

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Write your thoughts

4
Notice the Work You Did While Reading
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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 *Joseph Had a Little Overcoat*. 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 their thoughts about the book too.
Reflect – Think about the connections that you made while reading *Joseph Had a Little Overcoat*. Think about the things you and your reading partner discussed. How does making connections help you to be a better reader?
Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Joseph Had a Little Overcoat*. (Remember to include examples from the book.)

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Identifying the Author's Purpose
Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: 1

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
Identify the Author's Purpose While Reading
✓ Look for clues that tell you what the author wants to say
✓ Ask your reading partner what they think the author wants to say
✓ Write your thoughts about what you think the author wants to say

2
Learn About Comprehension Strategies
✓ Think about the text you read
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Making Predictions

Author's Purpose

Asking Questions
Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: 1

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
Ask Questions While Reading
✓ Write your questions about the book
✓ Ask your reading partner what they think the answer is
✓ Write your thoughts about the answer

2
Learn About Comprehension Strategies
✓ Think about the text you read
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Asking Questions

Determining Importance
Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: 1

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✓ Look for clues that tell you what is important
✓ Ask your reading partner what they think is important
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Determining Importance

Answer Key for Making Connections with Joseph Had a Little Overcoat

Your Turn to Practice Making Connections with Joseph Had a Little Overcoat

Page 1: Joseph's coat has many patches along the bottom. Make a **text-to-world** connection and tell about why a coat would have patches along the bottom.

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Page 3: Joseph is visiting his sister and her family in the city. Make a **text-to-self** connection and tell about a time that you visited your family members. How does your connection help you as a reader?

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Page 5: Joseph has lost his button, the last piece of his overcoat. Make a **text-to-self** connection and tell about a time when you couldn't find something important. How does your connection help you understand how Joseph might be feeling?

Answer Key for Determining Importance with Joseph Had a Little Overcoat

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Page 1: Joseph's coat has many patches along the bottom. Make a **text-to-world** connection and tell about why a coat would have patches along the bottom.

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Answer Key for Making Predictions with Joseph Had a Little Overcoat

Your Turn to Practice Making Predictions with Joseph Had a Little Overcoat

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Answer Key for Asking Questions with Joseph Had a Little Overcoat

Your Turn to Practice Asking Questions with Joseph Had a Little Overcoat

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Answer Key for Identifying the Author's Purpose with Joseph Had a Little Overcoat

Your Turn to Practice Identifying the Author's Purpose with Joseph Had a Little Overcoat

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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

"I Can" Statement

Joseph Had a Little Overcoat: Making Connections

Joseph loses his button in this story. In the story *Corduroy*, the main character also loses his button. Make a text-to-text connection and tell how are the two stories similar? How are they different?

I can compare what happens to characters in the stories that I read. CCSS: RL.1.9

Joseph Had a Little Overcoat: Making Connections

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

Joseph Had a Little Overcoat: Making Connections

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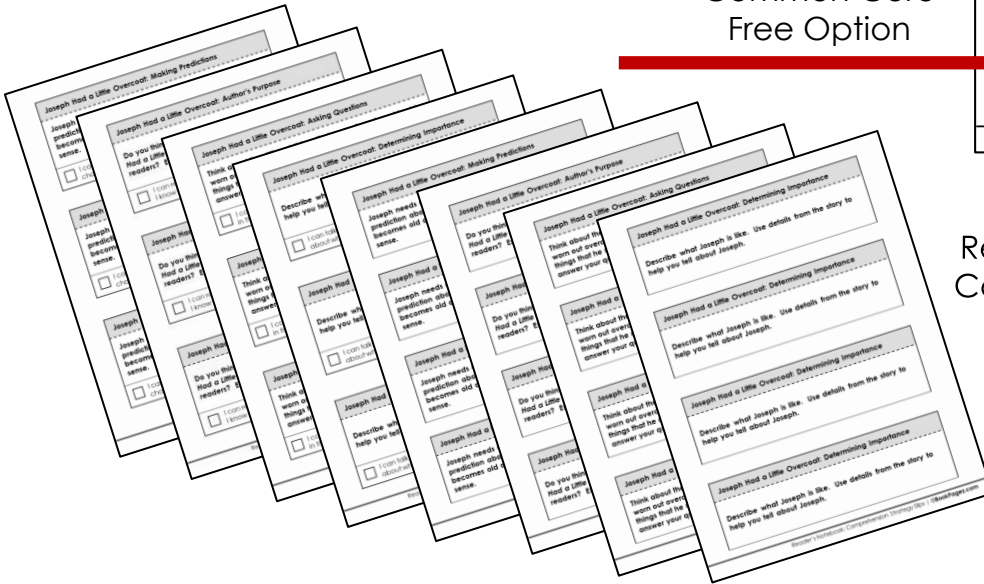
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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Making Predictions

Title: _____

I predict ...

My prediction was

Correct Incorrect

I know because...

Here is a picture about my prediction:

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

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 do this because...

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Asking Questions

Title: _____

Question Sentence Starters

I wonder... Why didn't... How does...
I am confused when... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
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Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Vocabulary Connections Resources

Important Words to Know and Understand in Joseph Had a Little Overcoat Word List

Vocabulary Connections Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: I

Important Words to Know and Understand in Joseph Had a Little Overcoat

Chorus
A large group of singers

Fasten
To attach (something) or join (two things or two parts of something) especially by using a pin, nail, etc.

Handkerchief
A small cloth used for wiping your face, nose, or eyes

Jacket
A piece of clothing that is worn on your upper body over another piece of clothing (such as a shirt); a usually short and light coat

Necktie
A long piece of cloth that is worn by men around the neck and under a collar and that is tied in front with a knot at the top

Nephew
The son of your brother or sister

Scarf
A long piece of cloth that is worn on your shoulders, around your neck, or over your head

Suspenders
Straps that are used for holding up pants and that go over a person's shoulders

Vest
A sleeveless piece of clothing with buttons down the front that is worn over a shirt and under a suit jacket

Worn
No longer in good condition

Vocabulary Word List | @BookPages.com

Vocabulary Connections Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: I

Chorus	Fasten	Handkerchief
Jacket	Necktie	Nephew

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: I

Chorus	Fasten	Handkerchief
A large group of singers	To attach (something) or join (two things or two parts of something) especially by using a pin, nail, etc.	A small cloth used for wiping your face, nose, or eyes
Jacket	Necktie	Nephew
A piece of clothing that is worn on your upper body over another piece of clothing (such as a shirt); a usually short and light coat	A long piece of cloth that is worn by men around the neck and under a collar and that is tied in front with a knot at the top	The son of your brother or sister

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Joseph Had a Little Overcoat
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Chorus is a/an noun verb adverb adjective Definition of Chorus:	Fasten is a/an noun verb adverb adjective Definition of Fasten:	Handkerchief is a/an noun verb adverb adjective Definition of Handkerchief:
Chorus looks like this:	Fasten looks like this:	Handkerchief looks like this:
Chorus reminds me of:	Fasten reminds me of:	Handkerchief 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 Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: I

Joseph Had a Little Overcoat
By Simms Taback

A new word that I learned in this book is: _____
It means: _____
I like it because: _____

Name: _____

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

Personalized Vocabulary Bookmark

Word Games with Words from Joseph Had a Little Overcoat

Directions: Draw lines to match each picture to the correct word.

	chorus
	jacket
	scarf
	necktie

Name: _____

Answer Key | @BookPages.com

Word Games and Answer Key

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

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

Independent Word Exploration | @BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: 1

Word Work

Instructional Focus:
Contractions

Background:
A compound word is formed when two words are joined together to create a new word that has an entirely new meaning.

Step by Step Lesson Plan

Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: 1

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Compound Words

- Tell students that when two words are joined together, and a new word is formed, it is called a compound word.
- Create an anchor chart with students. Title the chart "Compound Words".
- Model for students how to add the word "pan", to the word "cake", to create the word "pancake".
- Continue adding to the chart by asking students what word could be added to the word "air" to create a new word? (Answer: plane or part)
- Add to the anchor chart by asking students for additional suggestions of words that can be combined together to make compound words. If necessary, provide the first word, and ask students for another word that can be added to it.

Sample Anchor Chart

Compound Words		
pan	cake	pancake
air	plane	airplane
butter	fly	butterfly
foot	ball	football

Step 2: Connect Word Work to Reading

Compound Words in the Text

- Tell students that the book they will be reading today has examples of compound words in it.
- Draw student attention to the title on the cover of the book.
- Read the title of the book, **Joseph Had a Little Overcoat**.
- Ask students if they heard or see a compound word? (Answer: overcoat)
- Instruct students to listen and look carefully for compound words while you read the story aloud. Tell students that if they hear or see a compound word, they should "pretend to put on a coat". (Model for students how to stretch your arms out one at a time, like you are putting on a coat. Remind students to do this carefully so that they do not hit their neighbor!)
- Read **Joseph Had a Little Overcoat** aloud.

Examples of Compound Words Found in the Text:

- overcoat
- necktie
- handkerchief
- nothing
- something

Word Work Lesson Plan | @BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Joseph Had a Little Overcoat
By: Simms Taback
Grade Level: 1 / Guided Reading Level: 1

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Distribute copies of the **Building Compound Words** activity.
- Ask students to choose a partner or divide students into groups of two.
- Explain to students that each person has a sheet of word cards to cut out. (The words on one page are orientated vertically and the other, horizontally, for easy separation.)
- Tell students that they will combine two word cards, one from each person's pile, to create a compound word.
- Monitor students while they complete this activity. Provide support as needed.

Step 4: Independent Word Work Practice

Practice Page

- Provide each student with a copy of the **Zippering Up Compound Words** practice page.
- Read the directions aloud while students follow along.
- Instruct 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 **compound words** 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 Activity

Building Compound Words
Word Cards - Set #1

Directions:
Cut out the word cards along the dotted lines. Working with a partner, choose one card from each partner's pile that can be combined to form a compound word.

cup	shine
bow	air
no	coat
tie	corn

Independent Word Work Practice | @BookPagez.com

Independent Practice Page

Zippering Up Compound Words
Word Work Practice Page

Directions:
Choose a word from the list on the left. Read the list of words on the right and find a word that can be added to the first word to make a compound word. Write the compound words on the lines below.

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

Extension Activity

Word Detective: Compound Words
Extension Activity

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

Word	Book Title	Page	Sentence

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

Assessments

Running Record

Title: *Joseph Had a Little Overcoat* Guided Reading Text Level: I 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

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	Joseph had a little overcoat. It was old and worn.				
3	So he made a jacket out of it				
4	and went to the fair.				
5	Joseph had a little jacket. It got old and worn.				
7	So he made a vest out of it				
8	and danced at his nephew's wedding.				
9	Joseph had a little vest. It got old and worn.				
11	So he made a scarf out of it				

Tested By: _____ @BookPagez.com

Running Record Assessment

Joseph Had a Little Overcoat
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *Joseph Had a Little Overcoat* to answer each of the following questions.

- What is the story *Joseph Had a Little Overcoat* mostly about?
 - A The story is mostly about how to make a jacket.
 - B The story is mostly about where to look for a lost button
 - C The story is mostly about a man named Joseph and all the things he made from his overcoat.
 - D The story is mostly about living on a farm.
- What is Joseph's problem in the story *Joseph Had a Little Overcoat*?
 - A Joseph didn't know what to get his
 - B Joseph's things kept getting old and
 - C Joseph forgot the words to the song
 - D Joseph had a cold and needed to
- How did Joseph solve his problem in the story?
 - A Joseph solved his problem by creating something new
 - B Joseph solved his problem by taking something from his overcoat
 - C Joseph solved his problem by drinking something
 - D Joseph solved his problem by visiting someone
- Which of the following help you understand the story?
 - A Joseph has a smile on his face when he is happy
 - B Joseph uses his overcoat over and over
 - C Joseph wears the things made from his overcoat
 - D All of the above.

CCSS Assessment 1st Grade Reading

- Which of the following best describe the genre for *Joseph Had a Little Overcoat*? (RL.1.5)
 - A Nonfiction
 - B A poem
 - C Realistic Fiction
 - D Fairytale
- Who is telling the story in *Joseph Had a Little Overcoat*? (RL.1.6)
 - A A narrator
 - B Joseph
 - C His sister
 - D His nephew
- The illustrations in *Joseph Had a Little Overcoat* help you understand more about which of the following details? (RL.1.7)
 - A How Joseph is feeling
 - B Where Joseph lives
 - C What Joseph makes from his overcoat
 - D All of the above.
- How are Joseph's overcoat and his button the same? (RL.1.9)
 - A Joseph's overcoat and button are both expensive.
 - B Joseph's overcoat and button are made from the same fabric.
 - C Joseph's overcoat and button are both purple.
 - D Joseph's overcoat and button are both lost.
- Based on what you learned while reading *Joseph Had a Little Overcoat*, what is Joseph most likely to do next? (RL.1.10)
 - A Joseph will throw his next overcoat away when it gets old and worn.
 - B Joseph will buy a new overcoat, jacket, vest and tie all at one time.
 - C Joseph will make new things from his next overcoat when it gets old and worn.
 - D Joseph will move someplace warm, so he doesn't need to wear an overcoat.

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

Answer Key

Extension Activity

Name: _____ Date: _____


Directions:
In the story *Joseph Had a Little Overcoat*, we learn about all the things that Joseph makes from his old, worn-out overcoat. Use the space below to talk about one of your favorite things and what you could use it for when it becomes old and worn.

One of my favorite things is my _____
_____. It is very special
to me because _____.

One thing that I really like about my _____
_____ is that it is _____.

If it ever becomes old and worn out, I could turn it into
a _____.

Draw a picture of you and your favorite thing here:



Extension Activity | @BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
Joseph Had a Little Overcoat Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Joseph Had a Little Overcoat correlate with the following English Language Arts Common Core State Standards for first grade.
Making Connections Lesson Plan and Resources
Reading: Literature
RI.1.1 - Ask and answer questions about key details in text.
RI.1.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.
RI.1.9 - Compare and contrast the adventures and experiences of characters in stories.
RI.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Foundational Skills
RF.1.2 - Demonstrate understanding of the organization of basic features of print.
RF.1.3 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.4 - 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.1.5 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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).
Joseph Had a Little Overcoat CCSS Alignment @BookPages.com

Common Core State Standards Correlation
Joseph Had a Little Overcoat Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Joseph Had a Little Overcoat correlate with the following English Language Arts Common Core State Standards for first grade.
Identifying the Author's Purpose Lesson Plan and Resources
Reading: Literature
RI.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.1.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.
RI.1.9 - Compare and contrast the adventures and experiences of characters in stories.
RI.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Foundational Skills
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Language
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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).
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Common Core State Standards Correlation
Joseph Had a Little Overcoat Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Joseph Had a Little Overcoat correlate with the following English Language Arts Common Core State Standards for first grade.
Determining Importance Lesson Plan and Resources
Reading: Literature
RI.1.1 - Ask and answer questions about key details in text.
RI.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.1.3 - Describe characters, settings, and major events in a story using key details.
RI.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Foundational Skills
RF.1.2 - Demonstrate understanding of the organization of basic features of print.
RF.1.3 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.4 - 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.1.5 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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).
Joseph Had a Little Overcoat CCSS Alignment @BookPages.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Joseph Had a Little Overcoat Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Joseph Had a Little Overcoat correlate with the following English Language Arts Common Core State Standards for first grade.
Vocabulary Lesson Plan and Resources
Language
L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4b - 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).
Joseph Had a Little Overcoat CCSS Alignment @BookPages.com

Common Core State Standards Correlation
Joseph Had a Little Overcoat Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Joseph Had a Little Overcoat correlate with the following English Language Arts Common Core State Standards for first grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills
RF.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words.
RF.1.4 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Joseph Had a Little Overcoat CCSS Alignment @BookPages.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Joseph Had a Little Overcoat Super Pack

5 Comprehension Strategy Practice Pages

Making Predictions Practice Page

Tu turno para Hacer predicciones
con Joseph Had a Little Overcoat
(José tenía un poco de abrigo)

La portada:
Lea el título y mire la ilustración en la portada del libro. ¿De qué crees que se tratará este libro?

¿Qué te hace pensar eso?

Página 2:
Mire la forma del recorte en esta página. ¿Para qué crees que es esta forma?

Di por qué tu predicción tiene sentido.

Página 5:
Ahora la chaqueta de José está vieja y gastada. Haz una predicción sobre lo que hará José a continuación.

Nombre: _____ ©BookPages.com

Page by Page
Guided
Questions

Answer Key

Hacer predicciones
con Joseph Had a Little Overcoat
(José tenía un poco de abrigo)

¿Qué te hace pensar eso?
Mi predicción tiene sentido porque cuando su abrigo envejecido y desgastado, hizo una chaqueta.

Página 23:
José hizo un botón con su viejo y gastado pañuelo. ¿Hacer una predicción sobre lo que sucederá con el botón?
Las respuestas varían. Podrían incluir: Predigo que el botón de José se volverá viejo y gastado.

Di por qué tu predicción tiene sentido.
Las respuestas varían. Podrían incluir: Mi predicción tiene sentido porque todo lo demás que José ha hecho se ha desgastado.

Páginas 25 a 26:
José perdió su botón. ¿Fue correcta la predicción que hiciste?
Las respuestas varían. Podrían incluir: Mi predicción no era correcta porque José perdió su botón en lugar de volverse viejo y desgastado.

¿De cómo hacer predicciones te ayuda como lector.
Las respuestas varían. Podrían incluir: Hacer predicciones me ayuda como lector al hacerme pensar en lo que lógicamente sucederá después.

Nombre: _____ ©BookPages.com

Sample answers
written in Spanish

Hacer conexiones
con Joseph Had a Little Overcoat
(José tenía un poco de abrigo)

Páginas 25 a 27:
José ha perdido su historia que es importante. ¿Cómo te ayuda a comprender el momento?

Página 1:
El abrigo de José tiene muchos detalles. El autor de su abrigo muestra que José baila en la boda de su sobrino. ¿Cómo era igual o diferente a lo que él mismo hizo?

Páginas 7 a 8:
Aquí José usa un chaleco mientras baila en la boda de su sobrino. ¿Qué crees que esta ilustración sobre cómo se siente José con su chaleco?

Página 10:
Hay una carta sobre la mesa en la casa de José. ¿Por qué crees que este detalle se incluyó en esta historia?

Páginas 15 a 16:
Aquí José está visitando a su hermana y su familia en la ciudad. Mire de cerca la imagen en estas páginas. ¿De qué tienes curiosidad?

Nombre: _____ ©BookPages.com

Tu turno para Hacer conexiones
con Joseph Had a Little Overcoat
(José tenía un poco de abrigo)

Página 2:
Observe la forma del recorte en esta página. ¿Por qué el autor incluyó este detalle?

Páginas 7 a 8:
Aquí José usa un chaleco mientras baila en la boda de su sobrino. ¿Qué crees que esta ilustración sobre cómo se siente José con su chaleco?

Página 10:
Hay una carta sobre la mesa en la casa de José. ¿Por qué crees que este detalle se incluyó en esta historia?

Páginas 15 a 16:
Aquí José está visitando a su hermana y su familia en la ciudad. Mire de cerca la imagen en estas páginas. ¿De qué tienes curiosidad?

Nombre: _____ ©BookPages.com

Determinar la importancia
con Joseph Had a Little Overcoat
(José tenía un poco de abrigo)

Páginas 1 a 2:
Esta ilustración nos muestra mucho sobre José. ¿Qué crees que esta información es importante? ¿Por qué?

Página 5 a 6:
Aquí vemos a José llevando un cubo de leche. ¿Qué crees que esta información es importante? ¿Por qué?

Página 11:
José ha usado su abrigo para hacer una chaqueta, un pañuelo y un botón. ¿Crees que el abrigo de José era importante? ¿Por qué?

Nombre: _____ ©BookPages.com

Hacer preguntas
con Joseph Had a Little Overcoat
(José tenía un poco de abrigo)

La portada:
Mira la portada y lee el título del libro. ¿De qué quieres saber más al leer esta historia?

Páginas 23 a 24:
José hizo un botón con su viejo y gastado pañuelo. ¿Hacer una predicción sobre lo que sucederá con el botón?

Páginas 25 a 26:
José perdió su botón. ¿Fue correcta la predicción que hiciste?

Páginas 15 a 16:
Aquí José está visitando a su hermana y su familia en la ciudad. Mire de cerca la imagen en estas páginas. ¿De qué tienes curiosidad?

Nombre: _____ ©BookPages.com

Making
Connections

Determining
Importance

Author's
Purpose

Asking Questions

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Joseph Had a Little Overcoat (José tenía un poco de abrigo): Hacer conexiones

José pierde su botón en esta historia. En la historia Corduroy, el personaje principal también pierde su botón. Haz una conexión texto a texto y diga en qué se parecen las dos historias. ¿En qué se diferencian?

Puedo comparar lo que les sucede a los personajes en las historias que leo.

CCSS: RL.1.9

Joseph Had a Little Overcoat (José tenía un poco de abrigo): Hacer conexiones

José pierde su botón en esta historia. En la historia Corduroy, el personaje principal también pierde su botón. Haz una conexión texto a texto y diga en qué se parecen las dos historias. ¿En qué se diferencian?

Puedo comparar lo que les sucede a los personajes en las historias que leo.

CCSS: RL.1.9

Joseph Had a Little Overcoat (José tenía un poco de abrigo): Hacer conexiones

José pierde su botón en esta historia. En la historia Corduroy, el personaje principal también pierde su botón. Haz una conexión texto a texto y diga en qué se parecen las dos historias. ¿En qué se diferencian?

Puedo comparar lo que les sucede a los personajes en las historias que leo.

CCSS: RL.1.9

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Joseph Had a Little Overcoat (José tenía un poco de abrigo): Hacer conexiones

José pierde su botón en esta historia. En la historia Corduroy, el personaje principal también pierde su botón. Haz una conexión texto a texto y diga en qué se parecen las dos historias. ¿En qué se diferencian?

Joseph Had a Little Overcoat (José tenía un poco de abrigo): Hacer conexiones

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Joseph Had a Little Overcoat (José tenía un poco de abrigo): Hacer conexiones

José pierde su botón en esta historia. En la historia Corduroy, el personaje principal también pierde su botón. Haz una conexión texto a texto y diga en qué se parecen las dos historias. ¿En qué se diferencian?

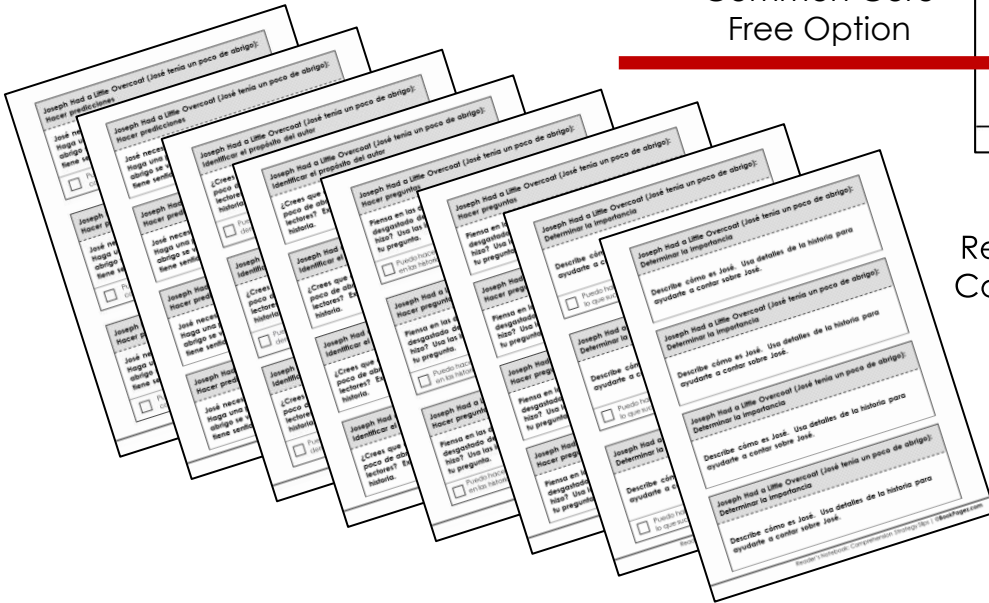
Joseph Had a Little Overcoat (José tenía un poco de abrigo): Hacer conexiones

José pierde su botón en esta historia. En la historia Corduroy, el personaje principal también pierde su botón. Haz una conexión texto a texto y diga en qué se parecen las dos historias. ¿En qué se diferencian?

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 conexiones
Título:

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mi mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta la pregunta.
2. Cifra cuidadosamente en las líneas de puntos.
3. Pegue y enganchen fuertemente en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

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. Cifra cuidadosamente en las líneas de puntos.
3. Pegue y enganchen fuertemente en el 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

¿Es que el autor quería porque...

Instrucciones:
1. Contesta la pregunta.
2. Cifra cuidadosamente en las líneas de puntos.
3. Pegue y enganchen fuertemente en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Determinar la importancia
Título:

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para mostrar los puntos más importantes de tu libro.

#1
#2
#3

Instrucciones:
1. Contesta la pregunta.
2. Cifra cuidadosamente en las líneas de puntos.
3. Pegue y enganchen fuertemente en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Hacer preguntas
Título:

Muestras para empezar una oración

¿Quieres saber...?	¿Por qué no...?	¿Cómo puede...?
Me confunde	Estoy curioso por saber...	No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta la pregunta.
2. Cifra cuidadosamente en las líneas de puntos.
3. Pegue y enganchen fuertemente en el cuaderno del lector.

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Asking Questions

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En la historia, **José tenía un pequeño abrigo**, aprendemos sobre todas las cosas que José hace con su viejo y gastado abrigo. Use el espacio a continuación para contar una de sus cosas favoritas y para qué podría usarla cuando se vuelva vieja y gastada.

Una de mis cosas favoritas es mi _____

_____. Es muy especial

para mi porque _____

_____.

Una cosa que me gusta mucho de mi _____

_____ es que es _____

_____.

Si alguna vez se vuelve viejo y desgastado, podría

convertirlo en un _____

_____.

Haz un dibujo de ti y tu cosa favorita aquí:

