

# Here's What You'll Get in the Leo the Late Bloomer Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Making Inferences**  
Leo the Late Bloomer  
By: Robert Kraus  
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

**Summary**  
Leo didn't do things like the other animals his age. So his father became very worried about Leo. Leo's father watched him day and night. He waited for Leo to walk, to draw, and to speak, but Leo did none of those things. One day Leo's mother suggested that maybe Leo was just a late bloomer. And so, his father waited and waited. Eventually his patience paid off. Leo bloomed and surprised everyone with his new abilities!

**Link to What You Know**  
• Have you ever disappointed your parents? What did it feel like?  
• Have you ever been the first / last to finish something? What did it feel like?

**Important Words to Know and Understand**  
**Couldn't** - A contraction of could not  
**Write** - To form letters or numbers on a surface with a pen, pencil, etc.

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Answer questions you get confused

**Why Readers Make Inferences While Reading**  
When readers make inferences they behave like reading detectives.  
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."  
For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. The inference makes sense because you know if a person's face turns red after making a mistake, it usually means that they feel embarrassed.  
Illustrations also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

©BookPages.com

Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Making Inferences**  
Leo the Late Bloomer  
By: Robert Kraus  
Grade Level: 1 / Guided Reading Level: 1

**3**  
**Make Inferences While Reading**  
✓ Look for clues that tell you how a character might be feeling or what they might be thinking  
✓ Study the pictures. What do you notice about the character, setting, and events?

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Cover** - Study the cover. What can you infer the story is about by looking at the title and the picture?  
**Page 5** - Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?  
**Page 10** - Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?  
**Page 13** - Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.  
**Page 29** - Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

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

**Time to Reflect**  
**Think** - What types of inferences did you make while reading *Leo the Late Bloomer*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?  
**Talk** - Tell your reading partner about the best inference you made while reading this book. Explain why your inference 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 extra information you learned while making inferences in *Leo the Late Bloomer*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Leo the Late Bloomer*. (Remember to include examples from the book!)

©BookPages.com

**Retelling and Summarizing**  
Leo the Late Bloomer  
By: Robert Kraus  
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**  
**Retell and Summarize While Reading**  
✓ Retell the story in your own words  
✓ Summarize the story in your own words  
✓ Write about the story in your own words

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Answer questions you get confused

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

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 1** - Look at the cover. What can you infer the story is about by looking at the title and the picture?  
**Page 5** - Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?  
**Page 10** - Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?  
**Page 13** - Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.  
**Page 29** - Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

©BookPages.com

**Making Connections**  
Leo the Late Bloomer  
By: Robert Kraus  
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 Connections While Reading**  
✓ Connect the story to your own life  
✓ Connect the story to other books you have read  
✓ Connect the story to things you have seen or experienced

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Answer questions you get confused

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

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 1** - Look at the cover. What can you infer the story is about by looking at the title and the picture?  
**Page 5** - Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?  
**Page 10** - Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?  
**Page 13** - Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.  
**Page 29** - Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

©BookPages.com

Retelling and Summarizing Making Connections

**Identifying the Author's Purpose**  
Leo the Late Bloomer  
By: Robert Kraus  
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**  
✓ Identify the author's purpose for writing the book  
✓ Identify the author's purpose for writing the book  
✓ Write about the author's purpose for writing the book

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Answer questions you get confused

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

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 1** - Look at the cover. What can you infer the story is about by looking at the title and the picture?  
**Page 5** - Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?  
**Page 10** - Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?  
**Page 13** - Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.  
**Page 29** - Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

©BookPages.com

**Understanding Text Structure**  
Leo the Late Bloomer  
By: Robert Kraus  
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**  
**Understand Text Structure While Reading**  
✓ Understand the author's organization for the book  
✓ Understand the author's organization for the book  
✓ Write about the author's organization for the book

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Answer questions you get confused

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

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 1** - Look at the cover. What can you infer the story is about by looking at the title and the picture?  
**Page 5** - Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?  
**Page 10** - Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?  
**Page 13** - Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.  
**Page 29** - Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

©BookPages.com

Author's Purpose

Understanding Text Structure

**Answer Key for Retelling and Summarizing with Leo the Late Bloomer**

**Your Turn to Practice Retelling and Summarizing with Leo the Late Bloomer**

Cover: What's the main character and how do you know?

Page 1: Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?

Page 5: Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?

Page 13: Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.

Page 29: Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

**Answer Key for Making Connections with Leo the Late Bloomer**

**Your Turn to Practice Making Connections with Leo the Late Bloomer**

Cover: What's the main character and how do you know?

Page 1: Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?

Page 5: Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?

Page 13: Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.

Page 29: Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

**Answer Key for Making Inferences with Leo the Late Bloomer**

**Your Turn to Practice Making Inferences with Leo the Late Bloomer**

Cover: What's the main character and how do you know?

Page 1: Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?

Page 5: Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?

Page 13: Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.

Page 29: Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

**Answer Key for Identifying the Author's Purpose with Leo the Late Bloomer**

**Your Turn to Practice Identifying the Author's Purpose with Leo the Late Bloomer**

Cover: What's the main character and how do you know?

Page 1: Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?

Page 5: Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?

Page 13: Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.

Page 29: Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

**Answer Key for Understanding Text Structure with Leo the Late Bloomer**

**Your Turn to Practice Understanding Text Structure with Leo the Late Bloomer**

Cover: What's the main character and how do you know?

Page 1: Look at Leo. What can you infer about the way he feels at this point in the story? How do you know?

Page 5: Leo's mother said, "Leo is just a late bloomer." What can you infer that means about Leo?

Page 13: Look at the picture of Leo's father. What do you think he is thinking about? Make an inference and tell why your inference makes sense.

Page 29: Leo says, "I made it!" What can you infer about how the character feels now? How do you know?

©BookPages.com

Practice Pages and Answer Keys



# Writing About Reading with Optional CCSS Alignment

**“I Can” Statement**

Strategy and Text Based Reader’s Response Prompt

Common Core State Standard

Common Core Free Option

Leo the Late Bloomer: Retelling and Summarizing

Tell how Leo felt at the beginning, middle and end of the story. Why is it important to pay attention to how characters feel?

☐ I can talk about the characters and setting and can tell about what happens in the stories I read. CCSS: RL.1.3

Leo the Late Bloomer: Retelling and Summarizing

Tell how Leo felt at the beginning, middle and end of the story. Why is it important to pay attention to how characters feel?

☐ I can talk about the characters and setting and can tell about what happens in the stories I read. CCSS: RL.1.3

Leo the Late Bloomer: Retelling and Summarizing

Tell how Leo felt at the beginning, middle and end of the story. Why is it important to pay attention to how characters feel?

☐ I can talk about the characters and setting and can tell about what happens in the stories I read. CCSS: RL.1.3

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

Leo the Late Bloomer: Retelling and Summarizing

Tell how Leo felt at the beginning, middle and end of the story. Why is it important to pay attention to how characters feel?

Leo the Late Bloomer: Retelling and Summarizing

Tell how Leo felt at the beginning, middle and end of the story. Why is it important to pay attention to how characters feel?

Leo the Late Bloomer: Retelling and Summarizing

Tell how Leo felt at the beginning, middle and end of the story. Why is it important to pay attention to how characters feel?

Leo the Late Bloomer: Retelling and Summarizing

Tell how Leo felt at the beginning, middle and end of the story. Why is it important to pay attention to how characters feel?

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

What is this book about?

Draw a picture or write a sentence for each box below.

First	Next
After that	Then

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 | ©BookPagez.com

**Making Connections**

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text to Self ☐ Text to Text ☐ Text to World

Draw a picture of your connection in the box below.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**Making Inferences**

What the Text Says

What I Know

What I Can Infer

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 | ©BookPagez.com

**Identifying the Author's Purpose**

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 me 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 | ©BookPagez.com

**Understanding Text Structure**

Text Structure

Where the Text Structure was Used

How the Text Structure Helped Me

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 | ©BookPagez.com

Retelling and Summarizing

Making Connections

Making Inferences

Author's Purpose

Understanding Text Structure







# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**Leo the Late Bloomer**  
By: Robert Kraus  
Grade Level: 1 / Guided Reading Level: I

**Instructional Focus:**  
Inflectional Endings of Verbs: -ed and -ing

**Background:**  
When changing a verb to past tense or present tense we add the suffixes -ed and -ing.  
-ed is added to the end of a root word or verb that already happened.  
-ing is added to the end of a root word or verb that is happening now.

**Examples:**

root word	-ed	-ing
miss	miss	missing
biome	biomed	bioming
clean	cleaned	cleaning
spray	sprayed	spraying

**Materials and Preparation:**

- A Copy of *Leo the Late Bloomer*
- Chart paper, intercard
- Sample Anchor Chart
- Blooming Right Along student!
- Game cards (reproduced on intercard)
- Optional - Word Detective

**Word Work**

**Leo the Late Bloomer**  
By: Robert Kraus  
Grade Level: 1 / Guided Reading Level: I

**Step 1: Introduce the Focus of Word Work**

**Introduce Inflectional Endings of Verbs**

- Explain to students that verbs can tell what's happening now, what's already happened, and what will happen in the future.
- Tell them that today we will be looking for inflectional (suffix) endings of -ed and -ing added to a root word verb.
- Show them the Sample Anchor Chart below (reproduced on chart paper or interactive whiteboard).

root verb	-ed	-ing
clip	clipped	clipping
look	looked	looking
melt	melted	melting
smile	smiled	smiling
balance	balanced	balancing

- Invite students to brainstorm some additional verbs.
- Work as a group to add the inflectional ending.
- Discuss any misconceptions students may have.

**Step 2: Connect Word Work to Reading**

**Inflectional Endings of Verbs in the Text**

- Explain to students that you will be reading a book today called, *Leo the Late Bloomer*.
- Tell students that the book has a lot of verbs with inflectional endings.
- Show students page 10. Read the page aloud.
- Ask students to identify the verbs with inflectional endings.
- Tell students to be watching for verbs with inflectional endings as you read the rest of the book.
- Students may hold up a thumb when they see/hear a verb with an inflectional ending.
- Read *Leo the Late Bloomer*.

**Examples of Inflectional Endings Found in the Text:**

- asked
- watched
- bloomed
- budded
- watched

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Word Work**

**Leo the Late Bloomer**  
By: Robert Kraus  
Grade Level: 1 / Guided Reading Level: I

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- When you have finished reading the book aloud, have pairs of students read through the book again and write down verbs (root, past and present tense).
- Afterwards, ask students to read one word from their list.
- Add the words to the Anchor Chart.
- If students overlook any verbs from the text, point those out to them and add them to the Anchor Chart. Refer to the Anchor Chart Figure 1 on the following page so you should know how your Chart should look like now.
- As a class, continue filling in the empty spaces.
- Make sure to talk about when to drop the "e" and add "ing" OR doubling the final consonant for short vowel syllables.
- Regarding irregular verbs (e.g., past tense of read = read (we don't say readed); or write = wrote (we don't say writted). Explain that there are lots of irregular (i.e., words that don't follow the spelling rules) and we just have to memorize these, which we will do the more we read.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the *Blooming Right Along with Inflectional Endings Practice Page* to reinforce the inflectional endings concept and appropriate spelling rules.
- Read the directions and the Reminder section with the class.
- Go over the first example together.
- Remind students to use the anchor chart to help them with the correct spellings.
- Let them know that there are NO irregular verbs included on this page.
- Tell the students to complete the practice page.

Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent Practice Page

**Inflectional Endings Anchor Chart Figure 1**

root	-ed	-ing
clip	clipped	clipping
look	looked	looking
melt	melted	melting
smile	smiled	smiling
balance	balanced	balancing
read		
write		
draw		
	asked	
	watched	
bloom	bloomed	blooming
	budded	

Guided Word Work Practice | ©BookPages.com

Extension Activity

**Word Detective: Inflectional Endings of Verbs Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for **inflectional endings of verbs** 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

**Blooming Right Along with Inflectional Endings Word Work Practice Page**

**Directions:**  
Using the root verbs in the first column, correctly add the inflectional endings indicated, and write them correctly in each space. The first one is done for you.  
**Remember:** When an inflectional ending is added to a root word, it creates a new word AND changes its meaning.  
For example: **work** + **ed** means an action has already happened  
**work** + **ing** means an action is happening now

root verb	+ ed	+ ing
1. scrape	scraped	scraping
2. move		
3. clap		
4. toss		
5. clean		
6. arrange		
7. cry		
8. surprise		
9. hop		
10. fry		

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPages.com



# Assessments

Running Record  
Assessment:  
Use the first 100 words  
from the text to assess  
oral reading fluency



Running Record				
Title: Leo the Late Bloomer		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
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT
				INFORMATION USED
Page		E	SC	MSV
1	Leo couldn't do anything right.			
2	He couldn't read.			
4	He couldn't write.			
5	He couldn't draw.			
6	He was a sloppy eater.			
7	And he never said a word.			
9	"What's the matter with Leo?" asked Leo's father.			
9	"Nothing," said Leo's mother. "Leo is just a late bloomer."			
9	"Better late than never," thought Leo's father.			
10	Every day Leo's father watched him for signs of blooming.			
Tested By: _____ ©BookPagez.com				

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



Leo the Late Bloomer CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>Leo the Late Bloomer</i> to answer each of the following questions.	
<b>1. Who is this story about?</b> <input type="radio"/> A Bloomer <input type="radio"/> B Mother <input type="radio"/> C Father <input type="radio"/> D Leo	
<b>2. What was Leo's problem?</b> <input type="radio"/> A He was lazy. <input type="radio"/> B He couldn't do anything right. <input type="radio"/> C He was tired. <input type="radio"/> D He did not like flowers.	
<b>3. How does Leo solve his problem?</b> <input type="radio"/> A He cries everyday. <input type="radio"/> B He is patient with himself. <input type="radio"/> C He gives up. <input type="radio"/> D He runs away.	
<b>4. Which word means the same as the underlined word in this sentence?</b> "Then one day, in his own good time, Leo bloomed!" <input type="radio"/> A learned <input type="radio"/> B grew a flower <input type="radio"/> C gave up <input type="radio"/> D smiled	
CCSS Assessment 1 <sup>st</sup> Grade Reading Standards for Literature	

Leo the Late Bloomer CCSS Assessment Answer Key
<b>Directions:</b> Use what you know about <i>Leo the Late Bloomer</i> to answer each of the following questions.
<b>1. Who is this story about?</b> (RL.1.1) <input type="radio"/> A Bloomer <input type="radio"/> B Mother <input type="radio"/> C Father <input checked="" type="radio"/> D Leo
<b>2. What was Leo's problem?</b> (RL.1.2) <input type="radio"/> A He was lazy. <input checked="" type="radio"/> B He couldn't do anything right. <input type="radio"/> C He was tired. <input type="radio"/> D He did not like flowers.
<b>3. How does Leo solve his problem?</b> (RL.1.3) <input type="radio"/> A He cries everyday. <input checked="" type="radio"/> B He is patient with himself. <input type="radio"/> C He gives up. <input type="radio"/> D He runs away.
<b>4. Which word means the same as the underlined word in this sentence from the story?</b> "Then one day, in his own good time, Leo bloomed!" (RL.1.4) <input checked="" type="radio"/> A learned <input type="radio"/> B grew a flower <input type="radio"/> C gave up <input type="radio"/> D smiled
CCSS Assessment 1 <sup>st</sup> Grade Reading Standards for Literature   BookPagez.com

Answer Key





[illegible]

## Complete Common Core Alignment

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p><b>Common Core State Standards Correlation</b></p> <p><b>LEO The Little Boomer Lesson Plans, Resources, and Activities</b></p> <p>The lesson plans, resources, and activities for use with "Leo the Little Boomer" comply with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>LS.1.4a</b> – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>LS.1.4c</b> – Identify vocabulary connections between words and their use (e.g., not a process if a home that are good).</p> <p><b>LS.1.4e</b> – 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><b>Common Core State Standards Correlation</b></p> <p><b>LEO The Little Boomer Lesson Plans, Resources, and Activities</b></p> <p>The lesson plans, resources, and activities for use with "Leo the Little Boomer" comply with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading Foundational Skills</b></p> <p><b>RF.1.3</b> – Know and apply the grade-appropriate alphabetic and word analysis skills in decoding words.</p> <p><b>RF.1.4</b> – Read stories including key details, and demonstrate understanding of their central message or lesson.</p>
<p>See the Little Boomer CCSS Alignment!   <a href="#">ESsopPages.com</a></p>	<p>See the Little Boomer CCSS Alignment!   <a href="#">ESsopPages.com</a></p>

Word Work  
Common Core Alignment



# Student Facing Resources in Spanish for Leo the Late Bloomer Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con Leo the Late Bloomer (Leo el último florecido)**

**El toro:**  
¿Quién es el personaje principal y cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 10:**  
¿Cuál es el problema de Leo en la historia?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


**Páginas 13 y 14:**  
Mira la imagen de Leo y su padre en estas páginas. Di lo que está pasando.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

 @BookPages.com

### Page by Page Guided Questions

### Answer Key

**Volver a contar y resumir con Leo the Late Bloomer (Leo el último florecido)**

**Página 21:**  
¿Qué ha sucedido finalmente?  
Las respuestas varían. Podrían incluir: ¡Leo finalmente floreció!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Cuánto tiempo pasó antes de que el problema de Leo se resolviera?  
Las respuestas varían. Podrían incluir: Le tomó al menos dos temporadas a Leo para florecer.

\_\_\_\_\_

\_\_\_\_\_

¿Cómo lo sabes?  
Las respuestas varían. Podrían incluir: Puedo decir que el invierno y la primavera pasaron antes de que floreciera.

\_\_\_\_\_

\_\_\_\_\_


**Página 29:**  
Nombra todas las cosas que Leo puede hacer ahora que ha florecido.  
Las respuestas varían. Podrían incluir: Leo puede leer, escribir, dibujar, comer ordenadamente y hablar.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

 Answer Key | @BookPages.com

Sample answers written in Spanish

**Hacer conexiones con Leo the Late Bloomer (Leo el último florecido)**

**Página 2:**  
Leo te recuerda a alguien que conoces?  
Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

**Página 10:**  
Haz una conexión entre Leo y su padre.  
Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 14:**  
Hemos aprendido mucho sobre Leo.  
Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

Making Connections

**Hacer inferencias con Leo the Late Bloomer (Leo el último florecido)**

**Página 13:**  
Mira la foto de Leo y su padre. ¿Qué estás pensando?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 14:**  
Haz una inferencia sobre Leo y su padre.  
Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 29:**  
Leo dice: "¡Lo logré!". ¿Qué puedes deducir sobre cómo se sienten ahora Leo y su padre?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

Making Inferences

**Identifica el propósito del autor con Leo the Late Bloomer (Leo el último florecido)**

**Página 2:**  
El autor dice que Leo no pudo hacer nada bien. ¿Por qué a por qué no?

\_\_\_\_\_

\_\_\_\_\_

**Página 15:**  
¿Qué quiere decir el autor cuando dice "Leo no puede leer, escribir, dibujar, comer ordenadamente y hablar"? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

**Página 29:**  
¿Qué quiere decir el autor cuando dice "Leo no puede leer, escribir, dibujar, comer ordenadamente y hablar"? Las respuestas varían.

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

Author's Purpose

**Entender la estructura del texto con Leo the Late Bloomer (Leo el último florecido)**

**Página 3:**  
B autor está usando la descripción para contar sobre las cosas con las que Leo lucha. Nombra las cosas que Leo no puede hacer.

\_\_\_\_\_

\_\_\_\_\_

**Página 15:**  
Aquí el autor está usando una estructura de problema y solución. ¿Cuál es el problema de Leo?

\_\_\_\_\_

\_\_\_\_\_

**Página 17:**  
Aquí el autor está usando una estructura de problema y solución. ¿Cuál es el problema de Leo?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

Understanding Text Structure



# Writing About Reading with Optional CCSS Alignment

**“I Can” Statement written in Spanish**

→

**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

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

**Making Connections**

**Making Inferences**

**Author's Purpose**

**Understanding Text Structure**



## Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

Instrucciones:

En el libro, **Leo the Late Bloomer**, Leo tuvo que esperar mucho antes de poder hacer cosas como los otros animales de su edad. Finge que eres Leo. Escribe una entrada del diario que cuente sobre el día que persiguió a un conejito en la nieve, mientras que todos los demás animales crearon animales de nieve.

Querido Diario,

La fecha: \_\_\_\_\_

