

Here's What You'll Get in the Library Mouse Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Library Mouse
By: Daniel Kirk
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

How do you feel about writing? Do you see yourself as an author? In *Library Mouse* by Daniel Kirk, we meet Sam, a mouse who loves to write books. He's good at it, too! Sam's ideas for writing come from reading all kinds of books from the library where he lives in hiding. He puts his ideas on paper and writes many books which he then adds to the shelves of the library. When children find and read his books, they want to meet the unknown author. Will Sam come out of hiding to meet the children?

Link to What You Know

- What do you like to write about? Who is your audience when you write?
- What will your audience learn from your writing?

Important Words to Know and Understand

Sketch – A quick, rough drawing that shows the main features of an object or scene

Stream – To move in a steady flow

2
Learn About Comprehension Strategies

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

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

Authors may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

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Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

Identifying the Author's Purpose

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Grade Level: 2 / Guided Reading Level: L

3
Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to entertain you?

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 4 – Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – Daniel Kirk is the author of *Library Mouse*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Determining Importance

Library Mouse
By: Daniel Kirk
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

3
Determine Importance While Reading

- Look for the big ideas and supporting details
- Notice when you learn something new about a setting, problem, or topic
- Look for new words that change your understanding of the text

2
Learn About Comprehension Strategies

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

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 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – What information did you learn while reading *Library Mouse*? How did the author share this information with you? Remember to ask your partner to share their thoughts about the book too.

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

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Understanding Text Structure

Library Mouse
By: Daniel Kirk
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

3
Understand Text Structure While Reading

- Look for the big ideas and supporting details
- Notice when you learn something new about a setting, problem, or topic
- Look for new words that change your understanding of the text

2
Learn About Comprehension Strategies

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

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 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – How did the author share information with you? Remember to ask your partner to share their thoughts about the book too.

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

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Determining Importance

Understanding Text Structure

Synthesizing

Library Mouse
By: Daniel Kirk
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

3
Synthesize While Reading

- Look for the big ideas and supporting details
- Notice when you learn something new about a setting, problem, or topic
- Look for new words that change your understanding of the text

2
Learn About Comprehension Strategies

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

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 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – How did the author share information with you? Remember to ask your partner to share their thoughts about the book too.

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

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Asking Questions

Library Mouse
By: Daniel Kirk
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

3
Ask Questions While Reading

- Look for the big ideas and supporting details
- Notice when you learn something new about a setting, problem, or topic
- Look for new words that change your understanding of the text

2
Learn About Comprehension Strategies

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

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 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think – How did the author share information with you? Remember to ask your partner to share their thoughts about the book too.

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

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Synthesizing

Asking Questions

Practice Pages and Answer Keys

Answer Key for Asking Questions with Library Mouse

Your Turn to Practice Asking Questions with Library Mouse

Page 2: Sam has a hole in the wall in the library. What questions do you have for Sam about living in the library?

Page 5: Sam likes to read all different kinds of books.

Page 8: Sam is going to write his first book. What type of book is Sam writing?

Page 11: Sam is nervous about writing his first book. What questions do you have for Sam about writing?

Page 16: Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22: Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23: What is Sam wondering on this page? What does the author want you to know about writing?

Answer Key for Understanding Text Structure with Library Mouse

Your Turn to Practice Understanding Text Structure with Library Mouse

Page 1: What descriptive text does the author use to tell us about Sam's home and how he lives in the library?

Page 4: Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8: Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16: Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22: Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23: What is Sam wondering on this page? What does the author want you to know about writing?

Answer Key for Identifying the Author's Purpose with Library Mouse

Your Turn to Practice Identifying the Author's Purpose with Library Mouse

Page 4: Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8: Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16: Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22: Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23: What is Sam wondering on this page? What does the author want you to know about writing?

Answer Key for Determining Importance with Library Mouse

Your Turn to Practice Determining Importance with Library Mouse

Page 8: Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16: Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22: Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23: What is Sam wondering on this page? What does the author want you to know about writing?

Answer Key for Synthesizing with Library Mouse

Your Turn to Practice Synthesizing with Library Mouse

Page 8: Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16: Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22: Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23: What is Sam wondering on this page? What does the author want you to know about writing?

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

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Author's Purpose


Determining Importance

Asking Questions

Understanding Text Structure

Synthesizing

Vocabulary Connections Resources


| Vocabulary Connections Grade Level: 2 / Guided Reading Level: L | |
|--|---|
| <p>Important Words to Know and Understand in "Library Mouse"</p> <p>Author A person who has written something</p> <p>Autobiography A biography written by the person it is about</p> <p>Biography The story of a real person's life written by someone other than the person</p> <p>Brim To be completely filled with something</p> <p>Mansion A large and impressive house</p> <p>Pose To stand, sit, or lie down in a particular position as a model for a photograph, painting, etc.</p> <p>Reference Something (such as a book, dictionary, encyclopedia, etc.) that people can look at or in to find information about something</p> <p>Report To tell people about (something)</p> <p>Sketch A quick, rough drawing that shows the main features of an object or scene</p> <p>Stream To move in a steady flow</p> |  |
| Vocabulary Word List @BookPagez.com | |

Important Words to Know and Understand in *Library Mouse* Word List


Library Mouse
By: Daniel Kirk
Grade Level: 2 / Guided Reading Level: 1

Vocabulary Connections


Author




Autobiography




Biography




Brim



Mansion



Pose



1. Read the word.

2. Find on the picture line.

3. Draw, figure or depict the type of word. Color to show.

Picture Vocabulary Sorting Cards | ©BookPog.com

Word and Picture Sorting Cards

| Vocabulary Connections | | | Library Mouse By: Doreen Kirk Grade Level: 2 / Guided Reading Level: L |
|--|---|---|--|
| Author | Autobiography | Biography | Step by Step Directions 1. Cut out the vocabulary cards. 2. Fold on the solid line. 3. Open, flip over & staple the top of each card to make |
| A person who has written something | A biography written by the person it is about | The story of a real person's life written by someone other than that person | |
| Brim | Mansion | Pose | |
| To be completely filled with something | A large and impressive house | To stand, sit, or lie down in a particular position as a model for a photograph, painting, etc. | |

Word and Definition Sorting Cards

| <h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">Library Mouse By: Cornell Kate Grade Level: 2 / Outdated Reading Level: L</p> | | |
|--|--|--|
| <p>Library Mouse By: Cornell Kate Grade Level: 2 / Outdated Reading Level: L</p> | | |
| <p>Author is a/an noun verb adverb adjective Author:</p> | <p>Autobiography is a/an noun verb adverb adjective Definition of Autobiography:</p> | <p>Biography is a/an noun verb adverb adjective Definition of Biography:</p> |
| <p>Author looks like this:</p> | <p>Autobiography looks like this:</p> | <p>Biography looks like this:</p> |
| <p>Author reminds me of:</p> | <p>Autobiography reminds me of:</p> | <p>Biography reminds me of:</p> |
| <p>I saw this word in</p> | <p>I saw this word in</p> | <p>I saw this word in</p> |

Interactive Vocabulary Notebook Cards | ©BookPages.com


Interactive Vocabulary Notebook Cards

Vocabulary Connections

Library Mouse
 By Daniel Kirk
 Grade Level 2 / Guided Reading Level L

Library Mouse

By
Daniel Kirk




A new word I learned in the book is: _____

It means... _____

It reminds... _____

Name: _____



Step by Step Directions

1. Read the story.
2. Look up the word in the Glossary.
3. Copy the new vocabulary word.
4. Use an illustration or drawing to show the meaning of the word.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 800ofPages.com

Personalized Vocabulary Bookmark

Word Games

with Words from Library Mouse

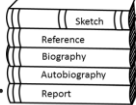
Directions: Complete each sentence below using the vocabulary words in the Word Bank.

Word Bank

| | | |
|---------|--------|---------------|
| mansion | pose | autobiography |
| author | stream | stream |

- The model has to _____ under a tree to get a nice shot.
- The rich man owns a beautiful _____ nearby.
- Jim made a rough _____ of his dream house.
- Nelson Mandela is the _____ of his _____ "Long Walk to Freedom."

Directions: Help Sam by arranging his stack of books alphabetically. Write the words in ABC order on the lines below.



Answer Key

Library Mouse

ow using the vocabulary words in the

ank

autobiography

stream

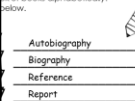
der a tree to get a nice shot.

tion nearby,

His dream house.

_____ of his autobiography

sk of books alphabetically, below.



Name: _____

report

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Answer Key | ©BookPages.com

Word Games and Answer Key

Name: _____

Vocabulary Connections

Directions:
 Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Name: _____

Connections

our reading that is new to you in the first column.

before you'd read the sentence where the word appears.

the word means in the second column.

your definition makes sense based on the context clues in the last column if the dictionary definition matches what you meant.

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?

| I Think the Means | Context Clues | Real Definition | |
|-------------------|---------------|-----------------|--|
| | | | |
| | | | |
| | | | |

Living Words | @bookpages.com

Vocabulary Word Extension Activities

[illegible]

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Library Mouse
By: Daniel Kirk
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
"ou" as in "out"

Background:
The vowel combination "ou" sometimes sounds like "ow" as in "ouch".

Examples:

| |
|-------|
| about |
| found |
| loud |
| out |
| proud |
| shout |

Materials and Preparation:

- A Copy of *Library Mouse*
- Chart Paper
- Colored Markers
- Scissors
- Pencils
- Sample Anchor Chart
- Word Sort Mat (1 per student)
- Word Sort Cards (1 per student)
- Fill in the Blank Practice Page
- Optional - Ouch Words
- Optional - Word Detective Worksheet

Word Work

Library Mouse
By: Daniel Kirk
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

| | |
|---------|---------|
| mouse | could |
| about | nervous |
| found | thought |
| out | through |
| proudly | would |
| sound | you |

Word Bank

| | | |
|-------|---------|---------|
| mouse | proudly | sound |
| about | out | thought |
| could | our | through |
| found | nervous | would |
| | you | |

Step 2: Connect Word Work to Reading

Introduce Vowel Combination "ou"

- Draw a bandage at the top of the anchor chart. Write the word "ouch" in the middle of the bandage. Underline the "ou" vowel combination.
- Draw a table with two columns and two rows under the bandage. Make a check mark at the top of the left hand column. Draw an "X" at the top of the right hand column.
- Make a "Word Bank" under the table and fill with the following words: mouse, about, could, found, nervous, our, out, proud, sound, thought, through, would, you.
- Tell learners that sometimes, the "ou" vowel combination makes the sound we hear in the word "ouch". Point to the word in the bandage and ask learners to read the word with you.
- Point to the word "mouse" in the "Word Bank". Read the word with students. Ask learners if they hear the same sound in "mouse" that we hear in "ouch". Write "mouse" under the check mark.
- Follow the steps above with the following words: about, found, our, out, proudly and sound.
- Point to the word "could", read the word and invite students to repeat the word. Ask learners if the "ou" vowel combination makes the same sound they hear in "ouch". Write the word "could" in the column under the "X" mark.
- Follow the same steps with these words: nervous, thought, through, would and you.

Vowel Combination "ou" in the Text

- Tell learners that you are going to read the story *Library Mouse* by Daniel Kirk.
- Explain that as you read the story, they are to listen for the words listed under the check mark on the anchor chart (mouse, about, found, our, out, proudly and sound).
- When they hear one of the words, they will raise a bandage in the air.
- Demonstrate by reading the first page. Slow down as you read the word "mouse". Hold up a bandage. Point to the word "mouse" on the anchor chart. Ask everyone to read the word "mouse" with you.
- Pass out a bandage to each student and begin reading the story.

List of words in the text that are examples of Instructional Focus:

| | | | |
|-------|-------|---------|-------|
| found | mouse | our | sound |
| about | out | proudly | |

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work

Library Mouse
By: Daniel Kirk
Grade Level: 2 / Guided Reading Level: L

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out a Word Sort Mat and double-sided Word Cards sheet to each student.
- Tell children to cut out the word cards.
- Pick a card and read the word. If the "ou" vowel combination in the word sounds like the "ou" in the word "ouch", place the card in the column with the check mark. If the "ou" vowel combination does not make the sound heard in the word "ouch", place the card in the column with the "X" mark.
- Follow the steps above until all of the cards are on the mat.
- Learners can check their answers by flipping over the word cards. The words that belong in the column with the check mark will have a check on the back of the card. All of the cards that belong in the column with the "X" mark will have an "X" on the card.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a Fill in the Blank Practice Page.
- Direct learners to read the words in the "Word Bank".
- Explain that each sentence is missing a word. Their job is to fill each blank with a word from the "Word Bank".

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with vowel combination "ou" in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPages.com

Interactive Activity

Independent Practice Page

Word Sort Cards (slide 2)

Interactive Activity

| | | | |
|---|---|---|---|
| ✓ | X | ✓ | ✓ |
| X | X | ✓ | ✓ |
| X | ✓ | ✓ | X |
| X | ✓ | X | X |

Guided Word Practice | @BookPages.com

Extension Activity

Word Detective: Vowel Combination "ou"

Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with vowel combination "ou" 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: _____ Independent Word Work Practice | @BookPages.com

Fill in the Blanks

Word Work Practice Page

Directions:
Read each sentence. Fill in the blanks with words from the "Word Bank" at the bottom of the page.

- The _____ for the winter.
- "What color do you want to paint the door on your _____?"
- "That _____ in the sky looks like an elephant."
- "Please don't _____! It hurts my ears!"
- A circle is _____.
- "Look what I _____! I wonder who it belongs to!"
- The _____ lives in a hole in the library.
- "Dinner will be ready _____, 5:00."
- "I can hear the _____ of the piano from the hallway."
- The _____ is wet after the storm.

Word Bank

| | | | | |
|--------|-------|-------|--------|-------|
| around | cloud | found | ground | south |
| round | shout | sound | house | mouse |

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: Library Mouse | | 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 | |
| E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual | | | | COUNT | |
| | | | | INFORMATION USED | |
| Page | | E | SC | E MSV | SC MSV |
| 1 | Sam was a little library mouse. His home was a little hole in the wall behind the children's reference books, and he thought that life was very good indeed. | | | | |
| 3 | Every day, when the library was full of people walking up and down the aisles, studying, checking out books, and working on the computers, Sam was curled up in his little hole, sound asleep. Every night, when the people went home and the room was dark and quiet, the library belonged to Sam. | | | | |
| 4 | And every night Sam read, and he read, and he read. Sam read picture books and chapter books | | | | |
| Analysis and Comments: | | | | | |
| Tested By: _____ | | | | ©BookPagez.com | |

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

| Library Mouse CCSS Assessment | Name: _____ Score: / 9 |
|--|---------------------------|
| Directions: Use what you know about Library Mouse to answer each of the following questions. | |
| 1. Where did the story take place? <input type="radio"/> A In a school <input type="radio"/> B In a library <input type="radio"/> C At a museum <input type="radio"/> D At a bookstore | |
| 2. What is the message of this story? <input type="radio"/> A Anyone can be an author. <input type="radio"/> B Libraries have books for every reader. <input type="radio"/> C Librarians will help you find a book to read. <input type="radio"/> D Reading is fun. | |
| 3. What effect did Sam's writing station have on the children at the library? <input type="radio"/> A The children didn't notice the writing station. <input type="radio"/> B The children read more books. <input type="radio"/> C The children borrowed all of the mystery books. <input type="radio"/> D The children started writing their own books. | |
| 4. Why do you think the author repeated the words "and he read" when Sam does at night? <input type="radio"/> A The author needed to add more words to the page. <input type="radio"/> B The author thinks it's fun to repeat words. <input type="radio"/> C The author didn't know another word for reading. <input type="radio"/> D The author wants the reader to know that Sam loves to read. | |

| |
|---|
| 5. What is Sam's problem? (RL.2.5) <input type="radio"/> A He ran out of books to read. <input type="radio"/> B He doesn't have an idea for his next book. <input checked="" type="radio"/> C He doesn't want to meet the children. <input type="radio"/> D He can't find food to eat. |
| 6. Authors generally like to meet people. Why doesn't Sam want to meet people? (RL.2.6) <input type="radio"/> A He is afraid of people because he is a mouse. <input type="radio"/> B Mice hide from people to protect themselves. <input type="radio"/> C He doesn't want to interrupt his reading time. <input checked="" type="radio"/> D Answers A and B |
| 7. What clues do the illustrations give you about how the children feel at the end of the story? (RL.2.7) <input checked="" type="radio"/> A The children feel happy. They are smiling as they write their stories. <input type="radio"/> B The children feel silly. They are skipping around in the library. <input type="radio"/> C The children feel tired. They have their heads down on the table. <input type="radio"/> D The children feel bored. They are fooling around instead of writing. |
| 8. Compare this story with <i>Duck for President</i> by Doreen Cronin. What does Duck have in common with Sam? (RL.2.9) <input type="radio"/> A Gerald tells the other animals his secret to happiness. <input type="radio"/> B Gerald doesn't tell the other animals how to be happy. <input type="radio"/> C Gerald brags about being happy. <input checked="" type="radio"/> D Gerald writes a book about begin happy. |
| 9. Make a prediction about what Sam will do after the children write their books. (RL.2.10) <input type="radio"/> A He will read their books at night. <input type="radio"/> B He will keep sharing the books he writes. <input type="radio"/> C He will keep reading books for more ideas. <input checked="" type="radio"/> D All of the above. |

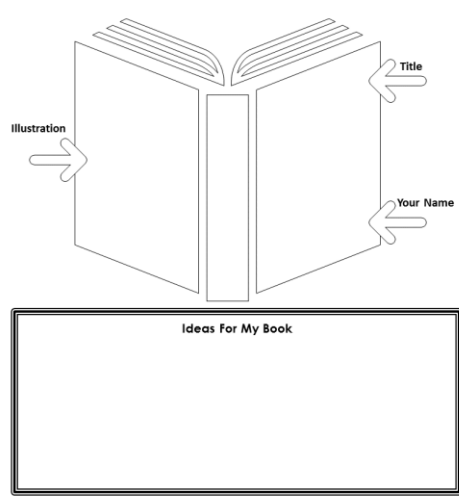
Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
What story do you have inside of you? Jot down ideas in the "Ideas For My Book" box. Write a title for the book on the front cover and include your name. Draw an illustration on the back cover.



Extension Activity | @BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

| Common Core State Standards Correlation | | Common Core State Standards Correlation | | Common Core State Standards Correlation | |
|--|--|--|--|--|--|
| Library Mouse Lesson Plans, Resources, and Activities | | Library Mouse Lesson Plans, Resources, and Activities | | Library Mouse Lesson Plans, Resources, and Activities | |
| The lesson plans, resources, and activities for use with "Library Mouse" correlate with the following English Language Arts Common Core State Standards for second grade. | | The lesson plans, resources, and activities for use with "Library Mouse" correlate with the following English Language Arts Common Core State Standards for second grade. | | The lesson plans, resources, and activities for use with "Library Mouse" correlate with the following English Language Arts Common Core State Standards for second grade. | |
| Asking Questions Lesson Plan and Resources | | Author's Purpose Lesson Plan and Resources | | Determining Importance Lesson Plan and Resources | |
| Reading: Literature RL.2.1 – Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RL.2.2 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.3 – By the end of the year, read and comprehend literature, including stories and poems in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | Reading: Literature RL.2.1 – Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RL.2.2 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.3 – By the end of the year, read and comprehend literature, including stories and poems in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | Reading: Literature RL.2.1 – Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RL.2.2 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.3 – By the end of the year, read and comprehend literature, including stories and poems in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
| Reading: Foundational Skills RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 – Read with sufficient accuracy and fluency to support comprehension. | | Reading: Foundational Skills RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 – Read with sufficient accuracy and fluency to support comprehension. | | Reading: Foundational Skills RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 – Read with sufficient accuracy and fluency to support comprehension. | |
| Speaking & Listening SL.2.1 – Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | Speaking & Listening SL.2.1 – Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | Speaking & Listening SL.2.1 – Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | |
| Language L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | Language L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | | Language L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | |
| Library Mouse CCS Alignment @BookPage.com | | Library Mouse CCS Alignment @BookPage.com | | Library Mouse CCS Alignment @BookPage.com | |

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation |
|--|
| Library Mouse Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "Library Mouse" correlate with the following English Language Arts Common Core State Standards for second grade. |
| Vocabulary Lesson Plan and Resources |
| Language L.2.4a – 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). |
| Library Mouse CCS Alignment @BookPage.com |

Vocabulary Connections
Common Core Alignment

| Common Core State Standards Correlation |
|--|
| Library Mouse Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "Library Mouse" correlate with the following English Language Arts Common Core State Standards for second grade. |
| Word Work Lesson Plan and Resources |
| Reading: Foundational Skills RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 – Read with sufficient accuracy and fluency to support comprehension. |
| Library Mouse CCS Alignment @BookPage.com |

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Library Mouse Super Pack

5 Comprehension Strategy Practice Pages

Author's Purpose Practice Page

Tu turno para practicar: Identifica el propósito del autor con Library Mouse (Ratón de la biblioteca)

Página 4:
Observe cómo el autor enumera los tipos de libros que lee Sam. ¿Por qué crees que él hace eso?

Página 8:
Sam va a escribir su primer libro. ¿De qué va a escribir Sam?

¿Por qué crees que el autor eligió ese tema para Sam?

Página 16:
Sam deja sus libros donde los niños pueden encontrarlos fácilmente. ¿Por qué crees que el autor tiene hijos que encuentran los libros en lugar de los adultos?

Nombre: _____

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Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Identifica el propósito del autor con Library Mouse (Ratón de la biblioteca)

Página 4:
Observe cómo el autor enumera los tipos de libros que lee Sam. ¿Por qué crees que él hace eso?

Las respuestas varían. Podrían incluir: El autor enumera los tipos de libros que Sam lee porque quiere que sepamos que a Sam le encanta leer todo tipo de libros.

Página 8:
Sam va a escribir su primer libro. ¿De qué va a escribir Sam?

Las respuestas varían. Podrían incluir: Sam va a escribir sobre ser un ratón.

¿Por qué crees que el autor eligió ese tema para Sam?

Las respuestas varían. Podrían incluir: El autor quiere que sepamos que escribir sobre lo que sabes es una buena idea.

Página 16:
Sam deja sus libros donde los niños pueden encontrarlos fácilmente. ¿Por qué crees que el autor tiene hijos que encuentran los libros en lugar de los adultos?

Las respuestas varían. Podrían incluir: El autor tiene niños que encuentran los libros de Sam porque quiere que sepamos que él escribe los libros para niños.

Nombre: _____

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Determinar la importancia con Library Mouse (Ratón de la biblioteca)

La portada:
Lea el título.
Debemos _____

¿Por qué piensas eso?

Página 5:
Sam está leyendo sobre Sam y Es importante de libros.

Página 9:
Sam está escribiendo su primer libro. ¿Cómo lo sabes?

Escríbelo mirándote.

Nombre: _____

Tu turno para practicar: Determinar la importancia con Library Mouse (Ratón de la biblioteca)

La portada:
Lea el título y mire la ilustración.

¿Por qué piensas eso?

Página 5:
Sam está leyendo sobre Sam y Es importante de libros.

Página 9:
Sam está escribiendo su primer libro. ¿Cómo lo sabes?

Escríbelo mirándote.

Nombre: _____

Hacer preguntas con Library Mouse (Ratón de la biblioteca)

Página 3:
Sam vive en la biblioteca. ¿Qué preguntas tienes sobre la noche?

Página 5:
A Sam le gusta leer todos los tipos de libros. ¿Qué preguntas tienes sobre la lectura?

Página 11:
Sam terminó de escribir su primer libro. ¿Qué preguntas tienes para Sam sobre su proceso de escritura?

Nombre: _____

Tu turno para practicar: Hacer preguntas con Library Mouse (Ratón de la biblioteca)

Página 3:
Sam vive en la biblioteca. ¿Qué preguntas tienes sobre la noche?

Página 5:
A Sam le gusta leer todos los tipos de libros. ¿Qué preguntas tienes sobre la lectura?

Página 11:
Sam terminó de escribir su primer libro. ¿Qué preguntas tienes para Sam sobre su proceso de escritura?

Nombre: _____

Entender la estructura del texto con Library Mouse (Ratón de la biblioteca)

Página 1:
¿Qué texto se siente al respecto?

Página 7:
¿Qué efecto tuvo la lectura de muchos tipos diferentes de libros?

Página 14:
Cuando Sam escribió su segundo libro, hubo una serie de eventos. Use palabras como "primero", "luego", "finalmente" para describir los eventos.

Nombre: _____

Tu turno para practicar: Entender la estructura del texto con Library Mouse (Ratón de la biblioteca)

Página 1:
¿Qué texto se siente al respecto?

Página 7:
¿Qué efecto tuvo la lectura de muchos tipos diferentes de libros?

Página 14:
Cuando Sam escribió su segundo libro, hubo una serie de eventos. Use palabras como "primero", "luego", "finalmente" para describir los eventos.

Nombre: _____

Sintetizar con Library Mouse (Ratón de la biblioteca)

La portada:
¿Por qué el ratón se lleva el dedo a los labios? Use su conocimiento básico sobre bibliotecas para ayudarlo a sintetizar lo que está haciendo el ratón.

Página 10:
Aprendamos nueva información sobre el libro de Sam. ¿Cómo ha cambiado tu forma de pensar sobre el libro de Sam?

Página 12:
Una niña encuentra el libro de Sam en el estante. ¿Cómo crees que se siente la chica por encontrar el libro de Sam?

¿Cómo lo sabes?

Nombre: _____

Tu turno para practicar: Sintetizar con Library Mouse (Ratón de la biblioteca)

La portada:
¿Por qué el ratón se lleva el dedo a los labios? Use su conocimiento básico sobre bibliotecas para ayudarlo a sintetizar lo que está haciendo el ratón.

Página 10:
Aprendamos nueva información sobre el libro de Sam. ¿Cómo ha cambiado tu forma de pensar sobre el libro de Sam?

Página 12:
Una niña encuentra el libro de Sam en el estante. ¿Cómo crees que se siente la chica por encontrar el libro de Sam?

¿Cómo lo sabes?

Nombre: _____

Determining
Importance

Understanding
Text Structure

Asking Questions

Synthesizing

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

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

5 Comprehension Strategy Graphic Organizers

Identificar el propósito del autor
Título: _____

¿Cuál es el propósito del autor al escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir
☐ Para informar
☐ Para entretener

Yo sé porque...

¿Qué pienso que el autor quería que pensamos mientras estaba leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estaba leyendo.

Instrucciones:
1. Completa las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Determinar la importancia
Título: _____

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

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____
#2 _____
#3 _____

Instrucciones:
1. Completa cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Hacer preguntas
Título: _____

Buscamos para encontrar una emoción

¿Cómo se siente...? ¿Por qué no...? ¿Cómo se siente...?

Me confunde cuando... Estoy curioso por saber... No estoy seguro por qué...

| Pregunta | Respuesta |
|----------|-----------|
| Pregunta | Respuesta |
| Pregunta | Respuesta |
| Pregunta | Respuesta |

Instrucciones:
1. Completa cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Entender la estructura del texto
Título: _____

| Estructura del texto | Dónde se encuentra la estructura del texto | Cómo la estructura del texto me ayudó |
|----------------------|--|---------------------------------------|
| Página: | | |
| Página: | | |
| Página: | | |
| Página: | | |

Instrucciones:
1. Completa las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Sintetizar
Título: _____

| Al principio yo estaba pensando... | Ahora pienso... | Antes yo pensaba... |
|------------------------------------|-------------------|----------------------------|
| Porque... | Porque... | Porque... |
| Al menos forma de pensar es... | Ahora entiendo... | Después de pensar sobre... |
| Porque... | Porque... | Puede cambiar que... |

Instrucciones:
1. Completa las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno de lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

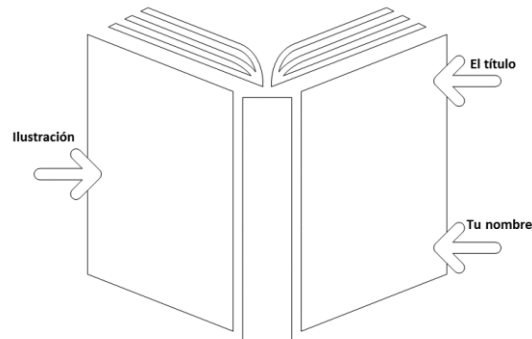
Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

¿Qué historia tienes dentro de ti? Anota las ideas en el cuadro "Ideas para mi libro".
Escribe un título para el libro en la portada e incluye su nombre. Dibuja una
ilustración en la contraportada.



Ideas para mi libro