

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

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Mouse Paint
By: Ellen Stoll Walsh
Grade Level: 1 / Guided Reading Level: H

Asking Questions

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

Mouse Paint is the story of three white mice who have lots of fun playing with paint. First they dip red, yellow, and blue paint onto white paper. Then they have fun mixing the paint to make new colors. The mice learn that red and yellow make orange and that yellow and blue make green. Soon the mice learn how to make all sorts of colors. All the while the three little mice must hide from a sneaky black cat.

Link to What You Know

- What do you think mice do when people are not around?
- Have you ever had a mouse in your home? How did it behave? What did it do?

Important Words to Know and Understand

Piece – A small often broken part of something
Couldn't – Contraction of could not, unable

2
Learn About Comprehension Strategies

- Think about the text you read
- Remember to stay focused

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understand what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Asking Questions Lesson Plan

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Asking Questions

3
Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

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 – Look at the cover of *Mouse Paint*. Before you read, what questions do you have about the story?

Pages 12 and 13 – What questions do you have about the mice on these pages? Why do you want to know the answer to your questions?

Pages 15 and 16 – What questions do you have for the mice as they jump into the Mouse Paint?

Pages 23 and 24 – Now the mice are painting paper. What are you wondering about the mice at this part of the story?

Page 29 – Re-read the words on this page. What are you wondering about the part the mice left white? What are you wondering about the cat?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Mouse Paint*?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading *Mouse Paint*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

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

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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Make Predictions While Reading

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Grade Level: 1 / Guided Reading Level: H

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Synthesizing While Reading

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Making Predictions

Synthesizing

Mouse Paint
By: Ellen Stoll Walsh
Grade Level: 1 / Guided Reading Level: H

1
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- Learn about the book
- Get your brain ready to read
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Determine Importance

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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Determining Importance

Mouse Paint
By: Ellen Stoll Walsh
Grade Level: 1 / Guided Reading Level: H

1
Get Ready to Read

- Learn about the book
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Understanding Text Structure

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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Understanding Text Structure

Answer Key for Making Predictions with Mouse Paint

Your Turn to Practice Making Predictions with Mouse Paint

Pages 1 and 2: Who are the characters in the story?

Cover: Look at the cover of *Mouse Paint*. Before you read, what questions do you have about the story?

Answer Key for Asking Questions with Mouse Paint

Your Turn to Practice Asking Questions with Mouse Paint

Pages 12 and 13: What questions do you have about the mice on these pages? Why do you want to know the answer to your questions?

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Answer Key for Determining Importance with Mouse Paint

Your Turn to Practice Determining Importance with Mouse Paint

Page 1: Look at the cover of *Mouse Paint*. Before you read, what questions do you have about the story?

Page 12: What questions do you have about the mice on these pages? Why do you want to know the answer to your questions?

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Answer Key for Understanding Text Structure with Mouse Paint

Your Turn to Practice Understanding Text Structure with Mouse Paint

Page 1: Look at the cover of *Mouse Paint*. Before you read, what questions do you have about the story?

Page 12: What questions do you have about the mice on these pages? Why do you want to know the answer to your questions?

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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

Mouse Paint: Making Predictions

Why did the mice leave part of the paper white?
Make a prediction about what could happen to the mice if they had painted all of the paper a color.

I can use the pictures and details in a story to tell about its characters, settings, or events. CCSS: RL.1.7

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

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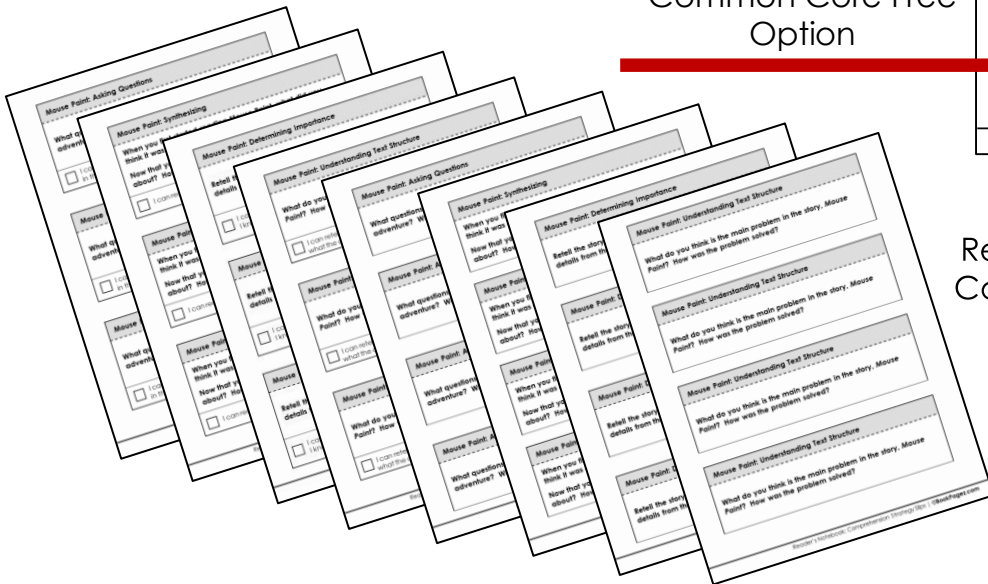
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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Making 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. Circle it out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Predictions

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 parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Circle it 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 Starter
Reader: _____ 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.
2. Circle it out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking
Questions

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structures You Might See While Reading:

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding
Text Structure

Synthesizing

Title: _____

What I was Thinking...	My new thinking is...	I used to think...
Because... _____	Because... _____	But now I think... _____
Because... _____	Because... _____	Because... _____
My new thinking is... _____	Now I understand... _____	After thinking about... _____
Because... _____	Because... _____	I conclude... _____
Because... _____	Because... _____	Because... _____

Directions:
1. Answer each of the questions.
2. Circle it out on the dotted line.
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Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections
 Mouse Paint
 By: Ellen Stall Walsh
 Grade Level: 1 / Guided Reading Level: H

Important Words to Know and Understand in "Mouse Paint"

Couldn't
 Contraction of could not, unable

Dripped
 To fall in drops

Jar
 A glass container that has a wide opening and usually a lid

Mixed
 Made of different kinds of things mixed together or combined

Paint
 A liquid that dries to form a thin colored layer when it is spread on a surface

Piece
 A small often broken part of something

Puddles
 A small amount of water, mud, etc., on the ground

Splashed
 To move, fall, or hit something in a noisy or messy way

Stiff
 Difficult to bend or move

Stirred
 To mix (something) by making circular movements

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Mouse Paint Word List

Vocabulary Connections
 Mouse Paint
 By: Ellen Stall Walsh
 Grade Level: 1 / Guided Reading Level: H

Couldn't	Dripped	Jar
Mixed	Paint	Piece

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
 Mouse Paint
 By: Ellen Stall Walsh
 Grade Level: 1 / Guided Reading Level: H

Couldn't	Dripped	Jar
Contraction of could not, unable	To fall in drops	A glass container that has a wide opening and usually a lid
Mixed	Paint	Piece
Made of different kinds of things mixed together or combined	A liquid that dries to form a thin colored layer when it is spread on a surface	A small often broken part of something

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
 Mouse Paint
 By: Ellen Stall Walsh
 Grade Level: 1 / Guided Reading Level: H

Couldn't is a/an
 noun verb
 adverb adjective
 Definition of Couldn't:

Dripped is a/an
 noun verb
 adverb adjective
 Definition of Dripped:

Jar is a/an
 noun verb
 adverb adjective
 Definition of Jar:

Couldn't looks like this:

Dripped looks like this:

Jar looks like this:

Couldn't reminds me of:

Dripped reminds me of:

Jar reminds me of:

I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Mouse Paint

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

I helped my mom to sort the basket of _____ socks.

Alex wants to _____ his bedroom a light color.

She _____ walk because her legs were _____.

Word Bank: Stiff, Couldn't, Mixed, Paint

Directions: Graph the number of vowels in each of the words below.

PUDDLES					
PIECE					
SPLASHED					
DRIPPED					
STIRRED					

Number of Vowels: 1 2 3 4 5

Answer Key: Stiff, Couldn't, Mixed, Paint

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections
 Mouse Paint
 By: Ellen Stall Walsh
 Grade Level: 1 / Guided Reading Level: H

Mouse Paint
 By Ellen Stall Walsh

Directions: A new word that I learned in this book is: _____

Directions: 1. Fold on the solid line. 2. Cut on the dashed line. 3. Complete the vocabulary card. 4. Add your vocabulary cards to your notebook or file folder.

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

Personalized Vocabulary Bookmark

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: _____

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?

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

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Mouse Paint
By: Ellen Stoll Walsh
Grade Level: 1 / Guided Reading Level: H

Word Work

Instructional Focus:
Syllables

Background:
Students will be able to understand and use reading fluency.

Examples:

even	hur
jump	wir
open	sun
bagel	fuz
final	pus

Materials and Preparation:

- A Copy of Mouse Paint
- Chart Paper
- Colored Marker
- Scissors
- Pencils
- Sample Anchor Chart
- Counting the Syllables Game Board (1 set per pair)
- Optional - Word Cards

Step 1: Introduce the Focus of Word Work

Introduce Syllables

- Remind students that syllables are the number of parts that a word can be divided into. You might say "We can think of syllables as the number of beats in a word. When you hear a different part, such as in the word follow, you can hear the first and second part".
- Show students words from the anchor chart, and have them circle out the parts of the word. Draw circles under the word to identify each part of the word. Have students identify whether it is a one or two syllable word, and write it in the appropriate column.
- Continue with anchor chart words, and invite children to add their own words to count out.
- Optional: Differentiate instruction by simplifying word choices, or having students come up with words that have the largest number of syllables.
- Teacher Note: Syllable cards should be cut out prior to start of game. They will be placed in the "syllable card" stack.

Sample Anchor Chart

once	tree	nick	paint
see	bow	fun	paper
count	break	swan	puddle
ants	until		

Step 2: Connect Word Work to Reading

Syllables in the Text

- Tell the students that the book they will be reading today has a lot of words with 1 and 2 syllables.
- Show them **page 1 of Mouse Paint**. Tell students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a 2 syllable word.
- Identify the 2 syllable word on page (paper) on page 1.
- Read the text aloud to the class stopping from time to time to look for words with 1 or 2 syllables on the page.

Example words in the text that are examples of 1 and 2 syllable words:

1 Syllable Words	2 Syllable Words
• once	• paper
• three	• couldn't
• mice	• asleep
• paint	• yellow
• red	• puddle
• blue	• onto
• fun	• until
	• sticky

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Syllable Slide Game Board Interactive Activity

START

SYLLABLE CARDS

END

Guided Word Work Practice | @BookPagez.com

Interactive Activities

Independent Practice Page

Mouse Paint
By: Ellen Stoll Walsh
Grade Level: 1 / Guided Reading Level: H

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Give each pair of students a syllable slide game board, a stack of game cards, and a game piece to move throughout the board.
- Students take a card from the top of a shuffled deck, count the number of syllables, and move that number of spots on the board.
- Students go back and forth, moving the number of spots necessary to represent the syllables. The person that gets to the end first is the winner.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Counting the Syllables: Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to identify syllable counts 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

Counting the Syllables
Word Work Practice Page

Directions: For each of the words below, put an "x" in the box that shows the correct number of syllables.

Word	1 Syllable	2 Syllables	3 Syllables
paint			
drink			
runner			
chocolate			
summer			
pen			
water			
telephone			
write			

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

Extension Activity

Word Detective: Syllables Count
Extension Activity

Directions:
Be a word detective!
Be on the lookout for the count of syllables in 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: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record

Title: *Mouse Paint* Guided Reading Text Level: H 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	E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual	COUNT	INFORMATION USED					
			E	SC	M	S	V	
1	Once there were three white mice on a white piece of paper.							
2	The cat couldn't find them.							
3	One day, while the cat was asleep, the mice saw three jars of paint-							
4	one red, one yellow, and one blue.							
5	They thought it was Mouse Paint. They climbed right in.							
6	Then one was red, one yellow, and one was blue.							
7	They dripped puddles of paint onto the paper.							
8	The puddles looked like fun.							
9	The red mouse stepped into a yellow puddle and did a little dance.							
10	His red feet stirred the yellow puddle until...							
11	"Look," he cried.							
12	"Red feet in a..."							

Analysis and Comments: _____

Tested By: _____ ©BookPagez.com

Running Record Assessment

Mouse Paint
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *Mouse Paint* to answer each of the following questions.

- What helped the mice stay safe around the cat?**
 - A They could hide. They were white and so was the paper.
 - B The cat was afraid of the mice.
 - C The cat was well fed and so did not want to eat them.
 - D The mice were fast runners and could get away easily.
- What was the main lesson the mice learned in this story?**
 - A They learned how to paint.
 - B They learned to stay away from the cat.
 - C They learned how to mix red, yellow, and blue.
 - D They learned that paint is sticky.
- What did the mice do at the end that shows they were happy?**
 - A They cleaned up all the paint.
 - B They leave a white space so they could see the cat.
 - C They taught the cat how to mix colors.
 - D They each chose to paint their fur a different color.
- How do we know the mice are happy when they paint?**
 - A The colors looked pretty in the jars.
 - B They shout for joy and wake up the cat.
 - C They worry they will get in trouble for painting.
 - D They dance in the paint puddles and make art.
- 5. How do we know *Mouse Paint* is a story (fiction)?** (RL.1.5)
 - A In real life, mice don't hide from cats.
 - B The mice in the story talk to each other.
 - C You can't mix colors to get new colors.
 - D It gives us facts and information about mice.
- 6. Who is telling the story of the three mice?** (RL.1.6)
 - A The cat
 - B One of the mice
 - C An artist who likes mixing paint
 - D A narrator tells us what happens and what the characters say
- 7. How do the illustrations help teach us about colors?** (RL.1.7)
 - A The pictures show how the mice mix two colors to get a new color.
 - B The illustrations show us how sticky colors can be.
 - C We can see how the cat will be able to find the mice.
 - D The pictures show us that mice like to paint.
- 8. How is making orange similar to (the same as) making green?** (RL.1.9)
 - A Both of those colors need blue.
 - B One needs red, the other blue.
 - C Both of those colors need yellow.
 - D Both need red.
- 9. What will the mice do the next time they find something new and interesting?** (RL.1.10)
 - A They will explore and learn, but still be careful of the cat.
 - B They will leave it alone.
 - C They will give it to the cat.
 - D They will play with it and not worry about the cat.

CCSS Assessment 1st Grade Reading Standards for Literature | BookPagez.com

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
Using words from the word bank. Write a word in each point "splat" that represents the correct number of syllables.

WORD BANK

work	blueberry	strawberry	look	today
before	once	upon	time	buzz

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center;">Mouse Paint Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Mouse Paint" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Making Predictions Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions about key details in a text.</p> <p>RL.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p>RL.7 - Use illustrations and details in a story to describe its characters, setting or events.</p> <p>RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.8 - 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.</p> <p>W.1.9 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.9 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> <p style="text-align: right;">Mouse Paint CCSS Alignment @BookPagez.com</p>	<p style="text-align: center;">Common Core State Standards Correlation</p> <p style="text-align: center;">Mouse Paint Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Mouse Paint" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions about key details in a text.</p> <p>RL.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.3 - Describe characters, settings, and major events in a story using key details.</p> <p>RL.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p>RL.4 - Identify who is telling the story or various points in a text.</p> <p>RL.7 - Use illustrations and details in a story to describe its characters, setting or events.</p> <p>RL.10 - Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.8 - 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.</p> <p>W.1.9 - 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Ask and answer questions about key details in a text.</p> <p>RL.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.8 - 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.</p> <p>W.1.9 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.9 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Mouse Paint Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Mouse Paint" 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 cue to the meaning of a word or phrase.

L.1.4b - Identify reliable connections between words and their use (e.g. note places or items that are used).

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).

Mouse Paint CCSS Alignment | @BookPagez.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

Bark, George Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Bark, George" 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 - Show 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.

Bark, George CCSS Alignment | @BookPagez.com

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Mouse Paint Super Pack

5 Comprehension Strategy Practice Pages

Making Predictions Practice Page

Tu turno para practicar: Hacer predicciones con Mouse Paint (Pintura de ratón)

Páginas 1 y 2:
¿Quiénes son los personajes en esta historia?

¿Qué predices que harán en esta historia?

¿Por qué predices eso?

Páginas 3 y 4:
Usando las palabras e ilustraciones en las páginas 3 y 4, ¿qué predice que sucederá con los ratones y la pintura?

¿Por qué haces esa predicción?

Nombre: _____



Page by Page Guided Questions

Answer Key

Hacer predicciones con Mouse Paint (Pintura de ratón)

Páginas 1 y 2:
¿Quiénes son los personajes en esta historia?
Las respuestas varían. Podrían incluir: Los personajes son 3 ratones blancos y un gato.

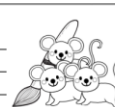
¿Qué predices que harán en esta historia?
Las respuestas varían. Podrían incluir: Predigo que los ratones jugarán a esconderse y buscarán con el gato.

¿Por qué predices eso?
Las respuestas varían. Podrían incluir: Pienso esto porque dice que el gato no pudo encontrarlos.

Páginas 3 y 4:
Usando las palabras e ilustraciones en las páginas 3 y 4, ¿qué predice que sucederá con los ratones y la pintura?
Las respuestas varían. Las respuestas podrían incluir que los estudiantes predicen que los ratones harán un lío, la gente o el gato lo notarán o que pintarán algo hermoso.

¿Por qué haces esa predicción?
Las respuestas varían.

Nombre: _____



Sample answers written in Spanish

Hacer preguntas con Mouse Paint (Pintura de ratón)

El foro:
Mira la portada de la historia.
Las respuestas varían.

Tu turno para practicar: Hacer preguntas con Mouse Paint (Pintura de ratón)

El foro:
Mira la portada de Mouse Paint (Pintura de ratón).
¿Por qué o por qué no?
Las respuestas varían.

Sintetizar con Mouse Paint (Pintura de ratón)

Página 22:
Los ratones eran blancos.
Las respuestas varían.

Tu turno para practicar: Sintetizar con Mouse Paint (Pintura de ratón)

Página 8:
¿Crees que los ratones son inteligentes?
Las respuestas varían.

Página 29:
¿Cuál era su elección?
Las respuestas varían.

Páginas 12 y 13:
¿Qué preguntas tienes sobre los ratones?
Las respuestas varían.

Páginas 15 y 16:
¿Por qué quieres saber la respuesta?
Las respuestas varían.

Páginas 15 y 16:
¿Qué preguntas tienes para los ratones?
Las respuestas varían.

Páginas 15 y 16:
¿Cuál es tu elección?
Las respuestas varían.

Páginas 15 y 16:
¿Por qué o por qué no?
Las respuestas varían.

Página 18:
Los ratones nos han mostrado lo que sucede cuando se mezclan dos colores de pintura. ¿Qué has aprendido sobre la mezcla de colores en este libro?
Las respuestas varían.

Nombre: _____



Asking Questions

Synthesizing

Determinar la importancia con Mouse Paint (Pintura de ratón)

Página 3:
El autor nos estaba diciendo que los ratones estaban jugando.
Las respuestas varían.

Tu turno para practicar: Determinar la importancia con Mouse Paint (Pintura de ratón)

Página 3:
El autor nos dice que los ratones emprendieron su aventura cuando el gato estaba dormido. ¿Es esta información importante?
Las respuestas varían.

Páginas 8 y 9:
Aquí el autor nos dice que hay tres ratones blancos en una hoja blanca y que el gato no pudo encontrarlos. ¿Qué es importante acerca de esta información?
Las respuestas varían.

Páginas 17 y 20:
Los ratones están aprendiendo una lección importante sobre la pintura. ¿Qué lección están aprendiendo en estas páginas?
Las respuestas varían.

Página 22:
El autor usa un color púrpura. ¿Qué efecto tiene el color púrpura en el charco?
Las respuestas varían.

Página 22:
El autor usa un color púrpura. ¿Qué efecto tiene el color púrpura en el charco?
Las respuestas varían.

Página 22:
El autor usa un color púrpura. ¿Qué efecto tiene el color púrpura en el charco?
Las respuestas varían.

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Las respuestas varían.

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Las respuestas varían.

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El autor usa un color púrpura. ¿Qué efecto tiene el color púrpura en el charco?
Las respuestas varían.

Página 22:
El autor usa un color púrpura. ¿Qué efecto tiene el color púrpura en el charco?
Las respuestas varían.

Nombre: _____



Determining Importance

Entender la estructura del texto con Mouse Paint (Pintura de ratón)

Página 1:
El autor está usando la descripción para contar sobre los personajes y la configuración.
Las respuestas varían.

Tu turno para practicar: Entender la estructura del texto con Mouse Paint (Pintura de ratón)

Página 1:
El autor está usando la descripción para contar sobre los personajes y la configuración. ¿Qué sabes con base en la descripción del autor?
Las respuestas varían.

Página 1:
El autor está usando la descripción para contar sobre los personajes y la configuración. ¿Qué sabes con base en la descripción del autor?
Las respuestas varían.

Página 1:
El autor está usando la descripción para contar sobre los personajes y la configuración. ¿Qué sabes con base en la descripción del autor?
Las respuestas varían.

Página 1:
El autor está usando la descripción para contar sobre los personajes y la configuración. ¿Qué sabes con base en la descripción del autor?
Las respuestas varían.

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El autor está usando la descripción para contar sobre los personajes y la configuración. ¿Qué sabes con base en la descripción del autor?
Las respuestas varían.

Página 1:
El autor está usando la descripción para contar sobre los personajes y la configuración. ¿Qué sabes con base en la descripción del autor?
Las respuestas varían.

Página 1:
El autor está usando la descripción para contar sobre los personajes y la configuración. ¿Qué sabes con base en la descripción del autor?
Las respuestas varían.

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Las respuestas varían.

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Las respuestas varían.

Página 1:
El autor está usando la descripción para contar sobre los personajes y la configuración. ¿Qué sabes con base en la descripción del autor?
Las respuestas varían.

Nombre: _____



Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Mouse Paint (Pintura de ratón): Entender la estructura del texto

¿Cuál crees que es el principal problema en la historia, Pintura de ratón? ¿Cómo se resolvió el problema?

Puedo volver a contar una historia usando detalles importantes y mostrar que sé lo que el autor intenta enseñarme. CCSS: RL.1.2

Mouse Paint (Pintura de ratón): Entender la estructura del texto

¿Cuál crees que es el principal problema en la historia, Pintura de ratón? ¿Cómo se resolvió el problema?

Puedo volver a contar una historia usando detalles importantes y mostrar que sé lo que el autor intenta enseñarme. CCSS: RL.1.2

Mouse Paint (Pintura de ratón): Entender la estructura del texto

¿Cuál crees que es el principal problema en la historia, Pintura de ratón? ¿Cómo se resolvió el problema?

Puedo volver a contar una historia usando detalles importantes y mostrar que sé lo que el autor intenta enseñarme. CCSS: RL.1.2

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Mouse Paint (Pintura de ratón): Entender la estructura del texto

¿Cuál crees que es el principal problema en la historia, Pintura de ratón? ¿Cómo se resolvió el problema?

Mouse Paint (Pintura de ratón): Entender la estructura del texto

¿Cuál crees que es el principal problema en la historia, Pintura de ratón? ¿Cómo se resolvió el problema?

Mouse Paint (Pintura de ratón): Entender la estructura del texto

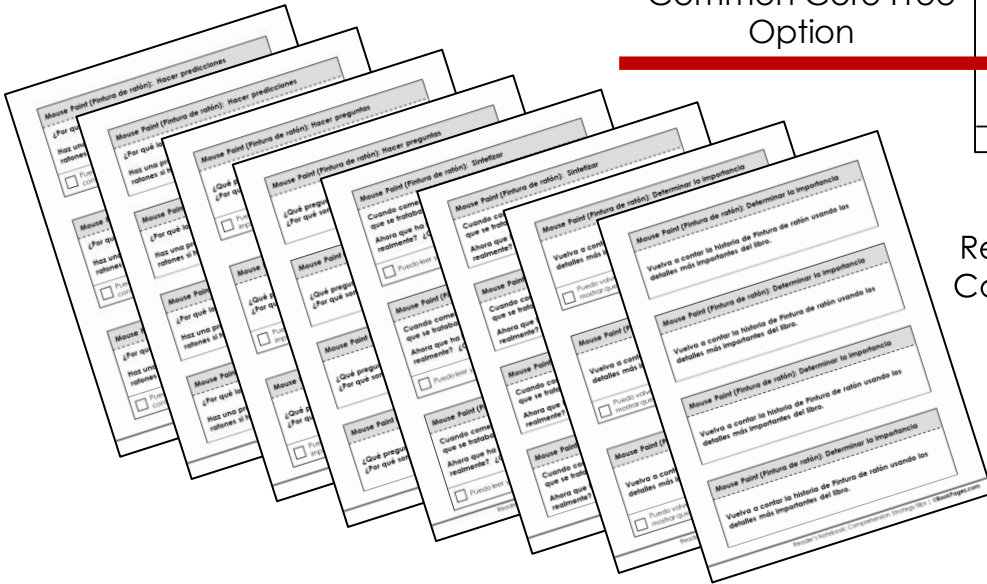
¿Cuál crees que es el principal problema en la historia, Pintura de ratón? ¿Cómo se resolvió el problema?

Mouse Paint (Pintura de ratón): Entender la estructura del texto

¿Cuál crees que es el principal problema en la historia, Pintura de ratón? ¿Cómo se resolvió el problema?

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer predicciones
Título: _____

Yo predigo...

Mi predicción fue...
 Correcto
 Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

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 listar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Hacer preguntas
Título: _____

Muéstrame para empezar una anécdota

Quiero saber... ¿Por qué no...? ¿Cómo...? ¿Por qué...?

Me confundió... Estoy curioso por... No estoy seguro por qué...

Pregunta Respuesta

Pregunta Respuesta

Pregunta Respuesta

Pregunta Respuesta

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usado la estructura del texto	Cómo la estructura del texto me ayudó
Página...		
Página...		
Página...		
Página...		

Instrucciones: Usa palabras con significado:

Descripción	Secuencia	Causa y efecto
Comparar y contrastar	Carácter y descripción	

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o englupa en el cuaderno del 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...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing