

Here's What You'll Get in the My Mouth Is a Volcano! Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

My Mouth is a Volcano!
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

Making Connections

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
Rumble, grumble! Wiggle, jiggle! Oh no! That sound coming from deep within Louis' stomach can only mean one thing...stand back! His tongue pushes all of his important words to his teeth...here it comes! When Louis erupts words spew out of his mouth like a volcano! Whenever an important thought pops into Louis' head, he ends up causing a problem by interrupting. When Louis gets interrupted while doing something very important, he starts to realize the frustration he's causing. Louis seeks his mom's advice to help him control his eruptions, but will it work?

Link to What You Know
• What do you know about volcanoes?
• Have you ever been interrupted by someone? Was it an emergency? How did it make you feel?

Important Words to Know and Understand
Deep-sea – Living in, relating to, or done in the deep parts of the ocean
Mexico – Country in North America

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ When you get confused

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.
The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters or events in the book to their own lives.
The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.
The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

Making Connections Lesson Plan

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Making Connections

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

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.
Page 1 – Make a **text to self** connection. What do you have in common with Louis? How does your connection help you as a reader?
Page 6 – Louis interrupts his friends on the playground. Make a **text to text** connection and name a book where someone interrupts. How are the characters alike?
Pages 24 to 27 – Louis asks his mom for help with his problem. Make a **text to text** connection where the main character seeks help from a family member.
Page 30 – Make a **text to world** connection. Why is learning the use of listening to others and waiting your turn to speak important in the real world?
Page 30 – What other connections can you make? Is it easier to make text to self, text to text, or text to world connections with this book? Why?

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

Time to Reflect
Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **My Mouth is a Volcano!** How did your prior knowledge help you as a reader?
Talk – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.
Reflect – Think about the connections that you made while reading **My Mouth is a Volcano!** Think about the things you and your reading partner discussed. How does making connections help you be a better reader?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **My Mouth is a Volcano!** (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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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
✓ Think about the text you read
✓ When you get confused

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ When you get confused

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

Asking Questions
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.
Page 1 – Read the title and look at the cover. What do you think the story will be about? How does the cover help you understand the book?
Page 2 to 4 – Louis explains what happens inside his body when he erupts. How does this help you understand the book?
Page 7 – Louis is frustrated, trying to wait patiently for his mom to get home. How does this help you understand the book?
Page 18 to 19 – Louis is really frustrated that he can't get his words out. How does this help you understand the book?
Page 24 to 27 – Louis asks his mom for help with his problem. How does this help you understand the book?
Page 30 – Louis is learning the use of listening to others and waiting your turn to speak. How does this help you understand the book?

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My Mouth is a Volcano!
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

3
Synthesizing
✓ Think about the text you read
✓ When you get confused

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

Synthesizing
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.
Page 1 – Read the title and look at the cover. What do you think the story will be about? How does the cover help you understand the book?
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Answer Key for Making Connections with My Mouth is a Volcano!

Your Turn to Practice Making Connections with My Mouth is a Volcano!

Page 1:
Make a **text to self** connection. What do you have in common with Louis?

Page 6:
Louis interrupts his friends on the playground. Make a **text to text** connection and name a book where someone interrupts. How are the characters alike?

Page 30:
Make a **text to world** connection. Why is learning the use of listening to others and waiting your turn to speak important in the real world?

Page 30:
What other connections can you make? Is it easier to make text to self, text to text, or text to world connections with this book? Why?

Answer Key for Making Predictions with My Mouth is a Volcano!

Your Turn to Practice Making Predictions with My Mouth is a Volcano!

Page 1:
Read the title and look at the cover. What do you think the story will be about?

Page 2 to 4:
Louis explains what happens inside his body when he erupts. How does this help you understand the book?

Page 7:
Louis is frustrated, trying to wait patiently for his mom to get home. How does this help you understand the book?

Page 18 to 19:
Louis is really frustrated that he can't get his words out. How does this help you understand the book?

Page 24 to 27:
Louis asks his mom for help with his problem. How does this help you understand the book?

Page 30:
Louis is learning the use of listening to others and waiting your turn to speak. How does this help you understand the book?

Answer Key for Determining Importance with My Mouth is a Volcano!

Your Turn to Practice Determining Importance with My Mouth is a Volcano!

Page 1:
Read the title and look at the cover. What do you think the story will be about?

Page 2 to 4:
Louis explains what happens inside his body when he erupts. How does this help you understand the book?

Page 7:
Louis is frustrated, trying to wait patiently for his mom to get home. How does this help you understand the book?

Page 18 to 19:
Louis is really frustrated that he can't get his words out. How does this help you understand the book?

Page 24 to 27:
Louis asks his mom for help with his problem. How does this help you understand the book?

Page 30:
Louis is learning the use of listening to others and waiting your turn to speak. How does this help you understand the book?

Answer Key for Synthesizing with My Mouth is a Volcano!

Your Turn to Practice Synthesizing with My Mouth is a Volcano!

Page 1:
Read the title and look at the cover. What do you think the story will be about?

Page 2 to 4:
Louis explains what happens inside his body when he erupts. How does this help you understand the book?

Page 7:
Louis is frustrated, trying to wait patiently for his mom to get home. How does this help you understand the book?

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Louis is really frustrated that he can't get his words out. How does this help you understand the book?

Page 24 to 27:
Louis asks his mom for help with his problem. How does this help you understand the book?

Page 30:
Louis is learning the use of listening to others and waiting your turn to speak. How does this help you understand the book?

Asking Questions

Synthesizing

Making Predictions

Determining Importance

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

My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

I can read and understand third grade stories, plays, and poems independently. CCSS: RL.3.10

My Mouth Is a Volcano: Synthesizing

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My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

I can read and understand third grade stories, plays, and poems independently. CCSS: RL.3.10

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

Common Core Free Option

My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections
Title: _____

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

What type of connection did you make?
 Text to Self Text to Text Text to World

Draw a picture of your connection in the box below.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Predictions
Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction here.	Write your prediction here.	Finished with what you expected.
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Asking Questions
Title: _____

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

Question	Answer
Question	Answer
Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

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. Carefully cut on the dotted line.
3. Glue, tape, or stick into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Synthesizing
Title: _____

At first 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 reading about...
#1		
Because...	Because...	I conclude...
Because...	Because...	Because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections **My Mouth is a Volcano**
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

Important Words to Know and Understand in "My Mouth is a Volcano"

Breath
The air that you take into your lungs and send out from your lungs when you breathe

Breathe
To move air into and out of your lungs

Deep-sea
Living in, relating to, or done in the deep parts of the ocean

Erupt
To happen or begin suddenly

Explode
To say something in a sudden and angry way

Fame
The condition of being known or recognized by many people

Interrupt
To do or say something that causes someone to stop speaking

Mexico
Country in North America







Volcano
A mountain with a hole in the top or side that sometimes sends out rocks, ash, lava, etc., in a sudden explosion

X-ray
To examine and make images of (things, such as the bones and organs inside the body) by using x-rays

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in My Mouth Is a Volcano! Word List

Vocabulary Connections **My Mouth is a Volcano**
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

Breath	Breathe	Deep-sea
		
Erupt	Explode	Fame
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections **My Mouth is a Volcano**
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

Breath	Breathe	Deep-sea
The air that you take into your lungs and send out from your lungs when you breathe	To move air into and out of your lungs	Living in, relating to, or done in the deep parts of the ocean
Erupt	Explode	Fame
To happen or begin suddenly	To say something in a sudden and angry way	The condition of being known or recognized by many people

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections **My Mouth is a Volcano**
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Erupt is a/an noun verb adverb adjective Definition of Erupt: _____	Explode is a/an noun verb adverb adjective Definition of Explode: _____	Fame is a/an noun verb adverb adjective Definition of Fame: _____
Erupt looks like this: _____	Explode looks like this: _____	Fame looks like this: _____
Erupt reminds me of: _____	Explode reminds me of: _____	Fame reminds me of: _____
I saw this word in: _____	I saw this word in: _____	I saw this word in: _____

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections **My Mouth is a Volcano**
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

My Mouth is a Volcano
By Julia Cook

A new word that I learned is _____
It means _____
I saw it in _____
It reminds me of _____
I like it because _____
Name: _____

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

Personalized Vocabulary Bookmark

Word Games with Words from My Mouth is a Volcano!

Directions: Complete the sentences below using the correct vocabulary words from the Word Bank.

Word Bank
Breath Explode Breathe
Volcano Fame Interrupt

- You have to _____ in through your nose.
- He took a deep _____ and started to run.
- The _____ produces lava and ashes.
- He first rose to _____ as a dancer at the age of 12.
- Children must learn not to _____ when someone is speaking.

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

	1	2	3	4	5
FAME					
ERUPT					
MEXICO					
EXPLODE					
VOLCANO					

Name: _____

Answer Key My Mouth is a Volcano
Using the correct vocabulary words

Bank
Breathe Interrupt

- _____ in through your nose.
- _____ and started to run.
- _____ produces lava and ashes.
- _____ as a dancer at the age of 12.
- _____ when someone is speaking.

Graph each of the words below.

	1	2	3	4	5
1					
2					
3					
4					
5					

Answer Key | ©BookPages.com

Word Games and Answer Key

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

Word Work
My Mouth Is a Volcano
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

Instructional Focus:
Singular and Plural Possessive Nouns

Background:
A possessive noun shows ownership. Possessive nouns include a Rule 1: Singular Possessive Nouns - Add an apostrophe plus Examples: girl's doll, friend's house.
Rule 2: Plural Possessive Nouns - Add an apostrophe after Examples: boys' book, scientists' lab.
Rule 3: Plural Possessive Nouns - Add an apostrophe plus Examples: teachers' lounge, children's books.

Word Work
My Mouth Is a Volcano
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

Step 1: Introduce the Focus of Word Work

Introduce Singular and Plural Possessive Nouns

- Tell students you will be talking about possessive nouns today.
- Explain that a possessive noun shows ownership.
- There are two kinds of possessive nouns: singular and plural.
- Take a brief moment to review singular and plural nouns.
- Point to the anchor chart you have prepared in advance for this lesson. Point and read the three words under the noun column: flower, girl, dog.
- Say, "I'm going to focus on only the singular possessives first. That means there is only one flower, one girl, and one dog. I need to make them into singular possessives so each of those has to show ownership of something. Let's give the flower some petals, the girl a doll, and the dog a house." Point to the words in the boxes under the singular column.

Sample Anchor Chart

Noun	Singular Possessive
flower	_____petals
girl	_____doll
dog	_____house

Word Work
My Mouth Is a Volcano
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

Step 1: Introduce the Focus of Word Work (continued)

Introduce Singular and Plural Possessive Nouns

- Say, "There is just one more rule. This is for plural nouns that do not end with the letter s. To make these plural nouns possessive I simply add an apostrophe and the letter s."
- Using the last anchor chart you created before the lesson, explain that the three words already written are plural: men, geese, children. However, these plural nouns do not end with the letter s. In order to make plural nouns that don't end in the letter s a possessive noun, I have to add an apostrophe and the letter s.
- Write the plural possessive nouns correctly on the blank lines on the anchor chart, making sure that you are adding an apostrophe and the letter s.

Step 2: Connect Word Work to Reading

Singular and Plural Possessive Nouns in the Text

- Tell students that the book they will be reading today has just one possessive noun.
- Show students page 9 of *My Mouth Is a Volcano!* Tell the class to listen carefully and look at the words as you read. Instruct them to put their finger on their nose when they hear the possessive noun.
- Read, "My teacher was less than pleased. She erupted me right back! I know what you are saying is very important to you, Louis, but since it is not an emergency, you'll have to wait until I call on you." It was my volcano's fault!
- After reading, ask the students to identify the possessive noun (volcano's).
- Tell students you are going to read the book once from beginning to end.
- Read *My Mouth Is a Volcano!*

Some Examples of Singular and Plural Possessive Nouns in the Text:

- Volcano's
- Bill's

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Guess the Possessive Noun Practice Page

Directions:
Read each sentence and determine whether it contains:
A. A singular possessive noun
B. A plural possessive noun ending in the letter s
C. A plural possessive noun not ending in the letter s
Then, write the correct letter (A, B, or C) on the line.

- _____ The pig's bowl was full of food!
- _____ The group's project was given an outstanding grade.
- _____ The girls' cabin was set back deep in the woods.
- _____ The children's experiment gave them a lot of information.
- _____ My teacher's lunch looked delicious!
- _____ The cats' cages were all a mess.
- _____ The four men's car barely made it back home.
- _____ My grandma's pancakes were the size of a quarter.

Name: _____ Guided Word Work Practice | ©BookPagez.com

Interactive Activity

Word Work
My Mouth Is a Volcano
By: Julia Cook
Grade Level: 3 / Guided Reading Level: O

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with the **Guess the Possessive Noun worksheet**.
- Read the directions while the students silently follow along.
- Read the example that is provided.
- Direct students to independently work on the rest of the paper.
- As students are working, walk around, observe and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Possessive Noun Chart Practice Page**.
- Read the directions with the class.
- Go over the example with the class.
- Tell students to complete the rest of the practice page.
- Monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **singular and plural nouns** in their own reading. Tell them to write their words on an index card and add them to the pocket chart (review the added cards 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

Independent Practice Page

Word Detective: Singular and Plural Possessive Nouns Extension Activity

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

Words	Book Title	Page

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

Possessive Noun Chart Practice Page

Copy the chart below. Use the example to help you.

Rules to remember:

- Add apostrophe and s to form a singular possessive noun.
- Add apostrophe to the girl's; the girl's phone; the group belonging to the girls; the girl's phone; the girl's dog; the dog's fur.
- Add apostrophe and s to form the possessive of a plural noun not ending in s; the hats belonging to the fishermen - the fishermen's hats.

Noun	Possessive Form	Singular or Plural
cow	cow's	Singular
girl		
goose		
duck		
boy		
sheep		
bird		
volcano		

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

Extension Activity

Assessments

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



Running Record					
Title: My Mouth is a Volcano!		Guided Reading Text Level: O	Word Count: 100		
Name: _____		Date: _____			
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____			
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
1	My name is Louis. People say I erupt a lot. I don't think so...I have a lot to say, and all of my words are very important to me.				
2	When other people talk, words just pop into my head. Then they slide down onto my tongue.				
3	My tummy starts to rumble, and then it starts to grumble.				
5	My tongue pushes all of my important words up against my teeth, and then...				

Tested By: _____ ©BookPagez.com

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

My Mouth is a Volcano! CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>My Mouth is a Volcano!</i> to answer each of the following questions.	
1. Who did Louis interrupt first in the book?	
<input type="radio"/> A The mailman <input type="radio"/> B Two boys on the playground <input type="radio"/> C Louis' teacher <input type="radio"/> D Louis' Mom and Dad	
2. What is the central message in <i>My Mouth is a Volcano</i> ?	
<input type="radio"/> A Honesty is the best policy. <input type="radio"/> B Kindness makes the world a better place. <input type="radio"/> C Laughter is the best medicine. <input type="radio"/> D It's important to listen and wait your turn to speak.	
3. What character trait best describes Louis at the beginning of the story?	
<input type="radio"/> A Eager <input type="radio"/> B Worried <input type="radio"/> C Timid <input type="radio"/> D Calm	
4. Why is Louis' mouth called a "volcano"?	
<input type="radio"/> A Louis' lips are dark red like the lava that comes out of a volcano. <input type="radio"/> B Volcano is the nickname that Louis' best friend gave him. <input type="radio"/> C Louis loves learning about volcanoes. <input type="radio"/> D Louis can't control his thoughts/words and interrupts like a volcano that can't control molten rocks and gas that escape to the surface and...	
CCSS Assessment 3rd Grade Reading Standards for Literature	

My Mouth is a Volcano! CCSS Assessment Answer Key
Directions: Use what you know about <i>My Mouth is a Volcano!</i> to answer each of the following questions.
1. Who did Louis interrupt first in the book? (RL.3.1)
<input type="radio"/> A The mailman <input checked="" type="radio"/> B Two boys on the playground <input type="radio"/> C Louis' teacher <input type="radio"/> D Louis' Mom and Dad
2. What is the central message in <i>My Mouth is a Volcano</i> ? (RL.3.2)
<input type="radio"/> A Honesty is the best policy. <input type="radio"/> B Kindness makes the world a better place. <input type="radio"/> C Laughter is the best medicine. <input checked="" type="radio"/> D It's important to listen and wait your turn to speak.
3. What character trait best describes Louis at the beginning of the story? (RL.3.3)
<input checked="" type="radio"/> A Eager <input type="radio"/> B Worried <input type="radio"/> C Timid <input type="radio"/> D Calm
4. Why is Louis' mouth called a "volcano"? (RL.3.4)
<input type="radio"/> A Louis' lips are dark red like the lava that comes out of a volcano. <input type="radio"/> B Volcano is the nickname that Louis' best friend gave him. <input type="radio"/> C Louis loves learning about volcanoes. <input checked="" type="radio"/> D Louis can't control his thoughts/words and interrupts like a volcano that can't control molten rocks and gas that escape to the surface and explodes.
CCSS Assessment 3rd Grade Reading Standards for Literature BookPagez.com



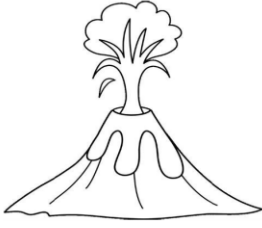
Answer Key



Bonus Activity

Name: _____ Date: _____

Directions:
Think about the eruptions (interruptions) Louis made in the book **My Mouth is a Volcano!** Write them down around the volcano below. Circle one and write about it on the lines below the volcano. You may color the volcano after you have written at least 4 sentences. Don't forget capital letters and ending punctuation!



Extension Activity | ©BookPagez.com

Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
My Mouth is a Volcano! Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "My Mouth is a Volcano!" correlate with the following English Language Arts Common Core State Standards for third grade:
Making Connections Lesson Plan and Resources
Reading: Literature RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.6 - Compare their own point of view from that of the narrator or those of the characters. RL.3.9 - By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.
Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.
Writing W.3.2 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening SL.3.1 - Explain their own ideas and understanding in the light of the discussion. SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Language L.3.4 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, first, right we went looking for them).
My Mouth is a Volcano! CCSS Alignment ©BookPagez.com

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My Mouth is a Volcano! CCSS Alignment ©BookPagez.com

Common Core State Standards Correlation
My Mouth is a Volcano! Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "My Mouth is a Volcano!" correlate with the following English Language Arts Common Core State Standards for third grade:
Synthesizing Lesson Plan and Resources
Reading: Literature RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.6 - Compare their own point of view from that of the narrator or those of the characters. RL.3.9 - By the end of the year, read and comprehend literature, including stories and poetry, of the high end of the grades 3-5 text complexity band independently and proficiently.
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My Mouth is a Volcano! CCSS Alignment ©BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
My Mouth is a Volcano! Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "My Mouth is a Volcano!" correlate with the following English Language Arts Common Core State Standards for third grade:
Vocabulary Lesson Plan and Resources
Language L.3.4 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, first, right we went looking for them).
My Mouth is a Volcano! CCSS Alignment ©BookPagez.com

Common Core State Standards Correlation
My Mouth is a Volcano! Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "My Mouth is a Volcano!" correlate with the following English Language Arts Common Core State Standards for third grade:
Word Work Lesson Plan and Resources
Reading: Foundational Skills RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.
My Mouth is a Volcano! CCSS Alignment ©BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for My Mouth Is a Volcano! Super Pack

5 Comprehension Strategy Practice Pages

Determining Importance Practice Page

Tu turno para practicar: Determinar la importancia con My Mouth Is a Volcano! (¡Mi boca es un volcán!)

Página 6:
Observe la imagen, las palabras en la imagen y el texto. ¿Qué es importante en esta página?


¿Por qué piensas eso?

Página 13:
Es hora de cenar y Louis está aburrido. Después de leer la página y mirar el cuadro, lo que es importante acerca de esta página?

¿Por qué?

Página 18:
Observe lo que Louis dice en esta página. ¿Qué dice él que nos da nueva información sobre la personalidad de Louis?

Nombre: _____



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Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Determinar la importancia con My Mouth Is a Volcano! (¡Mi boca es un volcán!)

Página 6:
Observe la imagen, las palabras en la imagen y el texto. ¿Qué es importante en esta página?
Las respuestas varían. Podrían incluir: La imagen de la boca abierta de Louis y las grandes palabras que suelta son importantes.


¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Creo que sí porque debe ser bastante ruidoso.

Página 13:
Es hora de cenar y Louis está aburrido. Después de leer la página y mirar el cuadro, lo que es importante acerca de esta página?
Las respuestas varían. Podrían incluir: Observe que Louis tiene una burbuja de pensamiento sobre su cabeza.

¿Por qué?
Las respuestas varían. Podrían incluir: ¡Es importante porque nos está dando una advertencia de que está a punto de estallar!

Página 18:
Observe lo que Louis dice en esta página. ¿Qué dice él que nos da nueva información sobre la personalidad de Louis?
Las respuestas varían. Podrían incluir: Louis dice que ha esperado 126 semanas para ser la Estrella Estudiante, lo cual es una exageración. Ser el Estudiante Estrella debe ser realmente importante para Louis si siente que esperó tanto tiempo.

Nombre: _____



Answer Key | @BookPagez.com

Hacer predicciones con My Mouth Is a Volcano! (¡Mi boca es un volcán!)

La Portada:
Lee el título.
Las respuestas varían.

¿Por qué piensas eso?
Las respuestas varían.

Página 7:
Haz una predicción sobre lo que sucederá durante la lección.
Las respuestas varían.

Explica por qué.
Las respuestas varían.

Página 11:
Haz una predicción sobre cómo se relacionará Louis con su maestro y familia.
Las respuestas varían.

¿De qué manera se relacionará Louis con su maestro y familia?
Las respuestas varían.

Nombre: _____

Making Predictions

Tu turno para practicar: Hacer preguntas con My Mouth Is a Volcano! (¡Mi boca es un volcán!)


La Portada:
Lee el título y mira la portada. ¿Qué preguntas tienes sobre el libro?

¿De qué manera la respuesta a tu pregunta lo ayudará a comprender mejor la historia?

Páginas 2 a 4:
Louis explica qué sucede dentro de su cuerpo cuando está a punto de erupcionar como un volcán. ¿Qué te estás preguntando?

Página 7:
Louis levanta la mano, tratando de esperar pacientemente a que su maestro lo llame. ¿Qué te estás preguntando?

Nombre: _____



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Asking Questions

Hacer Conexiones con My Mouth Is a Volcano! (¡Mi boca es un volcán!)

Tu turno para practicar: Hacer Conexiones con My Mouth Is a Volcano! (¡Mi boca es un volcán!)

Página 1:
Haz una conexión **texto a tu mismo**. ¿Qué tienes en común con Louis?

¿Cómo te ayuda tu conexión como lector?

Página 4:
Louis interrumpe a sus amigos en el patio de recreo. Haz una conexión **texto** y nombra un libro donde alguien interrumpe.

¿Cómo se parecen los personajes?

Páginas 24 a 27:
Louis le pide ayuda a su madre con su problema. Haz una conexión **texto** donde el personaje principal busca la ayuda de un miembro de la familia.

Nombre: _____

Making Connections

Sintetizar con My Mouth Is a Volcano! (¡Mi boca es un volcán!)

Tu turno para practicar: Sintetizar con My Mouth Is a Volcano! (¡Mi boca es un volcán!)

Página 1:
Lee esta página y mira la imagen. ¿Qué clase de persona crees que es Louis?


Según los detalles, ¿cuál es su opinión sobre Louis?

Páginas 2 a 12:
Estas páginas muestran a Louis interrumpiendo a sus amigos, maestros y familia. ¿Qué cambio les gustaría ver en Louis?

¿Por qué piensas eso?

Página 26:
¿Qué crees que aprendió Louis cuando Richard y Courtney lo interrumpieron en la escuela?

Nombre: _____



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Synthesizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

My Mouth Is a Volcano (¡Mi boca es un volcán!): Sintetizar

¿Cómo cambió tu forma de pensar al leer la historia? Usando detalles del texto, explica por qué tu pensamiento cambió.

Puedo leer y comprender historias de tercer grado, obras de teatro y poemas de forma independiente. CCSS: RL.3.10

My Mouth Is a Volcano (¡Mi boca es un volcán!): Sintetizar

¿Cómo cambió tu forma de pensar al leer la historia? Usando detalles del texto, explica por qué tu pensamiento cambió.

Puedo leer y comprender historias de tercer grado, obras de teatro y poemas de forma independiente. CCSS: RL.3.10

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Puedo leer y comprender historias de tercer grado, obras de teatro y poemas de forma independiente. CCSS: RL.3.10

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

Common Core Free Option

My Mouth Is a Volcano (¡Mi boca es un volcán!): Sintetizar

¿Cómo cambió tu forma de pensar al leer la historia? Usando detalles del texto, explica por qué tu pensamiento cambió.

My Mouth Is a Volcano (¡Mi boca es un volcán!): Sintetizar

¿Cómo cambió tu forma de pensar al leer la historia? Usando detalles del texto, explica por qué tu pensamiento cambió.

My Mouth Is a Volcano (¡Mi boca es un volcán!): Sintetizar

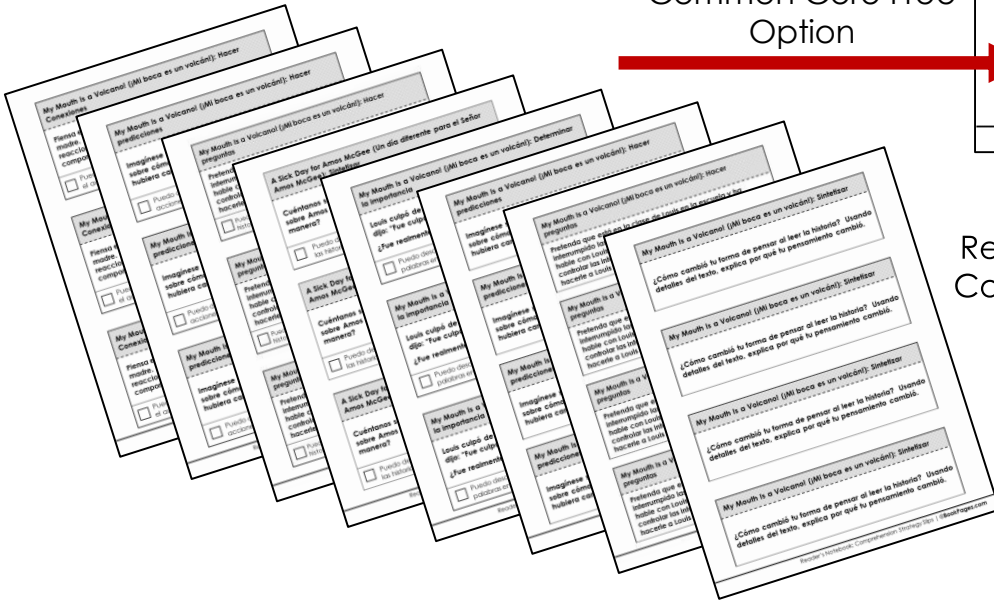
¿Cómo cambió tu forma de pensar al leer la historia? Usando detalles del texto, explica por qué tu pensamiento cambió.

My Mouth Is a Volcano (¡Mi boca es un volcán!): Sintetizar

¿Cómo cambió tu forma de pensar al leer la historia? Usando detalles del texto, explica por qué tu pensamiento cambió.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

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

¿Qué tipo de conexión hiciste?

Text a mí mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de tu conexión abajo.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer predicciones
Título: _____

Predicciones al principio ¿Qué te hace pensar que...	Predicciones mientras lees ¿Qué te hace pensar que...	Verifica las predicciones ¿Las predicciones fueron correctas, erróneas o que realmente eran...
<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto	<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto	<input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Hacer preguntas
Título: _____

Muéstame para empezar una oración

¿Quieres saber...? ¿Por qué no...? ¿Cómo puede...?

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

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

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 ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Me sorprende la nueva forma de pensar sobre...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Piensa en las erupciones (interrupciones) que Louís hizo en el libro **¡Mi boca es un volcán!** Escríbelos alrededor del volcán a continuación. Encierra en un círculo y escribe sobre él en las líneas debajo del volcán. Puede colorear el volcán después de haber escrito al menos 4 oraciones. ¡No te olvides de las letras mayúsculas y la puntuación final!

