

Here's What You'll Get in the No, David! Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

No, David!
By: David Shannon
Grade Level: 1 / Guided Reading Level: G

Retelling and Summarizing

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

Meet David. David is the author of this book. When he was five years old, David wrote a book about all of the naughty things he did. When David was five he liked to have fun. He liked to chew with his mouth open and take every single toy out of his toy box. But David's idea of fun did not please his mother. Which is why all David ever heard his mother say was, "No, David!"

Link to What You Know

- Tell about a time when you were naughty.
- What happens when you break your parents' rules?

Important Words to Know and Understand

Instant - A very short period of time

2

Learn About Comprehension Strategies

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

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell or summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Retelling and Summarizing Lesson Plan

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Retelling and Summarizing

3

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.

Whole book - What is the setting of this story?

Page 30 - Who are the characters in this story?

Pages 1 to 11 - Name at least 3 things that David did at the beginning of the story?

Pages 11 to 26 - What is one thing that David did in the middle of the story?

Pages 27 to 30 - What happened at the end of the story?

Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and

4

Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect

Think - What type of information did you use when you retold and summarized **No, David!** Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in **No, David!** How does paying attention to the story elements make a better reader?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **No, David!** (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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

3

Make Connections While Reading

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

2

Learn About Comprehension Strategies

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

4

Notice the Work You Did While Reading

- Think
- Reflect
- Write

Making Inferences

1

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3

Make Inferences While Reading

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- Know what to do

2

Learn About Comprehension Strategies

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

4

Notice the Work You Did While Reading

- Think
- Reflect
- Write

No, David!
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Identifying the Author's Purpose

1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3

Identify the Author's Purpose While Reading

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

2

Learn About Comprehension Strategies

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

4

Notice the Work You Did While Reading

- Think
- Reflect
- Write

Answer Key for Retelling and Summarizing with No, David!

Your Turn to Practice Retelling and Summarizing with No, David!

Whole book: What is the setting of this story?

Page 30: Who are the characters in this story?

Pages 1 to 11: Name at least 3 things that David did at the beginning of the story?

Page 30: How does the author show that David's mother loves him?

Page 30: What did you learn from this story?

Why do you think David Shannon wrote this book?

To Persuade To Inform To Entertain

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Answer Key for Making Connections with No, David!

Your Turn to Practice Making Connections with No, David!

Whole book: Make a text to self connection. What usually happens when you try to get something that is out of reach?

Page 12: David gets into a lot of trouble in the story. Make a text to self connection. Have you ever done something similar to what David does in the story?

Page 30: Make a text to text connection. Can you think of any other books that are about children who get into trouble? How does your connection help you understand?

Page 30: Make an inference about David and the broken vase. Why is David sitting in the corner? What happened to the vase? How do you know?

Page 30: What can you infer about David? What is he feeling? How do you know?

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Author's Purpose

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

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____
What is this book about?
Is it fiction or non-fiction?
Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

Retelling and
Summarizing

Making Connections
Title: _____
Think about the book. What does the book remind you of?
What type of connection did you make?
☐ Text to Self ☐ Text to Text ☐ Text to World
Draw a picture of your connection in the box below:

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

Making
Connections

Making Inferences
Title: _____

What the Text Says (Look for clues they use or pictures)	What I Know (What do you know about the story?)	What I Can Infer (Predictions, thoughts, or conclusions)

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

Making
Inferences


Identifying the Author's Purpose
Title: _____
Who is the author of your book?
What was the author's purpose for writing this book? How do you know?
☐ To Persuade ☐ To Inform ☐ To Entertain
I know because...
What do you think the author wanted you to think about while reading this book?
Draw a picture of the most important thing the author made you think about while reading.

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

Author's
Purpose

Vocabulary Connections Resources

Important Words to Know and Understand in No, David! Word List


Vocabulary Connections	No, David! By: David Shannon Grade Level: 1 / Guided Reading Level: G
Important Words to Know and Understand in "No, David!"	
Enough Equal to what is needed	
Instant A very short period of time	
Quiet To make very little noise	
Settle Down To become quiet and orderly	

Vocabulary Connections


Grade Level: 1 / Guided Reading Level: G

No. David:
By: David Shannon


Enough




Instant



Quiet



Settle Down



1. No. David
2. David
3. David
4. David
5. David
6. David
7. David
8. David
9. David
10. David
11. David
12. David
13. David
14. David
15. David
16. David
17. David
18. David
19. David
20. David
21. David
22. David
23. David
24. David
25. David
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85. David
86. David
87. David
88. David
89. David
90. David
91. David
92. David
93. David
94. David
95. David
96. David
97. David
98. David
99. David
100. David

Picture Vocabulary Sorting Cards | CiboolPage.com

Word and Picture Sorting Cards

Vocabulary Connections

No. David: By: David Shannon
Grade Level: 1 / Guided Reading Level: G

Step 1: Step Directions:

1. Cut on the dotted line.

2. Fold on the solid line.

3. Draw, label or dictate the top of each card to create.

Enough	Instant	Quiet
Equal to what is needed	A very short period of time	To make very little noise

Settle Down		
To become quiet and orderly		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

No, David!
 By: David Sherron
 Grade Level: 1 / Guided Reading Level: G

No, David!
 David Sherron
 of Reading Level: G

Enough is a/an
noun verb
adverb adjective

Definition of Enough:

Instant is a/an
noun verb
adverb adjective

Definition of Instant:

Quiet is a/an
noun verb
adverb adjective

Definition of Quiet:

Enough looks like this:

Instant looks like this:

Quiet looks like this:

Enough reminds me of:

Instant reminds me of:

Quiet reminds me of:

I saw this word in

I saw this word in


I saw this word in

Interactive Vocabulary Notebook Cards | [@CK12.org](https://www.ck12.org/interactive-vocabulary-notebook-cards/)

Interactive Vocabulary Notebook Cards

No, David!
 By: David Shannon
 Grade Level: 1 / Guided Reading Level: G

No, David!
 By David Shannon




A new word that I learned in this book is:

If I like... _____

If I hate... _____

Name: _____



Step by Step Directions

1. Read the book to the child. 2. Read the vocabulary words.

3. Have the child write in the blank space a new word that he or she learned in the book. 4. Read the vocabulary words to the child. 5. Have the child write in the blank space a new word that he or she learned in the book.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 680Pages.com

Word Games

with Words from No, David!

Unscramble each of the words. Take the letters that appear in NO and unscramble them to discover a secret word.




NIANTS ○

UEIQT

SETEH ODWN ○

ENUHOG

SECRET WORD: ○ ○ **Y** ○

Use the words in the word bank to fill in the blanks in the sentences below.

- There's _____ food for everyone.
- It was time to _____ down for a nap.
- He spoke in a very _____ voice.
- He was told to stop screaming this _____.

Word Games

m No, David!


Take the letters that appear in NO and cover a secret word.

N **T**

L **E** **D** **O** **W** **N**

H

Word Bank
 ENOUGH
 INSTANT
 QUIET
 SETTLE DOWN



Word Bank
 ENOUGH
 INSTANT
 QUIET
 SETTLE DOWN

to fill in the blanks in the

_____ food for everyone.

down _____ down for a

quiet _____ voice.

_____ this **instant** _____.

Name: _____
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Answer Key | ©bookpagez.com

Word Games and Answer Key

[illegible]

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work

No, David!
By: David Shannon
Grade Level: 1 / Guided Reading Level: G

Instructional Focus:
High Frequency Words

Background:
High frequency words are words that appear most often in printed material (refer to Dolch word lists for complete list). Children are able to identify high frequency words and invite students to practice reading.

Examples:

always
away
back
be
come
don't
down

Materials and Preparation:

- A Copy of No, David!
- Chart Paper and Glass
- Sorting Cards (1 set per student)
- Bingo Board
- 25 Pennies or Bingo Chips
- Word Bingo Student Dile
- High Frequency Word Mat
- Optional - Word Detect
- Optional - Index Cards

Word Work

No, David!
By: David Shannon
Grade Level: 1 / Guided Reading Level: G

Step 1: Introduce the Focus of Word Work

Introduce High Frequency Words

- Draw the students' attention to the word wall.
- Explain that the focus for today is to learn to read words that readers come across again and again while reading.
- Pass out the High Frequency Word Sorting Cards.
- Tell the students to place the cards face up on their desks.
- Show the students the word "play." Ask the students to locate the word "play" on their desk.
- Ask the students to say the word aloud, spell the word and trace the word with their finger.
- Add the word "play" to the word wall.
- Continue with the remaining words.

Step 2: Connect Word Work to Reading

High Frequency Words in the Text

- Tell the students that the book they will be reading today has a lot of High Frequency Words.
- Show them pages 8-9 of No, David. Tell the 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 high frequency word.
- After reading, ask the students to identify the high frequency words that they heard (come, back, here).
- Optional: Begin a High Frequency Word Anchor Chart - write the words that were heard on the chart.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for high frequency words. Remind them to be polite and not to interrupt you while you read.
- Read No, David.

Examples of High Frequency Words in the Text:

always	house	don't
back	go	down
back	play	quiet
away	isset	the
	said	to

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to
Extend Engagement

List of words in the book that
match the instructional focus

Word Work

No, David!
By: David Shannon
Grade Level: 1 / Guided Reading Level: G

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a copy of the Word Bingo game mat.
- Tell the students that they are making their own game board.
- Tell the students to copy the words on their sorting cards onto the bingo sheet. Model how to do this. For example, select the word play. Write the word in one box on the bingo mat. Move onto the next word and write it in a new box.
- Tell students that they may use words more than once.
- Monitor students as they create their game board.
- Model how to play Word Bingo (refer to attached resource directions).
- Upon completing the game, ask students to place their sorting cards into a resealable bag for later use or send the words home.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of High Frequency 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 be on the lookout for high frequency words in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent
Practice Page

Word Bingo
Interactive Activity

Directions:
Use your sorting cards to make your Bingo board. Write one word in each box. Make sure that you don't use a word more than once. Have fun and good luck!

		FREE		

Guided Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: High Frequency Words
Extension Activity

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

Word	Book Title	Page	Sentence

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

High Frequency Word Match
Word Work Practice Page

Directions:
Match the high frequency words below. Draw a line to connect the pairs of words. The first one has been done for you.

Always	House
Away	Come
Be	Down
Back	Play
Don't	Always
Come	Away
Down	Go
Go	Quiet
Here	Back
House	Don't
Quiet	Be
Play	Here

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

Assessments

Running Record					
Title: No David!		Guided Reading Text Level: G		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	
10E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
2	David's mom always said...				
3	No, David!				
6	No, David, no!				
8	No! No! No!				
9	Come back.				
10	here David!				
12	David! Be quiet!				
13	Don't play with your food!				
15	That's enough.				
16	David!				
17	Go to				
18	your room!				
20	Settle down!				
21	Stop that this instant!				
Tested By: _____ @BookPagez.com					



Running Record Assessment

No, David!	
CCSS Assessment	
Name: _____	
Score: / 9	
Directions: Use what you know about <i>No, David!</i> to answer each of the following questions.	
1. Why is David always being told "No!"?	
<input type="radio"/> A No one likes David.	
<input type="radio"/> B He does things he is not supposed to do.	
<input type="radio"/> C He makes good choices.	
<input type="radio"/> D His mom is busy with other kids.	
2. What was <u>not</u> one of the problems David caused in the story?	
<input type="radio"/> A He made a mess in the bathroom.	
<input type="radio"/> B He walked in the house covered in mud.	
<input type="radio"/> C He broke a vase with a baseball.	
<input type="radio"/> D He fed his vegetables to the dog.	
3. David is feeling upset toward the end of the story. What does he need?	
<input type="radio"/> A He needs a hug and to know his mom loves him.	
<input type="radio"/> B He is crying.	
<input type="radio"/> C He hides in his room.	
<input type="radio"/> D He yells at his mom.	
4. How can you tell David's mom is angry?	
<input type="radio"/> A She tells David "No!" all the time.	
<input type="radio"/> B She sends him to his room.	
<input type="radio"/> C She put him in Time-out in the corner.	
<input type="radio"/> D All of the above.	
5. What is one clue <i>No, David!</i> is a story? (RL.1.5)	
<input type="radio"/> A It has facts.	
<input type="radio"/> B It rhymes.	
<input checked="" type="radio"/> C It has a happy ending.	
<input type="radio"/> D It has a Table of Contents.	
6. Who is doing all the talking in <i>No, David!</i>? (RL.1.6)	
<input type="radio"/> A David	
<input checked="" type="radio"/> B David's mom	
<input type="radio"/> C A narrator	
<input type="radio"/> D David's dad	
7. What did David do to finally make his mom send him to his room? Use the illustrations to help you. (RI.1.7)	
<input type="radio"/> A He draws on the walls.	
<input type="radio"/> B He runs outside with no clothes.	
<input type="radio"/> C He brings mud in the house.	
<input checked="" type="radio"/> D He has bad manners at the table.	
8. What is one way David is different than his mom? (RI.1.9)	
<input checked="" type="radio"/> A David is loud and messy.	
<input type="radio"/> B David chews with his mouth closed.	
<input type="radio"/> C David never jumps on his bed.	
<input type="radio"/> D They both love each other.	
9. David will probably get in trouble again. What will his mother most likely do? (RI.1.10)	
<input type="radio"/> A She will just let him be bad.	
<input checked="" type="radio"/> B She will put him in the corner for Time-out.	
<input type="radio"/> C She will laugh.	
<input type="radio"/> D She will buy him a new toy.	
CCSS Assessment 1 st 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: In the book No, David! David gets into a lot of trouble. Help David remember what he can and cannot do. Write a word to complete each sentence on David's Do's and Don'ts lists.	
David's Do List	David's Don't List
Put your _____ away.	Don't write on the _____.
Wipe your _____ when you come inside.	Don't pick your _____.
Ask mom or dad if you want a _____.	Don't play with your _____.
Finish your _____.	Don't bang on the _____.
Brush your _____.	Don't watch too much _____.
Say " _____."	Don't eat too many _____.
Chew food with your _____ closed.	Don't track _____ in the house.
	
Extension Activity ©BookPage.com	

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
No, David Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "No, David!" correlate with the following English Language Arts Common Core State Standards for first grade.
Identifying the Author's Purpose Lesson Plan and Resources
Reading: Literature RL.1.1 - Ask and answer questions about key details in text. RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 - Describe characters, settings, and major events in a story using key details. RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Foundational Skills RF.1.1 - Demonstrate understanding of the organization of basic features of print. RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Writing W.1.1 - 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. W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
No, David! CCSS Alignment ©BookPage.com

Common Core State Standards Correlation
No, David Lesson Plans, Resources, and Activities
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Identifying the Author's Purpose Lesson Plan and Resources
Reading: Literature RL.1.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses. RL.1.9 - Compare and contrast the adventures and experiences of characters in stories. RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Foundational Skills RF.1.1 - Demonstrate understanding of the organization of basic features of print. RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Writing W.1.1 - 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. W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Writing W.1.1 - 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. W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Language L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
No, David! CCSS Alignment ©BookPage.com

Common Core State Standards Correlation
No, David Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "No, David!" correlate with the following English Language Arts Common Core State Standards for first grade.
Identifying the Author's Purpose Lesson Plan and Resources
Reading: Literature RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.4 - Identify who is telling the story of various points in a text. RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Foundational Skills RF.1.1 - Demonstrate understanding of the organization of basic features of print. RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Writing W.1.1 - 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. W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Language L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
No, David! Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "No, David!" correlate with the following English Language Arts Common Core State Standards for first grade.
Vocabulary Lesson Plan and Resources
Language L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4b - Identify word-level connections between words and their use (e.g., note placement of a word and its use). L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
No, David Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "No, David!" correlate with the following English Language Arts Common Core State Standards for first grade.
Word Work Lesson Plan and Resources
Reading: Foundational Skills RF.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words. RF.1.4 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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Word Work Common Core Alignment

Student Facing Resources in Spanish for No, David! Super Pack

4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con No David!


El libro:
¿Cuál es el escenario de este cuento?

Página 30:
¿Quiénes son los personajes en este cuento?

Páginas 1 a 11:
Nombra al menos 3 cosas que David hizo al comienzo del cuento.

Páginas 11 a 26:
¿Qué hizo David en el medio del cuento?

Nombre: _____



Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key


Volver a contar y resumir con No David!

El libro:
¿Cuál es el escenario de este cuento?
Las respuestas varían. Podrían incluir: El escenario de este cuento es la casa de David.

Página 30:
¿Quiénes son los personajes en este cuento?
Las respuestas varían. Podrían incluir: Los personajes de este cuento son David y su madre.

Páginas 1 a 11:
Nombra al menos 3 cosas que David hizo al comienzo del cuento.
Las respuestas varían. Podrían incluir: Al comienzo de la historia, David escribe en la pared, trata de obtener el tarro de las galletas, pone barro en la alfombra, inunda la bañera, come desnudo por la acera y golpea una sartén.

Páginas 11 a 26:
¿Qué hizo David en el medio del cuento?
Las respuestas varían. Podrían incluir: En el medio del libro, David juega con su comida, muestra con la boca abierta, lo tiran a su habitación, salta a la cama, se hurga la nariz, necesita guardar sus juguetes, juega a la pelota en la casa y es enviado a la esquina.

Answer Key | 

Hacer Conexiones con No David!


El libro:
Haz una conexión texto a tu mismo. ¿Qué sucede generalmente cuando intentas obtener algo que no quieres?
Las respuestas varían.

Página 12:
David se mete en muchos problemas en este cuento. Haz una conexión texto a texto. ¿Alguna vez has hecho algo similar a lo que hace David en el cuento?
Las respuestas varían.

Página 20:
David se mete en muchos problemas en este cuento. Haz una conexión texto a mundo. ¿Puedes pensar en otros libros que tratan de niños que se meten en problemas? ¿Cómo te ayuda tu conexión a entender este cuento?
Las respuestas varían.

Página 27:
Haz una conexión texto al mundo. David es castigado por la mala elección que hace. ¿Qué les sucede a los adultos si toman malas decisiones?
Las respuestas varían.

Nombre: _____




Hacer inferencias con No David!

Página 4:
Mira la imagen. ¿Qué está haciendo David allí? Haz una inferencia sobre la madre de David.
Las respuestas varían. Podrían incluir: David está saltando. Las respuestas varían. Podrían incluir: David está saltando. Las respuestas varían.

Páginas 16 a 19:
Haz una inferencia sobre David. Mira las imágenes en las páginas 17-19. ¿Por qué David está saltando en su cama vestido como un súper héroe? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: David está saltando en su cama vestido como un súper héroe. ¿Cómo lo sabes? Las respuestas varían.

Página 30:
¿Qué puedes inferir sobre David? ¿Qué está sintiendo? ¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: David está saltando en su cama vestido como un súper héroe. ¿Cómo lo sabes? Las respuestas varían.

Nombre: _____



Identifica el propósito del autor con No David!


Página 1:
¿Dónde crees que el autor escribió las cosas que hizo David?
Las respuestas varían. Podrían incluir: El autor escribió las cosas que hizo David en la casa de David.

Páginas 16 a 27:
¿Cómo crees que el autor siente que David se comporta?
Las respuestas varían. Podrían incluir: David se comporta como un niño pequeño.

Página 30:
¿Cómo muestra el autor que David se comporta como un niño pequeño?
Las respuestas varían. Podrían incluir: David se comporta como un niño pequeño.

Página 30:
¿Qué aprendiste de este cuento?
Las respuestas varían. Podrían incluir: David se comporta como un niño pequeño.

Nombre: _____



Making Connections

Making Inferences

Identifying the
Author's Purpose

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____

¿De qué es este libro?

¿En qué se trata?

Haz un dibujo y escribe una oración para cada cuadro abajo:

Personas	Lugar
Temas	Objetos

Instrucciones:
1. Contesta cada pregunta.
2. Crea cuidadosamente en los cuadros de puntos.
3. Pega o engancha tu dibujo del libro.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Hacer conexiones
Título: _____

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

¿Qué tipo de conexión hiciste?

☐ Text a text
☐ Text to world
☐ Text to self

Haz un dibujo de tu conexión abajo:

Instrucciones:
1. Contesta cada pregunta.
2. Crea cuidadosamente en los cuadros de puntos.
3. Pega o engancha tu dibujo del libro.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Hacer inferencias
Título: _____

Lo que dice el texto ¿Qué información me da el texto?	Lo que yo sé ¿Qué información tengo?	Lo que puedo inferir ¿Qué información puedo sacar?
--	---	---

Haz un dibujo para buscar tu inferencia:

Instrucciones:
1. Contesta cada pregunta.
2. Crea cuidadosamente en los cuadros de puntos.
3. Pega o engancha tu dibujo del libro.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Identifica el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir
☐ Para informar
☐ Para entretener

¿A qué el autor quería porque...?

Instrucciones:
1. Contesta cada pregunta.
2. Crea cuidadosamente en los cuadros de puntos.
3. Pega o engancha tu dibujo del libro.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Extension Activity

Nombre : _____ La fecha: _____

Instrucciones:

En el libro ¡No, David!, David se mete en muchos problemas. Ayuda a David a recordarlo que puede y no puede hacer. Escribe una palabra para completar cada oración en las listas de Hacer y No Hacer de David.

Hacer
Guarda tus _____.
Limpie tus _____ cuando entre.
Pregúntale a mamá o papá si quieres un _____.
Termina tu _____.
Cepilla tu _____.
Di "_____".
Mástique la comida con su _____ cerrado.


No Hacer
No escriba en el/la _____.
No escoja su _____.
No juegues con tu _____.
No golpee el/la _____.
No mires demasiado _____.
No coma demasiados _____.
No rastrear _____ en la casa.
