

# Here's What You'll Get in the Oliver Button Is a Sissy Super Pack

## 4 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**Oliver Button Is a Sissy**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: J

**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 Oliver Button. Oliver is a very talented little boy. Oliver likes to sing, dance and draw. Unfortunately, Oliver's classmates make fun of Oliver because he would rather sing and dance than play ball. When it's time to choose leaders in gym class, Oliver is always the last one picked. Everyone calls Oliver a Sissy, but Oliver knows how important it is to follow his heart and to be true to himself. So he enrolls in Mr. Leah's dance class where he learns how to tap dance. All of the boys make fun of Oliver but he keeps dancing and practicing. Oliver becomes a really good dancer and he decides to perform in the talent show.

**Link to What You Know**  
• Think of something that you like to do that is different from what other people like to do. What is it that you do?  
• Think of a time when you stood up for yourself. What did you do?  
• What does the word "bully" mean?

**Important Words to Know and Understand**  
**Baton** – A thin stick that is used by someone who performs with or leads a marching band.

**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 researcher. Retell and summarize the information using important facts, 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

### Retelling and Summarizing Lesson Plan

**Oliver Button Is a Sissy**  
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**Retelling and Summarizing**

**3**  
**Retell and Summarize While Reading**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and where characters caused events to happen

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 8** – What are some of the things that Oliver enjoyed doing? What problem does Oliver have?  
**Page 14** – What did Mama and Papa do to try to help Oliver? How do you think it made Oliver feel?  
**Page 22** – What do the other children do when they find out Oliver is taking dance lessons? Did the boys and girls react the same way? What did the boys do? What did the girls do?  
**Page 36** – What happens at the talent show? How does it make Oliver feel?  
**Page 44** – How was Oliver feeling about going back to school the day after the talent show? What happened when Oliver got to school?

**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 **Oliver Button Is a Sissy**? 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 **Oliver Button Is a Sissy**. How does paying attention to the story help you to be a better reader?  
**Write** – Give your Strategy 3is into your reader's notebook. Write about the work you did while reading **Oliver Button Is a Sissy**. (Remember to include examples from the book)

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### Activate Prior Knowledge

### 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**  
**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 Inferences 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

**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

**Author's Purpose**  
Think – Tomie dePaola wrote **Oliver Button Is a Sissy** to persuade, entertain, or inform his readers? Did you think about the author's purpose when you read the book? What messages did the author share with you? Remember to include examples from the book.  
Talk – Tell your reading partner about the author's purpose. Explain why the author wrote the book. Remember to ask your partner to share their thoughts about the book too.  
Reflect – Think about what you learned while reading **Oliver Button Is a Sissy**. How does identifying the author's purpose help you to be a better reader?  
Write – Give your Strategy 4is into your reader's notebook. Write about the work you did while reading **Oliver Button Is a Sissy**. (Remember to include examples from the book)

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**Answer Key for Retelling and Summarizing with Oliver Button Is a Sissy**

**Your Turn to Practice Retelling and Summarizing with Oliver Button Is a Sissy**

**Page 8:** What are some of the things that Oliver enjoyed doing? What problem does Oliver have?

**Page 14:** What did Mama and Papa do to try to help Oliver? How do you think it made Oliver feel?

**Page 22:** What do the other children do when they find out Oliver is taking dance lessons? Did the boys and girls react the same way? What did the boys do? What did the girls do?

**Page 36:** What happens at the talent show? How does it make Oliver feel?

**Page 44:** How was Oliver feeling about going back to school the day after the talent show? What happened when Oliver got to school?

**Answer Key for Making Connections with Oliver Button Is a Sissy**

**Your Turn to Practice Making Connections with Oliver Button Is a Sissy**

**Page 8:** What are some of the things that Oliver enjoyed doing? What problem does Oliver have?

**Page 14:** What did Mama and Papa do to try to help Oliver? How do you think it made Oliver feel?

**Page 22:** What do the other children do when they find out Oliver is taking dance lessons? Did the boys and girls react the same way? What did the boys do? What did the girls do?

**Page 36:** What happens at the talent show? How does it make Oliver feel?

**Page 44:** How was Oliver feeling about going back to school the day after the talent show? What happened when Oliver got to school?

**Answer Key for Making Inferences with Oliver Button Is a Sissy**

**Your Turn to Practice Making Inferences with Oliver Button Is a Sissy**

**Page 8:** What can you infer about Oliver Button? How does he feel about himself at home? How do you know? Look at the pictures. What can you infer from the pictures?

**Page 14:** What can you infer about the way Oliver is feeling? What might he be thinking? How do you know?

**Answer Key for Identifying the Author's Purpose with Oliver Button Is a Sissy**

**Your Turn to Practice Identifying the Author's Purpose with Oliver Button Is a Sissy**

**Page 7:** Why do you think the author started the story by telling us all of the things that Oliver likes to do?

**Page 18:** Why do you think the boys in the story acted differently than the girls? What is the author trying to make you think about?

**Page 36:** Why do you think the author did not have Oliver win the talent show? What was the author trying to teach us?

**Page 44:** Why do you think the author wrote this book? What kind of experiences do you think the author has had that made him want to write a book about being a Sissy?

**Why do you think Tomie dePaola wrote this book?**  
To Persuade To Inform To Entertain

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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

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says (Look for clues they used 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 on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

## Vocabulary Connections Resources

<b>Vocabulary Connections</b>	<b>Oliver Button is a Sissy</b> By: Tomie deFolgia Grade Level: 2 / Guided Reading Level: J
<b>Important Words to Know and Understand in "Oliver Button is a Sissy"</b>	
<b>Baton</b> A thin stick that is used by someone who performs with or leads a marching band	
<b>Classmates</b> A member of the same class in a school, college, or university	
<b>Magician</b> A performer who does tricks that seem to be impossible	
<b>Routine</b> A series of things such as movements or jokes that are repeated as part of a performance	
<b>Sissy</b> A boy who is weak or who like things that girls usually like	

## Important Words to Know and Understand in Oliver Button Is a Sissy Word List

**Oliver Button is a Sissy**  
 By: Tomie deFolopia  
 Grade Level 2 / Guided Reading Level J

## Vocabulary Connections

1. Drag the words to the correct box.

2. Read on the next page.

Baton	Classmates	Magician
		

Routine	Sissy
	

3. Read, Figure out, Answer the question on the next page.

Picture Vocabulary Sorting Cards | ©BookPagez.com

## Word and Picture Sorting Cards

Vocabulary Connections		
Oliver Button Is A Sissy by: Tomie dePaola Grade Level: 2 / Guided Reading Level: J		
<b>Baton</b>	<b>Classmates</b>	<b>Magician</b>
A thin stick that is used by someone who performs with or leads a marching band	A member of the same class in a school, college, or university	A performer who does tricks that seem to be impossible
<b>Routine</b>	<b>Sissy</b>	
A series of things such as movements or jokes that are repeated as part of a performance	A boy who is weak or who like things that girls usually like	

## Word and Definition Sorting Cards

## Vocabulary Connections

### Oliver Twist is a Sissy

By: Torrie dePascio

Grade Level: 2 | Guided Reading Level: J

**Oliver is a Sissy**  
 Torrie dePascio  
 Guided Reading Level: J

**Baton is a/an**  
noun verb  
adverb adjective

**Definition of Baton:**

**Classmates are a/an:**  
noun verb  
adverb adjective

**Definition of Classmates:**

**Magician is a/an**  
noun verb  
adverb adjective

**Definition of Magician:**

**Baton looks**  
like this:

**Classmates look**  
like this:

**Magician looks**  
like this:

**Baton reminds**  
me of:

**Classmates remind**  
me of:

**Magician reminds**  
me of:

**I saw this word in**

**I saw this word in**

**I saw this word in**

Interactive Vocabulary Notebook Cards | ©BookPage.com

## Interactive Vocabulary Notebook Cards


## Word Games

with Words from Oliver Button Is a Sissy

## Answer Key

ver Button Is a Sissy

**Directions:** Find the five vocabulary words in the word search.



**Word Bank**  
 BATH  
 CLASSMATES  
 MAGICIAN  
 ROUTINE  
 SISSY

B	A	V	X	W	E	C	T	F	R	L	U	L	G		
I	E	F	K	R	P	F	F	Y	N	O	J	Z	U	G	L
D	R	H	K	L	M	K	Z	U	F	E	J	V			
U	K	T	I	H	F	U	B	A	T	O	N	H	W		
P	T	Z	A	E	J	T	U	K	I	M	Z	L	Y		
S	T	H	M	C	J	Z	E	N	E	N	U	W			
H	V	V	O	L	R	S	J	E	A	O	Q	L			
W	H	M	A	O	A	U	V	J	C	K	C	X	R		
J	L	X	B	D	S	I	D	C	N	F	W	P	Z		
M	M	K	O	J	S	I	W	I	S	J	I	L	S		
C	K	E	A	D	M	G	T	S	I	Q	P	J	S	F	
P	M	K	H	S	A	Z	V	O	S	J	A	X	W		
V	S	T	X	M	T	T	N	C	S	P	A	Y	T		
C	K	E	T	N	E	F	V	S	J	T	X	J	E	W	
A	I	Z	A	S	I	K	I	A	R	P	L	N	H		

**Directions:** Read each definition below. Then write the correct vocabulary word on the line next to the definition.

- A member of the same class at a school \_\_\_\_\_
- Something that you do over and over in the same way \_\_\_\_\_
- A word for a boy who behaves like a girl \_\_\_\_\_
- A wand used by a conductor \_\_\_\_\_
- An entertainer who is good at doing tricks \_\_\_\_\_

Name: \_\_\_\_\_

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Then write the correct vocabulary word on the line next to the definition.


school \_\_\_\_\_ **Classmates**

over in the same way \_\_\_\_\_ **Routine**

se a girl \_\_\_\_\_ **Sissy**

Baton \_\_\_\_\_ **Baton**

\_\_\_\_\_ **Magician**



\_\_\_\_\_ **Magician**

\_\_\_\_\_ **Magician**


Answer Key | ©BookPages.com

## Word Games and Answer Key

# Vocabulary Connections

## Oliver Button Is A Sissy

By Tamie dePaola



A new word that I learned is: \_\_\_\_\_

.....

.....

Name: \_\_\_\_\_

**Read by Step Directions**

1. Read the title and draw a picture of the vocabulary word.

2. Read the story and draw a picture of the vocabulary word.

3. Add your vocabulary card to your notebook of Unit 6. A glossary.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | [800k1page.com](http://800k1page.com)

## 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

By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: J

**Instructional Focus:**  
R-Controlled vowels er, ir, ur

**Background:**  
Learning spelling patterns in a prepared, systematic way enables students to notice these patterns and the words that use them. Normally, the vowels e, i, and u are consonant "r" follows the vowels sound different.

**Examples:**

er
he → her
gem → germ
met → merg
ten → tern

**Materials and Preparation:**

- A Copy of Oliver Button Is a Sissy
- Chart Paper
- Finish the Word
- Optional - Word Detective
- Optional - (see extension activity)

### Word Work

By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: J

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

**Sample Anchor Chart**

er	ir	ur
whisper	firm	occur
person	girl	pure
her	winter	turn
sewer	dirty	turn

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

**Extend Engagement**

Use the list of R-Controlled vowels found in the text to prepare reading engagement cards.

- Write an R-Controlled vowel word on each sticky note (one per student).
- Create 3 columns on the board.
- Label each column with a different R-Controlled vowel combination (er, ir, ur).
- Distribute sticky notes to students.
- Invite students to come to the board, say their word, spell their word and place it in the correct column.

**Introduce R-Controlled Vowels er, ir, ur**

- When a vowel is followed by an r, the r changes the sound the vowel usually makes.
- The vowel is called an r-controlled vowel. Sometimes we refer to the "r" as the "bossy r" because the r "bosses" the vowel to make a new sound.
- The spelling patterns er, ir, and ur all make the /er/ sound.
- The most common spelling is er.
- I'm going to say some words. I want you to tell me if the /er/ sound is in the word or not. For example, if the word is girl, you would give me the thumbs up signal because the word has the /er/ sound. If the word is barn, you would give me the thumbs down signal because it does not have the /er/ sound.

**R-Controlled Vowels er, ir, ur in the Text**

- Tell the children that together, you will be reading a book called *Oliver Button Is a Sissy*.
- Explain that there are many /er/ sounding words in the text.
- Tell the students that you are going to read the book once from beginning to end. Remind them to be polite and not to interrupt you while you read.

**Examples of R-Controlled Vowels er, ir, ur Found in the Text:**

er	ir	ur
Oliver	teacher	girls
paper	whispered	first
person	other	pictures
exercise	other	sure
older	performed	turn
every	player	
theater	baton-twirlers	
afternoon	dancer	
mother	over	
Father	everybody	

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

### Word Work

By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: J

**Step 3: Guided Word Work Practice**

star	clear	storm	stair
farm	fear	floor	fair
alarm	peer	pour	more
cart	mere	more	fiore
barn	steer	barn	hair

**Interactive Exploration**

- Make a chart on chart paper or interactive whiteboard with four columns.
- At the top of each column write er, ir, ur, and other.
- Tell the children, "I'm going to say some words. You to tell me if the /er/ sound is in the word or not. For example, if the word is girl, you would give me the thumbs up signal because the word has the /er/ sound. If the word is barn, you would give me the thumbs down signal because it does not have the /er/ sound."
- When the children understand the concept, use the anchor chart or the words from the text to check for understanding. On the left is another list of words that do not have the /er/ sound, but do utilize the bossy r concept. These words would go under the "other" column on the chart.
- After you say the word aloud and the children give a thumbs up, ask if anyone can spell the word correctly, then add the word under the corresponding column.
- Continue playing this whole class sort game until the children have a fair grasp of the concept.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of *Finish the Word Practice Page*.
- 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 r-controlled vowels er, ir, ur 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

Interactive Activities

Independent Practice Page

### Finish the Word

Word Work Practice Page

**Directions:**  
Fill in the blank with er, ir, or ur to correctly spell the word in each sentence.

- Wash your hands to get rid of the g \_\_\_\_rs.
- Mom told me not to squ \_\_\_\_m in my seat.
- It's important to play games nicely and take t \_\_\_\_ns.
- There are ten boys and eleven g \_\_\_\_s in our class.
- My favorite season is summ \_\_\_\_.
- If you play in the mud, you will get d \_\_\_\_y.
- When Juan fell down, he h \_\_\_\_t his knee.
- You can reach the top shelf if you use the ladd \_\_\_\_.
- The parakeet stood on his p \_\_\_\_ch to eat.
- Please choose the th \_\_\_\_d one in the row.

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

Extension Activity

### Word Detective: Compound Words

Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for compound 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

# Assessments

Running Record				
Title: <i>Oliver Button Is a Sissy</i> Guided Reading Text Level: <i>J</i> Word Count: 100				
Name: _____ Date: _____				
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____				
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy
E = Errors   SC = Self-Correction   M = Meaning S = Structure/Syntax   V = Visual				COUNT
Page		E	SC	INFORMATION USED E   SC MSV   MSV
2	Oliver Button was called a sissy. He didn't like to do things that boys are supposed to do.			
3	Instead, he liked to walk in the woods and play jump rope.			
4	He liked to read books and draw pictures.			
5	He even liked to play with paper dolls.			
6	And Oliver Button liked to play dress-up. He would go up to the attic and put on costumes.			
7	Then he would sing and dance and make believe he was a movie star.			
8	"Oliver," said his papa. "Don't be such a sissy! Go out and play baseball or football or basketball. Any kind of..."			
Tested By: _____ @BookPagez.com				

## Running Record Assessment


Oliver Button Is a Sissy CCSS Assessment		Name: _____
		Score:    /    9
<b>Directions:</b> Use what you know about <i>Oliver Button Is a Sissy</i> to answer each of the following questions.		
1. Which of these key details is important to understanding why Oliver was called a sissy?		
<input type="radio"/> A Oliver did not like sports, but he did love to dance and perform.		
<input type="radio"/> B Oliver went to school.		
<input type="radio"/> C Oliver wanted to be a magician.		
<input type="radio"/> D He did not have any brothers or sisters.		
2. What is the message we can learn from Oliver doing what made him happy?		
<input type="radio"/> A Everyone needs exercise.		
<input type="radio"/> B The bullies will get in trouble with the		
<input type="radio"/> C Be yourself! In time people will unde		
<input type="radio"/> D Learning to dance also made him b		
3. How did Oliver respond to the older boys teasing him?		
<input type="radio"/> A He refuses to go to school.		
<input type="radio"/> B He gives up on dancing and tries to		
<input type="radio"/> C He gets in fights at school.		
<input type="radio"/> D It bothers him, but he does not give u		
4. Which of these phrases from the story shows Oliver's feelings?		
<input type="radio"/> A "Oh, rats!" the captain would say.		
<input type="radio"/> B "What are those shiny shoes, sissy?"		
<input type="radio"/> C "Go out and play baseball or football a		
<input type="radio"/> D Oliver Button is a Sissy.		
5. Oliver does not win the talent show. How is that important to the ending of the story? (RL.2.5)		
<input type="radio"/> A Now he will be teased even more.		
<input type="radio"/> B His parents are not going to let him dance anymore.		
<input checked="" type="radio"/> C Even though he didn't win, he changed the minds of the kids teasing him.		
<input type="radio"/> D Roxie Valentine is Ms. Leah's new favorite dancer.		
6. How are the girls at school different from the boys? (RL.2.6)		
<input type="radio"/> A The girls all dance with him.		
<input checked="" type="radio"/> B They help Oliver and do not tease him.		
<input type="radio"/> C The girls want Oliver to play sports, but they don't tease him.		
<input type="radio"/> D The boys joke with Oliver, and the girls ignore him.		
7. How do the illustrations help you understand Oliver's feelings for most of the story? (RL.2.7)		
<input checked="" type="radio"/> A They show how he is sad at school, but happy when he is dancing.		
<input type="radio"/> B They show how Oliver is angry all the time.		
<input type="radio"/> C They show us that the big boys are just being silly with Oliver.		
<input type="radio"/> D The illustrations show how unhappy Oliver is about having to take dance classes.		
8. How is Oliver's dad different at the beginning of the story compared to the end? (RL.2.9)		
<input type="radio"/> A His dad doesn't change at all. He doesn't care what Oliver does.		
<input type="radio"/> B At first he wants Oliver to read and draw. At the end, he wants him to play football.		
<input type="radio"/> C At first his dad does not let him dance at all. At the end he lets him take 1 class.		
<input checked="" type="radio"/> D At first he wants Oliver to play sports and not be a "sissy". At the end, he is very proud.		
9. We don't know for sure who changed the writing on the wall. How do you think it will change how Oliver feels at school? (RL.2.10)		
<input type="radio"/> A He will still not want to go to school.		
<input checked="" type="radio"/> B He will feel better and more confident, knowing that more people understand him.		
<input type="radio"/> C He will feel scared that everyone will still call him a sissy.		
<input type="radio"/> D He will be embarrassed that he did not win the talent show.		
CCSS Assessment 2nd 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: _____
<b>Directions:</b> In the book, <b>Oliver Button Is a Sissy</b> , the kids teased Oliver because he was a dancer. How would you handle a bully? Answer the questions below. Then make a mini poster that shows how you feel about bullies.
How would you feel if you were bullied?
What are three things you can do to stand up to bullies?
1. 2. 3.

Extension Activity   ©BookPage.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
Oliver Button is a Sissy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Oliver Button is a Sissy" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Reading and Summarizing Lesson Plan and Resources</b>
Reading: Literature <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.4</b> - Describe the overall plotline of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
Writing <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Oliver Button is a Sissy CCSS Alignment   ©BookPage.com

Common Core State Standards Correlation
Caps for Sissy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Caps for Sissy" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Reading Inferences Lesson Plan and Resources</b>
Reading: Literature <b>RL.2.1</b> - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
Writing <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Caps for Sissy CCSS Alignment   ©BookPage.com

Common Core State Standards Correlation
Oliver Button is a Sissy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Oliver Button is a Sissy" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Making Inferences Lesson Plan and Resources</b>
Reading: Literature <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.4</b> - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <b>RL.2.7</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
Writing <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Oliver Button is a Sissy CCSS Alignment   ©BookPage.com

Common Core State Standards Correlation
Oliver Button is a Sissy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Oliver Button is a Sissy" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Identifying the Author's Purpose Lesson Plan and Resources</b>
Reading: Literature <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RL.2.7</b> - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
Writing <b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
Oliver Button is a Sissy CCSS Alignment   ©BookPage.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Oliver Button is a Sissy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Oliver Button is a Sissy" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language <b>L.2.4a</b> - Use sentence-level context as a clue to the meaning of a word or phrase. <b>L.2.4b</b> - Identify real-life connections between words and their use (e.g., descriptive words that are used to judge). <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Oliver Button is a Sissy CCSS Alignment   ©BookPage.com

Common Core State Standards Correlation
Oliver Button is a Sissy Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Oliver Button is a Sissy" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Word Work Lesson Plan and Resources</b>
Reading: Foundational Skills <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.
Oliver Button is a Sissy CCSS Alignment   ©BookPage.com

## Vocabulary Connections Common Core Alignment

## Word Work Common Core Alignment

# Student Facing Resources in Spanish for Oliver Button Is a Sissy Super Pack

## 4 Comprehension Strategy Practice Pages

### Making Connections Practice Page

**Hacer conexiones**  
con Oliver Button Is a Sissy  
(Oliver Button es un afeminado)

**Página 8:**  
Oliver disfrutaba haciendo cosas que la mayoría de los niños no disfrutaban.  
¿Alguna vez has conocido a alguien como Oliver?  
Las respuestas varían. Podrían incluir: Sí, tengo un primo que es como Oliver. A él también le gustan las cosas afeminadas.

**Página 21:**  
Oliver se burla mucho en la escuela. Haz una conexión **texto a tu mismo**. ¿Alguna vez o alguien que conoces ha sido objeto de burlas?  
Las respuestas varían. Podrían incluir: Fui intimidado cuando era un niño a causa de mi nuevo par de gafas. Yo era el único en la clase que llevaba gafas.

¿Cómo te hizo sentir o ellos?  
Las respuestas varían. Podrían incluir: Me sentí triste.

¿Cómo te ayuda tu conexión a comprender mejor la historia?  
Las respuestas varían.

Answer Key | ©BookPages.com

### Page by Page Guided Questions

Sample answers  
written in Spanish

### Answer Key

**Tu turno para practicar: Hacer conexiones**  
con Oliver Button Is a Sissy  
(Oliver Button es un afeminado)

**Página 8:**  
Oliver disfrutaba haciendo cosas que la mayoría de los niños no disfrutaban.  
¿Alguna vez has conocido a alguien como Oliver?

**Página 21:**  
Oliver se burla mucho en la escuela. Haz una conexión **texto a tu mismo**. ¿Alguna vez o alguien que conoces ha sido objeto de burlas?

¿Cómo te hizo sentir o ellos?

¿Cómo te ayuda tu conexión a comprender mejor la historia?

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

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**Volver a contar y resumir**  
con Oliver Button Is a Sissy  
(Oliver Button es un afeminado)

**Tu turno para practicar: Volver a contar y resumir**  
con Oliver Button Is a Sissy  
(Oliver Button es un afeminado)

**Página 8:**  
¿Cuáles son algunas de las cosas que Oliver disfrutó haciendo?

¿Qué problema tiene Oliver?

**Página 14:**  
¿Qué hicieron mamá y papá para tratar de ayudar a Oliver?

¿Cómo crees que se sintió Oliver?

**Página 22:**  
¿Qué hacen los otros niños cuando descubren que Oliver está tomando clases de baile?

¿Los niños y las niñas reaccionaron de la misma manera?

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

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**Hacer inferencias**  
con Oliver Button Is a Sissy  
(Oliver Button es un afeminado)

**Tu turno para practicar: Hacer inferencias**  
con Oliver Button Is a Sissy  
(Oliver Button es un afeminado)

**Página 8:**  
¿Qué puedes inferir sobre Oliver Button?

¿Cómo se siente él mismo en casa?

Mira las fotos. ¿Qué puedes inferir de las imágenes?

¿Cómo lo sabes?

**Página 14:**  
¿Qué puedes inferir sobre Oliver Button?

¿Cómo se siente sobre sí mismo en la escuela de baile de la Sra. Leah?

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

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**Identifica el propósito del autor**  
con Oliver Button Is a Sissy  
(Oliver Button es un afeminado)

**Tu turno para practicar: Identifica el propósito del autor**  
con Oliver Button Is a Sissy  
(Oliver Button es un afeminado)

**Página 7:**  
¿Por qué crees que el autor comenzó la historia contándonos todas las cosas que a Oliver le gusta hacer?

**Página 18:**  
¿Por qué crees que los chicos de la historia actuaron de manera diferente a las chicas?

¿En qué está tratando de hacerte pensar el autor?

**Página 34:**  
¿Por qué crees que el autor no hizo que Oliver ganara el concurso de talentos?

¿Qué estaba tratando de enseñarnos?

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

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Retelling and Summarizing

Making Inferences

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

Oliver Button Is a Sissy (Oliver Button es un afeminado): Volver a contar y resumir

¿Cómo cambiaron los sentimientos de Oliver a lo largo de la historia? ¿Qué pasó para hacer cambiar sus sentimientos? Describe cómo se sintió Oliver al principio, a la mitad y al final de la historia.

☐ Puedo decir cómo los personajes de una historia responden a partes de una historia.

CCSS: RL.2.3

Oliver Button Is a Sissy (Oliver Button es un afeminado): Volver a contar y resumir

¿Cómo cambiaron los sentimientos de Oliver a lo largo de la historia? ¿Qué pasó para hacer cambiar sus sentimientos? Describe cómo se sintió Oliver al principio, a la mitad y al final de la historia.

☐ Puedo decir cómo los personajes de una historia responden a partes de una historia.

CCSS: RL.2.3

Oliver Button Is a Sissy (Oliver Button es un afeminado): Volver a contar y resumir

¿Cómo cambiaron los sentimientos de Oliver a lo largo de la historia? ¿Qué pasó para hacer cambiar sus sentimientos? Describe cómo se sintió Oliver al principio, a la mitad y al final de la historia.

☐ Puedo decir cómo los personajes de una historia responden a partes de una historia.

CCSS: RL.2.3

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

Common Core Free  
Option

Oliver Button Is a Sissy (Oliver Button es un afeminado): Volver a contar y resumir

¿Cómo cambiaron los sentimientos de Oliver a lo largo de la historia? ¿Qué pasó para hacer cambiar sus sentimientos? Describe cómo se sintió Oliver al principio, a la mitad y al final de la historia.

Oliver Button Is a Sissy (Oliver Button es un afeminado): Volver a contar y resumir

¿Cómo cambiaron los sentimientos de Oliver a lo largo de la historia? ¿Qué pasó para hacer cambiar sus sentimientos? Describe cómo se sintió Oliver al principio, a la mitad y al final de la historia.

Oliver Button Is a Sissy (Oliver Button es un afeminado): Volver a contar y resumir

¿Cómo cambiaron los sentimientos de Oliver a lo largo de la historia? ¿Qué pasó para hacer cambiar sus sentimientos? Describe cómo se sintió Oliver al principio, a la mitad y al final de la historia.

Oliver Button Is a Sissy (Oliver Button es un afeminado): Volver a contar y resumir

¿Cómo cambiaron los sentimientos de Oliver a lo largo de la historia? ¿Qué pasó para hacer cambiar sus sentimientos? Describe cómo se sintió Oliver al principio, a la mitad y al final de la historia.

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

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir (Title):**

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que leíste en el libro?

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and  
Summarizing

**Hacer conexiones (Title):**

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

¿Qué tipo de conexión hiciste?

☐ Text a mi mismo

☐ Texto a texto

☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

**Instrucciones:**  
1. Contesta las preguntas.  
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 inferencias (Title):**

Lo que dice el texto	Lo que sé	Lo que puedo inferir

**Instrucciones:**  
1. Contesta las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making  
Inferences

**Identificar el propósito del autor (Title):**

¿Quién es el autor de tu libro?

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

☐ Para persuadir

☐ Para informar

☐ Para entretener

Yo sé porque...

¿Qué piensas que el autor quería que pensamos mientras leíamos este libro?

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

**Instrucciones:**  
1. Contesta las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's  
Purpose



# Extension Activity

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

**Direcciones:**

En el libro, *Oliver Button Is a Sissy* (*Oliver Button es un afeminado*), los niños bromeaban con Oliver porque era un bailarín. ¿Cómo manejarías a un matón? Responda las siguientes preguntas. Luego haz un mini póster que muestre cómo te sientes acerca de los matones.

¿Cómo te sentirías si fueras intimidado?

¿Cuáles son las tres cosas que puedes hacer para enfrentarte a los matones?

- 1.
- 2.
- 3.

