

# Here's What You'll Get in the Olivia Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Connections Lesson Plan

**Making Connections**  
By: Ian Falconer  
Grade Level: 1 / Guided Reading Level: J

**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

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you get confused

**Summary**  
Olivia is a story about a day in the life of a little pig and her family. Olivia's day consists of many activities such as getting dressed, building sand castles, dancing, going to the museum, and pulling up with her little brother. Although Olivia is a very busy little pig, she still has time to slow down and read a book with her mother before bedtime.

**Link to What You Know**  
• Think of a time when you broke one of your parent's rules. What did your parents do? How did you feel?  
• What do you like to do with your family?  
• Do you have a brother or sister? Do they ever bother you when you are playing?

**Important Words to Know and Understand**  
Firm – to be strong and not likely to change

**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 a reader makes 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 a reader makes 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 a reader makes 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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**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 10** – Olivia likes to try on all of her clothes. Make a **text to self** connection. Have you ever played dress up? What did you pretend to be?

**Pages 19 to 22** – In this story, Olivia's mother takes Olivia and Ian to the Museum. Many people visit museums every day. Make a **text to world** connection. Have you ever heard any stories about trips to the museum?

**Page 29** – This story is about a typical day with Olivia and her family. Here, Olivia and her mother are reading a book before bed. Think about the other books you've read that are about spending time together. Make a **text to text** connection.

**Whole book** – Notice all of the things that the Olivia does in one single day. Make a **text to self** connection. Can you think of a time when you have had a day similar to hers?

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ 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 Olivia? 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.

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

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**Identifying the Author's Purpose**  
By: Ian Falconer  
Grade Level: 1 / Guided Reading Level: J

**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**  
✓ 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?

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you get confused

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

**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 10** – Olivia likes to try on all of her clothes. Make a **text to self** connection. Have you ever played dress up? What did you pretend to be?

**Pages 19 to 22** – In this story, Olivia's mother takes Olivia and Ian to the Museum. Many people visit museums every day. Make a **text to world** connection. Have you ever heard any stories about trips to the museum?

**Page 29** – This story is about a typical day with Olivia and her family. Here, Olivia and her mother are reading a book before bed. Think about the other books you've read that are about spending time together. Make a **text to text** connection.

**Whole book** – Notice all of the things that the Olivia does in one single day. Make a **text to self** connection. Can you think of a time when you have had a day similar to hers?

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**Retelling and Summarizing**  
By: Ian Falconer  
Grade Level: 1 / Guided Reading Level: J

**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**  
**Retell and Summarize 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?

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you get confused

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

**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 7** – Name the character in the story. Who is the main character? How do you know?

**Page 14** – Olivia had a busy day. Name 3 things that Olivia did all day.

**Page 23** – What does Olivia do on most days when she gets home from the museum? What does Olivia mean about it?

**Pages 27 and 28** – Olivia and her mother have an argument. What is the problem? How do Olivia and her mother solve the problem?

**Whole book** – What did you like the most when you read this story book? What did you like the least? What did you like about the story?

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**Making Predictions**  
By: Ian Falconer  
Grade Level: 1 / Guided Reading Level: J

**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 Predictions 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?

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you get confused

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

**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 10** – Olivia likes to try on all of her clothes. Make a **text to self** connection. Have you ever played dress up? What did you pretend to be?

**Pages 19 to 22** – In this story, Olivia's mother takes Olivia and Ian to the Museum. Many people visit museums every day. Make a **text to world** connection. Have you ever heard any stories about trips to the museum?

**Page 29** – This story is about a typical day with Olivia and her family. Here, Olivia and her mother are reading a book before bed. Think about the other books you've read that are about spending time together. Make a **text to text** connection.

**Whole book** – Notice all of the things that the Olivia does in one single day. Make a **text to self** connection. Can you think of a time when you have had a day similar to hers?

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**Understanding Text Structure**  
By: Ian Falconer  
Grade Level: 1 / Guided Reading Level: J

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Understand Text Structure While Reading**  
✓ 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?

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do when you get confused

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

**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 10** – Olivia likes to try on all of her clothes. Make a **text to self** connection. Have you ever played dress up? What did you pretend to be?

**Pages 19 to 22** – In this story, Olivia's mother takes Olivia and Ian to the Museum. Many people visit museums every day. Make a **text to world** connection. Have you ever heard any stories about trips to the museum?

**Page 29** – This story is about a typical day with Olivia and her family. Here, Olivia and her mother are reading a book before bed. Think about the other books you've read that are about spending time together. Make a **text to text** connection.

**Whole book** – Notice all of the things that the Olivia does in one single day. Make a **text to self** connection. Can you think of a time when you have had a day similar to hers?

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**Answer Key for Retelling and Summarizing with Olivia**

**Your Turn to Practice Retelling and Summarizing with Olivia**

**Page 7:** Name the character in the story. Who is the main character? How do you know?  
Olivia  
Olivia is the main character. I know because she is the one who is talking.

**Page 14:** Olivia had a busy day. Name 3 things that Olivia did all day.  
Olivia  
Olivia went to the museum, she had a bath, and she read a book.

**Page 23:** What does Olivia do on most days when she gets home from the museum? What does Olivia mean about it?  
Olivia  
Olivia reads a book. She likes to read.

**Pages 27 and 28:** Olivia and her mother have an argument. What is the problem? How do Olivia and her mother solve the problem?  
Olivia  
Olivia and her mother were arguing about Olivia going to the museum. They solved the problem by talking it out.

**Whole book:** What did you like the most when you read this story book? What did you like the least? What did you like about the story?  
Olivia  
I liked that Olivia had a fun day. I didn't like that she had an argument with her mother. I liked that she read a book.

**Answer Key for Making Connections with Olivia**

**Your Turn to Practice Making Connections with Olivia**

**Page 10:** Olivia likes to try on all of her clothes. Make a **text to self** connection. Have you ever played dress up? What did you pretend to be?  
Olivia  
Yes, I have. I pretended to be a princess.

**Pages 19 to 22:** In this story, Olivia's mother takes Olivia and Ian to the Museum. Many people visit museums every day. Make a **text to world** connection. Have you ever heard any stories about trips to the museum?  
Olivia  
Yes, I have. I heard that the museum was very interesting.

**Page 29:** This story is about a typical day with Olivia and her family. Here, Olivia and her mother are reading a book before bed. Think about the other books you've read that are about spending time together. Make a **text to text** connection.  
Olivia  
I have read other books about families spending time together.

**Whole book:** Notice all of the things that the Olivia does in one single day. Make a **text to self** connection. Can you think of a time when you have had a day similar to hers?  
Olivia  
Yes, I have. I had a busy day like Olivia.

**Answer Key for Making Predictions with Olivia**

**Your Turn to Practice Making Predictions with Olivia**

**Pages 7 and 10:** Look at the outfit. Make a prediction. Think.  
Olivia  
I think Olivia is going to try on her clothes.

**Pages 19 and 22:** Look at the outfit Olivia is on. In one picture Olivia is wearing on bathing suit. Make a prediction about where she might go in her bathing suit. Tell why you think so.  
Olivia  
I think she is going to the museum.

**Answer Key for Identifying the Author's Purpose with Olivia**

**Your Turn to Practice Identifying the Author's Purpose with Olivia**

**Dedication Page:** Why did the author write this story for? Who do you think the real Olivia and Ian are?  
Olivia  
The author wrote this story for children who love to read about a little pig.

**Pages 3 and 4:** Why does the author show Olivia so many pages? What does he want us to know about her?  
Olivia  
The author wants us to know that Olivia is a busy little pig.

**Page 8:** Why did the author include the scene with Olivia and the car? What does he want us to know about Olivia?  
Olivia  
The author wants us to know that Olivia likes to go to the museum.

**Page 11:** Why did the author tell us that Olivia, her mother, and Ian go to the museum? What does he want us to know about them?  
Olivia  
The author wants us to know that Olivia's family goes to the museum together.

**Page 29:** Here the author shows Olivia and her mother reading together. Why is this part important? What does the author want us to know about Olivia?  
Olivia  
The author wants us to know that Olivia likes to read.

**Answer Key for Understanding Text Structure with Olivia**

**Your Turn to Practice Understanding Text Structure with Olivia**

**Pages 8 and 9:** Here the author is using sequence to tell about Olivia's morning routine. What words does Olivia do first, next, then, after that and last in the morning?  
Olivia  
Olivia gets up, she brushes her teeth, she gets dressed, she goes to the museum, she reads a book, and she goes to bed.

**Page 16:** Here the author is using cause and effect. What causes Olivia to have to take a "you know what"?  
Olivia  
Olivia's mother is taking her to the museum, so she has to take a "you know what".

**Pages 23 to 28:** Here the author is using a cause and effect text structure again. What did Olivia do that caused her to get a time-out?  
Olivia  
Olivia and her mother were arguing, so she got a time-out.

**Pages 27 and 28:** Here the author is using description to tell about Olivia's conversation with her mother. What are they talking about? How do you know?  
Olivia  
They are talking about Olivia going to the museum. I know because Olivia says she is going to the museum.

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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

## 5 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 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 Predictions**  
Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	Encircle with what was happened.
		<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 staple into your reader's notebook.

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

Making Predictions

**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 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.

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Author's Purpose

**Understanding Text Structure**  
Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure helped me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

**Text Structures You Might See While Reading**

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

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

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Understanding Text Structure



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
By: Ian Falconer  
Grade Level: 2 / Guided Reading Level: J

**Instructional Focus:**  
R Controlled (Bossy R) Vowels: e, i, and u

**Background:**  
When the letter "r" follows a vowel, it controls the sound that the vowel makes. This rule is sometimes called the "Bossy R" rule. For example, in the word "her", the "e" says /er/.

Step by Step Lesson Plan

**Word Work**  
By: Ian Falconer  
Grade Level: 2 / Guided Reading Level: J

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

**Introduce R Controlled (Bossy R) Vowels: E, I, and U**

- Draw the students' attention to the anchor chart that is prepared according to the sample anchor chart.
- Explain that when the letter "r" follows a vowel, it controls the way the vowel sounds.
- Review the vowels, focusing on "e", "i", and "u".
- Write the word "leader" in the column labeled with the letter "e" on the chart paper. You may wish to write the "e" in a different colored marker (refer to the sample anchor chart). Stress the /er/ sound.
- Provide students with additional examples writing "stir" and "burn" in the appropriate column.
- Discuss that when "r" is paired with "e", "i", or "u", it says /er/.
- Ask the students to think of other words that follow this pattern.
- Allow students to turn and talk with a partner about the words and invite them to share with the class.
- Add new words to the anchor chart.

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

**R Controlled (Bossy R) Words in the Text**

- Tell the students that the book they will be reading today has many words that contain the Bossy R sound, /er/.
- Show them page 7 of *Olivia*. Ask students to listen carefully and look at the words while you read. Ask the students to raise their hands if he or she hears one of the Bossy R (/er/) sounds.
- After reading page 7, ask the students to identify any words with the Bossy R (/er/) sound (e.g., her, mother, father, brother). Add the words to the anchor chart.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Olivia*.

**Examples of Bossy R Words Found in the Text:**

- her
- mother
- dinner
- father
- brother
- picture
- summer
- firm

Word Work Lesson Plan | @BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**  
By: Ian Falconer  
Grade Level: 2 / Guided Reading Level: J

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Explain to students that *Olivia* was placed in time out for painting on the wall. Now, they will play **Time Out!** by pairing up with another student.
- In advance, copy the **Interactive Exploration** page.
- Divide students into pairs. During the activity, give each student pair a copy of the **Time Out!** game board.
- Provide each student with a game piece and each student pair with a copy of the **Sorting Cards 1 and 2**. (Allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that two letters are missing from their cards. They will have to determine if the missing letters can make Bossy R words with "er", "e", or "u".
- Model how to play **Time Out!** (Refer to resources for directions).
- Explain that the student whose name is first alphabetically, starts the game.
- Monitor students and assess students' understanding while playing.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the **Bossy R: E, I, and U** 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 (Bossy R) Vowels: E, I, and U** 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 Activity

**Time Out!**  
Interactive Activity

**Directions:** Cut out the sorting cards below. Use the cards to play Time Out!

**Sorting Cards Set #1**

ch _ ch	c _ ve	f _ m	hw _ l
p _ ch	th _ ght	moth _	f _ n
sch _ l	g _ l	v _ se	p _ se

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

**Bossy R: E, I, and U**  
Word Work Practice Page

**Directions:** Fill in the blanks with the correct Bossy R words.

**Word Bank**

mother picture dinner her stir  
brother after summer firm father

- The \_\_\_\_\_ walked his daughter to school.
- Tommy drew a \_\_\_\_\_ in class.
- What are your plans for \_\_\_\_\_ vacation?
- My little \_\_\_\_\_ follows me around.
- What time will \_\_\_\_\_ be ready?
- Our principal speaks in a \_\_\_\_\_ tone.
- Brush your teeth \_\_\_\_\_ every meal.
- What is \_\_\_\_\_ last name?
- A lion cub learns to hunt by watching its \_\_\_\_\_.

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

Extension Activity

**Word Detective: (Bossy R) Vowels: e, i, and u**  
Extension Activity

**Directions:** Be a word detective! Be on the lookout for **R Controlled (Bossy R) Vowels: E, I, and U** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

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

# Assessments

Running Record					
Title: Olivia		Guided Reading Text Level: J		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/secondsread x 60) _____		
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	M	SV
2	This is Olivia. She is good at lots of things.				
3	She is very good at wearing people out.				
4	She even wears herself out.				
5	Olivia has a little brother named Ian. He's always copying.				
6	Sometimes Ian just won't leave her alone. so Olivia has to be firm.				
7	Olivia lives with her mother, her father, her brother, her dog, Perry, and Edwin, the cat.				
8	In the morning, after she gets up, and moves the cat, and brushes her teeth.				
Tested By: _____ ©BookPagez.com					

## Running Record Assessment

Olivia CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <b>Olivia</b> to answer each of the following questions.		
1. Which key detail from the story helps us understand Olivia and all that she does?		
<input type="radio"/> A Olivia has a little brother. <input type="radio"/> B Olivia loves the color red. <input type="radio"/> C Olivia likes to read books before bed. <input type="radio"/> D Olivia is good at wearing people out.		
2. What is the main message we can learn from Olivia and her experiences?		
<input type="radio"/> A It is okay to be busy, creative, and to... <input type="radio"/> B Little brothers can be annoying some... <input type="radio"/> C Moms get mad if you paint on the w... <input type="radio"/> D Please wear sunscreen when you go...		
3. How does Olivia's mother respond when Olivia is misbehaving?		
<input type="radio"/> A She yells at Olivia and sends her to h... <input type="radio"/> B She loves the artwork and puts a fra... <input type="radio"/> C She puts Olivia in a time-out. <input type="radio"/> D She takes away some of Olivia's toys...		
4. Which of these ideas is repeated in the story?		
<input type="radio"/> A Olivia has to be firm. <input type="radio"/> B ...not at all sleepy <input type="radio"/> C ...when Olivia was little <input type="radio"/> D What could she be thinking?		
5. How does Olivia solve the problem of her little brother bothering her? (RL.2.5)		
<input type="radio"/> A She goes into her room and locks the door. <input type="radio"/> B She tells her mom to make him leave her alone. <input type="radio"/> C Her little brother never bothers her. <input checked="" type="radio"/> D She has to be firm...and scares him away.		
6. Pretend that you think monster masks are scary. Which character would agree with you? (RL.2.6)		
<input type="radio"/> A Perry, the dog <input type="radio"/> B Olivia's mother <input checked="" type="radio"/> C Ian, Olivia's little brother <input type="radio"/> D Olivia's father		
7. What do the words and illustrations tell you about Olivia? (RL.2.7)		
<input type="radio"/> A She does not like her little brother. <input type="radio"/> B She likes the dog better than the cat. <input checked="" type="radio"/> C She has a lot of energy and is very creative. <input type="radio"/> D She is boring and pretty lazy.		
8. How are the beach and the museum the same? (RL.2.9)		
<input checked="" type="radio"/> A They both are fun places to visit. <input type="radio"/> B They both have sand castles. <input type="radio"/> C If you aren't careful, you can get a sunburn. <input type="radio"/> D The beach is boring, but a museum is amazing.		
9. What will Olivia most likely do the next morning when she wakes up? (RL.2.10)		
<input type="radio"/> A She will pretend that she is sick. <input checked="" type="radio"/> B She will get up, brush her teeth, comb her ears, and move the cat. <input type="radio"/> C She will paint another masterpiece on a wall in her house. <input type="radio"/> D She will be really tired and want to sleep more.		
CCSS Assessment 2 <sup>nd</sup> 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 *Olivia*, the main character likes to dress up in lots of different outfits. Look at the clothes from Olivia's closet below. Tell where Olivia might go when she wears each one. Then tell why you think so.

Olivia's Outfit	Where Olivia might wear the outfit	Why it makes sense to wear the outfit there

Extension Activity | ©BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

<p><b>Common Core State Standards Correlation</b></p> <p>Olivia Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Olivia" correlate with the following Language Arts Common Core State Standards for first grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.1</b> - Ask and answer questions about key details in text.</p> <p><b>RI.2</b> - Retell stories, including key details, and demonstrate understanding of their message or theme.</p> <p><b>RI.3</b> - Describe characters, settings, and major events in a story using key details.</p> <p><b>RI.4</b> - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RI.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>Writing</b></p> <p><b>W.1.8</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.9</b> - With guidance and support from adults, recall information from experiences or information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.1b</b> - Build on others' talk in conversations by responding to the comments of other multiple exchanges.</p> <p><b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information orally or through other media.</p> <p><b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify thoughts and feelings.</p> <p><b>Language</b></p> <p><b>L.1.4</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).</p> <p style="text-align: right;">Olivia CCS Alignment   ©BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Olivia Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Olivia" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Making Connections Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.1</b> - Ask and answer questions about key details in text.</p> <p><b>RI.3</b> - Describe characters, settings, and major events in a story using key details.</p> <p><b>RI.4</b> - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RI.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>Writing</b></p> <p><b>W.1.8</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.9</b> - With guidance and support from adults, recall information from experiences or information from provided sources to answer a question.</p> <p><b>Speaking &amp; 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Listening</b></p> <p>Build on others' talk in conversations by responding to the comments of other through multiple exchanges.</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify thoughts and feelings.</p> <p><b>Language</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p style="text-align: right;">Olivia CCS Alignment   ©BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Olivia Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Olivia" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.2</b> - Retell stories, including key details, and demonstrate understanding of their central message or theme.</p> <p><b>RI.4</b> - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RI.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>Writing</b></p> <p><b>W.1.8</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.9</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

Olivia Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Olivia" correlate with the following English Language Arts Common Core State Standards for second grade.

**Vocabulary Lesson Plan and Resources**

**Language**

**L.1.6** - Use general-level context as a clue to the meaning of a word or phrase.

**L.1.6** - Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**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).

Olivia CCS Alignment | ©BookPagez.com

**Common Core State Standards Correlation**

Olivia Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with Olivia correlate with the following English Language Arts Common Core State Standards for second grade.

**Word Work Lesson Plan and Resources**

**Reading: Foundational Skills**

**RF.2.3** - Show and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Olivia Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con Olivia**

**Página 7:**  
Nombra los personajes en la historia. ¿Quién es el personaje principal? ¿Cómo lo sabes?

**Página 16:**  
Olivia tuvo un día ocupado. Nombra 2 cosas que Olivia hizo en la playa.

**Página 23:**  
¿Qué hace Olivia tan pronto como llega a casa del museo? ¿Qué hace la mamá de Olivia?

**Páginas 27 y 28:**  
Olivia y su madre tienen una discusión. ¿Cuál es el problema? ¿Cómo resuelven Olivia y su madre su problema?

Nombre: \_\_\_\_\_ @BookPagez.com

Page by Page  
Guided  
Questions

### Answer Key

**Volver a contar y resumir con Olivia**

**Página 7:**  
Nombra los personajes en la historia. ¿Quién es el personaje principal? ¿Cómo lo sabes?  
Las respuestas varían. Podrían incluir: Los personajes de esta historia son Olivia, sus padres, su hermano Tan, un perro llamado Perry y Edwin el Gato. Olivia es el personaje principal. Lo sé porque su nombre es el título de este libro.

**Página 16:**  
Olivia tuvo un día ocupado. Nombra 2 cosas que Olivia hizo en la playa.  
Las respuestas varían. Podrían incluir: Olivia construyó castillos de arena y tomó el sol.

**Página 23:**  
¿Qué hace Olivia tan pronto como llega a casa del museo? ¿Qué hace la mamá de Olivia?  
Las respuestas varían. Podrían incluir: Olivia pinta una imagen como la que vio en el museo en la pared. La madre de Olivia se enoja.

**Páginas 27 y 28:**  
Olivia y su madre tienen una discusión. ¿Cuál es el problema? ¿Cómo resuelven Olivia y su madre su problema?  
Las respuestas varían. Podrían incluir: Olivia quiere leer 5 libros, pero su madre dice que son demasiados. Entonces se comprometen y solo leen 3 libros.

Answer Key | @BookPagez.com

Sample answers  
written in Spanish

<p><b>Hacer predicciones con Olivia</b></p> <p><b>Páginas 22 y 23:</b> Mira las imágenes de Olivia. ¿Qué está pensando Olivia y haciendo cuando mira el cuadro?</p> <p><b>Página 29:</b> ¿Qué está pensando Olivia cuando mira el cuadro?</p> <p>Nombre: _____ @BookPagez.com</p>	<p><b>Identifica el propósito del autor con Olivia</b></p> <p><b>Página de Dedicación:</b> ¿Para qué escribió el autor esta historia? ¿Quién crees que es el personaje principal? ¿Por qué piensas eso?</p> <p><b>Página 8:</b> ¿Por qué se separan Olivia y su mamá?</p> <p><b>Página 14:</b> Haz una predicción sobre Olivia. ¿Qué crees que hará la playa? ¿Por qué piensas eso?</p> <p><b>Página 19:</b> ¿En qué piensas que está pensando Olivia cuando mira el cuadro?</p> <p>Nombre: _____ @BookPagez.com</p>	<p><b>Entender la estructura del texto con Olivia</b></p> <p><b>Páginas 8 y 9:</b> Aquí el autor está usando la secuencia para contar sobre Olivia. ¿Qué hace Olivia primero, luego, después?</p> <p><b>Página 14:</b> Aquí el autor toma un "y" para contar sobre Olivia. ¿Qué causa que tome un "y" sabes qué?</p> <p><b>Página 23:</b> Aquí el autor está usando una estructura de texto de causa y efecto. ¿Qué causa que tome un "y" sabes qué?</p> <p><b>Páginas 27 y 28:</b> Aquí el autor está usando una estructura de texto de causa y efecto. ¿Qué hizo Olivia que le hizo tener un tiempo de descanso?</p> <p>Nombre: _____ @BookPagez.com</p>	<p><b>Hacer conexiones con Olivia</b></p> <p><b>Página 10:</b> A Olivia le gusta probarse toda su ropa. Haga una conexión texto a tu mismo. ¿Alguna vez te gustó a ti mismo? ¿Qué pretendiste ser?</p> <p><b>Páginas 19 a 20:</b> En esta historia, la madre de Olivia lleva a Olivia y a Tan al Museo. Muchas personas visitan los museos todos los días. Haga una conexión texto a texto. ¿Alguna vez has escuchado alguna historia sobre viajes al museo?</p> <p><b>Página 29:</b> Esta historia es sobre un día típico con Olivia y su familia. Aquí Olivia y su madre están leyendo un libro antes de acostarse. Piense en los otros libros que ha leído sobre las familias que pasan tiempo juntos. Haga una conexión texto a texto.</p> <p>Nombre: _____ @BookPagez.com</p>
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Making  
Predictions

Author's  
Purpose

Understanding  
Text Structure

Making  
Connections

# Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

**Olivia: Entender la estructura del texto**

El autor usa muchas imágenes para mostrarnos cómo es Olivia. Usa lo que sabes de las imágenes para describir a Olivia.

Puedo hacer y responder preguntas sobre detalles importantes en las historias. CCSS: RL.2.1

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**Olivia: Entender la estructura del texto**

El autor usa muchas imágenes para mostrarnos cómo es Olivia. Usa lo que sabes de las imágenes para describir a Olivia.

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Puedo hacer y responder preguntas sobre detalles importantes en las historias. CCSS: RL.2.1

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

**Olivia: Entender la estructura del texto**

El autor usa muchas imágenes para mostrarnos cómo es Olivia. Usa lo que sabes de las imágenes para describir a Olivia.

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**Olivia: Entender la estructura del texto**

El autor usa muchas imágenes para mostrarnos cómo es Olivia. Usa lo que sabes de las imágenes para describir a Olivia.

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**Olivia: Entender la estructura del texto**

El autor usa muchas imágenes para mostrarnos cómo es Olivia. Usa lo que sabes de las imágenes para describir a Olivia.

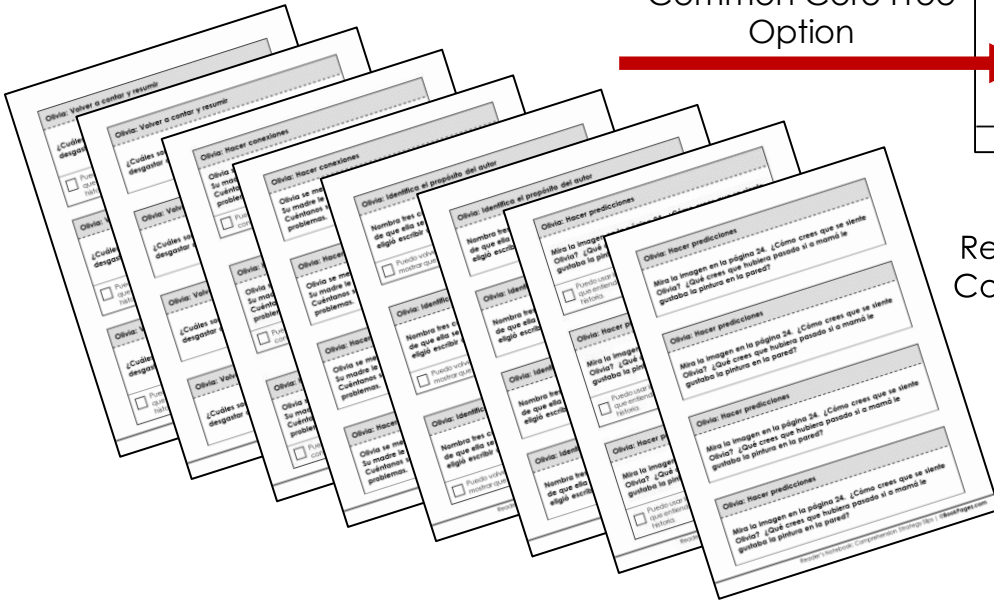
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**Olivia: Entender la estructura del texto**

El autor usa muchas imágenes para mostrarnos cómo es Olivia. Usa lo que sabes de las imágenes para describir a Olivia.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**

Título: \_\_\_\_\_

¿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 la que se trata el libro?

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling & Summarizing

**Hacer conexiones**

Título: \_\_\_\_\_

Piensa en el libro. ¿En qué lo 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. Contesta las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha las hojas en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

**Hacer predicciones**

Título: \_\_\_\_\_

<b>Predicciones al principio</b> Lee la primera página y predice lo que va a pasar.	<b>Predicciones mientras lees</b> Lee la página y predice lo que va a pasar.	<b>Verifica las predicciones</b> ¿Las predicciones fueron correctas? ¿Por qué o por qué no?
<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. Contesta las preguntas.  
2. Corta cuidadosamente en las líneas de puntos.  
3. Pega o engancha las hojas en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

**Identificar el propósito del autor**

Título: \_\_\_\_\_

¿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

Te sé porque...

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

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

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

**Entender la estructura del texto**

Título: \_\_\_\_\_

Estructura del texto	Dónde fue usada la estructura del texto	Cómo lo afectó el texto que leíste
	Página: _____	
	Página: _____	
	Página: _____	
	Página: _____	

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure