

Here's What You'll Get in the Pete the Cat: I Love My White Shoes Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Pete the Cat: I Love My White Shoes
By: Eric Litwin
Grade Level: 2 / Guided Reading Level: K

Making Connections

1
Get Ready to Read

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

2
Learn About Comprehension Strategies

- Think about the text and how you get confused
- Know what to do when you get confused

Summary
In the story, *Pete the Cat: I Love My White Shoes*, Pete the Cat gets a set of white shoes that he LOVES! Pete the Cat goes on an adventure while singing about how much he loves his white shoes. During his adventure, his shoes get dirty and keep changing colors. They turn red, blue, and brown! What will Pete the Cat do about his dirty shoes?

Link to What You Know

- What is your favorite song? When do you sing your favorite song? How does this song make you feel?
- Think of a day when everything went wrong. How did it feel? What made the day better in the end?

Important Words to Know and Understand

Goodness – Used to express mild surprise or shock
cool – To think and act in a calm way

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text-to-text** connection. When readers make a **text-to-text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text-to-world** connection. When readers make a **text-to-world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

Making Connections Lesson Plan

Pete the Cat: I Love My White Shoes
By: Eric Litwin
Grade Level: 2 / Guided Reading Level: K

Making Connections

3
Make Connections While Reading

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- 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 4 – Pete made up a song. Have you ever made up a song? Why did you make the song up? Tell how your **text-to-self** connection makes you similar to or different than Pete.

Pages 5 and 6 – Pete stepped in some strawberries and turned his shoes red. Tell about a time when you named something. How does your **text-to-self** connection help you as a reader?

Page 14 – Pete stepped in mud. Make a **text-to-text** connection by telling about a character from another book who made a mistake like Pete's.

Page 25 – Pete's shoes are white again, but now they are wet. Make a **text-to-self** connection by telling about a time when you solved a problem, only to create another one. How does your connection help you as a reader?

Page 31 – At the end of the story, Pete says, "...It's all good". How do you think the world would be different if more people thought like Pete the Cat? Explain your **text-to-world** connection.

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand it even more. What did you already know about *Pete the Cat: I Love My White Shoes*? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the connections that you made while reading. How does making connections help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pete the Cat: I Love My White Shoes*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Retelling and Summarizing

1
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words 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?
- remind you of things you've heard about in the world?

2
Learn About Comprehension Strategies

- Think about the text and how you get confused
- Know what to do when you get confused

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Notice the Work You Did While Reading

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Making Predictions Retelling and Summarizing

Understanding Text Structure

1
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words 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?
- remind you of things you've heard about in the world?

2
Learn About Comprehension Strategies

- Think about the text and how you get confused
- Know what to do when you get confused

4
Notice the Work You Did While Reading

- Think
- Talk
- 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 11 – Look at the illustration of Pete the Cat. The author used cause and effect to explain why Pete the Cat stepped in mud. How does your **text-to-text** connection help you as a reader?

Page 24 – On this page, the author uses a sequence of text structure to tell about Pete the Cat's shoes. How does your **text-to-text** connection help you as a reader?

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Identifying the Author's Purpose

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Understanding Text Structure

Identifying the Author's Purpose

Practice Pages and Answer Keys

Answer Key for Making Connections with Pete the Cat: I Love My White Shoes

Your Turn to Practice Making Connections with Pete the Cat: I Love My White Shoes

Page 4: Pete the Cat made up a song about his white shoes. Have you ever made up a song? Why did you make the song up?

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Answer Key for Making Predictions with Pete the Cat: I Love My White Shoes

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Page 31: At the end of the story, Pete says, "...It's all good". How do you think the world would be different if more people thought like Pete the Cat? Explain your **text-to-world** connection.

Answer Key for Retelling and Summarizing with Pete the Cat: I Love My White Shoes

Your Turn to Practice Retelling and Summarizing with Pete the Cat: I Love My White Shoes

Page 4: Pete the Cat made up a song about his white shoes. Have you ever made up a song? Why did you make the song up?

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Page 31: At the end of the story, Pete says, "...It's all good". How do you think the world would be different if more people thought like Pete the Cat? Explain your **text-to-world** connection.

Answer Key for Understanding Text Structure with Pete the Cat: I Love My White Shoes

Your Turn to Practice Understanding Text Structure with Pete the Cat: I Love My White Shoes

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Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Pete the Cat: I Love My White Shoes: Making Connections

Think of another story, book, or movie where a character tried to stay positive. What does the story have in common with *Pete the Cat: I Love My White Shoes*? How are the stories different?

I can compare and contrast ways of telling the same story. CCSS: RL.2.9

Pete the Cat: I Love My White Shoes: Making Connections

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I can compare and contrast ways of telling the same story. CCSS: RL.2.9

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

Common Core Free Option

Pete the Cat: I Love My White Shoes: Making Connections

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Pete the Cat: I Love My White Shoes: Making Connections

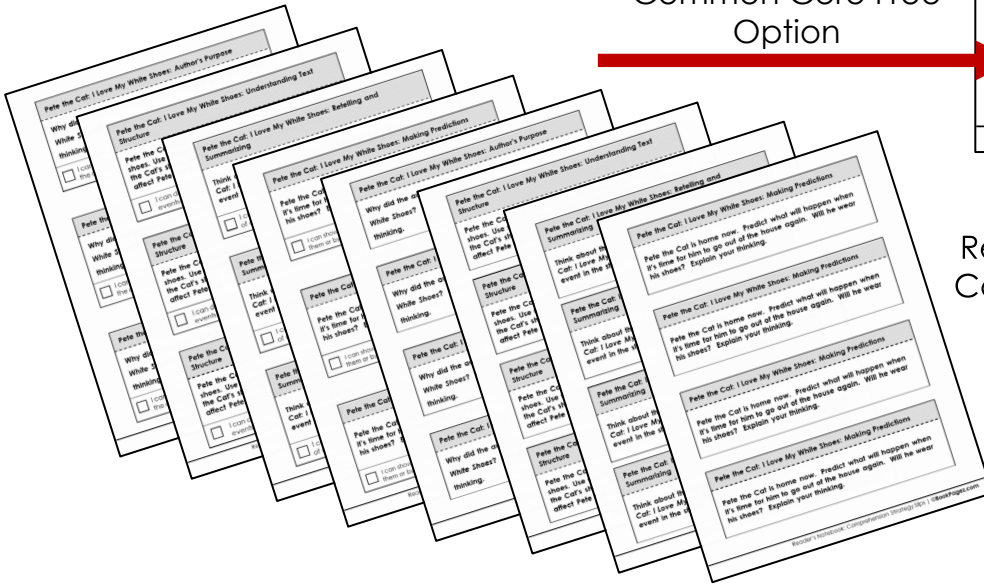
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

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 nonfiction?

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. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End
<small>(Write your predictions below)</small>	<small>(Write your predictions below)</small>	<small>(Indicate whether your predictions were right or wrong)</small>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions: 1. Answer each of the questions. 2. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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

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. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Title: _____

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

Text Structure: You Might See While Reading

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions: 1. Answer each of the questions. 2. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Connections

Making Predictions

Identifying the Author's Purpose

Understanding Text Structure

Vocabulary Connections Resources

Vocabulary Connections **Pete the Cat: I Love My White Shoes**
By: Eric Litwin
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in Pete the Cat: I Love My White Shoes

Awesome
Extremely good

Bucket
An open container with a handle that is used to hold and carry water and other liquids

Cool
To think or act in a cool way

Goodness
Used to express mild surprise or shock

Moral
A lesson that is learned from a story or an experience

Mud
Soft, wet dirt

Pile
A group of things that are put one on top of another

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






Street
A road in a city or town that has houses or other buildings on one or both sides

Washed
To clean (something) with water and usually soap

Vocabulary Word List | @BookPagez.com

Important Words to Know and Understand in Pete the Cat: I Love My White Shoes Word List

Vocabulary Connections **Pete the Cat: I Love My White Shoes**
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Awesome	Bucket	Cool
		
Goodness	Moral	Mud
		

Picture Vocabulary Sorting Cards | @BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections **Pete the Cat: I Love My White Shoes**
By: Eric Litwin
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Awesome	Bucket	Cool
Extremely good	An open container with a handle that is used to hold and carry water and other liquids	To think and act in a cool way
Goodness	Moral	Mud
Used to express mild surprise or shock	A lesson that is learned from a story or an experience	Soft, wet dirt

Definition Vocabulary Sorting Cards | @BookPagez.com

Word and Definition Sorting Cards

Vocabulary Connections **Pete the Cat: I Love My White Shoes**
By: Eric Litwin
Grade Level: 2 / Guided Reading Level: K







Awesome is a/an noun/verb adverb/adjective	Bucket is a/an noun/verb adverb/adjective	Cool is a/an noun/verb adverb/adjective
Definition of Awesome :	Definition of Bucket :	Definition of Cool :
Awesome looks like this:	Bucket looks like this:	Cool looks like this:
Awesome reminds me of:	Bucket reminds me of:	Cool reminds me of:
I saw this word in _____	I saw this word in _____	I saw this word in _____

Interactive Vocabulary Notebook Cards | @BookPagez.com

Interactive Vocabulary Notebook Cards

Word Games
with Words from **Pete the Cat: I Love My White Shoes**

Directions: Color the shoe if the word below it ends in a consonant letter.

		
mud	pile	street
		
puddle	cool	bucket

Directions: Read each sentence below. Fill in the blank with a vocabulary word from above.

- John's shoes were covered with _____.
- The _____ is full of water.
- Our house is at the end of the next _____.
- After it rains, you will see a _____ on the ground.
- He is carrying a _____ of books.

Name: _____

Answer Key | @BookPagez.com

Word Games and Answer Key

Vocabulary Connections **Pete the Cat: I Love My White Shoes**
By: Eric Litwin
Grade Level: 2 / Guided Reading Level: K

Pete the Cat: I Love My White Shoes
By: Eric Litwin

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

Name: _____

Step by Step Directions: 1. Cut on the dashed line. 2. Fold on the solid line. 3. Complete the vocabulary card. 4. Add your vocabulary card to your notebook or the 15-A Bookends.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPagez.com

Personalized Vocabulary Bookmark

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence below each after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Connect to Your Life: When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Visualize: Draw a picture to illustrate the meaning of the word.

Independent Word Exploration | @BookPagez.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Pete the Cat: I Love My White Shoes
 By: Eric Litwin
 Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
 CVCe Words

Background:
 When an e is at the end of the word or syllable, it makes the vowel before it say its long vowel sound (or its name). Then, the e is silent (or does not make a sound).

Examples:

_i_e	_u_e	_a_e	_o_e
time	flute		
line	cube		
bite	mute		
mine	tune		

Step by Step Lesson Plan

Word Work
Pete the Cat: I Love My White Shoes
 By: Eric Litwin
 Grade Level: 2 / Guided Reading Level: K

Step 1: Introduce the Focus of Word Work

Introduce CVCe Words

- Explain to students that one at the end of a word or syllable makes the vowel before it say its long vowel sound (or its name), and the e is silent.
- Refer students to the chart paper. Under the _i_e column write the word time (you may want to write the letters and e in different colors to emphasize them). Read the word out loud to the students and explain how the e makes the i say its name (blend "t, l, m, e").
- Repeat for each column with the corresponding words (flute, make, and zone).
- Have students turn to a neighbor and tell them another CVCe word. Have students turn and raise their hands to share their CVCe words. Add student responses to the chart.

Step 2: Connect Word Work to Reading

CVCe Words in the Text

- Tell students that the book, *Pete the Cat: I Love My White Shoes*, has examples of CVCe words to find. When they hear a word, have students pretend to act like a cat. Remind students to be respectful when pretending to be a cat and to do it silently.
- Start reading *Pete the Cat: I Love My White Shoes*. Stop at the word "Pete" during your reading and demonstrate pretending to be a cat. Have students model being a cat for "Pete" as well.
- Continue reading while students "act like a cat" when hearing a CVCe word.
- At the end of the book, have students share some of the CVCe words they heard.

Examples of CVCe Words Found in the Text:

- Pete
- white
- pile
- Blue

Word Work Lesson Plan | @BookPages.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
Pete the Cat: I Love My White Shoes
 By: Eric Litwin
 Grade Level: 2 / Guided Reading Level: K

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out the picture cards and word cards to each pair of students.
- Have students cut out picture cards and word cards.
- After students cut up the picture cards and word cards, have them mix them all up together.
- Then each student takes 7 cards from the mixed up cards.
- The remaining cards get put into a pile.
- Students will play "Go Fish" trying to match their picture card to the word cards. [A student must find pairs for their cards by asking his or her partner, "do you have the picture card for _____" or "do you have the word card for _____." If the partner does not have the card, he or she picks up a card from the pile. Once the student gets a match, he or she puts the matching cards down on his or her desk. The first student to get rid of his or her cards wins.]

Step 4: Independent Word Work Practice

Practice Page

- Pass out the CVCe Word Sort page.
- Students must read the word in the word bank.
- Then, students will pick which long vowel sound the word has and match it to the picture with the same long vowel sound.
- Students will write the word under that picture in the column.
- Students will repeat this for all of the words in the word bank.

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 CVCe words 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 | @BookPages.com

Interactive Activities

Picture and Word Cards Interactive Activity

Word Card	Matching Picture Card	Word Card	Matching Picture Card
cake		home	
bike		mule	
tape		hive	
note		gate	
dune		nine	

Guided Word Work Practice | @BookPages.com

Independent Practice Page

Extension Activity

Word Detective: CVCe Words Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for CVCe 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 | @BookPages.com

CVCe Word Sort Word Work Practice Page

Directions:
 Read the word from the word bank. Write each word under the picture that has the same long vowel sound.

Word Bank
 lake time shine cope drive mute
 hope cube site safe home cake

		5	

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

Assessments

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

Running Record					
Title: <i>Pete the Cat: I Love My White Shoes</i>		Guided Reading Text Level: K	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	INFORMATION USED
Page		E	SC	E MSV	SC MSV
2	Pete the cat was walking down the street in his brand-new white shoes. Pete loved his white shoes so much, he sang this song:				
4	"I love my white shoes. I love my white shoes. I love my white shoes."				
5	Oh no! Pete stepped in a large pile of.....				
6	Strawberries! What color did it turn his shoes?				
7	RED				
8	Did Pete cry? Goodness, no! He kept walking along and singing his song, "everything is cool!"				
10	"I love my red shoes. I love my red shoes. I love my red shoes."				
11	Oh no! Pete stepped in a large pile of.....				
12	Blueberries! What...				

Analysis and Comments:
Tested By: _____ ©BookPagez.com

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

Pete the Cat: I Love My White Shoes CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Pete the Cat: I Love My White Shoes</i> to answer each of the following questions.	
1. What did Pete the Cat do to make his shoes white again?	
<input type="radio"/> A He bought new white shoes. <input type="radio"/> B He scrubbed his shoes with soap. <input type="radio"/> C He never got them white again. <input type="radio"/> D He stepped in a bucket of water.	
2. What is the message of <i>Pete the Cat: I Love My White Shoes</i> ?	
<input type="radio"/> A The message is to never give up. <input type="radio"/> B The message is to always be kind. <input type="radio"/> C The message is to stay positive. <input type="radio"/> D There is no message.	
3. How did Pete the Cat react when his shoes turned red from the strawberries?	
<input type="radio"/> A He stayed positive and kept singing his song. <input type="radio"/> B He got mad that his shoes were now red and yelled. <input type="radio"/> C He was sad that his shoes were red and sang a sad song. <input type="radio"/> D None of the above.	
4. Why did the author repeat the song "I love my ___ shoes"?	
<input type="radio"/> A The author wanted to show that Pete the Cat loved his shoes no matter what happened to them. <input type="radio"/> B The author really liked the song "I love my ___ shoes" <input type="radio"/> C The author wanted to show how mad Pete the Cat was with his shoes. <input type="radio"/> D The author wanted to show how excited Pete the Cat was to go to school.	

CCSS Assessment 2nd Grade Reading Standards for Literature

5. What is Pete the Cat's main problem? (RL.2.5)
<input type="radio"/> A His problem is that he lost his shoes. <input type="radio"/> B His problem is that his shoes keep getting dirty. <input type="radio"/> C His problem is that his shoes are too small. <input type="radio"/> D He does not have a problem.
6. How do the words Pete says (awesome, groovy, and everything is cool) tell us about Pete's point of view? (RI.2.6)
<input type="radio"/> A The words tell us that Pete has a positive point of view. <input type="radio"/> B The words tell us that Pete is funny. <input type="radio"/> C The words tell us that Pete has a negative point of view. <input type="radio"/> D The words do not help us understand Pete's point of view.
7. What was the setting when Pete the Cat stepped in mud? (RL.2.7)
<input type="radio"/> A His backyard. <input type="radio"/> B A park. <input type="radio"/> C A farm. <input type="radio"/> D The street.
8. How is Pete the Cat different from the beginning of the story to the end of the story? (RL.2.9)
<input type="radio"/> A He started out disliking his shoes and now he loves his shoes. <input type="radio"/> B He loved his shoes at first and now he hates his shoes. <input type="radio"/> C He started out with no shoes and in the end he found shoes. <input type="radio"/> D He is not different because he still loves his shoes.
9. What character trait word would you use to describe Pete the Cat? (RL.2.10)
<input type="radio"/> A mean <input type="radio"/> B friendly <input type="radio"/> C positive <input type="radio"/> D honest

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

Answer Key


Extension Activity

Name: _____ Date: _____

Directions:
Pete the Cat made up a song about his shoes because he loved them. Think of one thing that you love and create your own song. Remember to describe what you love in your song!

What I love:

My Song:



Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Pete the Cat: Love My White Shoes Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Pete the Cat: Love My White Shoes correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Literature RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.2.10 - 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.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - 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.</p> <p>Language L.2.4 - 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).</p>
Pete the Cat: Love My White Shoes CCSS Alignment @BookPagez.com

Pete the Cat: Love My White Shoes CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation
<p>Pete the Cat: Love My White Shoes Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Pete the Cat: Love My White Shoes correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Literature RI.2.3 - Describe how characters in a story respond to major events and challenges. RI.2.4 - Describe how words and phrases (e.g., regular beats, alliteration/rhymes, repeated lines) create rhythm and meaning in a story, poem, or song. RI.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RI.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - 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.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - 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.</p> <p>Language L.2.4 - 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).</p>
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Common Core State Standards Correlation
<p>Pete the Cat: Love My White Shoes Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Pete the Cat: Love My White Shoes correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Literature RI.2.3 - Ask and answer such questions as to who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.4 - Describe how characters in a story respond to major events and challenges. RI.2.5 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - 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.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - 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.</p> <p>Language L.2.4 - 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).</p>
Pete the Cat: Love My White Shoes CCSS Alignment @BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Pete the Cat: Love My White Shoes Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Pete the Cat: Love My White Shoes correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4b - Identify readable connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
Pete the Cat: Love My White Shoes CCSS Alignment @BookPagez.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>Pete the Cat: Love My White Shoes Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Pete the Cat: Love My White Shoes correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p>
Pete the Cat: Love My White Shoes CCSS Alignment @BookPagez.com

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Pete the Cat: I Love My White Shoes Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Pete el Gato: Me Encantan Mis Zapatos Blancos (Pete the Cat: I Love My White Shoes)


La portada:
Mira la foto de Pete el Gato en la portada del libro y lea el título. Usando estas dos cosas, ¿qué rasgos de carácter podrías usar para describir a Pete?

¿Qué te hace pensar eso?

Páginas 5 a 8:
Cuentalo que pasó cuando Pete pisó un montón de fresas. ¿Cómo reacciona Pete el Gato?

Página 24:
¿Cuál fue el problema de Pete el Gato? ¿Cómo intentó resolver su problema?

Nombre: _____



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Page by Page Guided Questions

Sample answers written in Spanish

Answer Key


Volver a contar y resumir con Pete el Gato: Me Encantan Mis Zapatos Blancos (Pete the Cat: I Love My White Shoes)

Página 25:
Los zapatos de Pete el Gato han pasado por bastantes cambios en la historia. Cuentalo que ha pasado con los zapatos de Pete.
Los zapatos de Pete comenzaron blanco, luego cambiaron a rojo, azul y marrón. Al final, sus zapatos volvieron a ser blancos, ¡pero también mojados!

¿Cómo te ayuda volver a contar y resumir como lectora?
Las respuestas varían. Podrían incluir: Volver a contar y resumir me ayuda como lector a hacerme pensar en los eventos importantes de la historia.

Página 30:
Piense en Pete al principio y al final de la historia. ¿Cambió el carácter de Pete el Gato desde el principio hasta el final? ¿Por qué o por qué no?
Pete el Gato no cambió durante la historia. Se mantuvo feliz a pesar de que sus zapatos cambiaron de color y se mojaron.

Nombre: _____



Answer Key | ©BookPagez.com

Hacer conexiones con Pete el Gato: Me Encantan Mis Zapatos Blancos (Pete the Cat: I Love My White Shoes)

Página 4:
Pete el Gato inventó una canción.
Las respuestas varían.

Página 4:
Pete el Gato inventó una canción.
Las respuestas varían.

Páginas 5 y 6:
Pete el Gato pisó una gran pila de fresas.
Las respuestas varían.

Página 16:
Pete el Gato cantando su canción.
Las respuestas varían.

Nombre: _____

Tu turno para practicar: Hacer conexiones con Pete el Gato: Me Encantan Mis Zapatos Blancos (Pete the Cat: I Love My White Shoes)


Hacer predicciones con Pete el Gato: Me Encantan Mis Zapatos Blancos (Pete the Cat: I Love My White Shoes)

La portada:
Mira la portada. Predice de qué se tratará esta historia.
Las respuestas varían.

Página 4:
Pete pisó una pila gigante de fresas. ¿Qué predices que le pasará a los zapatos de Pete?
Las respuestas varían.

Página 13:
Los zapatos de Pete ahora son azules. Haz una predicción sobre cómo reaccionará Pete cuando sus zapatos se pongan azules.
Las respuestas varían.

Nombre: _____



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Identificar el propósito del autor con Pete el Gato: Me Encantan Mis Zapatos Blancos (Pete the Cat: I Love My White Shoes)

Tu turno para practicar: Identificar el propósito del autor con Pete el Gato: Me Encantan Mis Zapatos Blancos (Pete the Cat: I Love My White Shoes)

Página 27:
El autor nos cuenta cómo se sienten los zapatos.
Las respuestas varían.

Página 27:
El autor nos cuenta a lo largo de la historia que Pete el Gato sigue cantando su canción.
Las respuestas varían.

Página 29:
El narrador declara que Pete el Gato es feliz.
Las respuestas varían.

Nombre: _____

Entender la estructura del texto con Pete el Gato: Me Encantan Mis Zapatos Blancos (Pete the Cat: I Love My White Shoes)


Tu turno para practicar: Entender la estructura del texto con Pete el Gato: Me Encantan Mis Zapatos Blancos (Pete the Cat: I Love My White Shoes)

Página 13:
Aquí, el autor usa una estructura de texto de causa y efecto para explicar lo que le sucedió a Pete el Gato y sus zapatos. ¿Cuál fue la causa? ¿Cuál fue el efecto?
Las respuestas varían.

Página 16:
Mira la ilustración de Pete el Gato. El ilustrador usó causa y efecto en su obra de arte. ¿Qué causa y efecto mostró el ilustrador?
Las respuestas varían.

Página 24:
En esta página, el autor usa una estructura de secuencia de texto para hablar sobre los zapatos de Pete. ¿Qué le dice el autor sobre los zapatos de Pete el Gato?
Las respuestas varían.

Nombre: _____



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Making Connections

Making Predictions

Identifying the Author's Purpose

Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

Pete el Gato: Me Encantan Mis Zapatos Blancos: Hacer conexiones

Piense en otra historia, libro o película en la que un personaje trató de mantener una actitud positiva. ¿Qué tiene la historia en común con Pete el Gato: Me Encantan Mis Zapatos Blancos. ¿En qué se diferencian las historias?

Puedo comparar y contrastar formas de contar la misma historia. CCSS: RL.2.9

Pete el Gato: Me Encantan Mis Zapatos Blancos: Hacer conexiones

Piense en otra historia, libro o película en la que un personaje trató de mantener una actitud positiva. ¿Qué tiene la historia en común con Pete el Gato: Me Encantan Mis Zapatos Blancos. ¿En qué se diferencian las historias?

Puedo comparar y contrastar formas de contar la misma historia. CCSS: RL.2.9

Pete el Gato: Me Encantan Mis Zapatos Blancos: Hacer conexiones

Piense en otra historia, libro o película en la que un personaje trató de mantener una actitud positiva. ¿Qué tiene la historia en común con Pete el Gato: Me Encantan Mis Zapatos Blancos. ¿En qué se diferencian las historias?

Puedo comparar y contrastar formas de contar la misma historia. CCSS: RL.2.9

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Pete el Gato: Me Encantan Mis Zapatos Blancos: Hacer conexiones

Piense en otra historia, libro o película en la que un personaje trató de mantener una actitud positiva. ¿Qué tiene la historia en común con Pete el Gato: Me Encantan Mis Zapatos Blancos. ¿En qué se diferencian las historias?

Pete el Gato: Me Encantan Mis Zapatos Blancos: Hacer conexiones

Piense en otra historia, libro o película en la que un personaje trató de mantener una actitud positiva. ¿Qué tiene la historia en común con Pete el Gato: Me Encantan Mis Zapatos Blancos. ¿En qué se diferencian las historias?

Pete el Gato: Me Encantan Mis Zapatos Blancos: Hacer conexiones

Piense en otra historia, libro o película en la que un personaje trató de mantener una actitud positiva. ¿Qué tiene la historia en común con Pete el Gato: Me Encantan Mis Zapatos Blancos. ¿En qué se diferencian las historias?

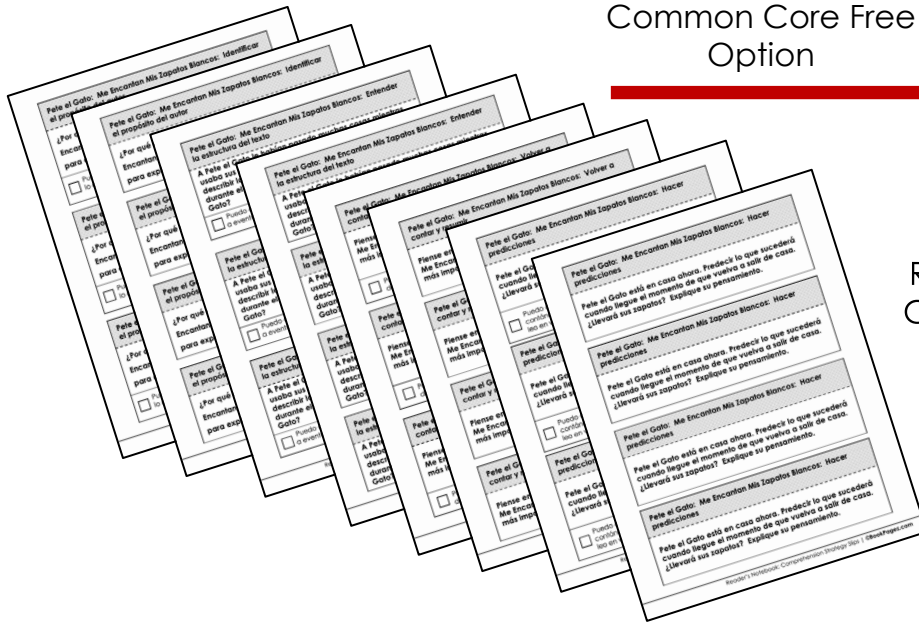
Pete el Gato: Me Encantan Mis Zapatos Blancos: Hacer conexiones

Piense en otra historia, libro o película en la que un personaje trató de mantener una actitud positiva. ¿Qué tiene la historia en común con Pete el Gato: Me Encantan Mis Zapatos Blancos. ¿En qué se diferencian las historias?

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir libro:

¿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 lees en el libro?

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer conexiones

Piense en el libro. ¿En qué le hace pensar el libro?

¿Qué tipo de conexión hiciste?

Texto a texto
 Texto a mí mismo
 Texto al mundo

Haz un dibujo de tu conexión abajo.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer predicciones

Piense en el principio y predicciones mientras lee

Predicciones al principio	Predicciones mientras lee	Verifica las predicciones
¿Cómo se relacionan las predicciones con lo que realmente pasó?	¿Cómo se relacionan las predicciones con lo que realmente pasó?	¿Cómo se relacionan las predicciones con lo que realmente pasó?

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Identificar el propósito del autor

¿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 pensaras mientras estabas leyendo este libro?

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

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

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Identifying the Author's Purpose

Entender la estructura del texto

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

Estructuras que puedes ver mientras lees:
Descripción, Comparación y Contraste, Secuencia, Causa y Efecto, Resumen

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

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Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: Pete el Gato inventó una canción sobre sus zapatos porque los amaba. Piensa en una cosa que te guste y crea tu propia canción. Recuerda describir lo que amas en tu canción!

Lo que me encanta:

Mi canción:

