

# Here's What You'll Get in the Roses are Pink, Your Feet Really Stink Super Pack

## 3 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Making Inferences**

**Roses Are Pink, Your Feet Really Stink**  
By: Diane deGroot  
Grade Level: 2 / Guided Reading Level: L

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

**Summary**  
**Roses Are Pink, Your Feet Really Stink** is a book that is perfect for Valentine's Day. This is the story of Gilbert who must make Valentine poems for his classmates. He discovers that it is not always easy to say nice things about people. Gilbert decides to write mean poems to Lewis and Margaret. Instead of signing his name on the valentines, he plays a prank and writes the wrong names on the cards. Discover what happens when his classmates discover his prank.

**Link to What You Know**  
• Has someone ever made fun of you? How did you feel? Did that person know how you felt? How did that person know? What clues did you give with your face or your body?  
• Have you ever teased someone else? How do you think that person felt? How could you tell?  
• How can you tell if someone is teasing you for fun or if someone is teasing you to be mean? What clues do you see?

**Important Words to Know and Understand**  
**Nasty** – Disagreeable and unpleasant

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

**Why Readers Make Inferences While Reading**  
When readers make inferences they behave like reading detectives.  
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."  
For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.  
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

### Making Inferences Lesson Plan

**Making Inferences**

**Roses Are Pink, Your Feet Really Stink**  
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**3**  
**Make Inferences While Reading**  
✓ Look for clues that tell you how a character might be feeling or what they might be thinking  
✓ Study the pictures. What do you notice about characters, setting, and events?

**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 4** – What can you infer about Gilbert? How do you know? Look at the pictures. What can you infer from the pictures?  
**Page 10** – What can you infer about Margaret? Why is she unhappy with one of her valentines? How do you know? Look at the pictures. What can you infer from the pictures?  
**Page 15** – What can you infer about the way Gilbert is feeling? What do you think his classmates are thinking? How do you know? Look at the pictures. What can you infer from the pictures?  
**Page 22** – What can you infer about the way Gilbert makes in art class? Why is he making them? Who are the valentines for? How do you know?  
**Page 24** – What can you infer about Gilbert, Margaret and Lewis now? How do you know?

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

**Time to Reflect**  
**Think** – What types of inferences did you make while reading **Roses Are Pink, Your Feet Really Stink**? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?  
**Talk** – Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the extra information you learned while reading **Roses Are Pink, Your Feet Really Stink**. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Roses Are Pink, Your Feet Really Stink**. (Remember to include examples from the book!)

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**Retelling and Summarizing**

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

**3**  
**Retell and Summarize While Reading**  
✓ Look about the main characters and what they are doing  
✓ Notice the changes in the story  
✓ Write about the events that happen

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

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

**Making Connections**

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

**3**  
**Make Connections While Reading**  
✓ Does the book remind you of something you already know?  
✓ Does the book remind you of something you have read?  
✓ Does the book remind you of something you have seen?  
✓ Does the book remind you of something you have felt?

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

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

**Making Inferences**

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**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Roses Are Pink, Your Feet Really Stink**. (Remember to include examples from the book!)

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Retelling and Summarizing

Making Connections

**Answer Key for Retelling and Summarizing**  
with **Roses Are Pink, Your Feet Really Stink**

**Your Turn to Practice Retelling and Summarizing**  
with **Roses Are Pink, Your Feet Really Stink**

Page 4: Who are some of the characters we have met so far in the story? What do we know about them?  
Page 8: How did the setting of the story of **Roses Are Pink, Your Feet Really Stink** change?  
Page 14: How did Margaret and Lewis feel what happened that night? How did they feel?

**Answer Key for Making Connections**  
with **Roses Are Pink, Your Feet Really Stink**

**Your Turn to Practice Making Connections**  
with **Roses Are Pink, Your Feet Really Stink**

Page 4: What can you infer about Gilbert? How do you know? Look at the pictures. What can you infer from the pictures?  
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**Answer Key for Making Inferences**  
with **Roses Are Pink, Your Feet Really Stink**

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with **Roses Are Pink, Your Feet Really Stink**

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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

## 3 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. Color/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. Color/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  
What I Know  
What I Can Infer


Directions:  
1. Answer each of the questions.  
2. Color/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



## Vocabulary Connections Resources

## Important Words to Know and Understand in Roses are Pink, Your Feet Really Stink Word List

**Vocabulary Connections**

**Roses Are Pink, Your Feel Really Stink**  
By: Diane deGroat  
Grade Level: 2 / Guided Reading Level: L

**Important Words to Know and Understand in "Roses Are Pink, Your Feel Really Stink"**

**Nasty**  
Disagreeable and unpleasant




**Tweak**  
To pinch, pluck or twist sharply or to make fun of someone or to annoy them

**Valentine**  
A gift or greeting sent of given on Valentine's Day

**Vocabulary Word List | ©BookPages.com**

**Roses are Pink, Your Feel Really Slink**  
 By: Diane deGroat  
 Grade Level: 2 / Guided Reading Level: L

**Vocabulary Connections**


Nasty	Tweak	Valentine
		

1. Read the story from the beginning to the end.  
 2. Read the story from the beginning to the end.  
 3. Read the story from the beginning to the end.  
 4. Read the story from the beginning to the end.

## Word and Picture Sorting Cards

Roses Are Pink. Your Feet Really Stink		
By: Diane deGroot		
Grade Level: 2 / Guided Reading Level: L		
<b>Vocabulary Connections</b>		
<b>Nasty</b>	<b>Tweak</b>	<b>Valentine</b>
Disagreeable and unpleasant!	To pinch, pluck or twist sharply or to make fun of someone or tease them	A gift or greeting sent of given on Valentine's Day

**Step by Step Directions:**  
**1.** Cut on the bottom line.  
**2.** Fold on the fold line.  
**3.** Glue, tape or staple the top of each Card to Close.




## Word and Definition Sorting Cards

[illegible]

### Word Games


with Words from *Roses Are Pink, Your Feet Really Stink*

**Directions:** Match each of the vocabulary words in the Word Bank to the correct definition. Shade the vocabulary word and the matching definition using the same color.



**nasty**

To pinch and pull with a pink and red




**tweak**

**Word Bank**

NASTY  
TWEAK  
VALENTINE

A card or gift expressing love or affection



**Valentine**

**Use the words in the word bank to complete the sentences below.**

1. He likes to \_\_\_\_\_ the boy's ear.


2. The boy fell off his bike and got a \_\_\_\_\_ cut on his leg.

3. I gave my parents a sweet \_\_\_\_\_.

### Word Games

(Pink, Your Feet Really Stink)


Vocabulary words in the Word Bank to vocabulary word and the matching



**tweak**

**Word Bank**

NASTY  
TWEAK  
VALENTINE



**Valentine**

**Use the words in the word bank to complete the sentences below.**

1. He likes to \_\_\_\_\_ the boy's ear.

2. The boy fell off his bike and got a \_\_\_\_\_ cut on his leg.

3. I gave my parents a sweet \_\_\_\_\_.

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

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Answer Key 1 ©GoodAndBeautiful.com


## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

## Vocabulary Connections

### Roses Are Pink, Your Feet Really Stink

By Diane deGroot




A new word that I learned in this book is:

.....
.....

I really like

.....
.....



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

**By Miss DeGroot**      a 1st grade teacher      a 1st grade vocabulary card

**By Miss DeGroot**      a 2nd grade teacher      a 2nd grade vocabulary card

**By Miss DeGroot**      a 3rd grade teacher      a 3rd grade vocabulary card

**By Miss DeGroot**      a 4th grade teacher      a 4th grade vocabulary card

**By Miss DeGroot**      a 5th grade teacher      a 5th grade vocabulary card

**By Miss DeGroot**      a 6th grade teacher      a 6th grade vocabulary card

**By Miss DeGroot**      a 7th grade teacher      a 7th grade vocabulary card

**By Miss DeGroot**      a 8th grade teacher      a 8th grade vocabulary card

**By Miss DeGroot**      a 9th grade teacher      a 9th grade vocabulary card

**By Miss DeGroot**      a 10th grade teacher      a 10th grade vocabulary card

**By Miss DeGroot**      a 11th grade teacher      a 11th grade vocabulary card

**By Miss DeGroot**      a 12th grade teacher      a 12th grade vocabulary card

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

[illegible]

## Vocabulary Word Extension Activities

[illegible]

## Personalized Vocabulary Bookmark



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**Roses Are Pink, Your Feet Really Slink**  
By: Diane deGroat  
Grade Level: 2 / Guided Reading Level: L

**Instructional Focus:**  
Rhyming

**Background:**  
One of the earliest methods of teaching reading and spelling is **rhyming**. This phonemic awareness sound and the print (beginning letter(s)) even if they aren't a

**Examples:**

ca	co	fu	li	se
ca	co	fu	li	se
ca	co	fu	li	se

**Materials and Preparation:**

- A Copy of
- Chart paper
- Hink Pink or
- Hink Pink w
- apart)
- Smart Heart
- Optional - V
- Optional - (

**Word Work**

**Roses Are Pink, Your Feet Really Slink**  
By: Diane deGroat  
Grade Level: 2 / Guided Reading Level: L

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

**Sample Anchor Chart**

gain	like	need	note
gain	like	need	note
gain	like	need	note
gain	like	need	note

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

**Extend Engagement**

- Ask students to think of some Hink Pink or Hinky Pinkies of their own. They can quiz their friends and their family for fun.

**Introduce Rhyming**

- Explain that when words have the same ending sound, they rhyme.
- Review rhyming words writing gain, pain on the chart paper.
- Prompt students to think of other words that rhyme with gain and pain.
- Add these to the chart paper.
- As a class, brainstorm rhymes for words ending in like, eat, and note.
- Point out to the students that, although all of the words in each column rhyme, the times (letters that follow the onset sounds), are not necessarily spelled the same. For example, note and boat.

**Rhyming in the Text**

- Tell the students that the book they will be reading today has rhyming words.
- Show them the **title page** of *Roses Are Pink, Your Feet Really Slink*.
- Tell the students that you will be reading the book once from start to finish.
- They should listen carefully and look at the words while you read and give you a thumbs up when they hear words that rhyme.

**Examples of Rhyming Words Found in the Text:**

- pink – sink
- blue – you
- Frank – Hank – thank
- red – bed – head
- small – tall – ball
- sweet – eat

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**

**Roses Are Pink, Your Feet Really Slink**  
By: Diane deGroat  
Grade Level: 2 / Guided Reading Level: L

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Print Hink Pink words and clues (or definitions) on tag board.
- Explain to students that Hink Pink are sets of rhyming words (an adjective and a noun) and are the answer to a definition riddle. For example, an obese feline is a fat cat. In this case you might have to ask for someone to define "obese," or students could use dictionaries and/or thesauruses. A Hinky Pinky has two double-syllable words as an answer. For example, a baby cat's glove is a kitten mitten.
- Pass out one card to each student (if there are not a multiple students in your class, give one student two matching rhyming word cards).
- Give the students five minutes to find their rhyming word pair partners and their definition/clue partner.
- For example, Jill is given a card with the word, study on it. Amy is given a card with the word, buddy on it. Finally, Jack is given a card with the clue, a person who helps you practice your spelling words. All three students should "find" each other. After five minutes, students may share their pairs and clues with the class. Check for accuracy and understanding.
- If the language level of your class is lower, begin with single syllable answers.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Smart Heart Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- 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 rhyming words in their own reading. If they find them to write their words on a sticky note and add them to the anchor chart. Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent Practice Page

**HINK PINK OR HINKY PINKY Master List**  
Interactive Activity

1. sky-colored foot ware	blue shoe
2. a really high shopping center	tall mall
3. a comical rabbit	funny bunny
4. a fortunate mallard	lucky ducky
5. a skinny little horse	bony pony
6. a phony dessert	fake cake
7. a sunbathed soup container	fan can
8. an intelligent painting	smart art
9. mischievous people	double trouble
10. midnight at the roller rink	late skate
11. a nice brain	kind mind
12. no cost iced drink	free tea
13. a trout plate	fish dish
14. a not so good father	bad dad
15. an obese feline	fat cat
16. a smelly baby finger	stinky pinky
17. a bashful insect	shy fly
18. a chilly education building	cool school
19. a favorite exam	best test

Name: \_\_\_\_\_ Guided Word Work Practice | ©BookPages.com

Extension Activity

**Word Detective: Rhyming**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for words with rhyming 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

**Smart Heart**  
Word Work Practice Page

**Directions:**  
Choose a word from the first heart and match it to a rhyming word in the second heart. Write the rhyming pairs on the lines.

swerve	eight	cane	mower
tender	hold	mitten	door
rain	dandy	mop	mate
slower	kitten	mold	candy
floor		curve	

1. \_\_\_\_\_ and \_\_\_\_\_  
2. \_\_\_\_\_ and \_\_\_\_\_  
3. \_\_\_\_\_ and \_\_\_\_\_  
4. \_\_\_\_\_ and \_\_\_\_\_  
5. \_\_\_\_\_ and \_\_\_\_\_  
6. \_\_\_\_\_ and \_\_\_\_\_  
7. \_\_\_\_\_ and \_\_\_\_\_  
8. \_\_\_\_\_ and \_\_\_\_\_  
9. \_\_\_\_\_ and \_\_\_\_\_  
10. \_\_\_\_\_ and \_\_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPages.com



# Assessments

Running Record					
Title: <i>Roses Are Pink, Your Feet Really Slink</i>		Guided Reading Text Level: L		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 80 %- 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	
				INFORMATION USED	
Page				E	SC
				E	SC
				MSV	MSV
				E	SC
				MSV	MSV
Analysis and Comments:					
Tested By: _____ ©BookPagez.com					

## Running Record Assessment

Roses Are Pink, Your Feet Really Slink CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <i>Roses Are Pink...</i> to answer each of the following questions.		
1. Which of these is NOT an important detail to understanding Gilbert's story?		
<input type="radio"/> A Lewis and Margaret had been mean to Gilbert.		
<input type="radio"/> B It takes place on Valentine's Day.		
<input type="radio"/> C Every student was supposed to write a nice Valentine poem for each classmate.		
<input type="radio"/> D His teacher's name is Mrs. Byrd.		
2. What lesson did Gilbert learn after writing two mean Valentine cards?		
<input type="radio"/> A He learned that he should not write.		
<input type="radio"/> B He learned he could find something.		
<input type="radio"/> C He learned how to tweak someone's.		
<input type="radio"/> D He learned how many days were in.		
3. What effect do the mean Valentine's cards		
<input type="radio"/> A They got into a bad argument.		
<input type="radio"/> B They laughed at the silly poems.		
<input type="radio"/> C They both started crying and had to.		
<input type="radio"/> D It doesn't effect them, and they go.		
4. In his poem for Lewis, what word did Gilbert		
<input type="radio"/> A feelt		
<input type="radio"/> B really		
<input type="radio"/> C pink		
<input type="radio"/> D link		
5. What problem does Gilbert have once the class finds out he wrote the mean poems? (RL.2.5)		
<input checked="" type="radio"/> A No one wants to sit near or play with Gilbert.		
<input type="radio"/> B He gets sent to the principal's office.		
<input type="radio"/> C He gets put into a time-out.		
<input type="radio"/> D Lewis and Margaret yell at him out at recess.		
6. What makes Lewis and Margaret apologize to Gilbert? (RL.2.6)		
<input type="radio"/> A Their moms make them say they are sorry.		
<input type="radio"/> B If they don't, the Valentine's party will not happen.		
<input checked="" type="radio"/> C They find out Gilbert wrote the poems because they were mean to him.		
<input type="radio"/> D They dare each other to apologize.		
7. Gilbert goes through many emotions in this story. What do the illustrations show us about how he is feeling at the end of the story? (RL.2.7)		
<input type="radio"/> A He is feeling sad.		
<input checked="" type="radio"/> B He is feeling happy and enjoying the party.		
<input type="radio"/> C He is feeling lonely.		
<input type="radio"/> D He is worried no one will like his cookies.		
8. How is Gilbert's party the same as a Valentine's Party you might have at school? (RL.2.9)		
<input type="radio"/> A Valentine's parties always have homemade Valentine's cards.		
<input type="radio"/> B Kids always get in trouble for writing mean Valentine cards.		
<input type="radio"/> C Everyone's party starts at two o'clock.		
<input checked="" type="radio"/> D There are Valentine cards and treats for the students.		
9. In 344 days when Gilbert is getting Valentines ready for another party, what will he do for kids that are not good friends? (RL.2.10)		
<input type="radio"/> A He will write mean, nasty Valentines again and try to get away with it.		
<input type="radio"/> B He will pretend he is sick and miss that day of school.		
<input checked="" type="radio"/> C He will find something good to write to them.		
<input type="radio"/> D He will ask Patty to write all his Valentine cards.		
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: \_\_\_\_\_

**Directions:**  
In the book, **Roses are Pink, Your Feet Really Stink**, Gilbert wrote Valentines to his classmates. Finish the silly Valentines below. Then decorate the Valentines and draw a funny picture at the bottom of each Valentine to match.

Roses are Red  
Elephants are \_\_\_\_\_

Roses are Red  
Bananas are \_\_\_\_\_

Make Up One of Your Own!

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
Roses Are Pink, Your Feet Really Stink Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Roses Are Pink, Your Feet Really Stink" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Retelling 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.2.6</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gained 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.2.8</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).
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Common Core State Standards Correlation
Roses Are Pink, Your Feet Really Stink Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Roses Are Pink, Your Feet Really Stink" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Making Connections 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.2.6</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>RL.2.7</b> - Use information gained 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.
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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).
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Common Core State Standards Correlation
Roses Are Pink, Your Feet Really Stink Lesson Plans, Resources, and Activities
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<b>Making Inferences Lesson Plan and Resources</b>
Reading: Literature <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 gained 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.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.
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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).
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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Roses Are Pink, Your Feet Really Stink Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Roses Are Pink, Your Feet Really Stink" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language <b>L.2.4b</b> - Use sentence-level context as a clue to the meaning of a word or phrase. <b>L.2.6a</b> - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). <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).
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Common Core State Standards Correlation
Roses Are Pink, Your Feet Really Stink Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Roses Are Pink, Your Feet Really Stink" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language <b>L.2.4b</b> - Use sentence-level context as a clue to the meaning of a word or phrase. <b>L.2.6a</b> - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). <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).
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## Vocabulary Connections Common Core Alignment

## Word Work Common Core Alignment



# Student Facing Resources in Spanish for Roses Are Pink, Your Feet Really Stink Super Pack

## 3 Comprehension Strategy Practice Pages

### Making Inferences Practice Page

**Tu turno para practicar: Hacer inferencias**  
con *Roses Are Pink, Your Feet Really Stink*  
(Las rosas son rosadas, tus pies realmente apestan)

**Página 4:**  
¿Qué puedes inferir sobre Gilbert? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?

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**Página 10:**  
¿Qué puedes inferir sobre Margaret? ¿Por qué no está contenta con una de sus tarjetas de San Valentín? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?

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**Página 15:**  
¿Qué puedes inferir sobre la manera en que se siente Gilbert? ¿Qué crees que piensan sus compañeros de clase? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?

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

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Page by Page  
Guided  
Questions

### Answer Key

**Hacer inferencias**  
con *Roses Are Pink, Your Feet Really Stink*  
(Las rosas son rosadas, tus pies realmente apestan)

**Página 4:**  
¿Qué puedes inferir sobre Gilbert? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?

Las respuestas varían. Podrían incluir: Puedo inferir que Gilbert se siente preocupado e infeliz. Veo que su cara tiene el ceño fruncido y él está tratando de averiguar qué escribir para Margaret y Lewis.

**Página 10:**  
¿Qué puedes inferir sobre Margaret? ¿Por qué no está contenta con una de sus tarjetas de San Valentín? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?

Las respuestas varían. Podrían incluir: Puedo inferir que no le gusta un Valentine que recibió porque su cara se ve triste o preocupada. Puedo inferir que no estaba contenta después de leer la tarjeta mala de Gilbert, porque lo tiene en la mano.

**Página 15:**  
¿Qué puedes inferir sobre la manera en que se siente Gilbert? ¿Qué crees que piensan sus compañeros de clase? ¿Cómo lo sabes? Mira las fotos. ¿Qué puedes deducir de las imágenes?

Las respuestas varían. Podrían incluir: Puedo inferir que Gilbert se siente triste y excluido. Nadie está sentado con él en el banco. Él ve a los otros riéndose en su mesa. Puedo inferir que se siente culpable de haber escrito malas cartas.

Clave de respuestas | ©BookPages.com

Sample answers  
written in Spanish

**Volver a contar y resumir**  
con *Roses Are Pink, Your Feet Really Stink*  
(Las rosas son rosadas, tus pies realmente apestan)

**Página 6:**  
¿Quiénes son algunos de los personajes en tu cuento? ¿Qué sabemos de ellos?

Las respuestas varían. Podrían incluir: Sr. Byrd la maestra, a Patty, a su hermano. Sabemos que a Gilbert le gusta Patty. Sabemos que a Gilbert no le gusta él.

**Página 8:**  
¿Cómo cambió el escenario del cuento (escenarío)? ¿Cuál es el escenario ahora?

Las respuestas varían. Podrían incluir: El primer escenario fue la casa de Gilbert en la escuela.

**Página 14:**  
¿Cómo descubrieron Margaret y Lewis lo que pasó primero, luego, entonces y último?

Las respuestas varían. Podrían incluir: Margaret y Lewis intercambiaron sus tarjetas de San Valentín. Luego, Lewis examinó sus cartas. Finalmente, se dieron cuenta de que Gilbert.

**Tu turno para practicar: Volver a contar y resumir**  
con *Roses Are Pink, Your Feet Really Stink*  
(Las rosas son rosadas, tus pies realmente apestan)

**Página 6:**  
¿Quiénes son algunos de los personajes que hemos conocido hasta ahora en el cuento? ¿Qué sabemos de ellos?

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**Página 8:**  
¿Cómo cambió el escenario del cuento en esta página? ¿Cuál fue el primer escenario? ¿Cuál es el escenario ahora?

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**Página 14:**  
¿Cómo descubrieron Margaret y Lewis lo que pasó con los Valentines? ¿Cuál fue el primer escenario, luego, entonces y último?

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

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Retelling and Summarizing

**Hacer conexiones**  
con *Roses Are Pink, Your Feet Really Stink*  
(Las rosas son rosadas, tus pies realmente apestan)

**Página 6:**  
Lewis y Margaret le hicieron algo malo a Gilbert. ¿Cómo lo hicieron? ¿Qué hicieron?

Las respuestas varían. Podrían incluir: Lewis le quitó el pelo o zapatos. Alguien se burló de él.

**Página 14:**  
¿Alguna vez intercambiaste las tarjetas de San Valentín con alguien? ¿Cómo lo hiciste? ¿Qué hiciste?

Las respuestas varían. Podrían incluir: Con mis amigos. Mi peor Valentine fue me gusta Batman.

**Página 20:**  
En este cuento, los personajes se molestan uno a otro. ¿Qué otros cuentos puedes pensar en dónde un personaje se burla de otro?

Las respuestas varían. Podrían incluir: El cuento de la burla de alguien es el cuento de la burla de Molly Lou Melon.

**Tu turno para practicar: Hacer conexiones**  
con *Roses Are Pink, Your Feet Really Stink*  
(Las rosas son rosadas, tus pies realmente apestan)

**Página 6:**  
Lewis y Margaret le hicieron algo malo a Gilbert. Piensa en un momento en que un amigo hizo algo malo para ti. Haz una conexión texto a tu mismo.

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**Página 14:**  
¿Alguna vez intercambiaste las tarjetas de San Valentín con tus compañeros de clase? ¿Cuántas sobre tu mejor Valentine? ¿Cuántas sobre tu peor Valentine? Haz una conexión texto a tu mismo.

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**Página 20:**  
En este cuento, los personajes se molestan uno a otro. ¿Qué otros cuentos puedes pensar en dónde un personaje se burla de otro personaje? Haz una conexión texto a texto.

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Clave de respuestas | ©BookPages.com

Making Connections



# Writing About Reading with Optional CCSS Alignment

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**"I Can" Statement written in Spanish**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 3 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**  
Título:

¿De qué se trata el libro?

¿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. Copia cuidadosamente en la línea de puntos.  
3. Pega o pega en tu cuaderno del lector.

Estrategia de comprensión | @BookPagez.com

Retelling and Summarizing

**Hacer conexiones**  
Título:

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

¿Qué tipo de conexión hiciste?

☐ Text a mi mismo

☐ Texto a texto

☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:  
1. Contesta las preguntas.  
2. Copia cuidadosamente en la línea de puntos.  
3. Pega o pega en tu cuaderno del lector.

Estrategia de comprensión | @BookPagez.com

Making Connections

**Hacer inferencias**  
Título:

Lo que dice el texto Buscamos en el texto en la línea de puntos.	Lo que sé ¿Qué sé sobre la historia?	Lo que puedo inferir Emociones, sentimientos, cosas ocultas.
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Instrucciones:  
1. Contesta las preguntas.  
2. Copia cuidadosamente en la línea de puntos.  
3. Pega o pega en tu cuaderno del lector.

Estrategia de comprensión | @BookPagez.com

Making Inferences



# Extension Activity

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

**Instrucciones:**

En el libro, Las rosas son rosadas, tus pies realmente apestan, Gilbert escribió Valentines a sus compañeros de clase. Termina las tarjetas de San Valentín tantas abajo. Luego decora las tarjetas de San Valentín y dibuja una imagen divertida en la parte inferior de cada San Valentín para que coincida.

