





### 3 Comprehension Strategy Lesson Plans and Practice Pages

Guided Reading Level


## Activate Prior Knowledge

## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

<h1>Making Predictions</h1>		<h2>Rosie's Walk</h2> <p>By: Pat Hutchins</p> <p>Grade Level: 1 / Guided Reading Level: F</p>	
<div>3</div> <div>Make Predictions While Reading</div> <ul style="list-style-type: none"> <li>Look for clues that tell you what a character might do next</li> <li>Look for clues that tell you about big events that might</li> </ul>	<div>Time to Read</div> <p>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.</p> <p><b>Page 1</b> – When Rosie sets out on her walk, the fox is watching. What do you think the fox will do next? Why do you think so?</p> <p><b>Page 8</b> – The fox tries to catch Rosie by the pond. He jumps. What do you think will happen next? Why do you think so?</p> <p><b>Page 16</b> – The fox watches Rosie by the mill. What do you think will happen next? What clues are you using to make your prediction?</p> <p><b>Page 22</b> – The fox lands on a cart. What do you think will happen next? How do you know?</p> <p><b>Page 27</b> – Do you think the fox would catch Rosie? Why or why not?</p> <p>Write your answer to each of the questions you made throughout the story!</p>		
<div>4</div> <div>Notice the Work You Did While Reading</div> <ul style="list-style-type: none"> <li>Think</li> <li>Reflect</li> <li>Write</li> </ul>	<div>Time to Reflect</div> <p><b>Think</b> – What types of predictions did you make while reading <i>Rosie's Walk</i>? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?</p> <p><b>Talk</b> – Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.</p> <p><b>Reflect</b> – Think about the reasons why some of the predictions you made while reading <i>Rosie's Walk</i> were correct and why some were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?</p> <p><b>Write</b> – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading <i>Rosie's Walk</i>. (Remember to include examples from the book!)</p>		

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### Understanding Text Structure

**Get Ready to Read**


Read about the text structure.

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.




### Learn About Comprehension Strategies

Read about the strategies and think about how they can be used to understand the text.




### Understand Text Reading

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.




### Notice the Work Text Style Reading

- Read
- Think
- Write




### Summary

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.




### Time to Read

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.




### Understand Text Reading

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.




### Notice the Work Text Style Reading

- Read
- Think
- Write




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### Understand Text Reading

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.




### Notice the Work Text Style Reading

- Read
- Think
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### Summary

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.




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Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.



### Notice the Work Text Style Reading

- Read
- Think
- Write



### Summary

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.



### Time to Read

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.



### Understand Text Reading

Read the text and think about how the author is organizing the text. Write down the main idea and the supporting details.



### Notice the Work Text Style Reading

- Read
- Think
- Write

Understand

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Retelling and Summarizing

# Understanding Text Structure

<b>Answer Key for Refelling and Summarizing</b> with Rosie's Walk		<b>Answer Key for Making Predictions</b> with Rosie's Walk	
<b>Page 4</b> What did hen's The	<b>Your Turn to Practice Refelling and Summarizing</b> with Rosie's Walk		
<b>Page 5</b> What The The	<b>Page 6</b> What do the The The		
<b>Page 7</b> What The The	<b>Page 8</b> What do the The The		
<b>Page 9</b> What The The	<b>Page 10</b> What do the The The		
<b>Page 11</b> What The The	<b>Page 12</b> What do the The The		
<b>Page 13</b> What The The	<b>Page 14</b> What do the The The		
<b>Page 15</b> What The The	<b>Page 16</b> What do the The The		
<b>Page 17</b> What The The	<b>Page 18</b> What do the The The		
<b>Page 19</b> What The The	<b>Page 20</b> What do the The The		
<b>Page 21</b> What The The	<b>Page 22</b> What do the The The		
<b>Page 23</b> What The The	<b>Page 24</b> What do the The The		
<b>Page 25</b> What The The	<b>Page 26</b> What do the The The		
<b>Page 27</b> What The The	<b>Page 28</b> What do the The The		
<b>Page 29</b> What The The	<b>Page 30</b> What do the The The		
<b>Page 31</b> What The The	<b>Page 32</b> What do the The The		
<b>Page 33</b> What The The	<b>Page 34</b> What do the The The		
<b>Page 35</b> What The The	<b>Page 36</b> What do the The The		
<b>Page 37</b> What The The	<b>Page 38</b> What do the The The		
<b>Page 39</b> What The The	<b>Page 40</b> What do the The The		
<b>Page 41</b> What The The	<b>Page 42</b> What do the The The		
<b>Page 43</b> What The The	<b>Page 44</b> What do the The The		
<b>Page 45</b> What The The	<b>Page 46</b> What do the The The		
<b>Page 47</b> What The The	<b>Page 48</b> What do the The The		
<b>Page 49</b> What The The	<b>Page 50</b> What do the The The		
<b>Page 51</b> What The The	<b>Page 52</b> What do the The The		
<b>Page 53</b> What The The	<b>Page 54</b> What do the The The		
<b>Page 55</b> What The The	<b>Page 56</b> What do the The The		
<b>Page 57</b> What The The	<b>Page 58</b> What do the The The		
<b>Page 59</b> What The The	<b>Page 60</b> What do the The The		
<b>Page 61</b> What The The	<b>Page 62</b> What do the The The		
<b>Page 63</b> What The The	<b>Page 64</b> What do the The The		
<b>Page 65</b> What The The	<b>Page 66</b> What do the The The		
<b>Page 67</b> What The The	<b>Page 68</b> What do the The The		
<b>Page 69</b> What The The	<b>Page 70</b> What do the The The		
<b>Page 71</b> What The The	<b>Page 72</b> What do the The The		
<b>Page 73</b> What The The	<b>Page 74</b> What do the The The		
<b>Page 75</b> What The The	<b>Page 76</b> What do the The The		
<b>Page 77</b> What The The	<b>Page 78</b> What do the The The		
<b>Page 79</b> What The The	<b>Page 80</b> What do the The The		
<b>Page 81</b> What The The	<b>Page 82</b> What do the The The		
<b>Page 83</b> What The The	<b>Page 84</b> What do the The The		
<b>Page 85</b> What The The	<b>Page 86</b> What do the The The		
<b>Page 87</b> What The The	<b>Page 88</b> What do the The The		
<b>Page 89</b> What The The	<b>Page 90</b> What do the The The		
<b>Page 91</b> What The The	<b>Page 92</b> What do the The The		
<b>Page 93</b> What The The	<b>Page 94</b> What do the The The		
<b>Page 95</b> What The The	<b>Page 96</b> What do the The The		
<b>Page 97</b> What The The	<b>Page 98</b> What do the The The		
<b>Page 99</b> What The The	<b>Page 100</b> What do the 		

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement** →

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

**Common Core State Standard** →

**Common Core Free Option** →

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

**Rosie's Walk: Understanding Text Structure**

What kind of words does the author use to tell where Rosie goes on her walk? How do the pictures help you know where Rosie goes on her walk?

☐ I can tell who the author and illustrator are. I can tell what their jobs are. CCSS: RL.1.6

**Rosie's Walk: Understanding Text Structure**

What kind of words does the author use to tell where Rosie goes on her walk? How do the pictures help you know where Rosie goes on her walk?

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

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What kind of words does the author use to tell where Rosie goes on her walk? How do the pictures help you know where Rosie goes on her walk?

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

## 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:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

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

Retelling and Summarizing

**Making Predictions**

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

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Write your prediction below.	Write your prediction below.	If correct write what you predicted.
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<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:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

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

Making Predictions

**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:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

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

Understanding Text Structure

# Vocabulary Connections Resources

## Important Words to Know and Understand in Rosie's Walk Word List

**Vocabulary Connections**  
Rosie's Walk  
By: Pat Hutchins  
Grade Level: 1 / Guided Reading Level: F

**Important Words to Know and Understand in "Rosie's Walk"**

**Fence**  
A structure like a wall built outside to separate two areas

**Fox**  
A small wild animal that is related to dogs and that has a long pointed nose and bushy tail






**Haystack**  
A large pile of hay

**Hen**  
An adult female chicken

**Mill**  
A building with machinery for grinding grain into flour

Vocabulary Word List | ©BookPages.com

**Vocabulary Connections**  
Rosie's Walk  
By: Pat Hutchins  
Grade Level: 1 / Guided Reading Level: F

<b>Fence</b>	<b>Fox</b>	<b>Haystack</b>
		
<b>Hen</b>	<b>Mill</b>	
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**  
Rosie's Walk  
By: Pat Hutchins  
Grade Level: 1 / Guided Reading Level: F

<b>Fence</b>	<b>Fox</b>	<b>Haystack</b>
A structure like a wall built outside to separate two areas	A small wild animal that is related to dogs and that has a long pointed nose and bushy tail	A large pile of hay
<b>Hen</b>	<b>Mill</b>	
An adult female chicken	A building with machinery for grinding grain into flour	

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
Rosie's Walk  
By: Pat Hutchins  
Grade Level: 1 / Guided Reading Level: F

<b>Fence is a/an</b> noun verb adverb adjective Definition of Fence:	<b>Fox is a/an</b> noun verb adverb adjective Definition of Fox:	<b>Haystack is a/an</b> noun verb adverb adjective Definition of Haystack:
<b>Fence looks like this:</b>	<b>Fox looks like this:</b>	<b>Haystack looks like this:</b>
<b>Fence reminds me of:</b>	<b>Fox reminds me of:</b>	<b>Haystack reminds me of:</b>
<b>I saw this word in</b>	<b>I saw this word in</b>	<b>I saw this word in</b>

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games with Words from Rosie's Walk**

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

**Word Bank**  
FENCE  
FOX  
HAYSTACKS  
HEN  
MILL

- Rosie hid from the brown \_\_\_\_\_.
- The dog jumped over the white \_\_\_\_\_.
- Flour is made at the \_\_\_\_\_.
- A \_\_\_\_\_ is a mother chicken.
- Large piles of hay are called \_\_\_\_\_.

**Directions:** Choose your favorite word from the word bank. Practice writing the word on the lines below.

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

**Answer Key**  
1. Rosie hid from the brown fox.  
2. The dog jumped over the white fence.  
3. Flour is made at the mill.  
4. A hen is a mother chicken.  
5. Large piles of hay are called haystacks.

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## Word Games and Answer Key

**Vocabulary Connections**  
Rosie's Walk  
By: Pat Hutchins  
Grade Level: 1 / Guided Reading Level: F

**Rosie's Walk**  
By Pat Hutchins

A new word that I learned in this book is: \_\_\_\_\_

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

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.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 before and 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	✓

Independent Word Exploration | ©BookPages.com

# Word Work Lesson Plan and Activities

Instructional  
Focus Based on  
the Words in  
the Book

**Word Work**  
By: Pat Hutchins  
Grade Level: 1 / Guided Reading Level: F

**Instructional Focus:**  
High Frequency Words

**Background:**  
High frequency words are the most commonly used words in printed text. Over 50 percent of all text composed of

**Examples:**

all
but
can
he
her
him
I

- Materials and Preparation:**
- A Copy of Rosie's Walk
  - Chart Paper
  - High Frequency Word Cards
  - Optional - Word Detective
  - Optional - 2 Colors of Index Cards

**Word Work**  
By: Pat Hutchins  
Grade Level: 1 / Guided Reading Level: F

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

**Introduce High Frequency Words**

- Explain that there are many words in the English language that are used commonly in stories. When a word is used often, it is called a high frequency word. These words are easy to recognize because we see them many times when we read and use them a lot when we write.
- Ask the children to raise their hands if they can think of a word that they see repeatedly in the stories they read. For example, you might suggest that the word "the" is very common. Other examples are you, a, them, then, first, next and so on.
- Draw the students' attention to the chart paper.
- Encourage children to brainstorm about words that are common in the books and stories they read. Offer them the opportunity to look at a variety of books as you brainstorm. Which words do they see most often? Make a list on chart paper.
- Explain that the more you read, the more you will become familiar with the most common or high-frequency words.

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

**High Frequency Words in the Text**

- Tell the students that the book they will be reading today has some high-frequency words.
- Show them **page 1** of *Rosie's Walk*. Tell the students to listen carefully and look at the words while you read. Ask the students to raise their hands when they hear a high-frequency word.
- After reading page 1, ask the students to identify several words that are high-frequency words (e.g., the, went, for, go).
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for the high-frequency words. Remind them to be polite and not to interrupt you while you read.
- Read *Rosie's Walk*.

**Examples of High Frequency Words in the Text:**

across	and
under	in
around	back
time	over
for	went
got	the

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**  
By: Pat Hutchins  
Grade Level: 1 / Guided Reading Level: F

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Give each student a copy of the High-Frequency Word Cards.
- Read the directions with the class and give an example of a high-frequency word (e.g., the, I, is, to, and).
- Ask students to cut apart the word cards and arrange them face up on the desk.
- Have children stand up and push in their chairs. Explain that you will call out one of the high-frequency words. Children must find it among their cards and hold it up to show you. Check to see that all children have found the correct word card.
- After checking, ask children to place the card back on the desk, face down.
- Then ask children to take a walk like Rosie. They should walk around the room and return to their desks.
- Call out another word. Children must show you the correct card. Check their work. Then ask them to flip the card face down on the desk.
- Continue "walking", returning to their desks, and calling out words until children have turned over all the words.
- You might have children walk across the room, crawl under the desks/furniture, over an object (e.g., a book), past another object (e.g., teacher's desk), through the doorway, and back to their desks.

**Step 4: Independent Word Work Practice**

**Practice Page**

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

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

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite students to share what they learned with the group.

Word Work Lesson Plan | ©BookPages.com

Interactive Activities

**High Frequency Words Interactive Activity**

**Directions:**  
Cut out the word cards along the lines.

across	under	around
time	for	got
and	in	back
over	went	the

Guided Word Work Practice | ©BookPages.com

Independent  
Practice Page

Extension Activity

**Word Detective: High Frequency Words Extension Activity**

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

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPages.com

**High Frequency Words Word Work Practice Page**

**Directions:**  
Look at each sentence.  
Circle the word "the" each time you see it.  
Underline the word "and" each time you see it.  
Draw a box around the word "under" each time you see it.

**Example:**  
*The hen and the fox walked under the tree.*

- Rosie the hen went for a walk.
- The fox followed Rosie.
- Rosie walked under the beehives.
- The fox was under the hen house.
- The fox hopped over the rake.
- Rosie walked across the yard and around the pond.
- The fox ran into the rake and it hit him.
- A bird sat in the tree and watched.
- Frogs and a butterfly were at the pond.
- Two mice and a goat sat by the haystack.

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: Rosie's Walk		Guided Reading Text Level: F		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	Rosie the hen went for a walk				
4	across the yard				
8	around the pond				
12	over the haystack				
15	past the mill				
20	through the fence				
24	under the beehives				
27	and				
	got back				
	in time				
	for dinner.				
Analysis and Comments:					
Tested By: _____					
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Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

Rosie's Walk CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <b>Rosie's Walk</b> to answer each of the following questions.	
<b>1. What problem did Rosie have?</b> <input type="radio"/> A fox was following her. <input type="radio"/> Rosie fell in the pond. <input type="radio"/> Rosie did not get any dinner. <input type="radio"/> Rosie got stung by a bee.	
<b>2. What is the story about?</b> <input type="radio"/> It is about a fox with bad luck. <input type="radio"/> It is about chickens. <input type="radio"/> It is about Rosie the hen, who went on a walk before dinner. <input type="radio"/> It is about all the animals on the farm.	
<b>3. What is the setting for Rosie's Walk?</b> <input type="radio"/> The setting is in someone's backyard. <input type="radio"/> It takes place at the zoo. <input type="radio"/> It takes place at the park. <input type="radio"/> The setting is on a farm.	
<b>4. Rosie gets back in time for dinner. How does Rosie feel about dinner?</b> <input type="radio"/> Rosie doesn't care about dinner. <input type="radio"/> Rosie likes dinner. <input type="radio"/> Rosie doesn't eat dinner. <input type="radio"/> Rosie thinks dinner is a waste of time.	
CCSS Assessment 1 <sup>st</sup> Grade Reading Standards for Literature	

Rosie's Walk CCSS Assessment Answer Key
<b>Directions:</b> Use what you know about <b>Rosie's Walk</b> to answer each of the following questions.
<b>1. What problem did Rosie have? (RL.1.1)</b> <input checked="" type="radio"/> A fox was following her. <input type="radio"/> Rosie fell in the pond. <input type="radio"/> Rosie did not get any dinner. <input type="radio"/> Rosie got stung by a bee.
<b>2. What is the story about? (RL.1.2)</b> <input type="radio"/> It is about a fox with bad luck. <input type="radio"/> It is about chickens. <input checked="" type="radio"/> It is about Rosie the hen, who went on a walk before dinner. <input type="radio"/> It is about all the animals on the farm.
<b>3. What is the setting for Rosie's Walk? (RL.1.3)</b> <input type="radio"/> The setting is in someone's backyard. <input type="radio"/> It takes place at the zoo. <input type="radio"/> It takes place at the park. <input checked="" type="radio"/> The setting is on a farm.
<b>4. Rosie gets back in time for dinner. How does Rosie feel about dinner? (RL.1.4)</b> <input type="radio"/> Rosie doesn't care about dinner. <input type="radio"/> Rosie likes dinner. <input type="radio"/> Rosie doesn't eat dinner. <input checked="" type="radio"/> Rosie thinks dinner is a waste of time.
CCSS Assessment 1 <sup>st</sup> Grade Reading Standards for Literature   BookPagez.com

Answer Key



# Bonus Activity

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

**Directions:**  
In the book *Rosie's Walk*, Rosie the hen walks around, over, under, and through. Rosie needs your help to get back to the hen house. Color the stones words that show direction. Soon you'll see a path that will take Rosie to her house.

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
Rosie's Walk Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Rosie's Walk" correlate with the following English Language Arts Common Core State Standards for first grade.
<b>Reading and Summarizing Lesson Plan and Resources</b>
Reading: Literature
RL.1.1 - Ask and answer questions about key details in text.
RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3 - Describe characters, settings, and major events in a story using key details.
RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Writing
W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).
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Common Core State Standards Correlation
Rosie's Walk Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Rosie's Walk" correlate with the following English Language Arts Common Core State Standards for first grade.
<b>Reading Predictions Lesson Plan and Resources</b>
Reading: Literature
RL.1.1 - Ask and answer questions about key details in a text.
RL.1.8 - Compare and contrast the adventures and experiences of characters in stories.
RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Writing
W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).
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Common Core State Standards Correlation
Rosie's Walk Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Rosie's Walk" correlate with the following English Language Arts Common Core State Standards for first grade.
<b>Understanding Text Structure Lesson Plan and Resources</b>
Reading: Literature
RL.1.1 - Ask and answer questions about key details in a text.
RL.1.4 - Identify who is telling the story of various points in a text.
RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Writing
W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).
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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Rosie's Walk Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Rosie's Walk" correlate with the following English Language Arts Common Core State Standards for first grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language
L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4b - Identify real-life connections between words and their use (e.g. note places or 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).
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## Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
Rosie's Walk Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Rosie's Walk" correlate with the following English Language Arts Common Core State Standards for first grade.
<b>Word Work Lesson Plan and Resources</b>
Reading: Foundational Skills
RF.1.3 - Show and apply the grade-level phonics and word analysis skills in decoding words.
RF.1.4 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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## Word Work Common Core Alignment

# Student Facing Resources in Spanish for Rosie's Walk Super Pack

## 3 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con Rosie's Walk (La caminata de Rosie)**

**Página 4:**  
¿Quiénes son los dos personajes principales que hemos conocido hasta ahora en la historia? ¿Cuál es el nombre de la gallina?

\_\_\_\_\_

\_\_\_\_\_

**Página 12:**  
¿Cuál es el escenario de la historia? ¿Dónde ha caminado Rosie hasta ahora?

\_\_\_\_\_

\_\_\_\_\_

**Página 20:**  
¿Qué tipo de animales ha visto Rosie en su caminata? ¿Qué tipo de cosas ha visto ella?

\_\_\_\_\_


\_\_\_\_\_

**Página 24:**  
¿Quién o qué causó que las colmenas de abejas cayeran y dejaran salir a todas las abejas?

\_\_\_\_\_

\_\_\_\_\_

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

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### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Volver a contar y resumir con Rosie's Walk (La caminata de Rosie)**

**Página 4:**  
¿Quiénes son los dos personajes principales que hemos conocido hasta ahora en la historia? ¿Cuál es el nombre de la gallina?

Las respuestas varían. Podrían incluir: El zorro y la gallina.  
El nombre de la gallina es Rosie.

**Página 12:**  
¿Cuál es el escenario de la historia? ¿Dónde ha caminado Rosie hasta ahora?

Las respuestas varían. Podrían incluir: El escenario de la historia es una granja. Rosie ha caminado por el patio y alrededor del estanque y hasta el pajar hasta ahora.


**Página 20:**  
¿Qué tipo de animales ha visto Rosie en su caminata? ¿Qué tipo de cosas ha visto ella?

Las respuestas varían. Podrían incluir: Rosie ha visto una mariposa, algunas ranas, un pájaro, ratones y una cabra.

**Página 24:**  
¿Quién o qué causó que las colmenas de abejas cayeran y dejaran salir a todas las abejas?

Las respuestas varían. Podrían incluir: El zorro estaba en el carro. Rodaba en las colmenas y dejaba salir a las abejas.

Answer Key | @BookPagez.com



**Hacer predicciones con Rosie's Walk (La caminata de Rosie)**

**Tu turno para practicar: Hacer predicciones con Rosie's Walk (La caminata de Rosie)**

**Página 1:**  
Cuando el zorro dice: "Las respuestas varían. Podrían incluir: El zorro está mirando. ¿Qué crees que hará el zorro después? ¿Por qué piensas eso?"

\_\_\_\_\_

\_\_\_\_\_

**Página 8:**  
El zorro intenta atrapar a Rosie en el estanque. El salto. ¿Qué crees que pasará después? ¿Por qué piensas eso?"

\_\_\_\_\_


\_\_\_\_\_

**Página 14:**  
El zorro mira a Rosie por el molino. ¿Qué crees que pasará después? ¿Qué pistas te dicen eso?"

\_\_\_\_\_

\_\_\_\_\_

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

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Making Predictions

**Entender la estructura del texto con Rosie's Walk (La caminata de Rosie)**

**Tu turno para practicar: Entender la estructura del texto con Rosie's Walk (La caminata de Rosie)**

**Página 7:**  
¿Qué información aprendes al leer las palabras y usar las imágenes? ¿Qué tipo de cosas ves alrededor del estanque?"

\_\_\_\_\_

\_\_\_\_\_

**Página 14:**  
¿Qué otra información aprendes al leer las palabras y mirar las imágenes? ¿Qué notas sobre el zorro? ¿Qué notas sobre Rosie? ¿La imagen coincide con el texto? ¿Cómo muestra la imagen lo que podría suceder después? ¿Qué pistas ves?"

\_\_\_\_\_


\_\_\_\_\_

**Página 22:**  
¿Qué otra información aprendes al leer las palabras y usar las imágenes? Observa el patrón. Rosie lleva al zorro de un lugar a otro. ¿De qué manera el patrón en el libro lo ayuda a comprender mejor la historia? ¿Por qué?"

\_\_\_\_\_

\_\_\_\_\_

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

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Understanding Text Structure

# Writing About Reading with Optional CCSS Alignment

"I Can"  
Statement  
written in  
Spanish

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

Common Core Free  
Option

Reading Response  
Prompts for Each  
Comprehension  
Strategy Lesson Plan

## 3 Comprehension Strategy Graphic Organizers

**Valer a contar y resumir**  
(Título: \_\_\_\_\_)

¿De qué es este libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración para cada evento abajo.

Primero	Luego
Después	Entonces

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and  
Summarizing

**Hacer Predicciones**  
(Título: \_\_\_\_\_)

Yo predigo...

Mi predicción fue...

☐ Correcto  
☐ Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making  
Predictions

**Entender la estructura del texto**  
(Título: \_\_\_\_\_)

Estructura del texto	Dónde fue usada la estructura del texto	Cómo te ayudó la estructura del texto a leer
Página: _____		
Página: _____		
Página: _____		
Página: _____		
Página: _____		

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

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Understanding  
Text Structure



## Extension Activity

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

**Direcciones:**

En el libro *Rosie's Walk* (La caminata de Rosie), Rosie la gallina camina por encima, debajo y por debajo. Rosie necesita tu ayuda para volver al gallinero. Colorea las piedras palabras que muestran dirección. Pronto verás un camino que llevará a Rosie a su casa.

