

Here's What You'll Get in the The Bear Ate Your Sandwich Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

The Bear Ate Your Sandwich
By: Julia Sarcone-Roach
Grade Level: 2 / Guided Reading Level: 1

Making Inferences

1

Get Ready To Read

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

2

Learn About Comprehension Strategies

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

Summary

The Bear Ate Your Sandwich shares the story of what happened to a special sandwich. The story begins with a bear in the woods who follows the smell of ripe berries to the bed of a pickup truck. He eats the berries, falls asleep, and wakes up in the city. The bear explores his new surroundings and ends up in the park where he spies a sandwich on a park bench. He helps himself to the yummy treat. But is that really what happened?

Link to What You Know

- How would you feel if you went to sleep in one place and woke up in another, unfamiliar place?
- There are fresh cookies on the kitchen counter. A bear is in the kitchen with chocolate smeared on his face, and a mother is in her room doing homework. Mom finds one cookie missing. Who do you think ate it? What makes you think so?

Important Words to Know and Understand

Drifted – A slow and gradual movement or change from one place, condition, etc., to another

Discovery – The act of finding or learning something for the first time; the act of discovering something

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

Activate Prior Knowledge

Making Inferences Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

The Bear Ate Your Sandwich
By: Julia Sarcone-Roach
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Making Inferences

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 the and events?

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 in your notebook.

Page 7 – While the bear was sleeping, the buzzing sound became a rumbling sound. Use the illustration to make an inference about why the sound changed. Explain your thinking.

Pages 9 and 10 – The bear is in a new forest! Make an inference about why the bear calls this a new forest. Tell why your inference makes sense.

Page 14 – The bear is looking for something to eat and is disappointed when the foods he likes have already been found by others. Use the illustration and your background knowledge to infer what foods the bear thinks are the tastiest treats. How does making inferences help you become a stronger reader?

Pages 15 and 16 – The bear is in a new park. Infer how the bear feels about this new forest. What clues did you use to help you make your inference?

Page 28 – Use the illustration to infer who is telling the story of what happened to the sandwich.

Time to Reflect

Think – What types of inferences did you make while reading *The Bear Ate Your Sandwich*? 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 making inferences in *The Bear Ate Your Sandwich*. 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 *The Bear Ate Your Sandwich*. (Remember to include examples from the book!)

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Ask Questions While Reading

- Think about the text
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Answer Key for Making Inferences with The Bear Ate Your Sandwich

Page 7: While the bear was sleeping, the buzzing sound became a rumbling sound. Use the illustration to make an inference about why the sound changed.

Answer Key for Asking Questions with The Bear Ate Your Sandwich

Page 1: The bear smells the berries and falls asleep. What do you think happened to the bear when he fell asleep?

Answer Key for Making Predictions with The Bear Ate Your Sandwich

Page 2: The author states that something happened to the bear. What do you predict happened between the bear and the truck?

Answer Key for Understanding Text Structure with The Bear Ate Your Sandwich

Page 11 and 12: The bear finds a lot of things in the new forest that are similar to the things he had in the old forest. What do you think the author is trying to tell you about the bear?

Understanding Text Structure

Identifying the Author's Purpose

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

The Bear Ate Your Sandwich: Making Inferences

What can you infer about who really ate the sandwich; the bear or the dog? Support your inference with examples from the text.

I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud. CCSS: RL.2.6

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

The Bear Ate Your Sandwich: Making Inferences

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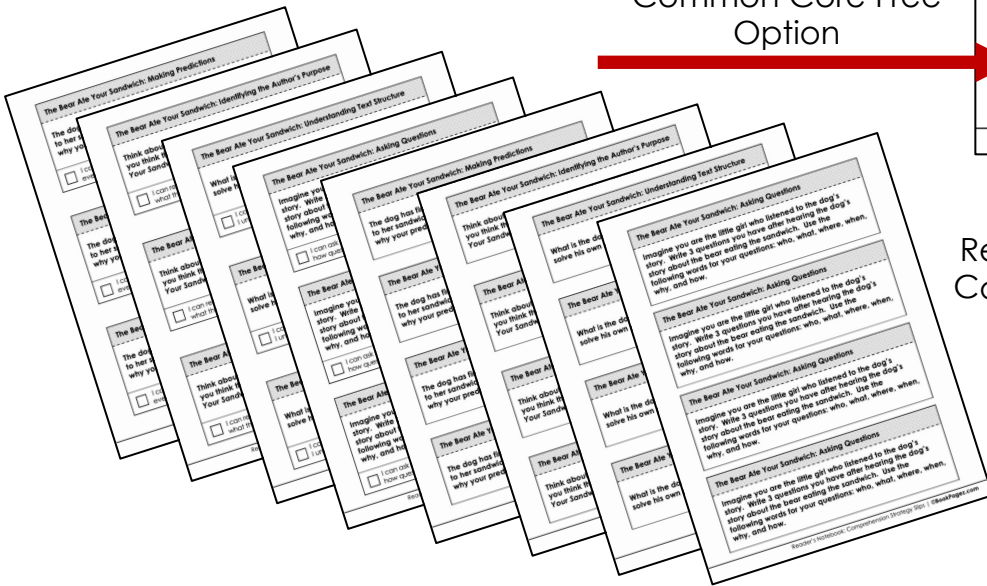
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the quest? Evidence, thoughts, Cause, Setting	

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	If correct, write what made it correct. <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:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identifying the Author's Purpose

Asking Questions

Title: _____

Question	Answer
I wonder... Why didn't... How does... I am confused when... I am curious about... I am not sure why...	

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Understanding Text Structure

Title: _____

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

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
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Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Vocabulary Connections Resources

Vocabulary Connections **The Bear Ate Your Sandwich**
By: Julia Sarcone-Roach
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in The Bear Ate Your Sandwich

Bark
The outer covering of a tree

Cliffs
A high, steep surface of rock, earth, or ice

Den
The home of some kinds of wild animals

Discovery
The act of finding or learning something for the first time; the act of discovering something

Distance
A point or place that is far away from another point or place

Doze
To sleep lightly especially for a short period of time

Drifted
A slow and gradual movement or change from one place, condition, etc., to another

Familiar
Frequently seen, heard, or experienced

Ripe
Fully grown and developed and ready to be eaten

Rumbling
A low, heavy, continuous sound or series of sounds

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in The Bear Ate Your Sandwich Word List

Vocabulary Connections **The Bear Ate Your Sandwich**
By: Julia Sarcone-Roach
Grade Level: 2 / Guided Reading Level: L

Bark **Cliffs** **Den**

Discovery **Distance** **Doze**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections **The Bear Ate Your Sandwich**
By: Julia Sarcone-Roach
Grade Level: 2 / Guided Reading Level: L

Bark **Cliffs** **Den**

Discovery **Distance** **Doze**

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections **The Bear Ate Your Sandwich**
By: Julia Sarcone-Roach
Grade Level: 2 / Guided Reading Level: L

Discovery is a/an
noun verb
adverb adjective

Distance is a/an
noun verb
adverb adjective

Doze is a/an
noun verb
adverb adjective

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word and Definition Sorting Cards

Word Games
with Words from **The Bear Ate Your Sandwich**

Directions: Read the vocabulary words in the box and circle the word that ends in a consonant letter.

doze bark distance
ripe cliffs familiar
discovery den rumbling

Directions: Complete the following sentences with the words that end with consonant letters.

- The bears usually stay at their _____ during the winter.
- I saw some _____ faces at the party last night.
- Diving off the _____ is one of the most dangerous extreme sports.
- The _____ of the tree is quite thick and rough.
- The scientist's experiment led to a great _____.
- I can hear the thunder _____ in the distance.

Name: _____ ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections **The Bear Ate Your Sandwich**
By: Julia Sarcone-Roach
Grade Level: 2 / Guided Reading Level: L

The Bear Ate Your Sandwich
By Julia Sarcone-Roach

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

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Vocabulary Word Extension Activities

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

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

The Bear Ate Your Sandwich
By: Julia Sarcone-Roach
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Vowel Team (ee)

Background:
The vowel team ee is found in the middle or end of a word. This vowel team makes the long /e/ sound.

Examples:

bee	green	see	seed
fee	tree	three	deep
jeep	peep		
sheep	week		
feet	knee		

Materials and Preparation:

- A Copy of **The Bear Ate Your Sandwich**
- Vowel Team ee of
- Scissors
- Markers
- Tape
- Clip boards (1 per student)
- Pencil (1 per student)
- Picture Cards [cut out]
- Recording Sheet (1 per student)
- EE Words Question and Answer
- Optional - Word Detective

Word Work






The Bear Ate Your Sandwich
By: Julia Sarcone-Roach
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Introduce Vowel Team (ee)

- Introduce words with the vowel team ee by explaining the sound when two e's are next to each other they say the long /e/ sound.
- Direct student attention to the chart. Have students chorally read the ee words on the chart.
- Next, have students turn and talk to pick the picture that matches the word.
- Have one student come up and draw a line from the picture to the word it matches on the anchor chart.
- Repeat the turn and talk and matching process for the remaining words.

Sample Anchor Chart

bee	
wheel	
sleep	
knee	
feet	

Step 2: Connect Word Work to Reading

Vowel Team (ee) in the Text

- Tell students that the book, **The Bear Ate Your Sandwich**, has a lot of examples of words with the vowel team ee to find. When they hear or see a word, have students pretend like they are eating a sandwich. Remind students to be respectful when pretending to eat a sandwich and to do it silently.
- Read page 5 of **The Bear Ate Your Sandwich**. Stop at the word "bees" during your reading and demonstrate pretending to eat your sandwich. Have students model eating their sandwich for "bees" as well.
- Begin reading the book from the first page. Read **The Bear Ate Your Sandwich**. Encourage students to silently "eat their sandwich" when they see or hear a word with the vowel team ee.
- At the end of the book, have students share some of the ee words they heard.

Examples of Vowel Team ee Found in the Text:

- trees
- feet
- green
- street
- see
- breeze
- bees
- asleep
- seen

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work

The Bear Ate Your Sandwich
By: Julia Sarcone-Roach
Grade Level: 2 / Guided Reading Level: L

Step 3: Guided Word Work Practice

Interactive Exploration

- Note: Before introducing the **EE Word Hunt Activity**, cut out and hang the picture cards around the room.
- Pass out the **EE Word Hunt Recording Sheet** to students.
- Tell students that there are pictures of ee words hidden around the room.
- Instruct students to go around the room and look for the picture cards. When they find one, they will write the word down for the picture on their recording sheet. They will write the word in the number square that matches the number on the card. (Students do not need to find the pictures in order.)
- Repeat until all picture cards are found.

Step 4: Independent Word Work Practice

Practice Page

- Distribute copies of the **EE Words Question and Answer** practice page.
- Direct students to read the questions and then choose a word from the Word Bank to answer the question.
- Write the word on the line next to each question.
- Repeat until all of the questions are answered.

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 **vowel team (ee)** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart. (Review the added sticky notes with the class later in the day or before moving on to the next Word Work lesson.)
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.




















Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

EE Word Hunt Picture Cards
Interactive Activity

Directions: Cut these out and place them all around the classroom.

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 
9. 	10. 	11. 	12. 
13. 	14. 	15. 	16. 
17. 	18. 	19. 3	20. 

Directions: Write the word in the correct box.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.

Guided Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: Vowel Teams (ee)
Extension Activity

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

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

EE Words Question and Answer
Word Work Practice Page

Directions: Read the question. Use the ee words in the word bank to answer the question. Write the answer on the blank line.

tree	beep	knee
deep	bee	cheek
sleep	breeze	street

- Where do people drive their cars? _____
- What do people do when they go to bed at night? _____
- What word is used when the wind blows outside? _____
- What is yellow and black and buzzes around? _____
- What body part do people use to kneel? _____
- What grows up from the ground and provides shade? _____
- What noise do car horns make? _____
- Where on their face do women put blush makeup? _____
- When someone can't touch the swimming pool floor, he or she is in what end? _____

Name: _____ Independent Word Work Practice | ©BookPagez.com

Assessments

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



Running Record

Title: *The Bear Ate Your Sandwich* 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 50% - 89% Accuracy
-----------------------------	-------------------------------------	----------------------------

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
1	By now I think you know what happened to your sandwich. But you may not know how it happened. So let me tell you. It all started with the bear.				
2	The morning air was warm and bright when the bear stepped out of his den. He stretched and sniffed.				
3	The scent of ripe berries drifted toward him and led to a wonderful discovery.				
4	After a berry feast, the bear curled up in the sunlight and				

Tested By: _____ ©BookPagez.com

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



The Bear Ate Your Sandwich
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *The Bear Ate Your Sandwich* to answer each of the following questions.

- Why does the dog tell the story about the bear eating the sandwich?**
 - A He tells the story to be funny and get attention.
 - B He tells the story so he won't get in trouble for eating the sandwich.
 - C He tells the story because it was his sandwich and he is sad.
 - D The dog doesn't tell the story.
- Why does the bear check to make sure no one is looking before eating?**
 - A Because he does not want to get caught since he knows he stole the sandwich without asking.
 - B Because he is embarrassed about being new to the city and does not want people to see him.
 - C He doesn't check to make sure no one is watching.
 - D Because he is nervous and worried about everything in the new city.
- How does the bear solve his problem of being hungry in the new city?**
 - A He eats garbage.
 - B He eats fish from the water.
 - C He goes back home to the forest for food.
 - D He eats someone's sandwich.
- Which is an example of alliteration?**
 - A The bear loved it.
 - B leafy green smells
 - C sniff, snuffle, slobber, snort
 - D None of the above.

CCSS Assessment 2nd Grade Reading Standards for Literature

- What was surprising about the end of *The Bear Ate Your Sandwich*? (RL.2.5)**
 - A The dog was telling the story to his owner so he wouldn't get in trouble.
 - B The bear came back to the park to say sorry.
 - C The bear made sandwiches for the bears in the forest.
 - D There was nothing surprising.
- The *Bear Ate Your Sandwich* is written from which character's point of view? (RL.2.6)**
 - A The narrator
 - B The dog
 - C The bear
 - D The girl
- How is the city different from the forest? (RL.2.7)**
 - A The city and the forest are the same.
 - B The city has trees. The forest does not.
 - C The city has lots of tasty food for the bear. The forest does not.
 - D The city has tall buildings and people. The forest does not.
- How would *The Bear Ate Your Sandwich* be different if the bear told the story. (RL.2.9)**
 - A The bear would tell about how the dog ate the sandwich.
 - B The stories would be the same.
 - C The bear would tell about how he is silly.
 - D The bear would tell the story with the dog.
- Based on the ending of *The Bear Ate Your Sandwich*, what do you think the little girl will do next? (RL.2.10)**
 - A The little girl will ask the dog for the REAL story.
 - B The little girl will search for the bear.
 - C The little girl will laugh.
 - D The little girl will cry.

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Answer Key



Extension Activity

Name: _____ Date: _____

Directions: The dog told the story about how the sandwich disappeared to the little girl. Now, the little girl is confused. Help her put the events of the dog's story back in order. Cut the squares out and glue the events in order.

The Bear Ate My Sandwich Sequencing

The bear went exploring in the city.

The bear went back home on a boat.

The bear ate most of the sandwich until he was caught.

The bear woke up and followed the scent of berries.

The bear ate the berries and fell asleep in the truck. He woke up in a city.

The bear saw a sandwich at the park and made sure no one was looking.

The bear was hungry but could not find anything tasty to eat.

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

The Bear Ate My Sandwich Lesson Plans, Resources, and Activities

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

Making Inference Lesson Plan and Resources

Reading: Literature
RI.2.4 - 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 gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.9 - 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
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.

Writing
W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

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.

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).

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Common Core State Standards Correlation

The Bear Ate My Sandwich Lesson Plans, Resources, and Activities

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Identifying the Author's Purpose Lesson Plan and Resources

Reading: Literature
RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RI.2.3 - Describe how characters in a story respond to major events and challenges.
RI.2.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.9 - 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
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.

Writing
W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

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.

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).

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Common Core State Standards Correlation

The Bear Ate My Sandwich Lesson Plans, Resources, and Activities

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Asking Questions Lesson Plan and Resources

Reading: Literature
RI.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.
RI.2.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.9 - 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
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.

Writing
W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.2 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.3 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4 - 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
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).

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

The Bear Ate My Sandwich Lesson Plans, Resources, and Activities

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

Vocabulary Lesson Plan and Resources

Language
L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b - Identify real-life 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).

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Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

The Bear Ate My Sandwich Lesson Plans, Resources, and Activities

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

Word Work Lesson Plan and Resources

Reading: Foundational Skills
RF.2.3 - 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.

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Word Work
Common Core Alignment