

Here's What You'll Get in the The Good Egg Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Asking Questions Lesson Plan

Key Vocabulary

Explanation of Strategy

1

Get Ready to Read

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

2

Learn About Comprehension Strategies

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

The Good Egg
By: Jory John
Grade Level: 1 / Guided Reading Level: H

Asking Questions

Summary
The Good Egg, by Jory John, is the story of a very good egg. The egg wants to be perfect and thinks that everyone around him should be perfect, too. But he lives in a carton of bad eggs. When they act up, the Good Egg tries to get everyone back on track. Soon, he begins to crack under the pressure. One day, he decides that enough is enough. He goes out on his own to try to take care of himself. He learns how to head himself inside and out. What will happen when he returns to his carton?

Link to What You Know

- If you see someone who is sad or mad, what is one question you could ask them?
- What is something you like to do when you need cheering up?

Important Words to Know and Understand

Ignored - Did not pay attention to something or someone
Focus - Put all attention on something important

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Asking Questions Lesson Plan

3

Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions will help you better understand the text
- Stop from time to time

4

Notice the Work You Did While Reading

- Think
- Talk
- Write

The Good Egg
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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.

Front cover - Take a look at the front cover of the book. Read the title. What question do you have about the story?

Page 9 - What do you notice about the picture on this page? What question do you have about what's going on?

Page 14 - The Good Egg decides he has to change. What question do you want to ask him? How will knowing the answer to your question help you to understand the story?

Page 25 - The Good Egg feels better and decides to go back to his carton. What question do you have for him?

Page 29 - When one of the other eggs is bad, the Good Egg says, "It's not like before." What question do you have for him? Knowing the answer to this question help you as a reader?

Time to Reflect
Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy The Good Egg?
Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.
Reflect - Think about the questioning work you did while reading The Good Egg. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how will you ask your question?
Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading The Good Egg. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

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Making Connections

3

Make Predictions

- Look for clues that tell you what might happen next
- Use what you know about the story to make a prediction
- Check your prediction as you read

4

Notice the Work You Did While Reading

- Think
- Talk
- Write

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Understanding Text Structure

3

Understand Text Structure

- Look for the author's main idea or purpose
- Look for the author's main idea or purpose
- Look for the author's main idea or purpose

4

Notice the Work You Did While Reading

- Think
- Talk
- Write

Understanding Text Structure

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Synthesizing

3

Synthesize

- Look for the author's main idea or purpose
- Look for the author's main idea or purpose
- Look for the author's main idea or purpose

4

Notice the Work You Did While Reading

- Think
- Talk
- Write

Synthesizing

Answer Key for Asking Questions with The Good Egg

Your Turn to Practice Asking Questions with The Good Egg

Answer Key for Making Connections with The Good Egg

Your Turn to Practice Making Connections with The Good Egg

Answer Key for Making Predictions with The Good Egg

Your Turn to Practice Making Predictions with The Good Egg

Answer Key for Understanding Text Structure with The Good Egg

Your Turn to Practice Understanding Text Structure with The Good Egg

Answer Key for Synthesizing with The Good Egg

Your Turn to Practice Synthesizing with The Good Egg

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

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

Reading Response Prompts for Each Comprehension Strategy Lesson Text Plan

5 Comprehension Strategy Graphic Organizers

Asking Questions

Title: _____

Question Sentence Starters

Twonder... Why didn't... How does...
I am confused about... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text-to-Self ☐ Text-to-Text ☐ Text-to-World

Draw a picture of your connection in the box below.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Title: _____

I predict...

My prediction was

☐ Correct ☐ Incorrect

I know because...

Here is a picture about my prediction:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
Because...	Because...	Because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
Page:		
Page:		
Page:		
Page:		
Page:		

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions



Making Connections

Making Predictions

Synthesizing

Understanding Text Structure



Vocabulary Connections Resources

Vocabulary Connections Grade Level: 1 / Guided Reading Level: H	
Important Words to Know and Understand in The Good Egg	
Decision A choice made after thinking about something	
Dozen A group of twelve	
Exhausted Very tired; worn out	
Fateful Having important, sometimes bad results	
Focus Put all attention on something important	
Ignore Did not pay attention to something or someone	
Literal True and accurate even though it is surprising	
Pressure Feeling of stress because of having too much to do	
Realize To understand something	
Rescuing Saving someone or something from danger or harm	


Important Words to Know and Understand in The Good Egg Word List



Vocabulary Connections

The Good Egg
 By: Joy Johnson
 Grade Level: 1 / Guided Reading Level: H


Decision	Dozen
	

Exhausted




Fateful	Focus
	

Ignored



Discontinue



1. Use on the Good Egg card.
 2. Use on the Good Egg card.
 3. Use on the Good Egg card.
 4. Use on the Good Egg card.
 5. Use on the Good Egg card.
 6. Use on the Good Egg card.
 7. Use on the Good Egg card.
 8. Use on the Good Egg card.
 9. Use on the Good Egg card.
 10. Use on the Good Egg card.

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections

Grade Level: 1 | Guided Reading Level: H

The Good Egg
By: Jerry John

Step by Step Directions

1. Cut out the Definition. 2. Fold on the solid line. 3. Glue, Repeat Steps Two (up of from Corner to Corner

Literally	Pressure	Realize
To prepare for physical truth and accurate even though it is surprising	Feeling of stress because of having too much to do	To understand something
Rescuing		
Saving someone or something from danger or harm		

Definition Vocabulary Sorting Cards | ©BookPage.com

Word and Definition Sorting Cards

[illegible]

Interactive Vocabulary Notebook Cards

Word Games

with Words from **The Good Egg**

Directions: Read the words in each egg. Color the egg brown if the word inside it starts with a consonant letter.

dozen

decision

exhausted

realize

focus

pressure

rescuing

literally

Write the words in ABC order on the lines below.

Answer Key

in **The Good Egg**

1. Color the egg brown if the word

dozen

decision

exhausted

realize

focus


pressure

rescuing

literally


is below.

Name: _____



©Book7ages.com

rescuing



Answer Key | ©Book7ages.com


Word Games and Answer Key

Vocabulary Connections

Grade Level: 1 / Guided Reading Level H

The Good Egg

By Jory John




Step by Step Directions:

1. Read the introduction.
2. Read the introduction.
3. Complete the vocabulary cards.
4. Use the vocabulary words to tell the story of the Good Egg.

A new word that I learned in this book is:

It means...



Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card 1 | @bookpagez.com

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

The Good Egg
By: Jory John
Grade Level: 1 / Guided Reading Level: H

Instructional Focus:

R-Controlled Vowels (-ar, -or, -ore)

Background:

When a syllable has a single vowel followed by an "r", it is called an r-controlled syllable. The letter "r" is so strong that it changes the vowel sounds so that it is no longer short.

Examples:

hard
more
bark
cork
barn

Materials and Prep:

- A Copy of
- Chart paper
- Duplicator and place
- Duplicator
- Pencil for
- AR, -OR, or
- Optional--

Word Work

The Good Egg
By: Jory John
Grade Level: 1 / Guided Reading Level: H

Step 1: Introduce the Focus of Word Work

Introduce R-Controlled Vowels (-ar, -or, -ore)

- Write the word "start" on the chart paper. Call on a volunteer to read the word. Ask what vowels in the middle of the word.
- Ask what a single "a" in the middle of the word should sound (short a sound). Ask what vowel sound is heard in the word start. (ar--listen it to what a pirate says) Ask them what they think causes the short a sound to turn to an arrrr sound. (the r)
- Write the word "corn" on the chart. Follow the same set of questions for the vowel sound in the word corn.
- Tell students about the "bossy r rule"-- When a single vowel is followed by the bossy r, it forces the vowel to change its sound so that it is no longer short.
- Make 2 columns on the chart --ar and --or. Ask for volunteers to name words that have these sounds in them. Write them on the chart.
- Write the word "store" on the chart. Ask for a volunteer to read it. Tell students that in words with --ore, there is the same sound as "or"
- Make an --ore column on the chart. Ask for students to name words that have --ore. Write them on the chart.

Step 2: Connect Word Work to Reading

R-Controlled Vowels (-ar, -or, -ore) in the Text

- Show students the book, *The Good Egg*.
- Tell students that today they are going to read a book that has examples of the sounds --ar, --or, and --ore. Tell them that you are going to read a page to them that has some examples of these sounds. Ask them to put a finger up each time you say a word with one of those sounds.
- Read page 9 to them. Ask how many fingers they are holding up. (2)
- Ask for volunteers to name the --ar and the --or words. (ignored, sugary) Write them on the chart under the correct heading.
- Read the rest of the book to the students. Ask them to listen for ar, or, and --ore words as you read.

Examples of R-Controlled Vowels (-ar, -or, -ore) found in the text:

• started	• sugary	• change	• carton
• market	• aren't	• or	• store
• stars	• ignored	• farmer	

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work

The Good Egg
By: Jory John
Grade Level: 1 / Guided Reading Level: H

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs. Give each pair 4 marked envelopes with the sentence cards in them. Give each student a sentence strip worksheet.
- Tell students that in their pairs, they are to open the envelope marked #1 and take out the word cards. When you say, "Go!", they must work together to unscramble the words to make a complete sentence. Then they will each write the sentence on line number one, and circle the --ar, --or, and --ore words in the sentence.
- Once they have #1 done, they can do the same for #2, and so on. Give a small prize or praise to the pair who completes the task first.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of --AR, --OR, and --ORE practice page.
- Read the directions with the class.
- Tell students to complete the practice page.
- Monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for r-controlled vowels (-ar, -or, -ore) in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Independent Practice Page

-AR, -OR, and -ORE
Guided Word Work Practice Page

1. My	mom	drove	the	car
to	the	store.	2. Jake	works
hard	at	the	farm.	3. We
made	a	fort	in	our
yard.	4. The	sky	grew	dark
from	the	storm.		

Directions: Distribute a set of sentence cards for each pair of students. Cut the cards apart, and shuffle them. Give each pair of students one card. Give each pair of students one card. Give each pair of students one card. Give each pair of students one card.

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: R-Controlled Vowels (-ar, -or, -ore)
Extension Activity

Directions:

Be a word detective!

Be on the lookout for r-controlled vowels (-ar, -or, -ore) 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

-AR, -OR, and -ORE
Practice Page

Draw it.

card	scarf	park	harp
store	horn	porch	corn

Write it. Write ar, or, or -ore to make a word that goes with the picture.

y _ _ d	st _ _ m	p _ _ k	b _ _ n

Pick one ar and one or -ore word and use them in a sentence. Write it on the line.

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 Good Egg		Guided Reading Text Level: H		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
1	Oh, hello!				
	I was just rescuing this cat				
	Know why?				
	Because I'm a good egg.				
	A vermmmy good egg.				
	It's true.				
	I do all kinds of good things. Like...				
	...I'll carry your groceries.				
	I'll water your plants.				
	I'll change your tires.				
Tested By: _____ ©BookPagez.com					

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



The Good Egg CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>The Good Egg</i> to answer each of the following questions.	
1. Who is the main character in <i>The Good Egg</i>? <input type="radio"/> A Clegg <input type="radio"/> B Shelly <input type="radio"/> C Egbert <input type="radio"/> D The Good Egg	
2. What was the Good Egg's problem? <input type="radio"/> A He wanted everyone to be perfect all the time. <input type="radio"/> B He wanted to see what life was like on his own. <input type="radio"/> C He wanted to go to a different store. <input type="radio"/> D His egg carton was too crowded for him.	
3. How would you describe the Good Egg at the beginning of the story? <input type="radio"/> A He likes to have fun. <input type="radio"/> B He is very helpful. <input type="radio"/> C He likes to do naughty things. <input type="radio"/> D He is never happy.	
4. What is another way to say, "... I felt exhausted." <input type="radio"/> A I felt worried. <input type="radio"/> B I felt very tired. <input type="radio"/> C I felt very sad. <input type="radio"/> D I felt happy.	

5. Which of these details help you to know that this story is fiction? (RL.1.5) <input type="radio"/> A The eggs are in a carton. <input type="radio"/> B The egg has a cracked shell. <input checked="" type="radio"/> C The egg went to see the doctor. <input type="radio"/> D The farmer deliver the eggs to the store.
6. Who is telling the story, <i>The Good Egg</i>? (RL.1.6) <input type="radio"/> A The doctor is telling the story. <input type="radio"/> B The bad eggs are telling the story. <input checked="" type="radio"/> C The Good Egg is telling the story. <input type="radio"/> D The farmer is telling the story.
7. Where does the Good Egg learn to take care of himself? (RL.1.7) <input checked="" type="radio"/> A He learns outside the store. <input type="radio"/> B He learns inside the carton. <input type="radio"/> C He learns at the farm. <input type="radio"/> D He learns inside the store.
8. Based on the lesson the Good Egg learned, what do you think he will do the next time someone else makes a mess? (RL.1.10) <input type="radio"/> A He will clean it up. <input checked="" type="radio"/> B He will ignore it. <input type="radio"/> C He will yell at them. <input type="radio"/> D He will cry.
9. How are the Good Egg and his friends different at the beginning of the story? (RL.1.9) <input type="radio"/> A The Good Egg behaves badly, and the other eggs try to help people. <input type="radio"/> B The Good Egg only wants to have fun, and the other eggs work hard. <input type="radio"/> C The Good Egg only cares about himself, and the other eggs try to help each other do good things. <input checked="" type="radio"/> D The Good Egg tries to do good things, and the other eggs behave badly.

Answer Key

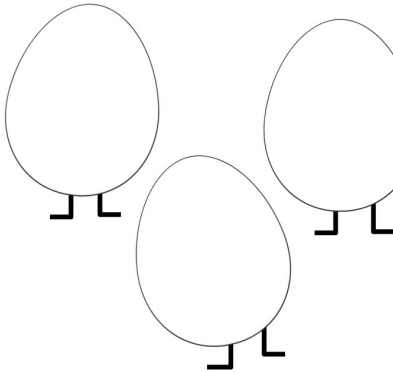


Extension Activity

Name: _____ Date: _____

Directions:
Draw a picture inside each egg to show something you do that is good.

I Am A Good Egg When I...



Choose one of your Good Egg pictures and write a sentence about it.

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation		Common Core State Standards Correlation		Common Core State Standards Correlation	
The Good Egg Lesson Plans, Resources, and Activities		The Good Egg Lesson Plans, Resources, and Activities		The Good Egg Lesson Plans, Resources, and Activities	
The lesson plans, resources, and activities for use with The Good Egg correlate with the following English Language Arts Common Core State Standards for first grade.		The lesson plans, resources, and activities for use with The Good Egg correlate with the following English Language Arts Common Core State Standards for first grade.		The lesson plans, resources, and activities for use with The Good Egg correlate with the following English Language Arts Common Core State Standards for first grade.	
Adding Questions Lesson Plan and Resources		Adding Questions Lesson Plan and Resources		Adding Questions Lesson Plan and Resources	
Reading: Literature RI.1.1 - Ask and answer questions about key details in a text. RI.1.2 - Cite specific text from a text to support answers to questions. RI.1.3 - Describe how characters in a story feel and what they are doing. RI.1.4 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.		Reading: Literature RI.1.1 - Ask and answer questions about key details in a text. RI.1.2 - Cite specific text from a text to support answers to questions. RI.1.3 - Describe how characters in a story feel and what they are doing. RI.1.4 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.		Reading: Literature RI.1.1 - Ask and answer questions about key details in a text. RI.1.2 - Cite specific text from a text to support answers to questions. RI.1.3 - Describe how characters in a story feel and what they are doing. RI.1.4 - 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). RF.1.3 - 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. RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		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). RF.1.3 - 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. RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		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). RF.1.3 - 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. RF.1.4 - 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.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and ideas.		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.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and ideas.		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.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and ideas.	
Language L.1.1 - 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). L.1.2 - 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). L.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words. L.1.4 - Identify and understand the main message and idea, and demonstrate understanding of their central message or lesson.		Language L.1.1 - 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). L.1.2 - 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). L.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words. L.1.4 - Identify and understand the main message and idea, and demonstrate understanding of their central message or lesson.		Language L.1.1 - 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). L.1.2 - 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). L.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words. L.1.4 - Identify and understand the main message and idea, and demonstrate understanding of their central message or lesson.	
The Good Egg CCSS Alignment @BookPagez.com		The Good Egg CCSS Alignment @BookPagez.com		The Good Egg CCSS Alignment @BookPagez.com	

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
The Good Egg Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with The Good Egg correlate with the following English Language Arts Common Core State Standards for first grade.
Vocabulary Lesson Plan and Resources
Language L.1.1 - 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). L.1.2 - 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). L.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words. L.1.4 - Identify and understand the main message and idea, and demonstrate understanding of their central message or lesson.
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Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
The Good Egg Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with The Good Egg correlate with the following English Language Arts Common Core State Standards for first grade.
Word Work Lesson Plan and Resources
Language L.1.1 - 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). L.1.2 - 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). L.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words. L.1.4 - Identify and understand the main message and idea, and demonstrate understanding of their central message or lesson.
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Word Work Common Core Alignment

Student Facing Resources in Spanish for The Good Egg Super Pack

5 Comprehension Strategy Practice Pages

Visualizing Practice Page

Tu turno para practicar para Sintetizar con El huevo bueno (The Good Egg)

Página 13:
¿Qué le está pasando al huevo bueno?

¿Por qué le está pasando esto?

¿Qué crees que debería hacer al respecto?

Página 16:
¿Qué hizo el Huevo Bueno para intentar resolver su problema?

¿Crees que fue una buena idea?

¿Por qué o por qué no?

Páginas 19 a 21:
¿Qué hizo el Huevo Bueno mientras estaba fuera?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Sintetizar con El huevo bueno (The Good Egg)

¿Qué más podría haber hecho para sentirse mejor?
Las respuestas varían. Podrían incluir: Pudo haber escuchado música (aprendido a bailar, etc.)

Página 22:
¿Fue bueno para él el tiempo que pasó el Huevo Bueno lejos de los demás?
Sí, el tiempo que el Huevo Bueno pasó lejos de los otros huevos fue bueno para él.

¿Cómo lo sabes?
Lo sé porque las grietas en su caparazón comenzaron a sanar. Su cabeza ya no se siente revuelta.

Página 30:
¿Cómo ha cambiado el buen huevo su forma de pensar?
El Huevo Bueno ahora sabe que no tiene que ser perfecto todo el tiempo, y tampoco los otros huevos.

¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Lo sé porque en la imagen está siendo un poco travieso al bajar en trineo las escaleras.

¿Cómo les ayuda esto a comprender la historia?
Las respuestas varían. Podrían incluir: Esto me ayuda a entender la historia al mostrarme que está bien para no sentir que tengo que ser perfecto todo el tiempo.

Nombre: _____

Answer Key | ©BookPagez.com

Hacer preguntas con El huevo bueno (The Good Egg)

Portada:
Mira la portada.
Las respuestas varían.
¿Qué notas?
Las respuestas varían.
¿Qué preguntas tienes sobre la imagen?
Las respuestas varían.

Página 9:
El Huevo Bueno decide que tiene un problema.
Las respuestas varían.
¿Qué pregunta tienes sobre la imagen?
Las respuestas varían.

Página 14:
El Huevo Bueno decide que tiene un problema.
Las respuestas varían.
¿Qué pregunta tienes sobre la imagen?
Las respuestas varían.

Hacer conexiones con El huevo bueno (The Good Egg)

Portada:
Mira la portada del libro. Lea el texto.
Las respuestas varían.
¿Qué notas?
Las respuestas varían.
¿Qué preguntas tienes sobre la imagen?
Las respuestas varían.

Página 9:
El Huevo Bueno decide que tiene un problema.
Las respuestas varían.
¿Qué pregunta tienes sobre la imagen?
Las respuestas varían.

Página 14:
El Huevo Bueno decide que tiene un problema.
Las respuestas varían.
¿Qué pregunta tienes sobre la imagen?
Las respuestas varían.

Tu turno para practicar para Hacer conexiones con El huevo bueno (The Good Egg)

Página 4:
El Huevo Bueno hace muchas cosas para ayudar a las personas. Haz una conexión texto a tu mismo. ¿Qué ha hecho para ayudar a alguien?

Página 10:
Los otros huevos del cartón a veces se comportan como huevos podridos. Haz una conexión texto a tu mismo. ¿Cúales son algunas de las cosas que ha hecho a otros cuando se comportan como huevos podridos?

Página 28:
El Huevo Bueno decide que tiene un problema. Haz una conexión texto a tu mismo. Cuenta un momento en el que trató de cambiar el comportamiento de alguien.

Página 9:
El Huevo Bueno decide que tiene un problema. Haz una conexión texto a tu mismo. Cuenta un momento en el que trató de cambiar el comportamiento de alguien.

Nombre: _____

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Hacer predicciones con El huevo bueno (The Good Egg)

Página 20:
El Huevo Bueno decide que tiene un problema. Haz una predicción texto a tu mismo. ¿Qué crees que va a hacer el huevo bueno al respecto?

Página 8:
Los otros huevos de la caja no se comportan de la manera que el Huevo Bueno quiere. ¿Crees que esto funcionará?
Las respuestas varían.
¿Por qué o por qué no?
Las respuestas varían.

Página 28:
El Huevo Bueno decide que tiene un problema. Haz una predicción texto a tu mismo. ¿Qué crees que va a hacer el huevo bueno al respecto?

Página 12:
El Huevo Bueno decide que tiene un problema. Haz una predicción texto a tu mismo. ¿Qué crees que va a hacer el huevo bueno al respecto?

Página 15:
El Huevo Bueno decide que tiene un problema. Haz una predicción texto a tu mismo. ¿Qué crees que va a hacer el huevo bueno al respecto?

Nombre: _____

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Tu turno para practicar para Hacer predicciones con El huevo bueno (The Good Egg)

Página 8:
Los otros huevos de la caja no se comportan de la manera que el Huevo Bueno quiere. ¿Crees que esto funcionará?
Las respuestas varían.
¿Por qué o por qué no?
Las respuestas varían.

Página 12:
El Huevo Bueno decide que tiene un problema. Haz una predicción texto a tu mismo. ¿Qué crees que va a hacer el huevo bueno al respecto?

Página 15:
El Huevo Bueno decide que tiene un problema. Haz una predicción texto a tu mismo. ¿Qué crees que va a hacer el huevo bueno al respecto?

Nombre: _____

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Entender la estructura del texto con El huevo bueno (The Good Egg)

Página 13:
Aquí el autor utiliza una estructura de texto de causa y efecto. El huevo bueno se está rompiendo. ¿Qué está provocando que esto suceda?
El médico dijo que el Huevo Bueno se está presionando demasiado a sí mismo, lo que hace que su caparazón se rompa.

Páginas 4 y 7:
El autor utiliza una estructura de texto de comparación y contraste. ¿Cómo actúan los otros huevos en contraste con el huevo bueno? Da un ejemplo de la historia.
Los otros huevos no se portan bien.

Página 11:
El autor utiliza una estructura de texto de causa y efecto. El huevo bueno se está rompiendo. ¿Qué está provocando que esto suceda?
El médico dijo que el Huevo Bueno se está presionando demasiado a sí mismo, lo que hace que su caparazón se rompa.

Nombre: _____

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Asking
Questions

Making
Predictions

Making Connections

Understanding
Text Structure

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

El huevo Bueno (The Good Egg): Hacer preguntas

Imagina que eres uno de los otros huevos de la caja.
Escribe dos preguntas que te gustaría hacerle al Buen Huevo.

☐ Puedo hacer y responder preguntas sobre detalles importantes en las historias que leo.

CCSS: RL.1.1

El huevo Bueno (The Good Egg): Hacer preguntas

Imagina que eres uno de los otros huevos de la caja.
Escribe dos preguntas que te gustaría hacerle al Buen Huevo.

☐ Puedo hacer y responder preguntas sobre detalles importantes en las historias que leo.

CCSS: RL.1.1

El huevo Bueno (The Good Egg): Hacer preguntas

Imagina que eres uno de los otros huevos de la caja.
Escribe dos preguntas que te gustaría hacerle al Buen Huevo.

☐ Puedo hacer y responder preguntas sobre detalles importantes en las historias que leo.

CCSS: RL.1.1

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Common Core Free
Option

El huevo Bueno (The Good Egg): Hacer preguntas

Imagina que eres uno de los otros huevos de la caja.
Escribe dos preguntas que te gustaría hacerle al Buen Huevo.

El huevo Bueno (The Good Egg): Hacer preguntas

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Imagina que eres uno de los otros huevos de la caja.
Escribe dos preguntas que te gustaría hacerle al Buen Huevo.

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Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer preguntas	
Título:	
Muestritas para empezar una oración	
Quiero saber...	¿Por qué no...?
Me confunde cuando...	¿Cómo puede...?
Estoy curioso por saber...	No estoy seguro por qué...
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking
Questions

Hacer conexiones	
Título:	
Piensa en el libro. ¿En qué te hace pensar el libro?	
¿Qué tipo de conexión hiciste?	
<input type="checkbox"/> Text a mí mismo <input type="checkbox"/> Texto a texto <input type="checkbox"/> Texto al mundo	
Haz un dibujo de tu conexión abajo.	

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

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Making
Connections

Hacer predicciones		
Título:		
Predicciones al principio	Predicciones mientras leo	Verifica las predicciones
¿Qué me voy a encontrar?	¿Qué voy a encontrar?	¿Qué me voy a encontrar?
Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>	Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>	Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>
Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>	Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>	Correcto <input type="checkbox"/> Incorrecto <input type="checkbox"/>

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

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Making
Predictions

Sintetizar		
Título:		
Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Me interesa pensar en...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
Porque...	Porque...	Porque...

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

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Synthesizing

Entender la estructura del texto		
Título:		
Estructura del texto	¿Dónde fue introducida la estructura del texto?	¿Cómo la estructura del texto me ayudó?
Página:	Página:	Página:
Página:	Página:	Página:
Página:	Página:	Página:
Página:	Página:	Página:

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

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Understanding
Text Structure

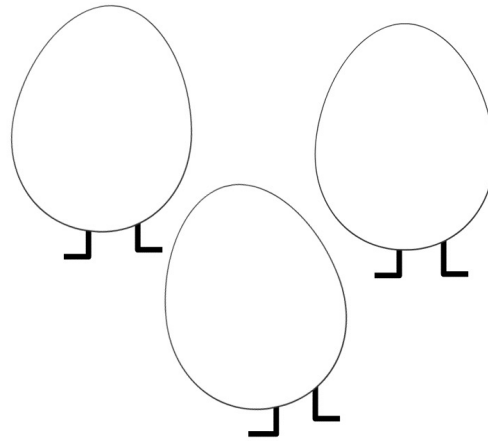
Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Haz un dibujo dentro de cada huevo para mostrar algo que haces que es bueno.

Soy un buen huevo cuando ...



Elija 1 imagen de Huevo Bueno y escriba una oración sobre ella.
