

Here's What You'll Get in the The Leaving Morning Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections
The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

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

Summary
The Leaving Morning is the story of a young boy who says goodbye to his neighborhood as he prepares for a big move. He has many friends and family, and he has a special way to say goodbye to each of them. As he packs up his past, he remembers his favorite things about where he lived and starts to look forward to a new beginning.

Link to What You Know

- What would you say to a friend that was moving to make them feel better?
- How can families make kids feel better about moving to a new place?

Important Words to Know and Understand

Pack – To bundle objects to move
Cocoa – A warm, chocolate drink

2
Learn About Comprehension Strategies

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

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

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

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

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

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Guided Reading Level

Activate Prior Knowledge

Making Connections Lesson Plan

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3
Make Connections While Reading

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- Does this book remind you of things you've heard about in the world?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 9 – Can you connect with the boy in the story? Have you ever had to leave something or someone? Tell about your **text to self** connection.

Page 21 – Did the little boy forget to say goodbye to anyone? Are there other people in the community that could have been important to our narrator? Make a **text to world** connection.

Page 32 – Do you think this story tells what it is really like to move? Why do you think so?

Page 32 – Is the narrator similar to you or different? Make a **text to self** connection. How does this connection help you as a reader?

Does this story remind you of any other stories you have read? Tell about a **text to text** connection. How does this connection help you as a reader?

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

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

Reflect – Think about the connections that you made while reading **The Leaving Morning**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Leaving Morning**. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences
The Leaving Morning
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Grade Level: 1 / Guided Reading Level: 1

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

3
Make Inferences While Reading

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 11 – Make an inference about how the narrator's feelings about his neighborhood are changing. What evidence from the text can you use to support your inference?

Page 21 – Infer about what the boy's feelings are about his neighborhood. What evidence from the text can you use to support your inference?

Page 32 – Infer about what the boy's feelings are about his neighborhood. What evidence from the text can you use to support your inference?

Time to Reflect
Think – Short stories and novels often use inferences to help readers understand what is going on in a story. When you make an inference, you use the clues in the text to figure out what is going on. How do you think the narrator's feelings about his neighborhood are changing? What evidence from the text can you use to support your inference?

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

Reflect – Think about the inferences that you made while reading **The Leaving Morning**. Think about the things you and your reading partner discussed. How does making inferences help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Leaving Morning**. (Remember to include examples from the book!)

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Visualizing
The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

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

3
Visualize While Reading

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 11 – Visualize the narrator's feelings about his neighborhood. What evidence from the text can you use to support your visualization?

Page 21 – Visualize the boy's feelings about his neighborhood. What evidence from the text can you use to support your visualization?

Page 32 – Visualize the boy's feelings about his neighborhood. What evidence from the text can you use to support your visualization?

Time to Reflect
Think – Short stories and novels often use visualizations to help readers understand what is going on in a story. When you make a visualization, you use the clues in the text to picture what is going on. How do you think the narrator's feelings about his neighborhood are changing? What evidence from the text can you use to support your visualization?

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

Reflect – Think about the visualizations that you made while reading **The Leaving Morning**. Think about the things you and your reading partner discussed. How does making visualizations help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Leaving Morning**. (Remember to include examples from the book!)

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Making Inferences

Visualizing

Identifying the Author's Purpose
The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

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

3
Identify the Author's Purpose While Reading

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 11 – Identify the author's purpose for writing the story. What evidence from the text can you use to support your identification?

Page 21 – Identify the author's purpose for writing the story. What evidence from the text can you use to support your identification?

Page 32 – Identify the author's purpose for writing the story. What evidence from the text can you use to support your identification?

Time to Reflect
Think – Short stories and novels often use the author's purpose to help readers understand what is going on in a story. When you identify the author's purpose, you use the clues in the text to figure out why the author wrote the story. How do you think the author's purpose for writing the story is to entertain or to inform?

Talk – Tell your reading partner about the type of author's purpose that you identified most often while reading. Explain why your identification helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the author's purpose that you identified while reading **The Leaving Morning**. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Leaving Morning**. (Remember to include examples from the book!)

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Asking Questions
The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

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Get Ready To Read

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2
Learn About Comprehension Strategies

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3
Ask Questions While Reading

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 11 – Ask questions about the narrator's feelings about his neighborhood. What evidence from the text can you use to support your questions?

Page 21 – Ask questions about the boy's feelings about his neighborhood. What evidence from the text can you use to support your questions?

Page 32 – Ask questions about the boy's feelings about his neighborhood. What evidence from the text can you use to support your questions?

Time to Reflect
Think – Short stories and novels often use questions to help readers understand what is going on in a story. When you ask questions, you use the clues in the text to figure out what is going on. How do you think the narrator's feelings about his neighborhood are changing? What evidence from the text can you use to support your questions?

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

Reflect – Think about the questions that you asked while reading **The Leaving Morning**. Think about the things you and your reading partner discussed. How does asking questions help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Leaving Morning**. (Remember to include examples from the book!)

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Author's Purpose

Asking Questions

Answer Key for Making Connections with The Leaving Morning

Your Turn to Practice Making Connections with The Leaving Morning

Page 9: Can you connect with the boy in the story? Have you ever had to leave something or someone? Tell about your **text to self** connection.

Page 21: Did the little boy forget to say goodbye to anyone? Are there other people in the community that could have been important to our narrator? Make a **text to world** connection.

Page 32: Do you think this story tells what it is really like to move? Why do you think so?

Page 32: Is the narrator similar to you or different? Make a **text to self** connection. How does this connection help you as a reader?

Does this story remind you of any other stories you have read? Tell about a **text to text** connection. How does this connection help you as a reader?

Answer Key for Making Inferences with The Leaving Morning

Your Turn to Practice Making Inferences with The Leaving Morning

Page 11: Make an inference about how the narrator's feelings about his neighborhood are changing. What evidence from the text can you use to support your inference?

Page 21: Infer about what the boy's feelings are about his neighborhood. What evidence from the text can you use to support your inference?

Page 32: Infer about what the boy's feelings are about his neighborhood. What evidence from the text can you use to support your inference?

Answer Key for Asking Questions with The Leaving Morning

Your Turn to Practice Asking Questions with The Leaving Morning

Page 11: Ask questions about the narrator's feelings about his neighborhood. What evidence from the text can you use to support your questions?

Page 21: Ask questions about the boy's feelings about his neighborhood. What evidence from the text can you use to support your questions?

Page 32: Ask questions about the boy's feelings about his neighborhood. What evidence from the text can you use to support your questions?

Answer Key for Visualizing with The Leaving Morning

Your Turn to Practice Visualizing with The Leaving Morning

Page 11: Visualize the narrator's feelings about his neighborhood. What evidence from the text can you use to support your visualization?

Page 21: Visualize the boy's feelings about his neighborhood. What evidence from the text can you use to support your visualization?

Page 32: Visualize the boy's feelings about his neighborhood. What evidence from the text can you use to support your visualization?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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 | ©BookPage.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
_____	_____	_____

Draw a picture to illustrate your inference.

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 | ©BookPage.com

Making Inferences

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 the author wanted to _____ 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 | ©BookPage.com

Author's Purpose

Asking Questions

Title: _____

Question Sentence Starter

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

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 | ©BookPage.com

Asking Questions

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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 | ©BookPage.com

Visualizing

Vocabulary Connections Resources

<h2 style="text-align: center;">The Leaving Morning</h2> <p style="text-align: center;">By: Angela Johnson Grade Level: 1 / Guided Reading Level: I</p>	
<h3 style="text-align: center;">Vocabulary Connections</h3>	
<p>Important Words to Know and Understand in "The Leaving Morning"</p>	
<p>Apartment Rented room or set of rooms that is part of a building</p>	
<p>Cocoa A warm, chocolate drink</p>	
<p>Cousin A child of your uncle or aunt</p>	
<p>Deli A store where you can buy meats and cheese</p>	
<p>Grocer A person who sells food and other supplies</p>	
<p>Misty Not clear, filled with mist</p>	
<p>Mover Someone that moves items</p>	
<p>Pack To bundle objects to move</p>	
<p>Pane Glass in a window or door</p>	
<p>Soupy Very foggy or cloudy</p>	

Important Words to Know and Understand in The Leaving Morning Word List



The Leaving Morning
 By: Angela Johnson
 Grade Level: 1 / Guided Reading Level: 1


Vocabulary Connections

1. Write the definition.

2. Use the word in a sentence.

3. Draw, label or illustrate the word from each card to show.

Apartment	Cocoa	Cousin
		

Deli	Grocer	Misty
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

By: Angela Johnson
Grade Level: 1 / Outdated Reading Level: 1

Apartment	Cocoa	Cousin
A rented room or set of rooms that is part of a building	A warm, chocolate drink	A child of your uncle or aunt
Deli	Grocer	Misty
A store where you can buy meats and cheese	A person who sells food and other supplies	Not clear, filled with mist

Step by Step Directions

1. Cut out the definitions. 2. Fold on this solid line. 3. Glue, tape or staple the top of each card in place.

Definition Vocabulary Sorting Cards | ©bookpages.com

Word and Definition Sorting Cards

Vocabulary Connections

The Leaving Morning
 by: Angela Johnson
 Grade Level: 1 / Guided Reading Level: 1

Leaving Morning
 by: Angela Johnson
 Guided Reading Level: 1

Apartment is a/an
noun verb
adverb adjective

Definition of
Apartment:

Apartment looks like this:

Apartment reminds me of:

I saw this word in _____

Cocoo is a/an
noun verb
adverb adjective

Definition of
Cocoo:

Cocoo looks like this:

Cocoo reminds me of:

I saw this word in _____

Cousin is a/an
noun verb
adverb adjective

Definition of
Cousin:

Cousin looks like this:

Cousin reminds me of:

I saw this word in _____

Step by Step Directions:

1. Read the story.
2. Read the vocabulary words.
3. Complete the vocabulary cards.
4. Use the back of the first three steps as your notebook.
5. Write the vocabulary word on the front of this card.

Apartment looks like this:

Apartment reminds me of:

I saw this word in _____

Cocoo looks like this:

Cocoo reminds me of:

I saw this word in _____

Cousin looks like this:

Cousin reminds me of:

I saw this word in _____

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games

with Words from The Leaving Morning

Directions: Fill in the blanks with the correct vocabulary words from the word bank.

Word Bank




Apartment Cocoa Pane

- My family and I live in an _____.
- The window _____ is dirty.
- I love to slip hot _____ during winter.

Directions: Graph the number of consonants in each of the words below.

	1	2	3	4	5
COUSIN					
DELI					
GROCER					
MISTY					
MOVER					
PACK					
SOUPY					

Number of Consonants

Answer Key

@ Leaving Morning

If vocabulary words from the word bank.

Bank

cocoa Pane

apartment _____

pane is dirty.

hot _____ during winter.




Graph in each of the words below.

	1	2	3	4	5
COUSIN					
DELI					
GROCER					
MISTY					
MOVER					
PACK					
SOUPY					

Number of Consonants

Name: _____

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Word Games and Answer Key

Vocabulary Connections


The Leaving Morning

By Angela Johnson

Grade Level: 1 / Guided Reading Level: 1


The Leaving Morning

By Angela Johnson



A new word that I learned in this book is:

It's like...
It means...



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Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: I

Instructional Focus:
Inflectional Endings of Verbs: -ed and -ing

Background:
-ing endings are used in verbs to convey present tense of the verb and -ed endings show past tense of a verb. The endings are used with root words to show the tense of the verb.

Examples:

base word	ing
bump	bump
jump	jump
climb	climb
blink	blink

Materials and Preparation:

- A Copy of The Leaving Morning
- Chart paper with markers
- Blooming Right Ale student!
- Game cards (representing the words in the book)
- Optional - Word Detective

Word Work

The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: I

Step 1: Introduce the Focus of Word Work

Introduce Inflectional Endings of Verbs

- Remind students that -ing and -ed endings are inflectional. They are used with verbs and shows that it is happening now or in the past.
- Have students stand in a circle. Students will each act out an "ing word" for classmates to guess.
- Teacher will list base words as students act.
- Class will then review the chart with the teacher to determine how the word should be spelled with an -ing and -ed ending.

Sample Anchor Chart

Base Word	Base Word + -ing ending	Base Word + -ed ending
chop	chopping	chopped
hop	hopping	hopped
bump	bumping	bumped
tap	tapping	tapped

ED and -ING Action Words!

The goal is to show students that -ING shows a present tense verb. It is a "doing" word.

-ed words are verbs in the past, they are things that have already occurred.

There are many spelling patterns for -ed and -ing endings. This is intended to be an introduction into present and past tense verbs.

Step 2: Connect Word Work to Reading

Inflectional Endings of Verbs in the Text

- Tell students that the reading today has several examples of inflected endings.
- Review the chart for inflected endings as a class. Remind students that -ing is for the present tense of a verb and -ed is for past tense.
- Tell students that "today you will be listening again to The Leaving Morning". When you hear an -ed word, touch your nose. Remind students that this is a silent signal, and that they should let you read the story without interruption.
- Begin to read the story.
- Pause on **page 10** and read to them the passage. "The leaving had been long because we'd packed days before and said good-bye to everyone we knew..."
- Pause as you read words with inflected endings and assess if students are hearing them.
- At the end of the story, have students explain how the past tense of -ed helped us to understand when the story was taking place.
- Using packed and pressed as examples, have students turn and talk about how the meaning of the word would change with an -ing ending.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Word Work

The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: I

Step 2: Connect Word Work to Reading (continued)

Examples of Inflectional Endings Found in the Text:

-ing examples	-ed examples
leaving (pg. 5)	pressed (pg. 6)
bumping (pg. 27)	packed (pg. 10)
moving (pg. 27)	loved (pg. 22)
	watched (pg. 25)
	crossed (pg. 28)

Step 3: Guided Word Work Practice

Interactive Exploration

- In the BINGO board, there are base words listed in each box. Have students add an -ing or -ed ending to the words on the board.
- Cut BINGO "call words" apart and put into a container to be called.
- Begin calling out words until you have a number of winners.

Step 4: Independent Word Work Practice

Practice Page

- Review the directions with the class.
- Divide students into groups of 2.
- Provide each student with a copy of "Roll the Die Endings", each student should fill out their own sheet.
- Each partnership should be given one die.
- Review the directions with the class.
- Allow students to complete the activity.
- Monitor students as they work.
- Close activity with students sharing some of their base words, and words with inflected endings.

Word Work Lesson Plan | @BookPages.com

List of words in the book that match the instructional focus

Interactive Activities

BINGO
Guided Word Work Practice Page

B	I	N	G	O
press	dust	pick	lift	jump
cook	pack	brush	beep	add
bump	clean	FREE	kick	pluck
talk	walk	dump	call	twist
row	work	cluck	stay	subtract

Guided Word Work Practice | @BookPages.com

Independent Practice Page

Roll The Die Endings
Word Work Practice Page

Directions:
With a partner, take turns rolling a die. If the die lands on an even number (2, 4 or 6) insert the graphic with even number of dots, add -ing. If the die lands on an odd number (1, 3 or 5) insert graphic with odd number of dots, add an -ed ending.

Base Word	Number Rolled	-ing or -ed ending?	Word with Inflectional Ending
laugh	2	-ing	laughing
stop			
kick			
yell			
whisper			
hum			
jump			
beep			
chew			

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

Extension Activity

Word Detective: Inflectional Endings of Verbs
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **verbs with inflectional endings** 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

Assessments

Running Record				
Title: The Leaving Morning		Guided Reading Text Level: I	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	MSV
2	The leaving happened on a soupy, misty morning, when you could hear the street sweeper. Ssshhhhshsh....			
3	We pressed our faces against the hall window and left cold lips on the pane.			
6	It was the leaving morning. Boxes of clothes, toys, dishes, and pictures of us everywhere.			
7	The leaving had been long because we'd packed days before and said good-bye to everyone we knew....			
9	Our friends....			
12	The grocer....			
13	Everybody in our building....			
Tested By: _____		©BookPagez.com		

Running Record Assessment

The Leaving Morning CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>The Leaving Morning</i> to answer each of the following questions.		
1. Which of the following is <u>not</u> an important detail from <i>The Leaving Morning</i> ?		
<input type="radio"/> A The dad told the family they would love their new home.		
<input type="radio"/> B They had all their things packed and had to say goodbye to everyone.		
<input type="radio"/> C The kids watched the movers put all their things on the truck.		
<input type="radio"/> D The family got up early and had hot cocoa across the street.		
2. What is <i>The Leaving Morning</i> mainly about?		
<input type="radio"/> A It is about a family saying good-bye		
<input type="radio"/> B It is about a brother and sister who		
<input type="radio"/> C The story is mostly about how to pack		
<input type="radio"/> D The story is mostly about a neighbor		
3. How was the family feeling at the end of the story?		
<input type="radio"/> A They are all sad and do not want to		
<input type="radio"/> B They are mad.		
<input type="radio"/> C They are sad to leave, but happy ab		
<input type="radio"/> D They are tired and don't want to go		
4. Which of these from the book describes a sound the characters hear?		
<input type="radio"/> A Leaving morning		
<input type="radio"/> B Ssshhhhshsh....		
<input type="radio"/> C Blue moving clothes		
<input type="radio"/> D Holding their hands		
CCSS Assessment 1st Grade Reading Standards for Literature BookPagez.com		

The Leaving Morning CCSS Assessment Answer Key	
Directions: Use what you know about <i>The Leaving Morning</i> to answer each of the following questions.	
1. Which of the following is <u>not</u> an important detail from <i>The Leaving Morning</i> ? (RL.1.1)	
<input type="radio"/> A The dad told the family they would love their new home.	
<input type="radio"/> B They had all their things packed and had to say goodbye to everyone.	
<input type="radio"/> C The kids watched the movers put all their things on the truck.	
<input checked="" type="radio"/> D The family got up early and had hot cocoa across the street.	
2. What is <i>The Leaving Morning</i> mainly about? (RL.1.2)	
<input checked="" type="radio"/> A It is about a family saying good-bye to their home as they get ready to move.	
<input type="radio"/> B It is about a brother and sister who do not want to move.	
<input type="radio"/> C The story is mostly about how to pack and get ready for movers.	
<input type="radio"/> D The story is mostly about a neighborhood in a city.	
3. How was the family feeling at the end of the story? (RL.1.3)	
<input type="radio"/> A They are all sad and do not want to leave.	
<input type="radio"/> B They are mad.	
<input checked="" type="radio"/> C They are sad to leave, but happy about having a new home.	
<input type="radio"/> D They are tired and don't want to go.	
4. Which of these from the book describes a sound the characters hear? (RL.1.4)	
<input type="radio"/> A Leaving morning	
<input checked="" type="radio"/> B Ssshhhhshsh....	
<input type="radio"/> C Blue moving clothes	
<input type="radio"/> D Holding their hands	
CCSS Assessment 1st Grade Reading Standards for Literature BookPagez.com	

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

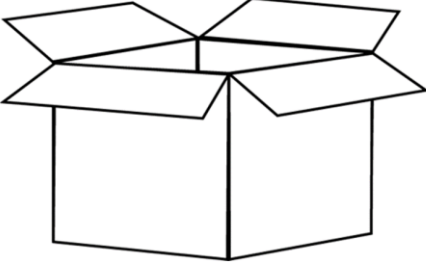
Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
If you were to select your most prized possessions to pack for a move, what would you include? Draw these items in the box below.

Moving Day



Write about the items that you chose. Why did you choose them?

Extension Activity | ©BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Leaving Morning Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Leaving Morning" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.1 - Ask and answer questions about key details in text.</p> <p>RL.1.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p>RL.1.7 - Use illustrations and details in a story to describe its characters, setting or events.</p> <p>RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>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.</p> <p>RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language</p> <p>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).</p>	<p>The Leaving Morning Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Leaving Morning" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4 - Identify who is telling the story or what the point of view is in a text.</p> <p>RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>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.</p> <p>RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>Language</p> <p>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).</p>	<p>The Leaving Morning Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Leaving Morning" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Inferring Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p>RL.1.7 - Use illustrations and details in a story to describe its characters, setting or events.</p> <p>RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>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.</p> <p>RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>Language</p> <p>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).</p>	<p>The Leaving Morning Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Leaving Morning" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Visualizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.2 - Describe characters, setting, and major events in a story, using key details.</p> <p>RL.1.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p>RL.1.7 - Use illustrations and details in a story to describe its characters, setting or events.</p> <p>RL.1.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>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.</p> <p>RF.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language</p> <p>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).</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Leaving Morning Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Leaving Morning" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b - Identify real-life connections between words and their use (e.g. note places at home that use soap).</p> <p>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).</p>	<p>The Leaving Morning Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Leaving Morning" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
The Leaving Morning CCSS Alignment ©BookPage.com	The Leaving Morning CCSS Alignment ©BookPage.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for The Leaving Morning Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para practicar: Hacer conexiones
con The Leaving Morning (La mañana que se va)


Página 9:
¿Puedes conectarte con el niño en la historia?

Página 21:
¿Olvidó el pequeño despedirse de alguien?

¿Hay otras personas en la comunidad que podrían haber sido importantes para nuestro narrador? Haz una conexión texto al mundo.

Página 31:
¿Crees que esta historia cuenta cómo es realmente moverse?

Nombre: _____



Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Hacer conexiones
con The Leaving Morning (La mañana que se va)

¿Por qué piensas eso?
Las respuestas varían.


Página 32:
¿Es el narrador similar a ti o diferente? Haz una conexión texto a tu mismo.
Los estudiantes deben citar rasgos de carácter específicos del niño y cómo son similares a los rasgos o circunstancias que tienen.

¿Cómo te ayuda esta conexión como lector?
Las respuestas varían.

¿Esta historia te recuerda alguna otra historia que hayas leído? Cuéntanos sobre una conexión texto a texto.
Las respuestas deben incluir detalles de esta historia, así como detalles de una historia diferente para llegar a una conclusión acerca de cómo son similares.

¿Cómo te ayuda esta conexión como lector?
Las respuestas varían.

Nombre: _____



Hacer inferencias
con The Leaving Morning (La mañana que se va)

Haz una inferencia sobre el narrador. ¿Crees que el narrador vivió en este lugar por mucho tiempo?

Las respuestas varían.

Tu turno para practicar: Hacer inferencias
con The Leaving Morning (La mañana que se va)

Haz una inferencia sobre el narrador. ¿Crees que el narrador vivió en este lugar por mucho tiempo?

Página 11:
Haga una inferencia sobre el narrador. ¿Crees que el narrador vivió en este lugar por mucho tiempo?

¿Qué evidencia te lleva a inferir eso?

Página 21:
Mira las imágenes en esta página. Haz una inferencia sobre la familia que se está moviendo.

Nombre: _____

Making Inferences

Identifica el propósito del autor
con The Leaving Morning (La mañana que se va)

¿Por qué crees que el autor incluyó la frase "la partida fue larga"?

Tu turno para practicar: Identifica el propósito del autor
con The Leaving Morning (La mañana que se va)


¿Por qué crees que el autor incluyó la frase "la partida fue larga"?

Página 5:
Angela Johnson usa muchos efectos de sonido en su escritura. Ella describe el ruido de la calle haciendo el ruido "sushinshah..." al comienzo de la historia. ¿Qué agrega esto a la historia?

Página 7:
¿Por qué crees que Angela Johnson incluyó tantas fotos en su libro?

Páginas 6 y 25:
¿Por qué crees que el autor repitió líneas en esta historia?

Nombre: _____



Author's Purpose

Visualizar
con The Leaving Morning (La mañana que se va)

¿Qué pistas te ayudan a decidir?

Las respuestas varían.

Página 18:
¿Cómo visualizas a los primos que dicen adiós?

Página 29:
¿Cómo visualizas el recorrido en el camión de moverse?

Nombre: _____

Visualizing

Tu turno para practicar: Visualizar
con The Leaving Morning (La mañana que se va)

¿Qué pistas te ayudan a decidir?

Hacer preguntas
con The Leaving Morning (La mañana que se va)


¿Qué preguntas tienes sobre por qué el niño se está moviendo?

Página 18:
¿Por qué crees que decir adiós a los primos tomó un día completo?

Página 22:
¿Cómo crees que se siente el niño al mudarse?

¿Es esta una buena pregunta para hacerte ahora? ¿Por qué o por qué no?

Nombre: _____



Asking Questions

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

The Leaving Morning (La mañana que se va): Visualizar

Crea una ilustración de lo que crees que vio el protagonista mientras miraba por la ventana de su apartamento antes de moverse.

☐ Puedo usar las imágenes y los detalles en una historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

The Leaving Morning (La mañana que se va): Visualizar

Crea una ilustración de lo que crees que vio el protagonista mientras miraba por la ventana de su apartamento antes de moverse.

☐ Puedo usar las imágenes y los detalles en una historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

The Leaving Morning (La mañana que se va): Visualizar

Crea una ilustración de lo que crees que vio el protagonista mientras miraba por la ventana de su apartamento antes de moverse.

☐ Puedo usar las imágenes y los detalles en una historia para contar sobre sus personajes, escenarios o eventos. CCSS: RL.1.7

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

Common Core Free
Option

The Leaving Morning (La mañana que se va): Visualizar

Crea una ilustración de lo que crees que vio el protagonista mientras miraba por la ventana de su apartamento antes de moverse.

The Leaving Morning (La mañana que se va): Visualizar

Crea una ilustración de lo que crees que vio el protagonista mientras miraba por la ventana de su apartamento antes de moverse.

The Leaving Morning (La mañana que se va): Visualizar

Crea una ilustración de lo que crees que vio el protagonista mientras miraba por la ventana de su apartamento antes de moverse.

The Leaving Morning (La mañana que se va): Visualizar

Crea una ilustración de lo que crees que vio el protagonista mientras miraba por la ventana de su apartamento antes de moverse.

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

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____
Pienso en el libro. ¿En qué lo hace pensar al libro?

¿Qué tipo de conexión hice?

☐ Text a mi mismo

☐ Texto a texto

☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Completa esta pregunta.
2. Corta cuidadosamente en la línea de puntos.
3. Pega y engancha en tu cuaderno del lector.

Making
Connections

Hacer inferencias
Título: _____

Lo que dice el texto
¿Qué sabes sobre el texto?

Lo que yo sé
¿Qué sabes sobre el texto?

Lo que puedo inferir
¿Qué sabes sobre el texto?

Haz un dibujo para mostrar tu inferencia.

Instrucciones:
1. Completa esta pregunta.
2. Corta cuidadosamente en la línea de puntos.
3. Pega y engancha en tu cuaderno del lector.

Making
Inferences

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir

☐ Para informar

☐ Para entretener

¿Qué es el autor quería decirte?

Instrucciones:
1. Completa esta pregunta.
2. Corta cuidadosamente en la línea de puntos.
3. Pega y engancha en tu cuaderno del lector.

Author's
Purpose

Hacer preguntas
Título: _____

Muestras para empezar una sesión

Quiero saber... ¿Por qué no...? ¿Cómo puede...?

Me confunde... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Completa esta pregunta.
2. Corta cuidadosamente en la línea de puntos.
3. Pega y engancha en tu cuaderno del lector.

Asking
Questions

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escríbe algunas de las palabras que la autora usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:
1. Completa esta pregunta.
2. Corta cuidadosamente en la línea de puntos.
3. Pega y engancha en tu cuaderno del lector.

Visualizing

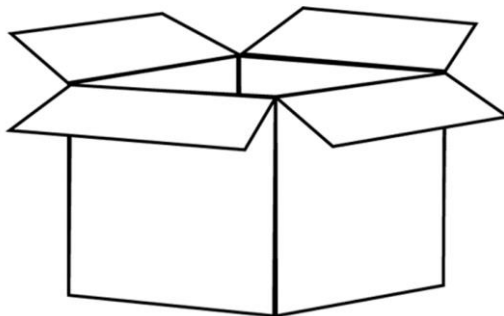
Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

Si tuviera que seleccionar sus posesiones más preciadas para empacar para una mudanza, ¿qué incluiría? Dibuja estos elementos en el cuadro de abajo.

Día de la mudanza



Escriba sobre los artículos que eligió. ¿Por qué los elegiste a ellos?
