

Here's What You'll Get in the The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
By: Don and Audrey Wood
Grade Level: 1 / Guided Reading Level: 1

Retelling and Summarizing

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 Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear is a fictional story about a little mouse who wants to keep a big, hungry bear from eating his strawberry. The little mouse finds different ways to keep his strawberry from the bear, but finally figures out that the best way to keep a big hungry bear from eating a red ripe strawberry is to share it with a friend.

Link to What You Know
• Think of a time you wanted to keep something to yourself. What did you do?
• What does it mean to be scared? Think of a time you were scared. What did you do?
• What does it mean to be hungry? Think of a time you were hungry.
• What do you know about strawberries? What do they taste like?

Important Words to Know and Understand
Hall - One of two equal parts that can be divided
Tromp - To walk heavily or trudge

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

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important facts, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

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Guided Reading Level

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Retelling and Summarizing

3
Retell and Summarize While Reading
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and
✓ Look for places where characters caused events to happen

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 1 - Who is the main character on the page? What is he doing? Describe the picture on the page.

Page 6 - How did the mouse get to the strawberry? What is the mouse afraid of?

Page 11 - Have you found a problem in the story yet? What is the problem?

Page 18 - What are three ways the mouse tried to keep the bear from the strawberry? How did the pictures show that?

Page 23 - How did the mouse solve the problem?

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

Time to Reflect
Think - What type of information did you use when you retold and summarized *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*. How are you paying attention to the story elements help you to be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Connections

Making Inferences

Making Predictions

Asking Questions

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

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

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Making Connections

Making Inferences

Making Predictions

Asking Questions

Vocabulary Connections Resources

Important Words to Know and Understand in The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear Word List

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
By: Don and Audrey Wood
Grade Level: 1 / Guided Reading Level: I

Vocabulary Connections

Important Words to Know and Understand in "The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear"

Disguise
To change the usual appearance, sound, taste, etc. of something so that people will not recognize that person or thing

Guarding
To watch and protect something

Half
One of two equal parts that can be divided

Hidden
Not seen or known

Mile
A unit of measurement that is equal to 5,280 feet

Picked
To remove (a fruit or a flower) from a plant with your hand

Ripe
Fully grown and ready to be eaten

Share
To have or use with others







Strawberry
A soft, juicy red fruit that grows on a low plant with white flowers

Tromp
To walk heavily or trudge

Vocabulary Word List | ©BookPages.com

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
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Vocabulary Connections

Disguise	Guarding	Half
		
Hidden	Mile	Picked
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
By: Don and Audrey Wood
Grade Level: 1 / Guided Reading Level: I

Vocabulary Connections

Disguise	Guarding	Half
To change the usual appearance, sound, taste, etc. of something so that people will not recognize that person or thing.	To watch and protect something	One of two equal parts that can be divided
Hidden	Mile	Picked
Not seen or known	A unit of measurement that is equal to 5,280 feet	To remove (a fruit or a flower) from a plant with your hand

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Word Games
with Words from The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear

Word Bank

DISGUISE
GUARDING
HALF
HIDDEN
MILE
PICKED
RIPE
SHARE
STRAWBERRY
TROMP

Directions: Unscramble each of the words. Take the letters that appear in the boxes and unscramble them to discover a secret word.

Answer Key

DISGUISE
GUARDING
HALF
HIDDEN
MILE
PICKED
RIPE
SHARE
STRAWBERRY
TROMP

Secret Word: O M P

Directions: Match each picture to its fun fact.

Fun Facts:

- A very small animal that has a pointed nose and a long, thin tail
- A mammal that can give birth while hibernating
- It's the only fruit that wears its seeds on the outside

Name: _____ ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
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Grade Level: 1 / Guided Reading Level: I

Vocabulary Connections

Disguise is a/an noun verb adverb adjective	Guarding is a/an noun verb adverb adjective	Half is a/an noun verb adverb adjective
Definition of Disguise:	Definition of Guarding:	Definition of Half:
Disguise looks like this:	Guarding looks like this:	Half looks like this:
Disguise reminds me of:	Guarding reminds me of:	Half reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©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

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
By: Don and Audrey Wood
Grade Level: 1 / Guided Reading Level: I

Word Work

Instructional Focus:
Beginning Consonants (b, h, m, r, s)

Background:
The sound one hears in a word is the beginning sound. A consonant is any letter that is not a vowel. We will use the beginning consonants b, h, m, r, and s.

Examples:

b	h
bear	hidden
bed	house
big	hungry

- Materials and Preparation:**
- A Copy of *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don and Audrey Wood
 - Chart Paper
 - Beginning Consonants Flip Book
 - Flip Book Page (1 set per student)
 - Beginning Consonants Word Work
 - Optional - Word Detective
 - Optional - Index Cards

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
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Word Work

Step 1: Introduce the Focus of Word Work

Introduce Beginning Consonants

- Draw students' attention to the chart paper.
- Ask students to repeat with you: "B says bb," "H says hh", etc.
- Invite students to share words that start with "b", "h", "m", "r", and "s".
- Record the students' words on the chart paper. Draw pictures beside each word if necessary.
- Discuss any misconceptions if students share words that do not follow the beginning consonant pattern. Only record words that do follow the pattern on the chart paper.

Sample Anchor Chart

Beginning Consonants (b, h, m, r, s)

b	h	m	r	s
bat	hat	map	run	sun
big	hot	man	red	stop
bit	hit	more	road	stop

Step 2: Connect Word Work to Reading

Extend Engagement

Play *Have...Who Has...*

- Write a word beginning with the letter "b" on an index card using a fine color marker.
- Flip the index card over and a word beginning with the letter "h" using a different colored marker.
- Continue to create cards until all students have a card the last card should not have a word on the back.
- Distribute cards to students.
- Play *Have...Who Has...* (I have Big, Who Has Hungry? I have Hungry, Who Has Mouse?...)

Beginning Consonants in the Text

- Tell the students that the book they will be reading today has a lot of words that start with "b", "h", "m", "r", or "s".
- Read *"The Little Mouse, the Red Ripe Strawberry, and The Big Hungry Bear"*.
- Focus on the page to ask students if they heard a word that starts with one of the trigger letters.
- Record any words that the students identify on the chart paper.
- After reading, turn the chart paper over so the students are unable to see the word list.
- Challenge students to recall some of the words that began with "b", "h", "m", "r", or "s" in the story.
- Optional: Tell the students you are going to read the book one more time from beginning to end. Remind them to be polite and not interrupt while you are reading.

Examples of Beginning Consonants Found in the Text:

• hello	• hungry	• been
• bed	• bear	• house
• ripe	• how	• mouse
• strawberry	• small	• big
• haven't	• mile	
• stuff	• heard	
• mother	• mouse	

Big → Hungry → Hungry → Mouse

Word Work Lesson Plan 1 | ©BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
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Grade Level: 1 / Guided Reading Level: I

Word Work

Step 3: Guided Word Practice

Interactive Exploration

- Give each child a copy of the prepared flip book.
- Instruct them to write their names on the front cover.
- Use the included story board to guide students as they complete their flip books. Write one trigger letter in the text box under each drawing box.
- Brainstorm words that begin with the trigger letter. Write the words next to the trigger letter.
- Tell students to choose their favorite word for the trigger letter and to write it on the first page of their flip book.
- Encourage students to draw a picture representing their favorite word on the corresponding page of their flip book.
- Continue until all pages are complete.

Step 4: Independent Word Work Practice

Practice Page

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

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 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 **beginning consonants** 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 | ©BookPages.com

Interactive Activity

Independent Practice Page

Flip Book
Interactive Activity

Beginning Letter Sounds
B, H, M, R, and S

Name: _____

_____ is for _____

Guided Word Work Practice | ©BookPages.com

Extension Activity

Word Detective: Beginning Consonants
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **beginning consonants** 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

Beginning Consonants
Word Work Practice Page

Directions:
Choose a letter from the box below. Match the beginning letter to the picture. Fill in the blank with the correct letter.

Beginning Letters
B H M R S

	_____ouse
	_____ouse
	_____trawberry
	_____all
	_____ocket

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

Assessments

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



Running Record					
Title: The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear		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	E MSV	SC MSV
2	Hello, little Mouse. What are you doing?				
4	Oh, I see. Are you going to pick that red, ripe strawberry?				
5	But, little mouse, haven't you heard about the big, hungry bear?				
7	Oh, how that bear loves red, ripe strawberries! The big, hungry bear can smell a red, ripe strawberry a mile away...				
Tested By: _____ @BookPagez.com					

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



The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear CCSS Assessment	
Name: _____	Score: / 9
Directions: Use what you know about The Little Mouse... to answer each of the following questions.	
1. Who might want to find and eat the red, ripe strawberry the mouse picked? <input type="radio"/> A The little mouse <input type="radio"/> B A slow snail <input type="radio"/> C A farmer <input type="radio"/> D A big hungry bear	
2. The little mouse is <u>ticked</u> into sharing its strawberry. Which detail supports this? <input type="radio"/> A The mouse eats the entire strawberry. <input type="radio"/> B We never actually see the big, hungry bear. <input type="radio"/> C The mouse is so afraid, it can't eat anything at all. <input type="radio"/> D The mouse hides and disguises the strawberry.	
3. The narrator is a character in the story even though we never see him. What does the narrator do for most of the story? <input type="radio"/> A The narrator calms the mouse down. <input type="radio"/> B The narrator talks about how much he loves strawberries. <input type="radio"/> C The narrator tells the bear to leave the mouse alone. <input type="radio"/> D The narrator scares little mouse with stories of a big, hungry bear.	
4. Which words tell us what the bear might sound like looking for the strawberry? <input type="radio"/> A boom and sniff <input type="radio"/> B big and hungry <input type="radio"/> C red and ripe <input type="radio"/> D whole wide world	

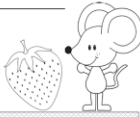
5. Which is a clue that this story is fiction? (RL.1.5) <input type="radio"/> A Little mouse is gray. <input type="radio"/> B Little mouse has to find food. <input checked="" type="radio"/> C Little mouse lives in a house with a fireplace and furniture. <input type="radio"/> D Little mouse lives near a garden.
6. Who is the only character who talks in the story? (RL.1.6) <input checked="" type="radio"/> A The narrator <input type="radio"/> B Little mouse <input type="radio"/> C The big hungry bear <input type="radio"/> D The red ripe strawberry
7. What do the illustrations show us about little mouse? (RL.1.7) <input type="radio"/> A They show that little mouse is very strong. <input type="radio"/> B They show that little mouse is not afraid of the bear. <input type="radio"/> C They show that little mouse is not willing to share. <input checked="" type="radio"/> D They show how little mouse feels thinking about losing the strawberry to the bear.
8. How are Little Mouse and the narrator alike? (RL.1.9) <input type="radio"/> A They both are mice. <input checked="" type="radio"/> B They both love strawberries. <input type="radio"/> C One is a mouse and the other is a bear. <input type="radio"/> D Neither one can talk.
9. What might the narrator do if Little Mouse finds some beautiful blueberries? (RL.1.10) <input type="radio"/> A The narrator will steal them. <input type="radio"/> B The narrator will tell the bear about the blueberries. <input checked="" type="radio"/> C The narrator will convince Little Mouse to share so another animal doesn't get them. <input type="radio"/> D The narrator doesn't like blueberries.

Answer Key



Bonus Activity

Name: _____		Date: _____	
Directions: In the book <i>The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear</i> , the little mouse loves strawberries. Write your favorite fruit at the bottom of the page. Then answer the 20 questions below about your favorite fruit.			
1. What color is your favorite fruit on the outside? _____			
2. What color is your fruit on the inside? _____			
3. How do you know when your fruit is ripe and ready to eat? _____			
4. Which animal likes your fruit? _____			
5. What is your favorite way to eat your favorite fruit? _____			
6. Is your fruit bigger than a strawberry? Yes No			
7. Is your fruit bigger than a mouse? Yes No			
8. Is your fruit bigger than a bear? Yes No			
9. Does your fruit grow in a tree? Yes No			
10. Does your fruit grow on a bush? Yes No			
11. Does your fruit grow in a bunch? Yes No			
12. Does your fruit have seeds? Yes No			
13. Does your fruit have a pit? Yes No			
14. Does your fruit have skin? Yes No			
15. Can you eat the skin of your fruit? Yes No			
16. Is your fruit juicy? Yes No			
17. Is your fruit crunchy? Yes No			
18. Is your fruit round? Yes No			
19. Is your fruit long? Yes No			
20. Is your fruit soft and squishy? Yes No			



Play 20 Questions with a friend!
Fold back the bottom of this page on the dotted line so your friend cannot see the name of your fruit. Ask your friend to read your answers. Can your friend guess your fruit?

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	Common Core State Standards Correlation
<p>The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading - Literature</p> <p>RI.1.1 - Ask and answer questions about key details in text.</p> <p>RI.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3 - Describe characters, settings, and major events in a story using key details.</p> <p>RI.1.4 - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.5 - 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>Writing</p> <p>W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 - 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.1.1 - 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 drawing or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and ideas.</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 Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear CCSS Alignment @BookPagez.com</p>	<p>The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading - Literature</p> <p>RI.1.1 - Ask and answer questions about key details in text.</p> <p>RI.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3 - Describe characters, settings, and major events in a story using key details.</p> <p>RI.1.4 - 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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 drawing or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and ideas.</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 Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear CCSS Alignment @BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear" 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.1.4 - 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 Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear CCSS Alignment @BookPagez.com</p>	<p>The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear" 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> <p>The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear CCSS Alignment @BookPagez.com</p>

Vocabulary Connections Common Core Alignment

Word Work Common Core Alignment

Student Facing Resources in Spanish for The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir
con The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
(El pequeño ratón, la fresa roja y madura y el oso grande y hambriento)

Página 1:
¿Quién es el personaje principal de la página? ¿Qué está haciendo? Describe la imagen en la página.

Página 6:
¿Cómo llegó el ratón a la fresa? ¿A qué le teme el ratón?

Página 11:
¿Ya has encontrado un problema en la historia? ¿Cuál es el problema?

Nombre: _____

 @BookPages.com

Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key


Volver a contar y resumir
con The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
(El pequeño ratón, la fresa roja y madura y el oso grande y hambriento)

Página 1:
¿Quién es el personaje principal de la página? ¿Qué está haciendo? Describe la imagen en la página.
Las respuestas varían. Podrían incluir: El personaje principal es el pequeño ratón. Él está llevando una escalera. Él está saliendo de su casa cerca de un jardín.

Página 6:
¿Cómo llegó el ratón a la fresa? ¿A qué le teme el ratón?
Las respuestas varían. Podrían incluir: Trepó por la escalera para llegar a la fresa. El ratón tiene miedo de la gran oso hambriento que le gustan las fresas.

Página 11:
¿Ya has encontrado un problema en la historia? ¿Cuál es el problema?
Las respuestas varían. Podrían incluir: El problema es que el gran oso hambriento intentará tomar la fresa del pequeño ratón.

Nombre: _____

 Answer Key | @BookPages.com

Hacer Conexiones
con The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
(El pequeño ratón, la fresa roja y madura y el oso grande y hambriento)

Página 1:
Haga una conexión texto a texto. ¿Este ratón te recuerda a cualquier otro ratón que conozcas?

Página 6:
Haga una conexión texto a texto. ¿Este ratón te recuerda a cualquier otro ratón que conozcas?

Página 11:
Haga una conexión texto a texto. ¿Este ratón te recuerda a cualquier otro ratón que conozcas?

Nombre: _____

 @BookPages.com

Making
Connections

Hacer predicciones
con The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
(El pequeño ratón, la fresa roja y madura y el oso grande y hambriento)

Página 2:
¿Qué está haciendo el ratón? ¿Por qué necesita una escalera? ¿Por qué eso?

Página 8:
¿Qué va a hacer el ratón con la fresa roja y madura? ¿Por qué piensas eso?

Página 11:
¿Qué hará el oso cuando encuentre la fresa? ¿Por qué quiere el oso la fresa? ¿Por qué piensas eso?

Nombre: _____

 @BookPages.com

Making
Predictions


Tu turno para practicar: Hacer Conexiones
con The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
(El pequeño ratón, la fresa roja y madura y el oso grande y hambriento)

Página 4:
Haga una conexión texto a texto. ¿Este ratón te recuerda a cualquier otro ratón que conozcas?

Página 10:
Haga una conexión texto a tu mismo. ¿Alguna vez has usado un disfraz? ¿Alguna vez has hecho algo y luego lo has arrepentido? ¿Qué tipo de conexión acabas de hacer?

Página 18:
Haga una conexión texto a tu mismo. ¿Alguna vez has usado un disfraz? ¿Alguna vez has hecho algo y luego lo has arrepentido? ¿Qué tipo de conexión acabas de hacer?

Nombre: _____

 @BookPages.com

Making
Inferences


Tu turno para practicar: Hacer predicciones
con The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
(El pequeño ratón, la fresa roja y madura y el oso grande y hambriento)

Página 2:
¿Qué está haciendo el ratón? ¿Por qué necesita una escalera? ¿Por qué eso?

Página 8:
¿Qué va a hacer el ratón con la fresa roja y madura? ¿Por qué piensas eso?

Página 11:
¿Qué hará el oso cuando encuentre la fresa? ¿Por qué quiere el oso la fresa? ¿Por qué piensas eso?

Nombre: _____

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Hacer preguntas
con The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear
(El pequeño ratón, la fresa roja y madura y el oso grande y hambriento)

Página 1:
Mira la imagen. ¿Qué preguntas tienes sobre lo que está haciendo? ¿Qué preguntas tienes sobre dónde está? ¿Tiene alguna pregunta sobre lo que está llevando?

Página 8:
¿Qué preguntas tienes sobre el ratón? ¿Qué preguntas tienes sobre la fresa? ¿Tiene alguna pregunta sobre qué está haciendo el ratón con la fresa?

Página 14:
¿Qué preguntas tienes sobre los sentimientos del ratón? ¿Qué preguntas tienes sobre la fresa? ¿Qué preguntas tienes sobre el gran oso hambriento?

Nombre: _____

 @BookPages.com

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 Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear (El pequeño ratón, la fresa roja y madura y el oso grande y hambriento): Hacer preguntas

Mira las imágenes de nuevo. ¿Qué sigues pensando sobre la historia? ¿De qué forma la respuesta a su pregunta lo ayudará a comprender mejor la historia?

☐ Puedo utilizar las fotos y detalles de una historia que contar sobre sus personajes, escenarios, o eventos. CCSS: RL.1.7

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear (El pequeño ratón, la fresa roja y madura y el oso grande y hambriento): Hacer preguntas

Mira las imágenes de nuevo. ¿Qué sigues pensando sobre la historia? ¿De qué forma la respuesta a su pregunta lo ayudará a comprender mejor la historia?

☐ Puedo utilizar las fotos y detalles de una historia que contar sobre sus personajes, escenarios, o eventos. CCSS: RL.1.7

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear (El pequeño ratón, la fresa roja y madura y el oso grande y hambriento): Hacer preguntas

Mira las imágenes de nuevo. ¿Qué sigues pensando sobre la historia? ¿De qué forma la respuesta a su pregunta lo ayudará a comprender mejor la historia?

☐ Puedo utilizar las fotos y detalles de una historia que 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 Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear (El pequeño ratón, la fresa roja y madura y el oso grande y hambriento): Hacer preguntas

Mira las imágenes de nuevo. ¿Qué sigues pensando sobre la historia? ¿De qué forma la respuesta a su pregunta lo ayudará a comprender mejor la historia?

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear (El pequeño ratón, la fresa roja y madura y el oso grande y hambriento): Hacer preguntas

Mira las imágenes de nuevo. ¿Qué sigues pensando sobre la historia? ¿De qué forma la respuesta a su pregunta lo ayudará a comprender mejor la historia?

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear (El pequeño ratón, la fresa roja y madura y el oso grande y hambriento): Hacer preguntas

Mira las imágenes de nuevo. ¿Qué sigues pensando sobre la historia? ¿De qué forma la respuesta a su pregunta lo ayudará a comprender mejor la historia?

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

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____
¿De qué es este libro? _____
¿En ficción o no ficción? _____
Haz un dibujo o escribe una oración para cada cuadro abajo:

Primero	Luego
Después	Entonces

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and
Summarizing

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

¿Qué tipo de conexión hiciste?

☐ Text a mí mismo
☐ Texto a texto
☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Connections

Hacer inferencias
Título: _____

Lo que dice el texto
Nombre una pista en el texto o imágenes.

Lo que yo sé
¿Qué sabes sobre la pista?

Lo que puedo inferir
Emociones, pensamientos, cosas, escenario

Haz un dibujo para mostrar tu inferencia.

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Inferences

Hacer predicciones
Título: _____
Yo predigo... _____

¿Mi predicción fue...?

☐ Correcta
☐ Incorrecta

Yo sé porque... _____

Aquí hay una foto sobre mi predicción: _____

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Predictions

Hacer preguntas
Título: _____

Muestras para empezar una oración

Quiero saber...	¿Por qué no...?	¿Cómo puede...?
Me confundí...	Estoy curioso por saber...	No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Instrucciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega y engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking
Questions

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro **The Little Mouse, el Red Ripe Strawberry y The Big Hungry Bear**, el pequeño ratón adora las fresas. Escribe su fruta favorita en la parte abajo de la página. Luego responde las 20 preguntas abajo sobre su fruta favorita.

1. ¿De qué color es tu fruta favorita en el exterior? _____
2. ¿De qué color es tu fruta en el interior? _____
3. ¿Cómo sabes cuándo tu fruta está madura y lista para comer? _____

4. ¿A qué animal le gusta tu fruta? _____

5. ¿Cuáles tu forma favorita de comer tu fruta favorita? _____

6. ¿Tu fruta es más grande que una fresa? Sí No

7. ¿Tu fruta es más grande que un ratón? Sí No

8. ¿Tu fruta es más grande que un oso? Sí No

9. ¿Tu fruta crece en un árbol? Sí No

10. ¿Su fruta crece en un arbusto? Sí No

11. ¿Su fruta crece en un montón? Sí No

12. ¿Tu fruta tiene semillas? Sí No

13. ¿Tu fruta tiene un pozo? Sí No

14. ¿Tu fruta tiene piel? Sí No

15. ¿Puedes comer la piel de tu fruta? Sí No

16. ¿Tu fruta es jugosa? Sí No

17. ¿Tu fruta es crujiente? Sí No

18. ¿Es redonda tu fruta? Sí No

19. ¿Tu fruta es larga? Sí No

20. ¿Tu fruta es suave y esponjosa? Sí No



Juega 20 preguntas con un amigo!

Doble hacia atrás la parte abajo de esta página en la línea punteada para que su amigo no pueda ver el nombre de su fruta. Pídale a su amigo que lea sus respuestas. ¿Puede tu amigo adivinar tu fruta?