

Lesson Plans *Assessments *Activities

3 Reasons to Love This Resource Set



PUTS BOOK AT THE CENTER OF INSTRUCTION

With done-for-you- lesson plans and student activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while using **The Mitten** by Jan Brett.



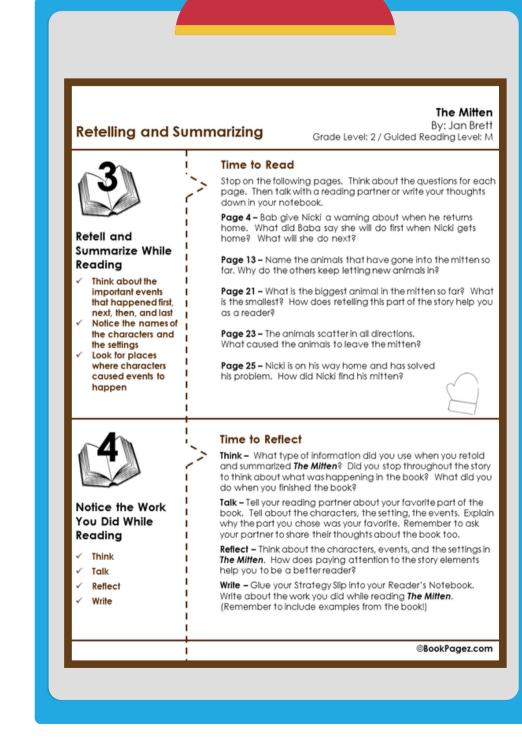
SAVES TIME

Finally have time to "fit it all in" with super-efficient lesson plans, activities, and flexible resource sets that can help you meet your instructional goals without any planning or a lot of prep.

3

CONSISTENT FORMATTING

You and your students will benefit from the consistent formatting of the resources. As you become familiar with the format, you'll deliver instruction more easily and your students will be able to better focus on their learning goals.



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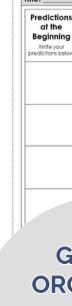
5 COMPREHENSION STRATEGY RESOURCE SET

Use The Mitten and the step-by-step lesson plans included in this resource to teach:

- Making Inferences
- Making Predictions
- Retelling and Summarizing
- Understanding Text Structure
- Visualizing

 \star

Making Inferences	
	~
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 Comprehens' Strategies	
✓ Thin ³ yo	4 SS
	Inferences Inferences Get Ready To Read Control Contro



Making Pre



The Mitten By: Jan Brett ed Reading Level: M

Grade Level: 2 / Guided Reading Level

Summary

Nild desperately wants ins grandmother, Baba, to kint him a pair of initiens swhite as the mow. The problem is that Baba s a facial that Nicki will drop a mitten in the snow and never be able to find it. A Aftermuch thought, Baba gives in and kints Nicki a pair of snow white mittens. Baba was right The very its time he wears his new mitten, Nicki Jase one in the snow. This makes some woodland creatures very happy as they craw inside the mitten to keep warm. The mitten becomes the perfect home for the woodland creatures until one small creature comes aland.

Link to What You Know

 Think about a time when you were afraid. What words can you think of to describe how it felt?
 Have you ever lost something that was important to you? Tel

Important Words to Know and Understand

Bumped – Hit and moved by something Through – Over all the parts of something

Why Readers Make Inferences While Reading

detectives.

use the author's



lic	ctions				
	Predictions while Reading	Check Predictions at the End			
N	Write your predictions below	If incorrect write what really happened			
		Correct Incorrect			
		Correct Incorrect			
		Correct incorrect			
		Correct Incorrect			

GRAPHIC ORGANIZERS

Your Turn to Practice Understanding Text Structure with The Mitten

Page 1:

What words does the author use to describe the wool that Nicki wants his mitte made from?

What picture do those words form in your mind?

Page 6:

Page 12:

Here the authoruses cause and effect to show why the mole decided to stay in the mitten. What made the mole stay in the mitten?

What word tells you that this is the cause?



The Mitten: Retelling and Summarizing

Pretend you are the mole. Write a letter to your friend telling what happened while you were inside the mitten. Tell what happened in the beginning, middle and at the end of the story.

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READER'S
 NOTEBOOK
 PROMPT



VOCABULARY DEVELOPMENT RESOURCE SET

The vocabulary resources included in this bundle focus on words that are important for readers to know and understand in the text. The resources include the following:

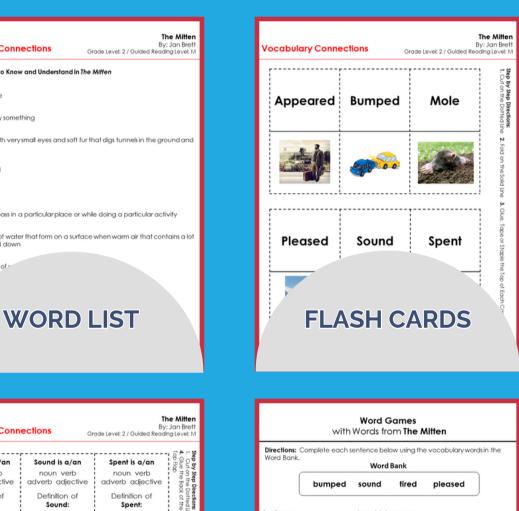
- Vocabulary Word List
- Flash Cards (match words to pictures and match words to definitions)
- Interactive Vocabulary Notebook Cards
- Vocabulary Word Games Printable
- Personal Vocabulary Word Bookmark



ocabulary Conn	ections Gr	ade Level: 2 / Gui
Pleased is a/an	Sound is a/an	Spent is a
noun verb	noun verb	noun v
adverb adjective	adverb adjective	adverb ad
Definition of	Definition of	Definition
Pleased:	Sound:	Spent
Pleased looks	Sound looks	Spent la
like this:	like this:	like th
Pleaser reminde	OTEBO CARD	

Spent looks like this;







PHONICS AND WORD WORK RESOURCE SET

Improve word recognition, and spelling by anchoring your word study instruction to the books you use for whole group and small group instruction. The word study resources in this bundle include:

- Lesson Plan
- Independent practice page
- Guided practice page
- Word detective activity

Word Work Step 1: Introduce the Focus of Word Work	Introduce Past-T Drow the students' Exploin that these of each word. (ed] Write this sentence Ask a volunteer for Write this sentence Ask a volunteer for Respect these of the Yesterday - Ask the students for Hove them tell theil Ask for volunteers to ense on the chart p answes that dono	attention to the cho re all verbs, which a notice what two lef in the left column of ead it. across from the first eod it and supply th e blank. steps with these seni (played) think of other action partners three work share theirs with th indeper. Clear up any
Step 2: Connect Word Work to Reading Extend Engagement Use the fill of example vet ending in -ed to moke failing out of example vet ending in -ed to moke failing out of example vet the scatter of the scatter of the scatter of the Web scatter of the web scatter of the scatter of the scatter of the scatter of the scatter of the scatter of the scatter	 time they hear a through reading, Go back to page verbs end in -ed. Read the story fro listen for verbs the the' 	spages 3-7 of The A u read, Have there ereb that ends with they should be hold 3 and ask for volur Write correct answ m beginning to end then h -ed. Tell th "The who
	Word C	
		Cards Activity
	Word C	Cards Activity
Directions: Cut out or	Word C Interactive nd give one card to ec	Cards e Activity sch student pair.
Directions: Cut out or ask	Word C Interactive nd give one card to ec need	Cards Activity Inch student pair.
Directions: Cut out a ask draw dare	Word C Interactive nd give one card to ec need work	Cards Activity Activity start freeze fail
Directions: Cut out a ask draw dare	Word C Interactive nd give one card to ec need work make	Cards Activity Activity start freeze fail
Directions: Cutout or ask draw dare watch	Word C Interactive nd give one card to ea need work work make change	Cards e Activity sch student pair. start freeze fail borrow



The Mitter By: Jan Bret Grade Level: 2 / Guided

duce Past-Tense Verbs ending in .ed

Verbs ending in -ed in the Tex

s 3.7 of The Mitten How



When Did it Happ Word Work Practic		
Directions: Read each sentence. Decide when the action he phrase.	appened. Circl	e the correct
1. My brother helped me clean up the yard.	Rightnow	Last week
2. The cupcakes were finished so we ate them.	Now	Yesterday
3. The storm might destroy our garden.	Today	Last month
4. She can ask questions about the homework.	Now	5 minutes ago
5. The rocket blasted off with a roar.	Last week	Right now
δ. The weather turned cold suddenly,	Last night	Now
7. We watched the news all night.	Last night	Rightnow
8. Mom borrow		Yesterday
^{9. lcor} INDEPENI	DEN	T **

Word Detective: Past-Tense Verbs ending in -ed Extension Activity Directions:

PRACTICE

e a word detectiv

on the lookout for **past-tense verbs ending in -ed** while you read. ite the word that you find along with the title of the book where yo und the word, the page, and the sentence with the word or phrase

Word	Book Title	Page	Sentence
	WO	RD	

DETECTIVE

Word Cards Interactive Activity					
e one card to each student pair.					
need	start	say			
work	freeze	color			
make	fail	iron			
hange	borrow	is			
fight	call	bleed			
		act			
GUIDED					

ADDITIONAL RESOURCES

In addition to the comprehension, vocabulary, and word work resources, this bundle also includes the following:

- Assessment
- Skills worksheet
- Student resources in Spanish
- Standards alignment



Directions: Use what you know about The Mi
Which of these details is impored to the second secon
2. What is an important message (A) It is important to alway (B) It is good to wear white (C) Animals love mittens. (D) You will always find som
A. How did Nicki's millen change A It started out on his har B It stretched to allow ma C It strank from sitting in 1 D It started out no A. Nicki's miller A / A
ASS
ASS
¢ ASS ∞
CO Páginas 1 y 3: Mire las imágenes en las pá es Nicki. Las respuestas varían. [
Páginas 1 y 3: Mire las imágenes en las pá es Nicki.

Las respuestas mitón.



Name: Score: /9

en to answer each of the following questions int for understanding The Mitten

e mittens Baba her Baba.

in this story?

make room for others mittens in the snow

ething you lost if you look hard encure

from the beginning of the story to the end d and then was buried in the snow e animals inside

SESSMENT

Directions: What if Nicki had not found his mitten? He might have posted a lost and found ad. Using what you know about the story, fill in the blanks in Nicki's lost Lost and Found

LOST: One new mitten that looks lik

- last saw i
- If you find it, please send it to

aking Predictions Lesson Plan and Pes

210 - By the end of the year m

PEWAPD

Draw a nicture of the mitte

SKILL WORKSHEET

Common Core State Standards Correlation

The Mitten Lesson Plans, Resources, and Activities

Hacer inferencias n The Mitten (El mitón)

ginas 1 y 3. Haz una inferencia sobre qué tipo de niño

odrían incluir: Creo que Nicki es feliz y útil.

odrían incluir: Creo que Nicki está feliz porque También creo que es útil porque está trayendo

de por qué el topo dejar que el conejo en, a pesa

Podrían incluir: Deduzco que el topo tiene miedo golpeadores (pies), lo que permitirá que el conejo

arrotado en la

RESOURCES IN SPANISH

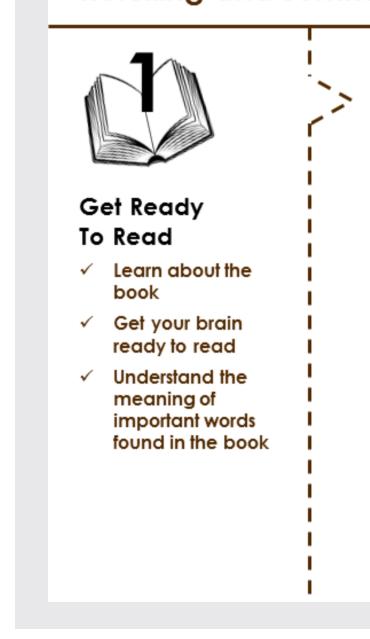
ALIGNMENT

STANDARDS

rally or through other media. 12.3 – Ask and answer question

PART ONE:

- Student Friendly Book Summary
- Questions to activate prior knowledge for the text and to prepare students to use the strategy
- Key vocabulary words in the text that students should know for better comprehension









Retelling and Summarizing

The Mitten By: Jan Brett Grade Level: 2 / Guided Reading Level: M

Summary

Niki desperately wants his grandmother, Baba, to knit him a pair of mittens as white as the snow. The problem is that Baba is afraid that Nicki will drop a mitten in the snow and never be able to find it. After much thought, Baba gives in and knits Nicki a pair of snow white mittens. Baba was right! The very first time he wears his new mittens, Nicki loses one in the snow. This makes some woodland creatures very happy as they crawl inside the mitten to keep warm. The mitten becomes the perfect home for the woodland creatures until one small creature comes along...

Link to What You Know

- Think about a time when someone did something nice for you. How did it make you feel?
- Tell about a time when you were having fun outdoors by yourself. Where were you? What were you doing?

Important Words to Know and Understand

Pleased - Happy or satisfied

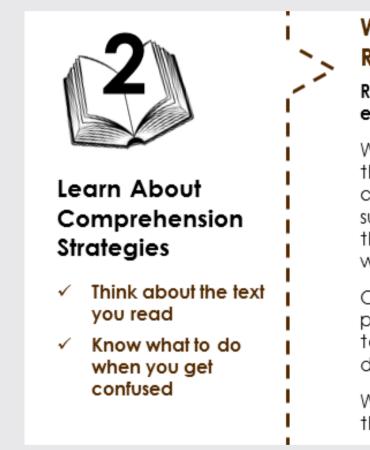
Steam – Very small drops of water that form on a surface when warm air that contains a lot of water is cooled down

PART TWO:

Student Friendly Explanation of the Comprehension Strategy

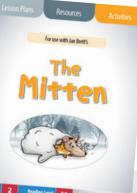
This portion of the lesson plan can be copied and pasted into student reader's notebooks or enlarged and used on an anchor chart or bulletin board.

TIP: Pair the <u>BookPagez Comprehension</u> <u>Strategy Posters</u> with these lessons!









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 teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

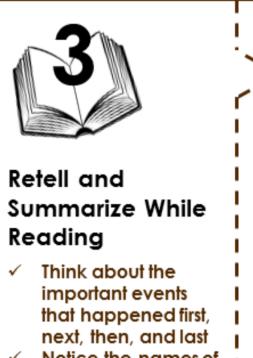
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

PART THREE:

Text- dependent questions to help students use the strategy to improve comprehension.

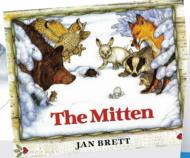
These questions focus on the strategy, require students to use evidence from the text, and help them to qualify their thinking - all of which are essential skills for more successful reading.

Retelling and Summarizing



- Notice the names of the characters and the settings
- Look for places where characters caused events to happen







The Mitten

By: Jan Brett Grade Level: 2 / Guided Reading Level: M

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 4 – Bab give Nicki a warning about when he returns home. What did Baba say she will do first when Nicki gets home? What will she do next?

Page 13 – Name the animals that have gone into the mitten so far. Why do the others keep letting new animals in?

Page 21 – What is the biggest animal in the mitten so far? What is the smallest? How does retelling this part of the story help you as a reader?

Page 23 – The animals scatter in all directions. What caused the animals to leave the mitten?

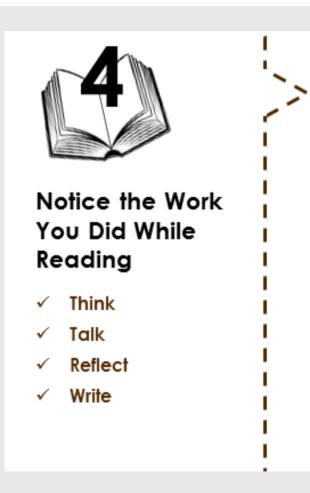
Page 25 – Nicki is on his way home and has solved his problem. How did Nicki find his mitten?



PART FOUR:

Think, Talk, and Reflect prompts to help students notice the work they did as readers and monitor their own comprehension.

TIP: Use the included Reader's Notebook prompt to help students write about their reading and extend their use of the strategy.





Time to Reflect

Think – What type of information did you use when you retold and summarized **The Mitten**? 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 Mitten*. How does 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 Mitten**. (Remember to include examples from the book!)

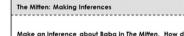
The Comprehension Strategy Resource Set also Include:

- STUDENT PRACTICE PAGES & ANSWER KEYS
- STRATEGY GRAPHIC ORGANIZERS
- READER'S NOTEBOOK PROMPTS
- STANDARDS ALIGNMENT

Learn More about the **Resources** Here!



Your Turn to Practice Understanding Text Structure with The Mitten
Page 1: What words does the author use to describe the wool that Nicki wants his mittens made from?
What picture do those words form in your mind?
Page 6: Here the authoruses cause and effect to show why the mole decided to stay in the mitten. What made the mole stay in the mitten?
What word tells you that this is the cause?
Page 12: Here the author uses sequencing to tell the order that the animals entered the mitten. What words help you to know the order?
Name:



out Nicki How do you know?

he Mitten: Making Inference:

nce about Baba in The I about Nicki. How do you know

ne Mitten: Making Inference

nce about Baba in The A about Nicki. How do you know

Making Prediction: Predictions Predictions Check Predictions of at the while the End Correct Dinc Correct Inco Correct Incorre

Common Core State Standards Correlati

Take a Closer Look at the Vocabulary Connections Resource Set

WORD LIST

The words included on this list are Tier 2 and 3 vocabulary words. Tier 2 words are high frequency vocabulary words that are necessary for reading comprehension. The chances of Tier 2 words showing up in other text is high.

Tier 3 words are lower frequency words that are specific to the text. These words have been selected based on their level of importance in the text. The chances of Tier 3 words showing up in other text is low.



Vocabulary Connections

The Mitten By: Jan Brett Grade Level: 2 / Guided Reading Level: M

Important Words to Know and Understand in The Mitten

Appeared Arrived at a place

Bumped Hit and moved by something

Mole

A small animal with very small eyes and soft fur that digs tunnels in the ground and eats insects

Pleased Happy or satisfied

Sound In good health

Spent Allowed time to pass in a particular place or while doing a particular activity

Steam

Very small drops of water that form on a surface when warm air that contains a lot of water is cooled down

Through Over all the parts of something

Tired

Feeling a need to rest or sleep

Wiggled

Moved up and down or side to side with short quick motions

Vocabulary Word List | ©BookPagez.com

Take a Closer Look at the Voc Connections Resource Set

SORTING CARDS

There are 2 sets of sorting cards. The first set includes the vocabulary word and a picture of the word. This set of cards is particularly helpful for English Language Learners, but can be used with any student to scaffold prior knowledge and connect new words to visual memory.

The second set of cards includes the vocabulary words and a kid-friendly definition of each word. These cards are helpful when reviewing vocabulary words.



latch 1				ections _G	wo	tch the ords to the inition!
vords e picti			Appeared	Bumped	Mole	Step by Step Directions: 1. Cut on the Dotted line
abulary Conne	ections _g	irade Level: 2 / Guided	e	Hit and moved by something	A small animal with very small eyes and soft fur that digs tunnels in the ground and eats insects	ine 2. Fold on the Solid Line
Appeared	Bumped	Mole	Step by Step Directions: 1. Cut on the Dotted Line 2. Fold on	Sound	Spent	3. Glue, Tape of Staple the Top of Each Car
			Fold on the Solid Line 3. Give, Ta	In good health	Allowed time to pass in a particular place or while doing a particular activity	ie Top of Each Card to Close
Pleased	Sound	Spent	pe or Staple t	Definition Voca	bulary Sorting Cards @Boo	
		<u>.</u>	Tape or Staple the Top of Each Card to Close			
	Picture Voca	abulary Sorting Cards @	©BookPagez.«	Sort th		
				attribu		

the

Take a Closer Look at the Vocabulary Connections Resource Set

INTERACTIVE VOCABULARY NOTEBOOK CARDS

The interactive notebook cards provide students with a tool to process new vocabulary words. These cards engage multiple parts of the brain and help students to personalize their learning.

Depending on your goals, you can use the page by page guide in a couple of different ways. Here are some suggestions:

- Connect the new word to a word they already know
- Classify the word as a noun, verb, adverb, or adjective
- Review the definition of the new word
- Illustrate the new word
- Anchor the new word to a specific text



Vocabulary Connections

The Mitter

By: Jan Brett Grade Level: 2 / Guided Reading Level: M

Pleased is a/an	Sound is a/an	Spent is a/an
noun verb	noun verb	noun verb
dverb adjective	adverb adjective	adverb adjective
Definition of	Definition of	Definition of
Pleased:	Sound:	Spent:
Pleased looks	Sound looks	Spent looks
like this:	like this:	like this:
		1
Pleased	Sound reminds	Spent reminds
reminds me of:	me of:	me of:
saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPagez.com

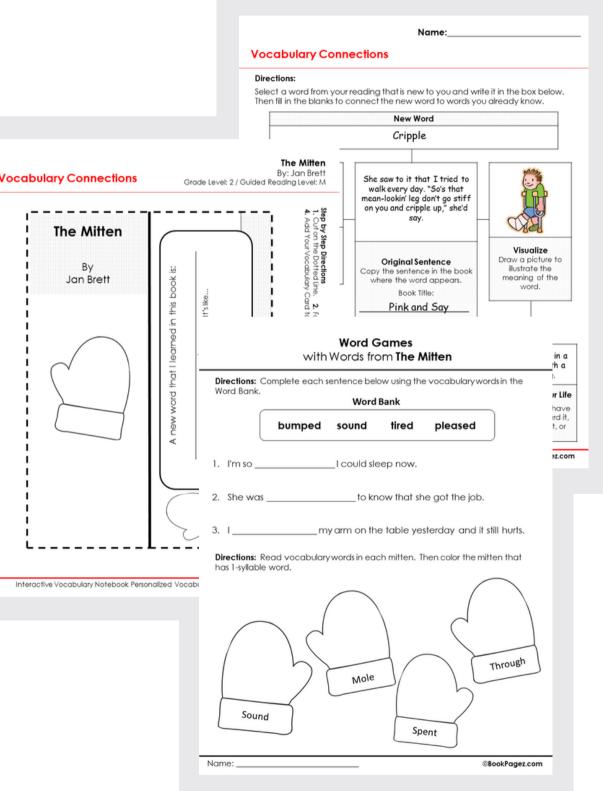
Take a Closer Look at the Vocabulary Connections Resource Set

WORD GAMES AND A VOCABULARY BOOKMARK

Each package contains a different set of word games including crossword puzzles, word searches, graphing, categorizing, matching, and more. These games are intended to help students practice working with the new vocabulary words in a more traditional format.

The bookmark provides students with the opportunity to identify a word from the book that they would like to remember. In this way, students are able to keep track of words that are new to them.





The Vocabulary Connections Resource Set also Include:

- ANSWER KEYS
- CONTEXT CLUE ACTIVITY
- STANDARDS ALIGNMENT

 Explain why you think your delivery the text. Write the dictionary definition. Bace a check mark in the last column if the dictionary definition material. 	Vocabulary Connections Directions: 1. Write a word from your reading that is new to you in the first column. 2. Read the sentence before and after the sentence where the word app. Write what you think the word means in the second column. 3. Explain why you think your definition makes sense based on the context the text. 4. Write the dictionary definition. 5. Place a check mark in the last column if the dictionary definition material you thought the word meant. What think the dictionary definition				Dire Wor
Directions: 1. Write a word from yourreading that is new to you in the first center. 2. Read the sentence before and after the sentence where the word approximate what you think the word means in the second column. Write what you think your definition makes sense based on the context the text. 4. Write the dictionary definition. 5. Place a check mark in the last column if the dictionary definition makes you thought the word meant. What I Think the last Context Clues Real Definition	Directions: 1. Write a word from yourreading that is new to you in the first center. 2. Read the sentence before and after the sentence where the word approximate what you think the word means in the second column. Write what you think your definition makes sense based on the context the text. 4. Write the dictionary definition. 5. Place a check mark in the last column if the dictionary definition makes you thought the word meant. What I Think the last Context Clues Real Definition			Name:	
Word Word Means	Word Means	 Explain why yo the text. Write the dicti Place a chec you thought 	u think your densition. Is mark in the last col the word meant.	umn if the dictiona	
		Word			







Word Games Answer Key with Words from The Mitten \star Complete each sentence below using the vocabulary words in the Word Bank sound tired pleased I could sleep now Common Core State Standards Correlation to know that she aot the job m on the table yesterda Learn More about the **Resources** Here! The Mitten CCSS Alignment | @BookPagez.cor

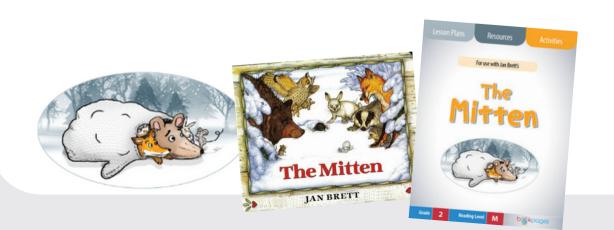


Take a Closer Look at the Phonics & Word Work Resource Set

STEP-BY-STEP LESSON PLAN

Every phonics and word work lesson plan was designed to support a variety of instructional approaches. The resource sets are flexible enough to be used for wholegroup, small-group, or one-on-one instruction.

PART 1: Introducing the instructional focus PART 2: Connecting the instructional focus to the text PART 3: Guided practice PART 4: Independent practice PART 5: Reflection PART 6: Extension activity (optional)



Word Work

The Mitten By: Jan Brett Grade Level: 2 / Guided Reading Level: M

Instructional Focus:

Past-Tense Verbs ending in -ed

Background:

Past-tense verbs tell what actions happened before now. They tell what a character did yesterday, last week, or months ago. For example, in the sentence: "Up through the snow appeared a badger," the word appeared is a past-tense verb. It tells us the badger showed up sometime in the past.

Examples:

wanted	warned	finished	burrowed	
wiggled	discovered	moved	swooped	
appeared	lumbered	disappeared	grumbled	
poked swelled		stretched	pulled	
wriggled	scattered	packed	stopped	

Materials and Preparation:

- A Copy of The Mitten by Jan Brett
- · Sets of Verb Cards (one for each pair, cut out and stacked)
- An index card with ed written toward the right side
- Paper and Pencils (for each pair)
- Contractions Practice Page (1 per student)
- Chart Paper
- Colored Markers
- Optional Word Detective (1 perstudent)
- Optional Flashcards (see Extend Engagement in Step 2)

Word Work at a Glance | @BookPagez.com

Take a Closer Look at the Phonics & Word Work Resource Set GUIDED PRACTICE

Students will have an opportunity to manipulate words, explore how they work, and discover connections between them.

- Students actively examine words using a hands-on approach
- Students' specific knowledge of an alphabetic, pattern, or meaning system deepens as a result of interacting with words and with other students
- Students are able to communicate what they know and what they are wondering about the word study to deepen understanding



Directions: Cut out and give one card to each student pair.

ask	need	start	say	
draw	work	freeze	color	
dare	make	fail	iron	
watch	change	borrow	is	
flood	fight	call	bleed	
fool	blast	like	act	
braid	flash	grant	read	
keep	melt	help	begin	

Guided Word Work Practice |
BookPagez.com

Take a Closer Look at the Phonics & Word Work Resource Set

INDEPENDENT PRACTICE

Students have the opportunity to show what they've learned about words.

Through presenting students with an independent activity designed to extend their work with specific words, you allow the student to engage with words at their own pace. This is a perfect time for you to assess student understanding and confer with any students who may be struggling.



When Did it Happen? Word Work Practice Page



Directions: Read each sentence. Decide when the action happened. Circle the correct phrase. Last week 1. My brother helped me clean up the yard. Right now 2. The cupcakes were finished so we ate them. Now Yesterday 3. The storm might destroy our garden. Today Last month 4. She can ask questions about the homework. Now 5 minutes ago 5 The rocket blasted off with a roar. Last week **Right now** The weather turned cold suddenly. Now Last night 7. We watched the news all night. **Right now** Last nigh 8. Mom borrowed a cup of sugar for the cake. Now Yesterday I can color a new picture. Last week **Right now** 10. Watch him pitch the ball right over the plate. Now Two weeks ago

Name:

Independent Word Work Practice | ©BookPagez.com

The Phonics & Word Work Resource Set also Include:

• ANSWER KEYS

- WORD DETECTIVE ACTIVITY
- STANDARDS ALIGNMENT

Learn More about the **Resources** Here!

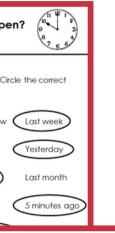
	Answer Key for When Di Word Work Practic	
Red	ections: ad each sentence. Decide when the action t rase.	nappened. (
1.	My brother helped me clean up the yard.	Right nov
2.	The cupcakes were finished so we ate them	n. Now
3.	The storm might destroy our garden.	Today
4.	She can ask questions about the homework	. Now
5.	The rocket blasted off with a roar.	
6.	The weather turned cold suddenly.	W
7.	We watched the news all night.	Directions Be a word
8.	Mom borrowed a cup of sugar for the cake	Be on the Write the v
9.	l can color a new picture.	found the
10.	Watch him pitch the ball right over the plat	We
	Independent Word Work	

Read









Common Core State Standards Correlation

The Mitten Lesson Plans, Resources, and Activitie

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

Word Work Lesson Plan and Resources

Readina: Foundational Skills RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words.RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.



ord Detective: Past-Tense Verbs ending in -ed Extension Activity

detective!

lookout for past-tense verbs ending in -ed while you read. word that you find along with the title of the book where you word, the page, and the sentence with the word or phrase.

Book Title	Page	Sentence
		Independent Word Work Pro

The Mitten CCSS Alignment	©BookPagez.com



Assessments and Activities include:

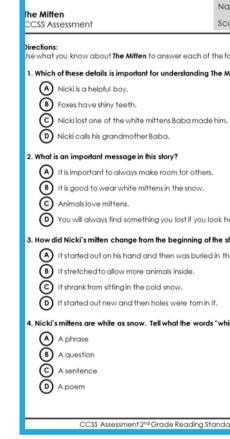
COMMON CORE COMPREHENSION ASSESSMENT

- RUNNING RECORD ASSESSMENT
- SKILL PRACTICE PAGES

• ANSWER KEYS

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The assessments include a Running Record to help you assesses oral reading fluency and a standards-aligned comprehension assessment.



The skills practice pages vary from text to text. They cover skills like comparing and contrasting, writing, sequencing, matching, cause and effect, and more.



ame: core: / following	9		*	LOST:	ns: Wh nd ad. nd ad One 1	nati Us bel	if Nick ing w low.	i had n hat you L ten the	ost (at look	Date: nd his mitten? He might have posted a lost about the story, fill in the blanks in Nicki's lost and Found as like
Mitten?	Ru	nning Record								
									_	cture of the mitten.
	95	Easy	Instruction	al	50 9	%.	Hai 89 %			
hard enou					50% - 89% Accuracy COUNT INFORMATION					
story to th	Page	S = Structu	ire/Syntax V = Vîsual			E	sc	E MSV	SC MSV	
he snow.	1	Once there was a boy nam mittens made from wool as		new						
	2 At first, his grandmother, Baba, did not want to knit white									Extension Activity @BookPagez.com
hite as sno	3	mittens. "If you drop one in the snow find it." But Nicki wanted snow-whit made them.								
lards for Li	Too	tod Pure								
	Tested By: @BookPagez.com									