

Here's What You'll Get in the The Runaway Bunny Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Retelling and Summarizing

By: Margaret Wise Brown
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

2
Learn About Comprehension Strategies

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

Summary

We're not told why, but the little bunny wants to run away from home. His imagination takes him on many adventures. But his mother never ceases to follow him and become or do whatever it takes to make sure the rescued him, from a fragile artist to a tree. In the end, he decides that it's just as easy to stay home and be her "little bunny."

Link to What You Know

- Think of a time when you were frustrated or angry with your parents or other family members. Tell what happened.
- Tell about a time when you argued with someone.
- Answers to the 5 W's (who, what, where, when, why).

Important Words to Know and Understand

Hidden - Not easily found or recognized
Shucks - Used to show that you are disappointed or embarrassed

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 facts, 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.

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Key Vocabulary

Explanation of Strategy

Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing Lesson Plan

The Runaway Bunny

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

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

4
Notice the Work You Did While Reading

- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.


Cover - Look at the title of the book. What information can you gather about the story based on the cover?

Page 2 - Here, the baby bunny tells mother rabbit that he is running away. What does the mother decide to do?

Pages 17 to 18 - Look at this picture. What did mother rabbit do each time her son said he would change into something new?

Page 27 - What was the last thing the baby bunny said he would become?

Page 28 - What was the last thing mother rabbit said she would become? Why is this information important to the story?



Time to Reflect

Think - What type of information did you use when you retold and summarized *The Runaway Bunny*? 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 Runaway Bunny*. How does paying attention to the story help you to be a better reader?

Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Runaway Bunny*. (Remember to include examples from the book.)

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The Runaway Bunny

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

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Identifying the Author's Purpose

1
Get Ready To Read

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

3
Identify the Author's Purpose While Reading

- Think about the author's purpose for writing the book. Did the author want to inform, persuade, or entertain you? How do you know?

4
Notice the Work You Did While Reading

- Reflect
- Write

Author's Purpose

The Runaway Bunny

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

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Making Connections

1
Get Ready To Read

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

3
Make Connections While Reading

- Think about the author's purpose for writing the book. Did the author want to inform, persuade, or entertain you? How do you know?

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- Reflect
- Write

Making Connections

The Runaway Bunny

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

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2
Learn About Comprehension Strategies

- Think about the text you read
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Making Predictions

1
Get Ready To Read

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

3
Make Predictions While Reading

- Think about the author's purpose for writing the book. Did the author want to inform, persuade, or entertain you? How do you know?

4
Notice the Work You Did While Reading

- Reflect
- Write

Making Predictions

The Runaway Bunny

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

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Get Ready To Read

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- Get your brain ready to read
- Understand the meaning of important words

2
Learn About Comprehension Strategies

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

Visualizing

1
Get Ready To Read

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

3
Visualize While Reading

- Think about the author's purpose for writing the book. Did the author want to inform, persuade, or entertain you? How do you know?

4
Notice the Work You Did While Reading

- Reflect
- Write

Visualizing

Answer Key for Retelling and Summarizing with The Runaway Bunny

Your Turn to Practice Retelling and Summarizing with The Runaway Bunny

Cover: Look at the title of the book. What information can you gather about the story based on the cover?

Page 2: Here, the baby bunny tells mother rabbit that he is running away. What does the mother decide to do?

Page 17 to 18: Look at this picture. What did mother rabbit do each time her son said he would change into something new?

Page 27: What was the last thing the baby bunny said he would become?

Page 28: What was the last thing mother rabbit said she would become? Why is this information important to the story?

Answer Key for Making Connections with The Runaway Bunny

Your Turn to Practice Making Connections with The Runaway Bunny

Cover: Look at the title of the book. What information can you gather about the story based on the cover?

Page 2: Here, the baby bunny tells mother rabbit that he is running away. What does the mother decide to do?

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Page 27: What was the last thing the baby bunny said he would become?

Page 28: What was the last thing mother rabbit said she would become? Why is this information important to the story?

Answer Key for Visualizing with The Runaway Bunny

Your Turn to Practice Visualizing with The Runaway Bunny

Cover: Look at the title of the book. What information can you gather about the story based on the cover?

Page 2: Here, the baby bunny tells mother rabbit that he is running away. What does the mother decide to do?

Page 17 to 18: Look at this picture. What did mother rabbit do each time her son said he would change into something new?

Page 27: What was the last thing the baby bunny said he would become?

Page 28: What was the last thing mother rabbit said she would become? Why is this information important to the story?

Answer Key for Identifying the Author's Purpose with The Runaway Bunny

Your Turn to Practice Identifying the Author's Purpose with The Runaway Bunny

Cover: Look at the title of the book. What information can you gather about the story based on the cover?

Page 2: Here, the baby bunny tells mother rabbit that he is running away. What does the mother decide to do?

Page 17 to 18: Look at this picture. What did mother rabbit do each time her son said he would change into something new?

Page 27: What was the last thing the baby bunny said he would become?

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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

Retelling and Summarizing
Title: _____
What is this book about?
Is it fiction or nonfiction?
Draw a picture or write a sentence for each box below:
First Next Then
After that Then Last
What is the most important thing you read in this book?
Directions:
1. Answer each of the questions.
2. Carefully cut out the organizer.
3. Glue, tape, or staple into your reader's notebook.

Retelling and
Summarizing

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 the organizer.
3. Glue, tape, or staple into your reader's notebook.

Making
Connections

Making Predictions
Title: _____
Predictions
of the
Beginning
Predictions
while
Reading
Check
Predictions
at the
End
Directions:
1. Answer each of the questions.
2. Carefully cut out the organizer.
3. Glue, tape, or staple into your reader's notebook.

Making
Predictions


Identifying the Author's Purpose
Title: _____
Who is the author of your book?
What was the author's purpose for writing this book? How do you know?
☐ To Persuade ☐ To Inform ☐ To Entertain
I know because...
What do you think the author wanted you to think about while reading this book?
Draw a picture of the most important thing that the author made you think about while reading.
Directions:
1. Answer each of the questions.
2. Carefully cut out the organizer.
3. Glue, tape, or staple into your reader's notebook.

Author's
Purpose

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 the organizer.
3. Glue, tape, or staple into your reader's notebook.

Visualizing

Vocabulary Connections Resources

Vocabulary Connections	The Runaway Bunny By: Margaret Wise Brown Grade Level: 1 / Guided Reading Level: I
	Important Words to Know and Understand in "The Runaway Bunny"
Be come To begin to be or come to be something specified	
Croc us A small purple, yellow, or white flower that blooms in the early spring	
Gard ener A person who takes care of an area of ground where plants (such as flowers or vegetables) are grown	
Hid den Not easily found or recognized	
Shuck s Used to show that you are disappointed or embarrassed	
Strea m A natural flow of water that is smaller than a river	
Tigh trope A tightly stretched rope or wire high above the ground that a performer walks on, does tricks on, etc., especially in a circus	
Trope ze A short bar that is hung high above the ground by two ropes and that is held by circus performers who perform athletic tricks on it	
Trou t A common fish that lives in rivers and lakes and is often used as food	

Important Words to Know and Understand in The Runaway Bunny Word List

Vocabulary Connections

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

Become	Crocus	Gardener
		

Directions:

1. Use the picture to write the word.
2. Use an overhead projector to show the words.
3. Read the words aloud.
4. Write the words on a piece of paper.

Hidden	Shucks	Stream
		

Word and Picture Sorting Cards

Vocabulary Connections

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

Become	Crocus	Gardener
To begin to be or come to be something specified	A small purple, yellow, or white flower that blooms in the early spring	A person who takes care of an area of ground where plants (such as flowers or vegetables) are grown

Hidden	Shucks	Stream
Not easily found or recognized	Used to show that you are disappointed or embarrassed	A natural flow of water that is smaller than a river

Step by Step Directions

1. Cut out the Definitions 2. Place on this side the 3. Shuffle, Repeat Steps Two (or Four) Over & Over

Definition Vocabulary Sorting Cards | © **BookPages.com**

Word and Definition Sorting Cards

Vocabulary Connections			The Runaway Bunny By: Margaret Wise Brown Grade Level: 1 / Outlined Reading Level:	Runaway Bunny Read With: Brown Reading Level:
Hidden is a/an noun verb adverb adjective	Shucks is a/an noun verb adverb adjective	Stream is a/an noun verb adverb adjective	Word List Definition: 1. Click on the Dictionary tab. 2. Find on the Defined row. 3. Click on the Word box. 4. Read the definition. 5. Write the vocabulary word at the front of the line.	Step by Step Definition: 1. Click on the Defined row. 2. Find on the Defined row. 3. Complete the Vocabulary Card. 4. Read the definition. 5. Write the vocabulary word at the front of the line.
Definition of Hidden: 	Definition of Shucks: 	Definition of Stream: 		
Hidden looks like this: 	Shucks looks like this: 	Stream looks like this: 		
Hidden reminds me of: 	Shucks reminds me of: 	Stream reminds me of: 		
I saw this word in 	I saw this word in 	I saw this word in 		

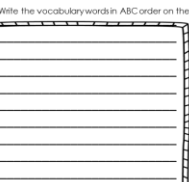
Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games

with Words from The Runaway Bunny


Directions: Write the vocabulary words in ABC order on the lines below.



Word Bank

TROUT
 SHUCKS
 CROCUS
 TRAFFIC
 GARDENER
 HIDDEN
 STREAM
 BECOME
 TIGHTROPE

Directions: Look at the picture below. Name the person in the picture by filling in the missing letters.



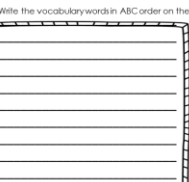
r d n r

Name: _____

Answer Key

@ Runaway Bunny


BC order on the lines below.



Word Bank

TROUT
 SHUCKS
 CROCUS
 TRAFFIC
 GARDENER
 HIDDEN
 STREAM
 BECOME
 TIGHTROPE

_____ the person in the picture by filling in



d n e r

Name: _____


Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections

The Runaway Bunny

By Margaret Wise Brown




A new word that I learned in this book is:

It's like...

It means...

Name: _____



Step by Step Directions:

1. Cut out the vocabulary words.
2. Read or reread the book.
3. Complete the vocabulary cards.
4. Glue the vocabulary cards in the notebook with your illustrations.

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The Runaway Bunny

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

Word Work

Instructional Focus:
Short Vowel

Background:
Short vowels do not sound like the letter itself, which is the long vowel sound. Short vowel sound words commonly have consonants on either side of the vowel.

Examples:

a	e
rat	red
fat	sped
mat	fence
splat	tent

Materials and Preparation:

- A Copy of *The Runaway Bunny*
- Chart paper, interactive
- Guided Word Work Short
- Short Vowel Practice Page
- Optional: Word Detective

The Runaway Bunny

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Short Vowel

- Explain to children that some words contain short vowel sounds and some words have long vowel sounds. Today, you will be focusing on short vowel sounds, including a, e, i, o, and u.
- Explain that the long vowels sound like the letter itself – a, e, i, o, u. The short vowel sound does not sound like the letter. Review the sounds of each short vowel. Say them aloud and ask the class to repeat the sounds with you. When one-syllable words have a vowel in the middle, the vowel usually has a short sound.
- Write the letter 'a' on a sheet of chart paper. Repeat the short /a/ sound. Write the words as in the Sample Anchor Chart below the letter a. Say the words as you write them and emphasize the short /a/ sound. Have the class repeat the words as you say them. Show children how each word has the letter a, with a consonant on either side of it.
- Double Consonants: When b, d, g, m, n, or p appear after a short vowel in a word with two syllables, double the consonant. Examples: rabbit, manner, dagger, stopper.
- Repeat with short vowels e, i, o, & u.

Sample Anchor Chart

a	e	i	o	u
rat	red	fat	sped	mat
fat	sped	mat	fence	splat
tent				

Step 2: Connect Word Work to Reading

Short Vowel in the Text

- Copy the Anchor Chart to chart paper or onto an interactive white board or chalk board, adding an additional twelve blank lines below these words for words from the text.
- Tell the students that we will be reading a book by Margaret Wise Brown called, *The Runaway Bunny*.
- They should be listening and looking for short vowel words that we can add to our anchor chart.
- Let them know that some multi-syllable words may contain more than one short vowel sound, so some words will show up in two different columns.
- After reading the text, have the students volunteer to come up and add to the short vowel Anchor Chart.
- Say the word and have the class repeat the word together.
- Continue this until they have found all 32 words from the text.

Examples of Short Vowels Found in the Text:

a	after	and	fisherman	trapeze
e	hidden	garden	gardener	egg
i	little	his	if	
o	rock	on		
u	bunny	run	crucifix	crucifix

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

The Runaway Bunny

By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: 1

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Duplicate the Bingo Card.
- Using the completed Anchor Chart (including short vowel words from the story and add more, if you'd like), ask students to randomly write five short vowel words under the corresponding short vowel. For example, under the column 'a' they could write the words: and, have, as, trapeze, and flat. While another student could write in the same column: am, matter, after, have, and quick.
- Have students continue filling out their Short Vowel Sound Bingo cards until they are full.
- Using counters, pennies, punched-out circles, or the attached "Bunny Covers" cut out by students, call out corresponding letters and words, and have student cover the correct word on his/her card. Make sure to keep track what words you have called out, so you can check the accuracy of the winning card.
- After a win, you can play again as many times as you want to. Students can even exchange cards with one another to play again.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Short Vowel Practice Page*.
- 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 words with **short vowel sounds** 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 Activities

Independent Practice Page

Short Vowel Bingo

Interactive Activity

Ā	Ē	Ī	Ō	Ū

FREE SPACE

Guided Word Work Practice | @BookPages.com

Short Vowel Bingo

Practice Page

Use with Short Vowel Bingo.

Word Practice | @BookPages.com

Extension Activity

Word Detective: Short Vowel

Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with **short vowel sounds** 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

Short Vowel

Word Work Practice Page

Directions:
Say the word of the picture aloud. Using the vowel in the left column, circle each picture that contains the short vowel sound.

a					
e					
i					
o					
u					

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

Assessments

Running Record					
Title: <i>The Runaway Bunny</i>		Guided Reading Text Level: <i>I</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		Hard 50% - 89% Accuracy			
Instructional 90% - 94% Accuracy					
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		COUNT INFORMATION USED			
Page		E	SC	E MSV	SC MSV
2	Once there was a little bunny who wanted to run away. So he said to his mother, "I am running away." "If you run away," said his mother, "I will run after you. For you are my little bunny."				
3	"If you run after me," said the little bunny, "I will become a fish in a trout stream and I will swim away from you."				
4	"If you become a fish in a trout stream," said his mother, "I will become a fisherman and I will fish for you."				
5	"If you become a fisherman," said the little bunny, "I will become				
Analysis and Comments:					
Tested By: _____ ©BookPagez.com					

Running Record Assessment

The Runaway Bunny CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>The Runaway Bunny</i> to answer each of the following questions.		
1. What did the little bunny in this story want to do? <input type="radio"/> A He wanted to run away from his mother. <input type="radio"/> B He wanted to become a boy. <input type="radio"/> C He wanted to learn to fly. <input type="radio"/> D He wanted to stay home.		
2. What lesson did the bunny learn by the end of the story? <input type="radio"/> A Bunnies can't fly. <input type="radio"/> B His mother doesn't mind if he runs away. <input type="radio"/> C No matter where he goes his mother will find him. <input type="radio"/> D His mother wants to join the circus.		
3. The little bunny really wants to run away. Where would he like to go? <input type="radio"/> A a garden <input type="radio"/> B the moon <input type="radio"/> C the circus <input type="radio"/> D sailing on the ocean		
4. The little bunny says "Shucks," and decides how he is feeling? <input type="radio"/> A He is very mad he can't run away. <input type="radio"/> B He is sleepy. <input type="radio"/> C He thinks his mother is really funny. <input type="radio"/> D He realizes running away is not worth it.		
5. Which is a clue that this story is fiction? (RL.1.5) <input type="radio"/> A It gives information about rabbits. <input type="radio"/> B It explains what kinds of homes bunnies can live in. <input checked="" type="radio"/> C The mother and child bunny are talking to each other. <input type="radio"/> D The author put in photos of real bunnies.		
6. What does the mother bunny say each time little bunny explained how he would run away? (RL.1.6) <input checked="" type="radio"/> A She told him what she would do to find him. <input type="radio"/> B She told him to go ahead. <input type="radio"/> C She said she would cry if he went away. <input type="radio"/> D She told him that he would be in big trouble.		
7. How do the color illustrations help us understand the story better? (RL.1.7) <input type="radio"/> A The color illustrations are brighter. <input type="radio"/> B We can see how mad mother bunny is with little bunny. <input type="radio"/> C The color pictures are bigger. <input checked="" type="radio"/> D We see little bunny hiding and mother bunny finding him.		
8. How is mother bunny similar to a human mother? (RL.1.9) <input type="radio"/> A They both have long furry ears. <input type="radio"/> B Mother bunnies like carrots, but human mothers do not. <input checked="" type="radio"/> C They both love their children very much and don't want them to really run away. <input type="radio"/> D Human mothers wear clothes, but bunny mothers just have fur.		
9. What will happen next time little bunny wants to run away? (RL.1.10) <input type="radio"/> A He will tell his mother that he is running away. <input type="radio"/> B His mother will remind him that she will always find him. <input type="radio"/> C He will decide he might as well just stay home. <input checked="" type="radio"/> D All of the above.		
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:
The bunny pretends that he could be a fish, a rock, a flower, a bird, a sailboat, a circus performer, and a human.

Tell what you would become if you could change into something else. Then draw a picture, and write about an adventure you could have once you change into something else.

If I could change into something else, I would become a _____.

Then I would _____

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 Runaway Bunny Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Runaway Bunny" 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 RL.1.1 - Ask and answer questions about key details in text. RL.1.2 - Refer to details in stories or poems that suggest feelings or appeal to the senses. RL.1.7 - Use illustrations and details in a story to describe its characters, setting or events. RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills RF.1.1 - Demonstrate understanding of the organization of basic features of print. RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing W.1.8 - 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. W.1.9 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.1.9 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.10 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.11 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.12 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language 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 Runaway Bunny CCSS Alignment @BookPagez.com</p>	<p>The Runaway Bunny Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Runaway Bunny" 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 RL.1.2 - Refer to details in stories or poems that suggest feelings or appeal to the senses. RL.1.7 - Use illustrations and details in a story to describe its characters, setting or events. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>The Cloud Book Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Cloud Book" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4b - Identify specific connections between words and their use (e.g., identify people who are friendly or helpful). L.3.4c - Acquire and use general, grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</p> <p>The Cloud Book CCSS Alignment @BookPagez.com</p>

Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<p>The Cloud Book Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Cloud Book" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.3.3 - Show and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>The Cloud Book CCSS Alignment @BookPagez.com</p>

Word Work Common Core Alignment

Student Facing Resources in Spanish for The Runaway Bunny Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir
con The Runaway Bunny (El conejo fugitivo)

El foro:
Mira el título del libro. ¿Qué información puedes reunir sobre la historia basada en el foro?

Página 2:
Aquí, el conejito le dice a la madre coneja que está huyendo. ¿Qué decide hacer la madre?

Páginas 17 a 18:
Mira esta imagen. ¿Qué hizo la madre coneja cada vez que su hijo dijo que se convertiría en algo nuevo?

Nombre: _____

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Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Volver a contar y resumir
con The Runaway Bunny (El conejo fugitivo)

El foro:
Mira el título del libro. ¿Qué información puedes reunir sobre la historia basada en el foro?

Las respuestas varían. Podrían incluir: El personaje principal podría ser el conejo grande o pequeño. El pequeño conejo podría huir como un niño pequeño. Tal vez el grande es un padre que quiere irse.

Página 2:
Aquí, el conejito le dice a la madre coneja que está huyendo. ¿Qué decide hacer la madre?


Las respuestas varían. Podrían incluir: La madre decide correr detrás del conejito, porque él le pertenece. Él es su hijo.

Páginas 17 a 18:
Mira esta imagen. ¿Qué hizo la madre coneja cada vez que su hijo dijo que se convertiría en algo nuevo?

Las respuestas varían. Podrían incluir: Ella se convirtió en algo que podía encontrarlo, o atraparlo.

Nombre: _____

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Hacer Conexiones
con The Runaway Bunny (El conejo fugitivo)

Página 2:
El conejito dice que quiere ser como la madre. ¿Cómo te ayuda a hacer conexiones como lector?

Página 11:
Bunny dice que el mundo es un jardín. ¿Cómo te ayuda a hacer conexiones como lector?

Página 23:
El conejito dice que quiere ser como la madre. ¿Cómo te ayuda a hacer conexiones como lector?

Tu turno para practicar: Hacer predicciones
con The Runaway Bunny (El conejo fugitivo)

El foro:
Mira el foro del libro. ¿Quién crees que es el personaje principal en este libro?

Página 15:
Bunny dice que el mundo es un jardín. ¿Qué puedes predecir que podría suceder?

Página 19:
Mira la imagen y lee el texto. ¿Dónde se predecir el conejo va?

Página 23:
El conejito dice que quiere ser como la madre. ¿Cómo te ayuda a hacer conexiones como lector?

Hacer predicciones
con The Runaway Bunny (El conejo fugitivo)

El foro:
Mira el foro del libro. ¿Quién crees que es el personaje principal en este libro?

Página 15:
Bunny dice que el mundo es un jardín. ¿Qué puedes predecir que podría suceder?

Página 19:
Mira la imagen y lee el texto. ¿Dónde se predecir el conejo va?

Página 23:
El conejito dice que quiere ser como la madre. ¿Cómo te ayuda a hacer conexiones como lector?

Identifica el propósito del autor
con The Runaway Bunny (El conejo fugitivo)

Tu turno para practicar: Identifica el propósito del autor
con The Runaway Bunny (El conejo fugitivo)

Página 2:
El autor nos dice que el conejo quiere huir. ¿Por qué crees que el autor nos dice esto?

Página 8:
El autor nos dice que el conejo quiere huir. ¿Por qué crees que el autor nos dice esto?

Página 23:
El autor nos dice que el conejo quiere huir. ¿Por qué crees que el autor nos dice esto?

Visualizar
con The Runaway Bunny (El conejo fugitivo)

Tu turno para practicar: Visualizar
con The Runaway Bunny (El conejo fugitivo)

El foro:
Mira el foro del libro. Describe el foro del libro. Usa la mayor cantidad de detalles posible.


Página 14:
La madre coneja se va volando. ¿Qué te recuerda la imagen de foro?

Página 24:
La madre coneja se va volando. ¿Qué te recuerda la imagen de foro?

Página 3:
Mira la imagen y lee el texto. ¿El conejito bebé parece un pez?

Nombre: _____

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Making Connections

Making Predictions

Author's Purpose

Visualizing

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Visualizar
Título: _____

¿De qué se trata el libro?
¿Es ficción o no ficción?

Haz un dibujo y escribe una oración para cada cuadro abajo.

Primero	Luego
Después	Entonces

Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Retelling and Summarizing

Hacer conexiones
Título: _____

Piensa en el libro. ¿En qué te 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 las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPages.com

Making Connections

Hacer predicciones
Título: _____

Predicciones al principio	Predicciones mientras leo	Verifica las predicciones
¿Qué tipo de predicción hiciste?	¿Qué tipo de predicción hiciste?	¿Correcto? <input type="checkbox"/> Incorrecto? <input type="checkbox"/>

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

Comprehension Strategy Graphic Organizer | @BookPages.com

Making Predictions

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

¿A qué se refiere el autor cuando escribió...?

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

Comprehension Strategy Graphic Organizer | @BookPages.com

Author's Purpose

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

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

Escibe algunas de las palabras que te ayudaron a hacer esta imagen en tu mente.

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

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

Comprehension Strategy Graphic Organizer | @BookPages.com

Visualizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

El conejito pretende que podría ser un pez, una roca, una flor, un pájaro, un velero, un artista de circo y un ser humano.

Di en qué te convertirías si pudieras cambiarte a otra cosa. Luego haz un dibujo y escribe sobre una aventura que podrías tener una vez que te cambies a otra cosa



Si pudiera cambiarme a otra cosa, me
convertiría en un _____.

Entonces yo _____
