

# Lesson Plans and Teaching Resources for The Watermelon Seed

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Asking Questions Lesson Plan

**The Watermelon Seed**  
By: Greg Pizzoli  
Grade Level: 1 / Guided Reading Level: H

**Asking Questions**

**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**

This book is all about a crocodile who LOVES watermelon! He loves having it for breakfast, he loves having it for lunch, he loves having it for dinner, and he especially loves having it for dessert. But one day, Crocodile does the unthinkable: he swallows a watermelon seed! Now Crocodile is worried. Will his skin turn pink? Will he turn into a watermelon? Or will poor Crocodile have to give up his favorite food for good?

**Link to What You Know**

- What do you know about watermelon? What is one question you have about watermelon?
- Look at the front cover of the book. What are you wondering about this book? How can you find the answer to your question?

**Important Words to Know and Understand**

**Watermelon** – A large, round fruit that has hard, green skin, sweet, red, juicy flesh, and black seeds

**Crocodile** – A large reptile that has a long body, thick skin, and a long, thin mouth with sharp teeth and that lives in the water in regions with hot weather

**2**  
Learn About Comprehension Strategies

**Why Readers Ask Questions While Reading**

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

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

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

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

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### Guided Reading Level

### Activate Prior Knowledge

### Asking Questions Lesson Plan

**The Watermelon Seed**  
By: Greg Pizzoli  
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**Asking Questions**

**3**  
Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions understand the text
- Stop from time to time. Ask yourself if you've found the answers to your questions

**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.

**Pages 3 to 4** – On these pages, we learn that the crocodile has loved watermelon since he was a baby. What questions would you like to ask the crocodile about his love of watermelon?

**Pages 7 to 8** – These pages look different from the other pages. How are they different? What questions do you have?

**Pages 11 to 12** – How does the crocodile feel? What do you think the crocodile is wondering about? What are you wondering about?

**Pages 13 to 14** – The crocodile has swallowed a watermelon. What do these pages make you wonder about? How does asking these questions help you as a reader?

**Pages 21 to 29** – What happened to the crocodile after he swallowed the watermelon seed? What questions do you have for the crocodile now that the story is over?

**4**  
Notice the Work You Did While Reading

- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *The Watermelon Seed*?

**Talk** – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

**Write** – Ask about the questioning work you did while reading *The Watermelon Seed*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

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

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

**Visualizing**

**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

**3**  
Visualize While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions understand the text
- Stop from time to time. Ask yourself if you've found the answers to your questions

**2**  
Learn About Comprehension Strategies

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

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**Making Predictions**

**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

**3**  
Make Predictions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions understand the text
- Stop from time to time. Ask yourself if you've found the answers to your questions

**2**  
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### Visualizing

### Making Predictions

**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

**3**  
Retell and Summarize While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions understand the text
- Stop from time to time. Ask yourself if you've found the answers to your questions

**2**  
Learn About Comprehension Strategies

**Why Readers Ask Questions While Reading**

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### Retelling and Summarizing

**Making Connections**

**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

**3**  
Make Connections While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions understand the text
- Stop from time to time. Ask yourself if you've found the answers to your questions

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

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### Making Connections

**Answer Key for Asking Questions with The Watermelon Seed**

**Your Turn to Practice Asking Questions with The Watermelon Seed**

Pages 3 to 4: On these pages, we learn that the crocodile has loved watermelon since he was a baby. What questions would you like to ask the crocodile about his love of watermelon?

Pages 7 to 8: These pages look different from the other pages. How are they different? What questions do you have?

Pages 11 to 12: How does the crocodile feel? What do you think the crocodile is wondering about? What are you wondering about?

Pages 13 to 14: The crocodile has swallowed a watermelon. What do these pages make you wonder about? How does asking these questions help you as a reader?

Pages 21 to 29: What happened to the crocodile after he swallowed the watermelon seed? What questions do you have for the crocodile now that the story is over?

**Answer Key for Making Connections with The Watermelon Seed**

**Your Turn to Practice Making Connections with The Watermelon Seed**

Front cover: Look at the front cover. On the front cover, I see that the crocodile is eating a watermelon seed. How he feels about it as a reader?

Pages 11 to 12: What do you predict will happen in this part of the story?

**Answer Key for Making Predictions with The Watermelon Seed**

**Your Turn to Practice Making Predictions with The Watermelon Seed**

Pages 3 to 4: On these pages we learn that the crocodile really loves to eat watermelon. Which words on the page help you visualize the crocodile eating watermelon?

Pages 7 to 8: The crocodile has accidentally swallowed a watermelon seed. What words help you visualize the action on these pages?

Pages 13 to 14: Read the words on these pages. Visualize what's happening. Do the pictures in your mind match the pictures in the book? How are they the same? How are they different?

Pages 23 to 24: Has the crocodile's problem been solved? How do you know?

**Answer Key for Retelling and Summarizing with The Watermelon Seed**

**Your Turn to Practice Retelling and Summarizing with The Watermelon Seed**

Pages 1 to 2: Who is the main character in this story? Describe him. How do you know he is the main character? What or who?

Pages 11 to 12: The crocodile has a problem. What is his problem?

Pages 13 to 14: Crocodile is very worried about what might happen to him now that he swallowed a watermelon seed. List at least two things the crocodile is worried about.

Pages 23 to 24: Has the crocodile's problem been solved? How do you know?

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

## The Watermelon Seed: Visualizing

Which event in *The Watermelon Seed* do you see the most clearly in your mind? Tell about your mental image. What character do you see? What is the setting? What is the action?

I can use illustrations and details in a story to tell about its characters, settings, or events. CCSS: RL.1.7

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

## The Watermelon Seed: Visualizing

Which event in *The Watermelon Seed* do you see the most clearly in your mind? Tell about your mental image. What character do you see? What is the setting? What is the action?

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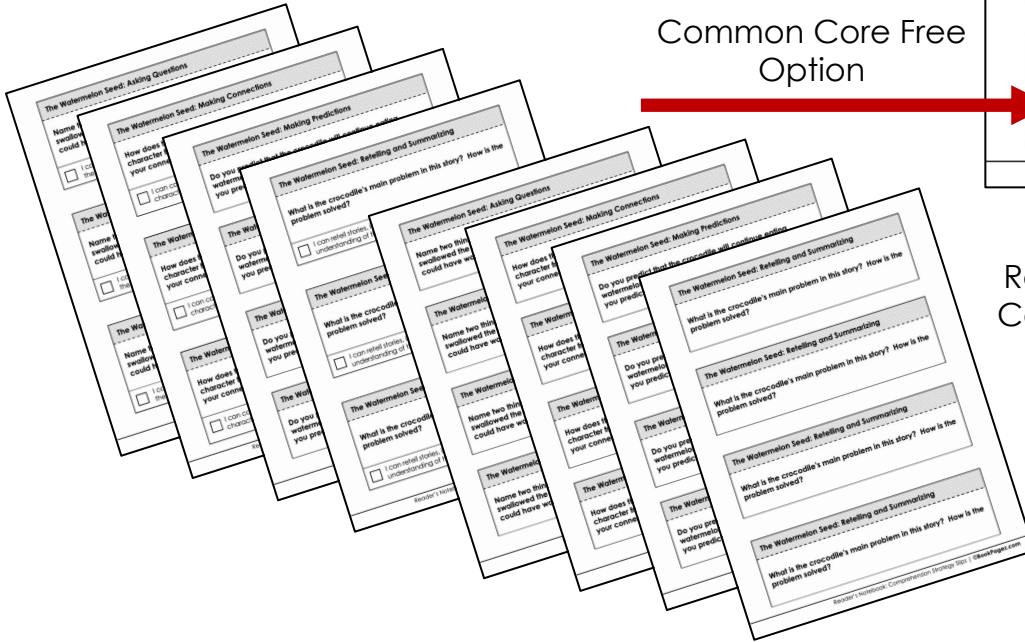
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Asking Questions**  
Title: \_\_\_\_\_

Question Sentence Starters  
I wonder... Why did... How does...  
I am confused about... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

**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 on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

**Making Predictions**  
Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	Did I predict correctly? <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Predictions

**Retelling and Summarizing**  
Title: \_\_\_\_\_

What is this book about?  
Is it fiction or non-fiction?

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 on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

**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 draw all of the words that helped you visualize.

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

# Vocabulary Connections Resources

## Important Words to Know and Understand in The Watermelon Seed Word List

**Vocabulary Connections**  
**The Watermelon Seed**  
 By: Greg Pizzoli  
 Grade Level: 1 / Guided Reading Level: H

**Important Words to Know and Understand in The Watermelon Seed**

**Crocodile**  
 A large reptile that has a long body, thick skin, and a long, thin mouth with sharp teeth and that lives in the water in regions with hot weather

**Dessert**  
 Sweet food eaten after the main part of a meal

**Gulp**  
 To eat or swallow something quickly or in large amounts

**Guts**  
 The internal organs of an animal

**Salad**  
 A mixture of raw green vegetables (such as different types of lettuce) usually combined with other raw vegetables

**Seed**  
 A small object produced by a plant from which a new plant can grow

**Slab**  
 A thick, flat piece of food

**Swallowed**  
 To take something into your stomach through your mouth and throat







**Vines**  
 A plant that has very long stems and that grows along the ground or up and around something

**Watermelon**  
 A large, round fruit that has hard, green skin, sweet, red, juicy flesh, and black seeds

Vocabulary Word List | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**  
**The Watermelon Seed**  
 By: Greg Pizzoli  
 Grade Level: 1 / Guided Reading Level: H

<b>Crocodile</b>	<b>Dessert</b>	<b>Gulp</b>
		
<b>Guts</b>	<b>Salad</b>	<b>Seed</b>
		

Picture Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections**  
**The Watermelon Seed**  
 By: Greg Pizzoli  
 Grade Level: 1 / Guided Reading Level: H

<b>Slab</b>	<b>Swallowed</b>	<b>Vines</b>
A thick, flat piece of food	To take something into your stomach through your mouth and throat	A plant that has very long stems and that grows along the ground or up and around something
<b>Watermelon</b>	A large, round fruit that has hard, green skin, sweet, red, juicy flesh, and black seeds	

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards




**Vocabulary Connections**  
**The Watermelon Seed**  
 By: Greg Pizzoli  
 Grade Level: 1 / Guided Reading Level: H

<b>Crocodile</b> is a/an noun verb adverb adjective Definition of <b>Crocodile</b> :	<b>Dessert</b> is a/an noun verb adverb adjective Definition of <b>Dessert</b> :	<b>Gulp</b> is a/an noun verb adverb adjective Definition of <b>Gulp</b> :
<b>Crocodile</b> looks like this:	<b>Dessert</b> looks like this:	<b>Gulp</b> looks like this:
<b>Crocodile</b> reminds me of:	<b>Dessert</b> reminds me of:	<b>Gulp</b> reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

**Word Games**  
 with Words from **The Watermelon Seed**

**Directions:** Draw a line to match the picture to the word.

	• crocodile
	• vines
	• watermelon

**Directions:** Read the sentence and trace the word.

- Apple pie is my favorite **dessert**. dessert
- He took another **gulp** of water. gulp
- I will plant a **seed** in the pot. seed

Name: \_\_\_\_\_ ©BookPages.com

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**  
**The Watermelon Seed**  
 By: Greg Pizzoli  
 Grade Level: 1 / Guided Reading Level: H

**The Watermelon Seed**  
 By Greg Pizzoli

A new word I learned in this book is: \_\_\_\_\_

Name: \_\_\_\_\_

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

**Vocabulary Connections**  
 Name: \_\_\_\_\_

**Directions:** Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

**Visualize**  
 Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
 When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

## Personalized Vocabulary Bookmark

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**The Watermelon Seed**  
By: Greg Pizzoli  
Grade Level: 1 / Guided Reading Level: H

**Word Work**

**Instructional Focus:**  
Short u and Short i

**Background:**  
A single vowel such as u or i in the middle of a syllable.

**Examples:**

run	sun
spun	stun
bump	jump
grin	lip
whip	swift

**Materials and Preparation:**

- A Copy of *The Watermelon Seed*
- Chart paper
- Marker
- Sticky notes
- Copies of Sort the Seeds (1 set for each pair of students)
- Short u and Short i practice page
- Optional - Word Detective

**Word Work**  
By: Greg Pizzoli  
Grade Level: 1 / Guided Reading Level: H

**Step 1: Introduce the Focus of Word Work**

**Introduce Short u and Short i Sounds**

- Direct students' attention to the anchor chart.
- Review with students the definition of a vowel (the letters a, e, i, o, and u) and the definition of syllables (small groups of sounds that you hear in a word).
- Read the rule on the chart to your students: "When you see a single vowel such as u or i in the middle of a syllable, it usually makes a short sound."
- Explain to students that many words are built by using a single vowel in the middle of a syllable. When you see this, the rule is that the vowel will usually make a short sound.
- On the chart, write 'sun' under the u heading and 'lip' under the i heading.
- Circle the vowel as you discuss each word to emphasize the way it is pronounced.
- Have students turn and talk to brainstorm more examples to write under each heading as you discuss.

**Sample Anchor Chart**

**Short u and Short i Sounds**

**Rule:**  
When you see a single vowel such as u or i in the middle of a syllable, it usually makes a short sound.

u	i
sun	lip

**Step 2: Connect Word Work to Reading**

**Extension Activity**

- Explain to students that there are more examples of short vowel sound words using the other vowels (a, e, and o) that were not discussed in this lesson.
- Challenge students to look through the book and find these words with the short vowel a, e, and o sounds.
  - chomp, best, crocodile, help, salad, can, happening, that, melon, never, well

**Short u and Short i Sounds in the Text**

- Tell students that the book they will be reading today has many examples of short u and short i words.
- Show students page 4 of *The Watermelon Seed*. Tell students to listen carefully to these words and look at the page while you read.
- Ask students to give a thumbs up when they hear one of these words. As students respond, you can add the words to the chart.
- Pause on the pages where short u and short i words are present. Add the words to the anchor chart.
- Review words after reading the book.

**Examples of Short u and Short i Sounds Found in the Text:**

lunch	dinner	just	bug
will	skin	funny	grin

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**The Watermelon Seed**  
By: Greg Pizzoli  
Grade Level: 1 / Guided Reading Level: H

**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into groups of 2.
- Explain to students that they are now going to practice what they've learned by playing a game called "Sort the Seeds."
- Give each pair of students a watermelon page and a set of short vowel watermelon seeds.
- Note: Seeds can be cut out in advance, or you can ask students to cut out their seeds.
- Students should turn the seeds face down on their desks. They can each take a turn picking a seed from the pile and reading the short vowel word.
- Once they read the word correctly, they can place the seed on the watermelon with the correct short vowel sound.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of Short u and Short i practice page.
- Read the directions with the class.
- Tell students to complete the practice page.
- Monitor students as they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

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

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for short u and short i 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 | ©BookPagez.com

Interactive Activities

Independent Practice Page

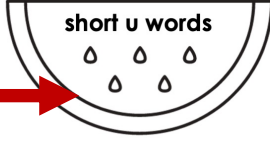
Name: \_\_\_\_\_

**Sort the Seeds**


**Directions:**

- Choose a watermelon seed from your pile.
- Read the word on the seed aloud.
- Does your seed have a short i or a short u sound?
- Place your seed on the correct slice of watermelon below.

**short u words**



**short i words**



Guided Word Work Practice | ©BookPagez.com

Extension Activity

**Word Detective: Short u and Short i Sounds**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for short u and short i 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

Word Work Extension Activity | ©BookPagez.com

Name: \_\_\_\_\_

**Short u and Short i Practice Page**

**Directions:**

- Draw a line to match each word to its correct short vowel sound.
- Then think of two more short i or short u words. Write them in the boxes at the bottom of the page.
- Draw a line to match each of your words to the correct sound.

bug	<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <span style="font-size: 24px; font-weight: bold;">short u</span> </div>
junk	
rip	<div style="border: 1px solid black; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <span style="font-size: 24px; font-weight: bold;">short i</span> </div>
tin	
dump	
swift	
nut	
grin	
<div style="border: 1px solid black; width: 60px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 60px; height: 20px;"></div>	

# Assessments

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



Running Record					
Title: <u>The Watermelon Seed</u>		Guided Reading Text Level: <u>H</u>	Word Count: <u>100</u>		
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
3	CHOMP!				
4	I like it for breakfast. I like it for lunch. I like a big salty slab for dinner... and I LOVE it for dessert!				
5	I love watermelon!				
8	Gulp.				
9	I just swallowed a seed.				

Tested By: \_\_\_\_\_ ©BookPagez.com

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



The Watermelon Seed CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>The Watermelon Seed</i> to answer each of the following questions.	
1. Which of these details is really important to the story?	
<input type="radio"/> A Watermelon seeds are black. <input type="radio"/> B The crocodile swallows a watermelon seed. <input type="radio"/> C The crocodile was once a teeny, tiny baby crocodile. <input type="radio"/> D The crocodile has lots of white teeth.	
2. What is the main problem in this story?	
<input type="radio"/> A The crocodile swallows a watermelon seed. <input type="radio"/> B The crocodile burps very loudly. <input type="radio"/> C The crocodile chokes on a piece of watermelon. <input type="radio"/> D The crocodile is lonely and wishes he had more crocodile friends.	
3. How does the main character respond to the challenge in the story?	
<input type="radio"/> A He eats more and more watermelon seeds. <input type="radio"/> B He spits the seed out. <input type="radio"/> C He gets very sick and can never eat watermelon again. <input type="radio"/> D He is very worried after swallowing the seed but then burps it up.	
4. On pages 9-12, the crocodile says "I swallowed a seed. I SWALLOWED it." Think the author repeated that line?	
<input type="radio"/> A He wanted to show that the crocodile was excited and happy to eat the seed. <input type="radio"/> B He wanted to show that the crocodile was angry that he swallowed the seed. <input type="radio"/> C He wanted to show that the crocodile was scared and surprised by the seed. <input type="radio"/> D He wanted to show that the crocodile was laughing because he ate the seed.	

CCSS Assessment 1<sup>st</sup> Grade Reading Standards for Literature

5. Which of these best describes an event that happens at the beginning of the story? (RL.1.5)
<input checked="" type="radio"/> A The crocodile explains how much he loves watermelon. <input type="radio"/> B The crocodile eats another piece of watermelon even though he said he never would again. <input type="radio"/> C The crocodile burps very loudly. <input type="radio"/> D The crocodile swallows a seed.
6. From whose point of view is this story told? (RL.1.6)
<input type="radio"/> A An alligator <input type="radio"/> B A seed <input type="radio"/> C A watermelon <input checked="" type="radio"/> D A crocodile
7. On page 13 of this book we see in the illustration that the crocodile is having an x-ray of his stomach taken and there is a watermelon growing inside him! How does this illustration help you better understand the character in the story? (RI.1.7)
<input type="radio"/> A This illustration helps me understand that the crocodile actually has a huge watermelon growing in his stomach. <input type="radio"/> B This illustration helps me understand that the crocodile really wants to grow a huge watermelon in his stomach. <input checked="" type="radio"/> C This illustration helps me understand that the crocodile is very worried that the seed he swallowed will grow into a huge watermelon in his stomach. <input type="radio"/> D This illustration helps me understand that the crocodile thinks it would be funny to grow a huge watermelon in his stomach.
9. How might this story have been different if the author were a crocodile expert? (RI.1.9)
<input type="radio"/> A The crocodile might have been blue instead of green. <input checked="" type="radio"/> B There may have been more facts about crocodiles in the book. <input type="radio"/> C The crocodile may have eaten apples instead of watermelon. <input type="radio"/> D The crocodile may have had a name.

CCSS Assessment 1<sup>st</sup> Grade Reading Standards for Literature | BookPagez.com


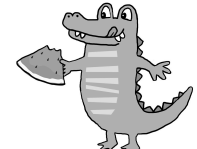
Answer Key



# Skills Worksheet

Name: \_\_\_\_\_

**Directions:**  
Use what you know about the events in *The Watermelon Seed* to retell the story. Use the words in the word bank to complete the sentence in each watermelon. Then cut out the watermelons and glue them in the correct order on the vine.

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## Sequencing

# Complete Common Core and TEKS Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Watermelon Seed Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Watermelon Seed correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Adding Questions Lesson Plan and Resources</b></p> <p>Reading: Literature  <b>RI.1.1</b> - Ask and answer questions about key details in a text.  <b>RI.1.9</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills  <b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.  <b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing  <b>W.1.8</b> - 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.  <b>W.1.9</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.1.8</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  <b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>SL.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and ideas.</p> <p>Language  <b>L.1.4</b> - 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 Watermelon Seed CCSS Alignment   ©BookPagez.com</p>	<p>The Watermelon Seed Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Watermelon Seed correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Making Connections Lesson Plan and Resources</b></p> <p>Reading: Literature  <b>RI.1.1</b> - Ask and answer questions about key details in a text.  <b>RI.1.4</b> - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.  <b>RI.1.9</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.  <b>RI.1.9</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills  <b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.  <b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing  <b>W.1.8</b> - 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.  <b>W.1.9</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.1.8</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  <b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>SL.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and ideas.</p> <p>Language  <b>L.1.4</b> - 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 Watermelon Seed CCSS Alignment   ©BookPagez.com</p>	<p>The Watermelon Seed Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Watermelon Seed correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Retelling and Summarizing Lesson Plan and Resources</b></p> <p>Reading: Literature  <b>RI.1.1</b> - Ask and answer questions about key details in a text.  <b>RI.1.2</b> - Retel stories, including key details, and demonstrate understanding of their central message or theme.  <b>RI.1.9</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.  <b>RI.1.9</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills  <b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.  <b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing  <b>W.1.8</b> - 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.  <b>W.1.9</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.1.8</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  <b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>SL.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and ideas.</p> <p>Language  <b>L.1.4</b> - 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 Watermelon Seed CCSS Alignment   ©BookPagez.com</p>	<p>The Watermelon Seed Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with the Watermelon Seed correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Resources</b></p> <p>Reading: Literature  <b>RI.1.1</b> - Ask and answer questions about key details in a story, using key details (persons in stories or poems that suggest feeling or appeal to the senses) to describe the characters, setting, or events.  <b>RI.1.9</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills  <b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.  <b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing  <b>W.1.8</b> - 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.  <b>W.1.9</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening  <b>SL.1.8</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  <b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  <b>SL.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify thoughts, feelings, and ideas.</p> <p>Language  <b>L.1.4</b> - 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 Watermelon Seed CCSS Alignment   ©BookPagez.com</p>

## Comprehension Strategy Lesson Plan and Resource Alignment

**Common Core State Standards Correlation**

The Watermelon Seed Lesson Plans, Resources, and Activities

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

**Vocabulary Lesson Plan and Resources**

Language  
**L.1.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.  
**L.1.4c** - Identify readily accessible connections between words and their use (e.g., note places at home that are clay).  
**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).

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## Vocabulary Connections Alignment

**Common Core State Standards Correlation**

The Watermelon Seed Lesson Plans, Resources, and Activities

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

**Word Work Lesson Plan and Resources**

Reading: Foundational Skills  
**RF.1.3** - Know and apply the grade-level phonics and word analysis skills in decoding words.  
**RF.1.4** - Level stories, including key details, and demonstrate understanding of their central message or lesson.

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## Word Work Alignment