

Here's What You'll Get in the There's a Nightmare in My Closet Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Understanding Text Structure Lesson Plan

Understanding Text Structure
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level:

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
Think about the text you read when you get confused

Summary
There's a Nightmare in My Closet tells the story of a young boy with a big problem; he is afraid to go to bed at night because he thinks there is a nightmare hiding in his closet. The boy tries to protect himself from the nightmare by closing the closet door, turning his back, and trying not to peek (most of the time). One night, the boy has had enough and decides to get rid of his nightmare once and for all. What will happen when the boy comes face-to-face with his nightmare?

Link to What You Know
Tell what you do before going to bed. Use the words first, next, then, and last in your answer.
Think about something that frightens you. Describe you are afraid of.

Important Words to Know and Understand
Creeping - Moving slowly and quietly
Tucked - Put something in a place to make it safe

Why Readers Notice Text Structure While Reading
Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use the following text structures:
Description - when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does
Sequence - when information is given in chronological order (first, next, then, last / morning, afternoon, night)
Problem and Solution - when a problem is explained and a solution is discovered
Compare and Contrast - when an author writes about the ways two or more people, places, or things are alike and different
Cause and Effect - when the author explains why something happened (cause) and what happened (effect)

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Guided Reading Level

Understanding Text Structure Lesson Plan

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3
Understand Text Structure While Reading
Notice the words an author uses - does the author describe things or explain events?
Look at the pictures; give you clues about text structure

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 8 - Here the author is using sequencing to tell about what the boy does at bedtime. Use the words first, next, then, and last to tell what the boy does when he goes to bed.
Page 11 - Stop and think about what the boy's nightmare might look like. Now, look at the illustration of his nightmare on this page. Compare and contrast the picture in your mind with the illustration on the page. Tell how they are alike and different.
Pages 15 and 16 - Here the author is using a cause and effect text structure to tell about what happens when the boy shoots the nightmare with his pop gun. What is the effect of the boy shooting the nightmare? How does thinking about cause and effect help you as a reader?
Page 19 - The author is using a problem and solution text structure to tell what is happening in the story. What is the boy's problem now?
Page 22 - The boy comes up with a solution to his problem. How does the boy stop his nightmare from crying? Is this a good solution? Why or why not?

4
Nurture the Work You Did While Reading
Think - How did the different text structures help you to better understand *There's a Nightmare in My Closet*? Why do you think authors use more than one text structure when they tell stories?
Talk - Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.
Reflect - Think about the text structures in *There's a Nightmare in My Closet*. How does paying attention to the way the author organizes text help you to be a better reader?
Write - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *There's a Nightmare in My Closet*. (Remember to include examples from the book)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Identifying the Author's Purpose
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: 1

1
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Learn about the book
Get your brain ready to read
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3
Identify the Author's Purpose While Reading
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Making Predictions
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: 1

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

3
Make Predictions While Reading
Notice the words an author uses - does the author describe things or explain events?
Look at the pictures; give you clues about text structure

2
Learn About Comprehension Strategies
Think about the text you read when you get confused

4
Nurture the Work You Did While Reading
Think - How did the different text structures help you to better understand *There's a Nightmare in My Closet*? Why do you think authors use more than one text structure when they tell stories?
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Author's Purpose

Making Predictions

Determining Importance
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: 1

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

3
Determine Importance While Reading
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Look at the pictures; give you clues about text structure

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Synthesizing
By: Mercer Mayer
Grade Level: 1 / Guided Reading Level: 1

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

3
Synthesize While Reading
Notice the words an author uses - does the author describe things or explain events?
Look at the pictures; give you clues about text structure

2
Learn About Comprehension Strategies
Think about the text you read when you get confused

4
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Determining Importance

Synthesizing

Answer Key for Understanding Text Structure
Your Turn to Practice Understanding Text Structure with *There's a Nightmare in My Closet*

Answer Key for Synthesizing
Your Turn to Practice Synthesizing with *There's a Nightmare in My Closet*

Answer Key for Identifying the Author's Purpose
Your Turn to Practice Identifying the Author's Purpose with *There's a Nightmare in My Closet*

Answer Key for Determining Importance
Your Turn to Practice Determining Importance with *There's a Nightmare in My Closet*

Answer Key for Making Predictions
Your Turn to Practice Making Predictions with *There's a Nightmare in My Closet*

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

Common Core
Free Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Predictions
Title: _____

I predict ...

My prediction was
 Correct
 Incorrect

I know because...

Here is a picture about my prediction:

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

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 the author made you think about while reading.

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

Author's Purpose

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas: events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 _____
#2 _____
#3 _____

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

Determining Importance

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structures You Might See While Reading:

Description	Sequence	Problem and Solution	Cause and Effect

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

Understanding Text Structure

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think... but now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude... Because...

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

Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
There's a Nightmare in My Closet
 By: Mercer Mayer
 Grade Level: 1 / Guided Reading Level: I

Instructional Focus:
 Beginning Consonant Blends cr- and cl-

Background:
 When reading consonant blends, each letter in the blend is said individually, but quickly so that they blend together.

Examples:

crown	c
crab	c
cream	c
claw	c
clip	c

Step by Step Lesson Plan

Word Work
There's a Nightmare in My Closet
 By: Mercer Mayer
 Grade Level: 1 / Guided Reading Level: I

Step 1: Introduce the Focus of Word Work

Introduce Beginning Consonant Blends cr- and cl-

- Write cH = cl on the board ask students to pronounce the / (hard c) and the /r separately. Then have them pronounce the blend cl-. Tell students that cl- is called a consonant blend. We hear both letter sounds, but when we say them quickly, they blend together.
- Ask for volunteers to tell words that begin with the blend cl-. Write 3 examples on the board. (Ex: clam, climb, clown). Draw attention to how the cl- sounds, blended together.
- Write cr = cr on the board. Follow the same procedure as above.

Sample Anchor Chart

c + l = cl	answers will vary: clam, climb, clown
c + r = cr	answers will vary: creek, crack, crab
closed closet	cry, creeping, crying
Cl-	Cr-

Step 2: Connect Word Work to Reading

Extend Engagement

- Give each student 2 sticky notes.
- Ask students to look for words that begin with blends cl- and cr- during their reading.
- Tell them to write 2 cl- words on one piece and 2 cr- words on another piece.
- Have them post their notes under the correct column on the chart. At the end of the day, discuss examples and non-examples.

Beginning Consonant Blends cr and cl

- Tell students that you will be reading a book to them today. The book contains some words that begin with blends cl- and cr-.
- Read page 4 to the students. Ask them what blend they heard on that page. (cl-)
- Ask which words have the cl- sound. (closed, closet) Write them on the chart.
- Read page 16 to the class. Ask them what blend they heard on that page. (cr-)
- Ask which word has the cr- sound. (cry) Write it on the chart.
- Read the entire book to the class. Ask them to listen carefully for cl- and cr- blends.
- When there is a new word, write it on the chart paper. (p. 12: creeping; p. 20: crying).

List of words in the text that are examples of Instructional Focus:
 • closet • closed • creeping • cry • cry

Word Work Lesson Plan | @BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
There's a Nightmare in My Closet
 By: Mercer Mayer
 Grade Level: 1 / Guided Reading Level: I

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs. Give each pair a die.
- Give each student a Roll and Write a Blend worksheet.
- Tell students that when you say "Go", they are to take turns rolling the die. They are to look at the number they rolled and find the line with that number. They must fill in either to make a word. Tell them to use the pictures for clues to the right word. If they roll a number they have already used, they must give up their turn. When you say stop, they all must stop. The winner is the one who has filled in the most lines.
- Set a timer for 10 minutes. Say, "Go!". When the timer rings, say, "Stop!" Monitor students as they play.
- Once the game is over, tell them to choose one of the words they made and write a sentence at the bottom of the paper.
- Call on several students to share their sentences.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a Which Blend, CR or CL? practice page.
- Give the directions for each section. In the top section, they must write cr- or cl- in the box before each word ending. They should use the picture clues to help them. In the middle boxes, they will need to look at the picture, think of the word, and fill in the circle next to the correct beginning blend. At the bottom, they must write a sentence for two of the words on the page.
- Monitor students as they are working. Collect papers when they are finished.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words with the cl- or cr- consonant blends 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.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

Roll and Write a Blend Interactive Activity

1	___ ock	
2	___ am	
3	___ icket	
4	___ ip	
5	___ ab	
6	___ own	

Write a sentence using one of the words you made.

Name: _____ Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Which Blend, CR or CL? Word Work Practice Page

oss	ayon
oud	othes
over	ack
cr	cr
cl	cl
cr	cr
cl	cl

Choose 2 words from the pictures. Write a sentence for each one.

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

Extension Activity

Word Detective: Beginning Consonant Blends cr- and cl- Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for beginning consonant blends cr- and cl- 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: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record

Title: *There's a Nightmare in My Closet* Guided Reading Text Level: I Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	Text	Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
		E	SC	E	SC	E	SC
2	There used to be a nightmare in my closet.						
3	Before going to sleep,						
4	I always closed the closet door.						
6	I was even afraid to turn around and look.						
7	When I was safe in bed, I'd peek...						
8	sometimes.						
10	One night I decided to get rid of my nightmare once and for all.						
12	As soon as the room was dark, I heard him creeping toward me.						

Tested By: _____ ©BookPagez.com

Running Record Assessment

There's a Nightmare in My Closet
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *There's a Nightmare in My Closet* to answer each of the following questions.

- What was the boy's problem in *There's a Nightmare in My Closet*?
 - A He didn't have any toys.
 - B He had a nightmare in his closet.
 - C He didn't have any friends.
 - D His toy gun did not work.
- How did the boy solve his problem?
 - A He shot the nightmare and it ran away.
 - B He asked his mommy and daddy to help.
 - C He slept under his bed every night.
 - D He made friends with his nightmare.
- What is the setting of *There's a Nightmare in My Closet*?
 - A It takes place in the boy's room.
 - B It takes place in his brother's room.
 - C It takes place in a hotel room.
 - D It takes place in mommy and daddy's room.
- What do the words, "once and for all" mean?
 - A They mean for a little while.
 - B They mean forever.
 - C They mean it will happen two times.
 - D They mean it will happen to everyone.

CCSS Assessment 1st Grade Reading Standards for Literature | BookPagez.com

5. How do you know that *There's a Nightmare in My Closet* is made-up and not real? (RL.1.5)

- A I know that boys don't really play with toy guns.
- B I know that no one is really afraid of nightmares.
- C I know that nightmares don't really live in boys' closets.
- D I know that boys don't really take toys to bed with them.

6. How do you know that the boy is telling this story? (RL.1.6)

- A The author uses the words I, my, and me.
- B The author uses the words him and they.
- C The author uses the words we and us.
- D The author uses the words their and our.

7. Which word best describes the way the nightmare looks in the illustrations? (RL.1.7)

- A scary
- B mean
- C worried
- D mad

8. How are the two nightmares in the closet alike? (RL.1.9)

- A They both look mean.
- B They both look silly.
- C They both look happy.
- D They both look sad.

9. Using what you know about *There's a Nightmare in My Closet*, what do you think the boy will do when he goes to bed tomorrow night? (RL.1.10)

- A The boy will close his closet door, walk to his bed without turning around, and pull the covers over his eyes.
- B The boy will be too scared to go to bed tomorrow night.
- C The boy will have cookies and milk before he goes to bed tomorrow night.
- D The boy will climb into bed and go right to sleep tomorrow night.

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

Answer Key


Extension Activity

Name: _____ Date: _____

Directions:
In the story, *There's a Nightmare in My Closet*, the boy is afraid of the nightmare in his closet and tries to get rid of him. Think: if you had a nightmare in your closet, what would it look like? How would it behave? Use your answers to complete the prompts below.

My Nightmare by _____

Draw a picture of your nightmare here:



Fill in the blanks to tell about your nightmare here:
When I think about my nightmare, I am very _____
because _____.
One day, my nightmare came out of my closet and I was _____
because it was _____.
You might be surprised to know that
my nightmare likes to _____.

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>There's a Nightmare in My Closet Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>There's a Nightmare in My Closet</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Literature RI.3 - Ask and answer questions about key details in a text. RI.4 - Identify who's telling the story at various points in a text. RI.7 - Use illustrations and details in a story to describe its characters, settings, or events. RI.9 - Compare and contrast the adventures and experiences of characters in stories. RI.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.1.5 - 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.1.8 - 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.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that was not understood. SL.5 - Add drawing 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>

Common Core State Standards Correlation
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Common Core State Standards Correlation
<p>There's a Nightmare in My Closet Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>There's a Nightmare in My Closet</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Literature RI.3 - Ask and answer questions about key details in a text. RI.4 - Identify who's telling the story at various points in a text. RI.7 - Use illustrations and details in a story to describe its characters, settings, or events. RI.9 - Compare and contrast the adventures and experiences of characters in stories. RI.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.1.5 - 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.1.8 - 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.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that was not understood.</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>

Common Core State Standards Correlation
<p>There's a Nightmare in My Closet Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>There's a Nightmare in My Closet</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature RI.3 - Ask and answer questions about key details in a text. RI.4 - Identify who's telling the story at various points in a text. RI.7 - Use illustrations and details in a story to describe its characters, settings, or events. RI.9 - Compare and contrast the adventures and experiences of characters in stories. RI.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.1.5 - 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.1.8 - 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.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that was not understood.</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>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>There's a Nightmare in My Closet Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>There's a Nightmare in My Closet</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes), including by identifying and beginning to blend phonemes and segmenting words into syllables. RF.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words. RF.1.4 - Read on-level text, including by identifying and beginning to blend phonemes and segmenting words into syllables.</p>

Common Core State Standards Correlation
<p>There's a Nightmare in My Closet Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with <i>There's a Nightmare in My Closet</i> correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4b - Identify real-life connections between words and their use (e.g. note places or home that are cozy). L.1.4c - 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>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for There's a Nightmare in My Closet Super Pack

5 Comprehension Strategy Practice Pages

Making Predictions Practice Page

Tu turno para Determinar la importancia
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

Página 8:
El niño está en la cama con la manta sobre la cabeza y la luz encendida. ¿Es esta información importante para saber? ¿Por qué o por qué no?

Página 10:
Esta ilustración muestra al niño cuando decide que es hora de deshacerse de su pesadilla. ¿Qué es importante notar en esta ilustración?

¿Cómo lo sabes?

Página 11:
La pesadilla sale del armario y se arrastra hacia el niño. ¿Qué notas sobre la pesadilla?

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Page by Page
Guided
Questions

Answer Key

Determinar la importancia
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

¿Cómo te ayuda esta información a entender la historia?
Las respuestas varían. Podrían incluir: Esta información me ayuda a entender la historia porque muestra que tal vez el niño no necesita tener miedo a la pesadilla.

Páginas 23 y 24:
El niño está cerrando la puerta de su armario antes de meterse en la cama con su pesadilla. ¿Qué es importante notar en esta ilustración?
Las respuestas varían. Podrían incluir: Creo que es importante notar que el niño tiene una sonrisa en su rostro.

¿Cómo pensar en una información importante que ayuda como lector?
Las respuestas varían. Podrían incluir: Pensar en información importante me ayuda como lector al hacerme pensar en los personajes, lugares y eventos de la historia.

Páginas 27 a 28:
Hay otra pesadilla saliendo del armario, pero el niño y su pesadilla están profundamente dormidos. ¿Cómo es importante esta ilustración para la historia?
Las respuestas varían. Podrían incluir: Esta ilustración es importante para la historia porque muestra que el niño se da cuenta de que no se podía tener miedo a las pesadillas.

Nombre: _____ @BookPages.com

Sample answers
written in Spanish

Identificar el propósito del autor
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

Tu turno para Identificar el propósito del autor
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

Páginas 1 y 2:
La ilustración muestra al niño en una mirada de preocupación en su comienzo de la historia.
Las respuestas varían.

Página 10:
El niño está usando su casco y está tratando de decirle ahora.
Las respuestas varían.

Página 11:
La pesadilla pesadilla?
Las respuestas varían.

Página 11:
La pesadilla está fuera del armario.
Las respuestas varían.

Página 11:
La pesadilla está fuera del armario.
Las respuestas varían.

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Página 11:
La pesadilla está fuera del armario.
Las respuestas varían.

Hacer predicciones
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

Tu turno para Hacer predicciones
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

La portada:
Mire la ilustración en la portada del libro. ¿De qué crees que se tratará esta historia?
Las respuestas varían.

Página 20:
La pesadilla crees que es...
Las respuestas varían.

Página 24:
La pesadilla Predice lo que...
Las respuestas varían.

Página 5 y 6:
Todas las noches, el niño camina hacia su cama sin darse la vuelta. Haga una predicción sobre lo que podría pasar si el niño se volteara.
Las respuestas varían.

Página 11 y 6:
¿Qué te hace pensar eso?
Las respuestas varían.

Páginas 11 y 12:
La habitación del niño está oscura y ve la pesadilla arrastrándose hacia él. Haz una predicción sobre lo que sucederá después.
Las respuestas varían.

Páginas 11 y 12:
La habitación del niño está oscura y ve la pesadilla arrastrándose hacia él. Haz una predicción sobre lo que sucederá después.
Las respuestas varían.

Páginas 11 y 12:
La habitación del niño está oscura y ve la pesadilla arrastrándose hacia él. Haz una predicción sobre lo que sucederá después.
Las respuestas varían.

Sintetizar
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

Tu turno para Sintetizar
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

Página 2:
El texto nos dice que hubo una pesadilla en el armario.
Las respuestas varían.

Página 17:
Mira las dos caras de...
Las respuestas varían.

Página 28:
Mira la ilustración en la que el niño se despierta.
Las respuestas varían.

Página 13:
El niño enciende la luz y mira la pesadilla sentada al...
Las respuestas varían.

Página 13:
El niño enciende la luz y mira la pesadilla sentada al...
Las respuestas varían.

Página 13:
El niño enciende la luz y mira la pesadilla sentada al...
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Las respuestas varían.

Página 13:
El niño enciende la luz y mira la pesadilla sentada al...
Las respuestas varían.

Entender la estructura del texto
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

Tu turno para Entender la estructura del texto
con There's a Nightmare in My Closet (Hay una pesadilla en mi armario)

Páginas 3 a 8:
Aquí el autor está usando secuencia para contar que hace el niño a la hora de acostarse. Usa las palabras primero, luego, entonces y por último para decir qué hace el niño cuando se va a la cama.
Las respuestas varían.

Página 19:
El autor está...
Las respuestas varían.

Página 22:
El niño enciende la luz...
Las respuestas varían.

Página 15 y 14:
Aquí el autor está utilizando una estructura de texto de causa y efecto para contar que sucede cuando el niño dispara la pesadilla con su arma de fuego.
Las respuestas varían.

Página 15 y 14:
Aquí el autor está utilizando una estructura de texto de causa y efecto para contar que sucede cuando el niño dispara la pesadilla con su arma de fuego.
Las respuestas varían.

Página 15 y 14:
Aquí el autor está utilizando una estructura de texto de causa y efecto para contar que sucede cuando el niño dispara la pesadilla con su arma de fuego.
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Página 15 y 14:
Aquí el autor está utilizando una estructura de texto de causa y efecto para contar que sucede cuando el niño dispara la pesadilla con su arma de fuego.
Las respuestas varían.

Página 15 y 14:
Aquí el autor está utilizando una estructura de texto de causa y efecto para contar que sucede cuando el niño dispara la pesadilla con su arma de fuego.
Las respuestas varían.

Author's Purpose

Making Predictions

Synthesizing

Understanding Text Structure

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

There's a Nightmare in My Closet (Hay una pesadilla en mi armario): Hacer predicciones

Primero, diga qué hace el niño antes de acostarse cada noche al comienzo de la historia. A continuación, haga una predicción sobre lo que el niño podría hacer antes de acostarse la noche después de que duerme con su pesadilla. Di por qué hiciste esta predicción.

Puedo hablar sobre los personajes y el escenario y puedo contar lo que sucede en las historias que leo. CCSS: RL.3.3

There's a Nightmare in My Closet (Hay una pesadilla en mi armario): Hacer predicciones

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Puedo hablar sobre los personajes y el escenario y puedo contar lo que sucede en las historias que leo. CCSS: RL.3.3

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

There's a Nightmare in My Closet (Hay una pesadilla en mi armario): Hacer predicciones

Primero, diga qué hace el niño antes de acostarse cada noche al comienzo de la historia. A continuación, haga una predicción sobre lo que el niño podría hacer antes de acostarse la noche después de que duerme con su pesadilla. Di por qué hiciste esta predicción.

There's a Nightmare in My Closet (Hay una pesadilla en mi armario): Hacer predicciones

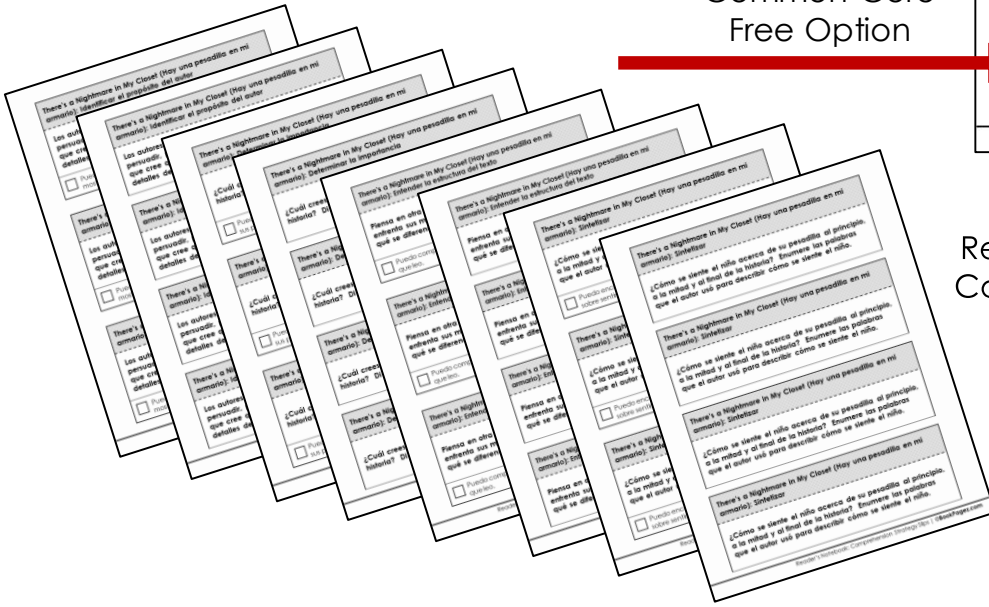
Primero, diga qué hace el niño antes de acostarse cada noche al comienzo de la historia. A continuación, haga una predicción sobre lo que el niño podría hacer antes de acostarse la noche después de que duerme con su pesadilla. Di por qué hiciste esta predicción.

There's a Nightmare in My Closet (Hay una pesadilla en mi armario): Hacer predicciones

Primero, diga qué hace el niño antes de acostarse cada noche al comienzo de la historia. A continuación, haga una predicción sobre lo que el niño podría hacer antes de acostarse la noche después de que duerme con su pesadilla. Di por qué hiciste esta predicción.

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Common Core
Free Option



Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer predicciones
Título: _____

Yo predigo...

Mi predicción fue...

Correcto
 Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Predictions

Identifica el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

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

Para persuadir
 Para informar
 Para entretener

¿Qué es el autor que...
porque...

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's
Purpose

Determinar la importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en el burbujeo de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para incluir las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

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

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Determining
Importance

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usada la estructura del texto	Cómo la estructura del texto me ayudó
Página: _____	Página: _____	
Página: _____	Página: _____	
Página: _____	Página: _____	
Página: _____	Página: _____	

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

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Understanding
Text Structure

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

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

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Synthesizing