

Writing About Reading with Optional CCSS Alignment

The diagram illustrates the relationship between different types of reading response prompts. On the left, a stack of five 'I Can' Statement cards is shown, each with a red arrow pointing to a corresponding CCSS-aligned prompt. The CCSS-aligned prompts are titled 'They All Saw A Cat: Understanding Text Structure' and include a paragraph about a bird and a flea seeing a cat, followed by a checkbox for 'I use the pictures and details in a story to tell about its characters, settings, or events.' and the CCSS standard 'CCSS: RI.1.9'. A red arrow points from the CCSS-aligned prompts to a 'Strategy and Text Based Reader's Response Prompt' on the right. Another red arrow points from the CCSS-aligned prompts to a 'Common Core Free Option' on the right. The 'Common Core Free Option' is a simplified version of the CCSS-aligned prompt, without the checkbox or CCSS standard. A red arrow points from the 'Common Core Free Option' to a 'Reading Response Prompts for Each Comprehension Strategy Lesson Plan' on the right.

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
After that	Then

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.

Comprehension Strategy Graphic Organizer | @BookPagez.com

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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
_____	_____	_____

Draw a picture to illustrate your inference:

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.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

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 the author wanted to _____ 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.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

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

Comparison	Sequence	Cause and Effect
Problem and Solution		

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.

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Understanding Text Structure

Vocabulary Connections Resources

Important Words to Know and Understand in They All Saw A Cat Word List

Word and Picture Sorting Cards

Word and Definition Sorting Cards

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Word Extension Activities

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
They All Saw A Cat
By: Brendan Wenzel
Grade Level: 1 / Guided Reading Level: H

Instructional Focus:
Parts of Speech (Plural Nouns)

Background:
Most regular nouns are made plural by adding an -s at the end.

Examples:

cats	chairs	rugs	nails
desks	walls	hairs	
lamps	papers	plans	
pens	clips	books	
beads	sticks	cars	

Materials and Preparation:

- A Copy of **They All Saw A Cat** by Brendan Wenzel
- Chart Paper
- Markers
- Timer
- Plural/Single Puzzle Pieces (enough for each student)
- One or More Than One? Practice Page
- Optional - Plural/Single Word Strips (see below)
- Optional - Word Detective

Word Work
They All Saw A Cat
By: Brendan Wenzel
Grade Level: 1 / Guided Reading Level: H

Step 1: Introduce the Focus of Word Work
Sample Anchor Chart

cat	→	cats
book	→	books
desk	→	desks
chair	→	chairs

I see one cat. I see two cats.

I see one car. I see two cars.

Introduce Plural Nouns

- Draw a cat on the chart paper. Ask students what they see. (a cat) Ask how many there are. (one) Write the word cat under the picture.
- Draw another cat on the paper. Ask students what they see. (2 cats) Ask how to make the word show two cats. (add -s at the end)
- Tell students that the word "cat" is a noun. It is the name of a person, place, or thing. Ask students to name other nouns they see around the room. Call on a few students to write down the nouns on the chart paper, in their singular form. Write down only those that use the rule of adding -s to the end to make them plural.
- Point to each noun and ask students how many does the word show. (one)
- Call on volunteers to come to the chart and make the words show more than one.
- Tell students that most of the time we can add an -s to a noun to make it show more than one of that thing.
- Write these sentence stems on the paper: I see one cat. I see two _____ . Ask for a volunteer to fill in the blank. (cars)

Step 2: Connect Word Work to Reading
Extend Engagement

- Give each student a pluralizing word strip.
- Tell them to find 3 words throughout the day that are nouns that end in -s that show more than one thing.
- Have them write the word, and then write what just one of those things would be called.
- At the end of the day, have students share what they have found. Discuss examples and non-examples.

Plural Nouns in the Text

- Tell the students that the book you are going to read has many nouns in it. Some of those nouns have an -s on the end to show there are more than one of the thing they name.
- Have students hold up their hands with their thumbs pointing downward.
- Tell them to put their thumbs up when they see/hear a word that ends in -s.
- Slowly read page 1 of **They All Saw a Cat**. Notice students putting their thumbs up for the words: whiskers, ears, and paws.
- Call on volunteers to tell which words ended in -s. (whiskers, ears, paws)
- Add the words to the anchor chart. For each word, ask students to tell why it ends in -s. (Answer: A cat has more than one whisker, ear, and paw.)
- For each word, ask students what only one of that thing would be called. (whisker, ear, paw)
- Call on a volunteer to tell the rule about making a noun mean more than one of that person, place, or thing. (Answer: To make a noun show more than one, add an -s to the end.)

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

Word Work
They All Saw A Cat
By: Brendan Wenzel
Grade Level: 1 / Guided Reading Level: H


Step 2: Connect Word Work to Reading (continued)

Plural Nouns in the Text

- Read the rest of the story to the class, reminding them to listen for nouns that end in -s.

Examples of Plural Nouns Found in the Text:

- whiskers • ears • paws

Step 3: Guided Word Work Practice


Interactive Exploration

- Cut out the **Plural Noun Puzzles**, puzzle pieces and mix them up.
- Pass out one piece to each student, face down.
- Have the students silently read the word and look at the picture.
- Tell them they have 3 minutes from the time you say, "GO!" to find the person with the other half of their puzzle and stand next to them putting the pieces together.
- Tell them that there is to be no talking. (This is to make sure they read each other's words, and not just shout out what they have or ask who has _____.)
- Set a timer for 3 minutes. Say, "GO!"
- When the timer ends, tell everyone to freeze.
- Have each pair read the words on their puzzle.

Step 4: Independent Word Work Practice

Practice Page

- Give each student **One or More Than One? Practice Page**.
- Read all directions to the students. Ask if anyone has any questions.
- Monitor students as they are completing the page.

Step 5: Reconnect and Reflect on Word Work

- 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.

Word Work Lesson Plan | @BookPages.com

List of words in the book that match the instructional focus

Interactive Activity

Independent Practice Page

Plural Noun Puzzles (page 2)
Interactive Activity

balloon	balloons	drum	drums
nest	nests	ring	rings
truck	trucks	ticket	tickets

Guided Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Adding -s to Make a Plural Word
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **plural nouns ending in -s** 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

One or More Than One?
Word Work Practice Page

Directions:
Circle the word that goes with the picture.

time	stack of coins	soccer ball	soccer balls	fence	fences
bag	bags	snake	snakes	pencil	pencils
pumpkin	pumpkins	cap	caps	shovel	shovels

Directions: Fill in the blanks with the plural version of the undefined word.
There is one pence. There are two _____ .
I had one gink of water. She had three _____ of water.
He wrote one letter. I wrote seven _____ .

Directions: Write a pair of sentences of your own like the ones above.

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

Assessments

Running Record					
Title: <i>They All Saw A Cat</i> Guided Reading Text Level: H Word Count: 100					
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E	SC
		MSV	MSV	MSV	MSV
16	Yes, they all saw the cat.				
17	The cat walked through the world,				
18	with its whiskers, ears, and paws...				
20	and the bird saw A CAT,				
22	and the flea saw A CAT,				
23	and the snake saw ..."				
Analysis and Comments:					
Tested By: _____ ©BookPagez.com					

Running Record Assessment

They All Saw A Cat CCSS Assessment		Name: _____
		Score: ____ / 9
Directions: Use what you know about <i>They All Saw A Cat</i> to answer each of the following questions.		
1. Which of these animals was afraid of the cat?		
<input type="radio"/> A The dog was afraid of the cat.		
<input type="radio"/> B The mouse was afraid of the cat.		
<input type="radio"/> C The bird was afraid of the cat.		
<input type="radio"/> D The fox was afraid of the cat.		
2. What is one thing the author is trying to teach you?		
<input type="radio"/> A The author is trying to teach me that		
<input type="radio"/> B The author is trying to teach me that		
<input type="radio"/> C The author is trying to teach me that		
<input type="radio"/> D The author is trying to teach me that		
depending on how we feel about it		
3. Which of the following is a setting in <i>They All Saw A Cat</i> ?		
<input type="radio"/> A A barn		
<input type="radio"/> B An airport		
<input type="radio"/> C A house		
<input type="radio"/> D A zoo		
4. Which of these characters liked the cat?		
<input type="radio"/> A The child liked the cat.		
<input type="radio"/> B The mouse liked the cat.		
<input type="radio"/> C The snake liked the cat.		
<input type="radio"/> D The fish liked the cat.		
5. Can any parts of <i>They All Saw A Cat</i> be true? (RL.1.5)		
<input type="radio"/> A Some parts of the story can be true.		
<input type="radio"/> B No parts of the story can be true..		
<input type="radio"/> C There is no way to tell if any of the story can be true.		
<input type="radio"/> D Every part of the story is true..		
6. Who is telling the story in <i>They All Saw A Cat</i> ? (RL.1.6)		
<input type="radio"/> A The child is telling the story.		
<input type="radio"/> B The cat is telling the story.		
<input type="radio"/> C The animals are telling the story.		
<input checked="" type="radio"/> D Someone who is watching the action is telling the story.		
7. If you want to know what the mouse thinks of a cat, where could you look? (RL.1.7)		
<input type="radio"/> A On the title page		
<input type="radio"/> B At the words		
<input checked="" type="radio"/> C At the illustration		
<input type="radio"/> D On the cover		
8. How are the bird and the flea similar in <i>They All Saw A Cat</i> ? (RL.1.9)		
<input type="radio"/> A The bird and the flea are both afraid of the cat.		
<input type="radio"/> B The bird likes the cat and the flea is afraid of him.		
<input type="radio"/> C To the bird, the cat is small, and to the flea, the cat is big.		
<input checked="" type="radio"/> D The bird and the flea both see the cat from above and behind..		
9. Using what you learned in <i>They All Saw A Cat</i> , how do you think a bear would see a cat? (RL.1.10)		
<input checked="" type="radio"/> A The cat would be small and hiding behind a tree.		
<input type="radio"/> B The cat would be huge, with a friendly smile.		
<input type="radio"/> C The cat would be huge, with a friendly smile.		
<input type="radio"/> D The cat would be orange, with purple spots.		
CCSS Assessment 1 st 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:
Choose an animal from the book. Imagine how the cat saw it. Draw a picture. Then fill in the sentences at the bottom.

What did the Cat See? 



The cat saw the _____. It looked _____ because _____.

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>They All Saw A Cat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with They All Saw A Cat correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Retelling and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1.1 - Ask and answer questions about key details in text.</p> <p>RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 - Describe characters, settings, and major events in a story using key details.</p> <p>RL.1.7 - Use illustrations and details in a story to describe its characters, settings, events.</p> <p>RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.5 - 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.</p> <p>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</p> <p>SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> <p>They All Saw A Cat CCSS Alignment ©BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>They All Saw A Cat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with They All Saw A Cat correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Making Inferences Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1.1 - Ask and answer questions about key details in a text.</p> <p>RI.1.7 - Use illustrations and details in a story to describe its characters, settings, events.</p> <p>RI.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.5 - 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.</p> <p>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</p> <p>SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> <p>They All Saw A Cat CCSS Alignment ©BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>They All Saw A Cat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with They All Saw A Cat correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>The Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1.1 - Ask and answer questions about key details in a text.</p> <p>RI.1.7 - Use illustrations and details in a story to describe its characters, settings, events.</p> <p>RI.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.5 - 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.</p> <p>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</p> <p>SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> <p>They All Saw A Cat CCSS Alignment ©BookPagez.com</p>	<p>Common Core State Standards Correlation</p> <p>They All Saw A Cat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with They All Saw A Cat 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</p> <p>RI.1.1 - Ask and answer questions about key details in a text.</p> <p>RI.1.4 - Identify who is telling the story of various points in a text.</p> <p>RI.1.7 - Use illustrations and details in a story to describe its characters, settings, events.</p> <p>RI.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.5 - 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.</p> <p>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</p> <p>SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> <p>They All Saw A Cat CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>They All Saw A Cat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with They All Saw A Cat correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b - Identify real-life connections between words and their use (e.g. note phrases at home and at school).</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> <p>They All Saw A Cat CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<p>They All Saw A Cat Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with They All Saw A Cat correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>They All Saw A Cat CCSS Alignment ©BookPagez.com</p>

Word Work Common Core Alignment

Student Facing Resources in Spanish for They All Saw A Cat Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para Hacer conexiones
con They All Saw A Cat (Todos vieron un gato)


Páginas 1 y 2:
Este libro trata sobre un gato. Haz una conexión **texto a texto**. ¿Qué otros libros has leído sobre gatos?

Páginas 3 y 4:
El niño ve un gato y lo acaricia. Al gato parece gustarle. Haz una conexión **texto a tu mismo**. ¿Te gustan los gatos? Di por qué o por qué no.

Páginas 13 y 14:
El ratón ve un gato. Haz una conexión **texto al mundo**. ¿Qué sabes sobre ratones y gatos?

¿Cómo te ayuda tu conexión a entender mejor la imagen?

Nombre: _____

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Page by Page
Guided
Questions

Sample answers
written in Spanish

Answer Key

Hacer conexiones
con They All Saw A Cat (Todos vieron un gato)

Páginas 1 y 2:
Este libro trata sobre un gato. Haz una conexión **texto a texto**. ¿Qué otros libros has leído sobre gatos?

Las respuestas varían. Podrían incluir: The Cat in the Hat, Kitten's First
Full Moon, Pete the Cat.

Páginas 3 y 4:
El niño ve un gato y lo acaricia. Al gato parece gustarle. Haz una conexión **texto a tu mismo**. ¿Te gustan los gatos? Di por qué o por qué no.

Las respuestas varían. Podrían incluir: Sí, me gustan los gatos. Me gustan
porque son suaves para acariciar y ronronean cuando son felices.


Páginas 13 y 14:
El ratón ve un gato. Haz una conexión **texto al mundo**. ¿Qué sabes sobre ratones y gatos?

Las respuestas varían. Podrían incluir: Sé que los gatos comen ratones.

¿Cómo te ayuda tu conexión a entender mejor la imagen?

Las respuestas varían. Podrían incluir: Mi conexión me ayuda a comprender
por la imagen porque el gato da miedo al ratón.

Nombre: _____

 Answer Key | @BookPages.com

Volver a contar y resumir
con They All Saw A Cat (Todos vieron un gato)

Tu turno para Volver a contar y resumir
con They All Saw A Cat (Todos vieron un gato)

Páginas 3 a 4:
¿Dónde tiene lugar esta parte de la historia?

Páginas 27 y 28:
Esta imagen animal. Elige un animal y describe cómo se ve.

Páginas 33 y 34:
¿Qué partes del cuerpo de un gato nombras?

Páginas 17 y 18:
¿Qué partes del cuerpo de un gato nombras?

Páginas 15, 16, y 26:
¿Qué partes del cuerpo de un gato nombras?

Páginas 13 y 14:
¿Qué partes del cuerpo de un gato nombras?

Páginas 11 y 12:
¿Qué partes del cuerpo de un gato nombras?

Páginas 9 y 10:
¿Qué partes del cuerpo de un gato nombras?

Páginas 7 y 8:
¿Qué partes del cuerpo de un gato nombras?

Páginas 5 y 6:
¿Qué partes del cuerpo de un gato nombras?

Hacer inferencias
con They All Saw A Cat (Todos vieron un gato)

Tu turno para Hacer inferencias
con They All Saw A Cat (Todos vieron un gato)

Páginas 17 y 18:
El gato está caminando por el mundo. ¿Qué puedes inferir sobre el gato de la ilustración?

Páginas 27 y 28:
Todos los animales vieron al gato. ¿Qué notas sobre el gato?

Páginas 33 y 34:
¿Qué notas sobre el gato?

Páginas 17 y 18:
¿Qué notas sobre el gato?

Páginas 15, 16, y 26:
¿Qué notas sobre el gato?

Páginas 13 y 14:
¿Qué notas sobre el gato?

Páginas 11 y 12:
¿Qué notas sobre el gato?

Páginas 9 y 10:
¿Qué notas sobre el gato?

Páginas 7 y 8:
¿Qué notas sobre el gato?

Identificar el propósito del autor
con They All Saw A Cat (Todos vieron un gato)

Tu turno para Identificar el propósito del autor
con They All Saw A Cat (Todos vieron un gato)

Páginas 17 y 18:
El autor repite: "El gato caminó por el mundo, con sus patas". ¿Por qué repite esta oración?

Páginas 21 a 22:
La pulga vio un gato. Explica por qué crees que el gato lo ve.

Páginas 27 y 28:
Todos los animales vieron al gato. ¿Qué notas sobre el gato?

Páginas 33 y 34:
¿Qué notas sobre el gato?

Páginas 17 y 18:
¿Qué notas sobre el gato?

Páginas 15, 16, y 26:
¿Qué notas sobre el gato?

Páginas 13 y 14:
¿Qué notas sobre el gato?

Páginas 11 y 12:
¿Qué notas sobre el gato?

Páginas 9 y 10:
¿Qué notas sobre el gato?

Páginas 7 y 8:
¿Qué notas sobre el gato?

Páginas 5 y 6:
¿Qué notas sobre el gato?

Entender la estructura del texto
con They All Saw A Cat (Todos vieron un gato)

Tu turno para Entender la estructura del texto
con They All Saw A Cat (Todos vieron un gato)

Página 1:
Aquí el autor usa una descripción para contar sobre las partes del cuerpo de un gato. ¿Qué partes del gato nombra el autor?

Páginas 3 a 4:
Hasta ahora, el niño y el perro ven un gato. Contraste la forma en que el niño ve al gato con la forma en que el perro ve al gato.

Páginas 13 y 14:
¿Qué animales han visto al gato hasta ahora? Usa las palabras de secuencia primero, luego, entonces y por último para nombrar a los animales que han visto al gato.

Páginas 15, 16, y 26:
La abeja y el murciélago ven a un gato de manera similar. Compara cómo la abeja y el murciélago ven al gato.

Páginas 13 y 14:
¿Qué animales han visto al gato hasta ahora? Usa las palabras de secuencia primero, luego, entonces y por último para nombrar a los animales que han visto al gato.

Páginas 11 y 12:
¿Qué animales han visto al gato hasta ahora? Usa las palabras de secuencia primero, luego, entonces y por último para nombrar a los animales que han visto al gato.

Páginas 9 y 10:
¿Qué animales han visto al gato hasta ahora? Usa las palabras de secuencia primero, luego, entonces y por último para nombrar a los animales que han visto al gato.

Páginas 7 y 8:
¿Qué animales han visto al gato hasta ahora? Usa las palabras de secuencia primero, luego, entonces y por último para nombrar a los animales que han visto al gato.

Páginas 5 y 6:
¿Qué animales han visto al gato hasta ahora? Usa las palabras de secuencia primero, luego, entonces y por último para nombrar a los animales que han visto al gato.

Retelling and
Summarizing

Author's
Purpose

Making Inferences

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

Common Core
Free Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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

Personas	Lugar
Descripciones	Interciones

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

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 engrapa en tu cuaderno del lector.

Making
Connections

Hacer inferencias
Título:
Lo que dice el texto
Lo que yo sé
Lo que puedo inferir
Haz un dibujo para hacer tu inferencia:

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

Making
Inferences

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
¿Se que el autor quería porque...?

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

Author's
Purpose

Entender la estructura del texto
Título:
Estructura del texto
¿Dónde fue donde la estructura del texto se desarrolló?
¿Cómo la estructura del texto me ayudó?
Estructura que puedes ver en el texto:
Personajes, lugares, eventos, etc.
Secuencia
Causa y efecto

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

Understanding
Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Elige un animal del libro. Imagina cómo lo vio el gato. Dibuja una imagen. Luego complete las oraciones en la parte inferior.

¿Qué vio el gato?

A large, empty rectangular box with a black border, intended for the student to draw the animal they imagined the cat saw.

El gato vio _____. Parecía

_____ porque

_____.