

Here's What You'll Get in the

What Do You Do When Something Wants To Eat You? Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Determining Importance Lesson Plan

Determining Importance
What Do You Do When Something Wants To Eat You?
By: Steve Jenkins
Grade Level: 2 / Guided Reading Level: K

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
What would you do if something wanted to eat you? Run? Hide? Well, there are creatures out there that don't run or hide. Instead, they confuse their predators in surprising ways. Some stick out their tongues, some animals play dead, and some animals even walk on water. In this informational book, the author, Steve Jenkins, teaches us all about the ways animals protect themselves from danger.

Link to What You Know
• Think about your favorite nonfiction book. What important information did you learn from the book?
• How did you know the information in your favorite book was important to remember?

Important Words to Know and Understand
Chemicals – A substance (such as an element or compound) that is made by a chemical process.
Defend – To fight in order to keep (someone or something) safe; to not allow a person or thing to hurt, damage, or destroy (someone or something).

Why Readers Determine Importance While Reading
Readers determine importance in order to decide which information is most important to remember.
When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.
On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.
Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Determining Importance Lesson Plan

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3
Determine Importance While Reading
✓ Look for big ideas and supporting details
✓ Notice when you learn something
✓ Look for new words that are important to the text

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Cover – Why is the title of this book important? What does the title tell you about this book?
Page 9 – What is important to understand about the animals on this page?
Page 15 – What is important to understand about animals that look like they are dead?
Page 21 – What important information have you learned about insects in danger? How do you know this information is important?
Page 27 – What's important to know about flying fish?

Time to Reflect
Think – What information did you learn while reading *What Do You Do When Something Wants To Eat You?*? Pick 3 big ideas or facts that you think you should remember about this book. Why are these ideas or facts important to you?
Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.
Reflect – Think about the determining importance work you did while reading *What Do You Do When Something Wants To Eat You?*. How does thinking about the most important fact and ideas make you a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *What Do You Do When Something Wants To Eat You?*. (Remember to include examples from the book!)

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Understanding Text Structure
What Do You Do When Something Wants To Eat You?
By: Steve Jenkins
Grade Level: 2 / Guided Reading Level: K

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

3
Understand Text Structure While Reading
✓ Look for the main idea and supporting details
✓ Notice when you learn something
✓ Look for new words that are important to the text

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
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Page 21 – What important information have you learned about insects in danger? How do you know this information is important?
Page 27 – What's important to know about flying fish?

Time to Reflect
Think – What information did you learn while reading *What Do You Do When Something Wants To Eat You?*? Pick 3 big ideas or facts that you think you should remember about this book. Why are these ideas or facts important to you?
Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.
Reflect – Think about the understanding text structure work you did while reading *What Do You Do When Something Wants To Eat You?*. How does thinking about the most important fact and ideas make you a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *What Do You Do When Something Wants To Eat You?*. (Remember to include examples from the book!)

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Understanding Text Structure Making Predictions

Making Predictions
What Do You Do When Something Wants To Eat You?
By: Steve Jenkins
Grade Level: 2 / Guided Reading Level: K

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

3
Make Predictions While Reading
✓ Look for the main idea and supporting details
✓ Notice when you learn something
✓ Look for new words that are important to the text

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
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Page 21 – What important information have you learned about insects in danger? How do you know this information is important?
Page 27 – What's important to know about flying fish?

Time to Reflect
Think – What information did you learn while reading *What Do You Do When Something Wants To Eat You?*? Pick 3 big ideas or facts that you think you should remember about this book. Why are these ideas or facts important to you?
Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.
Reflect – Think about the making predictions work you did while reading *What Do You Do When Something Wants To Eat You?*. How does thinking about the most important fact and ideas make you a better reader?
Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *What Do You Do When Something Wants To Eat You?*. (Remember to include examples from the book!)

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Synthesizing

Asking Questions

Answer Key for Making Predictions
with What Do You Do When Something Wants To Eat You?

Answer Key for Determining Importance
with What Do You Do When Something Wants To Eat You?

Answer Key for Understanding Text Structure
with What Do You Do When Something Wants To Eat You?

Answer Key for Synthesizing
with What Do You Do When Something Wants To Eat You?

Your Turn to Practice Determining Importance
with What Do You Do When Something Wants To Eat You?

Your Turn to Practice Asking Questions
with What Do You Do When Something Wants To Eat You?

Your Turn to Practice Understanding Text Structure
with What Do You Do When Something Wants To Eat You?

Your Turn to Practice Synthesizing
with What Do You Do When Something Wants To Eat You?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

“I Can” Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

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

5 Comprehension Strategy Graphic Organizers

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	Record whether or not it happened.
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect		<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 Graphic Organizer | ©BookPagez.com

Making Predictions

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions

Title: _____

Question Sentence Starters	Why didn't...?	How does...?
I wonder...	I am curious about...	I am not sure why...
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 Graphic Organizer | ©BookPagez.com

Asking Questions

Understanding Text Structure

Title: _____

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

Text Structure: You might see while reading:
Description Sequence Compare and Contrast Cause and Effect

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 Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

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

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 Graphic Organizer | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Important Words to Know and Understand in What Do You Do When Something Wants To Eat You? Word List

What Do You Do When Something Wants to Eat You?
By: Steve Jenkins
Grade Level: 2 / Guided Reading Level: K

Vocabulary Connections

Important Words to Know and Understand in "What Do You Do When Something Wants to Eat You?"

Armor
A hard covering that protects something (such as a vehicle or an animal)

Avoid
To stay away from (someone or something)

Chemicals
A substance (such as an element) or compound) that's made by a chemical process

Defend
To fight in order to keep (someone or something) safe : to not allow a person or thing to hurt, damage, or destroy (someone or something)

Fale
The things that will happen to a person or thing : the future that someone or something will have


Glide
To move in a smooth way

Innune
Not influenced or affected by something

Mimic
To naturally look like (something)







Predator
An animal that lives by killing and eating other animals : an animal that preys on other animals

Threaten
To be something that is likely to cause harm to (someone or something)



Vocabulary Word List | BookPagez.com

What Do You Do When Something Wants To Eat You?
 By: Steve Jenkins
Vocabulary Connections
 Grade Level: 2 / Guided Reading Level: K

Armor	Avoid	Chemicals
		
Defend	Fate	Glide
		

1. Read the book. 2. Read on their own. 3. Draw, label or illustrate the key of each Card to show your understanding.

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

What Do You Do When Something Wants To Eat You? By: Steve Jenkins Grade Level: 2 / Guided Reading Level: K		
Armor	Avoid	Chemicals
A hard covering that protects something (such as a vehicle or an animal)	To stay away from someone or something	A substance (such as an element or compound) that is made by a chemical process
Defend	Fate	Glide
To fight in order to keep someone or something safe; to not allow a person or thing to hurt, damage, or destroy someone or something	The things that will happen to a person or thing; the future that someone or something will have	To move in a smooth way

Word and Definition Sorting Cards

What Do You Do When Something Wants To Eat You? By: Steve Jenkins Grade Level: 2 / Guided Reading Level K			When Something Wants To Eat You? By: Steve Jenkins Reading Level: K
Define is a/an noun verb adverb adjective Definition of Defend:	Fate is a/an noun verb adverb adjective Definition of Fate:	Slide is a/an noun verb adverb adjective Definition of Slide:	Step by Step Directions: 1. Read the book. 2. Find on the book the words that you want to use. 3. Write the words on the lines. 4. Use the words to write a story.
Defend looks like this:	Fate looks like this:	Slide looks like this:	Look
Defend reminds me of:	Fate reminds me of:	Slide reminds me of:	Reminds
I saw this word in	I saw this word in	I saw this word in	Word in

Interactive Vocabulary Notebook Cards

Word Games

with Words from **What Do You Do When Something Wants To Eat You?**

Answer Key
When Something Wants To Eat You

Directions: Cross out the word or phrase that does not fit.

Defend	Fight	Guard	Injure
Avoid	Meet	Evade	Stay away
Glide	Slide	Swerve	Rough
Fate	Destiny	Future	Start
Predator	Hunter	Meat-eater	Kind

Directions: Read the vocabulary words in the Word Bank. Write them in ABC order on the space provided.

Word Bank


Immune
Chemicals
Mimic
Threaten
Armor

That does not fit:

Guard	Threaten
Evade	Stay away
Swerve	Defend
Future	Start
Meat-eater	Kind


in the Word Bank. Write them in ABC

Armor
Chemicals
Immune
Mimic
Threaten



Name: _____

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Answer Key | ©BookPages.com

Word Games and Answer Key


What Do You Do When Something Wants To Eat You?

By: Steve Jenkins

Grade Level: 2 / Guided Reading Level: K

What Do You Do When Something Wants To Eat You?

By Steve Jenkins




A new word that I learned in this book is:

It's like...

It means...

Name: _____



Step by Step Directions:
1. Read the story. **2.** Read and underline. **3.** Copy the new vocabulary words. **4.** Write the meaning of the word in the space provided. **5.** Illustrate the word.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 80sof80pages.com

Name: _____

Vocabulary Connections

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	

Name: _____

Connections

Our reading that is new to you in the first column, before egg off the sentence where the word appears, the word means in the second column. Ask your definition makes sense based on the context clues in the last column if the dictionary definition matches what you meant.

I Think the Word Means	Context Clues	Real Definition	
			<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>Visualize</p> <p>Draw a picture to illustrate the meaning of the word.</p> </div>
			<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>Connect to Your Life</p> <p>When or where have you seen it, heard it, felt it, smelled it, or tasted it?</p> </div>

www.CleekPages.com
 (bring words)

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

What Do You Do When Something Wants To Eat You?
By: Steve Jenkins
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
The letters -ck make one sound. Use -ck for /k/ at the end of a one-syllable word after one short vowel.

Background:
The "ck" letter combination makes one sound. The "ck" combination is at the end of a one syllable word after one short vowel.

Examples:

black	clock	jack	neck	pluck	slick	stick
-------	-------	------	------	-------	-------	-------

Word Work

What Do You Do When Something Wants To Eat You?
By: Steve Jenkins
Grade Level: 2 / Guided Reading Level: K

Step 1: Introduce the Focus of Word Work

Introduce "ck" Letter Combination

- Draw a large sock on the chart paper.
- Write "-ck" at the top of the sock.
- Draw one thought bubble near the "-ck" heading. Write, "After a Short Vowel" in the other bubble.
- Draw another thought bubble near the "-ck" heading. Write, "1 Syllable".
- Tell children that the letters "ck" make one sound. They'll find -ck after a short vowel in a one syllable word.
- Write the word "sock" in the picture of the sock. Ask students to read it with you.
- Point to the "After a Short Vowel" thought bubble. Ask, "vowel short?".
- Explain that because the /k/ sound is after a short vowel, we know the word ends with the letters -ck and makes one sound.
- Repeat the same steps for the following words: black, clock, jack, neck, pluck, slick and stick. Invite students to share examples of their own.

Step 2: Connect Word Work to Reading

"ck" Letter Combination in the Text

- Write the following words on chart paper: black, prick, thick, and stick.
- Read the words with students.
- Tell students that you are going to read "What Do You Do When Something Wants To Eat You?" by Steve Jenkins.
- Explain that as you read the story, they have a job to do. Every time they hear one of the words on the chart paper, they should raise their hand.
- Study each word after they hear the word in the story. Ask, "What sound does the -ck make?".
- Is the word one syllable? Does the "ck" letter combination follow a short vowel?
- Explain that we use "-ck" for /k/ at the end of a one-syllable word after one short vowel.

Examples of Words with "ck" Letter Combination Found in the Text

- black
- prick
- thick
- stick

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work

What Do You Do When Something Wants To Eat You?
By: Steve Jenkins
Grade Level: 2 / Guided Reading Level: K

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out the "Letter Cards" to each student. Ask students to cut along the dotted lines to separate each word tile.
- Pass out the "Make a Word" sheets to students.
- Tell students to choose a consonant and place it in the "Consonant" box on the "Make a Word" sheet.
- Next, choose a vowel to place in the "Vowel" box on the "Make a Word" sheet.
- Read the word. Does it make sense? If so, write the word in the "Word Box".

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of "ck" Letter Combination Practice Page.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with "ck" Letter Combination in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the anchor chart 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

Letter Cards
Interactive Activity

Directions: Cut along the dotted lines to separate each word tile.

bl	r	a
cl	tr	u
j	sn	o
n	st	i
br	pl	e
d	th	
k	sp	
p	s	

Guided Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: "ck" Letter Combination
Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with "ck" Letter Combination 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 | @BookPagez.com

"ck" Letter Combination
Word Work Practice Page

Directions:
Read each sentence. Fill in the blank with a word from the word bank.

WORD BANK

Jack	sick	luck	brick	snack
kick	black	stick	duck	clock

- What time does the _____ say?
- I have _____ hair.
- Did you see the _____ in the water?
- I have an apple for _____.
- He is _____ with a cold.
- The dog ran after the _____.
- The house was built of _____.
- Do you have good _____?
- _____ the ball!
- His name is _____.

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

Assessments

Running Record					
Title: What Do You Do When Something Wants to Eat You? Guided Reading Text Level: K 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 MSV SC MSV			
1	Most animals face the constant danger of being eaten by other animals. This book shows a few of the ways that they try to avoid this fate.				
2	When an octopus is threatened...				
3	It squirts a thick cloud of black ink into the water, confusing its attacker.				
4	The bombardier beetle defends itself...				
5	by shooting a mixture of hot chemicals from its rear end into the face of an attacker. It can shoot up to five hundred times in one second.				
6	If a puffer fish is in danger...				
7	It takes in water and swells up like a prickly balloon, making itself almost				
Analysis and Comments:					
Tested By: _____ ©BookPagez.com					

Running Record Assessment

What Do You Do When Something Wants to Eat You? CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>What Do You Do When Something Wants to Eat You?</i> to answer each of the following questions.	
1. Which of these is a key detail in understanding each of the animals in this book? <input type="radio"/> A They are all ocean animals. <input type="radio"/> B The animals are defending themselves or feeling threatened. <input type="radio"/> C This is the way all of these animals hunt for food. <input type="radio"/> D These animals all make good pets.	
2. What is the main idea of this text about animals? <input type="radio"/> A Animals eat other animals. <input type="radio"/> B There are some scary animals out there. <input type="radio"/> C Animals can defend themselves from predators. <input type="radio"/> D No one should try to catch or eat a predator.	
3. The word <i>harm</i> means to hurt something. What does <i>harmless</i> mean? <input type="radio"/> A It can not hurt anything or anyone. <input type="radio"/> B It is very dangerous. <input type="radio"/> C It can sting and bite. <input type="radio"/> D Its sting hurts less than a wasp.	
4. This author uses illustrations as a text feature. What important and difficult words he wrote, what could he add to help readers understand them? <input type="radio"/> A He could add a <u>graph</u> of how many animals there are. <input type="radio"/> B He could add <u>captions</u> under each illustration. <input type="radio"/> C He could add a <u>table of contents</u> to the book. <input type="radio"/> D He could add a <u>glossary</u> to explain the words.	
5. What was the author's purpose in writing about how animals defend themselves? (RI.2.6) <input type="radio"/> A He wanted you to know how to catch these animals. <input type="radio"/> B He wanted to write about his favorite animals. <input checked="" type="radio"/> C He wanted you to notice how animals adapt and solve their problems. <input type="radio"/> D He wanted you to be angry at the animals' predators.	
6. How did the illustration of the glass snake help you understand it is really a lizard? (RI.2.7) <input checked="" type="radio"/> A It shows how it can drop its tail and still live. Snakes do not have tails. <input type="radio"/> B It shows that it has legs, they are just really small. <input type="radio"/> C It shows how the legs drop off when the glass snake is threatened. <input type="radio"/> D It is a drawing that showed the glass snake in many places.	
7. After all the details about how animals defend themselves, the author ends with a question. What point is he trying to make? (RI.2.8) <input type="radio"/> A He wants you to know wild animals are smarter than people. <input checked="" type="radio"/> B He wants you to know that you can adapt and solve problems, too. <input type="radio"/> C He is pointing out that catching animals is easy. <input type="radio"/> D He wants to convince you to go to the zoo to see these animals.	
8. How are the gliding frog and the flying fish similar? (RI.2.9) <input type="radio"/> A Both of them are brightly colored to warn predators of their poison. <input type="radio"/> B Both are very fast swimmers and can make quick getaways. <input type="radio"/> C The gliding frog lives in trees, while the flying fish lives in the ocean. <input checked="" type="radio"/> D They can both escape by traveling through the air.	
9. If you wanted to read more facts about animal survival, which book would NOT be helpful? (RI.2.10) <input type="radio"/> A <i>Animal Survival Facts</i> <input checked="" type="radio"/> B <i>Wuggle the Hedgehog's Big Adventure</i> <input type="radio"/> C <i>How Animals Adapt to Survive</i> <input type="radio"/> D <i>Predators vs. Prey</i>	
CCSS Assessment 2nd Grade Reading Standards for Information BookPagez.com	

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

Answer Key

Bonus Activity

Name: _____ Date: _____

Directions:
Become an expert about one of the animals in the book *What Do You Do When Something Wants To Eat You?*. Write the name of the animal you want to study. Write the questions you have about the animal. Visit the school library to find answers to your questions.

Animal

What do you wonder about your animal?

What did you learn about your animal?

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>What Do You Do When Something Wants To Eat You? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "What Do You Do When Something Wants To Eat You?" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Informational Text</p> <p>RI.2.3 - Describe the connection between a series of related events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.8 - Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>What Do You Do When Something Wants To Eat You? 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>What Do You Do When Something Wants To Eat You? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "What Do You Do When Something Wants To Eat You?" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.2.4a - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>What Do You Do When Something Wants To Eat You? CCSS Alignment @BookPagez.com</p>	<p>What Do You Do When Something Wants To Eat You? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "What Do You Do When Something Wants To Eat You?" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>What Do You Do When Something Wants To Eat You? CCSS Alignment @BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for What Do You Do When Something Wants To Eat You Super Pack

5 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Tu turno para practicar: Sintetizar
con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

Página 5:
¿Qué nueva información aprendiste sobre los escarabajos?

¿Cómo se agrega esto a tu comprensión de los insectos?

Página 7:
¿Qué aprendiste sobre el pez globo?

¿Cómo se agrega esta información a tu conocimiento sobre los peces?

Página 13:
¿Qué nueva información aprendiste sobre los lagartos?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Sintetizar
con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

Página 5:
¿Qué nueva información aprendiste sobre los escarabajos?
Las respuestas varían. Podrían incluir: Aprendí que el escarabajo bombardero rocia productos químicos cuando se sienten amenazados.


¿Cómo se agrega esto a tu comprensión de los insectos?
Las respuestas varían. Podrían incluir: Aprendí que el pez globo tiene púas y puede volar como un globo.

Página 7:
¿Qué aprendiste sobre el pez globo?
Las respuestas varían. Podrían incluir: Entiendo que los escarabajos pueden protegerse a sí mismos.

¿Cómo se agrega esta información a tu conocimiento sobre los peces?
Las respuestas varían. Podrían incluir: Me doy cuenta de que el pez globo hace esto para espantar a los depredadores.

Página 13:
¿Qué nueva información aprendiste sobre los lagartos?
Las respuestas varían. Podrían incluir: La lagartija basilisco puede correr en dos patas.

Nombre: _____

 Answer Key | ©BookPages.com

Hacer predicciones

con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

Tu turno para practicar: Hacer predicciones
con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

La portada:
Lee el título y mira la ilustración.
Las respuestas varían. Podrían incluir: Los escarabajos se protegen.

Página 4:
¿Qué crees que le suceda al escarabajo?
Las respuestas varían. Podrían incluir: El escarabajo se protege.

Página 10:
¿Qué crees que le suceda al pez globo?
Las respuestas varían. Podrían incluir: El pez globo se protege.

Nombre: _____

Making
Predictions

Determinar la importancia

con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

Tu turno para practicar: Determinar la importancia
con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

La portada:
¿Por qué es importante el título de este libro?
Las respuestas varían. Podrían incluir: El título nos dice que el libro es sobre animales que se protegen.

Página 9:
¿Qué es importante entender sobre los animales en esta página?
Las respuestas varían. Podrían incluir: Los animales se protegen.

Página 15:
¿Qué es importante entender sobre los animales que parecen estar muertos?
Las respuestas varían. Podrían incluir: Los animales se protegen.

Nombre: _____

Determining Importance

Hacer preguntas

con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

Tu turno para practicar: Hacer preguntas
con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

Página 2:
¿Qué preguntas tienes sobre los pulpos?
Las respuestas varían. Podrían incluir: ¿Cómo se protegen los pulpos?

Página 6:
¿Qué preguntas tienes sobre el pez globo?
Las respuestas varían. Podrían incluir: ¿Cómo se protege el pez globo?

Página 11:
¿Qué preguntas tienes sobre el pangolín?
Las respuestas varían. Podrían incluir: ¿Cómo se protege el pangolín?

Nombre: _____

Asking
Questions

Entender la estructura del texto

con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

Tu turno para practicar: Entender la estructura del texto
con What Do You Do When Something Wants To Eat You?
(¿Qué haces cuando algo te quiere comer?)

Páginas 2 a 3:
¿Qué estructura de texto usó el autor para explicar por qué un pulpo araña tinta negra?
Las respuestas varían. Podrían incluir: El autor usó una descripción para explicar por qué un pulpo araña tinta negra.

Página 8:
¿Qué estructura de texto usó el autor para explicar por qué un pez globo se infla?
Las respuestas varían. Podrían incluir: El autor usó una descripción para explicar por qué un pez globo se infla.

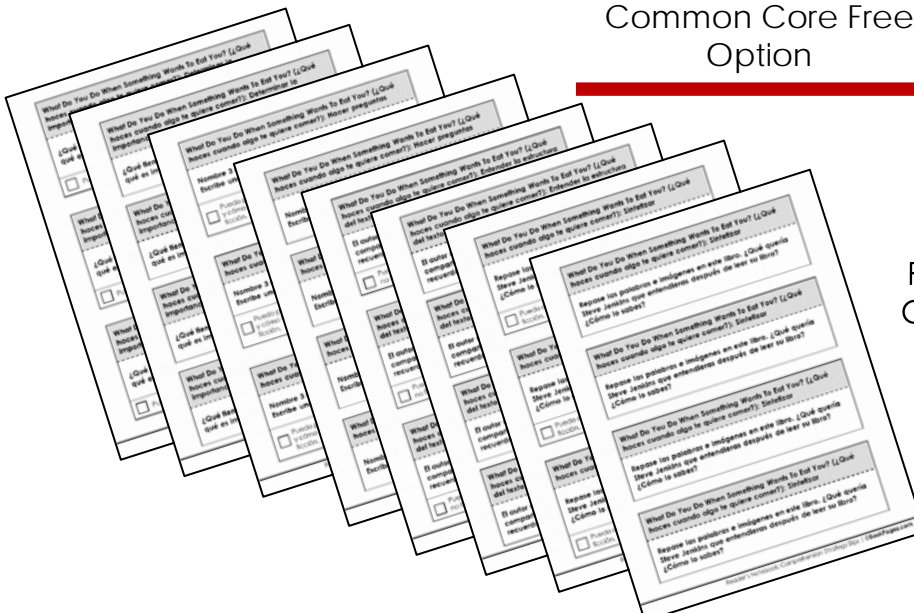
Página 12:
¿Qué estructura de texto usó el autor para explicar por qué un pangolín se enrolla?
Las respuestas varían. Podrían incluir: El autor usó una descripción para explicar por qué un pangolín se enrolla.

Nombre: _____

Understanding
Text Structure

Writing About Reading with Optional CCSS Alignment

“I Can” Statement written in Spanish



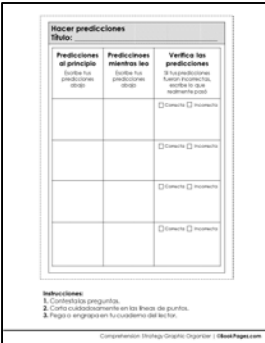
Strategy and Text Based Reader's Response Prompt

Common Core State Standard


Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan


5 Comprehension Strategy Graphic Organizers



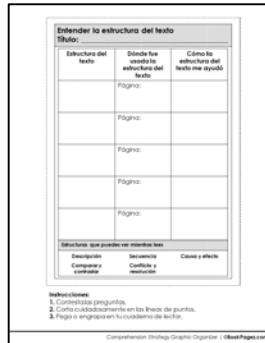
Making Predictions



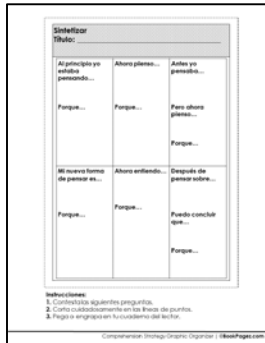
Determining Importance



Asking Questions



Understanding Text Structure



Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones: Conviértase en un experto sobre uno de los animales en el libro ¿Qué haces cuando algo te quiere comer? Escribe el nombre del animal que quieres estudiar. Escribe las preguntas que tienes sobre el animal. Visite la biblioteca de la escuela para encontrar respuestas a sus preguntas.

Animal _____

¿Qué te preguntas sobre tu animal?

¿Qué aprendiste sobre tu animal?
