

# Here's What You'll Get in the When I Am Old with You Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Visualizing Lesson Plan

**Visualizing**  
When I Am Old with You  
By: Angela Johnson  
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

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

**Summary**  
In the story, *When I Am Old with You*, a small boy imagines a time in the future when he will be old with his granddaddy. What he doesn't realize is that his granddaddy will continue to age at the same time he grows older. From fishing at the pond to "bacon only" breakfasts, the boy visualizes all the activities he hopes they will share together some day. Thankfully, he doesn't have to wait to enjoy spending special times with his granddaddy.

**Link to What You Know**  
• Imagine that you are spending a whole week with another family member or friend. What kinds of activities do you think you would share together?  
• Picture your favorite activity to do with your family. What do you see?

**Important Words to Know and Understand**  
**Canoe** – Along narrow boat that is pointed at both ends and that is moved by a paddle with one blade  
**Cool** – Somewhat cold; not warm or hot

**Why Readers Visualize While Reading**  
Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about and the text.

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.

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Guided Reading Level

Activate Prior Knowledge

### Visualizing Lesson Plan

**Visualizing**  
When I Am Old with You  
By: Angela Johnson  
Grade Level: 1 / Guided Reading Level: 1

**3**  
**Visualize While Reading**  
✓ Notice the words an author uses to describe people, places, things, and events  
✓ Look at the pictures. Do your pictures match the pictures in the book?

**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.

**Page 4** – Here the author describes the pond. Does the picture in your mind match the picture in the book? Explain how your visualization compares to the illustration.

**Page 6** – The boy says that they'll eat out of a picnic basket all day. What do you think is in the picnic basket? What makes you think that?

**Page 10** – The boy says that they'll play cards all day. What game are they playing? How do you know?

**Page 15** – The boy says that looking at old pictures of people might make them cry. Who do you visualize is in the pictures? Why would it make them cry?

**Pages 18 to 19** – There is a party at the granddaddy's house. Use the illustrations and words to visualize what you would hear, smell, taste, and feel.

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

**Time to Reflect**  
**Think** – What kinds of words helped you visualize while reading *When I Am Old with You*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?  
**Talk** – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.  
**Reflect** – Think about the words in *When I Am Old with You*. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?  
**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *When I Am Old with You*. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

**Asking Questions**  
When I Am Old with You  
By: Angela Johnson  
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

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

**3**  
**Ask Question While Reading**  
✓ Ask questions about the text  
✓ Ask questions about the text when you get confused

**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.

**Page 1** – The boy says that he and his granddaddy will talk about everything. What do you think they will talk about? How do you know?

**Page 4** – The boy says that they'll eat out of a picnic basket all day. What do you think is in the picnic basket? What makes you think that?

**Page 10** – The boy says that they'll play cards all day. What game are they playing? How do you know?

**Page 15** – The boy says that looking at old pictures of people might make them cry. Who do you visualize is in the pictures? Why would it make them cry?

**Pages 18 to 19** – There is a party at the granddaddy's house. Use the illustrations and words to visualize what you would hear, smell, taste, and feel.

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**Synthesizing**  
When I Am Old with You  
By: Angela Johnson  
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

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

**3**  
**Synthesize While Reading**  
✓ Look for places where the author uses words to describe people, places, things, and events  
✓ Notice when you hear something new or old  
✓ Think about the text you read when you get confused

**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.

**Page 1** – The boy says that he and his granddaddy will talk about everything. What do you think they will talk about? How do you know?

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Asking Questions

Synthesizing

**Understanding Text Structure**  
When I Am Old with You  
By: Angela Johnson  
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

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

**3**  
**Understand Text Structure While Reading**  
✓ Notice the words an author uses to describe people, places, things, and events  
✓ Look at the pictures. Do your pictures match the pictures in the book?

**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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Understanding Text Structure

**Determining Importance**  
When I Am Old with You  
By: Angela Johnson  
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

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

**3**  
**Determine Importance While Reading**  
✓ Look for places where the author uses words to describe people, places, things, and events  
✓ Notice when you hear something new or old  
✓ Think about the text you read when you get confused

**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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Determining Importance

**Answer Key for Visualizing**  
with When I Am Old with You

**Your Turn to Practice Visualizing**  
with When I Am Old with You

**Page 4** – Here the author describes the pond. Does the picture in your mind match the picture in the book? Explain how your visualization compares to the illustration.

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**Pages 18 to 19** – There is a party at the granddaddy's house. Use the illustrations and words to visualize what you would hear, smell, taste, and feel.

**Answer Key for Asking Questions**  
with When I Am Old with You

**Your Turn to Practice Asking Questions**  
with When I Am Old with You

**Page 1** – The boy says that he and his granddaddy will talk about everything. What do you think they will talk about? How do you know?

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**Answer Key for Understanding Text Structure**  
with When I Am Old with You

**Your Turn to Practice Understanding Text Structure**  
with When I Am Old with You

**Page 1** – The boy says that he and his granddaddy will talk about everything. What do you think they will talk about? How do you know?

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**Pages 18 to 19** – There is a party at the granddaddy's house. Use the illustrations and words to visualize what you would hear, smell, taste, and feel.

**Answer Key for Synthesizing**  
with When I Am Old with You

**Your Turn to Practice Synthesizing**  
with When I Am Old with You

**Page 1** – The boy says that he and his granddaddy will talk about everything. What do you think they will talk about? How do you know?

**Page 4** – The boy says that they'll eat out of a picnic basket all day. What do you think is in the picnic basket? What makes you think that?

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Practice Pages and Answer Keys



# Writing About Reading with Optional CCSS Alignment

**“I Can” Statement**

When I Am Old with You: Synthesizing

The boy appears very young in this book. Describe some other activities he could do with his grandfather now and as he gets older.

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

When I Am Old with You: Synthesizing

The boy appears very young in this book. Describe some other activities he could do with his grandfather now and as he gets older.

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When I Am Old with You: Synthesizing

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPage.com

**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 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 | ©BookPage.com

**Making Inferences**

Title: \_\_\_\_\_

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

Draw a picture to illustrate your inferences.

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 | ©BookPage.com

**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 | ©BookPage.com

**Asking Questions**

Title: \_\_\_\_\_

Question Sentence Starter

Question	Answer
_____	_____
_____	_____
_____	_____
_____	_____

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 | ©BookPage.com

**Visualizing**

Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPage.com

Visualizing

Determining  
Importance

Asking  
Questions

Understanding  
Text Structure

Synthesizing



## Vocabulary Connections Resources

When I Am Old with You By: Angela Johnson Grade Level: 1 / Guided Reading Level: 1			Am Old with You By: Angela Johnson Guided Reading Level: 1
<b>Distance is a/an</b> adverb adjective  <b>Definition of Distance:</b>    	<b>Evening is a/an</b> noun verb adjective  <b>Definition of Evening:</b>    	<b>Imagine is a/an</b> noun verb adjective  <b>Definition of Imagine:</b>    	<b>Step by Step Directions</b> 1. Read the poem. 2. Read the poem aloud. 3. Copy the poem into your notebook. 4. Write the vocabulary word on the front of the card. 5. Write the definition of the word on the back of the card.
<b>Distance looks</b> like this:   	<b>Evening looks</b> like this:   	<b>Imagine looks</b> like this:   	<b>Step by Step Directions</b> 1. Read the poem. 2. Read the poem aloud. 3. Copy the poem into your notebook. 4. Write the vocabulary word on the front of the card. 5. Write the definition of the word on the back of the card.
<b>Distance reminds</b> me of:  	<b>Evening reminds</b> me of:  	<b>Imagine reminds</b> me of:  	<b>Step by Step Directions</b> 1. Read the poem. 2. Read the poem aloud. 3. Copy the poem into your notebook. 4. Write the vocabulary word on the front of the card. 5. Write the definition of the word on the back of the card.
<b>I saw this word in</b>	<b>I saw this word in</b>	<b>I saw this word in</b>	<b>Step by Step Directions</b> 1. Read the poem. 2. Read the poem aloud. 3. Copy the poem into your notebook. 4. Write the vocabulary word on the front of the card. 5. Write the definition of the word on the back of the card.

## Interactive Vocabulary Notebook Cards


[illegible]





## Personalized Vocabulary Bookmark


## Important Words to Know and Understand in *When I Am Old with You* Word List


**When I Am Old with You**  
 By: Angela Johnson  
 Grade Level: 1 / Guided Reading Level: 1

### Vocabulary Connections



<b>Canoe</b>	<b>Cedar</b>
	
<b>Distance</b>	<b>Evening</b>
	





Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

## Word and Picture Sorting Cards




<b>When I Am Old with You</b> By Angela Johnson Grade Level: 1   Guided Reading Level: 1		
<b>Jug</b>	<b>Pond</b>	<b>Score</b>
A large, deep container with a narrow opening and a handle	An area of water that is surrounded by land and that is smaller than a lake	The number of points, goals, runs, etc., that each player or team has in a game or contest
<b>Swat</b>		
To hit (someone or something) with a quick motion		

## Word Games and Answer Key

### Word Games

with Words from **When I Am Old with You**

**Directions:** Trace the words that match each picture.

	<u>Canoe</u>
	<u>Evening</u>
	<u>Jug</u>

**Answer Key**  
**When I Am Old with You**

each picture.

<u>Canoe</u>	<u>Canoe</u>
<u>Evening</u>	<u>Evening</u>
<u>Jug</u>	<u>Jug</u>

**Directions:** Shade the circle next to the word that is spelled correctly.

1. <input type="radio"/> Pond	1. <input type="radio"/> Pond	1. <input type="radio"/> Pund
2. <input type="radio"/> Cool	2. <input type="radio"/> Couil	2. <input type="radio"/> Cuul
3. <input type="radio"/> Imagine	3. <input type="radio"/> Imaagine	3. <input type="radio"/> Imaginn
4. <input type="radio"/> Ceddar	4. <input type="radio"/> Cedare	4. <input type="radio"/> Cedar

[illegible]

## Vocabulary Word Extension Activities



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

<p align="center"><b>When I Am Old with You</b> By: Angela Johnson Grade Level: 1 / Guided Reading Level: I</p>																			
<p><b>Word Work</b></p>																			
<p><b>Instructional Focus:</b> Short Vowel Sound /a/</p>																			
<p><b>Background:</b> A single vowel in the middle of a syllable is usually short (e.g. pat, sat, cabin).</p>																			
<p><b>Examples:</b></p> <table border="1"> <tr><td>cat</td></tr> <tr><td>man</td></tr> <tr><td>brat</td></tr> <tr><td>nap</td></tr> <tr><td>ram</td></tr> </table>		cat	man	brat	nap	ram													
cat																			
man																			
brat																			
nap																			
ram																			
<p><b>Materials and Preparation:</b></p> <ul style="list-style-type: none"> <li>A Copy of <i>When I Am Old with You</i></li> <li>Chart Paper or Index Card</li> <li>Markers</li> <li>"Short /a/ Sound"</li> <li>Word Cards and Pencil</li> <li>Grand Word Search</li> <li>Optional-Word Detective</li> </ul>																			
<p><b>Step 1:</b> <b>Introduce the Focus of Word Work</b></p>	<p align="center"><b>When I Am Old with You</b> By: Angela Johnson Grade Level: 1 / Guided Reading Level: I</p> <p><b>Introduce Short Vowel Sound /a/</b></p> <ul style="list-style-type: none"> <li>Today we're going to talk about the short vowel sound /a/.</li> <li>The short /a/ sound is easy to learn.</li> <li>It's the only vowel in a syllable. It will almost always be short.</li> <li>For example cat, hat, mat, that, and so on.</li> <li>Look at the Anchor Chart.</li> <li>Let's read the words aloud together.</li> <li>What do you notice about the words? (Look for answers such as they sound alike, it sounds like rhymes, there's only one vowel in each word, each row has the same ending sound)</li> </ul>																		
<p><b>Step 2:</b> <b>Connect Word Work to Reading</b></p>	<p><b>Short Vowel Sound /a/ In the Text</b></p> <ul style="list-style-type: none"> <li>Tell students that the reading today has several examples of the short /a/ sound.</li> <li>Tell students that you will be reading to <i>When I Am Old with You</i>. When you hear a short /a/ word, touch your nose. Remind students that some words will have more than one syllable. Say, "This is a quiet signal, and you should let me read the story without interruption."</li> <li>Begin to read the story.</li> <li>Be mindful of students' responses (nose-touch) to short /a/ vowel sounds.</li> <li>If students make the mistake on page three of signaling the word, "wat," tell them this is an exception to the one vowel syllable for short /a/.</li> <li>Have students work in pairs to go through the text and write down all the words that have the short /a/ sound.</li> <li>Have them share what they've found and add it to the Anchor Chart.</li> <li>They will undoubtedly find words that follow the rule of one vowel per syllable makes it short, but the pronunciation is different. Ex: breakfast (break-fast), distance, or walk. This provides a teaching moment.</li> </ul> <p><b>Examples of Short Vowel Sound /a/ Found in the Text:</b></p> <table border="0"> <tr> <td>• Granddaddy</td> <td>• can</td> <td>• sand</td> </tr> <tr> <td>• am</td> <td>• basket</td> <td>• hats</td> </tr> <tr> <td>• afternoon</td> <td>• catch</td> <td>• tractor</td> </tr> <tr> <td>• that</td> <td>• at</td> <td>• grass</td> </tr> <tr> <td>• flat</td> <td>• imagine</td> <td>• sad</td> </tr> <tr> <td>• have (doesn't follow rule)</td> <td>• dance</td> <td></td> </tr> </table>	• Granddaddy	• can	• sand	• am	• basket	• hats	• afternoon	• catch	• tractor	• that	• at	• grass	• flat	• imagine	• sad	• have (doesn't follow rule)	• dance	
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• am	• basket	• hats																	
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• that	• at	• grass																	
• flat	• imagine	• sad																	
• have (doesn't follow rule)	• dance																		
<p align="right">Word Work Lesson Plan   ©BookPagez.com</p>																			

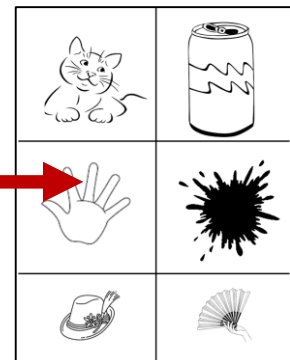
Step by Step Lesson Plan

List of words in the book that match the instructional focus

When I Am Old with You By: Angela Johnson Grade Level: 1 / Guided Reading Level: I	
<b>Word Work</b>	
<b>Step 3:</b> <b>Guided Word Work Practice</b>	<b>Interactive Exploration</b> <ul style="list-style-type: none"> <li>Cut out the short /a/ word cards and picture cards (laminiate if you want to use in centers later).</li> <li>Mix them up and give one card to each student.</li> <li>Explain to them that half the students have a word card and the other half have a picture card.</li> <li>There assignment is to silently walk around the room until they find the correct match to their word or picture.</li> <li>Give them a time limit depending on your knowledge of your class.</li> <li>Have each team take turns sharing with the other children what their word is.</li> <li>Collect the cards and pass them out again in a different order.</li> </ul>
<b>Step 4:</b> <b>Independent Word Work Practice</b>	<b>Practice Page</b> <ul style="list-style-type: none"> <li>Pass out the <i>Grand Word Search Practice Page</i> to each student.</li> <li>Read the directions together.</li> <li>After completed, have students check their own paper for accuracy.</li> </ul>
<b>Step 5:</b> <b>Reconnect and Reflect on Word Work</b>	<b>Group Discussion</b> <ul style="list-style-type: none"> <li>Bring the students back together.</li> <li>Ask students to explain what they learned about words based on the work they completed.</li> <li>Invite students to turn and talk with a partner about their word work.</li> <li>Invite 2-3 students to share what they learned with the group.</li> </ul>
<b>Step 6:</b> <b>Extend Word Work (optional)</b>	<b>Extension Activity</b> <ul style="list-style-type: none"> <li>Ask students to be on the lookout for <i>short vowel sound /a/</i> in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).</li> <li>Alternatively, students can keep track of the words using the <i>Word Detective worksheet</i>.</li> </ul>
Word Work Lesson Plan   ©BookPagez.com	

Interactive Activity

Independent Practice Page



Extension Activity

**Word Detective: Short Vowel Sound /a/**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for *short vowel sound /a/* 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

**Grand Word Search**  
Word Work Practice Page

**Directions:**  
Use the Word Bank to circle the short vowel /a/ sound words in the grid. Remember that you can go across, down, backwards, and diagonal. Some letters may be used more than once.

**Word Bank**

mad	damp	ant	lap	glad	pads
tag	land	sad	pan	pai	tad

g	l	a	d
l	a	p	a
a	n	t	m
s	d	a	p
s	a	d	p

Name: \_\_\_\_\_ Independent Practice Page | ©BookPagez.com



# Assessments

Running Record				
Title: When I Am Old with You      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) _____				
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
Page		E	SC	MSV
1	When I Am Old with You, Granddaddy, I will sit in a big rocking chair			
3	beside you and talk about everything.			
4	An old dog will sit by my feet, and I will swat flies all afternoon.			
6	We'll go fishing too, Granddaddy, down by that old pond with the flat rocks all around.			
8	We can fish beside the pond or take that old canoe out. We'll eat out of the picnic basket all day and we won't catch any fish...but that's all right, Granddaddy.			
	When I Am Old with You, Granddaddy, we will play cards all day underneath that old tree *			
Analysis and Comments:				
Tested By: _____ ©BookPagez.com				

## Running Record Assessment

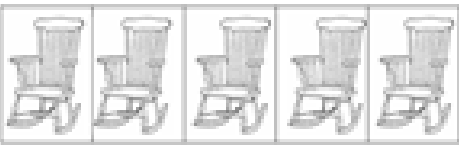
When I Am Old with You CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <i>When I Am Old with You</i> to answer each of the following questions.		
<b>1. Who is this story about?</b> <input type="radio"/> A grandfather <input type="radio"/> An old dog <input type="radio"/> Family and friends <input type="radio"/> Strangers along the road		
<b>2. What is <i>When I Am Old with You</i> mainly about?</b> <input type="radio"/> All the things a young boy and his grandfather do <input type="radio"/> A grandfather that is too busy to spend time with his grandson <input type="radio"/> What to do when you can't catch a fish <input type="radio"/> A young boy that spends time with his grandfather		
<b>3. How do you know that the young boy loves his grandfather?</b> <input type="radio"/> The young boy wants to spend lots of time with his grandfather. <input type="radio"/> After fishing all day, it's okay that they don't catch any fish. <input type="radio"/> Keeping score when they play cards. <input type="radio"/> All of the above.		
<b>4. How do you know that <i>When I Am Old with You</i> is a story?</b> <input type="radio"/> Each line rhymes. <input type="radio"/> The author uses lots of descriptive words. <input type="radio"/> The book has a beginning, a middle, and an end. <input type="radio"/> The book is very short.		
<b>5. Is this a book that gives information or tells a story?</b> <input type="radio"/> Gives information <input checked="" type="radio"/> Tells a story <input type="radio"/> Gives information and tells a story <input type="radio"/> Does not give information or tell a story		
<b>6. Imagine the young boy telling the story. What would his voice sound like?</b> <input type="radio"/> Loud and excited <input type="radio"/> Whiney and tired <input type="radio"/> Like a whisper and shy <input checked="" type="radio"/> Soft and happy		
<b>7. How do the illustrations in <i>When I Am Old with You</i> help you understand the story?</b> <input type="radio"/> The illustrations show how the characters are feeling. <input type="radio"/> The illustrations show where the story takes place. <input type="radio"/> The illustrations are soft and dream-like. <input checked="" type="radio"/> All of the above.		
<b>8. How are the young boy and his grandfather alike?</b> <input type="radio"/> The young boy likes to catch fish, but the grandfather does not. <input checked="" type="radio"/> They both enjoy spending time together. <input type="radio"/> The grandfather always wants to win when playing cards. <input type="radio"/> They both do not like the ocean.		
<b>9. Based on the story, what do you think will happen when Granddaddy wakes up from his nap at the end of the story?</b> <input type="radio"/> The young boy will go off and play with his friends. <input type="radio"/> The grandfather will want to spend some time alone. <input checked="" type="radio"/> The young boy and his grandfather will have another adventure together. <input type="radio"/> The young boy's parents will come and take him home.		
CCSS Assessment 1 <sup>st</sup> 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: In the book <i>When I Am Old with You</i> , the boy imagines doing a lot of activities with his grandparents. Read each box, fill out your own poem, and copy it on the top of the next page to share with your family.	
<p>One night, I will sit on the porch and watch the stars come out and think of the things you told me.</p>	<p>When I am old with you, Grandpa, I will sit on the porch and watch the stars come out and think of the things you told me.</p>
<p>One night, I will sit on the porch and watch the stars come out and think of the things you told me.</p>	<p>When I am old with you, Grandpa, I will sit on the porch and watch the stars come out and think of the things you told me.</p>
<p>One night, I will sit on the porch and watch the stars come out and think of the things you told me.</p>	<p>When I am old with you, Grandpa, I will sit on the porch and watch the stars come out and think of the things you told me.</p>
<p>One night, I will sit on the porch and watch the stars come out and think of the things you told me.</p>	<p>When I am old with you, Grandpa, I will sit on the porch and watch the stars come out and think of the things you told me.</p>
	
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## 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>When I Am Old with You Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "When I Am Old with You" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Visualizing Lesson Plan and Resources</b></p> <p><b>Reading Literature</b></p> <p><b>RL.1.3</b> - Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.4</b> - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p><b>RL.1.9</b> - Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RL.1.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading Foundational Skills</b></p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.1.3</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>RF.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.1.1b</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.5</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Language</b></p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>When I Am Old with You CCSS Alignment   ©BookPages.com</p>	<p>When I Am Old with You Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "When I Am Old with You" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Visualizing Lesson Plan and Resources</b></p> <p><b>Reading Literature</b></p> <p><b>RL.1.3</b> - Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.4</b> - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p><b>RL.1.9</b> - Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RL.1.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading Foundational Skills</b></p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.1.3</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>RF.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>When I Am Old with You Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "When I Am Old with You" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>L.1.4a</b> - Use the sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.1.4b</b> - Identify real-life connections between words and their use (e.g., note places at home that use soap).</p> <p><b>L.1.4c</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>When I Am Old with You CCSS Alignment   ©BookPages.com</p>	<p>When I Am Old with You Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "When I Am Old with You" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading Foundational Skills</b></p> <p><b>RF.1.3</b> - Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.4</b> - Read and understand the meaning of words and phrases in context.</p> <p>When I Am Old with You CCSS Alignment   ©BookPages.com</p>

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment



# Student Facing Resources in Spanish for When I Am Old with You Super Pack

## 5 Comprehension Strategy Practice Pages

### Asking Questions Practice Page

**Tu turno para practicar: Hacer preguntas**  
con When I Am Old with You (Cuando sea viejo contigo)

**Página 1:**  
El niño dice que él y su abuelo hablarán de todo. ¿De qué te preguntas de qué hablarán?

\_\_\_\_\_

\_\_\_\_\_

¿Cómo puede esto ayudarte a entenderla historia?

\_\_\_\_\_

\_\_\_\_\_

**Página 6:**  
El niño habla de pesca, pero no captura nada. El niño dice: "... pero está bien, abuelo". ¿Qué te estás preguntando que significa esto?

\_\_\_\_\_


\_\_\_\_\_

**Página 12:**  
En esta página el niño habla de una vieja arca de cedro lleno de ropa vieja. ¿Qué te preguntas acerca de esto?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



### Page by Page Guided Questions

Sample answers  
written in Spanish

### Answer Key

**Hacer preguntas**  
con When I Am Old with You (Cuando sea viejo contigo)

**Página 1:**  
El niño dice que él y su abuelo hablarán de todo. ¿De qué te preguntas de qué hablarán?

Las respuestas variarán. Podrían incluir: Creo que hablarán sobre las personas que conocen, a dónde fueron juntos y cuánto se aman.

¿Cómo puede esto ayudarte a entenderla historia?

Las respuestas variarán. Podrían incluir: Esto puede ayudarme a entender la historia porque estas son las cosas de las que hablaría con mi abuelo.


**Página 6:**  
El niño habla de pesca, pero no captura nada. El niño dice: "... pero está bien, abuelo". ¿Qué te estás preguntando que significa esto?

Las respuestas variarán. Podrían incluir: Creo que esto significa que el niño ha escuchado a su abuelo decir esto antes, y el niño está consolando a su abuelo, tal como lo hace a veces él.

**Página 12:**  
En esta página el niño habla de una vieja arca de cedro lleno de ropa vieja. ¿Qué te preguntas acerca de esto?

Las respuestas variarán. Podrían incluir: Me pregunto qué tipo de ropa hay allí. Me pregunto cómo el chico sabía que la arca estaba allí. Me pregunto si se han probado la ropa antes.

Answer Key | ©BookPages.com



### Visualizar

con When I Am Old with You (Cuando sea viejo contigo)

**Página 4:**  
Aquí el autor describe el estanco. ¿Qué te preguntas de qué se trata?

Las respuestas variarán. Podrían incluir: ¿Por qué el autor lo describe así? ¿Qué se ve en la imagen?

**Página 6:**  
El niño dice que él y su abuelo jugarán a las cartas. ¿Qué te preguntas de qué se trata?

Las respuestas variarán. Podrían incluir: ¿Por qué el autor lo describe así? ¿Qué se ve en la imagen?

**Página 10:**  
El niño dice que él y su abuelo jugarán a las cartas. ¿Qué te preguntas de qué se trata?

Las respuestas variarán. Podrían incluir: ¿Por qué el autor lo describe así? ¿Qué se ve en la imagen?

Nombre: \_\_\_\_\_

Visualizing

Determining  
Importance

### Entender la estructura del texto

con When I Am Old with You (Cuando sea viejo contigo)

**Página 12:**  
El niño dice que él y su abuelo jugarán a las cartas. ¿Qué te preguntas de qué se trata?

Las respuestas variarán. Podrían incluir: ¿Por qué el autor lo describe así? ¿Qué se ve en la imagen?

**Página 20:**  
El niño dice que él y su abuelo jugarán a las cartas. ¿Qué te preguntas de qué se trata?

Las respuestas variarán. Podrían incluir: ¿Por qué el autor lo describe así? ¿Qué se ve en la imagen?

**Página 25:**  
El niño dice que él y su abuelo jugarán a las cartas. ¿Qué te preguntas de qué se trata?

Las respuestas variarán. Podrían incluir: ¿Por qué el autor lo describe así? ¿Qué se ve en la imagen?

Nombre: \_\_\_\_\_

Understanding  
Text Structure

### Sintetizar

con When I Am Old with You (Cuando sea viejo contigo)

**Página 25:**  
El niño dice que él y su abuelo jugarán a las cartas. ¿Qué te preguntas de qué se trata?

Las respuestas variarán. Podrían incluir: ¿Por qué el autor lo describe así? ¿Qué se ve en la imagen?

**Página 28:**  
El niño dice que él y su abuelo jugarán a las cartas. ¿Qué te preguntas de qué se trata?

Las respuestas variarán. Podrían incluir: ¿Por qué el autor lo describe así? ¿Qué se ve en la imagen?

Nombre: \_\_\_\_\_

Synthesizing



## 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

**Visionador**

**Título:**

¿Qué página usaste para practicar o visionar?

Haz un dibujo de la imagen mental en el espacio abajo:



Escribe algunas de las palabras que le autores inspiró que te ayudaron a hacer esta imagen en tu mente.

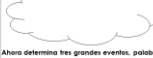
Comparte tu dibujo con alguien. Asígnale de haber dibujado todos los palabras que te ayudaron a visionar.

## Visualizing

### Determinar la importancia

**Título:** \_\_\_\_\_

**Pinta en el libro. Escribe toda la información importante en la burbuja de pensamiento.**



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

#1

#2

#3

**Indicaciones:**

1. Leer el libro con atención.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu recortable del lector.

## Determining Importance

### Hacer preguntas

**Modelo**

Mujeritas para empezar una encuesta

Quien sabe...      ¿Por qué no...?      ¿Cómo  
 se llama...?      ¿...?      ¿...?

No confundas  
 cuestiones...      No estoy seguro  
 por aquí...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

**Indicaciones:**

1. Contar cuidadosamente las tres líneas de puntos.
2. Pegar y enganchar en el cuaderno del lector.

## Asking Questions

[illegible]

## Understanding Text Structure

Sintetizar		
Título:		
Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Para allora pienso...
		Porque...
MI nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

**Instrucciones:**

1. Coméntele a la familia las preguntas.
2. Cada niño debe escribir en las líneas de puntos.
3. Pagar a un grupo en la columna del final.

## Synthesizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Instrucciones:** En el libro **When I Am Old with You (Cuando sea viejo contigo)**, el niño imaginó hacer muchas actividades con su abuelo. Lee cada recuadro. Corte y pegue una mecedora en la caja si le informa sobre un evento que ocurrió en el libro.

Beberemos agua fría de una jarra y saludaremos a todos los autos que pasan.

Cuando sea viejo contigo, Granddaddy, iremos en bicicleta al océano y veremos cómo los delfines chapotean en las olas.

Veremos a los gansos volar alto mientras regresan al norte en el otoño.

Podemos mirar a las fotos antiguas y tratar de imaginar la gente en ellos.

Podemos comer helado en la porche trasero y huele la dulce madre selva.

Por la noche podemos asar maíz en un gran fuego e invitar a todos los que conocemos a que vengan y lo coman.

En las mañanas, abuelo, cocinaremos tocino para el desayuno y eso es todo.

Podemos pescar al lado del estanque o sacar esa vieja canoa.

