

Here's What You'll Get in the When I Was Little Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Understanding Text Structure Lesson Plan

Understanding Text Structure
When I Was Little
By: Jamie Lee Curtis
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
✓ Know what to do

Summary
When I Was Little is a four year old's memoir of her youth. This is the story of a four year old girl who looks back on her life as a baby. When the girl was a baby, she made lots of messes. Now she is older and instead of making messes, she is helpful. When the girl was a baby, she only had two teeth. Now she has lots of teeth, which she brushes proudly. That's not all, now that the little girl is four years old, she can do lots of things. She can braid her own hair, eat grown-up food and even paint her own toenails.

Link to What You Know
• Finish the sentence: When I was little I looked like...
• Finish the sentence: When I was little I solved problems by...
• What does the word memory mean to you?

Important Words to Know and Understand
Grannies - A nickname for grandmother (the mother of your mom or dad)

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

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Guided Reading Level

Understanding Text Structure Lesson Plan

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

4
Notice the Work You Did While Reading
✓ Think
✓ 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 6 - Here the author is using description to tell about the things that the little girl does with her hair. Which words does the author use to tell you the order of the things the girl does?
Page 13 - Here the author is using cause and effect to tell about the girl's time out. What words does the author use to describe the time out? How does the picture show cause and effect? How does this help you understand what you're reading?
Page 19 - Here the author is using description to tell about what the girl does at the park. What words describe her actions?
Page 28 - Here the author is using a compare and contrast text structure. What words does the author use to compare and contrast the little girl as a baby and the little girl now?

Time to Reflect
Think - How did the different text structures help you to better understand When I Was Little? Why do you think authors use more than one text structure when they tell stories?
Talk - Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.
Reflect - Think about the text structures in When I Was Little. How does paying attention to the way the author organizes text help you to be a better reader?
Write your Strategy Slip into your reader's notebook. Write about the work you did while reading When I Was Little. (Remember to include examples from the book)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Retelling and Summarizing
When I Was Little
By: Jamie Lee Curtis
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✓ Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

3
Retell and Summarize While Reading
✓ Notice the words an author uses - does the author describe things or explain events?
✓ Look at the pictures.
give you clues about text structure

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

Retelling and Summarizing

Making Connections
When I Was Little
By: Jamie Lee Curtis
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
✓ Know what to do

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

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

Making Connections

Visualizing
When I Was Little
By: Jamie Lee Curtis
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
✓ Know what to do

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

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

Visualizing

Answer Key for Making Connections with When I Was Little

Your Turn to Practice Making Connections with When I Was Little

Page 6: What things can you do to take care of yourself that you couldn't do as a baby? Make a text to self connection.

Page 10: When you were a baby, what kind of places did you go to go with your mother? Make a text to self connection.

Page 14: Tell about an activity that you could not do as a baby that you can do now. Make a text to self connection.

Answer Key for Retelling and Summarizing with When I Was Little

Your Turn to Practice Retelling and Summarizing with When I Was Little

Page 6: Who is the main character? Name 3 things that you know about the character.

Page 8: What are some of the settings that the little girl has shown you so far?

Page 14: Why did the girl get a time out? What did she do?

Answer Key for Visualizing with When I Was Little

Your Turn to Practice Visualizing with When I Was Little

Page 8: To visualize what the little girl might have looked like while trying to help in the kitchen. Use your own experience to help you visualize. What do you see in your mind? Which words help you visualize? Point to the words.

Page 17: To visualize the difference between the babies and older children swimming in a pool. What do you see in your mind? Which words help you visualize?

Page 26: To visualize the little girl and her parents at night. What do you imagine "lickle buns" looks like? What do you see in your mind?

Page 28: Visualize your own family. What do you see? How is your family different from the family in the book?

Answer Key for Understanding Text Structure with When I Was Little

Your Turn to Practice Understanding Text Structure with When I Was Little

Page 6: Here the author is using description to tell about the things that the little girl does with her hair. Which words does the author use to tell you the order of the things the girl does?

Page 13: Here the author is using cause and effect to tell about the girl's time out. What words does the author use to describe the time out? How does the picture show cause and effect? How does this help you understand what you're reading?

Page 19: Here the author is using description to tell about what the girl does at the park. What words describe her actions?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:

1. Answer each of the questions.
2. Complete each of the activities.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©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. Complete each of the activities.
3. Glue, tape, or staple into your reader's notebook.

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

Making Connections

Visualizing

Title: _____

What page did you use to practice visualizing?

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

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

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

Directions:

1. Answer each of the questions.
2. Complete each of the activities.
3. Glue, tape, or staple into your reader's notebook.

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

Visualizing

Understanding Text Structure

Title: _____

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

Text Structures You Might See While Reading

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:

1. Answer each of the questions.
2. Complete each of the activities.
3. Glue, tape, or staple into your reader's notebook.

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

Understanding Text Structure

Vocabulary Connections Resources

Important Words to Know and Understand in When I Was Little Word List

Vocabulary Connections
When I Was Little
By: Jamie Lee Curtis
Grade Level: 1 / Guided Reading Level: 1

Important Words to Know and Understand in "When I Was Little"

Braids
A hairstyle made by weaving three sections of hair together

Cubbies
A small space or hole for storing things (sometimes called a cubbyhole)

Floaties
Inflatable plastic tubes that small children wear when they go swimming to help them float






Grannies
A nickname for grandmother (the mother of your mom or dad)

Wave
To move your hand in a repeated motion in order to greet someone

Vocabulary Word List | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
When I Was Little
By: Jamie Lee Curtis
Grade Level: 1 / Guided Reading Level: 1

Braids 	Cubbies 	Floaties 
Grannies 	Wave 	

Picture Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
When I Was Little
By: Jamie Lee Curtis
Grade Level: 1 / Guided Reading Level: 1

Braids A hairstyle made by weaving three sections of hair together	Cubbies A small space or hole for storing things (sometimes called a cubbyhole)	Floaties Inflatable plastic tubes that small children wear when they go swimming to help them float
Grannies A nickname for grandmother (the mother of your mom or dad)	Wave To move your hand in a repeated motion in order to greet someone	

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
When I Was Little
By: Jamie Lee Curtis
Grade Level: 1 / Guided Reading Level: 1

Braids are a/an noun verb adverb adjective Definition of Braids:	Cubbies are a/an noun verb adverb adjective Definition of Cubbies:	Floaties are a/an noun verb adverb adjective Definition of Floaties:
Braids look like this:	Cubbies look like this:	Floaties look like this:
Braids remind me of:	Cubbies remind me of:	Floaties remind me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games and Answer Key

Word Games
with Words from When I Was Little

Directions:
Unscramble each of the words. Take the letters that appear in **Q** and unscramble them to discover a secret word.

Word Bank
ESBUCIB
RBDIAS
AVEW
ALISOTFE
RSGNIEAN
SECRET WORD: (M)(M)(O)(Y)

Directions:
Graph the number of consonants in each of the words in the word bank.

BRAIDS	1	2	3	4	5	6
CUBBIES						
FLOATIES						
GRANNIES						
WAVE						

Number of Consonants

Word Games
When I Was Little

Take the letters that appear in **Q** to discover a secret word.

J U B I E S
A I D S
V E
L O A T I E S
R A N N I E S
M E M O R Y

In each of the words in the

Answer Key | ©BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections
When I Was Little
By: Jamie Lee Curtis
Grade Level: 1 / Guided Reading Level: 1

When I Was Little
By Jamie Lee Curtis

A new word that I learned in this book is: _____

if like... _____

if remind... _____

Name: _____

Step by Step Directions: 1. Fold on the solid line. 2. Complete the Vocabulary Card. 3. Add your Vocabulary Card to your notebook or learn it as a bookmark.

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

Vocabulary Word Extension Activities

Vocabulary Connections
Name: _____

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

New Word

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

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

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

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
When I Was Little
 By: Jamie Lee Curtis
 Grade Level: 1 / Guided Reading Level: 1

Instructional Focus:
 High Frequency Words

Background:
 High frequency words are words that students encounter frequently in reading and writing. It is critical that read recognition, a skill that leads to

Word Work
When I Was Little
 By: Jamie Lee Curtis
 Grade Level: 1 / Guided Reading Level: 1

Examples:

are
any
ball
come
jump
man

Materials and Preparation:

- A Copy of When I Was Little by Jamie Lee Curtis
- Chart Paper
- Bingo Board (1 per student)
- Bingo Cards (1 per student)
- High Frequency Word List
- High Frequency Words
- Optional- Word Detective
- Optional- Index Cards (Step 2)

Step 1: Introduce the Focus of Word Work

Introduce High Frequency Words

- Explain that writers use many of the same words frequently in books. These are high frequency words and children should practice recognizing them in various texts.
- Ask children to think about words they often hear in stories. Make a list of the common words on chart paper. You might prompt children with words like: the, once, a, and, to, put, it, on, is, so.
- Explain that they will see these words often as they read. If they can recognize the words, they will be able to read faster and more effectively.
- Encourage children to read the 100 words aloud with you.
- Point to a specific word and ask one child to read the word. Keep the list of words available in the classroom for children to reference.

Sample Anchor Chart

High Frequency Words
a
and
the
it
to
put
on
is
so
read

Step 2: Connect Word Work to Reading

High Frequency Words in the Text

- Tell the students that the book they will be reading today has many high frequency words.
- Show them page 1 of **When I Was Little**. Ask students to listen carefully and look for the words while you read.
- After reading page 1, ask the students if they can find any high frequency words on the page (When, I, was, little, a). Encourage the class to read page 1 with you.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read **When I Was Little**.

Examples of High Frequency Words in the Text:

• big	• had	• car
• was	• air	• go
• a	• can	• have
• I	• get	• see
• little	• add	• stop
• when	• eat	• up
• know	• like	

The house is **big**

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
When I Was Little
 By: Jamie Lee Curtis
 Grade Level: 1 / Guided Reading Level: 1

Step 3: Guided Word Work Practice

Interactive Exploration

- Give each child a copy of the interactive Exploration pages – (1 bingo board and 1 bingo word list for each child). Explain that you will be playing a game of high-frequency word bingo.
- First, the children must make their own bingo boards to play the game. Ask children to cut apart the words on the word page, select enough words for their bingo board, and give them on in any order they choose.
- Give each child 25-30 bingo markers (e.g., scraps of paper, pennies, bingo chips, cereal pieces).
- Remind children how to play bingo. Encourage them to cover the FREE space in the middle of the board. Explain that you will call out a word. If they have the word on their board, they must find it, and cover it with a bingo marker. For the first round, the winner must cover 5 high-frequency words in a row. When a student has 5 in a row, he or she must call out, "BINGO." Ask the child with bingo to read the words that he or she covered. make sure he or she has bingo.
- Continue playing until you have 3 winners, or ask children to clear their boards and play again. You may play that children have to cover a frame (all outside spaces), an X, or the entire board. Remind them of the winning bingo arrangement at the start of each game.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **High Frequency Word Work**.
- 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.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activity

High Frequency Word BINGO
 Interactive Activity

Directions:
 Cut out the words from Page 2. Give them or write them in the spaces on this board.

B	I	N	G	O
		FREE		

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page

High Frequency Words
 Word Work Practice Page

Directions:
 Read each sentence. Circle the bold word that makes the most sense. Then, complete the sentence by adding your own words.

- When I was **play/little**, I ate _____
- When **I/he** was little, I had _____
- When I **was/when** little, I went to _____
- When I was little, **they/I** was _____
- Where/When** I was little, I did not know _____

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

Extension Activity

Word Detective: High Frequency Words
 Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for **high frequency words** 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

Assessments

Running Record					
Title: <i>When I Was Little</i>		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	
				E SC E SC	
				MSV MSV	
Page					
2	When I was little, I was a baby.				
3	When I was little, I cried a lot. Now I use words.				
4	NO				
5	When I was little, I didn't know I was a girl. My mom told me.				
6	When I was little, I had silly hair. Now I can wear it in a ponytail or braids or pigtails or a pom-pom.				
7	When I was little, I didn't get to eat Captain Crunch or paint my toenails bubble-gum pink.				
Tested By: _____ ©BookPagez.com					

Running Record Assessment

When I Was Little: A Four-Year-Old's Memoir of Her Youth CCSS Assessment		Name: _____
		Score: / 9
<p>Directions: Use what you know about <i>When I Was Little: A Four-Year-Old's Memoir of Her Youth</i> to answer each of the following questions.</p>		
<p>1. What is the little girl doing as she tells the story?</p> <p>(A) She is reading a book. (B) She is telling us why she is better than the new baby. (C) She is painting her toenails bubble-gum pink. (D) She is comparing herself now to when she was a baby.</p>		
<p>2. What was one problem the girl had when she was a baby?</p> <p>(A) She ate too much Captain Crunch. (B) She cried a lot. (C) She never got to swim in the pool. (D) She was too afraid to go on the slide.</p>		
<p>3. How does the little girl feel about being 4 years old?</p> <p>(A) She wants to go back to being a baby. (B) She is mad because there is a new baby. (C) She feels good because she understands her world. (D) She would rather be 14, because 4-year-olds get time-outs.</p>		
<p>4. The girl feels happy and proud of the things you feel as you read the story?</p> <p>(A) She hopes you are happy reading her story. (B) She hopes you are jealous of her. (C) She hopes you feel bad for her. (D) She hopes you understand how sad she is.</p>		
<p>5. The title says this is a "memoir" of her youth. What does that mean about the story she is telling? (RL.1.5)</p> <p>(A) She is retelling a story she heard at school. (B) These are her memories and are true for her. (C) She made up everything she said from her imagination. (D) She wishes this is how her life was now.</p>		
<p>6. How do you know the 4-year-old girl is telling the story? (RL.1.6)</p> <p>(A) She says "I" and tells us at the beginning that babies just cry. She uses words. (B) She talks about food and playing. (C) The mom is actually telling the story. (D) Only 4-year-olds get time-outs.</p>		
<p>7. What can you tell about the girl by looking at the illustrations? (RL.1.7)</p> <p>(A) She is not helpful at all. (B) She is shy and boring. (C) She seems lonely. (D) She loves her family and helping with the baby.</p>		
<p>8. What is something that hasn't changed from when she was a baby? (RL.1.9)</p> <p>(A) She makes up funny words that don't make sense. (B) She sleeps in a crib. (C) She still gives her mom and dad a kiss goodnight. (D) She eats goo and yucky stuff.</p>		
<p>9. If the girl writes another memoir about being 7 years old, what new thing might she be able to do or understand? (RL.1.10)</p> <p>(A) She might know how to read, add, and subtract. (B) She might know how to drive a real car. (C) She might go back to eating goo and yucky stuff. (D) She probably won't swim or play anymore.</p>		
<p>CCSS Assessment 1st Grade Reading Standards for Literature BookPagez.com</p>		

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

Answer Key

Extension Activity

Name: _____ Date: _____

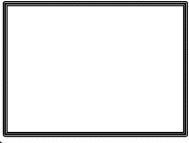
Directions:
In the book *When I Was Little*, the main character could do some things that the baby could not do. Compare and contrast the way you were when you were little and the way you are now by completing the activity below.

What did you like to do when you were little?

What is something that you could do when you were little?

What did you eat when you were little?

Draw a picture of yourself when you were little.




Now that you're older, what do you like to do?

What is something you can do now that you're older?

What do you eat now that you're older?

Draw a picture of what you look like now.



Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation

When I Was Little: A Four Year Old's Memoir of Her Youth Lessons Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "When I Was Little: A Four Year Old's Memoir of Her Youth" correlate with the following English Language Arts Common Core State Standards for first grade.

Reading and Summarizing Lesson Plan and Resources

Reading: Literature
RI.1.1 - Ask and answer questions about key details in text.
RI.1.2 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.
RI.1.3 - Describe characters, settings, and major events in a story using key details.
RI.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing
W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.c - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.d - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.e - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

When I Was Little: A Four Year Old's Memoir of Her Youth CCSS Alignment | @BookPagez.com

Common Core State Standards Correlation

When I Was Little: A Four Year Old's Memoir of Her Youth Lessons Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "When I Was Little: A Four Year Old's Memoir of Her Youth" correlate with the following English Language Arts Common Core State Standards for first grade.

Making Connections Lesson Plan and Resources

Reading: Literature
RI.1.3 - Describe characters, settings, and major events in a story using key details.
RI.1.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.
RI.1.9 - Compare and contrast the adventures and experiences of characters in stories.
RI.1.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing
W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.c - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.d - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.e - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

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Common Core State Standards Correlation

When I Was Little: A Four Year Old's Memoir of Her Youth Lessons Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "When I Was Little: A Four Year Old's Memoir of Her Youth" correlate with the following English Language Arts Common Core State Standards for first grade.

Visualizing Lesson Plan and Resources

Reading: Literature
RI.1.3 - Describe characters, settings, and major events in a story using key details.
RI.1.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.
RI.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing
W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.c - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.d - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.e - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

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Common Core State Standards Correlation

When I Was Little: A Four Year Old's Memoir of Her Youth Lessons Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "When I Was Little: A Four Year Old's Memoir of Her Youth" correlate with the following English Language Arts Common Core State Standards for first grade.

Understanding Text Structure Lesson Plan and Resources

Reading: Literature
RI.1.1 - Ask and answer questions about key details in a text.
RI.1.3 - Describe characters, settings, and major events in a story, using key details.
RI.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.9 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing
W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.c - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.d - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.e - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

When I Was Little: A Four Year Old's Memoir of Her Youth Lessons Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "When I Was Little: A Four Year Old's Memoir of Her Youth" correlate with the following English Language Arts Common Core State Standards for first grade.

Vocabulary Lesson Plan and Resources

Language
L.1.4c - Use context as a clue to the meaning of a word or phrase.
L.1.4c - Identify real-life connections between words and their use (e.g. note places of home that are cozy).
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

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Common Core State Standards Correlation

When I Was Little: A Four Year Old's Memoir of Her Youth Lessons Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "When I Was Little: A Four Year Old's Memoir of Her Youth" correlate with the following English Language Arts Common Core State Standards for first grade.

Word Work Lesson Plan and Resources

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

When I Was Little: A Four Year Old's Memoir of Her Youth CCSS Alignment | @BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for When I Was Little Super Pack

4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir con When I Was Little (Cuando era pequeño)

Página 5:
¿Quién es el personaje principal? Nombra 3 cosas que sabes sobre el personaje.

Página 8:
¿Cuáles son algunos de los escenarios que la niña te ha mostrado hasta ahora?

Página 14:
¿Por qué la niña tiene un tiempo de descanso? ¿Que hizo ella?

Nombre: _____



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Page by Page Guided Questions

Answer Key


Volver a contar y resumir con When I Was Little (Cuando era pequeño)

Página 5:
¿Quién es el personaje principal? Nombra 3 cosas que sabes sobre el personaje.
Las respuestas varían. Podrían incluir: El personaje principal es una niña. Cuando era pequeña, era bebé, lloraba mucho y no usaba ninguna palabra.

Página 8:
¿Cuáles son algunos de los escenarios que la niña te ha mostrado hasta ahora?
Las respuestas varían. Podrían incluir: En casa, manejando en el auto, en la escuela, en el parque y en la playa.

Página 14:
¿Por qué la niña tiene un tiempo de descanso? ¿Que hizo ella?
Las respuestas varían. Podrían incluir: Pintó la cara de sus compañeros de clase con pintura amarilla y verde.

Nombre: _____



Answer Key | ©BookPages.com

Sample answers written in Spanish

Hacer conexiones con When I Was Little (Cuando era pequeño)

Tu turno para practicar: Hacer conexiones con When I Was Little (Cuando era pequeño)


Página 6:
¿Qué cosas puedes hacer para cuidarte a ti mismo que no pudiste hacer antes? Haga una conexión **texto a tu mismo**.

Página 10:
Cuando eras un bebé, ¿qué tipo de lugares llegaste a tu madre? Haga una conexión **texto a tu mismo**.

Página 16:
Cuéntanos ahora, ¿cómo saltabas?

Página 14:
Cuéntanos sobre una actividad que no podía hacer de bebé y que puede hacer ahora. Haga una conexión **texto a tu mismo**.

Nombre: _____



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Making Connections

Visualizar con When I Was Little (Cuando era pequeño)

Tu turno para practicar: Visualizar con When I Was Little (Cuando era pequeño)


Página 8:
Intenta visualizar cómo se veía la niña al intentar ayudar en la cocina. Usa tu propia experiencia para ayudarte a visualizar. ¿Qué ves en tu mente? ¿Qué palabras te ayudan a visualizar? Señalar las palabras.

Página 17:
Intenta visualizar una piscina.

Página 17:
Intenta visualizar la diferencia entre los bebés y los niños mayores que nadan en una piscina. ¿Qué ves en tu mente? ¿Qué palabras te ayudan a visualizar?

Página 25:
Intenta visualizar a la niña y a sus padres por la noche. ¿Cómo te imaginas que se veía la "tortura de cosquillas"? ¿Qué ves en tu mente?

Nombre: _____



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Author's Purpose

Entender la estructura del texto con When I Was Little (Cuando era pequeño)

Tu turno para practicar: Entender la estructura del texto con When I Was Little (Cuando era pequeño)


Página 6:
Aquí el autor hace con sus cosas que hacen una tren.

Página 13:
Aquí el autor usa la descripción para contar sobre las cosas que la niña hace con su cabello. ¿Qué palabras usa el autor para indicarle el orden de las cosas que hace la niña?

Página 13:
Aquí el autor está usando causa y efecto para contar sobre el tiempo de espera de la niña. ¿Qué palabras usa el autor para describir el tiempo de espera? ¿Cómo muestra la imagen causa y efecto? ¿Cómo te ayuda esto a entender lo que estás leyendo?

Página 19:
Aquí el autor usa la descripción para contar sobre lo que hace la chica en el parque. ¿Qué palabras describen sus acciones?

Nombre: _____



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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

When I Was Little (Cuando era pequeño): Entender la estructura del texto

¿Cómo compara y contrasta el autor las experiencias del personaje? ¿Qué palabras usa ella? ¿Qué ejemplos da ella?

Puedo hablar sobre los personajes y el escenario y puedo contarlo que sucede en las historias que leo. CCSS: RL.1.3

When I Was Little (Cuando era pequeño): Entender la estructura del texto

¿Cómo compara y contrasta el autor las experiencias del personaje? ¿Qué palabras usa ella? ¿Qué ejemplos da ella?

Puedo hablar sobre los personajes y el escenario y puedo contarlo que sucede en las historias que leo. CCSS: RL.1.3

When I Was Little (Cuando era pequeño): Entender la estructura del texto

¿Cómo compara y contrasta el autor las experiencias del personaje? ¿Qué palabras usa ella? ¿Qué ejemplos da ella?

Puedo hablar sobre los personajes y el escenario y puedo contarlo que sucede en las historias que leo. CCSS: RL.1.3

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

When I Was Little (Cuando era pequeño): Entender la estructura del texto

¿Cómo compara y contrasta el autor las experiencias del personaje? ¿Qué palabras usa ella? ¿Qué ejemplos da ella?

When I Was Little (Cuando era pequeño): Entender la estructura del texto

¿Cómo compara y contrasta el autor las experiencias del personaje? ¿Qué palabras usa ella? ¿Qué ejemplos da ella?

When I Was Little (Cuando era pequeño): Entender la estructura del texto

¿Cómo compara y contrasta el autor las experiencias del personaje? ¿Qué palabras usa ella? ¿Qué ejemplos da ella?

When I Was Little (Cuando era pequeño): Entender la estructura del texto

¿Cómo compara y contrasta el autor las experiencias del personaje? ¿Qué palabras usa ella? ¿Qué ejemplos da ella?

When I Was Little (Cuando era pequeño): Entender la estructura del texto

¿Cómo compara y contrasta el autor las experiencias del personaje? ¿Qué palabras usa ella? ¿Qué ejemplos da ella?

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

Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



4 Comprehension Strategy Graphic Organizers

Volver a contar y resumir

Título: _____

¿En ficción o no ficción?

Haz un dibujo y escribe una oración para cada cuadro abajo:

Primero	Luego
Después	Entonces

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

Comprehension Strategy-Graphic Organizer | @BookPagez.com

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 engancha en tu cuaderno del lector.

Comprehension Strategy-Graphic Organizer | @BookPagez.com

Making
Connections

Visualizar

Título: _____

¿Qué página usaste para practicar a visualizar?

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

Escribe algunas de las palabras que lo autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnate de haber dibujado todas las palabras que te ayudaron a visualizar.

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

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Visualizing

Entender la estructura del texto

Título: _____

Estructura del texto	Dónde has usado la estructura del texto	Cómo la estructura del texto me ayudó
	Página: _____	
	Página: _____	
	Página: _____	
	Página: _____	

Estructura que puedes ver mientras lees

Descripciones	Secuencias	Causa y efecto
Comparar y contrastar	Guiados y resúmenes	

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

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Understanding
Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro **Cuando era pequeño**, el personaje principal podía hacer algunas cosas que el bebé no podía hacer. Compara y contrasta de la forma en que eres cuando eres pequeño y como eres ahora completando la actividad abajo.

¿Qué te gustaba hacer cuando eras pequeño?

¿Qué es algo que no podrías hacer cuando eras pequeño?

¿Qué comiste cuando eras pequeño?

Haz un dibujo de ti mismo cuando eras pequeño.



Ahora que eres mayor, ¿qué te gusta hacer?

¿Qué es algo que puedes hacer ahora que eres mayor?

¿Qué comes ahora que eres más viejo?

Haz un dibujo de cómo te ves ahora.

