

Here's What You'll Get in the Whoever You Are Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Visualizing Lesson Plan

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

Visualizing

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

Summary

What makes you different from everyone else? What makes you similar? In *Whoever You Are*, author Mem Fox takes the reader on a trip around the world to find the answers to these questions. A magical man takes directly to the reader and makes simple comparisons of children from different countries. Colorful illustrations draw the reader in and encourage him/her to find their own similarities with the children on the pages. The author's message of acceptance and love makes this an important book for any child to read.

Link to What You Know

- Imagine a place you want to visit. What does it look like? What does it sound like?
- What do the people look like in your mental image of the place you want to visit?

Important Words to Know and Understand

Land - The solid part of the surface of the Earth; an area of ground

Laugh - To show that you are happy or that you think something is funny by smiling and making a sound from your throat

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 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

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Visualizing Lesson Plan

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Visualizing

3

Visualize While Reading

- Notice the words an author uses to describe people, places, things, and events
- Look at the pictures. Do you 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 2 - Visualize how the author would draw you on this page. What would the setting look like? What would you be wearing?

Page 7 - Here the illustrator helps us visualize that schools look different in other countries. Draw a mental picture of what your school would look like in this book. What do you see?

Page 11 - Here the author states that children speak different languages. What do you visualize when you read this page? How does this help you as a reader?

Page 15 - Here the author states that children are similar because they can laugh. What do you visualize when you read this page? Share your mental picture.

Page 19 - The author states that you may be different when you get older. What do you visualize as you read this page?

Time to Reflect

Think - What kinds of words helped you visualize while reading *Whoever You Are*? 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 *Whoever You Are*. 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 *Whoever You Are*. (Remember to include examples from the book)

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Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

Identifying the Author's Purpose

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

Identify the Author's Purpose While Reading

Look for clues about the author's purpose when you read. Ask yourself: Why did the author write this book? What does the author want to tell me? What does the author want me to do?

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 - Why does the author choose to write about the world?

Page 14 - Why does the author choose to write about the world?

Page 18 - Why does the author choose to write about the world?

Page 22 - Why does the author choose to write about the world?

Time to Reflect

Think - How do you think the author of *Whoever You Are* feels about the world? Do you think the author is happy, sad, or angry? Why do you think that?

Talk - Tell your reading partner about the author's purpose. How does the author's purpose help you to understand the book?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Whoever You Are*. (Remember to include examples from the book)

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Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

Determining Importance

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

Determine Importance While Reading

Look for big ideas and important details when you read. Ask yourself: What is the most important part of the story? What is the most important part of 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 1 - Why is it important to pay attention to the author's words?

Page 13 - Why is it important to pay attention to the author's words?

Page 17 - Why is it important to pay attention to the author's words?

Page 21 - Why is it important to pay attention to the author's words?

Time to Reflect

Think - How do you think the author of *Whoever You Are* feels about the world? Do you think the author is happy, sad, or angry? Why do you think that?

Talk - Tell your reading partner about the author's purpose. How does the author's purpose help you to understand the book?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Whoever You Are*. (Remember to include examples from the book)

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Author's Purpose

Determining Importance

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

Synthesizing

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

Synthesize While Reading

Look for clues about the author's purpose when you read. Ask yourself: Why did the author write this book? What does the author want to tell me? What does the author want me to do?

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 - Why does the author choose to write about the world?

Page 14 - Why does the author choose to write about the world?

Page 18 - Why does the author choose to write about the world?

Page 22 - Why does the author choose to write about the world?

Time to Reflect

Think - How do you think the author of *Whoever You Are* feels about the world? Do you think the author is happy, sad, or angry? Why do you think that?

Talk - Tell your reading partner about the author's purpose. How does the author's purpose help you to understand the book?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Whoever You Are*. (Remember to include examples from the book)

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Synthesizing

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

Understanding Text Structure

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

Understand Text Structure While Reading

Look for clues about the author's purpose when you read. Ask yourself: Why did the author write this book? What does the author want to tell me? What does the author want me to do?

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 - Why does the author choose to write about the world?

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Time to Reflect

Think - How do you think the author of *Whoever You Are* feels about the world? Do you think the author is happy, sad, or angry? Why do you think that?

Talk - Tell your reading partner about the author's purpose. How does the author's purpose help you to understand the book?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Whoever You Are*. (Remember to include examples from the book)

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Understanding Text Structure

Answer Key for Identifying the Author's Purpose with Whoever You Are

Your Turn to Practice Identifying the Author's Purpose with Whoever You Are

Page 1: What do you notice about the author's words? Why are these details important to the story?

Page 2: What do you notice about the author's words? Why are these details important to the story?

Page 3: What do you notice about the author's words? Why are these details important to the story?

Page 4: What do you notice about the author's words? Why are these details important to the story?

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Page 22: What do you notice about the author's words? Why are these details important to the story?

Answer Key for Visualizing with Whoever You Are

Your Turn to Practice Visualizing with Whoever You Are

Page 1: What do you notice about the author's words? Why are these details important to the story?

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Page 22: What do you notice about the author's words? Why are these details important to the story?

Answer Key for Understanding Text Structure with Whoever You Are

Your Turn to Practice Understanding Text Structure with Whoever You Are

Page 1: What do you notice about the author's words? Why are these details important to the story?

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Page 22: What do you notice about the author's words? Why are these details important to the story?

Answer Key for Synthesizing with Whoever You Are

Your Turn to Practice Synthesizing with Whoever You Are

Page 1: What do you notice about the author's words? Why are these details important to the story?

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Page 3: What do you notice about the author's words? Why are these details important to the story?

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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

5 Comprehension Strategy Graphic Organizers

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 me because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

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 parts of your book.

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Understanding Text Structure

Title: _____

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

Text Structure: You might see this reading structure: _____

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

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Understanding Text Structure

Synthesizing

Title: _____

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

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Synthesizing

Vocabulary Connections Resources

Vocabulary Connections

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

Important Words to Know and Understand in "Whoever You Are"

Different
Not of the same kind; partly or totally unlike

Heart
The organ in your chest that pumps blood through your veins and arteries

Hurt
To cause pain or injury to (yourself, someone else, or a part of your body)

Inside
An inner side, edge, or surface of something

Joy
A feeling of great happiness

Grown
No longer a child

Land
The solid part of the surface of the Earth; an area of ground

Laugh
To show that you are happy or that you think something is funny by smiling and making a sound from your throat

Remember
To have or keep an image or idea in your mind of (something or someone from the past); to think of (something or someone from the past) again







Whoever
Whatever person; any person at all

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Whoever You Are Word List

Vocabulary Connections

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

| | | |
|---|---|--|
| Different | Heart | Hurt |
|  |  |  |
| Inside | Joy | Grown |
|  |  |  |

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

| | | |
|---|--|---|
| Land | Laugh | Remember |
| The solid part of the surface of the Earth; an area of ground | To show that you are happy or that you think something is funny by smiling and making a sound from your throat | To have or keep an image or idea in your mind of (something or someone from the past); to think of (something or someone from the past) again |
| Whoever | | |
| Whatever person; any person at all | | |

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

| | | |
|---|---|---|
| Inside is a/an noun verb adverb adjective Definition of Inside: | Joy is a/an noun verb adverb adjective Definition of Joy: | Grown is a/an noun verb adverb adjective Definition of Grown: |
| Inside looks like this: | Joy looks like this: | Grown looks like this: |
| Inside reminds me of: | Joy reminds me of: | Grown reminds me of: |
| I saw this word in | I saw this word in | I saw this word in |

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Whoever You Are

Directions: Trace the following vocabulary words below.

Remember
Laugh
Inside
Joy

Directions: Complete the sentences below using the words from the Word Bank.

Word Bank: joy, heart, grown, remember, laugh, different

1. _____ to always _____ because it is good for the _____.

2. We are not the same, therefore we are _____.

3. You feel _____ because of great happiness.

4. You are _____ up since you are no longer a child.

Name: _____

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Word Games and Answer Key

Vocabulary Connections

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

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

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?

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Vocabulary Word Extension Activities

Vocabulary Connections

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

| Word | What I Think the Word Means | Context Clues | Real Definition | ✓ |
|------|-----------------------------|---------------|-----------------|---|
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Personalized Vocabulary Bookmark

Vocabulary Connections

Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: 1

Whoever You Are
By: Mem Fox

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

It means: _____

Name: _____

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Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work
Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: I

Instructional Focus:
Silent "e" at the end of a word

Background:
When the letter "e" is at the end of a word, the "e" is silent and the preceding vowel is usually long.

Examples:
cane
code
cube
cute
fade
fine
glide

Materials and Preparation:

- A Copy of Word Work
- Chart Paper
- Markers
- Connect Word Work to Reading
- Pencils
- Scissors
- Crayons
- "Long Vowel"
- "Long Vowel"
- "Matching Words to Pictures"
- Optional - Word Detective

Word Work
Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: I

Step 1: Introduce the Focus of Word Work

Introduce Silent "e"

- Draw two columns on the chart paper.
- Write "Short Vowel" at the top of the left-hand column. Write "Silent 'e'; Long Vowel" at the top of the right-hand column.
- Write the word "hid" in the left-hand column. Read the word. Ask learners what they notice about the letter "i" in the word and the sound it makes. Point out that the letter "i" makes a short vowel sound. Draw a breve over the letter "i".
- Write the word "hide" in the right-hand column. Read the word. Ask learners what they notice about vowels in the word and the sounds they make. Point out that the letter "e" is silent and the "i" is a long vowel.
- Explain that when the letter "e" is silent at the end of a word, it usually makes the preceding vowel long. Draw a macron over the letter "i".
- Point to the words "hid" and "hide" and read them with learners to accentuate the different sounds.
- Follow the same steps with the following words: mad-made; nat-note; tob-tobe; tap-tape.
- Ask learners to share some of their own examples and add them to the chart paper.

Sample Anchor Chart

| Short Vowel | Silent "e"; Long Vowel |
|-------------|------------------------|
| hid | hide |
| mad | made |
| nat | note |
| tob | tobe |
| tap | tape |

Connect Word Work to Reading Activity

- Pass out a blank checklist. Explain that they will use the checklists as they read their independent reading books.
- Tell learners to be on the lookout for words that end in silent "e" and have a long vowel before it.

Silent "e" in the Text

- Introduce the "Connect Word Work to Reading" by asking learners to pronounce the short vowels sounds. Explain that as you read *Whoever You Are*, they need to listen closely and stay awake because you have a job for them.
- Explain that you are going to read some words incorrectly. Their job is to stop you when they hear a word that doesn't sound right. They will then read the word correctly using short vowel sounds.
- Begin reading *Whoever You Are* by Mem Fox. Read the following words with long vowel sounds: brush, clocks, hush, jumping, kittens, little, mittens, mush, nobody, picture, red, sitting, socks, telephone, and whispering. Place sticky notes next to the words to help you remember when to mispronounce a word.
- When children stop you to fix a word, write the word on chart paper and read it together using the proper vowel sound. Remind learners of the rule that a single vowel in the middle of a syllable is usually short. See if each word follows this pattern.

Examples of Words ending in Silent "e" found in the text:

- home • like • inside • same • smile • wide

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

Optional Activity to
Extend Engagement

List of words in the
book that match the
instructional focus

Word Work
Whoever You Are
By: Mem Fox
Grade Level: 1 / Guided Reading Level: I

Step 3: Guided Word Practice

Interactive Exploration

- Tell learners that they are going to play a game to help them practice reading words that end with a silent "e".
- Explain that the object of the game is to be the first player to cross off all of the words on your word card.
- Designate one player to be the "caller". Give the caller the "Long Vowel; Silent 'e' Caller Cards". Tell the caller to cut the words out and put them in a pile facing down.
- Pass out the blank "Long Vowel; Silent 'e' Table" to the rest of the players. Instruct players to fill each cell of the table with one word from the word bank. Continue choosing different words for each cell until the table is full with nine words.
- Start the game with the caller choosing a card from the word list pile and reading it to the players. If the players have that word in a cell on their table, they can lightly color in the cell.
- Repeat the directions above until a player colors in all of their cells. This player is the "winner".

Step 4: Independent Word Practice

Practice Page

- Pass out the *Matching Words to Pictures Practice Page* and pencils.
- Direct learners to name the picture in a box. Then, read the two words under the pictures. Learners will circle the word that matches the picture.
- Alert learners to be careful! Not all pictures end with a silent "e" and have a long vowel.

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 silent "e" 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).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | ©BookPages.com

Interactive Activity

Long Vowel; Silent "e" Table
Interactive Activity

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Word Bank

| | | | | | |
|-------|-------|------|------|-------|--------|
| cane | code | cube | fade | fine | note |
| glide | grade | hide | hope | kite | same |
| made | mane | note | pane | paste | scrape |
| pine | plane | rate | side | robe | shine |
| | | time | tape | | |

Guided Word Work Practice | ©BookPages.com

Extension Activity

Independent
Practice Page

Word Detective: Silent "e"
Extension Activity










Directions:
Be a word detective!
Be on the lookout for words ending in silent "e" while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Name: _____ Word Work Extension Activity | ©BookPages.com

Matching Words to Pictures
Word Work Practice Page

Directions:
Look at the words in each box. Circle the word that matches the picture.

| | | |
|---|---|---|
|  |  |  |
| can cane | pin pine | man mane |
|  |  |  |
| not note | tim time | kit kite |
|  |  |  |
| pan pane | rat rate | rd ride |

Name: _____ Independent Practice Page | ©BookPages.com

Assessments

Running Record
Assessment:
Use the first 100 words
from the text to assess
oral reading fluency



| Running Record | | | | | |
|--|--|---------------------------------------|---|------------------------------|-----------|
| Title: Whoever You Are | | 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 | |
| | | | | INFORMATION USED | |
| Page | | E | SC | E MSV | SC MSV |
| 1 | Little one, whoever you are. | | | | |
| 2 | Wherever you are. | | | | |
| 3 | There are little ones just like you all over the world. | | | | |
| 4 | Their skin may be different from yours, and their homes may be different from yours. | | | | |
| 6 | Their schools may be different from yours. | | | | |
| 9 | And their lands might be different from yours. | | | | |
| 10 | Their lives may be different from yours. | | | | |
| 11 | and their words may be very different from yours. | | | | |
| 12 | But inside, their hearts are just like yours. | | | | |
| 14 | whoever they are, wherever they are, all over the world. | | | | |
| Analysis and Comments: | | | | | |
| Tested By: _____ | | | | ©BookPagez.com | |

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

| Whoever You Are CCSS Assessment | |
|---|------------|
| Name: _____ | Score: / 9 |
| Directions: Use what you know about Whoever You Are to answer each of the following questions. | |
| 1. What was the story about? <input type="radio"/> A The story was about how children are different. <input type="radio"/> B The story was about how children are the same. <input type="radio"/> C The story was about traveling around the world. <input type="radio"/> D Answers A and B. | |
| 2. What lessons were learned in the story? <input type="radio"/> A Children from around the world are just like me. <input type="radio"/> B Children should always have a buddy. <input type="radio"/> C Traveling is fun. <input type="radio"/> D Children enjoy meeting new people. | |
| 3. Who is the main character in the story? <input type="radio"/> A A grandmother and her grandchildren. <input type="radio"/> B A boy and his pets. <input type="radio"/> C Adults from different countries. <input type="radio"/> D A man, children, and families from around the world. | |
| 4. What does the man see when he flies around the world? <input type="radio"/> A Boats <input type="radio"/> B Planes <input type="radio"/> C Different children <input type="radio"/> D Cars | |
| CCSS Assessment 1 st Grade Reading Standards for Literature | |

| Whoever You Are CCSS Assessment Answer Key | |
|---|--|
| Directions: Use what you know about Whoever You Are to answer each of the following questions. | |
| 1. What was the story about? (RL.1.1) <input type="radio"/> A The story was about how children are different. <input type="radio"/> B The story was about how children are the same. <input type="radio"/> C The story was about traveling around the world. <input checked="" type="radio"/> D Answers A and B. | |
| 2. What lessons were learned in the story? (RL.1.2) <input checked="" type="radio"/> A Children from around the world are just like me. <input type="radio"/> B Children should always have a buddy. <input type="radio"/> C Traveling is fun. <input type="radio"/> D Children enjoy meeting new people. | |
| 3. Who is the main character in the story? (RL.1.3) <input type="radio"/> A A grandmother and her grandchildren. <input type="radio"/> B A boy and his pets. <input type="radio"/> C Adults from different countries. <input checked="" type="radio"/> D A man, children, and families from around the world. | |
| 4. What does the man see when he flies around the world? (RL.1.4) <input type="radio"/> A Boats <input type="radio"/> B Planes <input checked="" type="radio"/> C Different children <input type="radio"/> D Cars | |
| CCSS Assessment 1 st Grade Reading Standards for Literature BookPagez.com | |

Answer Key



Extension Activity

| | |
|---|--|
| Name: _____ Date: _____ | |
| Directions: Find a book about another country from your school library. Locate a picture of a child that lives in that country. Fill in the Venn Diagram below by comparing and contrasting your life with their life. | |
| <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;">Your Name <hr style="width: 100px;"/></div><div style="text-align: center;">Name of Country <hr style="width: 100px;"/></div></div> <div style="text-align: center; margin-top: 20px;"><p>What makes you different from children in another country?</p><p>What do you have in common with the children from another country?</p><p>What makes the children from another country different from you?</p></div> | |
| Extension Activity @BookPages.com | |

Bonus Extension Activity

Complete Common Core Alignment

| Common Core State Standards Correlation | Common Core State Standards Correlation | Common Core State Standards Correlation |
|--|--|--|
| <p>Whoever You Are Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Whoever You Are" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1.1 - Ask and answer questions about key details in text.</p> <p>RI.1.2 - Refer to details in stories to support their understanding of their central message or lesson.</p> <p>RI.1.3 - Identify who is telling the story of various points in a text.</p> <p>RI.1.4 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Whoever You Are CCSS Alignment @BookPages.com</p> | <p>Whoever You Are Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Whoever You Are" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1.1 - Ask and answer questions about key details in text.</p> <p>RI.1.2 - Refer to details in stories to support their understanding of their central message or lesson.</p> <p>RI.1.3 - Identify who is telling the story of various points in a text.</p> <p>RI.1.4 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Whoever You Are CCSS Alignment @BookPages.com</p> | <p>Whoever You Are Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Whoever You Are" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1.1 - Ask and answer questions about key details in text.</p> <p>RI.1.2 - Refer to details in stories to support their understanding of their central message or lesson.</p> <p>RI.1.3 - Identify who is telling the story of various points in a text.</p> <p>RI.1.4 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Whoever You Are CCSS Alignment @BookPages.com</p> |

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation | Common Core State Standards Correlation |
|--|---|
| <p>Whoever You Are Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Whoever You Are" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1.1 - Ask and answer questions about key details in text.</p> <p>RI.1.2 - Refer to details in stories to support their understanding of their central message or lesson.</p> <p>RI.1.3 - Identify who is telling the story of various points in a text.</p> <p>RI.1.4 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Whoever You Are CCSS Alignment @BookPages.com</p> | <p>Whoever You Are Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Whoever You Are" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1.1 - Ask and answer questions about key details in text.</p> <p>RI.1.2 - Refer to details in stories to support their understanding of their central message or lesson.</p> <p>RI.1.3 - Identify who is telling the story of various points in a text.</p> <p>RI.1.4 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.1 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.2 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1.1 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Whoever You Are CCSS Alignment @BookPages.com</p> |

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Whoever You Are Super Pack

5 Comprehension Strategy Practice Pages

Identifying the Author's Purpose Practice Page

Tu turno para practicar: Identifica el propósito del autor con Whoever You Are (Quienquiera que seas)

Página 4:
El autor Mem Fox repite la palabra "diferente" en esta página. ¿Por qué crees que ella hizo eso?

Página 9:
¿Cuál es el propósito del autor para mencionar la tierra?

Página 14:
¿Por qué el autor menciona las sonrisas de los niños?

Página 24:
¿Cuál fue el propósito del autor para escribir esta historia?

¿Cómo lo sabes?

Nombre: _____

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Page by Page Guided Questions

Answer Key

Identifica el propósito del autor con Whoever You Are (Quienquiera que seas)

Página 4:
El autor Mem Fox repite la palabra "diferente" en esta página. ¿Por qué crees que ella hizo eso?
Las respuestas varían. Podrían incluir: Creo que ella quería informarnos que los niños son diferentes.

Página 9:
¿Cuál es el propósito del autor para mencionar la tierra?
El autor quiere que el lector comprenda que los niños de todo el mundo tienen diferentes paisajes.

Página 14:
¿Por qué el autor menciona las sonrisas de los niños?
Para informarnos que los niños tienen cosas en común.

Página 24:
¿Cuál fue el propósito del autor para escribir esta historia?
Las respuestas varían. Podrían incluir: El propósito del autor para escribir este libro fue informar a los lectores que tienen similitudes con niños de todo el mundo.

¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: La frase repetida de "al igual que usted" me permite saber que este fue un tema importante de la historia.

Nombre: _____

Answer Key | ©BookPages.com

Sample answers
written in Spanish

Visualizar con Whoever You Are (Quienquiera que seas)

Página 2:
Visualiza cómo el autor te dibujó a ti.
Las respuestas varían.

¿Qué le vas a poner?
Las respuestas varían.

Página 7:
Aquí el autor nos ayuda a visualizar la escuela.
Las respuestas varían.

Página 11:
Aquí el autor afirma que los niños cuando lees esta página.
Las respuestas varían.

Nombre: _____

Tu turno para practicar: Visualizar con Whoever You Are (Quienquiera que seas)

Página 2:
Visualiza cómo el autor te dibujó a ti.
Las respuestas varían.

¿Qué le vas a poner?
Las respuestas varían.

Página 7:
Aquí el autor nos ayuda a visualizar la escuela.
Las respuestas varían.

Página 11:
Aquí el autor afirma que los niños cuando lees esta página.
Las respuestas varían.

Nombre: _____

Determinar la importancia con Whoever You Are (Quienquiera que seas)

Página 5:
¿Qué notas sobre los niños en las ilustraciones?
Las respuestas varían.

Página 8:
¿Por qué estos detalles son importantes para la historia?
Las respuestas varían.

Página 13:
¿Por qué es importante prestar atención a esta ilustración de niños a caballo?
Las respuestas varían.

Nombre: _____

Tu turno para practicar: Determinar la importancia con Whoever You Are (Quienquiera que seas)

Página 5:
¿Qué notas sobre los niños en las ilustraciones?
Las respuestas varían.

Página 8:
¿Por qué estos detalles son importantes para la historia?
Las respuestas varían.

Página 13:
¿Por qué es importante prestar atención a esta ilustración de niños a caballo?
Las respuestas varían.

Nombre: _____

Entender la estructura del texto con Whoever You Are (Quienquiera que seas)

Página 3:
Aquí el autor te compara con niños de todo el mundo a darte cuenta de esta estructura de texto de comparación.
Las respuestas varían.

Página 6:
Aquí el autor usa comparaciones y contrastes para sugerir que la escuela es diferente.
Las respuestas varían.

Página 14:
El autor está describiendo cómo los niños son lo mismo a entender que te está comparando con otros niños.
Las respuestas varían.

Nombre: _____

Tu turno para practicar: Entender la estructura del texto con Whoever You Are (Quienquiera que seas)

Página 3:
Aquí el autor te compara con niños de todo el mundo a darte cuenta de esta estructura de texto de comparación.
Las respuestas varían.

Página 6:
Aquí el autor usa comparaciones y contrastes para sugerir que la escuela es diferente.
Las respuestas varían.

Página 14:
El autor está describiendo cómo los niños son lo mismo a entender que te está comparando con otros niños.
Las respuestas varían.

Nombre: _____

Sintetizar con Whoever You Are (Quienquiera que seas)

La portada:
Mira la ilustración y lee el título. ¿Qué puedes esperar de esta historia?
Las respuestas varían.

Página 1:
Mira la ilustración y lee el texto. ¿Qué crees que está hablando?
Las respuestas varían.

Página 1:
Mira la ilustración y lee el texto. ¿Qué crees que está hablando?
Las respuestas varían.

Nombre: _____

Tu turno para practicar: Sintetizar con Whoever You Are (Quienquiera que seas)

La portada:
Mira la ilustración y lee el título. ¿Qué puedes esperar de esta historia?
Las respuestas varían.

Página 1:
Mira la ilustración y lee el texto. ¿Qué crees que está hablando?
Las respuestas varían.

Página 1:
Mira la ilustración y lee el texto. ¿Qué crees que está hablando?
Las respuestas varían.

Nombre: _____

Visualizing

Understanding
Text Structure

Determining
Importance

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

Whoever You Are (Quienquiera que seas): Sintetizar

Mira a los niños en las ilustraciones. ¿Cómo crees que se sienten acerca de ser diferente? ¿Qué te hace pensar eso?

☐ Puedo usar imágenes y detalles en una historia para contar sobre los personajes, escenarios o eventos. CCSS: RL.1.7

Whoever You Are (Quienquiera que seas): Sintetizar

Mira a los niños en las ilustraciones. ¿Cómo crees que se sienten acerca de ser diferente? ¿Qué te hace pensar eso?

☐ Puedo usar imágenes y detalles en una historia para contar sobre los personajes, escenarios o eventos. CCSS: RL.1.7

Whoever You Are (Quienquiera que seas): Sintetizar

Mira a los niños en las ilustraciones. ¿Cómo crees que se sienten acerca de ser diferente? ¿Qué te hace pensar eso?

☐ Puedo usar imágenes y detalles en una historia para contar sobre los personajes, escenarios o eventos. CCSS: RL.1.7

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

Common Core Free
Option

Whoever You Are (Quienquiera que seas): Sintetizar

Mira a los niños en las ilustraciones. ¿Cómo crees que se sienten acerca de ser diferente? ¿Qué te hace pensar eso?

Whoever You Are (Quienquiera que seas): Sintetizar

Mira a los niños en las ilustraciones. ¿Cómo crees que se sienten acerca de ser diferente? ¿Qué te hace pensar eso?

Whoever You Are (Quienquiera que seas): Sintetizar

Mira a los niños en las ilustraciones. ¿Cómo crees que se sienten acerca de ser diferente? ¿Qué te hace pensar eso?

Whoever You Are (Quienquiera que seas): Sintetizar

Mira a los niños en las ilustraciones. ¿Cómo crees que se sienten acerca de ser diferente? ¿Qué te hace pensar eso?

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

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Identificar el propósito del autor
(Title: ...)

¿Quién es el autor de tu libro?
¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir
☐ Para informar
☐ Para entretener

¿Sé que el autor quería...
porque...?

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's
Purpose

Visualizar
(Title: ...)

¿Qué página usaste para practicar o visualizar?

Has un dibujo de la imagen mental en el espacio abajo.

Escribe algunas de las palabras que la autora empleó que te ayudaron a hacer esta imagen en tu mente.

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

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

Determinar la importancia
(Title: ...)

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

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

#1 _____
#2 _____
#3 _____

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

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Determining
Importance

Entender la estructura del texto
(Title: ...)

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

Indicaciones:
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

Sintetizar
(Title: ...)

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

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

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Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: Busque un libro sobre otro país en la biblioteca de su escuela. Busque una imagen de un niño que vive en ese país. Complete el Diagrama de Venn a continuación comparando y contrastando su vida con su vida.

Tu Nombre

Nombre del país

¿Qué te hace
diferente de los
niños en otro
país?

¿Qué tienes en común con
los niños de otro país?

¿En qué se
diferencian los
niños de otro país
de usted?