

# Here's What You'll Get in the Yo! Yes? Super Pack

## 4 Comprehension Strategy Lesson Plans and Practice Pages

### Making Predictions Lesson Plan

**Making Predictions**  
Yo! Yes?  
By: Chris Raschka  
Grade Level: K / Guided Reading Level: C

**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 when you read

**Summary**  
**Yo! Yes?** is the story of 2 young boys who are different from one another. One boy is quiet, the other boy is loud. But both boys are looking for the same thing - a friend.

**Link to What You Know**  
• Is it easy to become friends with someone? Why or why not?  
• What does the word fun mean to you?  
• What do you like to do with your friends that's fun?

**Important Words to Know and Understand**  
**Fun** - Someone or something that is amusing or enjoyable : an enjoyable experience or person

**Why Readers Make Predictions While Reading**  
When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions before they start reading, during the story, and after they have finished reading. Here are some examples of the thinking readers do when making predictions:

**Before Reading Predictions:** What the book will be about, who the main character might be, what big events will happen

**During Reading Predictions:** What a character will do next, how a problem might be solved, what important event will happen

**After Reading Predictions:** Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

### Making Predictions Lesson Plan

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**3**  
**Make Predictions While Reading**  
✓ Look for clues that tell you what a character might do next  
✓ Look for clues that tell you about big events that might happen

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Cover** - What does this picture on the cover tell you about the book?  
**Page 5** - What type of person is the boy in the t-shirt? Make a prediction about what he will do next.  
**Page 14** - How do you think this boy in the sweater feels? What do you think he will do next? What makes you think so?  
**Page 15** - When this boy says "Chi!" what do you think he is thinking? What will he do next?  
**Page 29** - What is happening on this page? What do you think the boys will do next? What makes you think so?

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

**Time to Reflect**  
**Think** - What types of predictions did you make while reading **Yo! Yes?** Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?  
**Talk** - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** - Think about the reasons why some of the predictions you made while reading **Yo! Yes?** were correct and why others were not. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?  
**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Yo! Yes?** (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

**Making Inferences**  
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**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

**3**  
**Make Inferences While Reading**  
✓ Look for clues that tell you what a character might do next  
✓ Look for clues that tell you about big events that might happen

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

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

**Making Connections**  
Yo! Yes?  
By: Chris Raschka  
Grade Level: K / Guided Reading Level: C

**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

**3**  
**Make Connections While Reading**  
✓ Look for clues that tell you what a character might do next  
✓ Look for clues that tell you about big events that might happen

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

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

Making Inferences

Making Connections

**Understanding Text Structure**  
Yo! Yes?  
By: Chris Raschka  
Grade Level: K / Guided Reading Level: C

**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

**3**  
**Understand Text Structure While Reading**  
✓ Look for clues that tell you what a character might do next  
✓ Look for clues that tell you about big events that might happen

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

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

Understanding Text Structure

**Answer Key for Making Connections with Yo! Yes?**

**Your Turn to Practice Making Connections with Yo! Yes?**

Pages 3 and 4  
Look at the two boys. Are they dressed alike? Which way would you prefer to dress? Why?

Page 12  
The boy is looking at the other boy. How do you think he feels? Make a text to tell connection. Tell about a time when you felt this way.

**Answer Key for Making Inferences with Yo! Yes?**

**Your Turn to Practice Making Inferences with Yo! Yes?**

Page 1  
What do you think the boy on this page is trying to do? Why do you think so?

Pages 7 and 8  
How do each of the boys feel on these pages? How do you know?

**Answer Key for Making Predictions with Yo! Yes?**

**Your Turn to Practice Making Predictions with Yo! Yes?**

Cover  
What does this picture on the cover tell you about the book?

Page 5  
What type of person is the boy in the t-shirt? Make a prediction about what he will do next.

Page 14  
How do you think this boy in the sweater feels? What do you think he will do next? What makes you think so?

**Answer Key for Understanding Text Structure with Yo! Yes?**

**Your Turn to Practice Understanding Text Structure with Yo! Yes?**

Page 1  
Describe this boy. What does he look like? What is he wearing? What do you notice about the word "yo"? What does that tell you?

Page 2  
Describe this boy. What does he look like? What is he wearing? What do you notice about the word "yo"? What does that tell you?

Page 12  
This boy says "no fun." That is the PROBLEM. What SOLUTION will the problem?

Practice Pages and Answer Keys

## Writing About Reading with Optional CCSS Alignment

## "I Can" Statement

## Strategy and Text Based Reader's Response Prompt

Common Core State Standard

## Common Core Free Option

## Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

Making Connections

Title:

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text Self    ☐ Text to Text    ☐ Text to World

Draw a picture of your connection in the box below.

Drections:

1. Answer each of the questions.

2. Carefully cut on the dotted lines.

3. Glue, tape, or staple into your reader's notebook.

Comprehension (Strategy Builder) in Response Format | < Back to Top of Page

## Making Connections

<b>Making Inferences</b>		
<b>Title:</b>		
<b>What the Text Says</b>	<b>What I Know</b>	<b>What I Can Infer</b>
what you read in the text or pictures.	what you know about the story!	thoughts, feelings, cause, setting

**Draw a picture to illustrate your inference:**

**Directions:**

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

## Making Inferences

Matching Predictions Title: _____		
Predictions at the beginning while reading	Predictions while reading	Check Predictions of the End (Fill in after you read throughout)
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

**Directions:**

1. Answer each of the questions.
2. Carefully cut out the definitions.
3. Now, place, in order, in your reader's notebook.

Comprehension Strategies Reader's Response Form 1 **Blackboard**

## Making Predictions

Understanding Text Structure		
Title: _____		
Text Structure	Where the Text Structure was Used	How the Text Structure helped me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	
Text Structure You might use while Reading		Cause and Effect
Description Compare and Contrast	Sequence Problem and Solution	

**Directions:**

- Answer each of the questions.
- Carefully cut out the directions.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy: Reader's Response Form 1

## Understanding Text Structure

## Vocabulary Connections Resources

# Important Words to Know and Understand in Yo! Yes? Word List

<b>Vocabulary Connections</b>	<b>Yol Yes?</b> By: Chris Roachika Grade Level: K / Guided Reading Level: C
<b>Important Words to Know and Understand in "Yol Yes?"</b>	
<b>Friend</b> A person who you like and enjoy being with	
<b>Fun</b> Someone or something that is amusing or enjoyable	
<b>No</b> Used to give a negative answer	
<b>Why</b> For what reason or purpose	
<b>Yes</b> Used to give a positive answer	

## Vocabulary Connections

**Yol Yes?**  
 By: Chris Rachika  
 Grade Level: K / Guided Reading Level: C

Friend	Fun	No
		

▶

Directions:  
 1. Read the story line.  
 2. Sort on the board the Yol Yes, No, Yes or No to the top of each question. Choose

Why	Yes
	

Picture Vocabulary Sorting Cards! ©BookPages.com

## Word and Picture Sorting Cards

Vocabulary Connections		
<p> <b>Try:</b> Chris Roachika  <b>By:</b> Chris Roachika  <b>Grade Level:</b> K / Guided Reading Level: C </p>		
<p><b>Friend</b></p> <p>A person who you like and enjoy being with</p>	<p><b>Fun</b></p> <p>Someone or something that is amusing or enjoyable</p>	<p><b>No</b></p> <p>Used to give a negative answer</p>
<p><b>Why</b></p> <p>For what reason or purpose</p>	<p><b>Yes</b></p> <p>Used to give a positive answer</p>	

## Word and Definition Sorting Cards

Vocabulary Connections		
By: Chris Rachika Grade Level: / Guided Reading Level: C		
<b>friend is a/an</b> noun verb adverb adjective  <b>Definition of friend:</b>    	<b>Fun is a/an</b> noun verb adverb adjective  <b>Definition of Fun:</b>    	<b>No is a/an</b> noun verb adverb adjective  <b>Definition of No:</b>    
<b>friend looks like this:</b>    	<b>Fun looks like this:</b>    	<b>No looks like this:</b>    
<b>friend reminds me of:</b>   	<b>Fun reminds me of:</b>   	<b>NO reminds me of:</b>   
<b>I saw this word in</b>  	<b>I saw this word in</b>  	<b>I saw this word in</b>  

**Yal Yes?**  
By: Chris Rachika  
d Reading Level: C

**Stop at Step Break:**  
1. Cut out the cardstock.  
2. Fold on the dotted line.  
3. Glue the cardstock to the notebook.  
4. Write the vocabulary word the front of the card.  
5. Write the definition of the word the back of the card.  
6. Write the word the notebook the front of the card.

**Yal Yes?**  
By: Chris Rachika  
d Reading Level: C

**Stop at Step Break:**  
1. Cut out the cardstock.  
2. Fold on the dotted line.  
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6. Write the word the notebook the front of the card.

ing the word on	

**Word Games**  
with Words from Yo! Yes?

Directions: Trace each word, then practice writing the word on the lines.

**Friend**

**Fun**


**No**

**Why**

**Yes**

**Word Bank**

FRIEND  
FUN  
NO  
WHY  
YES



Name: \_\_\_\_\_

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# Word Game


## Interactive Vocabulary Notebook Cards

## Vocabulary Connections

**Yo! Yes!**  
 By: Chris Raschka  
 Grade Level: K / Guided Reading Level: C

**Yo! Yes?**

By  
Chris Raschka




A new word that I learned in this book is: \_\_\_\_\_

It is like... \_\_\_\_\_

It means... \_\_\_\_\_

Name: \_\_\_\_\_



**by Step Directions**

**1.** Read the book. **2.** Write a new word from the book in the box. **3.** Write a sentence using the word.

## Vocabulary Word Extension Activities

[illegible]

Name: \_\_\_\_\_

## Vocabulary Connections

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

**New Word**

**Context Clues**

**Definition**

**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?

Context Clues	Real Definition		
		<input checked="" type="checkbox"/>	

[www.ck12.org/words/](http://www.ck12.org/words/)    [ck12.org/words/](http://ck12.org/words/)

## Personalized Vocabulary Bookmark

# Word Work Lesson Plan and Activities

Instructional  
Focus Based on  
the Words in  
the Book

### Word Work

Yol Yes?  
By: Chris Raschika  
Grade Level: K / Guided Reading Level: C

**Instructional Focus:**  
Beginning Letter Sounds

**Background:**  
Working with beginning letter sounds helps readers associate letters and sounds with words. Encourage your students to match the beginning letter to the picture.

**Examples:**

A	
apple	
answer	
across	

**Materials and Preparation:**

- A Copy of Yol Yes? by Chris Raschika
- Chart Paper
- Sorting Cards (1 set per group)
- Alphabet Chart (1 per group)
- Match Up Score Sheet
- Match Up Directions
- Beginning Sound Stamp
- Optional - Word Detect

### Word Work

Yol Yes?  
By: Chris Raschika  
Grade Level: K / Guided Reading Level: C

**Step 1:  
Introduce the Focus of Word Work**

**Introduce Beginning Letter Sounds**

- Gather students.
- Ask students to tell you a word they know how to spell.
- Call upon students to share their word. Ask them to spell their word and write it on the board or a piece of chart paper.
- Discuss the fact that all words begin with a beginning letter sound.
- Provide each child with a copy of the alphabet chart.
- Say each letter, read the word, and point to the picture (example: A, apple).

**Step 2:  
Connect Word Work to Reading**

**Beginning Letter Sounds in the Text**

- Explain to students that the book you will be reading has very few words.
- Show the students the cover of Yol Yes?.
- Ask students to identify the beginning letter & sound of the both words yo and yes. (Y)
- Display the set of word cards and explain these are words from Yol Yes?.
- Read the words aloud with class and invite students to say the beginning letter and sound of each word.
- Read Yol Yes?.

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

### Word Work

Yol Yes?  
By: Chris Raschika  
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**Step 3:  
Guided Word Work Practice**

**Interactive Exploration**

- Show students the set of (8) word cards from the story.
- Explain they will each get their own to use as flash cards and for a matching game with a partner.
- Model underlining beginning letter and say letter/sound.
- Allow students to underline the beginning letter sound on each card.
- Model how to cut apart the cards.
- Pair students.
- Read directions for Match Up aloud and provide each pair of students with the Match Up Score Sheet.
- Allow students to play.
- Circulate and assist students as needed.

**Step 4:  
Independent Word Work Practice**

**Practice Page**

- Give each student a copy of Beginning Sound Stamp Practice Page.
- Give groups set of letter stamps to share.
- Read instructions to students.
- Tell students to use the letter stamp to complete each word (correct beginning sound/letter).

**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**

- Talk a word walk through Yol Yes?.
- Invite students to say first letter and sound of the words on each page as the teacher points to each word.
- Alternatively, students can keep track of the words using their personal reading notebooks.

Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent  
Practice Page

### Beginning Letter Sounds Sorting Cards

Interactive Activity

**Directions:**  
Cut out the sorting cards below. Use the cards to play Match Up Game.

oh	friends
me	
no	yes
you	yo

Guided Word Work Practice | ©BookPages.com

### Beginning Sound Stamp

Word Work Practice Page

**Directions:**  
Choose a beginning letter sound from the SoundBox below. Write the beginning letter to complete each word.

	a t	5	i v e
	e y		o o r
	i g		o o k
	a r		r e e

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPages.com



## Bonus Activity

Name: _____ Date: _____	
<b>Directions:</b> The book <b>Yol! Yes?</b> is about two boys who become friends. Draw a picture to show what the boys might do to have fun together. Write a sentence to go with your picture.	
<div style="border: 1px solid black; height: 400px; width: 100%;"></div>	
<div style="border: 1px solid black; height: 50px; width: 100%;"></div>	
Extension Activity   ©BookPagez.com	

### Bonus Extension Activity

**Complete Common Core Alignment**

[illegible]

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	
Yot Yot! Lesson Plans, Resources, and Activities	
The lesson plans, resources, and activities for use with "Yot Yot!" correlate with the following English Language Arts Common Core State Standards for kindergarten.	
<b>Vocabulary Lesson Plan and Resources</b>	
Language	
L.1.1a – Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concept the categories represent.	
L.1.1.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to text.	

Vocabulary Connections  
Common Core Alignment