

# WE SAVE YOU TIME & ENERGY WITH WEEKLY LESSON PLANS AND ACTIVITIES FOR READING & GRAMMAR

**EACH  
MONTH  
HAS 4  
WEEKS  
OF  
PLANS**



The Invisible Boy			
	Reading & Comp	Vocab	Grammar
<b>M</b>	Before reading the text <u>The Invisible Boy</u> to your students show them the Making Connections posters. They can make connections to their own lives, other books, and to the world. Make sure that they understand WHY they need to connect. Now read the text to the students and fill in the class anchor chart for Making Connections. Students can then return to their seats to add the Making Connections flip flap to their notebooks where they show the connections that they made to the text. Make sure they know their connections will be different from their friends!	Begin introducing vocabulary words to the students. Use the word and definition cards.  Vocabulary Rock and Roll: Students need a dice and a list of vocabulary words. Students roll, choose a word, and complete a vocabulary action.	Introduce complete and incomplete sentences to the class using the poster.  Complete/Incomplete Flipbook:
<b>T</b>	Show students the "Deep vs. Shallow" poster. Tell students to Dive Deep into the text when they are listening. Reread the text. Discuss whether they might change their connections from yesterday after hearing the book twice now. Have students fill in the "Diving Deep into Text" half sheet and glue into their notebooks.  Complete the fiction passage.	Continue using the cards and definitions to discuss the vocabulary words.  Vocabulary Menu: Students need the menu and the vocabulary words. Students try to complete as many menu activities as they can with the vocabulary words.	
<b>W</b>	Review the text using the questioning cards. Let students look back at their notebook work from Monday and Tuesday. Have students put their connections into paragraph form using the Invisible Boy writing paper. Complete the craft as well.  Complete the informational passage.	Continue discussing and reviewing the vocabulary words.  Students complete Vocabulary Picture It! Students will define three words and illustrate.	

The Invisible Boy			
	Reading & Comp	Vocab	Grammar
<b>T</b>	Read "Our Kind Classroom" to the students. Ask them to be thinking about what it looks like in your classroom when students are being kind to each other. Have the students work in groups to act out these scenes. Either take pictures to add to the book or have students draw pictures to complete the book.  Use the "I Make our Class Special" half sheet to allow students to write or draw about their uniqueness. Take pictures of the students holding up these papers to add to the book or display in your classroom.	Continue discussing and reviewing the vocabulary words.  Match It Up! Students will match the vocabulary words to the correct definition.	Complete/Incomplete Pockets: Students glue the pockets into their spiral or onto a sheet of paper. Don't glue all the way down, just along the edges so that they can place sentences inside of the pockets. Students read the sentence cards. If the sentence is complete, students place that sentence into their complete pocket. If it is incomplete, students place it inside their incomplete pocket.
<b>H</b>			
<b>F</b>	Make the Classroom Pledge Anchor Chart as a class. Discuss how Brian felt and how we don't want anyone in our class to feel that way.  Complete either the craft or the directed drawing of the crayon. Use the writing paper to explain our class pledge and why it is important.  Complete the comprehension check.	Today students will complete a vocabulary quiz. There are two options: 1. Students read the sentences and match the vocabulary word to the correct sentence. 2. Students read the words in sentences. Students write new sentences with the word and illustrate.	Class of Complete Sentences: Students cut out the flaps along the outside rectangle. Students glue under the title and place it into their spiral or on a sheet of paper. Under each character, students write a complete sentence about that character from the book.

**EVERYTHING YOU  
NEED FOR  
COMPREHENSION,  
GRAMMAR, & VOCAB**

# ALL CONTENT IS ALIGNED TO THE STANDARDS (COMMON CORE & TEKS)

## the CC standards AUGUST

MONTH	BOOK	COMP SKILL	STANDARD	LANGUAGE	STANDARD
AUGUST	Edward the Emu by Sheena Knowles	Making Predictions	RL2.1, RL3.1	Cap/Punct	L1.2B, L2.2, L3.2
	The Invisible Boy by Trudy Ludwig	Making Connections	RL2.1, RL2.3, RL2.7, RL3.1, RL3.3	Cap/Punct	L2.2, L3.2
	A Bad Case of Stripes by David Shannon	Summarizing with Somebody Wanted But So	RL2.1, RL2.3, RL2.5, RL3.1, RL3.3	ABC Order	L2.2E, L3.4D
	Shelia Rae, The Brave and Chester's Way by Kevin Henkes	Comparing Texts by the Same Author	RL2.7, RL3.9	Compound Words	L2.4D

\*nonfiction readers in each unit hit on nonfiction standards as well\*

## the TEKS AUGUST

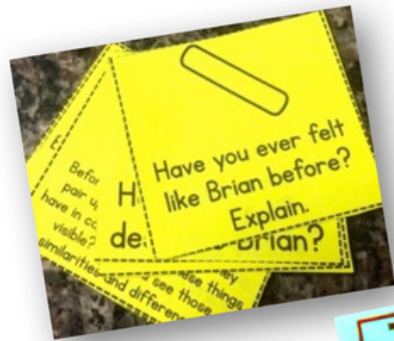
MONTH	BOOK	COMP SKILL	STANDARD	LANGUAGE	STANDARD
AUGUST	Edward the Emu by Sheena Knowles	Making and Confirming Predictions	2.6C	Cap/Punct	2.1IDi, 2.1IDx
	The Invisible Boy by Trudy Ludwig	Making Connections	2.6E, 2.7A	Cap/Punct	2.1IDi, 2.1IDx
	A Bad Case of Stripes by David Shannon	Summarizing with Somebody Wanted But So	2.7D	ABC Order	2.2D
	Shelia Rae, The Brave and Chester's Way by Kevin Henkes	Comparing Texts by the Same Author	2.6C	Compound Words	2.2Biv, 2.2Ciii

\*nonfiction readers in each unit hit on nonfiction standards as well\*

KNOW EXACTLY WHAT SKILLS AND STANDARDS WILL BE TARGETED EACH WEEK!

# EVERYTHING YOU NEED TO DEEPEN COMPREHENSION IN YOUR CLASSROOM

## COMPREHENSION



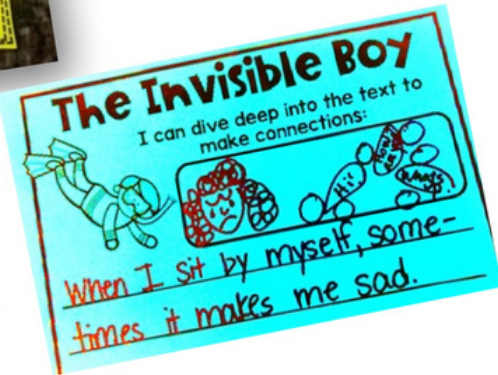
Questioning cards are a great way to help students dig deeper into the text with your guidance.

When I am left out, I feel invisible like Brian.

MAKING CONNE

M

E

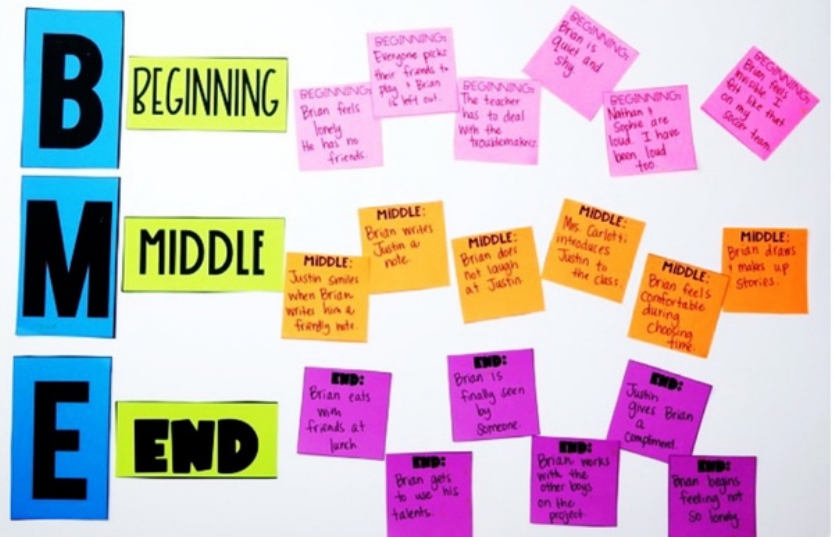


Comprehension Printables allow your students to demonstrate their understanding in their notebooks.

## ENGAGING WAYS FOR STUDENTS TO RESPOND TO THE TEXT

## ANCHOR CHARTS

Let's MAKE DEEP CONNECTIONS



Let's Connect to the Invisible Boy: Students make connections to Brian in the beginning, middle, and end of the story. Students can write events from the story and then discuss their connections to the events.

## INTERACTIVE ANCHOR CHARTS FOR MINI-LESSONS

# EVERY WEEK STUDENTS MAKE A NONFICTION CONNECTION WITH THE NONFICTION READER

## NONFICTION READER



In the cafeteria, we never tell someone that they can't sit by us. In the lunchroom we try to include others in our conversations. Lunch should be a calm time to enjoy our food and friends!



In the cafeteria, we never tell someone that they can't sit by us. Even if we want to sit with someone else, it's just not polite! In the lunchroom we try to include others in our conversations so everyone feels included. Lunch should be a calm time to enjoy our Food and Friends! If we are yelling or playing around, then our Food will not digest properly and we will leave lunch either Feeling sick or still hungry!



There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

Rooted in Reading

## ORIGINAL NONFICTION READERS TO PEEK STUDENTS' INTERESTS

## ANCHOR CHARTS



Class Pledge: Together, make and discuss your pledge to one another. You can use the chart materials provided, or make up your own class pledge!

## INTERACTIVE ANCHOR CHARTS FOR MINI-LESSONS

# HIGHLY ENGAGING ACTIVITIES FOR RESPONDING TO THE TEXT THROUGH CREATING AND WRITING

## directed drawing

Rooted in Reading



Students draw the crayon friend. They can then write about the classroom pledge.

### CLASS PLEDGE

I pledge to be a good friend and classmate. I will treat others with respect. I will be helpful and not hurtful.

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

## STUDENTS DRAW AND RESPOND TO THE TEXT

## Craft



### THE INVISIBLE BOY

Brian feels invisible at the beginning of the story because he is quiet and shy. He gets left out and looked over.

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

Students can make Brian as the invisible boy or as a boy that feels loved and included! The templates are the same, you just use different colored paper.

Rooted in Reading

## STUDENTS CREATE AND RESPOND TO THE TEXT

# ASSESS AND MONITOR COMPREHENSION WITH PASSAGES & ASSESSMENTS

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

{Fiction Passage}

## The Bus Ride



Directions: Read the passage and answer the questions.

Cayden was very nervous about the bus to school. "What if I forget to bring my lunch? What if there aren't any seats left and I have to sit on the floor? What if I get out the door? What if..." His mom said, "Sweetie, you are going to be just fine. There is no way that the bus driver will get off the bus at school!"

Cayden tossed his backpack over his shoulder and ran toward the curb as his bus got close. A small wave as he walked up the bus. He was looking down at the ground as he walked. "Cayden! Come sit by me!" chirped the driver. Cayden recognized Riley from the seat next to Riley and released a sigh. He didn't even realize he had been nervous. Minutes later the boys hopped off the bus and went to class as they chatted.

What is something Cayden is nervous about?

How do you know that Cayden is nervous?

Have you ever ridden the bus? Describe your experience.

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

## Bulgogi

Directions: Read the passage and answer the questions.

Bulgogi is a traditional Korean meat dish. It is made of thin slices of beef that are marinated in a sauce and then cooked on a grill. Bulgogi means "fire meat." In order to cook the meat, the pieces of beef need to soak in a sauce for a few hours. The sauce is made of soy sauce, garlic, and different seasonings. When the meat is cooked, it is called a "marinade."

After soaking in the sauce, the meat is cooked on either a grill or in a pan on top of the stove. Sometimes people add noodles to the dish. It will only need to cook for a few minutes. After the meal is finished cooking, it is served with a small piece of lettuce. If you want to eat Bulgogi for yourself, you should have a friend take you to a Korean Barbeque restaurant.

In your own words, explain how Bulgogi is made.

## WEEKLY COMPREHENSION ASSESSMENT

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



{The Invisible Boy}

## COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- Why doesn't Mrs. Carlotti notice Brian?
  - He is too quiet.
  - He is too short.
  - There are other kids who need her attention.
  - Mrs. Carlotti needs new glasses.
- What does Brian like to draw at Choosing Time?
  - dragons
  - superheroes
  - pirates
  - All of these
- The kids ignore Brian and do not pick him for kickball teams.
  - True
  - False
- How does the illustrator show us how Brian feels?
  - He draws a big black cloud over his head.
  - Brian looks mad all of the time.
  - He draws Brian's picture very lightly, with whites and blues.
  - None of the above
- It only took one person being nice to Brian to make a difference.
  - True
  - False

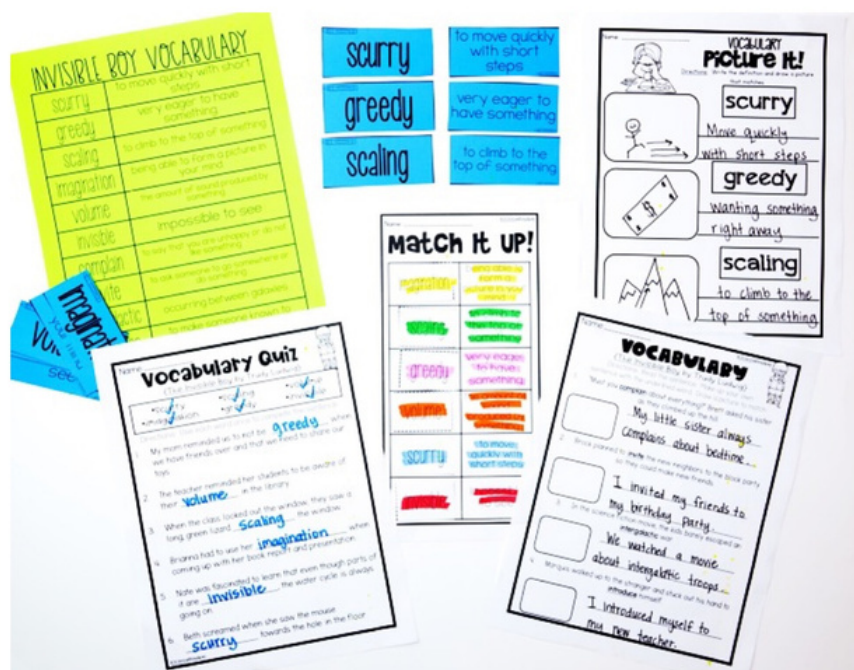
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FICTION AND  
NONFICTION  
READING PASSAGES

# ENHANCE YOUR VOCABULARY

## INSTRUCTION IN THE CLASSROOM

### VOCABULARY



These vocabulary exercises allow students to analyze the words on a deeper level than just learning the definition.

### WEEKLY VOCABULARY CARDS, PRINTABLES, AND ACTIVITIES

INVISIBLE BOY VOCABULARY	
scurry	to move quickly with short steps
greedy	very eager to have something
scaling	to climb to the top of something
imagination	being able to form a picture in your mind
volume	the amount of sound produced by something
invisible	impossible to see
complain	to say that you are unhappy or do not like something
invite	to ask someone to go somewhere or do something
intergalactic	occurring between galaxies
introduce	to make someone known to someone else

Rooted in Reading

# ALLOW STUDENTS TO ANALYZE AND WORK WITH WORDS

# WEEKLY LESSON PLANS & ACTIVITIES FOR GRAMMAR

## GRAMMAR

**Complete/Incomplete Flapbook:** Students first make their flapbooks by folding on the black line and cutting on the dotted line to make two flaps. Students cut out their sentences and sort based on if the sentence is complete or not. You could also have the students turn the incomplete sentences into complete sentences.

**Am I Complete?:** Put the cards around the room or give each table a set of cards. Students read the card and decide if the sentence shown is complete or not. If it is complete, students write a C on their recording sheet. If it is not, students write an N. If the sentence is incomplete, students then make it a complete sentence by fixing it on their recording sheet.

**Make Me Complete:** Students first make their mini-booklets by cutting out the rectangles and stapling together. On each page there is an incomplete sentence. Students use the incomplete sentence and make it into a complete sentence by writing it on the lines. Students should make sure to also use capitals and punctuation correctly. Then, students draw a picture for each of their sentences.

**Complete/Incomplete Pockets:** Students glue the pockets into their spiral or onto a sheet of paper. Don't glue all the way down, just along the edges so that they can place sentences inside of the pockets. Students read the sentence cards. If the sentence is complete, students place that sentence into their complete pocket. If it is incomplete, students place it inside their incomplete pocket.

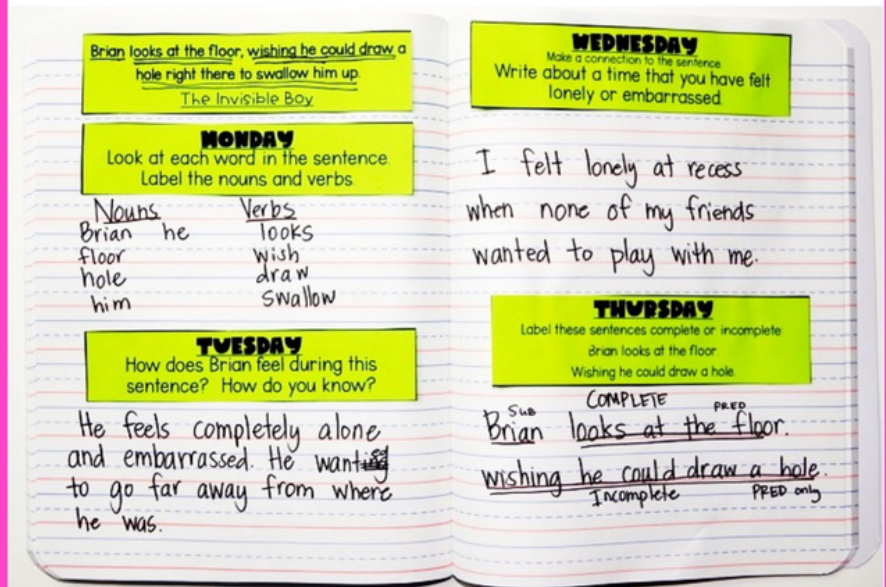
**Class of Complete Sentences:** Students cut out the flaps along the outside rectangle. Students glue under the title and place it into their spiral or on a sheet of paper. Under each character, students write a complete sentence about that character from the book.



GRAMMAR ACTIVITIES VARY FROM WEEK TO WEEK AND ARE EASY TO PREP

## DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

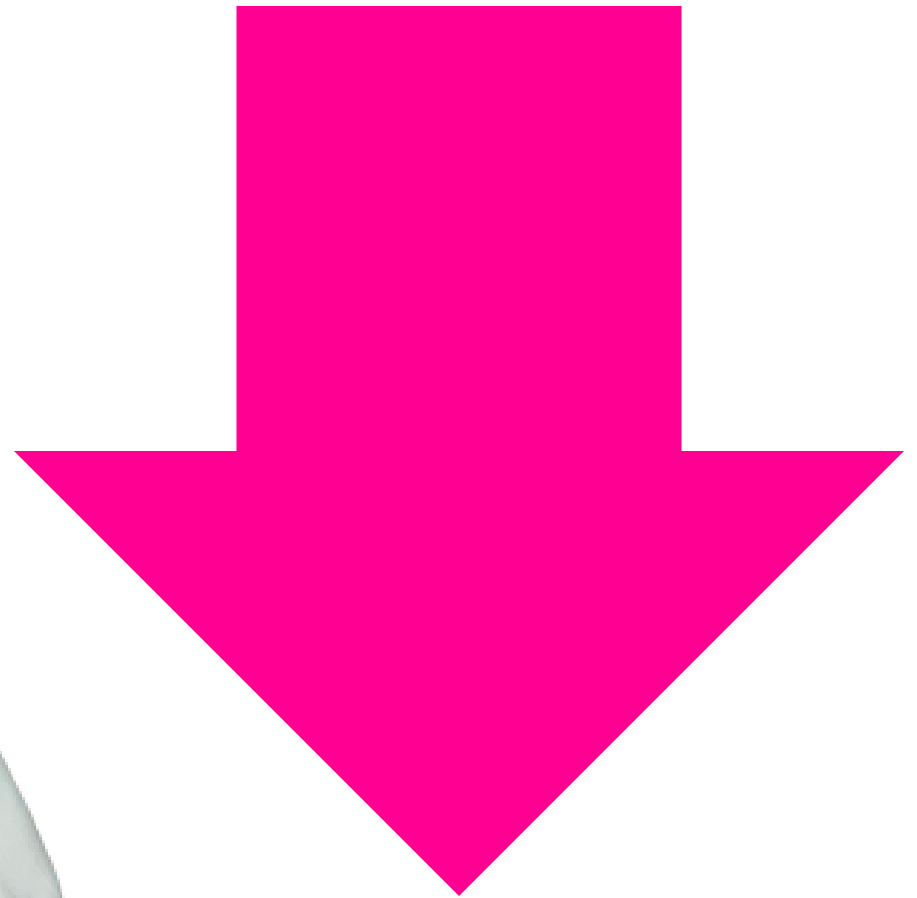


THE DAILY DEEP DIVE  
FOCUSES ON ONE  
SENTENCE FROM THE  
MENTOR TEXT



DO YOU WANT TO KNOW  
WHAT OTHER BOOKS AND  
ACTIVITIES ARE

**INCLUDED?**



KEEP  
SCROLLING TO  
SEE!

# KEVIN HENKES

## COMPREHENSION

**Sheila Rae was over-confident. So much so that she put herself in a bad situation bc she was caref...**

**CHESTER'S WAY**  
same

**Somebody**  
**Wanted**  
**So**  
**Then**

**Describing Characters**  
Louise is **SUPPORTIVE**  
She helps Sheila and doesn't make her feel bad about...

**Writing a Summary**  
Writing a summary is different than retelling. Summaries are shorter and to the point!  
Writing a focused summary shows that you **comprehend** the lesson the author wants to teach you because you zoomed in on the important part!

## NONFICTION READER

**EEK! MICE!**  
In 1986, Henkes introduced his first with mice characters. A Weekend with Wendell! Henkes has become known for his adorable mice characters in books like *Chrysanthemum*, *Chester's Way*, *Oh Lilly*, *Purple Plastic Purse*. These books are incredibly endearing and allow students to learn lessons from the characters.

**Big City Dreams**  
henkes went to New York City with one mind: to find a publisher! He had a book when he was still in high school and he took that with him. His first book was at Greenleaf Books. The publisher hired the Henkes family to begin on a book. The book was published in 1988, written at the age of 16.

**Kevin HENKES**  
Rooted in Reading

**Young and Inspired**  
Kevin Henkes is one of today's most popular children's authors with books like *Chrysanthemum* and *Sheila Rae the Brave*. His journey all started when he was a little boy growing up in Wisconsin. He loved taking trips to the library with his family and bringing home lots of picture books. He was inspired to become an author by those very books!

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## ANCHOR CHARTS

**I can COMPARE STORIES**

**SHEILA RAE, THE BRAVE**  
Sheila Rae is a brave girl who is not afraid of anything.  
Sheila Rae is a brave girl who is not afraid of anything.

**CHESTER'S WAY**  
Chester is a mouse who is very brave.  
Chester is a mouse who is very brave.

**SIMILARITIES**

**ALL ABOUT KEVIN HENKES**  
Kevin Henkes is an author and illustrator.  
Kevin Henkes is an author and illustrator.

## DIRECTED DRAWING

**CHESTER'S WAY**  
Chester and Wilson were the best of friends. They did everything together. That was until Lilly moved into town!

Students create their drawing. Students write about the story OR students can write about the author after reading the nonfiction reader.

## GRAMMAR

**COMPOUND WORDS**  
Words that are formed by joining two words.

PEA + NUT = PEANUT  
SNOW + BALL = SNOWBALL

**COMPOUND WORD HUNT**  
With your class, find compound words in the text.

**NAME THE WORD**  
Write the word in the box.

## VOCABULARY

**KEVIN HENKES VOCABULARY**  
List of words from the books.

**VOCABULARY QUIZ**  
Test your knowledge of the words.

**MATCH IT UP!**  
Match the word to its definition.

These vocabulary exercises allow students to analyze the words on a deeper level than just learning the definition.

# A BAD CASE OF STRIPES

## COMPREHENSION

**Describing Camilla Cream**  
shy, worried, vain, compling

**Germs!**  
The best way to keep germs from spreading is to wash your hands really well!

**Main Character**  
Who is the story mostly about?  
Many times the main character will face a problem.

**Summary**  
A summary of the important events of the story in a much shorter version.

**Summary Somebody Wanted But So Then**

## NONFICTION READER

**WASH THOSE HANDS**  
Proper hand washing can prevent the spread of germs on...

**GERMS, GERMS GO AWAY!**

**SPREAD NO MORE**  
Many times when one person in a class gets a cold or a contagious illness, other people catch it. This is because we all close to share materials, and are around each other all day. No matter how careful you are, one sick you will share those germs we breathe around you. If you are sick, it is best to stay at home and rest rather than spread germs to others and miss school. It is also important that you are fever-free for 24 hours before coming back to school.

**TIME FOR A CHECK-UP!**  
Often times we go to the doctor when we are not feeling well but it is also important that we go for a yearly check-up when we are well too. Most doctors offices have a separate waiting area or procedure in place for well patients, your doctor's office, and in your weight, and you ever had a fever, sore throat or cough? Many people catch a cold or the flu, this is because that one spread from person to person because so many people are in a busy healthy can be tricky, but there are ways you can follow to help prevent a lot of illness. For example, it is important to wash your hands with soap and water for 20 seconds. If you are sick, do not get too close to the cough or sneeze. If you are healthy, do not get too close to the cough or sneeze. If you are healthy, do not get too close to the cough or sneeze.

**AYING HEALTHY**  
Your T Zone is the mucous membranes of your eyes, ears, nose, and mouth. Many illnesses and diseases enter our bodies through our T Zone. This is especially true for kids, because they tend to put their fingers in their mouths or rub their eyes a lot. So if an adult seems like they are nagging you about having your hands on your face, it is for a good reason! Make sure to never touch your eyes, ears, nose, and mouth with dirty hands.

**WHAT IS YOUR T ZONE?**  
Your T Zone is the mucous membranes of your eyes, ears, nose, and mouth. Many illnesses and diseases enter our bodies through our T Zone. This is especially true for kids, because they tend to put their fingers in their mouths or rub their eyes a lot. So if an adult seems like they are nagging you about having your hands on your face, it is for a good reason! Make sure to never touch your eyes, ears, nose, and mouth with dirty hands.

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## ANCHOR CHARTS

**LET'S DESCRIBE**  
Camilla Cream  
shy, worried, vain, compling

**LET'S WRITE SUMMARY**  
A  
W  
S  
B  
F

**ALL ABOUT GERMS**

## VOCABULARY

**A BAD CASE OF STRIPES**

**Picture it!**  
fret: Worry, to be concerned  
distraction: something that makes it hard to focus  
vanish: disappear

**Match it up!**

**Vocabulary Quiz**

**VOCABULARY**

vanish: to pass from sight or disappear  
fret: to be worried or concerned  
distraction: something that makes it hard to focus  
contagious: able to be passed from one person to another by touching

## DIRECTED DRAWING

**CAMILLA CREAM**  
Camilla Cream is scared to be herself. She wants to fit in and be like other people. She learns it is better to be unique!  
Name: \_\_\_\_\_

**A BAD CASE OF STRIPES**  
Camilla wanted to fit in, but she got a bad case of stripes. They tried to heal her. She really just needed to feel happy to be her.  
Name: \_\_\_\_\_

Students draw Camilla Cream. They can then write a summary of the story or about the main character. Students can also include text evidence in their writing.

## GRAMMAR

**ABC Order**

**IS THE ORDER CORRECT?**  
The experts didn't have a clue, cure, or advice.  
bacteria, fungus, virus

**CURE THE ORDER!**  
ORDER?  
CURE the ORDER  
changing  
bizarre  
huge

**Snack and SHARE**

**ALPHABETIZE**  
My Words: stripes, case, bad, a  
The Order:  
1 a  
2 bad  
3 case  
4 stripes

putting words in order based on how the words begin  
STEPS:  
1 Look at the first letter in each word.  
2 Arrange the words in ABC order based on how they begin.  
3 If the first letter is the same, look at the second letter. If the second letter is the same, look at the third letter.  
4 Check your list of words to make sure you put them in ABC Order.

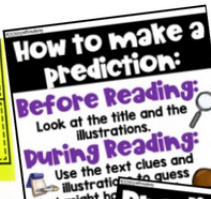
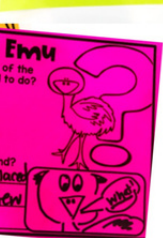
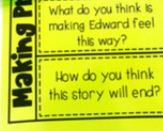
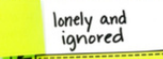
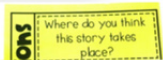
These vocabulary exercises allow students to analyze the words on a deeper level than just learning the definition.

# EDWARD THE EMU

## COMPREHENSION



Questioning cards are a great way to help students dig deeper into the text with your guidance.



Comprehension Printables allow your students to demonstrate their understanding in their notebooks.

## NONFICTION READER



### Meal Time

What do emus enjoy eating? Emus are omnivorous which means they eat both plants and insects. They may feed on leaves, fruit, seeds, caterpillars, grains, beetles, or anything else they can find. This large bird is able to store large amounts of fat in their bodies. This helps them to survive during times when food is rare and they are looking for it!



### Meal Time

What do emus enjoy eating? Emus are omnivorous which means they eat both plants and insects. They may feed on leaves, fruit, seeds, caterpillars, grains, beetles, or anything else they can find. This large bird is able to store large amounts of fat in their bodies. This helps them to survive during times when food is rare and they are looking for it!



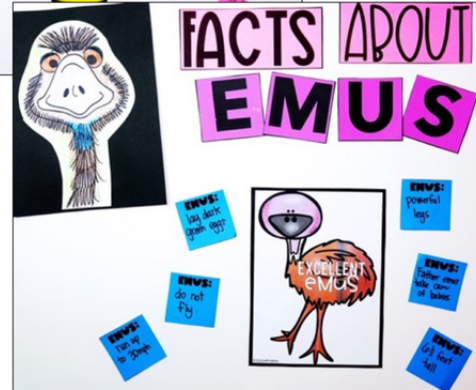
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## ANCHOR CHARTS

### I can MAKE PREDICTIONS



### FACTS ABOUT EMUS

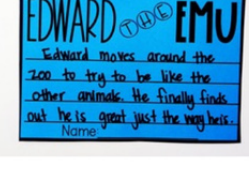
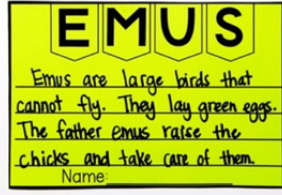
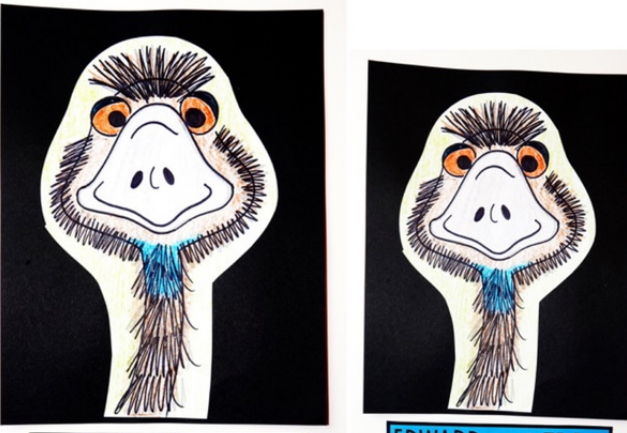


## VOCABULARY



These vocabulary exercises allow students to analyze the words on a deeper level than just learning the definition.

## DIRECTED DRAWING



Students draw an emu. They can then display it with their writing about emus or about the story for the week.

## GRAMMAR

