



**Interest Level:** K-2

**Reading Level:** 1-2

**Age Range:** 6-7

**Genre:** Fiction

**GRL:** J

**Lexile:** 360L

**Subject:** Beginning

Chapter Books

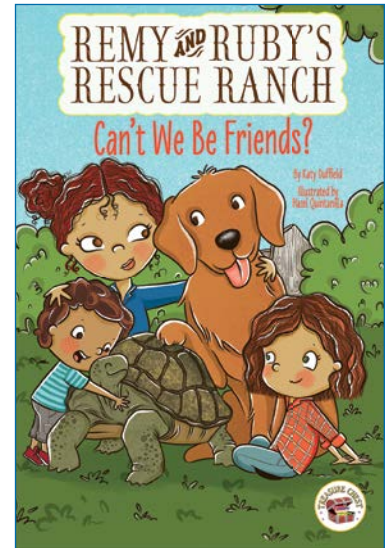
**Pages:** 32

**Standards:**

CCSS.RL.1.1

CCSS.SL.1.1

CCSS.W.1.8



## LESSON OBJECTIVE

Students will be able to ask and answer questions about key details in a text.

## LESSON FOCUS: Ask and Answer Questions about Key Details in a Text

Tell students that good readers are like detectives. They use key details found in the text to help them figure out answers to questions. Questions like who, what, when, where, why and how help determine what the key details of a text are (it would be helpful to have these question words on the board or an anchor chart for student reference).

## BEFORE READING

### ACTIVATING PRIOR KNOWLEDGE

Ask students if they have ever had a difficult time getting along with someone. Have them turn and talk to their shoulder partner. After students have discussed with their shoulder partner, ask if anyone feels comfortable sharing. Have a class discussion about getting along. Discuss why it can be difficult to get along with someone and how we can work together to get along.



## PREVIEW AND PREDICT

Have students study the cover of the book. Ask them to describe what they see and share what they think they will learn in the book. Engage students in a book walk. Show them the table of contents, glossary, sample of pages and photographs.

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## AS YOU READ

Read the book aloud. During reading, stop and talk about any bold or unknown words. Discuss each photograph and text feature. To support students understanding of key details, stop after a page or two and think aloud to model a question a good reader would ask about the text.

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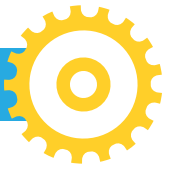
## AFTER YOU READ

Tell students that they are going to practice asking and answering questions about the book. Tell students to use the question words on the board or anchor chart. Give each student a sticky note or small piece of paper. Ask students to write down one question they have after listening to the book. After all students have completed their question, put them in pairs. Each pair will ask their question and then answer their partners question. When students are finished, have a class discussion about the key details in the book.

## SUGGESTED AFTER READING ASSESSMENT QUESTIONS (Encourage students to look back in the text to support their answers):

1. How can Remy and Ruby tell that Little Joe doesn't like Yoshi?
2. How did Remy and Ruby show Little Joe and Yoshi to be friends? What did they do?
3. How did Remy and Ruby help the two become friends?
4. How did Yoshi feel about Little Joe at the beginning of the story? How did their feelings change over time? Use details from the text.

# STUDENT EXTENSION ACTIVITY - CAN'T WE BE FRIENDS



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 1. Complete the Using Context Clues Graphic Organizer.

Word	Clue(s)	Meaning

Word	Clue(s)	Meaning

Word	Clue(s)	Meaning

## 2. Complete the Text-Self-Connections Graphic Organizer.

**Directions:**

In the first column write or draw a sentence, phrase, or picture from the book you read. In the second column write about the connection you made to what you put in the first column. Was it a text – text connection, text-self connection, or text-world connection?

**Connections**

Sentences, phrases, photos, and graphics from the text	My connections Text-Text, Text-Self, Text-World

**Need More Space?**  
Grab a piece of scrap paper!

