

# Makerspace Read Aloud & Challenges

**MAKERSPACE**

**READ-Aloud &  
Challenges**

*Year Long Bundle*



# Why

## Deeper Comprehension Work

Makerspace Moments covers reading comprehension standards with a Close Reading approach. Think sheets encourage deep thinking and understanding.



## Makerspace Extension

Students think critically about the problems in the story and work through the EDP to create solutions.

## Hands-on Learning & Thinking

Makerspace allow kids to move, build, create, wonder, and discover!

# Sneak Peek





# Sneak Peek



# Sneak Peak



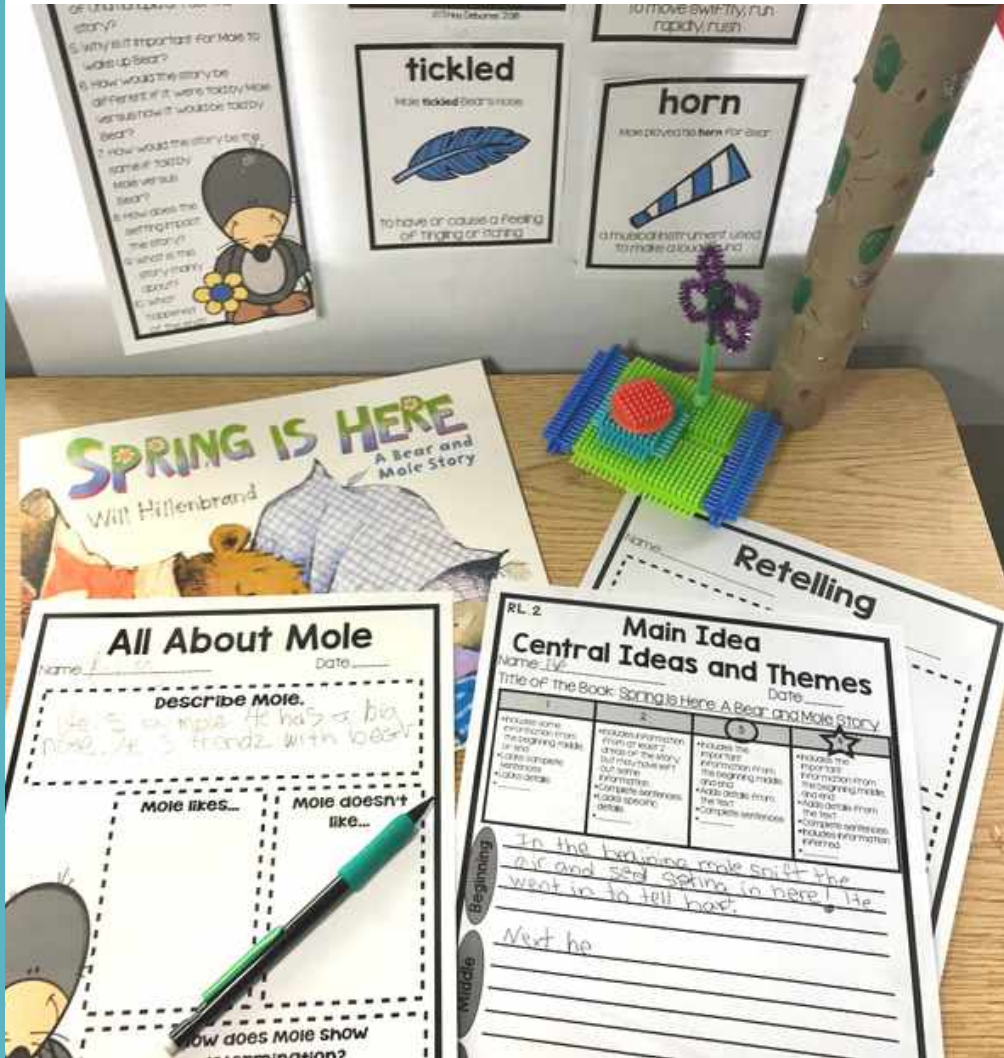


# Sneak Peak





# Sneak Peak






# Sneak Peak


Name: Billy Date: \_\_\_\_\_

All About My Solution


My Solution is binoculars  
They are cool.



**Problem Challenge**  
The boy faced a problem in the story. Your challenge, if you choose to accept it is to build, design, or create a solution to the boy's problem. Use at least one piece of evidence from the story.

**For Your Mission:**   
popsicle sticks, pipe cleaners, crayons, and scissors.  
\_\_\_\_\_ minutes. You will be in the Think Tank.

**Problem Challenge**  
The boy faced a problem in the story. Your challenge, if you choose to accept it is to build, design, or create a solution to the boy's problem. Use at least one piece of evidence from the story.

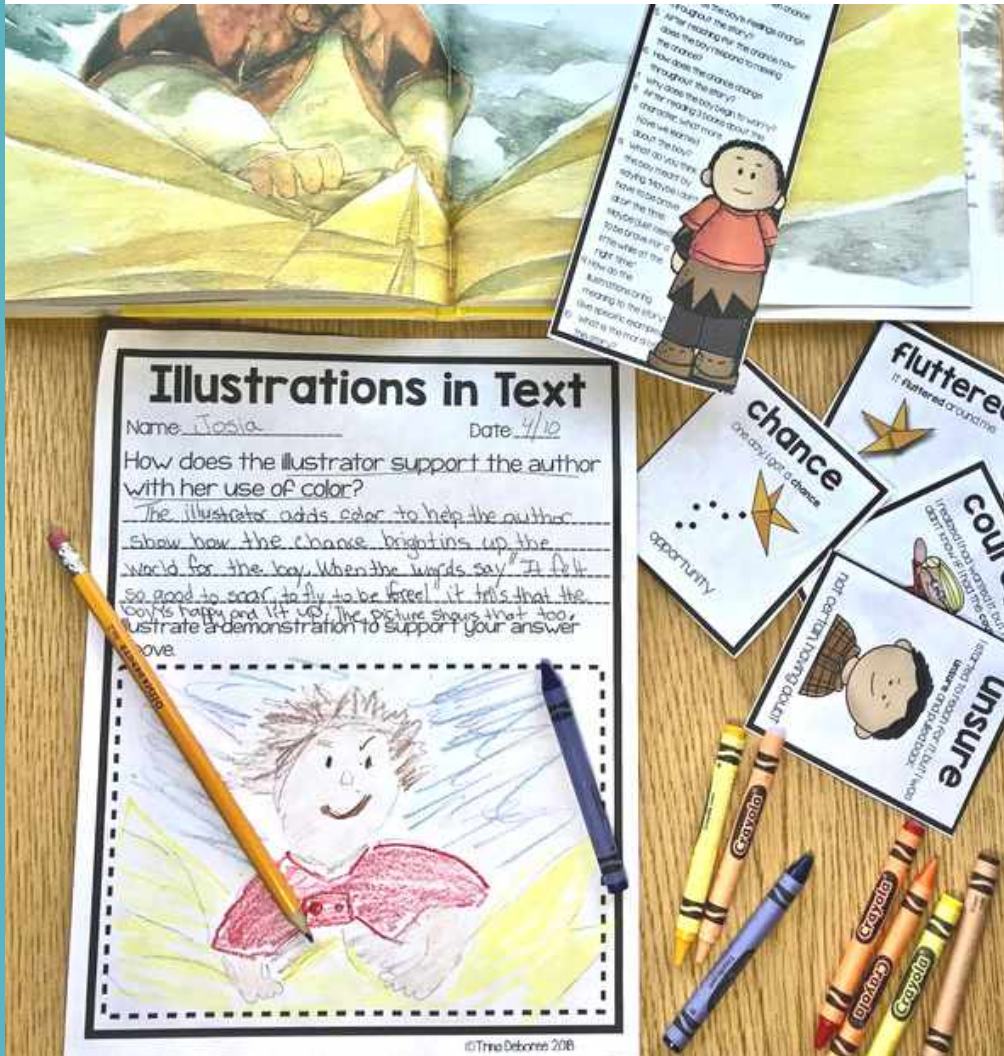
**Tools For Your Mission:**   
Anything Goes!  
Work alone or with a group. You have \_\_\_\_\_ minutes. You will be presenting your design in the Think Tank.

**Good Luck!**



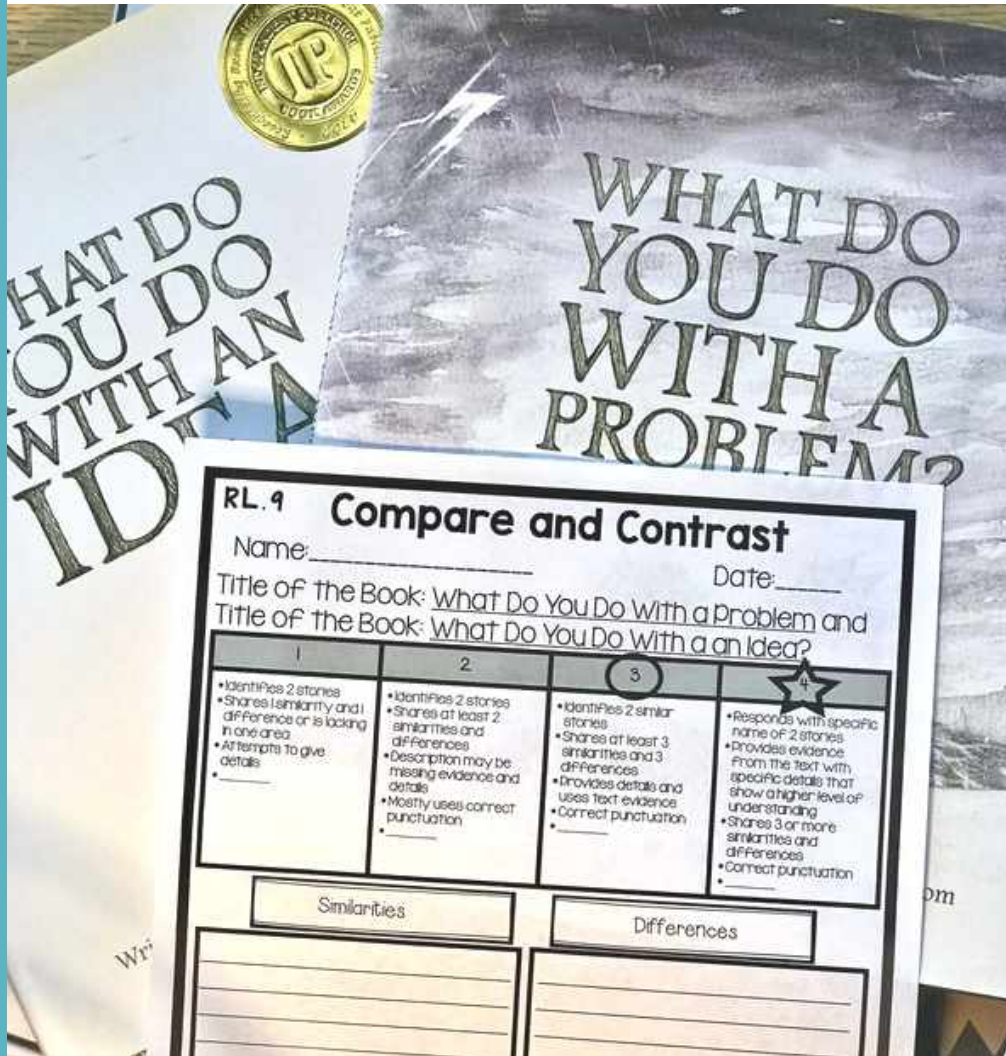


# Sneak Peak





# Sneak Peak



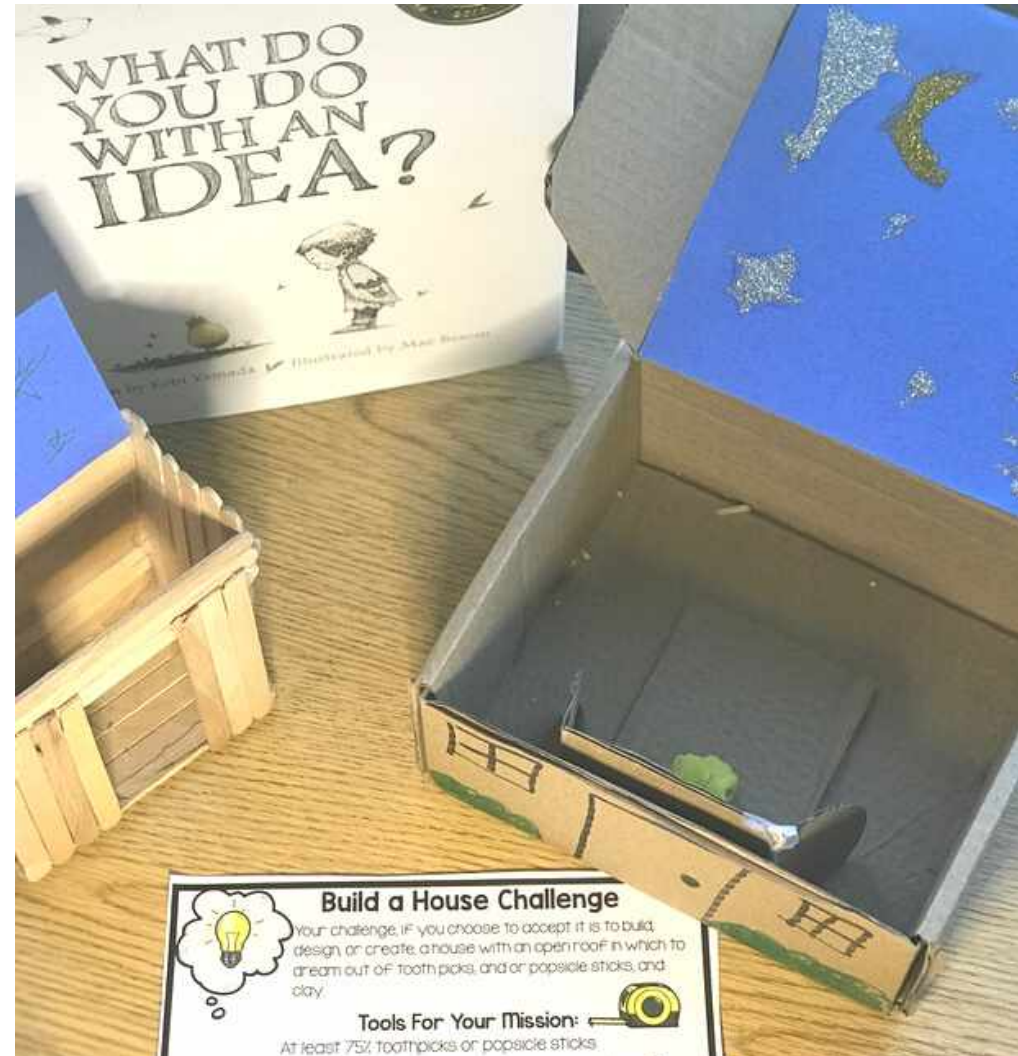
**WHAT DO YOU DO WITH A PROBLEM?**

**RL.4 Compare and Contrast**

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

Title of the Book: What Do You Do With a Problem and  
Title of the Book: What Do You Do With a an Idea?


1	2	3	4
<ul style="list-style-type: none"><li>Identifies 2 stories</li><li>Shares 1 similarity and 1 difference or is lacking in one area</li><li>Attempts to give details</li></ul>	<ul style="list-style-type: none"><li>Identifies 2 stories</li><li>Shares at least 2 similarities and differences</li><li>Description may be missing evidence and details</li><li>Mostly uses correct punctuation</li></ul>	<ul style="list-style-type: none"><li>Identifies 2 similar stories</li><li>Shares at least 3 similarities and 3 differences</li><li>Provides details and uses text evidence</li><li>Correct punctuation</li></ul>	<ul style="list-style-type: none"><li>Responds with specific name of 2 stories</li><li>Provides evidence from the text with specific details that show a higher level of understanding</li><li>Shares 3 or more similarities and differences</li><li>Correct punctuation</li></ul>
Similarities		Differences	



**WHAT DO YOU DO WITH AN IDEA?**

**Build a House Challenge**

Your challenge, if you choose to accept it is to build, design, or create, a house with an open roof in which to dream out of toothpicks, and/or popsicle sticks, and clay.

**Tools For Your Mission:** 

At least 75% toothpicks or popsicle sticks.

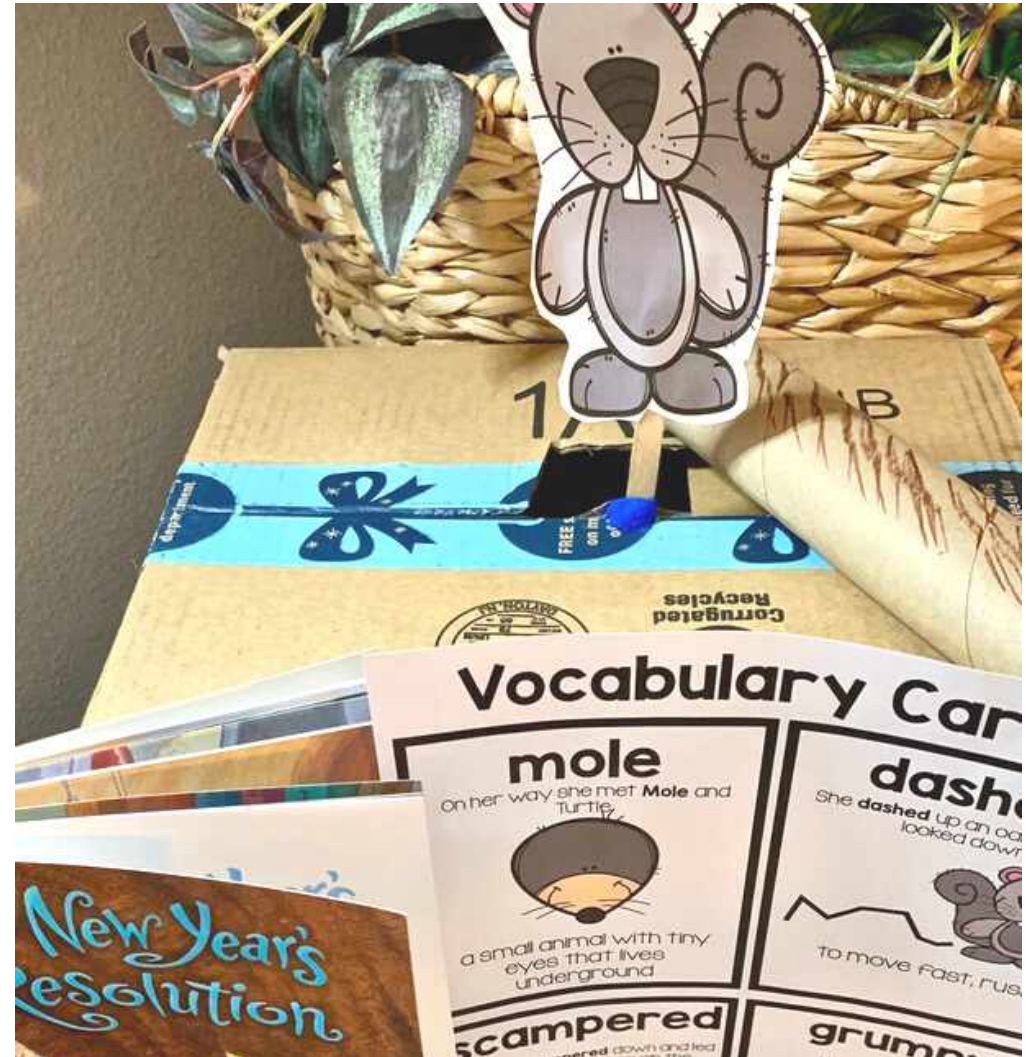


# Sneak Peak

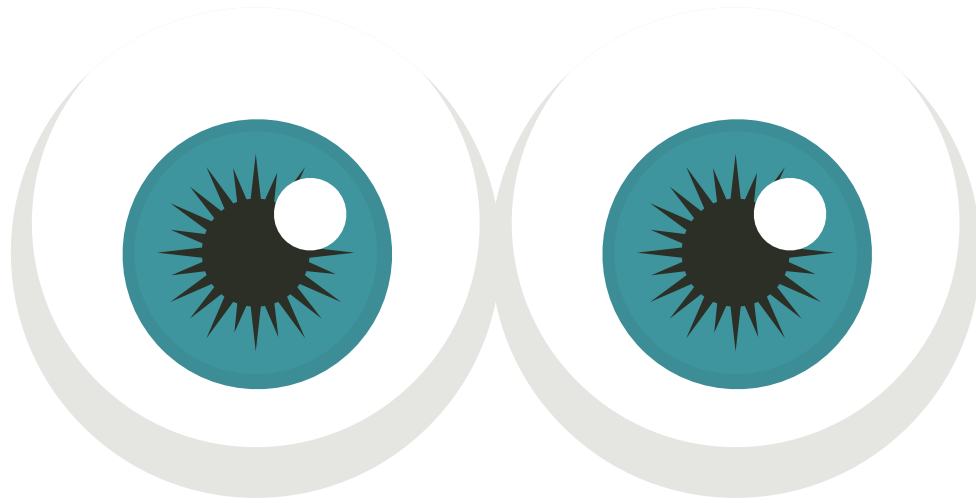


# Perfect for:

- Read Aloud
- Comprehension
- Covering Reading Comp Standards
- Makerspace Extension
- Hands-On
- Encouraging and Motivating Reluctant Readers







**Ready to see  
some what is  
included?**

**KEEP SCROLLING!**

# Read Aloud Companion to First Day Jitters

By Julie Danneberg

### All About The Mrs. Hartwell

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

Date: \_\_\_\_\_

Mrs. Hartwell thinks and feels...



### Characters Response

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

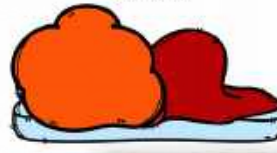
Title of the Book: First Day Jitters

1	2	3
• Limited response to events. • Parts of the response may be missing.	• Responds to 2 events. • Attempts to give information the events.	• Responds to 3 or more events. • Provides evidence for each response.

### Vocabulary

## tunneled

She **tunneled** down to the end of her bed.

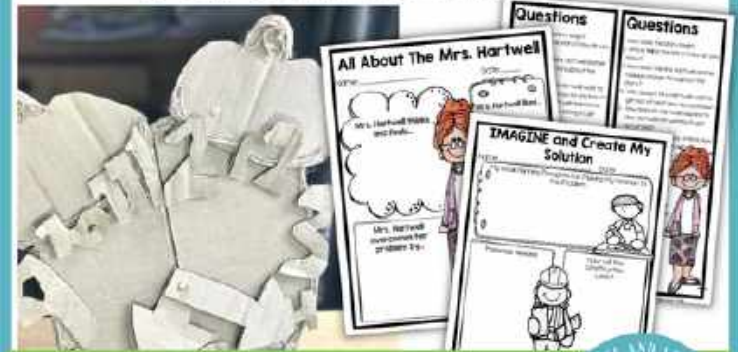


digging

## mo

My head  
she truck

## Makerspace Moments



### Comprehension Work & Makerspace Companion to First Day Jitters



### Questions

1. How does the story begin?
2. Who is telling the story? How do you know?
3. How does the Mrs. Hartwell and her feelings change throughout the story?
4. Why doesn't Mrs. Hartwell want to get out of bed? How do you know?
5. How does Mr. Hartwell respond to Mrs. Hartwell not wanting to get out of bed?
6. After reading First Day Jitters, how do describe Mrs. Hartwell?
7. How do you describe Mr. Hartwell?
8. How do the students feel about their new teacher? How do you know?
9. How does the author use the illustrations to show Mrs. Hartwell's fears?
10. How does the story...



### Questions

1. How does the story begin?
2. Who is telling the story? How do you know?
3. How does the Mrs. Hartwell and her feelings change throughout the story?
4. Why doesn't Mrs. Hartwell want to get out of bed? How do you know?
5. How does Mrs. Hartwell respond to Mr. Hartwell not wanting to get out of bed?
6. After reading First Day Jitters, how do describe Mrs. Hartwell?
7. How do you describe Mr. Hartwell?
8. How do the students feel about their new teacher? How do you know?
9. How does the author use the illustrations to show Mrs. Hartwell's fears?



### RL.1 Ask Text-Based Questions

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

Title of the Book: First Day Jitters

1	2
• Formulates 1 question somewhat relevant to the text.	• Formulates 2 or more questions relevant to the text.

## Standards-Based Reading Response Think Sheets



# Read Aloud Companion to First Year Letters

By Julie Danneberg

**All About The Mrs. Hartwell**  
Name: \_\_\_\_\_  
Recap of what you learned about Mrs. Hartwell from First Day Jitters:

**Characters Respond**  
Name: \_\_\_\_\_  
Title of the Book: First Year Letters

1	2	3
• Limited responses to events • Parts of the	• Responds to 1-2 events • Attempts to give	• Responds w/ specific ev • 3 responses

**RL.7 Illustration**  
Name: \_\_\_\_\_  
Title of the Book: First Year Letters

1	2
• Chooses at least 1 illustration • Some misunderstandings may be evident • Looks at each of	• Chooses at least 2 illustrations that show a connection to an event

**Vocabulary Cards**  
letters  
White House

**Comprehension Questions**  
IMAGINE and Create My Solution

**Makerspace Moments**  
Comprehension Work & Makerspace

**Comprehension Questions**  
1. How does the story begin?  
2. How do the children feel about sending and receiving mail?  
3. What do you learn about Mrs. Hartwell that you may not have known before?  
4. What is the same about First Year Letters and First Day Jitters?  
5. What is different about First Year Letters and First Day Jitters?  
6. How does Mrs. Hartwell respond to Mrs. Burton being in the classroom (examples from the story)?  
7. How does Mrs. Hartwell respond to challenges in the classroom?  
8. How does the author use the

**Standards-Based Reading Response Think Sheets**

Sincerely, Josh  
Did you know Mrs. Burton has very messy handwriting?

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Read Aloud Companion to

# The Invisible Boy

By Trudy Ludwig

**Comprehension Questions**

1. Who is the main character?
2. What do we learn about the main character?
3. Why do you think Brian feels invisible?
4. How do you think feeling invisible makes Brian feel?
5. How does Brian's feelings change throughout the story? How can you tell?
6. Describe how the story is put together. What is different about the structure than from another type of book you have read?
7. What is the same about the structure?
8. Describe some important events in the story.
9. Why do you think Brian began to have some color when Justin was introduced to the class?
10. How does the illustrator help tell the story?
11. How does the end help the story feel complete?

**Retelling** Date: \_\_\_\_\_

**All About Brian**  
Name: \_\_\_\_\_

**Describe Brian**

**Brian likes...**

**How does Brian respond to feeling invisible?**

**Makerspace Moments**

**Vocabulary Cards**  
invisible  
whines  
volume control

**Comprehension Questions**

**My Solution**

**Comprehension Work & Makerspace**  
Companion to The Invisible Boy

TEACHING AND LEARNING

Standards-Based Reading Response  
Think Sheets



# Read Aloud Companion to I Need My Monster

By Amanda Noll

## ooze

How would I ever get to sleep without Gabe's familiar scary noises and his spooky green ooze?

## All About Ethan

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



**Describe Ethan.**  
Text here

**Ethan likes...**  
Text here

**How does Ethan overcome...**  
Text here

## Story

Name: Text

Is this story fiction or nonfiction?


List the elements from the story.

Elements from the story: \_\_\_\_\_

## Imagine My Solution

My Plan For Making My Monster

Describe your plan and or draw a sketch and upload it here



## Makerspace Moments in Literature



**All About Ethan**

**My Monster**

**Monster Presentation**

**Comprehension Work & Makerspace**

**I Need My Monster**

**TEACHING AND LEARNING THINK SHEETS**

## Standards-Based Reading Response Think Sheets

# Read Aloud Companion to A House for Monster

By Steve Metzger

## Makerspace Moments in Literature

### Questions

1. Who is the owner of the house? How do you know?
2. Why do you think Monster needed so much help?
3. How do each character's actions affect another character's behavior?
4. Describe how the story is put together. (What is different about the structure?)
5. What is the same about the structure?
6. Describe some important events in the story.
7. How does the author utilize the order in which he introduces the children?
8. How does the end help the story feel complete?



### Questions

1. Who is the owner of the house?

### Retelling

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



Beginning

Middle

End



### Vocabulary

#### shocked

That **shocked** the mummy raised the wall.



a sudden and powerful scare

#### terrified

That **terrified** Frankie who brought in the chair.



to fill with great fear or scare

From a beam,



a long strong piece of wood that supports the ceiling

### Vocabulary Cards

#### shocked



#### terrified



### Making My Monster House



### Comprehension Work & Makerspace

Companion to Monster House






# Read Aloud Companion to **Somethin' Pumpkin** By Scott Allen

## Pharaoh

A little known **Pharaoh** now at  
near the Nile....



## Story Elements

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

Choose 3 different settings to sketch and describe.

Text here **setting**

Text here **setting**

Text here **setting**

## Reflect Upon and Improve My Pumpkin

All About My Pumpkin Solution  
Describe your pumpkin device.

## Illustrations

Name \_\_\_\_\_ Text here \_\_\_\_\_ Date \_\_\_\_\_

How does the picture help tell the story?  
Text here \_\_\_\_\_

Sketch an element of a problem in the story and how a pumpkin was used to solve it.

## Makerspace Moments

Digital Version



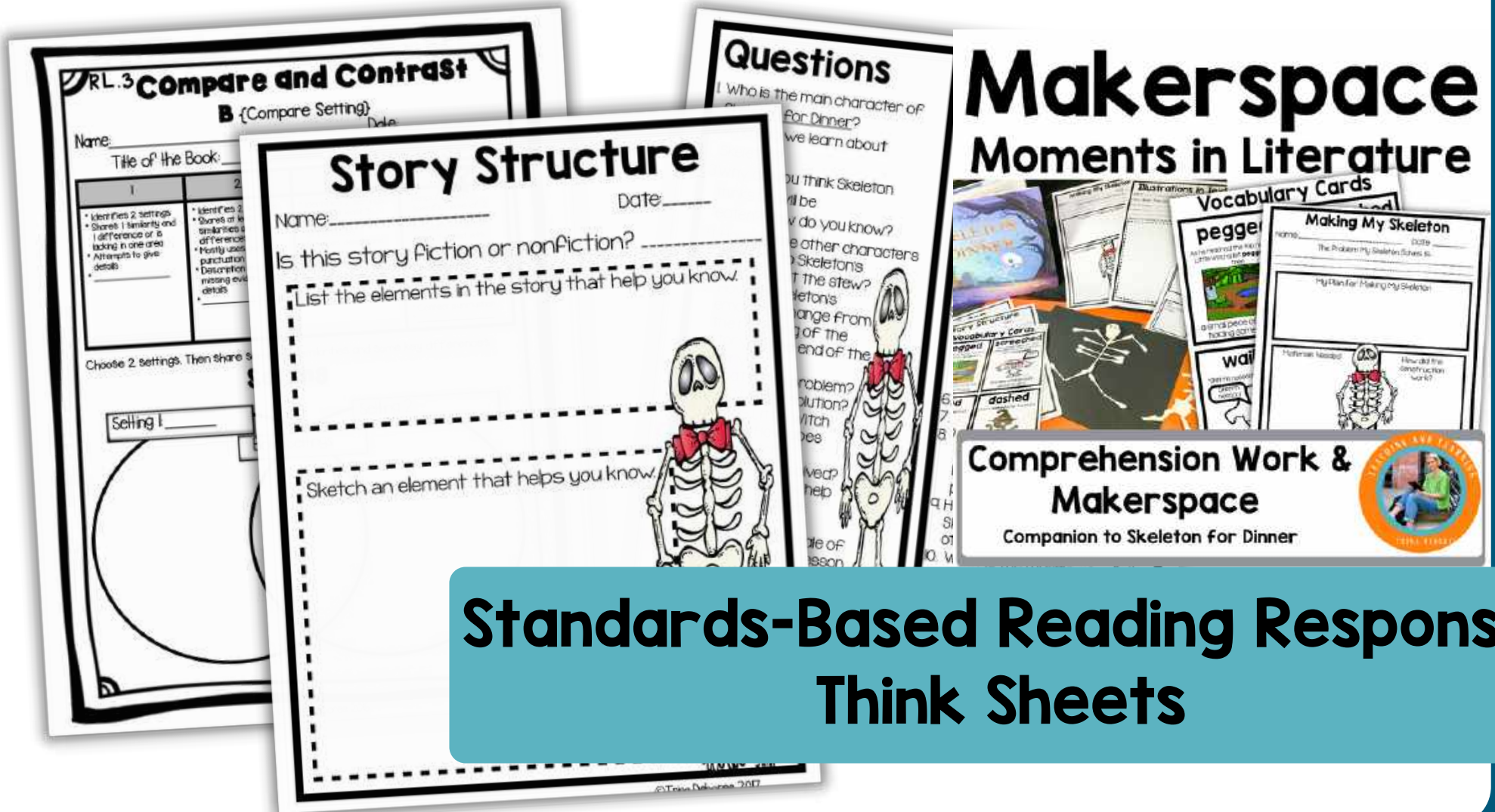
## Comprehension Work & MAKERSPACE

Companion Somethin' Pumpkin



**Standards-Based Reading Response  
Think Sheets**

# Read Aloud Companion to **Skeleton for Dinner** By Margery Cuyler



**Standards-Based Reading Response  
Think Sheets**



# Read Aloud Companion to A Turkey for Thanksgiving

By Eve Bunting

**stammere**

"A...a chair?" Turkey **stammer**

A...a chair?

**Vocabu**

Name: Text here  
Title of the Book: A Turkey For Thanksgiv

1	2	3
• Chooses less than 2 words. • Parts are missing or incomplete.	• Chooses 2 or more new vocabulary words. • Compiles most of the meaning and/or illustrations.	• Chooses 3 or more new vocabulary words. • Compiles all of the meaning and/or illustrations.

**Word**                      **Meani**

Word here

Word here

Word here

Word here

**All About Mr. Moose**

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

**Describe MR. MOOSE**  
Text here

**Mr. Moose likes...**  
Text here

**How does MR. MOOSE**  
Text here

**Makerspace Moments**

**Comprehension Work & Makerspace**  
Companion Turkey for Thanksgiving

**Standards-Based Reading Response  
Think Sheets**

# Read Aloud Companion to **Are You Grumpy, Santa?** By Gregg Spiridellis and Evan Spiridellis

**All About Santa**  
Name: \_\_\_\_\_  
Describe \_\_\_\_\_  
Santa's Feelings begin \_\_\_\_\_

**Retelling**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**beginning**

**RL.2 Main Central Idea**  
Name: \_\_\_\_\_  
Title of the Book: Are You \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
• Some misunderstanding of the central message or theme  
• Limited or missing details about the events or theme  
• Attempts to identify the central message or theme  
• Provides limited details about the events (details)

**Questions**  
1. Prior to reading, make a prediction about why Santa might be grumpy?  
2. How does Santa's suit become so small?  
3. Think about what you have read and share some reasons why Santa is grumpy?  
4. Why do the reindeer fly out of control?  
5. How does Santa feel better at the end of the story?  
6. How do you know?  
7. How does Santa's feelings change throughout the story?  
8. What is the moral of the story?

**Vocabulary Cards**  
grumpy defrosted  
mumbled flustered

**Characters Respond to Events**  
(Respond to Event)  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
How did the character respond to the event?  
What was the character's solution?

**My Solution**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
How did the character respond to the event?  
What was the character's solution?

**Makerspace Moments**

**Comprehension Work & Makerspace**  
Companion to Are You Grumpy Santa?

**Standards-Based Reading Response Think Sheets**



# Read Aloud Companion to Snow

By Uri Schulevitz

**Making My Snowflake**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
My Plan For Making My Snowflake: \_\_\_\_\_

**Main Idea Central Ideas and Themes**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Title of the Book: Brave Irene

1	2	3
• Attempts to give details but areas may be lacking	• Identifies at least 3 groups	• Description may be missing evidence and details

**Point of View**  
Name: \_\_\_\_\_  
Title of the Book: Snow

1	2
• Attempts to give details but areas may be lacking	• Identifies at least 3 groups

Sketch or write about regarding an important event described.

**Snowflake Examples**

**Questions**  
What is the boy's problem? How does it get solved?  
Why don't the townspeople believe him?  
How does the setting, where events take place, affect the behavior of the people?  
How does the boy's emotions change throughout the story?  
How does the increase of snow affect the townspeople's behavior?  
On page 19-20 (Mother Goose Books), what is happening in this illustration and how does this impact the story?

**Compare and Contrast**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Title of the Book: Snow

**Makerspace Moments**

**Comprehension Work & Makerspace Companion to Snow**

**Standards-Based Reading Response Think Sheets**

# Read Aloud Companion to Snow

By Cynthia Rylant

**RI.1 Ask and Answer**  
Name: \_\_\_\_\_  
Title of the Book: *The Story*

1	2
•Formulates 1 question somewhat related to the text •Attempts correct punctuation	•Formulates 1 to 2 questions related to the text •Mostly uses correct punctuation •Attempts to answer question/s

Think about the text you just finished. Will someone to determine that they understand...

**Vocabulary Cards**  
plate  
crystal  
col  
sh

**RI.2 Main Idea Supporting Details**  
Name: \_\_\_\_\_  
Title of the Book: *Title of the book*

1	2	3
• Attempts to identify the main idea and/or a supporting detail from the text • Attempts correct punctuation	• Identifies both main idea • Identifies at least one supporting detail • Attempts complete sentences • Attempts correct punctuation	• Identifies with evidence • Identifies supporting each main • Provides or thought or punctuation

**Questions**

1. How do snow crystals form?
2. What shapes can snowflakes take?
3. Are no two snow crystals alike?
4. How are clouds formed?
5. Describe the make up of clouds.
6. How do the close-ups on page 9 help you better understand what makes up a cloud?
7. How do the images on pages 10 and 11 help you better understand the formation of a snowflake?
8. Why do you think the authors wrote this book?
9. How would you compare and contrast two snowflakes?
10. Why is six the magic number for

**Knowing and Understanding**  
Name: \_\_\_\_\_  
Title of the Book: *The*

1	2
• Attempts to provide at least 1 text feature from the text • Purpose or intentions may be missing or incomplete • Evidence of the	• Accurately s or more text that are in • Describes th or intention each text feature named with some

**Makerspace Moments**

**Comprehension Work & Makerspace Companion to Snow**

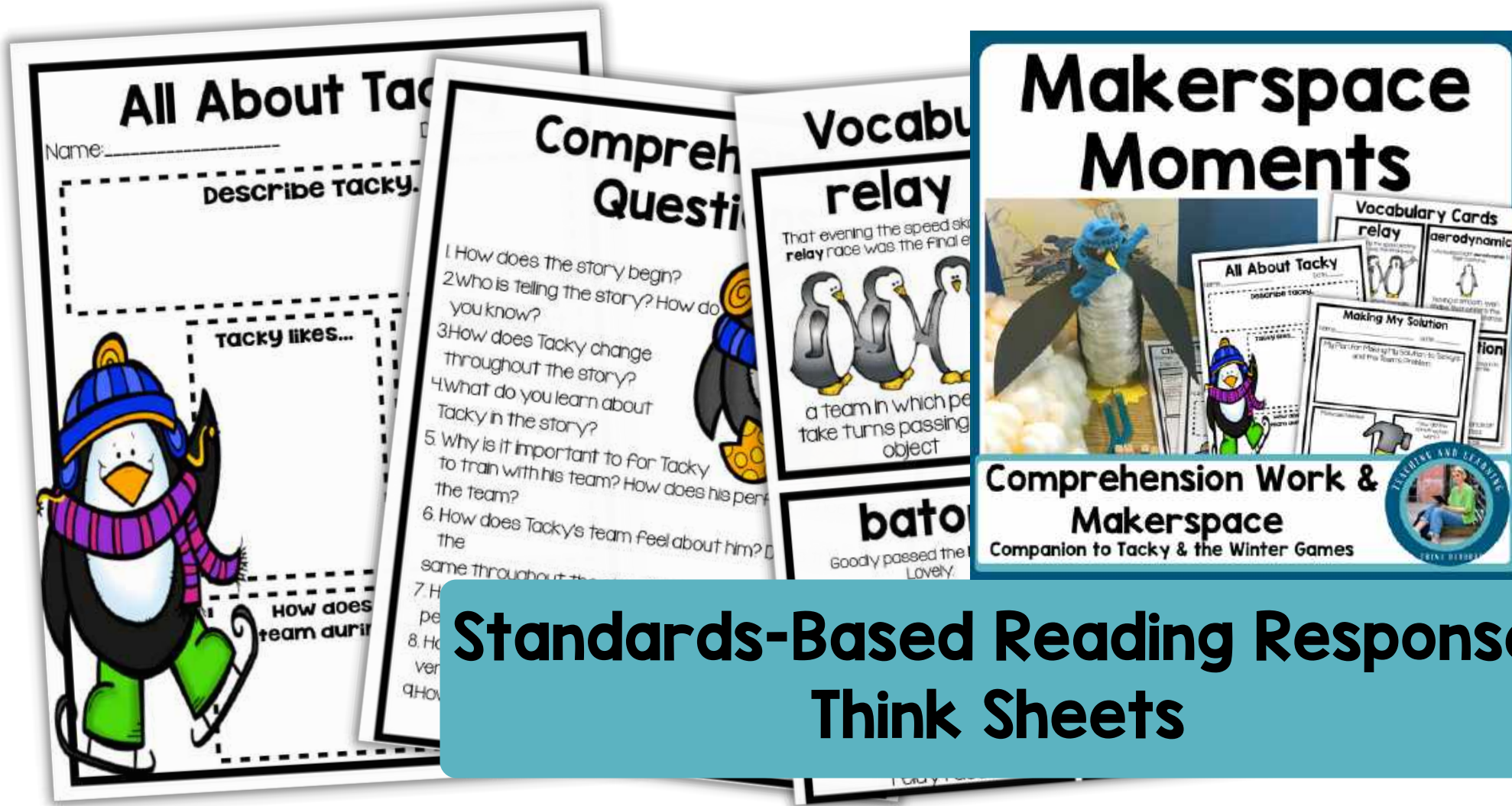
**Standards-Based Reading Response Think Sheets**

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# Read Aloud Companion to Tacky and the Winter Games

By Helen Lester



The image displays a collection of educational materials for the book 'Tacky and the Winter Games'. On the left, several worksheets are shown, including 'All About Tacky' with a penguin illustration and a 'Name:' field, 'Comprehension Questions' with a list of nine questions, and 'Vocabulary relay' with an illustration of three penguins. On the right, the book cover for 'Makerspace Moments' is visible, featuring a penguin and various activity cards like 'Vocabulary Cards', 'All About Tacky', and 'Making My Solution'. A teal banner at the bottom contains the text 'Standards-Based Reading Response Think Sheets'.

**All About Tacky**  
Name: \_\_\_\_\_  
describe tacky.  
tacky likes...  
How does team durin

**Comprehension Questions**  
1 How does the story begin?  
2 Who is telling the story? How do you know?  
3 How does Tacky change throughout the story?  
4 What do you learn about Tacky in the story?  
5 Why is it important to for Tacky to train with his team? How does his performance change?  
6 How does Tacky's team feel about him? Describe the team.  
7 How does Tacky feel about the team?  
8 How does Tacky feel about the team?  
9 How does Tacky feel about the team?

**Vocabulary relay**  
That evening the speed skating relay race was the final event.  
a team in which people take turns passing an object

**bato**  
Goody passed the baton to Lovely.

**Makerspace Moments**  
Vocabulary Cards  
relay aerodynamic  
All About Tacky  
Making My Solution  
TEACHING AND LEARNING  
JENNIFER BERTHOUD

**Standards-Based Reading Response Think Sheets**

# Read Aloud Companion to Spring is Here

By Will Hillenbrand

**RL.6 Point of View**  
Name: \_\_\_\_\_  
Title of the Book: Spring is Here

1	2
• Missing parts or incomplete explanation	• Attempts to complete each area but one may be missing • Details of how they know are limited

**All About Mole**  
Name: \_\_\_\_\_  
**Describe Mole.**

**RL.4 Vocabulary**  
Name: \_\_\_\_\_  
Title of the Book: Spring is Here

1	2
• Chooses less than 2 words • Parts are missing or incomplete	• Chooses 2 or more new vocabulary words • Completes most of the meaning and/or illustrations

**Questions**

1. How does the story begin?
2. Who is telling the story? How do you know?
3. How does Mole change throughout the story?
4. How does the author's use of Onomatopoeia affect the story?
5. Why is it important for Mole to wake up Bear?
6. How would the story be different if it were told by Mole versus how it would be told by Bear?
7. How would the story be the same if told by Mole versus Bear?
8. How does the setting impact the story?
9. What is this story mainly about?

**Questions**

1. How does the story begin?
2. Who is telling the story? How do you know?
3. How does Mole change throughout the story?
4. How does the author's use of Onomatopoeia affect the story?
5. Why is it important for Mole to wake up Bear?
6. How would the story be different if it were told by Mole versus how it would be told by Bear?
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**Makerspace Moments**

**Comprehension Work & Makerspace**  
Companion to Spring is Here

**Standards-Based Reading Response Think Sheets**

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# Read Aloud Companion to What Do You Do With a Problem? By Kobi Yamada

**All About**  
Name: \_\_\_\_\_  
describe  
The boy like

**Characters Respond to**  
Name: \_\_\_\_\_  
Title of the Book: What Do You Do With a Problem?  
1. Limited response to all areas or parts of the response may be missing.  
2. Responds to 2-3 areas. Attempts to give information for most areas. Generally explains the response to events.  
3. Responds to all 4 areas. Provides evidence from the text with specific details.

**RL.2 Main Central Ideas**  
Name: \_\_\_\_\_  
Title of the Book: What Do You Do With a Problem?  
1. Includes some information from the beginning, middle, or end. Lacks complete sentences. Lacks details.  
2. Includes information from at least 2 areas of the story, but may have left out some information. Complete sentences.

**Comprehension Questions**  
1. How does the story begin?  
2. Who is telling the story? How do you know?  
3. How does the boy and his feelings change throughout the story?  
4. Why does the boy start to worry about his problem? Be sure to use examples from the story.  
5. How would the story be different if it were told by the author versus how it is told by the boy?  
6. Why does the boy feel it is important to look at a problem in a different way?  
7. How does the boy learn from his problem?  
8. How does the boy solve his problem?

**Vocabulary Cards**  
problem  
shoed  
My Solution

**Makerspace Moments**  
Comprehension Work & Makerspace  
Companion to What Do You Do With a Problem

**Standards-Based Reading Response Think Sheets**

# Read Aloud Companion to What Do You Do With a Chance? By Kobi Yamada

**All About The Boy**  
Name: \_\_\_\_\_  
Describe the Boy's feelings or the character from the book.

**RL.2 Main Idea Central Ideas and Themes**  
Name: \_\_\_\_\_  
Title of the Book: What Do You Do With a Chance?  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
• Some misunderstanding of the central message or theme  
• Limited or missing details about the events  
• Attempts to identify the central message or theme  
• Provides limited details about the events  
• Identifies the central message or theme  
• Describes the important events (actions)

**Characters Respond to Events**  
Name: \_\_\_\_\_  
Title of the Book: What Do You Do With a Chance?  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
• Limited response to all areas or  
• Parts of the response may be missing  
• Responds to 2-3 areas  
• Attempts to give information for most areas  
• Generally explains the response to events

**Comprehension Questions**  
1. Why do you think the chance acted like it knew the boy?  
2. Why do you think the boy pulled back from the chance?  
3. How does the boy feel when chance flew away?  
4. How does the boy's feelings change throughout the story?  
5. After reaching for the chance, how does the boy respond to missing the chance?  
6. How does the chance change throughout the story?  
7. Why does the boy begin to worry?  
8. After reading 3 books about this character, what more have we learned about the boy?  
9. What do you think the boy meant by saying, "Maybe I don't have to be brave all of the time. Maybe I just need to be brave for a little while at the right time."

**Vocabulary**  
Description of Character: \_\_\_\_\_  
Response to Challenge or Goal: \_\_\_\_\_

**Illustrations in Text**  
How does the illustration support the author with his use of color?  
How does the illustration help you understand the story?  
How does the chance change the boy's feelings?  
Why does the boy begin to worry?  
After reading 3 books about this character, what more have we learned about the boy?  
When do you think the boy is saying, "Maybe I don't have to be brave all of the time. Maybe I just need to be brave for a little while at the right time?"

**My Solution**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
My Plan For Finding My Solution to Boy's Problem:  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_  
9. \_\_\_\_\_  
10. \_\_\_\_\_

**Makerspace Moments**  
Comprehension Work & Makerspace  
Companion to What Do You Do With a Chance?  
TEACHING AND LEARNING WITH A PURPOSE  
TEACH & LEARN

**Standards-Based Reading Response  
Think Sheets**



# Read Aloud Companion to What Do You Do With an Idea? By Kobi Yamada

**All About The Boy**  
Name: \_\_\_\_\_  
Describe the Boy's Feelings or the character from the book.

**Characters Respond to**  
Name: \_\_\_\_\_  
Title of the Book: What Do You Do With an Idea?  
1. Limited response to events.  
2. Responds to 2 events.  
3. Responds with 3 specific events and 3 responses to event.

**Main Central Idea**  
RL.2  
Name: \_\_\_\_\_  
Title of the Book: What Do You Do With an Idea?  
1. Some misunderstanding of the central message or theme.  
2. Attempts to identify the central message or theme.

**My Solution**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
All About My Solution  
The problem my solution solves is...  
The thing I like about my solution...  
The one thing I could improve about my solution...

**Vocabulary Cards**  
Fragile  
admit

**Comprehension Work & Makerspace**  
Companion to What Do You Do With an Idea

**Makerspace Moments**

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# Read Aloud Companion to Last Day Blues By Julie Danneberg

**Characters Respond to Events**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_ RL.3  
Title of the Book: Last Day Blues

1	2	3
<ul style="list-style-type: none"><li>Limited response to events</li><li>Parts of the response may be missing</li><li>Attempts correct punctuation</li></ul>	<ul style="list-style-type: none"><li>Responds to 1-2 events</li><li>Attempts to give information the events</li><li>Generally explains the response to events</li><li>Mostly uses correct punctuation</li></ul>	<ul style="list-style-type: none"><li>Responds to 3 events</li><li>Provides information from the text</li><li>Generally explains the response to events</li><li>Mostly uses correct punctuation</li></ul>

Major Events or Characters

**All About The Mrs. Hartwell**  
Name: \_\_\_\_\_

Describe the Mrs. Hartwell's feelings and know about the character from the beginning of the story.

**Characters Respond to Events**  
Name: \_\_\_\_\_  
Title of the Book: Last Day Blues


1	2
<ul style="list-style-type: none"><li>Limited response to all areas or</li><li>Parts of the response may be missing</li></ul>	<ul style="list-style-type: none"><li>Responds to 2-3 areas</li><li>Attempts to give information for most areas</li><li>Generally explains the response to events</li></ul>

Description of Character

Response to Challenge or Goal

**Comprehension Questions**

1. What do you think the author meant by, 'Everyone felt a little blue thinking about the last day of school'?
2. How can you tell that everyone is feeling sad about school ending?
3. What is the problem in the story?
4. How do the students decide to solve the problem?
5. How do the children's feelings about school ending change throughout the story?
6. Why do you think the students had a hard time coming up with a present idea for Mrs. Hartwell?
7. How do the students come to an agreement?
8. How does Mrs. Hartwell respond to the gift?
9. How do Mrs. Hartwell's feelings change throughout the story?
10. How do the teachers feel at the end of the story?



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**Challenge Cards**

**Comprehension Questions**

**Compare and Contrast Character**

**Comprehension Work & Makerspace Companion to Last Day Blues**



## Standards-Based Reading Response Think Sheets





# Read Aloud Companion to Squirrel's New Year's Resolution

By Pat Miller

The image displays a collection of educational materials for the book 'Squirrel's New Year's Resolution'. The materials include:

- RL.5 Story Structure**: A worksheet with a table for story structure analysis. The table has two columns labeled '1' and '2'. Column 1 contains the text: "• Gives a limited description of the beginning of the story. • May display a misunderstanding of the impact on story structure." Column 2 contains: "• Describes the beginning of the story. May look for evidence. • Gives a general explanation of how the beginning of the story impacts the remainder of the plot."
- Illustrations in**: A worksheet titled "How does the illustrator support the author?" with a space for a drawing.
- RL.6 Point of View**: A worksheet with a table for point of view analysis. Column 1 contains: "• Missing parts or incomplete explanation." Column 2 contains: "• Attempts to complete each part but one may be missing. • Details of how they know are limited."
- Comprehension Questions**: A list of 10 questions about the story, such as "1. How does the story begin?" and "2. What is a resolution?".
- Vocabulary Cards**: Cards for words like "resolution" (a goal or promise to do or not do something), "hurried" (going to work, school, etc. quickly), and "mole" (a small animal with tiny eyes that lives underground).
- Reflect Upon and Improve My Solution**: A worksheet for students to reflect on their own solutions.
- Story Structure**: A smaller version of the RL.5 worksheet.
- Book Cover**: The cover of the book 'Squirrel's New Year's Resolution' by Pat Miller, featuring a squirrel and a cardboard box.

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**LEARNING AND LEARNING**

**Standards-Based Reading Response  
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# Sample Makerspace Integration Response Sheets May Differ

**RL.3 Compare and Contrast**

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

Title of the Book: Are You Grumpy, Santa?

1	2	3
<ul style="list-style-type: none"> <li>Identifies 2 solutions for Santa</li> <li>Shares 1 similarity and 1 difference or is lacking in one area</li> <li>Attempts to give details</li> </ul>	<ul style="list-style-type: none"> <li>Identifies 2 solutions for Santa</li> <li>Shares at least 2 similarities and differences</li> <li>Mostly uses correct punctuation</li> <li>Description may be missing evidence and details</li> </ul>	<ul style="list-style-type: none"> <li>Identifies 2 solutions for Santa</li> <li>Shares at least 2 similarities and differences</li> <li>Provides details</li> <li>Correct punctuation</li> </ul>

Choose 2 solutions for Santa. Then share some key similarities and differences.

**Santa Solutions**

Solution 1: \_\_\_\_\_ Solution 2: \_\_\_\_\_

Both Solutions

**My Solution**

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

All About My Solution

The problem my solution solves is...

The thing I like the best about my solution...

**Making My Solution**

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

The Problem My Solution Solves Is...

My Plan For Making My Solution

Materials Needed:

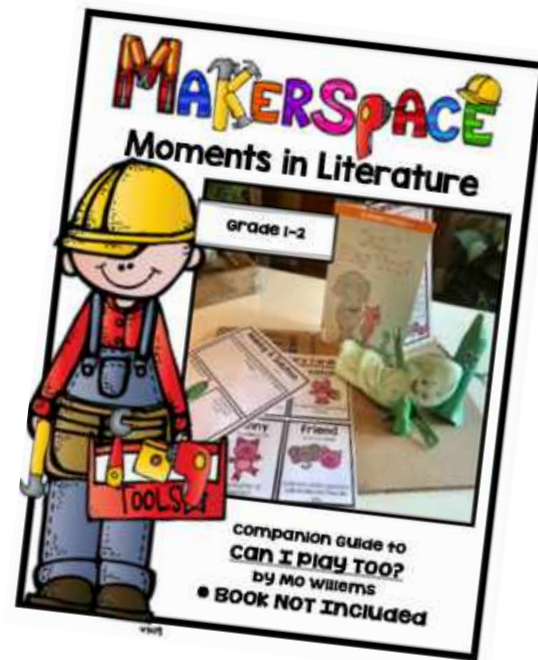
How did the construction work?

Students have the opportunity to take their learning further with a creative approach that fosters critical thinking, collaboration, and community.

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