

Junie B. Jones Is Captain Field Day

CONTENTS

Included in this unit are reading responses for every chapter! Also included are optional reading strategy pages that can be used throughout the book. These pages are ideal for classrooms working with making connections, making predictions, and asking questions while reading.

Cover Page

Reading Strategy Page 1: Making Connections Chart

Reading Strategy Page 2: Making Predictions Chart

Reading Strategy Page 3: Asking Questions Chart

Reading Skill Page: Noting Nonsense Words

Chapter 1 text-dependent questions, multiple choice, connecting

Chapter 2 noting details, making judgments, inferring

Chapter 3 dictionary definitions, characterization, inferring

Chapter 4 text-dependent questions, characterization, visualizing

Chapter 5 chapter summary

Chapter 6 determining the main problem, connecting

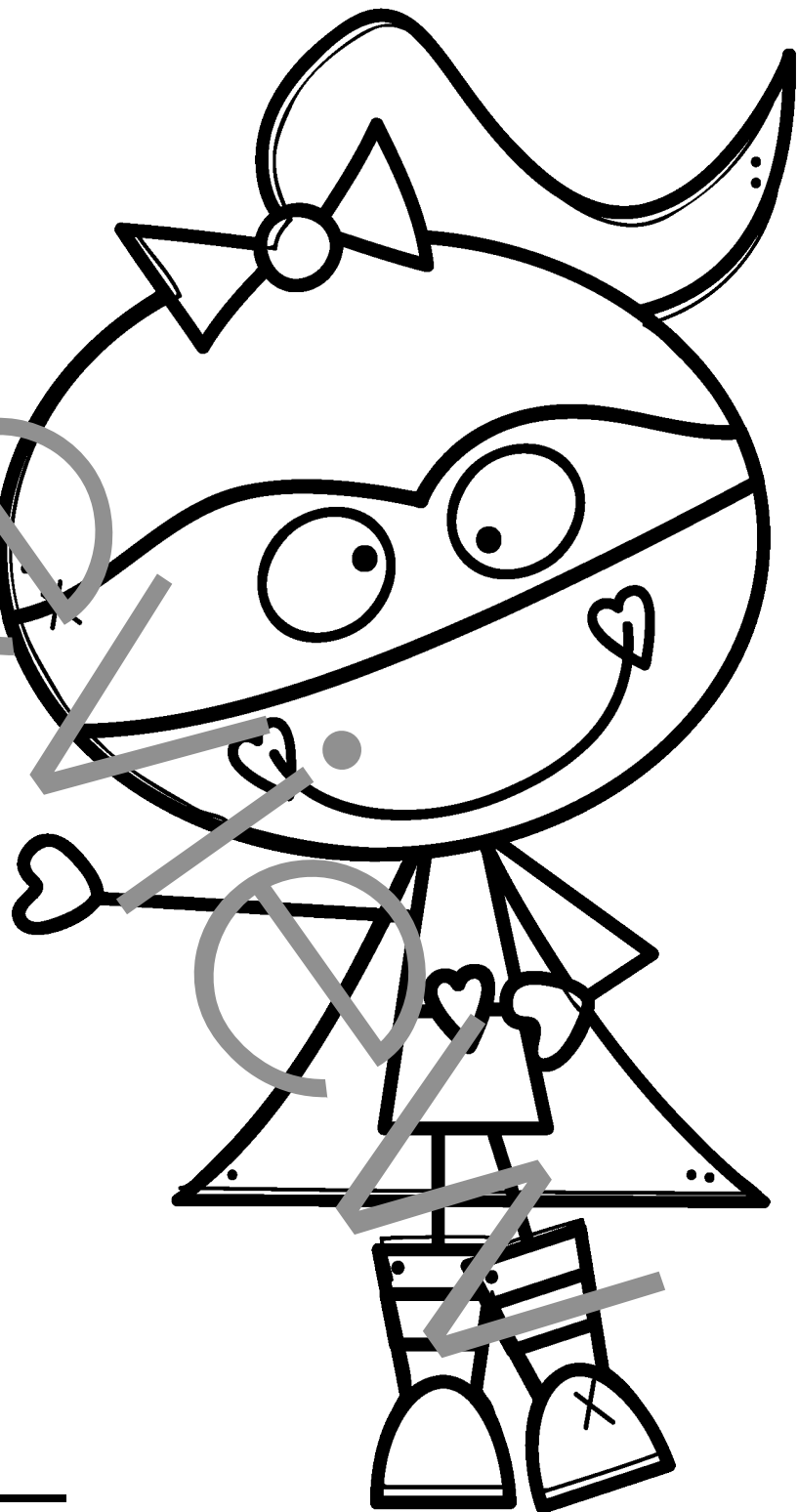
Chapter 7 predicting, noting details, picture summary

Chapter 8 multiple choice, idioms, text-dependent questions, characterization

End-of-Book The Lesson

Junie B. Jones

Is
Captain
Field
Day



Name:

Junie B. Jones Is Captain Field Day

Making Connections

Good readers make **connections** as they read.

Connections can begin like this:

This reminds me of...

I remember...

This makes me think of...

I have a connection to...

Chapter

My Connection

Chapter	My Connection

Junie B. Jones Is Captain Field Day

Ch. 1 Chatting

Name: _____

Directions: Answer each question in a complete sentence. Sentences need a **capital letter and a period**. Use your neatest handwriting.

1. Explain why Junie B. is excited this morning.

2. Who is coming to Junie B.'s school today?

- a) Junie B.'s mom and dad
- b) Junie B.'s Grandpa and Grandma Miller
- c) Both a and b

3. Reread the last 3 sentences of chapter 1.

After that, we both hanged up. And I skipped to my breakfast very happy. 'Cause a nice conversation always starts the day off right!

What is funny about Junie B.'s thinking?

4. Make a connection on your **Connection Chart**: Write about a time you've been really, really excited. What were you excited about?

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Ch. 2 C-A-P-T-A-I-N

Name: _____

Directions: Answer each question in a complete sentence. Sentences need a **capital letter and a period**. Use your neatest handwriting.

1. Four students want to be captain of Field Day. Complete the table. Explain their reasons for why they should be chosen.

STUDENT	REASONS
Meanie Jim	
Paulie Allen Puffer	
Grace	
Junie B. Jones	

2. Make a judgment: Do you think Mrs. S's idea for choosing Field Day captain is fair? How would you choose the captain?

3. Why do you think no one else clapped along with Junie B. at the end of the chapter?

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Ch. 5 Event Number One

Name: _____

Directions: Write a summary of chapter 5. You may use words from the Word Bank to help you!

WORD BANK

rescue
race

Grace
tag

shoe
Charlotte

won
Ricardo

Room Eight
William

First

Next

Then

After that

In the end

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Ch. 7 Skunked

Name: _____

Directions: Answer each question in a complete sentence. Sentences need a **capital letter and a period**. Use your neatest handwriting.

1. Make a prediction on your **Prediction Chart**: How do you think William will do at the pull-up competition?
2. Explain why the author chose to name this chapter *Skunked*. Use details from the story in your answer.

3. Complete a picture summary of chapter 7!

①

②

③

④

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Ch. 8 William

Name: _____

Directions: Answer each question in a complete sentence. Sentences need a **capital letter and a period**. Use your neatest handwriting.

1. What surprising thing happens at the pull-up competition?
 - a) Strong Frankie does 7 pull-ups.
 - b) Strong Frankie does 11 pull-ups.
 - c) William does 11 pull-ups.

2. Explain what it means to "toot your own horn."

3. What does Junie B. "toot her own horn" about at the end of the story?

4. Circle the word that you think best describes Junie B. at the end of the story: *leader*, *generous*, or *thrilled*? Support your choice with one detail from the story.

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End of Book

Name: _____

The LESSON

What is the lesson we could learn from Junie B.'s story? Think about her experiences during Field Day. Write and draw the lesson below!

