

Junie B., First Grader One-Man Band

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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.

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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, character traits, noting details

Chapter 2 inferring, noting details

Chapter 3 supporting the main idea, visualizing

Chapter 4 text-dependent questions, inferring, predicting

Chapter 5 chapter summary

Chapter 6 character traits, supporting a conclusion, connecting

Chapter 7 drawing a picture summary

Chapter 8 supporting the main idea, connecting, predicting

Chapter 9 drawing conclusions, text-dependent questions, character change

End of Book A New Ending

Junie B.,
First Grader
One-Man Band



Name: _____

Junie B., First Grader One-Man Band

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

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Ch. 1 Kicking the Cow

Name: _____

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

1. Explain how Junie B. hurt her toe. Include 3 details from the story in your answer.

2. Circle the word that you think best describes May.

helpful concerned unkind

Now, support your choice with one example of how May was helpful, concerned, or unkind.

2. Circle the word that you think best describes Junie B.

reckless excited bothered

Now, support your choice with one example of how Junie B. was reckless, excited, or bothered.

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Ch. 4 Choices

Name: _____

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

1. Draw lines to connect the students with what they would like to do *instead* of playing in the kickball tournament.

Camille & Chenille

• game announcer

Lucille

• crowd control

Roger

• sell Rice Krispie Treats

Shirley

• Homecoming princess

May

• cheerleaders

2. At the end of the chapter, Mr. Scary asks Junie B. if she'd like to be part of Sheldon's halftime entertainment. But Junie B. "does a loud groan" and covers her head with her sweater. Why do YOU think she acted this way?

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Ch. 5 Lemonade

Name: _____

Directions: Write a summary of chapter 6. You may use words from the Word Bank to help you.

WORD BANK

disappointment practice kickball Mother lemons
juggle hate upset cheerleader Daddy

First

Next

Then

After that

In the end

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Ch. 6 Practicing

Name: _____

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

1. Circle the word that best describes Junie B. in this chapter.

brave worried frustrated

Support your choice with one detail, showing how Junie B. is brave, worried, or frustrated.

2. After reading this chapter, the reader could draw the following conclusion:

Lennie and Herb are good friends to Junie B.

Support this statement with 2 details from the chapter.

3. Make a connection on your **Connection Chart**: If you were Junie B., and you were hurt during the kickball tournament, what would YOU choose to do during the game?

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Ch. 7 Fun with Me and Sheldon

Name: _____

Directions: Draw a picture summary of chapter 7. Draw the most important events in the order that they happened. Be sure to add labels, sentences, or speech bubbles, as needed!

1

2

3

4

5

6

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End of Book

Name: _____

A NEW Ending

What do you think will happen when Junie B. gets back to her classroom? What will the kids say, now that they've seen her juggle? How will May react?

Write the NEW ENDING to the story below.

Handwriting practice area with ten horizontal lines for writing the new ending to the story.

