

# Lesson Suggestions and CCSS for all topics: Comprehension, Vocabulary, Writing, Language, Phonological Awareness.

**Comprehension Activities, continued**  
Suggested instruction: Small groups or guided reading groups.

**Baby Animals and Their Sounds**

- Level 3: students will write the main idea and give one detail; illustrate their writing.
- Level 4: students will write the main idea and give 3 details; illustrate their writing.
- Remind students that a "Super Sentence" begins with a capital letter, has space between words, has ending punctuation, and has an illustration. They will self-assess their skills using the rubric at the bottom of the page.
- Be sure to copy the pages double-sided. The second page of each book is intentionally left blank.

**Comprehension Activities, continued**  
Suggested instruction: Small groups or guided reading groups.

**Baby Animals and Their Sounds**

Use the non-fiction reader, "Baby Animals and Their Sounds" for the animals featured in this book (tiger, owl, plover, snake, croc) are the same ones that are in "Leo the Late Bloomer." In the fiction book, students will write the main idea and give one detail; illustrate their writing. In this informational book, students will write the main idea and give three details; illustrate their writing. The book is available in four levels: Level 1, Lexile 80-100; Level 2, 100-200; Level 3, 200-300; and Level 4, Lexile 300-500. There is a QR code that you can use to hear the animals' sounds!

Here are some possible areas of instruction for each level:

- Levels 1 and 2: Print concepts (right/left; top to bottom); use under each word; use pictures to help them understand the pictures to help them figure out unknown words; make connections to their own lives.
- Level 3: Use fingers only when figuring out unknown words; use pictures to help them understand the pictures; use word cards to help them understand the pictures; use word cards to help them understand the pictures.
- Level 4: Follow the punctuation rules (stop, start, change, etc.); use word cards to help them understand the pictures; use word cards to help them understand the pictures.

**Leo the Late Bloomer**  
Lesson Plans for Literacy Activities

**Introduction:** The lesson plans included in these literacy activities are for the book, "Leo the Late Bloomer," by Robert Kraus. As Leo the tiger begins school, he realizes that he cannot do the same things as his friends (reading, writing, drawing, etc.). However, as Leo's year progresses, so do his skills. In fact, Leo "blooms" as he learns to do what other young animals do! The story of Leo helps young learners connect with his struggles as they realize that not everyone blooms at the same time!

You will find suggested instructional activities for each skill or strategy. Feel free to use these activities as you see fit, to best meet the needs of your student. These activities are suited for students in grades K-2.

The worksheets and games are offered in color and black and white.

The topics and Common Core State Standards covered in these lessons are:

**Vocabulary:** constructing meaning; synonyms; antonyms  
**Comprehension:** beginning, middle, ending; main idea/details; sequencing; compare/contrast  
**Comprehension strategies:** making connections, inferencing (character traits); asking questions  
**Phonological awareness:** rhyming words; real/nonsense words; word families; sight word practice  
**Grammar/word study:** verbs; the suffix -er  
**Handwriting practice:** Students practice writing their names and alphabet  
**Writing:** students produce written responses

**ELA CCSS**

Comprehension	Phonological Awareness/Phonics	Language	Fluency	Print Concepts
RL.K.1; RL.K.2; RL.L.1; RL.L.2; RL.1.3; RL.1.2	RF.K.2.A; RF.K.3.C; RF.L.2.A; RF.L.3.A.C; RF.L.3.A.D; RF.L.3.A.F	L.K.1; L.K.2; L.K.3; L.K.4; L.K.5; L.K.6; L.K.7; L.K.8; L.K.9; L.K.10; L.K.11; L.K.12; L.K.13; L.K.14; L.K.15; L.K.16; L.K.17; L.K.18; L.K.19; L.K.20	RF.K.4; RF.L.1.A; RF.L.2.A	RF.K.1.C; RF.L.1.C

**Comprehension Activities, continued**  
Suggested instruction: Interactive read aloud.

Read the book each day, modeling your thinking and how to use the strategy. Focus on one strategy at a time. Then have students conduct discourse about the topic (turn and talk, think, pair, share, etc.).

**Story Retell with Beginning, Middle, End**

- Make categories with the Beginning, Middle, End header cards. Use the story retell cards to model for students the story events. Place the cards under their category (possible answers given on story retell worksheet). You could also have students come up and place cards in order. Now have student pairs turn and talk to each other about the beginning, middle, and ending events of the story. They can use these sentence frames: In the beginning of the story, ... In the middle of the story, ... At the end of the story, ...

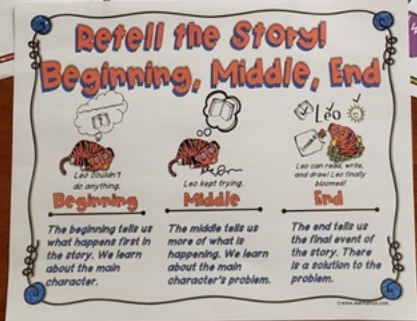
It is to use the transition words First, Next, ... and then use each transition word as they retell the story. There are three levels of retell worksheets. There are three levels of connections with the text when they think character's life. Refer to the anchor chart, ... you have made with Leo: Did you experience ... and overcome? Are you still learning some ... a connection they have made with Leo, ... actions and add their ideas to an anchor ... actions that the class has made with Leo, ... out a connection they make with Leo on the ... ng page.

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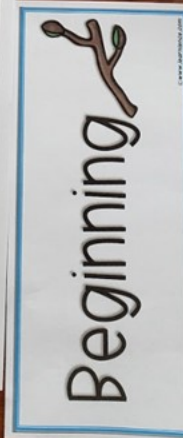
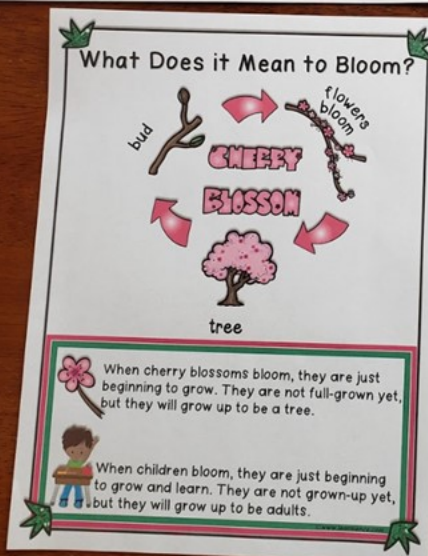
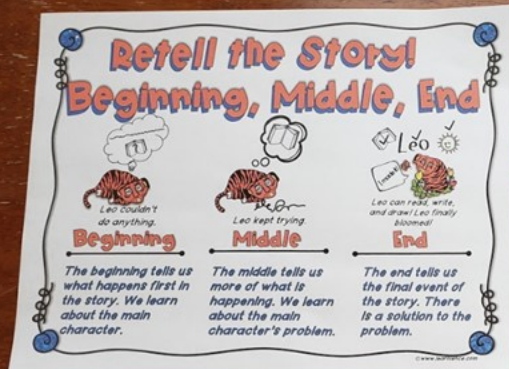


# Use these anchor charts to introduce and reinforce the topics





# Use these visuals to help your learners with story sequencing and vocabulary





# Differentiated activities for K-2 learners

## Story Retell sheets

2 levels of  
fluency  
phrase  
practice

in 3 levels

Directions: Roll one die. Read the sentence that matches the number you rolled. Color in the bar graph each time you read a sentence. Which sentence will reach the finish line first?

Name: \_\_\_\_\_ L1

**Read to the Finish Line!**

- ☐ He did not say words.
- ☐ He said, "I made it!"
- ☐ Now they can all write.
- ☐ "Not now," she said.
- ☐ He was not first.
- ☐ The cat is big!

**Graph It!**

Start Here! →

Finish line!

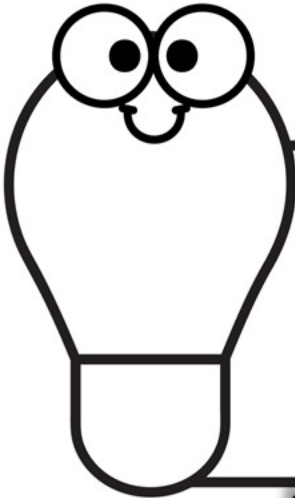


# Differentiated activities for K-2 learners

Directions: In the lightbulb, write a sentence describing what you learned from the book, "Baby Animals and Their Sounds." Draw a picture to illustrate your writing.

Name \_\_\_\_\_

## What's It All About?



Directions: In the lightbulb, write a sentence describing the main idea of the book, "Baby Animals and Their Sounds." Write one detail in the rectangle. Draw a picture to illustrate your writing.

Name \_\_\_\_\_

## What's It All About?



Answers vary, but may include:

Baby animals have names.  
or  
Baby animals make sounds.

A baby elephant is called a calf.  
or  
Crocodiles make a squeak sound.

My super

Directions: In the oval, write a sentence describing the main idea of the book, "Baby Animals and Their Sounds." Write three details that support the main idea. On the back, draw a picture to illustrate your writing.

Name \_\_\_\_\_

## What's It All About?

Answers vary, but may include:

Baby animals have names and make their own sounds.

A baby elephant is called a calf.

Baby crocodiles make a squeak sound.

Tigers roar to defend themselves.

My super sentence...


☐
☐
☐
☐

has space between the words

has an ending punctuation mark

has an illustration

Sentence...

. ? !

☐ has an ending punctuation mark

☐ has an illustration

Main idea/detail response sheets in 3 levels





# Character traits and connections

Students write about feeling the way Leo felt in the story.

Directions: Read each sentence. Cut and paste the correct emoticon to each situation.

Name Paula

Leo cannot read, write, or draw! How does Leo feel?

Leo keeps trying, but still cannot do it. How does Leo feel?

Leo finally learns how to write, read, and draw! How does Leo feel?

Now Leo can say a sentence! How does Leo feel?

**How Does Leo Feel?**

sad

worried

excited

proud

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Directions: Write about a time you felt excited, proud, sad, or worried about something. Illustrate your writing.

Name \_\_\_\_\_

**How Did You Feel?**

I felt \_\_\_\_\_ when \_\_\_\_\_

My super sentence...

☐ The dog begins with a capital letter

☐ There has space between the words

☐ . ? ! has an ending punctuation mark

☐ has an illustration

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# Language activities

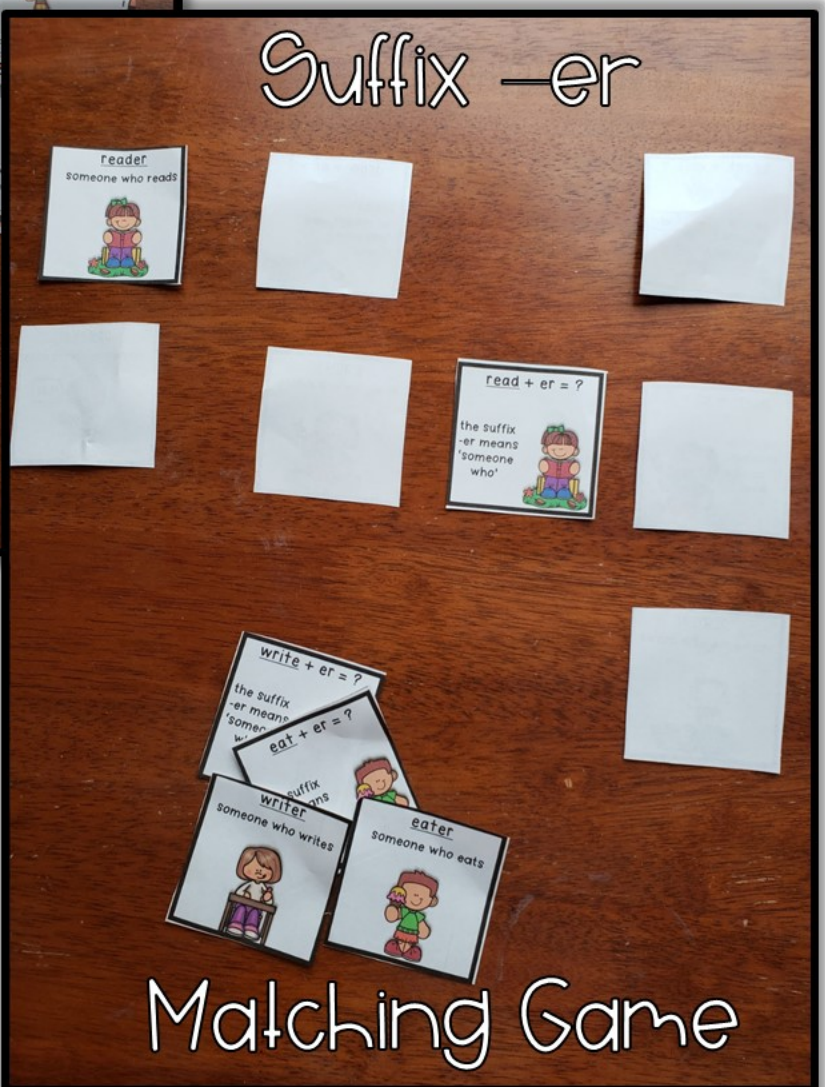
## Suffix -er task cards

Recording sheets included



Read and write  
the room

## Suffix -er



Matching Game





# Language activities

## Suffix -er



## Puzzles

Enter your own text in the blue fields! Be sure to have Adobe Reader.

Name writing practice, just like Leo!

Directions: Leo and his friends learned how to write their names. You can learn how to write your name too! Trace the letters in your name on the lines below. Trace the extra practice letters or words.

## I Can Write My Name!



your-text-here

your-text-here

your-text-here

your-text-here

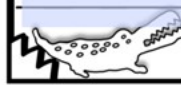
your-text-here

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz





# Making connections

## Compare/Contrast



Leo and I

Directions: When you make a connection to a character in the story, you compare what's happening in your life to the character's life. Write about your connections to Leo below. Draw a picture to match your writing.



### My Connections with Leo

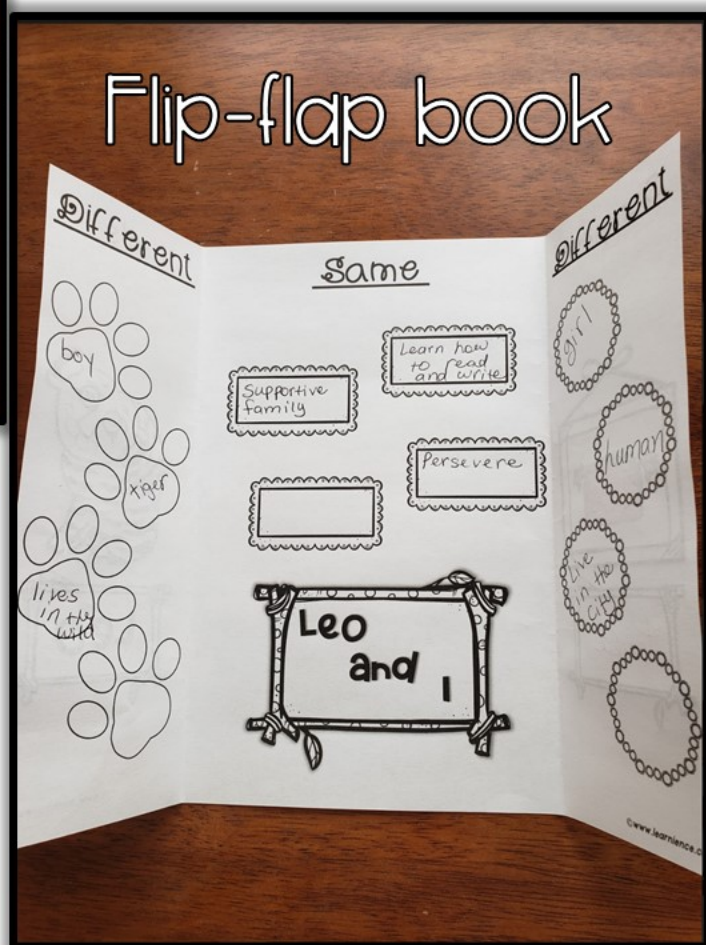
A large rectangular area with a dotted border for drawing a picture to match the writing.

Leo's story reminds me of.....

Handwriting practice lines for writing a response.



## Flip-flap book



Written  
response



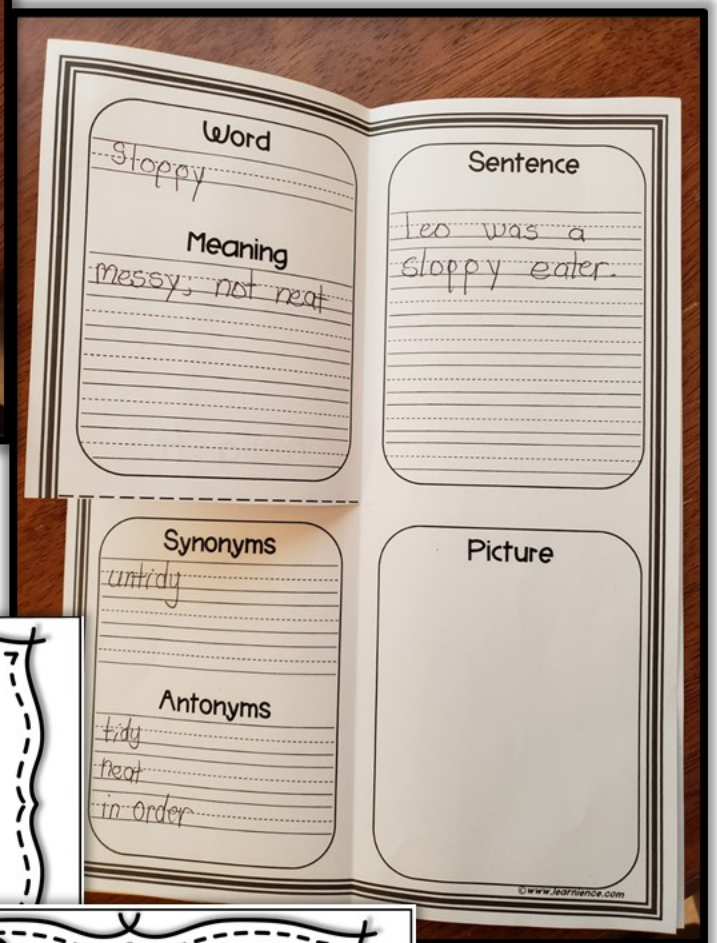
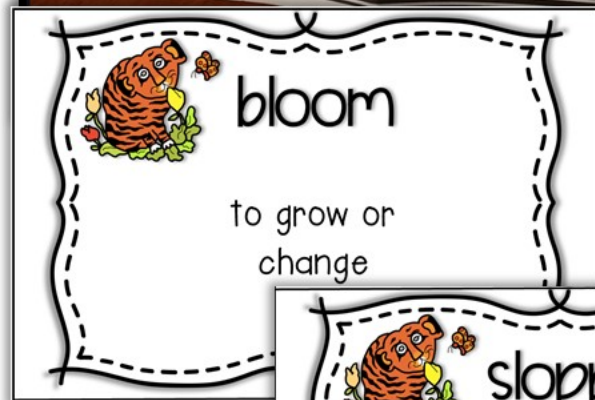
# Vocabulary

## Flip-flap book

My  
Vocabulary  
Flip Book

By Paula H.

Students will  
also discuss  
word  
meanings





# Lexile leveled non-fiction readers

## Baby Animals and Their Sounds



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Level 1: BR100-0

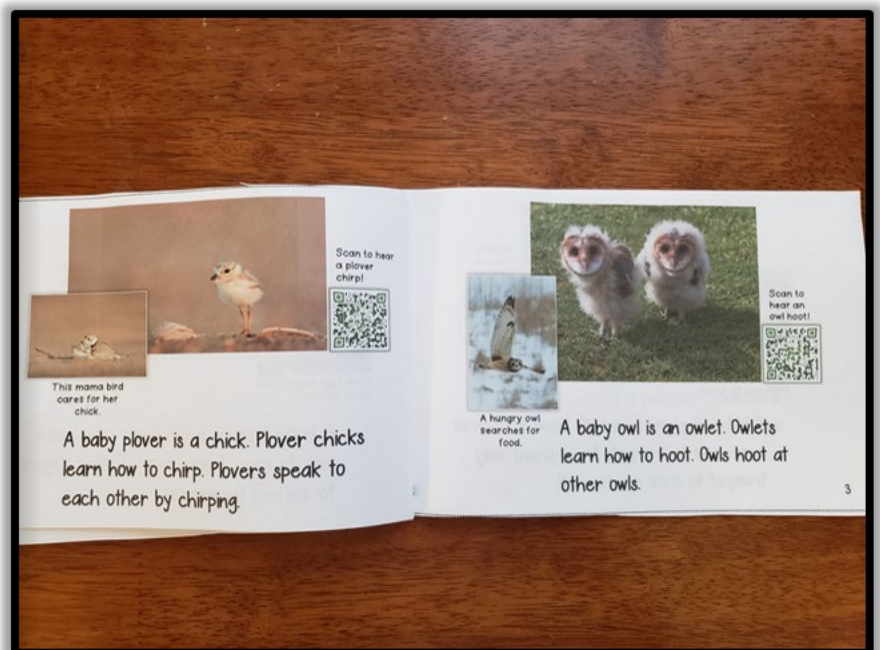
Level 2: 100-200

Level 3: 300-400

Level 4: 400-500

These books feature  
the same animals from  
the fiction book!

Use a QR  
scanner to hear  
animal sounds  
on each page!



A baby plover is a chick. Plover chicks learn how to chirp. Plovers speak to each other by chirping.

A baby owl is an owllet. Owllets learn how to hoot. Owls hoot at other owls.



# I hope you and your students enjoy *Learning With Leo The Late Bloomer .* *Literacy Activities!*

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