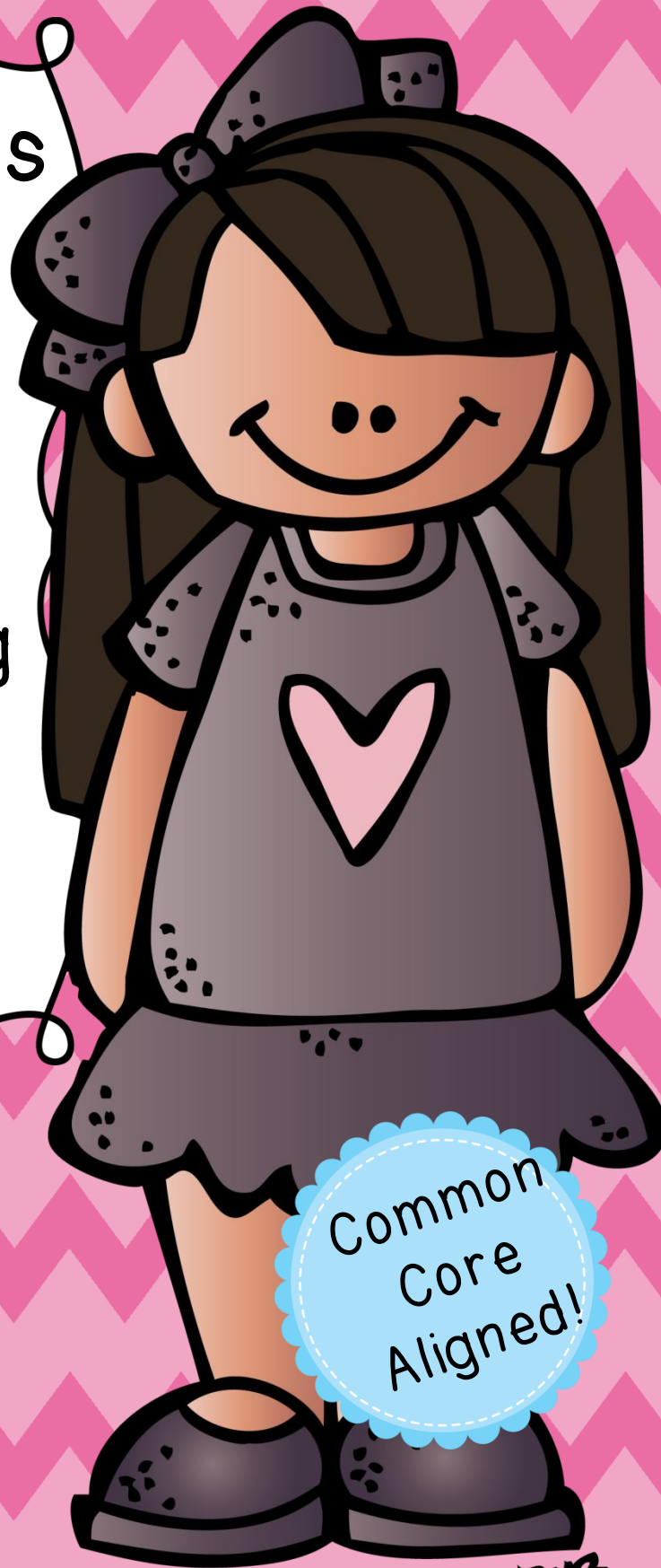


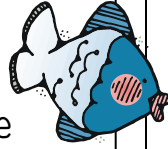
Junie B. Jones
Smells
Something
Fishy

Critical Thinking
Reading
Comprehension
Questions



Common
Core
Aligned!

Dear Colleagues,
I created and use this packet of reading response comprehension questions to use with my "independent" readers who are ready to dig deeper into what they are reading. Junie B. Jones Smells Something Fishy is a 2.6 reading level.



When I meet with my small group I have them bring their book and reading response sheet from the previous chapter they completed independently. First, they each share their ideas and comment or question other student's responses and discuss the main events of what they read. Next, we preview vocabulary words in context to clarify meaning before they read independently. Last, each child reads the chapter and completes responses independently before our group meets again. My students have greatly enjoyed the independence, have continued or ignited their love of reading, have become much deeper critical thinkers and can better communicate their thinking with other students.

Thank you for
your purchase!

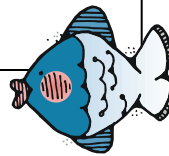
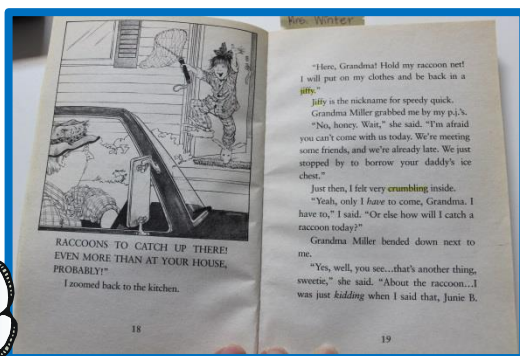
I hope you will visit my store again soon to leave feedback and find other engaging, effective learning activities!

www.teacherspayteachers.com/Store/Christina-Winter

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Common Core ELA Anchor Standards

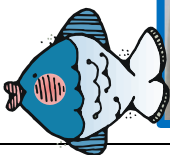
[CCSS ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

[CCSS ELA-Literacy.CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

I highlight the vocabulary words in the books so students can easily find them while we preview AND so students recall while reading this is a word we discussed.





JBJ Smells Something Fishy Chapter 1

Name _____

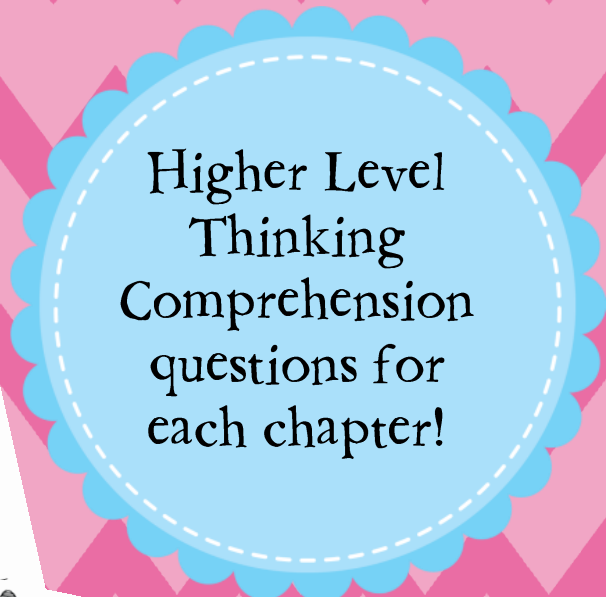
Vocabulary words

springed p.2
s'penders p.3
grouched p.6

Please answer in complete sentences.

1. JBJ was disappointed she couldn't bring her dog to school on pet day. What actions did JBJ do to show she was disappointed about pet day?

2. What would you do if you were JBJ so you could be happier about pet day?



Higher Level Thinking Comprehension questions for each chapter!



JBJ Smells Something Fishy Chapter 5

Name _____

Vocabulary words

patient p. 30
practically p.30
cooperate p.32

Please answer in complete sentences.

1. How does JBJ feel about her new pet? What does she do to show she likes her pet?

2. Do you think Noodle is a good name for her pet? Why or why not? Draw a picture of her worm and give it another name that would describe it.

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JBJ Smells Something Fishy Chapter 8

Name _____

Vocab

gag
sliv

Please answer in complete sentences.

1. Make a prediction. What did JBJ find in her fridge? What were the clues that told you?

2. Go look in your freezer and find something that you could bring to school if we had pet day. Why would you choose it?

Graphic Organizers for Character Traits Study

Name _____

Character Traits

What is the character like on the inside? Prove you thinking by explaining how they feel, act, or things they say.

Name of the character _____

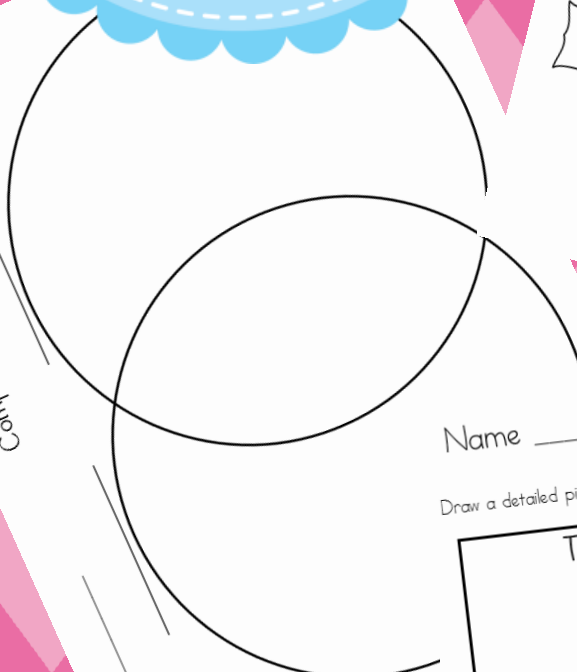
The character is...
[Blank box for drawing]

How I know:
[Lined writing area]

The character is...
[Blank box for drawing]

How I know:
[Lined writing area]

Compare and Contrast Characters



Name _____

Character Traits

Name _____

Draw a detailed picture and describe the character below.

