

READERS' GUIDE

EVIE'S FIELD DAY

Evie's Field Day

MORE THAN ONE
WAY TO WIN

By Claire Annette Noland

Illustrated by Alicia Teba



WRITTEN BY: CLAIRE ANNETTE NOLAND
READERS' GUIDE CREATED BY: GLADYS APPLETON

EVIE'S FIELD DAY

TABLE OF CONTENTS

- Pg. 3 Common Core Standards
- Pg. 4 Comprehension Questions
 - Pg. 5 Recalling the Story
 - Pg. 6 Author's Purpose
 - Pg. 7-8 Story Structure
- Pg. 9-10 Character Analysis
 - Pg. 11 Summarizing
 - Pg. 12 Sequence of Events
- Pg. 13 Analyze & Evaluate
 - Pg. 14-15 Visualize It!
- Pg. 16 Drawing Conclusions
- Pg. 17 Sportsmanship Sort
- Pg. 18 Create Your Own Game
- Pg. 19 We are Good Sports
- Pg. 20-23 Writing Prompts
- Pg. 24 About the Author
- Pg. 25-26 Thank You and Terms of Use



EVIE'S FIELD DAY

COMMON CORE STANDARDS

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-LITERACY.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

[CCSS.ELA-LITERACY.RL.2.1](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CCSS.ELA-LITERACY.RL.2.2](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

[CCSS.ELA-LITERACY.RL.2.3](#)

Describe how characters in a story respond to major events and challenges.

[CCSS.ELA-LITERACY.RL.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.RL.3.2](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

[CCSS.ELA-LITERACY.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

EVIE'S FIELD DAY

COMPREHENSION QUESTIONS

BEFORE READING:

- What do you think the story will be about? Why do you think that?
- What questions would you like to ask the author before you read this book?
- What are you wondering about as you look at the cover and back of your book?
- What characters do you think might be in this story?

DURING READING:

- What do you think will happen next? Why?
- How do you think Evie will respond to the situation?
- What emotions is Evie feeling? How do you know?
- What would you have done if you were Evie? Why?
- Has anything like this ever happened to you? Does it remind you of something?
- How would you feel if that happened to you?
- How are you like/different than Evie?
- Do you know someone like Evie?
- Can you put what you've just read in your own words?

AFTER READING:

- What is the main message of this story?
- What does the author want you to think about?
- Retell the most important events in the story from beginning, middle and end.
- What were the most important events in this story?
- How does Evie feel at the end of the story?
- How would you describe Evie? Use examples from the text.
- What was your favorite part of the story?
- How did Evie change throughout the story?
- What else could he have done if that didn't work?

EVIE'S FIELD DAY

RECALLING THE STORY

Directions: Answer the 5W's questions. Complete the graphic organizer.

WHO is the story about?

WHAT is the story about?

WHERE does the story take place?

WHEN did the story take place?

WHY did the author write this story?

EVIE'S FIELD DAY

AUTHOR'S PURPOSE

Directions: Think about the PURPOSE of this story. Why did the author write it?
What does the author want you to take away from this story?

AUTHOR'S PURPOSE

MESSAGE OF THE STORY

THEME OF THE STORY

EVIE'S FIELD DAY

STORY STRUCTURE

Directions: Complete the graphic organizer.
Illustrate and write about the story structure.

CHARACTERS

SETTING

PROBLEM

SOLUTION

EVIE'S FIELD DAY STORY STRUCTURE

Directions: Complete the graphic organizer.
Illustrate and write about the story structure.

Characters

Setting

Plot

Beginning

Middle

End

EVIE'S FIELD DAY CHARACTER ANALYSIS

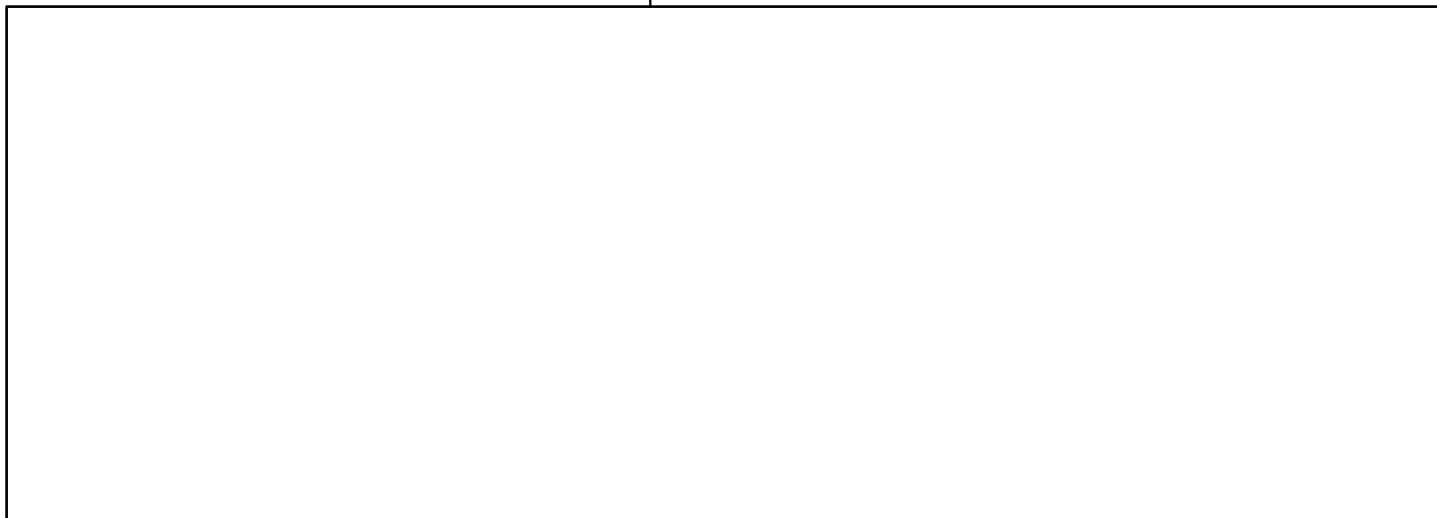
Evie



Handwriting practice lines for the 'words' section. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are six such sets of lines.

Handwriting practice lines for the 'actions' section. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are six such sets of lines.

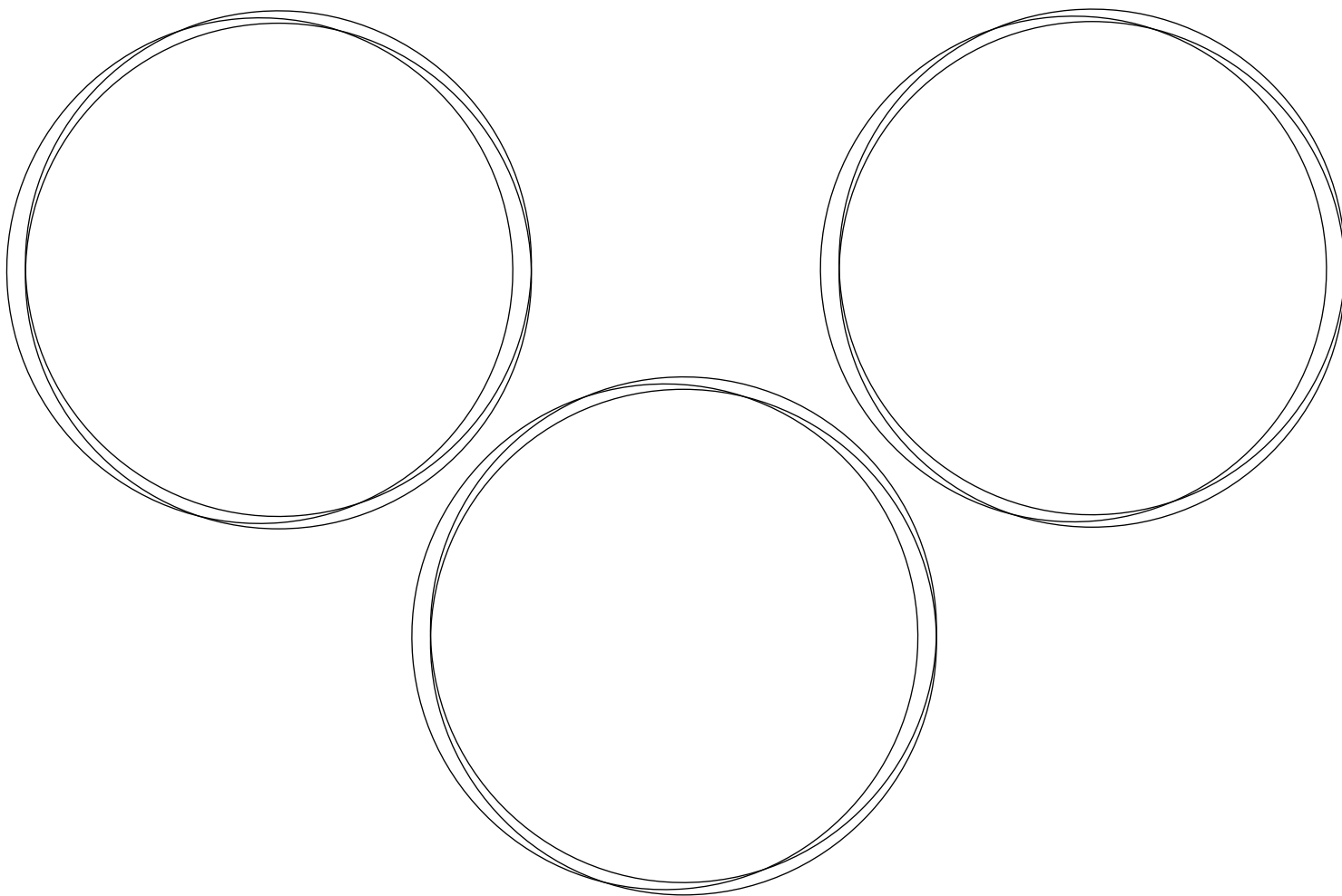
Draw a picture of Evie.



EVIE'S FIELD DAY

CHARACTER ANALYSIS

Directions: Complete the graphic organizer.
Write the character's words, thoughts, and actions in the bubbles.



Based on Evie's words, thoughts, and actions in the story, describe her character traits.

EVIE'S FIELD DAY

SUMMARIZING

Directions: Think about the story and write a summary in your own words.

First

Next

Then

Finally

EVIE'S FIELD DAY

SEQUENCE OF EVENTS

Directions: Use the chart to tell what happens in the story. Draw pictures to sequence the story.

First

Next

Last

EVIE'S FIELD DAY

ANALYZE & EVALUATE

Use the chart below to analyze what you think and feel about the story.

What I think...

Why I think this way...

What I feel...

Why I feel this way...

Illustrate your thinking.

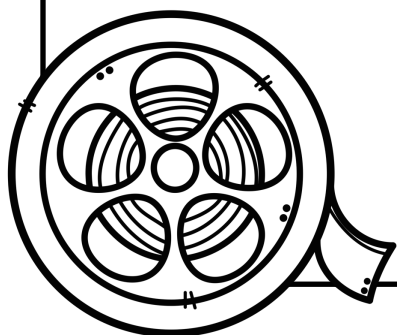
Name: _____

EVIE'S FIELD DAY

VISUALIZE IT!

When I read, I can visualize!
This means I can create a movie in my mind while I am reading.

This is what I visualized:



because the text said:

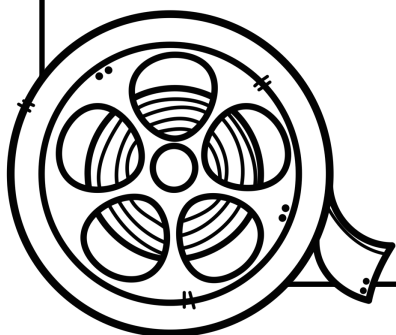
Name: _____

EVIE'S FIELD DAY

VISUALIZE IT!

When I read, I can visualize!
This means I can create a movie in my mind while I am reading.

This is what I visualized:



because the text said:

Name: _____

EVIE'S FIELD DAY

DRAWING CONCLUSIONS

As you read the text, stop to jot information that will help you draw a conclusion.

Draw a Conclusion

What I Know

Information from Text

Name: _____

SPORTSMANSHIP

Sort the cards to the correct box.

GOOD SPORT

POOR SPORT

Gives a high five.

Says "I hate losing!"

Cheers when somebody does well.

Congratulates the winner(s).

Gives a thumbs up.

Frowns and stomps feet.

Says "Let's play again!"

Laughs at the person who lost.

Says "No fair! You Cheated!"

Says "Can you show me how to do that?"

EVIE'S FIELD DAY

CREATE YOUR GAME!

Directions: Create your own game to be played on Field Day.
Illustrate it in the box below.

Game Name:



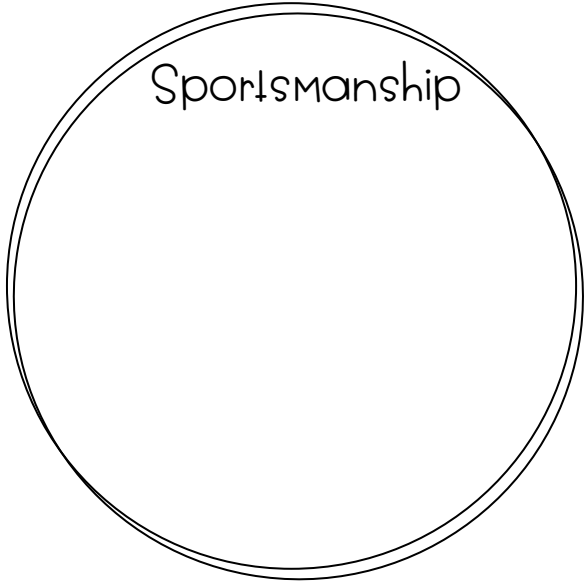
Rules and how to play:

EVIE'S FIELD DAY

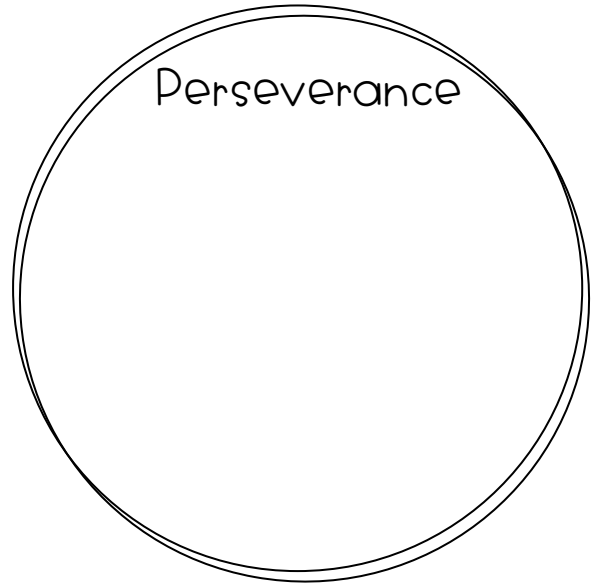
WE ARE GOOD SPORTS!

Directions: In Evie's Field Day we saw a variety of character traits displayed. Illustrate and write about each one in the circles below.

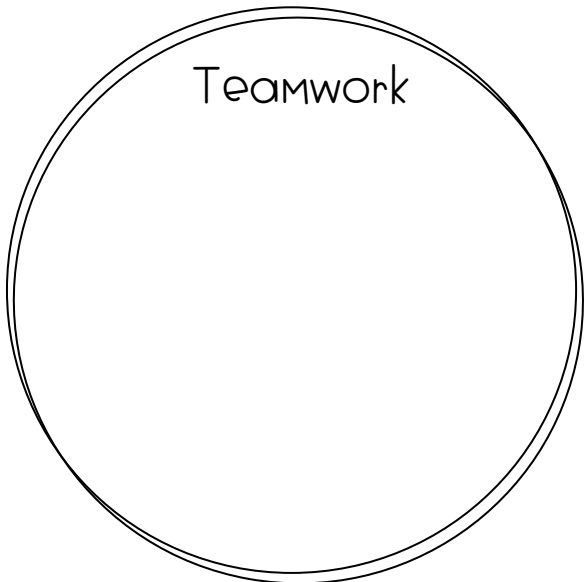
Sportsmanship



Perseverance

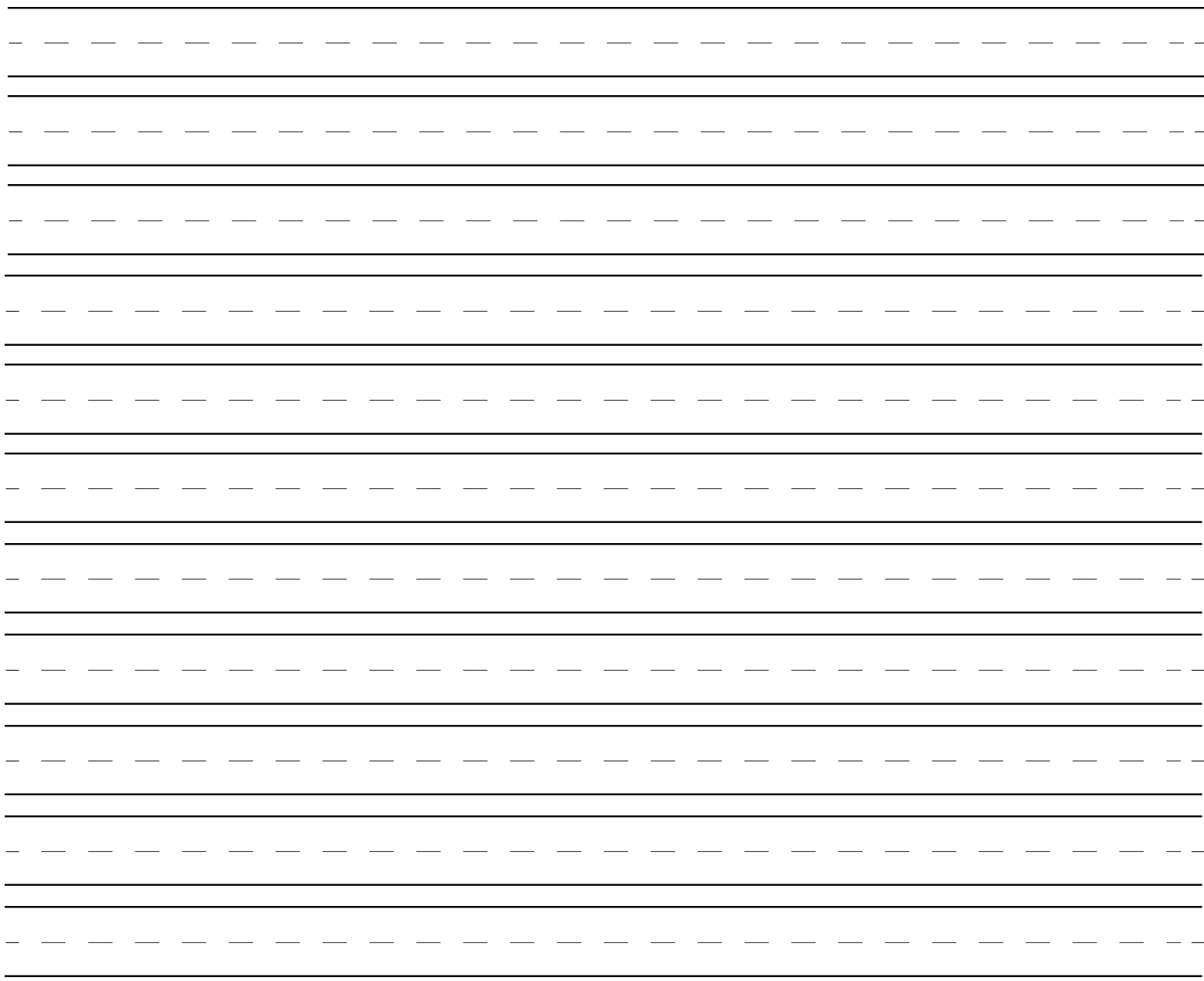
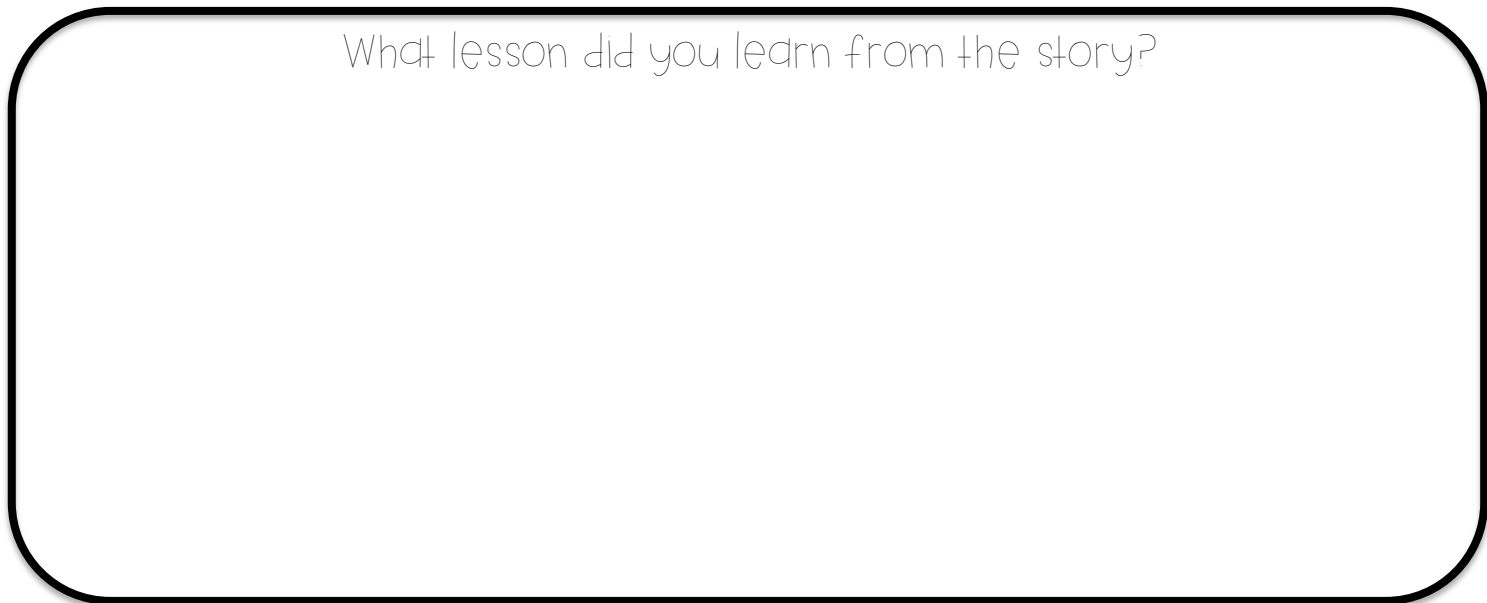


Teamwork



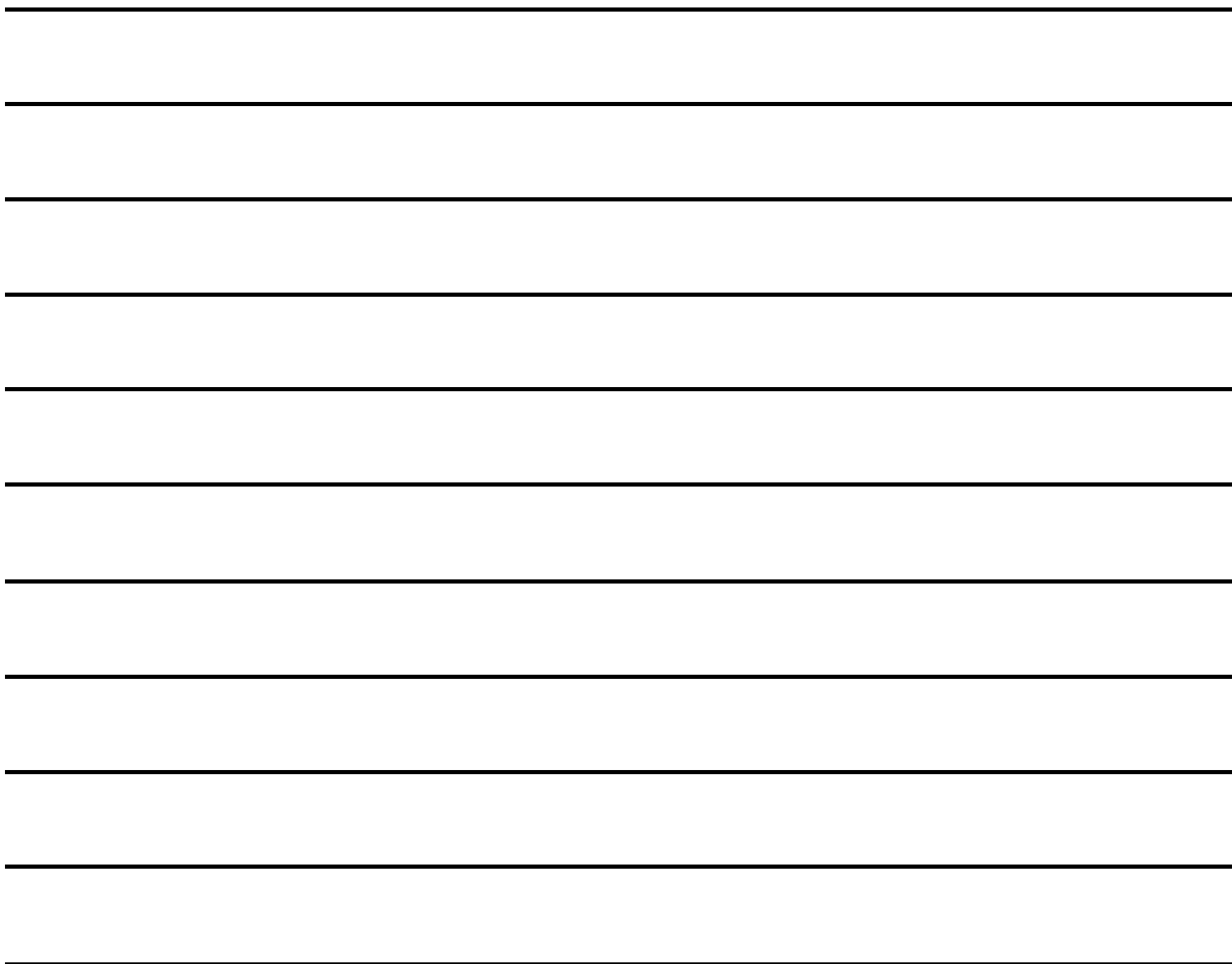
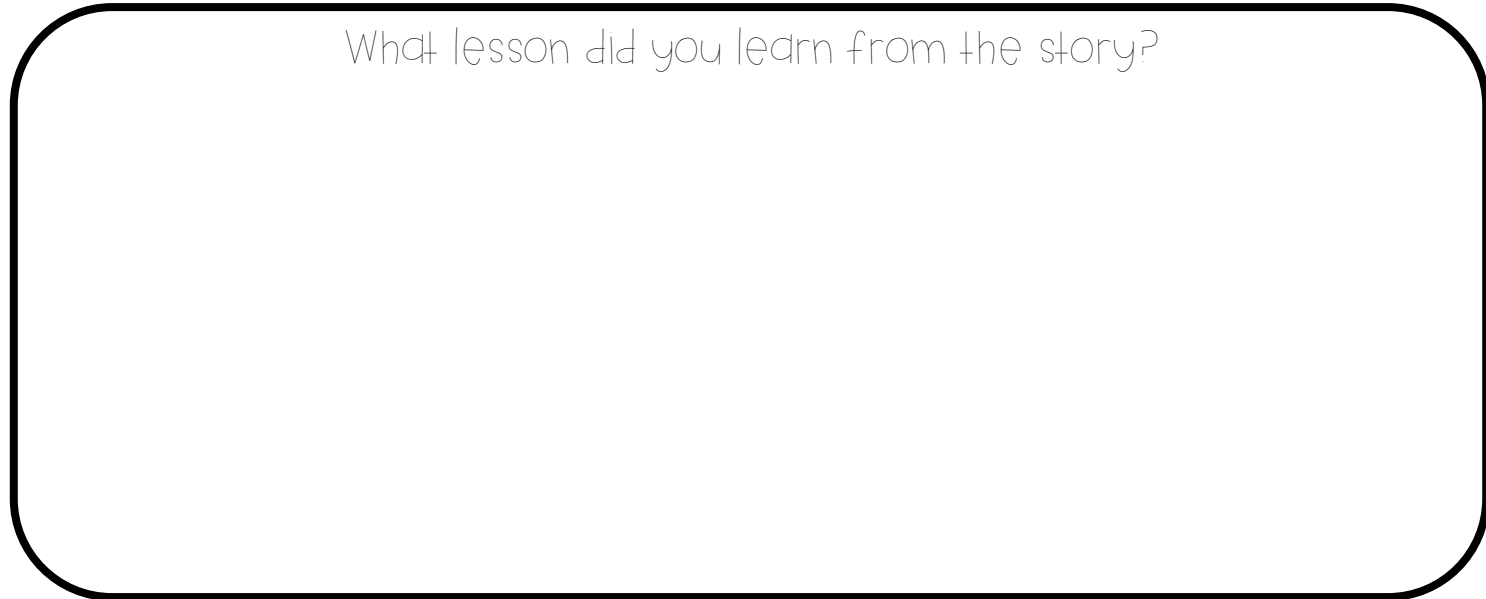
EVIE'S FIELD DAY

What lesson did you learn from the story?



EVIE'S FIELD DAY

What lesson did you learn from the story?



EVIE'S FIELD DAY

How can I show good sportsmanship?

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.

EVIE'S FIELD DAY

How can I show good sportsmanship?

ABOUT THE AUTHOR

CLAIRE ANNETTE NOLAND



Claire Annette Noland knows that everyone who reads is a winner. As a children's librarian, reading specialist, and author, she has made it her life's goal to get kids excited about books and reading.

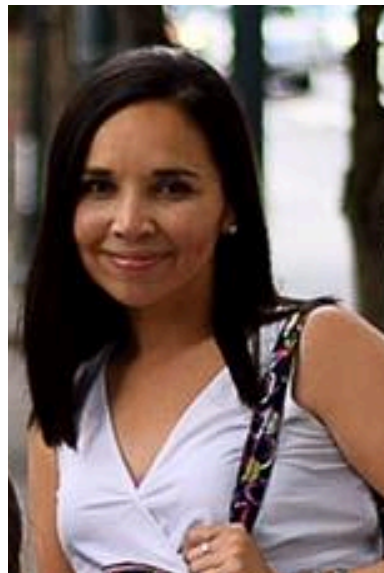
Claire lives with her family on a river in central California. She has never won a sack race but she keeps trying.

Thank You!

I hope you and your students enjoy this readers' guide. Gladys Appleton is a 3rd grade teacher in the great state of Texas. Gladys loves blogging about her classroom and sharing ideas with other teachers through her Instagram and online Teachers Pay Teachers store. You can find more of her resources at her store by clicking on the link below.

THANKS FOR VISITING!

Click here to check out my blog for other great ideas, freebies, and products!



Gladys Appleton from
TEACHING  High Heels



A Standing Ovation

for these artists!



©Gladys Appleton (Teaching in High Heels), 2018.

All of the activities included in this unit are the intellectual properties of Gladys at Teaching in High Heels. This resource is for ONE classroom use and intended for the purchaser.

Please do not distribute or share!

You may not re-sell or claim this product as your own. I do invite you to show samples of this item on your blog/website or social media outlets but ask that you please credit me by linking to the item in the store or directly to my blog www.teachinginhighheels.com.