

Name _____



Listen.

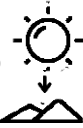
1.



2.



2.



3.

Yes, it is scary.

No, it is part of living and growing.

No, because you get pancakes.



Speak.

1. How do you feel when something ends? How do you feel when something begins? What do you think the author's message is?

2. Does this book have characters? Who are they? Who is the main character of the book?



Read.

Reread *Beginning*.

1. What begins after the end of an egg?



2. Why is the end of alone the beginning of together?

the boy makes a friend

the boy sits with his dad

the boy gets a pet

3. What happens when a journey ends?

dreams begin

a new adventure begins

home begins



Write.




1. Draw a picture of a time when something ended. Now think about what began afterward. Write about it.

Some ideas: What ended? How did you feel when it ended? What began? How did you feel when it began?


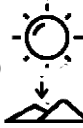



Listen.

1. What begins after the end of a seed?

-  a peach
-  a chick
-  a flower

2. What ends when pancakes begin?

- 
- 
- 

3. Should you fear an ending?

- Yes, it is scary.
- No, it is part of living and growing.
- No, because you get pancakes.



Speak.

1. How do you feel when something ends? How do you feel when something begins? What do you think the author's message is?




2. Does this book have characters? Who are they? Who is the main character of the book?



Read.

Reread *Beginning*.

1. What begins after the end of an egg?

-  pancakes
-  a chick
-  a flower

2. Why is the end of alone the beginning of together?

- the boy makes a friend
- the boy sits with his dad
- the boy gets a pet

3. What happens when a journey ends?

- dreams begin
- a new adventure begins
- home begins



Write.

1. Draw a picture of a time when something ended. Now think about what began afterward. Write about it.

Some ideas: What ended? How did you feel when it ended? What began? How did you feel when it began?

How to Use this Resource:

Page 1 = Student Copy, Page 2 = Teacher Copy

- **Target Audience:** K – 1st Grade
- **Book:** Beginning, written by Shelley Moore Thomas and illustrated by Melissa Castrillón
- **Start**
 - Read the book aloud to students.
 - If you have enough copies for each student, allow them to read along or reread independently.
- **Listen**

This section is intended to assess the students' listening comprehension.

 - Read the prompts and answer choices on the teacher sheet out loud.
 - Repeat as needed. The students do not have the questions written on their sheet.
- **Speak**

These prompts can be used for whole group or small group discussion. Allow students time to think and look back at the book, if needed. Encourage speaking in complete sentences. Provide students with sentence stems if needed. Example: *When something ends, I feel...*
- **Read**

Since this is the reading comprehension portion, have students read and answer these questions independently. Encourage and allow students to reference the book as needed.
- **Write**

Use this prompt as you see fit. This activity can be scaffolded. For example, students with beginning levels of English proficiency can draw a picture and label it with a word. Students with intermediate levels of English might write a phrase and students with higher levels of English proficiency can write sentences and/or a paragraph.

Credits:

- Chick, flower, sunrise, pancake & bath icon by flaticon on Freepik
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