

Here's What You'll Get in the Grumpy Groundhog Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Synthesizing Lesson Plan

Synthesizing
By: Maureen Wright
Grade Level: 2 / Guided Reading Level: L

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

It's Groundhog's Day and everyone is excited to see Groundhog! But there's a problem. Groundhog is very grumpy. He doesn't want to come out of his cozy bed. The mayor and the townspeople must convince Groundhog to come out. So they begin bringing Groundhog things that could make him want to come out and play. Finally Groundhog opens his door! Will he see his shadow and go back to bed or play with the children who have been waiting for spring?

Link to What You Know

- Have your feelings towards someone or something ever changed?
- What do you know about groundhogs? Do you like them?
- Do you think your feelings about groundhogs will always be the same? What are some reasons your feelings about groundhogs could change?

Important Words to Know and Understand

Cozy - Small, comfortable and warm
Tootles - Feet

Why Readers Synthesize While Reading

Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

The other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

Learn About Comprehension Strategies

- Know what to do when you get confused

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Guided Reading Level

Activate Prior Knowledge

Synthesizing Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Grumpy Groundhog
By: Maureen Wright
Grade Level: 2 / Guided Reading Level: L

Synthesizing

3

Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a character or topic
- Look for new words that change your understanding of the text

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 1 to 2 - What is your opinion of Groundhog based on what you know about him so far? Why do you feel this way?

Pages 11 to 12 - Notice the people in this picture. They don't look like they did at the beginning of the book. What has changed? Why is this an important detail to notice?

Page 18 - What is your opinion of Groundhog now? Has your opinion changed? Why or why not?

Pages 23 to 24 - Has Groundhog changed? How do you know? Use these words or pictures that show Groundhog has changed?

Page 31 - What do you think of Groundhog now? Did your opinion of his change throughout the story? Why or why not?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think - How did your thinking change while you read *Grumpy Groundhog*? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect - Think about the synthesizing work you did while reading *Grumpy Groundhog*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Grumpy Groundhog*. (Remember to include examples from the book!)

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Understanding Text Structure

1

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3

Understand Text Structure While Reading

- Notice the work you do when you read
- Notice when you learn something new about a character or topic
- Look for new words that change your understanding of the text

2

Learn About Comprehension Strategies

- Know what to do when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Making Predictions

1

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3

Make Predictions While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a character or topic
- Look for new words that change your understanding of the text

2

Learn About Comprehension Strategies

- Know what to do when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Understanding Text Structure

Making Predictions

Asking Questions

1

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3

Ask Questions While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a character or topic
- Look for new words that change your understanding of the text

2

Learn About Comprehension Strategies

- Know what to do when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Determining Importance

1

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3

Determine Importance While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a character or topic
- Look for new words that change your understanding of the text

2

Learn About Comprehension Strategies

- Know what to do when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Asking Questions

Determining Importance

Answer Key for Making Predictions with Grumpy Groundhog

Your Turn to Practice Making Predictions with Grumpy Groundhog

Answer Key for Determining Importance with Grumpy Groundhog

Your Turn to Practice Determining Importance with Grumpy Groundhog

Answer Key for Asking Questions with Grumpy Groundhog

Your Turn to Practice Asking Questions with Grumpy Groundhog

Answer Key for Understanding Text Structure with Grumpy Groundhog

Your Turn to Practice Understanding Text Structure with Grumpy Groundhog

Answer Key for Synthesizing with Grumpy Groundhog

Your Turn to Practice Synthesizing with Grumpy Groundhog

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Grumpy Groundhog: Determining Importance

Good readers know the difference between the details to pay attention to and the details that are interesting but may not have a lot to do with the main idea of the story. Write down 3 important details from the story. Then write 3 details you found interesting but aren't necessarily important to the main idea of the book.

I can ask and answer questions about important details in the stories I read. CCSS: R.L.2.1

Grumpy Groundhog: Determining Importance

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Grumpy Groundhog: Determining Importance

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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

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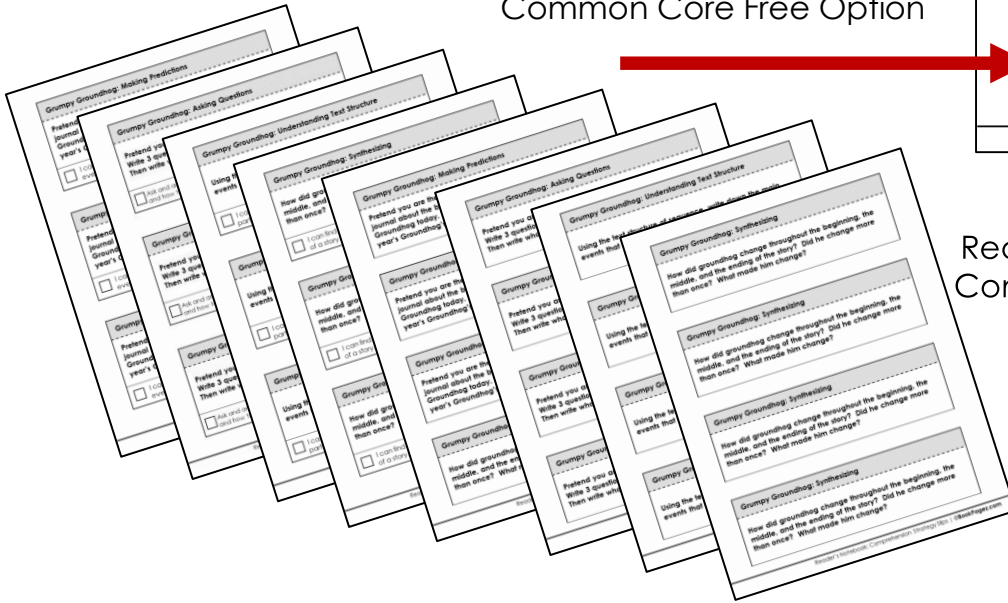
Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Predictions

Title: _____

| Predictions of the Beginning | Predictions while Reading | Check Predictions at the End |
|------------------------------|---------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Title: _____

Question Sentence Starters

| | | |
|----------------|-----------------------|----------------------|
| I wonder... | Why didn't...? | How does...? |
| I am confused. | I am curious about... | I am not sure why... |

| Question | Answer |
|----------|--------|
| | |
| | |
| | |
| | |

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Title: _____

| Text Structure | Where the Text Structure was Used | How the Text Structure Helped Me |
|----------------|-----------------------------------|----------------------------------|
| | | |
| | | |
| | | |
| | | |

Text Structures You Might See While Reading:

| | | | |
|-------------|----------|-------------------------|------------------|
| Description | Sequence | Comparison and Contrast | Cause and Effect |
|-------------|----------|-------------------------|------------------|

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Title: _____

| At First I was Thinking... | My New Thinking Is... | I Used to Think... |
|----------------------------|-----------------------|-------------------------|
| Became... | Became... | But now I think... |
| | | Became... |
| My new thinking is... | Now I understand... | after thinking about... |
| Became... | Became... | I conclude... |
| | | Became... |

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Determining Importance

Asking Questions

Understanding Text Structure

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections
Grumpy Groundhog
 By: Maureen Wright
 Grade Level: 2 / Guided Reading Level: L

Important Words to Know and Understand in "Grumpy Groundhog"

Bouquet
 A group of flowers that are picked and often tied together

Cozy
 Small, comfortable and warm

Glare
 To shine with a harsh, bright light

Greet
 To meet (someone who has just arrived) with usually friendly and polite words and actions

Hibernate
 To spend the winter sleeping or resting

Jig
 A type of lively dance

Knobby
 Forming hard rounded lumps

Mayor
 An official who is elected to be the head of the government of a city or town

Pleaded
 To ask for something in a serious and emotional way

Toolies
 Feet

Vocabulary Word List | @BookPages.com

Important Words to Know and Understand in Grumpy Groundhog Word List

Vocabulary Connections
Grumpy Groundhog
 By: Maureen Wright
 Grade Level: 2 / Guided Reading Level: L

| | | |
|----------------|------------------|--------------|
| Bouquet | Cozy | Glare |
| | | |
| Greet | Hibernate | Jig |
| | | |

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
Grumpy Groundhog
 By: Maureen Wright
 Grade Level: 2 / Guided Reading Level: L

| | | |
|---|---|-------------------------------------|
| Bouquet | Cozy | Glare |
| A group of flowers that are picked and often tied together | Small, comfortable and warm | To shine with a harsh, bright light |
| Greet | Hibernate | Jig |
| To meet (someone who has just arrived) with usually friendly and polite words and actions | To spend the winter sleeping or resting | A type of lively dance |

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Grumpy Groundhog
 By: Maureen Wright
 Grade Level: 2 / Guided Reading Level: L

| | | |
|---|---|---|
| Greet is a/an noun verb adverb adjective Definition of Greet: | Hibernate is a/an noun verb adverb adjective Definition of Hibernate: | Jig is a/an noun verb adverb adjective Definition of Jig: |
| Greet looks like this: | Hibernate looks like this: | Jig looks like this: |
| Greet reminds me of: | Hibernate reminds me of: | Jig reminds me of: |
| I saw this word in | I saw this word in | I saw this word in |

Interactive Vocabulary Notebook Cards | @BookPages.com

Word Games
 with Words from Grumpy Groundhog

Word Games
 Grumpy Groundhog

Directions: Circle the correctly spelled vocabulary word in the box. Then use them to complete the following sentences.

| | | |
|-----------|-----------|------------|
| gret | greet | grete |
| cozy | cozy | cozzy |
| hibernate | hybernate | highbernet |

1. Bears _____ in the winter.

2. Megan received pairs of _____ socks from her Aunt.

3. The kids stand up and smile to _____ their new classmate.

Directions: Graph the number of consonants in each of the words below.

| | | | | | |
|---------|--|--|--|--|--|
| MAYOR | | | | | |
| KNOBBY | | | | | |
| PLEADED | | | | | |
| GLARE | | | | | |
| BOUQUET | | | | | |

Name: _____

Answer Key | @BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
Grumpy Groundhog
 By: Maureen Wright
 Grade Level: 2 / Guided Reading Level: L

Grumpy Groundhog
 By Maureen Wright

A new word that I learned in the book is: _____

It means: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections
 Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
 Draw a picture to illustrate the meaning of the word.

Connect to Your Life
 When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

| Word | What I Think the Word Means | Context Clues | Real Definition | ✓ |
|------|-----------------------------|---------------|-----------------|---|
| | | | | |
| | | | | |
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| | | | | |
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| | | | | |

Independent Word Exploration | @BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Grumpy Groundhog
 By: Maureen Wright
 Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
 The two sounds of the letter g- hard and soft

Background:
 There are two sounds of the letter g: *soft-g*
 General rules for soft g:
 *The g is soft when the g is followed by the letters e, i, y.
 *The g is hard when the g is followed by any other letter.
 *The g is hard when it comes at the end of a word.

Examples:

| | | |
|---------|-------|------|
| gym | grape | rug |
| giant | gum | fig |
| genitly | got | hawk |

- Materials and Preparation:**
- A Copy of *Grumpy Groundhog: The Famous Beary* by Maureen Wright
 - Blank Chart Paper
 - Chart Paper with the Anchor Chart
 - Marker
 - Sounds of the Letter "g" Worksheet (1 per student)
 - Which Word is Correct? Worksheet (1 per student)
 - Optional - Word Detective (1 per student)

Word Work
Grumpy Groundhog
 By: Maureen Wright
 Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

| Soft g when g is followed by e, i, y | Hard g when g is followed by any other letter (than e, i, y) | Hard g when g is found at the end of a word |
|--------------------------------------|--|---|
| magic | gaze | fog |
| engine | grove | wig |
| lodge | grab | bug |
| page | gone | mug |
| magn | game | brag |

Introduce Two Sounds of Hard and Soft "g"

- On a piece of blank chart paper, write the following words: gym, giant, gentle.
- Read the words out loud, pointing as you read.
- Tell the students to read the words with you as you point to the words.
- Have only the students read the words out loud as you point to each word.
- Repeat steps 2-4 with the following 2 sets of words:
 - *grape, gum, got
 - *rug, fig, twig
- Ask the students what they noticed about the 3 different sets of words you all read.
- Tell the students that the letter g can make two sounds. Explain that there is a soft g sound, then return your attention to the chart paper and read/point to the soft g words on the chart paper (gym, giant, gentle). Continue to tell the students that there is also a hard g sound, and again return to the chart paper to read/point to the hard g words (grape, gum, got, rug, fig, twig).
- Make sure to show the students that you kept the 3 different sets of words separate for a reason. Explain that there are some rules to follow when determining whether a word with the letter g has the soft or hard sound.
- Draw the students' attention to the chart paper with the anchor chart.
- Read each rule.
- Read the words under the soft g (1st) column on the chart. Discuss rule.
- Read the words under the hard g (2nd) column on the chart. Discuss rule.
- Read the words under the hard g (3rd) column on the chart. Discuss rule.

Step 2: Connect Word Work to Reading

Two Sounds of Hard and Soft "g" in the Text

- Tell the students that the book they will be reading today has many words with the soft g and the hard g sound.
- Show them page 2 of *Grumpy Groundhog*.
- Tell the students to listen carefully and look at the words while you read. Instruct the students to put a thumb up when they hear or see a word that follows the pattern.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Word Work
Grumpy Groundhog
 By: Maureen Wright
 Grade Level: 2 / Guided Reading Level: L

Step 2: Connect Word Work to Reading (continued)

- After reading page 2, stop and ask students to identify the word(s) they heard or saw with either the soft or hard g sound (groundhog). Add the word to the appropriate column on the anchor chart.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that have the soft and hard g sound.
- Remind the students to put a quiet thumb up when they hear a word that follows the pattern.
- Read *Grumpy Groundhog*.

Examples of Two Sounds of Hard and Soft "g" Found in the Text:

| | | |
|-----------|------------|--------------|
| groundhog | glove | give |
| jig | again | going (go) |
| greet | sunglasses | begged (beg) |
| gift | good | get |

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each child with the Sounds of the Letter "g" page.
- Read the directions to the students as they follow along silently.
- Note that the 3 rules are also on the paper. Emphasize that this is to help remind them of the rules and to look at them often as they work on this page.
- Direct students to put their finger on the first word in the first column. Tell students you will read the word out loud first and then they will read it out loud. You will continue to do the same for the entire page, moving down the first column, then the second column, and finishing with the last column.
- As students are working, walk around, observe and provide support as needed.
- After 10-12 minutes, go over the answers with the students. Take this time to help rectify any wrong answers.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Which Word is Correct? Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor for students while they work.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Interactive Activity

Independent Practice Page

Sounds of Letter "g" Interactive Activity

Directions: Read each word in the table below. Use the following key to color each box:

| Soft g when g is followed by e, i, y | Hard g when g is followed by any other letter (than e, i, y) | Hard g when g is found at the end of a word |
|--------------------------------------|--|---|
| color the word yellow | color the word blue | color the word red |

| | | | |
|---------|-------|-------|--------|
| fragile | tug | gem | jungle |
| frog | large | grab | gab |
| pug | pig | angel | angle |
| purge | grant | gag | gather |
| again | go | clog | age |
| peg | huge | goose | flag |

Name: _____ Guided Word Work Practice | @BookPagez.com

Which Word is Correct? Word Work Practice Page

Directions: Each sentence has a missing word. At the end of each sentence there are 3 word choices. Choose the word that correctly fits in the sentence, circle it, and write it on the line to complete the sentence. Don't forget the 3 rules for determining whether the letter g is soft or hard:

| Soft g when g is followed by e, i, y | Hard g when g is followed by any other letter (than e, i, y) | Hard g when g is found at the end of a word |
|--------------------------------------|--|---|
|--------------------------------------|--|---|

- The mayor pleads for _____ to come outside. heg groundhog giant
- Mmmm...this coffee is _____ good. genitly gum
- How many _____ are in the book? jrdges glares pages
- The child gave groundhog _____ for his eyes. magic sunglasses gems
- Will the mayor _____ up on trying to get groundhog up? give get go
- Groundhog needs a size _____ giant large mug _____ for his slippers. giant large mug
- How will groundhog _____ greet his friends? greet ja zigzag
- The mayor doesn't want to pull the _____ on this celebration! genflemen plug bridge

Name: _____ Independent Word Work Practice | @BookPagez.com

Extension Activity

Running Record

Title: *The Cat in the Hat* Guided Reading Text Level: J Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

| Error | Easy 95% - 100% Accuracy | | Instructional 90% - 94% Accuracy | | Hard 50% - 89% Accuracy | |
|-------|--------------------------|----|----------------------------------|----|-------------------------|----|
| | E | SC | E | SC | E | SC |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |

Analysis and Comments:

Tested By: _____ @BookPagez.com

Assessments

| Running Record | | | | | |
|--|---|---|-----------------|----------------------------|-----------|
| Title: Grumpy Groundhog | | Guided Reading Text Level: L | Word Count: 100 | | |
| Name: _____ | | Date: _____ | | | |
| Accuracy Rate: (# of words correct/100 words) _____ | | | | | |
| Error Rate: (# of incorrect words/100 words) _____ | | | | | |
| Self-Correction Rate: (# of words self-corrected/100 words) _____ | | | | | |
| Time: (in seconds) _____ | | Words Per Minute: (100/seconds read x 60) _____ | | | |
| Easy 95% - 100% Accuracy | | Instructional 90% - 94% Accuracy | | Hard 50% - 89% Accuracy | |
| E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual | | | | COUNT | |
| Page | | E | SC | E MSV | SC MSV |
| 5 | ...won't you open up this door? Please come out and greet your friends. Groundhog Day is here again!" "I won't come out!" the groundhog said. "I'm closing my eyes and staying in bed." | | | | |
| 7 | "I have an idea!" said a boy in the crowd. He stepped to the front and spoke up loud. "Give him a paper to *..." | | | | |
| Analysis and Comments: | | | | | |
| Tested By: _____ | | | | ©BookPagez.com | |

Running Record Assessment

| Grumpy Groundhog CCSS Assessment | | Name: _____ |
|--|--|-------------|
| | | Score: / 9 |
| <p>Directions: Use what you know about Grumpy Groundhog to answer each of the following questions.</p> | | |
| <p>1. Why do the mayor and townspeople want Groundhog to come out so badly?</p> <p><input type="radio"/> A They want to play with him.</p> <p><input type="radio"/> B They want to know if winter will be long, or if spring is on the way.</p> <p><input type="radio"/> C He has been sleeping too long and has missed too much school.</p> <p><input type="radio"/> D It is his birthday and they have thrown him a party.</p> | | |
| <p>2. What was one of the reasons Grumpy Groundhog did not want to get out of bed?</p> <p><input type="radio"/> A He was hungry.</p> <p><input type="radio"/> B He did not feel good.</p> <p><input type="radio"/> C It was Saturday and he wanted to sleep.</p> <p><input type="radio"/> D It was too hot outside and he didn't want to go out.</p> | | |
| <p>3. What do the mayor and townspeople do to get Groundhog out of bed?</p> <p><input type="radio"/> A They bring him a newspaper to read.</p> <p><input type="radio"/> B They bring him breakfast in bed.</p> <p><input type="radio"/> C They bring him slippers to warm his feet.</p> <p><input type="radio"/> D All of the above answers.</p> | | |
| <p>4. The author writes about the mayor falling off of _____.</p> <p><input type="radio"/> A Rhyming words</p> <p><input type="radio"/> B Poetry</p> <p><input type="radio"/> C Alliteration</p> <p><input type="radio"/> D Word families</p> | | |
| <p>5. What finally gets Groundhog out of bed and outside? (RL.2.5)</p> <p><input type="radio"/> A The mayor tells him he is going to be in trouble.</p> <p><input type="radio"/> B He is hungry, and the only food is outside.</p> <p><input checked="" type="radio"/> C The slippers make him very happy and he gets out of bed.</p> <p><input type="radio"/> D His mom comes and tells him to get up because he is late.</p> | | |
| <p>6. Why are the mayor and townspeople happy for Groundhog Day, but Groundhog is not? (RL.2.6)</p> <p><input checked="" type="radio"/> A They are excited about the change of seasons, but Groundhog is just waking up after a long sleep.</p> <p><input type="radio"/> B Groundhogs do not like parties or having fun.</p> <p><input type="radio"/> C Both are happy to be done hibernating for the winter.</p> <p><input type="radio"/> D Both are grumpy because they have to be out in the snow.</p> | | |
| <p>7. What do the words and illustrations tell you about the mayor? (RL.2.7)</p> <p><input type="radio"/> A He is not patient.</p> <p><input type="radio"/> B He is very serious and rude.</p> <p><input type="radio"/> C He doesn't care about his people or Groundhog.</p> <p><input checked="" type="radio"/> D He listens to the people's ideas and will do anything to get Groundhog out of bed.</p> | | |
| <p>8. How is Grumpy Groundhog the same as a real groundhog? (RL.2.9)</p> <p><input type="radio"/> A Both love fuzzy bunny slippers.</p> <p><input checked="" type="radio"/> B Both hibernate, or sleep, through the winter.</p> <p><input type="radio"/> C Grumpy Groundhog does not like coffee, but real groundhogs love coffee.</p> <p><input type="radio"/> D They both love to read the Morning Times.</p> | | |
| <p>9. What will the townspeople do next Groundhog's Day? (RL.2.10)</p> <p><input checked="" type="radio"/> A They will have a newspaper, food, slippers, and sunglasses ready for Groundhog.</p> <p><input type="radio"/> B They will just let him sleep and cancel the celebration.</p> <p><input type="radio"/> C They will pull Groundhog out of bed.</p> <p><input type="radio"/> D They will splash water in Groundhog's face to wake him up fast.</p> | | |
| CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com | | |

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Directions: Create a tongue twister using the characters from **Grumpy Groundhog**. Draw a picture that matches your tongue twister. The slier, the better!

Tongue Twister Time

Tongue Twisters are fun and silly sentences that are made with words that have the same or similar sounds. Here are some examples:

- Mary made Martin make marmalade muffins for Monday.
- Red radishes wear wrinkled robes!

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

| Common Core State Standards Correlation |
|---|
| <p>Grumpy Groundhog Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Grumpy Groundhog" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Predictions Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> |

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|---|
| <p>Grumpy Groundhog Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Grumpy Groundhog" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.4 - Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.8 - Ask knowledge questions in the form of who, what, where, when, why, and how to demonstrate understanding of key details in text.</p> <p>RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.10 - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> |

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation |
|---|
| <p>Grumpy Groundhog Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Grumpy Groundhog" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.2.6a - Use the sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.6b - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> |

| Common Core State Standards Correlation |
|---|
| <p>Grumpy Groundhog Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Grumpy Groundhog" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> |

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Writing About Reading with Optional CCSS Alignment

Grumpy Groundhog (La marmota gruñona): Hacer predicciones

Imagina que eres el alcalde y estás escribiendo en tu diario sobre el día ocupado. Cuéntanos lo que has aprendido sobre Marmota hoy. Luego escribe sobre tus planes para el Día de la Marmota del próximo año.

Puedo describir cómo los personajes de una historia reaccionan a los eventos importantes de la historia. CCSS: RL.2.3

Grumpy Groundhog (La marmota gruñona): Hacer predicciones

Imagina que eres el alcalde y estás escribiendo en tu diario sobre el día ocupado. Cuéntanos lo que has aprendido sobre Marmota hoy. Luego escribe sobre tus planes para el Día de la Marmota del próximo año.

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Grumpy Groundhog (La marmota gruñona): Hacer predicciones

Imagina que eres el alcalde y estás escribiendo en tu diario sobre el día ocupado. Cuéntanos lo que has aprendido sobre Marmota hoy. Luego escribe sobre tus planes para el Día de la Marmota del próximo año.

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Grumpy Groundhog (La marmota gruñona): Hacer predicciones

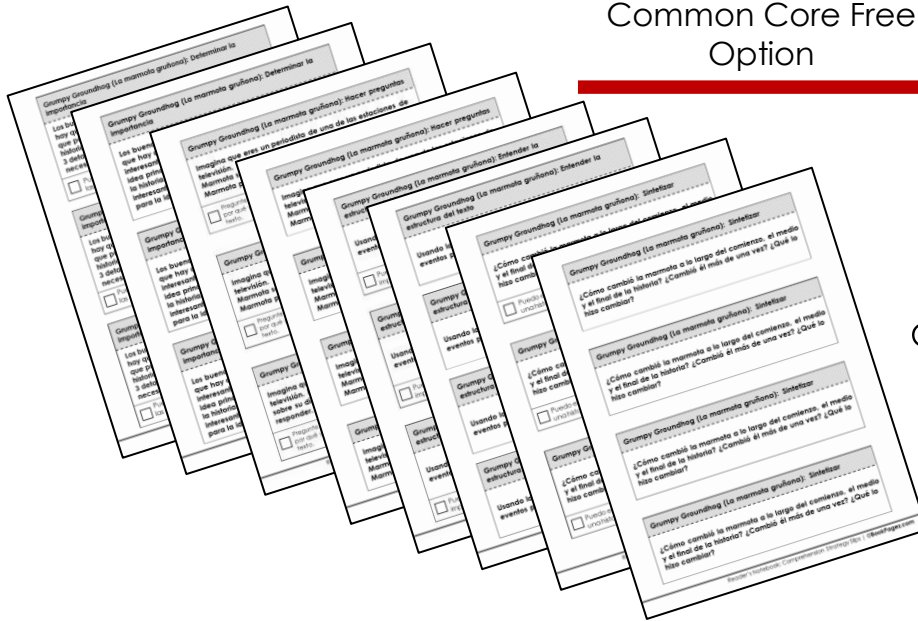
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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer predicciones

Titulo: _____

| Predicciones al principio | Predicciones mientras lees | Verifica las predicciones |
|---------------------------|----------------------------|---|
| | | <input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto |
| | | <input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto |
| | | <input type="checkbox"/> Correcto <input type="checkbox"/> Incorrecto |

Instrucciones:
1. Confecciona preguntas.
2. Confecciona predicciones en las líneas de puntos.
3. Pega o engrapamos tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Determinar la importancia

Titulo: _____

importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Confecciona una pregunta.
2. Confecciona burbujas de pensamiento en las líneas de puntos.
3. Pega o engrapamos tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Hacer preguntas

Titulo: _____

Mañana para empezar una oración

¿Quieres saber...? (¿Por qué?...? ¿Cómo?...? ¿Qué?...?)

Ma confusión cuando... No estoy seguro por qué...

| Pregunta | Respuesta |
|----------|-----------|
| | |
| | |
| | |

Instrucciones:
1. Confecciona una pregunta.
2. Confecciona respuestas en las líneas de puntos.
3. Pega o engrapamos tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Entender la estructura del texto

Titulo: _____

| Estructura del texto | Dónde las usamos la estructura del texto | Cómo la estructura del texto me ayuda |
|----------------------|--|---------------------------------------|
| | | |
| | | |
| | | |

Situación que puede ser interesante:

| Intención | Secuencia | Causa y efecto |
|-----------|-----------|----------------|
| | | |
| | | |

Instrucciones:
1. Confecciona preguntas.
2. Confecciona respuestas en las líneas de puntos.
3. Pega o engrapamos tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Sintetizar

Titulo: _____

| Al principio yo estaba pensando... | Ahora pienso... | Antes yo pensaba... |
|------------------------------------|-------------------|----------------------------|
| Porque... | Porque... | Porque ahora pienso... |
| | | |
| Me interesa pensar en... | Ahora entiendo... | Después de pensar sobre... |
| Porque... | Porque... | Puedo concluir que... |
| | | |

Instrucciones:
1. Confecciona algunas preguntas.
2. Confecciona respuestas en las líneas de puntos.
3. Pega o engrapamos tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing