

Lesson Plans and Teaching Resources for Lilly's Purple Plastic Purse

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Making Inferences Lesson Plan

Making Inferences

Lilly's Purple Plastic Purse
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: M

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

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

Summary

Lilly loves school, her teacher Mr. Slinger, and her new purple plastic purse. She is so excited about the purse that she shows it off during class, even though Mr. Slinger asks her to wait. When she keeps interrupting, Mr. Slinger takes the purse away. Lilly gets angry and writes him a mean note. Mr. Slinger returns her purse, filled with goodies, at the end of the day. When Lilly looks inside, she feels very badly, because she finds a kind note and some treats. Now Lilly must figure out how to make things right, and hope that her teacher forgives her.

Link to What You Know

- Tell about a time when you had to apologize for doing something.
- Tell about a teacher whom you love.

Important Words to Know and Understand

Considerate – Being kind and thinking about other people's feelings

Harshly – Doing something in a very strong or powerful way, like a lion roaring

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Making Inferences Lesson Plan

Making Inferences

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3
Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting?

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 5 and 6 – Make an inference about Lilly's teacher, Mr. Slinger. What is he like? Does Lilly like him? How do you know?

Page 11 – Lilly feels very excited about her new, purple, plastic purse, but how do you think Mr. Slinger feels? What details in the text and illustrations help you with your inference?

Page 17 – Why do you think Mr. Slinger left Lilly a kind note and treats, even though she caused trouble? What does this say about him?

Page 19 – Why do you think Lilly chooses to sit in her "uncooperative chair" instead of watching cartoons? How does she feel? How do the illustrations on this page help you with your inference?

Pages 24 to 26 – Does Mr. Slinger accept Lilly's apology? How do you know? What lesson can you learn from this part of the story?

4
Notice the Work You Did While

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – What types of inferences did you make while reading *Lilly's Purple Plastic Purse*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was helpful to you as a reader. Remember to ask your partner to tell their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in *Lilly's Purple Plastic Purse*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Understanding Text Structure

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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

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Understand Text Structure While Reading

- Notice the words on author uses – does the author describe things or explain events?
- Look at the pictures. Sometimes pictures give you clues about text structure.

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

Lilly loves school, her teacher Mr. Slinger, and her new purple plastic purse. She is so excited about the purse that she shows it off during class, even though Mr. Slinger asks her to wait. When she keeps interrupting, Mr. Slinger takes the purse away. Lilly gets angry and writes him a mean note. Mr. Slinger returns her purse, filled with goodies, at the end of the day. When Lilly looks inside, she feels very badly, because she finds a kind note and some treats. Now Lilly must figure out how to make things right, and hope that her teacher forgives her.

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 3 to 4 – Describe what school is like for Lilly. What does she love about it? What words in the text help you with your answer?

Pages 11 to 13 – Tell what happens when Lilly brings her purple plastic purse to school. Use words like first, next, then and last to sequence your answer.

Pages 15 to 17 – The author is using a cause and effect text structure to tell this part of the story. What causes Lilly to draw a mean picture of Mr. Slinger? How does this end up making her feel? Why?

Pages 24 to 26 – The author is using a problem and solution text structure to tell this part of the story. Does Lilly apologize to Mr. Slinger solve her problem? How do you know?

Page 27 – The author is using a compare and contrast text structure to tell this part of the story. Compare what Lilly does with her purse at the beginning of the story to the end of the story. What lesson can you learn from her better choices?

Time to Reflect

Think – How did the different text structures help you to better understand *Lilly's Purple Plastic Purse*? Why do you think authors use more than one text structure when they tell stories?

Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

Reflect – Think about the text structures in *Lilly's Purple Plastic Purse*. How does paying attention to the way the author organizes text help you to be a better reader?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

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Retelling and Summarizing

Lilly's Purple Plastic Purse
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: M

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

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and the settings
- Look for places where characters caused events to happen

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

Lilly loves school, her teacher Mr. Slinger, and her new purple plastic purse. She is so excited about the purse that she shows it off during class, even though Mr. Slinger asks her to wait. When she keeps interrupting, Mr. Slinger takes the purse away. Lilly gets angry and writes him a mean note. Mr. Slinger returns her purse, filled with goodies, at the end of the day. When Lilly looks inside, she feels very badly, because she finds a kind note and some treats. Now Lilly must figure out how to make things right, and hope that her teacher forgives her.

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 3 and 4 – How does Lilly feel about school? Tell how you know.

Pages 11 to 13 – Summarize what happens when Lilly brings her purple plastic purse to school. Does the behavior well? Why or why not?

Pages 17 and 18 – Tell what Lilly finds in her purse at the end of the day. Why does Lilly feel awful?

Pages 20 to 23 – Summarize what Lilly does to apologize to Mr. Slinger. Is this important to the story? Why or why not?

Pages 25 to 27 – The next day, what does Lilly do with her purple plastic purse? How do you know? What lesson can you learn from this part of the story?

Time to Reflect

Think – What types of information did you use when you retold and summarized *Lilly's Purple Plastic Purse*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in *Lilly's Purple Plastic Purse*. How does paying attention to the story elements help you to be a better reader?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

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Answer Key for Making Inferences with Lilly's Purple Plastic Purse

What does Lilly say about her mistakes?

Page 19: Why do you watch on? I think I'm happy.

How does it feel? I think it's happy.

How do you feel? I know he's happy.

Pages 24 to 26: Does Mr. Slinger accept Lilly's apology? Yes, he does.

How do you know? I know he says sorry.

Page 17: Why do you think Mr. Slinger left Lilly a kind note and treats? He was nice to her.

What details in the text and illustrations help you with your inference?

Pages 3 and 4: How does Lilly feel about school? Lilly really likes it.

Pages 11 to 13: Summarize what happens when Lilly brings her purple plastic purse to school. Lilly really likes it.

Pages 17 and 18: Tell what Lilly finds in her purse at the end of the day. Lilly finds a kind note and treats.

Pages 20 to 23: Summarize what Lilly does to apologize to Mr. Slinger. Lilly really likes it.

Pages 25 to 27: The next day, what does Lilly do with her purple plastic purse? Lilly really likes it.

Time to Reflect: Think – What types of information did you use when you retold and summarized *Lilly's Purple Plastic Purse*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in *Lilly's Purple Plastic Purse*. How does paying attention to the story elements help you to be a better reader?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

Answer Key for Understanding Text Structure with Lilly's Purple Plastic Purse

Pages 3 to 4: Describe what school is like for Lilly. What does she love about it? Lilly loves school.

Pages 11 to 13: Tell what happens when Lilly brings her purple plastic purse to school. Lilly really likes it.

Pages 15 to 17: The author is using a cause and effect text structure to tell this part of the story. What causes Lilly to draw a mean picture of Mr. Slinger? How does this end up making her feel? Why?

Pages 24 to 26: The author is using a problem and solution text structure to tell this part of the story. Does Lilly apologize to Mr. Slinger solve her problem? How do you know?

Page 27: The author is using a compare and contrast text structure to tell this part of the story. Compare what Lilly does with her purse at the beginning of the story to the end of the story. What lesson can you learn from her better choices?

Time to Reflect: Think – How did the different text structures help you to better understand *Lilly's Purple Plastic Purse*? Why do you think authors use more than one text structure when they tell stories?

Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

Reflect – Think about the text structures in *Lilly's Purple Plastic Purse*. How does paying attention to the way the author organizes text help you to be a better reader?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

Understanding Text Structure

Retelling and Summarizing

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

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

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Making Inferences

What the Text Says

What I Know

What I Can Infer

Draw a picture to illustrate your inference:

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

Author's Purpose

¿De qué es este libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración para cada cuadro abajo:

Primero

Luego

Después

Entonces

Indicaciones:

1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Understanding Text Structure

Text Structure

Where the Text Structure Was Used

How the Text Structure Helped Me

Text Structures You Might See While Reading

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 Inferences

VOCABULARY CONNECTIONS RESOURCES

Important Words to Know and Understand in Lilly's Purple Plastic Purse Word List







Vocabulary Connections	
<p>Lilly's Purple Plastic Purse By: Kevin Henkes Grade Level: 2 / Guided Reading Level: M</p>	
Important Words to Know and Understand in <i>Lilly's Purple Plastic Purse</i>	
<p>Considerate Being kind and thinking about other people's feelings</p>	
<p>Demonstrated Showed how to do something or proved something, like explaining a trick</p>	
<p>Fiercely Doing something in a very strong or powerful way, like a lion roaring</p>	
<p>Jaunty Happy and confident, like when you walk with a little bounce</p>	
<p>Longed Really, really wanted something, like missing someone or wishing for a treat</p>	
<p>Lurched Moved in a sudden and jerky way, like when a car stops really fast</p>	
<p>Permitted When you are allowed to do something</p>	
<p>Pupils Students or kids who go to school to learn</p>	
<p>Uncooperative Not wanting to help or work together</p>	
<p>Unique One of a kind, special, and not like anything else</p>	

Lilly's Purple Plastic Purse
 By: Kevin Henkes
 Grade Level: 2 / Guided Reading Level: M

Vocabulary Connections

1. Read the story.

2. Find on the word wall a: Color, figure or picture the story of each word. Color it.

<div style="position: relative; height: 100px;"> </div>		
Considerate	Demonstrated	Fiercely
		
Jaunty	Longed	Lurched
		

Picture Vocabulary Sorting Cards |

©BookPage.com

Word and Picture Sorting Cards

Vocabulary Connections

By: Kevin Henkes

Grade Level: 2 / Guided Reading Level: M

Permitted

When you are allowed to do something

Pupils

Students or kids who go to school to learn

Uncooperative

Not wanting to help or work together

Unique

One of a kind, special, and not like anything else

Step by Step Directions:

1. Cut on the dashed line. 2. Fold on the solid line. 3. Glue, tape or staple the top of each card to a book.

Definition Vocabulary Sorting Cards | ©BookPagez.com

Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">By: Kevin Hankins Grade Level: 2 Guided Reading Level: M</p>		
<p>Considerate is a/an noun verb adverb adjective</p> <p>Definition of Considerate:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Demonstrated is a/an noun verb adverb adjective</p> <p>Definition of Demonstrated:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Fiercely is a/an noun verb adverb adjective</p> <p>Definition of Fiercely:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Considerate looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Demonstrated looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Fiercely looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Considerate reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Demonstrated reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Fiercely reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p>

Interactive Vocabulary Notebook Cards | [@BookPage.com](#)

Now this word in

Now this word in


Now this word in

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Lilly's Purple Plastic Purse

By: Kevin Henkes



A new word that I learned in this book is:

It's like...

It means...

Name: _____

Step by Step Directions






1. Read the story aloud to your child.

2. Discuss the vocabulary words.

3. Complete the Vocabulary Connections worksheet.

4. Read the story aloud to your child again.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | [800age.com](https://www.800age.com)

Word Games		
with Words from Lily's Purple Plastic Purse		
Word Clue Match-Up!		
Directions: Draw a line from the word to its meaning. Images have been added next to each word or clues.		
	Pupils	Really, really wanted something
	Lurched	Students at school
	Considerate	Moved in a sudden and jerky way
	Jaunty	Kind and thoughtful toward others
	Longed	Happy and confident, with a little bounce
When My Day Turned Around!		
Directions: Lily had a rough day, but it turned out okay. Write about a time when something didn't go your way, but then got better.		
Try to use these words in your story: <i>considerate, longed, fiercely, unique.</i>		
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Name: _____		@BookPage.com
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>		

Word Games and Answer Key

Vocabulary Connections

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

Name: _____

Directions:
Read your reading that is new to you in the first column.
Below each sentence where the word appears, write the word means in the second column.
Then use your definition makes sense based on the context clues in the third column.

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

I Think the Word Means	Context Clues	Real Definition	✓

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

Spring Words | ©BookPages.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work

Instructional Focus:
Alliteration

Background:
Authors use alliteration to make their writing fun. Alliteration happens when several words start with the same sound. It's like the way rhythm or a fun pattern. For example: Silly blue.

Alliteration can happen with letters, but it can also happen with words. For example: cat and kite don't use the same letter, but they could be part of an alliteration.

Examples:

Bouncing bunnies	Silly snakes slither	Fast
Henry's arm hurts	Small snails	Got
We saw wonderful whales	He has fluffy feathers	Tiny

Materials and Preparation:

- A Copy of *Lilly's Purple Plastic Purse*
- Chart Paper
- Markers
- Alliteration Word Cards (1 set for each group)
- Alliteration Recording Sheet (1 set for each group)
- Optional – Word Detective Extension
- Optional – Alliteration Extend Eng

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Alliteration

- Tell students that today, they will focus on alliteration.
- Write "alliteration" at the top of the anchor chart. Explain that alliteration happens when several words that are close together in a sentence start with the same sound.
- Show examples of alliteration on the chart and read them together as a class.
- Underline the repeated beginning sounds in each set of words that have alliteration.
- Ask students if they can come up with any 2 or 3-word phrases that have alliteration. Remind students that alliteration is a way authors to make their writing more fun to read. Alliteration is a creative way to think and write!
- Ask students what sound is being repeated in the words that they come up with, and underline the letter(s) that make that sound on the anchor chart.
- If students struggle to come up with other phrases, prompt them with a word to help get them started (e.g. "Red...robins run," or "Peeked...and poked.")

Step 2: Connect Word Work to Reading

Alliteration in the Text

- Tell students that they will read *Lilly's Purple Plastic Purse* and look for groups of words that are close together and have the same beginning sounds.
- Read the cover and the second page of *Lilly's Purple Plastic Purse*, encouraging students to give a thumbs up when they hear or see alliteration.
- Write any new phrases of alliteration from the book on the chart paper.

Some examples of Alliteration found in the text:

- Lilly's Purple Plastic Purse*
- Lilly loved school
- the pointy pencils
- clacker-clacker-click
- brother Julius
- What's with Lilly?
- the lightbulb lab
- Lilly's stomach lurched
- One Monday morning
- movie star sunglasses
- purple plastic purse that played
- glasses were so glittery
- the purse played
- glaring school supplies
- "Look," Lilly whispered
- glasses were gone

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

List of words in the book
that match the
instructional focus

Word Work

Lilly's Purple Plastic Purse
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: M

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of alliteration word cards (cut the cards in advance) and a recording sheet.
- Show students how to flip over a word card, and begin brainstorming a phrase of alliteration that can go with their card.
- Tell students that 5 of their phrases of alliteration must have at least two other words in the phrase that start with the same sound as their word card (e.g. cat: "The cat can clap.")
- Explain that this activity works best if you talk with your partner and share ideas out loud. Tell students that they can have fun and be goofy with their phrases of alliteration.
- Once students have come up with a phrase of alliteration for their word card, they should write it on the recording sheet. Tell students that they must underline the repeated beginning sound that helps each phrase have alliteration (e.g. The cat can clap.)
- Their task, as a pair, is to come up with alliteration phrases for all 15 of their word cards.
- Set a timer for the activity (15-20 minutes).
- Visit each pair as they work. Discuss the phrases that students came up with at the end of the activity with the whole group.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Alliteration practice page.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Word Work Lesson Plan | ©BookPages.com

Interactive Activity

Alliteration

Name: _____

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Guided Word Work Practice | ©BookPages.com

Independent Practice Page

Alliteration

Name: _____

Directions: Underline all twelve of the phrases that have alliteration in the story below.

It was a terrible Tuesday for Timmy. He tripped over his shiny shoes on the way to school, and his tummy turned with worry. At school, he spilled his slippery smoothie all over his new shirt. In class, his pointy pencil broke, and he couldn't finish his drawing of a dancing dragon. During lunch, his sandwich was squashed, and it was too hot to play outside. But after lunch, his teacher, Mr. Singer, shared a special surprise. He told the class they would have a fun field trip to the farm! Timmy's frown faded, and his fingers flew as he finished his work. The day ended with happy kids hopping on the bus, and Timmy realized that even a bad day can turn bright.

Alliteration Lab

Directions: Rewrite the bolded word so that it shows alliteration with the underlined word. This will make each sentence more fun to read. (Hint: think about words that are similar or are related to the bolded word.)

Example: The sloth was **tired**. The sloth was sleepy.

The cat climbs a <u>deep</u> hole.	
Her dad <u>makes</u> macaroni.	
One cheese <u>pizza</u> please!	
A beaver <u>builds</u> a large bunker.	
The grass <u>keeps</u> growing.	

One more challenge! Write a phrase of alliteration using your name!

Example: Mr. Sol smiles and sings on Saturday.

Independent Word Work Practice | ©BookPages.com

Alliteration
Extend Engagement Activity

DIRECTIONS:

- Have students sit at their desks.
- Tell students that you will read a series of sentences. If the sentence has alliteration, students should raise their hand.
- Call on a student, and ask them what the phrase of alliteration is in your sentence.
- If they get it correct, they may line up at the door. If they do not, they can call on a friend for help.

Alliteration Phrases:

- The **brown** bear walked in the forest.
- Silly** squirrels scampered up the tree.
- The little girl sat by the window.
- The **blue** bird flew by the river.
- Clever** cats caught the mouse.
- Green frogs hopped from the pond.
- Tiny** turtles trudged through the tall grass.
- Nine** mice made their way through the barn.
- The **bright** balloons bobbed in the breeze.
- The **red** rabbit raced across the road.
- Many **giraffes** grazed in the green grass.
- Happy students clapped at the end of the show.
- She spotted the **shiny** shell.
- Cats and dogs are great pets.
- Jumping** jellybeans jiggled in the jar.
- The **pretty** peacock strutted proudly.
- Her mom gave the three friends a ride.
- School closed early due to the holiday.
- Wiggly** worms wandered in the wet dirt.
- He heard a happy hamster running.

Teacher Directions | ©BookPages.com

Word Detective: Alliteration
Extension Activity

Directions:
Be a word detective!

Be on the lookout for alliterations while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPages.com

Optional Activity to
Extend Engagement

Word Detective

ASSESSMENTS

Lilly's Purple Plastic Purse CCSS Assessment		Name: _____ Score: / 8
<p>Directions: Use what you know about Lilly.</p>		
<p>1. What does Lilly love to do?</p> <p><input type="radio"/> A Her new backpack</p> <p><input type="radio"/> B Her purple plastic purse</p> <p><input type="radio"/> C Her shiny red shoes</p> <p><input type="radio"/> D Her favorite book</p> <p>2. What lesson does Lilly learn?</p> <p><input type="radio"/> A It's okay to interrupt</p> <p><input type="radio"/> B Always bring toys to school</p> <p><input type="radio"/> C Being patient and calm</p> <p><input type="radio"/> D Teachers don't understand</p> <p>3. How does Lilly feel when Mr. Slinger tells her to go to her room?</p> <p><input type="radio"/> A Angry</p> <p><input type="radio"/> B Happy</p> <p><input type="radio"/> C Confused</p> <p><input type="radio"/> D Excited</p> <p>4. What does the word "distract" mean?</p> <p><input type="radio"/> A Fun and exciting</p> <p><input type="radio"/> B Beautiful and colorful</p> <p><input type="radio"/> C Hard to ignore and pay attention to</p> <p><input type="radio"/> D Helpful and useful</p>	<p>5. How does the story begin? (RL.2.5)</p> <p><input type="radio"/> A Lilly brings her purse to school and gets in trouble.</p> <p><input type="radio"/> B Lilly dreams about going shopping.</p> <p><input checked="" type="radio"/> C Lilly shows how much she admires Mr. Slinger.</p> <p><input type="radio"/> D Lilly and her friends play on the playground.</p> <p>6. How does Lilly's point of view about Mr. Slinger change? (RL.2.6)</p> <p><input type="radio"/> A She dislikes him at first, but then she likes him.</p> <p><input type="radio"/> B She loves him at first but ends up being upset with him by the end of the story.</p> <p><input type="radio"/> C She never changes her feelings about him.</p> <p><input checked="" type="radio"/> D She loves him at first, gets upset, and then forgives him.</p> <p>7. What do the illustrations of Mr. Slinger's note and bag of treats tell us? (RL.2.7)</p> <p><input checked="" type="radio"/> A Mr. Slinger is a kind teacher who cares about Lilly.</p> <p><input type="radio"/> B Mr. Slinger is strict and doesn't want Lilly to have fun.</p> <p><input type="radio"/> C Mr. Slinger doesn't care if Lilly is upset.</p> <p><input type="radio"/> D Mr. Slinger is always giving snacks to the students.</p> <p>8. Why is Lilly's Purple Plastic Purse a good story for second graders? (RL.2.10)</p> <p><input type="radio"/> A It has a lot of difficult words to learn.</p> <p><input checked="" type="radio"/> B It is about school and feelings kids can understand.</p> <p><input type="radio"/> C It is mostly about math and science.</p> <p><input type="radio"/> D It doesn't have a lesson to think about.</p>	
CCSS Assessor		

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-8)

Running Record

Title: Lilly's Purple Plastic Purse Guided Reading Text Level: M 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	Intermediate	Hard
95 % - 100 % Accuracy	90 % - 94 % Accuracy	50 % - 89 % Accuracy

E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		COUNT	INFORMATION USED		
Page		E	SC	E MSV	SC MSV
2	Lilly loved school.				
3	She loved the pointy pencils.				
	She loved the squeaky chalk.				
	And she loved the way her boots went clickety-clackety-click down the long, shiny hallways.				
4	Lilly loved the privacy of her very own desk.				
	She loved the fish sticks and chocolate milk				

Tested By: _____

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Running Record Assessment:
Use the first 100 words from
the text to assess oral reading
fluency


WORKSHEET


Name: _____ Date: _____

Directions:

In the story *Lilly's Purple Plastic Purse*, Lilly filled her purse with things that were special to her.

Imagine you have **a special bag** filled with things that help you feel happy, calm, or confident during the school day. Draw the things you would include in your special bag below.



 In the space below, write about what's in your bag. Pick one or more items and explain what it is and how it helps you at school.

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My Special Bag