

Lesson Plans and Teaching Resources for Martin Luther King, Jr.

5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Get Ready to Read

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

Learn About Comprehension Strategies

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

Summary

Martin Luther King, Jr.
By: Kison Jazynka
Grade Level: 3 / Guided Reading Level: O

Link to What You Know

- A biography is a book that tells the story of someone's life. Have you read a biography before? If yes, what did you read?
- Do you think it is important to learn about people, places, and events from the past? Why or why not?

Important Words to Know and Understand

Assessinate - To kill someone important or famous

Civil rights - The rights that everyone in a country has

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

©BookPagez.com

Guided Reading Level

Author's Purpose Lesson Plan

Identifying the Author's Purpose

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.

Page 3 - The author begins this text by asking a series of questions. Why do you think the author chose to start the book this way? How do these questions help you prepare to read the text?

Pages 14 and 15 - These pages tell about life in the 1930s. What do you think the author wants you to know about life during Martin Luther King, Jr.'s time? How do you know?

Page 20 - This page includes a section of text called, "That's a Fact!" Why do you think the author included this section? Why might it be important for you to know as the reader?

Page 37 - This page includes a section of text called, "In His Own Words." What is the purpose of including Dr. King's real words in the text? How does reading Dr. King's words help you as a reader?

Pages 46 and 47 - What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform or

Time to Reflect

Think - Kison Jazynka is the author of *Martin Luther King, Jr.*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

Talk - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about what you learned while reading *Martin Luther King, Jr.*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Martin Luther King, Jr.* (Remember to include examples from the book!)

©BookPagez.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Determining Importance

Get Ready to Read

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

Learn About Comprehension Strategies

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

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.

Page 4 - This chapter introduces Martin Luther King, Jr. and his work. What do you think about his life and work? Why do you think he is important?

Page 14 and 15 - This chapter tells us that MLK, Jr. was born in 1929. How do you think life was for African Americans in the 1930s? Why or why not?

Page 20 - This page includes a section of text called "That's a Fact!" How do you think the author included this section? Why might it be important for you to know as the reader?

Page 37 - This page includes a section of text called "In His Own Words." What is the purpose of including Dr. King's real words in the text? How does reading Dr. King's words help you as a reader?

Pages 46 and 47 - What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

©BookPagez.com

Making Connections

Get Ready to Read

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

Learn About Comprehension Strategies

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

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.

Page 4 - This chapter introduces Martin Luther King, Jr. and his work. What do you think about his life and work? Why do you think he is important?

Page 14 and 15 - This chapter tells us that MLK, Jr. was born in 1929. How do you think life was for African Americans in the 1930s? Why or why not?

Page 20 - This page includes a section of text called "That's a Fact!" How do you think the author included this section? Why might it be important for you to know as the reader?

Page 37 - This page includes a section of text called "In His Own Words." What is the purpose of including Dr. King's real words in the text? How does reading Dr. King's words help you as a reader?

Pages 46 and 47 - What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

©BookPagez.com

Answer Key for Determining Importance with Martin Luther King, Jr.

Pages 4 to 7 - The chapter introduces Martin Luther King, Jr. and his work. What kind of world was Martin Luther King, Jr. working hard to change?

Pages 14 and 15 - This chapter tells us that MLK, Jr. was born in 1929. How do you think life was for African Americans in the 1930s? Why or why not?

Pages 20 and 37 - This page includes a section of text called "That's a Fact!" How do you think the author included this section? Why might it be important for you to know as the reader?

Pages 46 and 47 - What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

Answer Key for Making Connections with Martin Luther King, Jr.

Page 10 - On this page, we learn that Martin Luther King, Jr. was no longer allowed to play with his white friends because of the color of his skin. Make a text-to-world connection. How do you think this affected his life?

Answer Key for Retelling and Summarizing with Martin Luther King, Jr.

Pages 4 and 7 - The text begins by telling us who Martin Luther King, Jr. is. Use what you learned on these pages to summarize what Martin Luther King, Jr. worked hard to do and how he did it.

Pages 8 to 12 - The chapter shares information about Martin Luther King, Jr.'s early life. Tell two important facts that you learned about his life.

Pages 14 and 15 - This chapter tells us that MLK, Jr. was born in 1929. How do you think life was for African Americans in the 1930s? Why or why not?

Pages 20 and 37 - This page includes a section of text called "That's a Fact!" How do you think the author included this section? Why might it be important for you to know as the reader?

Pages 46 and 47 - What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

Answer Key for Understanding Text Structure with Martin Luther King, Jr.

Pages 4 to 13 - These sections explain who Martin Luther King, Jr. was as an adult and as a young boy. In one sentence, describe who MLK was as a boy.

Pages 20 - How do you think the author included this section? Why might it be important for you to know as the reader?

Pages 25 to 27 - Here, the author calls a cause and effect text structure along with text, photographs, and captions, to explain the bus boycott. According to the text, what was one of the main events that caused the bus boycott?

Pages 46 and 47 - What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

Determining Importance

Making Connections

Retelling and Summarizing

Get Ready to Read

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

Learn About Comprehension Strategies

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

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.

Page 4 - This chapter introduces Martin Luther King, Jr. and his work. What do you think about his life and work? Why do you think he is important?

Page 14 and 15 - This chapter tells us that MLK, Jr. was born in 1929. How do you think life was for African Americans in the 1930s? Why or why not?

Page 20 - This page includes a section of text called "That's a Fact!" How do you think the author included this section? Why might it be important for you to know as the reader?

Page 37 - This page includes a section of text called "In His Own Words." What is the purpose of including Dr. King's real words in the text? How does reading Dr. King's words help you as a reader?

Pages 46 and 47 - What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

©BookPagez.com

Understanding Text Structure

Get Ready to Read

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

Learn About Comprehension Strategies

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

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.

Page 4 - This chapter introduces Martin Luther King, Jr. and his work. What do you think about his life and work? Why do you think he is important?

Page 14 and 15 - This chapter tells us that MLK, Jr. was born in 1929. How do you think life was for African Americans in the 1930s? Why or why not?

Page 20 - This page includes a section of text called "That's a Fact!" How do you think the author included this section? Why might it be important for you to know as the reader?

Page 37 - This page includes a section of text called "In His Own Words." What is the purpose of including Dr. King's real words in the text? How does reading Dr. King's words help you as a reader?

Pages 46 and 47 - What is the nonfiction text feature on these pages? Why did the author include it in the book? How is it helpful for you as a reader?

©BookPagez.com

Retelling and Summarizing

Understanding Text Structure

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

I can figure out the lessons or morals of the stories I read and explain that message using details from the story. CCSS: RI.3.2

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

I can figure out the lessons or morals of the stories I read and explain that message using details from the story. CCSS: RI.3.2

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

I can figure out the lessons or morals of the stories I read and explain that message using details from the story. CCSS: RI.3.2

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

Martin Luther King, Jr.: Determining Importance

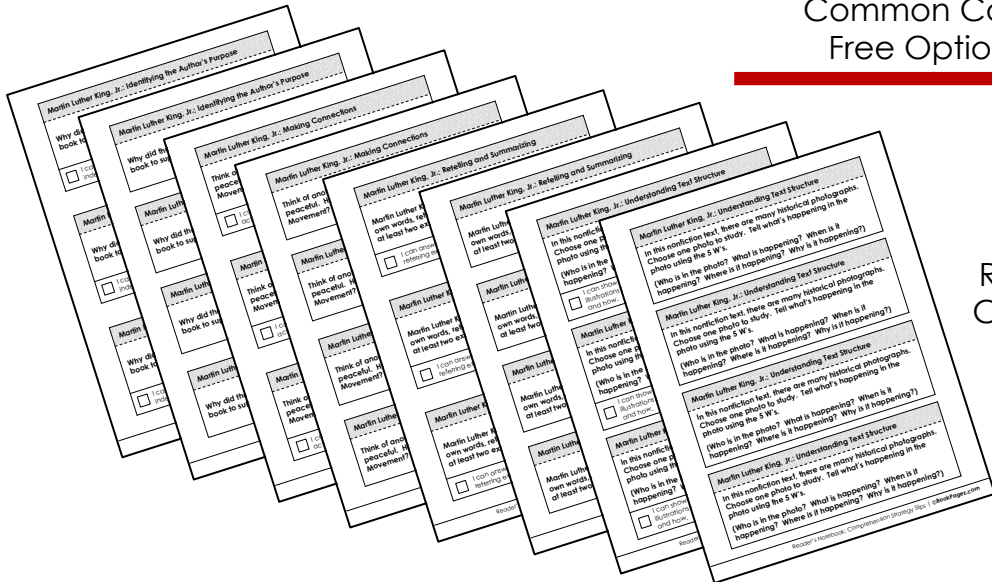
Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

Martin Luther King, Jr.: Determining Importance

Choose one fact about the Civil Rights Movement and one fact about Dr. King from the text that you think are the most important. Write each fact and explain why they are important to you. Illustrate one of your facts.

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Determining Importance

What is the topic of your book?

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 parts of your book.

#1 _____

#2 _____

#3 _____

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Identifying the Author's Purpose

Who is the author of your book?

Identifying the Author's Purpose

Title: _____

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because _____

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Making Connections

Circle the features of nonfiction text that were used in your book.

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

Text-to-Self Text-to-Text Text-to-World

Draw a picture of your connection in the box below.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Retelling and Summarizing

What is the topic of your book?

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Understanding Text Structure

Tell how the text features in your book helped you understand text structures by completing the table.

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
_____	Page: _____	_____
_____	Page: _____	_____
_____	Page: _____	_____

Text Structures You Might See While Reading

_____	_____	_____
_____	_____	_____

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

VOCABULARY CONNECTIONS RESOURCES

Important Words to Know and Understand in Martin Luther King Jr. Word List

Vocabulary Connections
 Martin Luther King, Jr.
 By: Kilsan Jazynka
 Grade Level: 3 / Guided Reading Level: O

Important Words to Know and Understand in Martin Luther King, Jr.

Assassinate
To kill someone important or famous

Boycott
A situation in which people refuse to buy, use, or do something because they do not approve of it

Cab
A taxi or a car that you pay to travel in

Civil rights
The rights that everyone in a country has

Justice
Behavior or treatment that is fair and morally correct

Memorial
An object, often made of stone, that is built to help people remember an important person or event

Mule
An animal whose mother is a horse and whose father is a donkey

Protestors
People who show that they disagree with something by standing somewhere, shouting, carrying signs, etc.

Segregation
To separate one group of people from another, especially one sex or race from another

Sermon
A religious speech given by a priest in church

Vocabulary Word List | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections
 Martin Luther King, Jr.
 By: Kilsan Jazynka
 Grade Level: 3 / Guided Reading Level: O

Assassinate	Boycott	Cab
Civil rights	Justice	Memorial

Picture Vocabulary Sorting Cards | ©BookPagez.com

Vocabulary Connections
 Martin Luther King, Jr.
 By: Kilsan Jazynka
 Grade Level: 3 / Guided Reading Level: O

Mule	Protestors	Segregation
An animal whose mother is a horse and whose father is a donkey	People who show that they disagree with something by standing somewhere, shouting, carrying signs, etc.	To separate one group of people from another, especially one sex or race from another
Sermon		
A religious speech given by a priest in church		

Definition Vocabulary Sorting Cards | ©BookPagez.com

Word and Definition Sorting Cards

Vocabulary Connections
 Martin Luther King, Jr.
 By: Kilsan Jazynka
 Grade Level: 3 / Guided Reading Level: O

Assassinate is a/an _____	Boycott is a/an _____	Cab is a/an _____
_____	_____	_____
Definition of Assassinate:	Definition of Boycott:	Definition of Cab:
_____	_____	_____
_____	_____	_____
Assassinate looks like this:	Boycott looks like this:	Cab looks like this:
_____	_____	_____
Assassinate reminds me of:	Boycott reminds me of:	Cab reminds me of:
_____	_____	_____
I saw this word in _____	I saw this word in _____	I saw this word in _____

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Word Games
 with Words from Martin Luther King, Jr.

Directions:

- Fill in the blanks using the vocabulary words from the word bank.
- Then find these words in the word search below.

word bank:
 memorial boycott segregation justice
 assassinate civil rights protestors

1. _____ separates people unfairly based on race.

2. _____ are citizens' rights to freedom and equality.

3. _____ is when things are fair and morally correct.

4. _____ are people who show they don't like something.

5. A _____ is when people refuse to support something.

6. To _____ means to kill someone important or famous.

7. A _____ honors and remembers a person or event.

Answer Key

1. segregation
 2. civil rights
 3. justice
 4. boycott
 5. protestors
 6. assassinate
 7. memorial

Name: _____

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
 Martin Luther King, Jr.
 By: Kilsan Jazynka
 Grade Level: 3 / Guided Reading Level: O

Step by Step Directions: 1. Fold on the solid line. 2. Fold on the dashed line. 3. Complete the Vocabulary Card. 4. Add your Vocabulary Card to your notebook or share it with a friend.

Name: _____

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

It means: _____

It looks like: _____

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

Connect to Your Life: When or where have you seen it? Heard it? Tasted it? Smelled it?

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPagez.com

Personalized Vocabulary Bookmark

Vocabulary Connections
 Name: _____

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence below 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	✓

Independent Word Exploration | ©BookPagez.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Marlin Luther King, Jr.
By: Kitson Jazynka
Grade Level: 3 / Guided Reading Level: O

Instructional Focus:
Proper Nouns

Background:
Nouns are words that name people, places, or things. Proper nouns are words that name specific people, places, or things and start with a capital letter to help signal.

Examples:

Barack Obama	McDonald's
Star Wars	Coca-Cola
China	Eiffel Tower

Materials and Preparation:

- A Copy of *Marlin Luther King, Jr.*
- Chart Paper
- Proper Noun Bingo Board (1)
- Stock of magazines, newspapers
- Proper Noun Practice Page
- Optional – Word Detective
- Optional – Proper Noun Four Corners

Word Work
Marlin Luther King, Jr.
By: Kitson Jazynka
Grade Level: 3 / Guided Reading Level: O

Step 1: Introduce the Focus of Word Work

Introduce Proper Nouns

- Draw the students' attention to the chart paper.
- Explain that we have naming words called nouns. Explain that nouns name people, places, and things. (Example: small man, school, paint brush). Nouns begin with a lowercase letter.
- Explain that when we want to name a specific person, place, or thing, we use proper nouns. (Examples: Albert Einstein, New York, Coca-Cola). Proper nouns begin with a capital letter to show that it is a special name.
- Prompt students to look at the nouns in the first column and the proper nouns in the second column.
- Discuss how the proper nouns in the second column are examples of special or specific names for those nouns.
- Next, have students brainstorm their own proper nouns for each noun that are different from the proper nouns provided. (Examples: boy → Tommy → Matthew).
- Write the brainstormed proper nouns in the third column.

SAMPLE ANCHOR CHART

Proper Nouns		
museum → The Smithsonian		
People	boy	Tommy
	teacher	Miss Dawson
	doctor	Dr. Cole
	city	New York
Places	school	Central Elementary School
	country	Egypt
	book	Harry Potter
Things	skate	Coca-Cola
	skateboard	Toy Story
	Proper Nouns from <i>Marlin Luther King, Jr.</i>	

Step 2: Connect Word Work to Reading

Proper Nouns in the Text

- Tell the students that the text they will be reading today has a lot of proper nouns that name special or specific people, places, and things.
- Show them pages 4 and 5 of *Marlin Luther King, Jr.*
- Tell the students to listen carefully and look at the words while you read. Ask the students to give a thumbs up when they see or hear a word that starts with a capital letter and names something special or specific.
- Tell students that they will see some capital letters that do NOT belong to proper nouns. Remind students that the first letter of each sentence will be capitalized, and that does NOT make those words proper nouns. They will need to pay close attention and make sure they are listening for the special name of a person, place, or thing.
- After reading pages four and five of the text, ask the students to identify the proper nouns that they saw and heard. Add the words to the chart paper.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Proper Noun Four Corners
Extend Engagement Four Corners Labels

Proper Nouns PEOPLE	Proper Nouns PLACES
Proper Nouns THINGS	Regular Nouns PEOPLE PLACES THINGS

Extend Engagement Activity | @BookPagez.com

Optional Activity to Extend Engagement

Word Work
Marlin Luther King, Jr.
By: Kitson Jazynka
Grade Level: 3 / Guided Reading Level: O

Step 2: Connect Word Work to Reading (Continued)

Proper Nouns in the Text

- Tell the students that you will read the text once from beginning to end. Tell them to be listening for words that name special or specific people, places, and things.
- Remind them to give a thumbs up when they hear or see a proper noun.
- Tell students there are also proper nouns in the captions underneath photos, which you may or may not choose to read aloud.
- Remind students to be polite and not to interrupt you while you read.
- Read *Marlin Luther King, Jr.*

Proper Nouns found in the text:

• Marlin Luther King Jr.	• Tennessee	• Atlanta
• Dr. King	• M.L.	• Empire State Building
• Alfred Daniel	• Nobel Peace Prize	• Memphis
• United States	• Auburn Avenue	• Ebenezer Baptist Church
• Georgia	• New York City	
• Christine		

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that they are now going to practice what they've learned by playing a game called Proper Noun Bingo.
- Divide students into pairs.
- Give each pair a Proper Noun Bingo board and a stack of magazines, newspapers, or books.
- Explain to students that their job is to hunt for an example of proper nouns for as many boxes on their Bingo card as possible.
- When they find a word, they should write it in the box that matches the category for that proper noun.
 - Example: a student finds the proper noun "Kleenex" in a magazine. They should write it in a box on their Bingo card that says "thing".
- The member of each pair who gets Bingo first, wins!
- End the activity by inviting partners to share their proper nouns with one another.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Interactive Activity

Proper Noun Bingo Interactive Activity

Directions:
Find an example of a proper noun that matches the categories in each box. Write your proper noun in the box. Play until you fill 5 boxes in a row. When you do, call out "Bingo!"

Have fun and good luck!

person	place	thing	person	place
thing	person	place	thing	person
place	thing	FREE	person	place
thing	person	place	thing	person
place	thing	person	place	thing

Guided Word Work Practice | @BookPagez.com

Proper Nouns Word Work Practice Page

Directions:
Circle the **proper nouns** in the paragraphs below.

In the busy city of Sparkville, Emma, Oliver, and Jerome gathered at Sunshine Park for a picnic. They spread out a blanket under the shade of a Cherry Blossom Tree and enjoyed delicious treats. They ate Aunt Jenny's famous peanut butter sandwiches, farm-fresh apple slices from Mr. Johnson's Orchard and drank cans of Sprite soda.

Nearby, a talented musician named Melody Mike, strummed his latest song, *Summertime Day*. As the sun began to set, the friends packed up their picnic and made plans to come back to Sunshine Park in Sparkville soon.

Directions:
Choose three of the proper nouns that you circled above and write your own sentences using your chosen proper nouns.
Remember to capitalize your proper nouns in your sentences.

- _____
- _____
- _____

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

Word Detective: Proper Nouns Extension Activity

Directions:
Be a word detective!
Be on the lookout for **proper nouns** 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 | @BookPagez.com

Independent Practice Page

Extension Activity

ASSESSMENTS

Running Record

Title: Martin Luther King Jr. Guided Reading Text Level: O 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							
INFORMATION USED							
Page	E	SC	M	S	V	E	SC
4							
Who Was Martin Luther King, Jr.?							
Can you imagine a world where laws							
kept black and white people apart? Where							
black children couldn't swim in the same							
pools as white children? Or go to the same							
schools? A place where laws made it hard							
for black people to vote? Or where a black							
person had to stand up on a bus so a white							
person could sit down?							

Tested By: _____ ©BookPagez.com

Running Record Assessment

Martin Luther King Jr.
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *Martin Luther King Jr.* to answer each of the following questions.

1. What did Martin Luther King, Jr. advocate for in his famous "I Have a Dream" speech?

A The importance of education

B The need for people to be treated the same

C The significance of dreams

D The wish for more segregation

2. Which of these sentences best explains the main idea of the text?

A Martin Luther King, Jr. was an important leader in the Civil Rights Movement.

B Marching and speeches are the only ways to bring about change.

C Martin Luther King, Jr. and Rosa Parks were the only people who stood up for justice.

D Washington D.C. was the most important city in the world.

3. Based on what you read in the text, how did people feel about the situation?

A Black people could attend school.

B Black and white people attended school together.

C Bus drivers did not have to work as hard as before.

D Black people were given more equal rights.

4. Which of the following choices is the best description of the author's purpose?

A Believe

B Refuse

C March

D Defend

5. Which of the following options is not a good answer to this prompt: "Captions in the text *Martin Luther King, Jr. can help me...*"? (RI.3.5)

A know who people are in a photograph

B know where a photograph was taken

C know more about what is happening in a photo

D know the exact date that a picture was taken

6. Which of the following sentences is not a statement made by the author of the text, *Martin Luther King, Jr.*? (RI.3.6)

A He helped change unfair laws by making people think.

B M.L. was never religious like his father.

C Small but strong, M.L. rode bikes with his brother and sister.

D When M.L. was 14, he entered a speech contest.

7. Dr. King was born in 1929, and he was killed in 1968. Which of the following events occurred after his death? (RI.3.7)

A A national holiday honors him on his birthday.

B He is awarded the Nobel Peace Prize.

C He visits the White House.

D He meets Coretta and they are married.

8. Which of the phrases best completes the following sentence: "First, Dr. King became a minister. Second, he earned the title of "doctor." Third..."? (RI.3.8)

A He became a leader in the Civil Rights Movement.

B He went to college.

C He won a speech contest.

D He rode bikes with his brother and sister.

9. If you were to read another book about Martin Luther King, Jr., which of these facts from this book would most likely be found in the other book? (RI.3.9)

A Dr. King liked to dance.

B Dr. King was inspired by Gandhi.

C Dr. King gave an important speech known as his "I Have a Dream" speech.

D Dr. King married Coretta Scott King and had four children.

CCSS Assessment 3rd Grade Reading Standards for Informational Text | BookPagez.com

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

Answer Key

WORKSHEETS

Writing Worksheet

Name: _____ Date: _____

Directions:
In the text, *Martin Luther King, Jr.*, we learn that Dr. King participated in many peaceful protests. In peaceful protests, some people hold up signs with important words or messages.

Below are some messages people might write on signs at a peaceful protest. Read the messages. Circle your favorite. Explain what the message means to you.

It's Cool to Be Kind

Do the Right Thing, Even When No One is Watching

What does the message mean to you?

BONUS: Let your voice be heard! Create your own peaceful protest sign with a message that is important to you.

Name: _____ Date: _____

Extension Activity | ©BookPagez.com

Compare and Contrast Matching Game and Answer Key

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *Martin Luther King Jr.*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

M.L. won a speech contest because	the judges loved his speech.
A national memorial was created for Dr. King because	he worked hard in school.
M.L. finished college when he was 19 years old because	some laws were unfair.
Dr. King marched all over the country because	his contributions to the Civil Rights Movement were very important.

Name: _____ Date: _____

EFFECT CARDS

1

2

3

4

REMEMBER!

Effect cards are **why** something happened.
Cause cards are **what** happened.

Cause and Effect Sorting Mat for Martin Luther King Jr. Answer Key

©BookPagez.com | Cause and Effect Sorting Cards for Martin Luther King Jr.

©BookPagez.com | Cause and Effect Sorting Mat for Martin Luther King Jr.

Compare and Contrast Questions Stems and Answer Key

Answer Key

Martin Luther King Jr.
Cause and Effect

Directions:
The first part of the sentences below tell what happened (the effect) in the book, *Martin Luther King Jr.*. Complete each sentence by telling the cause.

Name: _____

Martin Luther King Jr.
Cause and Effect

M.L. won a speech contest because _____

M.L. finished college when he was 19 years old because _____

Dr. King marched all over the country because _____

A national memorial was created for Dr. King because _____

Reading Tip!

Remember: The **cause** is **why** something happened. The **effect** is **what** happened.

© BookPagez.com | Cause and Effect Practice