

# Lesson Plans and Teaching Resources for Miss Rumphius

## 5 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

### Asking Questions Lesson Plan

### Guided Reading Level

**Key Vocabulary**

**Explanation of Strategy**

**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**

- Know what to do when you get confused

**Miss Rumphius**  
By: Barbara Cooney  
Grade Level: 2 / Guided Reading Level: M

**Summary**

Alice Rumphius has big dreams! She wants to travel to faraway places and live by the sea when she grows up. But her grandfather tells her she must do more than that sounds really hard: make the world more beautiful. How can one person make the whole world more beautiful? Alice grows up and travels all around the world, seeing amazing places and making friends everywhere. Then she moves to a house by the sea, just like she planned. But she still doesn't know how to make the world more beautiful. Then something wonderful happens with some flowers in her garden that gives her the most amazing idea. What could her idea be? And will it really make the world more beautiful?

**Link to What You Know**

- Think about a time when someone older gave you advice or a challenge. How did it make you feel?
- What are some ways you have seen people make their community or neighborhood more beautiful?

**Important Words to Know and Understand**

**Conservatory** – A glass building where plants grow  
**Figureheads** – Carved wooden decorations on the front of ships

**Why Readers Ask Questions While Reading**

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

©BookPagez.com

### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Asking Questions Lesson Plan

**Miss Rumphius**  
By: Barbara Cooney  
Grade Level: 2 / Guided Reading Level: M

**3**

**Ask Questions While Reading**

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions are important to the text.
- Stop from time to time. Ask yourself if you've found the answers to your questions.

**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 1** – The narrator tells us about the Lupine Lady who lives by the sea. What questions do you have about who she is and why she's called the Lupine Lady? How does asking questions at the beginning of a story help you as a reader?

**Page 4** – Alice's grandfather tells her she must do something to make the world more beautiful. What questions do you have about this challenge? Why do you think Alice doesn't know what that could be?

**Page 11** – Miss Rumphius meets the Bapo Raja and receives a special shell. What questions do you have about the friendships she makes during her travels? How do these friendships help Miss Rumphius on her journey?

**Page 19** – Miss Rumphius discovers lupines growing wild on the hill. What questions do you have about how they got there? What do you think her wonderful idea might be?

**Page 25** – The narrator says she will also go to faraway places and live by the sea, but she doesn't know what she'll do to make the world more beautiful. What questions do you have about the narrator's future? How does asking this question help you think about your own life?

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy the book?

**Talk** – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question. Why the answer helped you.

**Reflect** – Think about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

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

©BookPagez.com

### Turn, Talk, and Reflect

**Identifying the Author's Purpose**

**Miss Rumphius**  
By: Barbara Cooney  
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

**3**

**Identify the Author's Purpose While Reading**

- Think about what the author is trying to do or persuade you to do.
- Think about what the author wants you to know, feel, or do.
- Think about what the author wants you to think or believe.

**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

©BookPagez.com

**Retelling and Summarizing**

**Miss Rumphius**  
By: Barbara Cooney  
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

**3**

**Retell and Summarize While Reading**

- Think about the important events that happened that makes the story interesting.
- Make the names of the characters clear.
- Look for places where the events caused events to happen.

**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

©BookPagez.com

### Author's Purpose

### Retelling & Summarizing

**Synthesizing**

**Miss Rumphius**  
By: Barbara Cooney  
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

**3**

**Synthesize While Reading**

- Look for places where the author is trying to do or persuade you to do.
- Look for places where the author wants you to know, feel, or do.
- Look for places where the author wants you to think or believe.

**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

©BookPagez.com

**Understanding Text Structure**

**Miss Rumphius**  
By: Barbara Cooney  
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

**3**

**Understand Text Structure While Reading**

- Notice the words and phrases that the author uses to organize the text.
- Notice the structure of the text.
- Notice the order of the events.

**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

©BookPagez.com

### Synthesizing

### Understanding Text Structure

### Practice Pages and Answer Keys

**Answer Key for Asking Questions with Miss Rumphius**

**Page 11:** The narrator tells us about the Lupine Lady who lives by the sea. What questions do you have about who she is and why she's called the Lupine Lady?

**Page 4:** Alice's grandfather tells her she must do something to make the world more beautiful. What questions do you have about this challenge? Why do you think Alice doesn't know what that could be?

**Page 11:** Miss Rumphius meets the Bapo Raja and receives a special shell. What questions do you have about the friendships she makes during her travels? How do these friendships help Miss Rumphius on her journey?

**Page 19:** Miss Rumphius discovers lupines growing wild on the hill. What questions do you have about how they got there? What do you think her wonderful idea might be?

**Page 25:** The narrator says she will also go to faraway places and live by the sea, but she doesn't know what she'll do to make the world more beautiful. What questions do you have about the narrator's future? How does asking this question help you think about your own life?

**Answer Key for Identifying the Author's Purpose with Miss Rumphius**

**Page 1:** The author has Alice's grandfather give her three things to do in life. Why do you think the author chose to include the scene?

**Page 4:** What does the author want readers to think about their own lives?

**Answer Key for Retelling and Summarizing with Miss Rumphius**

**Page 19:** How does asking questions at the beginning of a story help you as a reader?

**Page 25:** How does asking questions at the beginning of a story help you as a reader?

**Answer Key for Understanding Text Structure with Miss Rumphius**

**Page 4:** At the beginning of the story, how does young Alice feel about her grandfather's challenge to make the world more beautiful?

**Page 7:** Why do you think she doesn't understand what this means yet?

**Page 9:** Miss Rumphius visits the conservatory. What does she do next?

**Page 13:** How did visiting the conservatory help her to make a change in her life?

**Page 13:** Miss Rumphius travels the world and then stops. What happens that makes her change her pace of life?

**Answer Key for Synthesizing with Miss Rumphius**

**Page 4:** At the beginning of the story, how does young Alice feel about her grandfather's challenge to make the world more beautiful?

**Page 7:** Why do you think she doesn't understand what this means yet?

**Page 9:** Miss Rumphius visits the conservatory. What does she do next?

**Page 13:** How did visiting the conservatory help her to make a change in her life?

**Page 13:** Miss Rumphius travels the world and then stops. What happens that makes her change her pace of life?

# 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**

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

The image shows a stack of five lesson plans for 'Miss Rumphius'. Each lesson plan includes a strategy title, a writing prompt, a 'I Can' statement, and a Common Core State Standard (CCSS: RL.2.5). The prompts are: 'Think about how Barbara Cooney organized the story of Miss Rumphius from beginning to end. Write about how the author used Alice’s three goals to structure the story. Explain how the beginning introduces Alice’s challenge and how the ending shows what she accomplished.' and 'This story begins by showing how the penguins normally behave and ends with Tacky saving the day. Write 4 sentences to tell what happens first, next, then and last to explain how Tacky begins by being an outcast and ends with being a hero.'

## 5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

**Asking Questions**

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

**Identifying the Author’s Purpose**

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

**Retelling and Summarizing**

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

**Synthesizing**

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

**Understanding Text Structure**

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

Asking Questions

Author’s Purpose

Retelling & Summarizing

Synthesizing

Understanding Text Structure



# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book



**Word Work**  
Miss Rumphius  
By: Barbara Cooney  
Grade Level: 2 / Guided Reading Level: M

**Instructional Focus:**  
Compound Words

**Background:**  
Compound words are made by putting two words with a new meaning. Each smaller word joined, they create one, new word.  
For example, bedroom is made from bed and room.

Homework is made from home and work. Learning compound words helps students read and understand them more easily.

**Examples:**

sunflower	bedroom
inside	sometimes
mailbox	backpack

**Materials and Preparation:**

- A copy of Miss Rumphius by Barbara Cooney
- Chart paper and markers
- Pencils
- Compound Word Cards (1 set for each pair)
- Compound Word List (1 per pair)
- Compound Words Word Work Practice page
- Optional: Word Detective Extension Activity

List of words in the book that match the instructional focus



**Word Work**  
Miss Rumphius  
By: Barbara Cooney  
Grade Level: 2 / Guided Reading Level: M

**Step 2: Connect Word Work to Reading (continued)**

**Compound Words in the Text**  
Examples of Compound Words found in the text:

- grandfather
- figureheads
- faraway
- breakfast
- homework
- sometimes
- himself
- everywhere
- something
- afternoon
- headlands
- schoolhouse
- handful
- bracket
- bedroom
- traces
- outside

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a Compound Word List.
- Tell students that on their Compound Word List are the first words of 15 compound words.
- Tell students that the second words for each of the 15 compound words are scattered around the classroom.
- As a pair, they must wander the room and find the second half of each compound word on their paper.
- Once they have found a match, they write the second half of the word on their paper, and then the full compound word.
- Tell students to be careful- some words can be combined in more than one way to make a compound word (e.g. bedroom and bathroom). It is their job to work carefully to narrow down options for these types of compound words (e.g. they find room matches with bed, and find that tub matches with bath).
- Their task, as a pair, is to correctly match original words.
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work. Discuss the answers at the end of the activity with the whole group.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of Compound Words practice page.
- Read the directions with the class.
- Tell students to complete the practice page on their own.
- Walk around the room to monitor students' work and provide support as needed.

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan



**Compound Words**

Name: \_\_\_\_\_

**Directions:**  
Look at the incomplete compound words below. Complete the compound words by using the images as clues. Then, underline the first word in the compound word, and circle the second word in the compound word.

snow	flake	rain	bow	cup	basket
tooth	brush	star	pot	light	

**Directions:**  
Some compound words have meanings that make sense, like bed + room = bedroom, a room with a bed.  
Other compound words don't always make sense, like butter + fly = butterfly, an insect with wings.  
Look at the compound words below and think about what they truly are. Then, rewrite the compound words so that they make more sense to you by using two smaller words and joining them together. Be creative and have fun!

- butterfly... pretty + bug = prethybug
- hamburger... \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- ladybug... \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- hotdog... \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- pineapple... \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- strawberry... \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Independent Word Work Practice | ©BookPages.com

Independent Practice Page and Answer Key

**Compound Word List**

Name: \_\_\_\_\_ Partner: \_\_\_\_\_

1.	some		
2.	every		
3.	rain		
4.	home		
5.	snow		
6.	back		
7.	sea		
8.	tooth		
9.	hair		
10.	base		
11.	pan		
12.	play		
13.	mail		
14.	bath		
15.	news		

Guided Word Work Practice | ©BookPages.com

Interactive Activity

**Build a Compound Word**  
Extend Engagement Activity

**Directions:**

- Have students sit at their desks.
- Tell students that there are some smaller words that can be used to create more than one compound word (e.g. "room" in "bathroom," "bedroom," "classroom" etc.).
- Tell students that you will write one half of a compound word on the board with a line on the side that can be filled in.
- Ask students if they can think of any smaller words to add to that word to create a compound word.
- Once a student has offered up a word correctly, write it on the board next to the other part of the compound word, and dismiss the student to the next activity.

- \_\_\_\_\_ room (bathroom, bedroom, classroom)
- some \_\_\_\_\_ (somehow, somewhere, something)
- every \_\_\_\_\_ (everything, everywhere, everytime)
- snow \_\_\_\_\_ (snowflake, snowman, snowsuit)
- \_\_\_\_\_ house (farmhouse, schoolhouse, lighthouse)
- rain \_\_\_\_\_ (rainbow, raincoat, rainboot)
- \_\_\_\_\_ fly (butterfly, dragonfly, firefly)
- \_\_\_\_\_ light (sunlight, moonlight, daylight)
- \_\_\_\_\_ ball (basketball, baseball, football)
- grand \_\_\_\_\_ (mother, father, parents)

Teacher Directions | ©BookPages.com

Optional Activity to Extend Engagement

**Word Detective: Compound Words**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **compound words** 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

Extension Activity

# WORKSHEETS

Name: \_\_\_\_\_

## Make the World More Beautiful

Plant a seed of kindness

**Directions:**  
In *Miss Rumphius*, Miss Rumphius makes the world more beautiful by planting lupine seeds.

Now, you can choose one way to make the world more beautiful through kindness. Tell what your seed of kindness is, why it matters, and two steps you will take to help it grow.

Then, draw a picture of what can grow from your beautifully planted seed.



My seed of kindness is \_\_\_\_\_

It matters because \_\_\_\_\_

\_\_\_\_\_

Two steps I can take to help it grow are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© BookPagez.com | Worksheet

## Plant a Seed of Kindness

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

- These are cause and effect cards for *Miss Rumphius*. 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.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**EFFECT CARDS**

①

②

③

④

**EFFECT CARDS**

her grandfather told her stories about distant lands and painted pictures of ships and places across the sea.

she hurt her back getting off a camel and realized it was time to find her place by the sea.

she discovered that wind and birds had spread her garden lupines to create a beautiful patch on the hill.

she planted lupine seeds all around the community and beautiful flowers bloomed everywhere.

## Compare and Contrast Matching Game and Answer Key

## Compare and Contrast Questions Stems and Answer Key

Name: \_\_\_\_\_

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

Miss Rumphius  
Cause and Effect

\_\_\_\_\_ because her grandfather told her stories about distant lands and painted pictures of ships and places across the sea.

\_\_\_\_\_ because she hurt her back getting off a camel and realized it was time to find her place by the sea.

\_\_\_\_\_ because she discovered that wind and birds had spread her garden lupines to create a beautiful patch on the hill.

\_\_\_\_\_ because she planted lupine seeds all around the community and beautiful flowers bloomed everywhere.

\_\_\_\_\_ happened. The **effect** is what happened.

© BookPagez.com | Cause and Effect Practice Answer Key

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

© BookPagez.com | Cause and Effect Practice