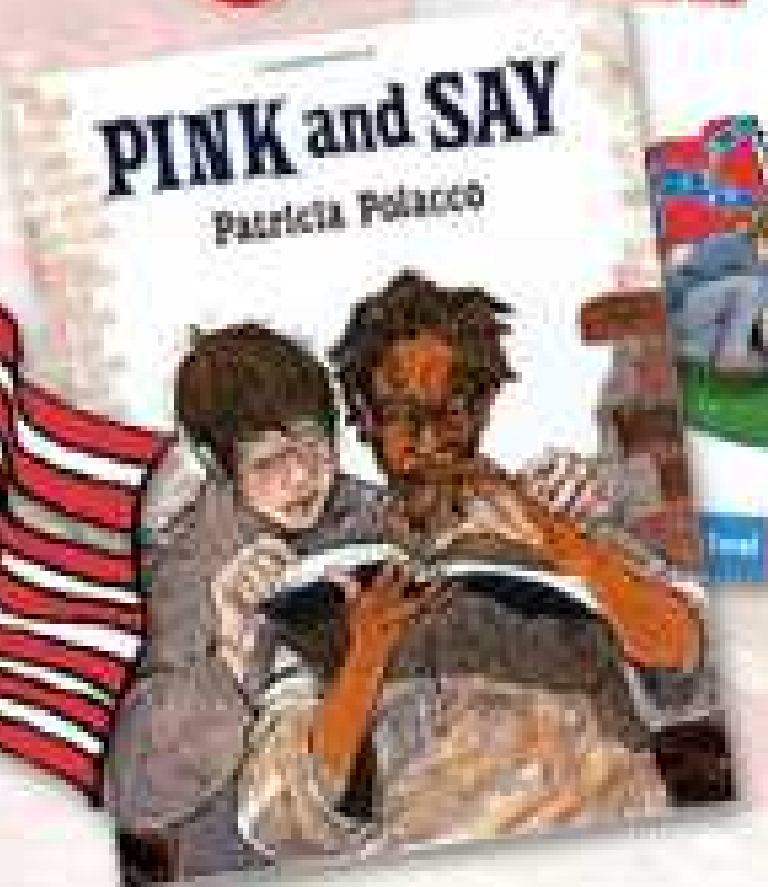


# Pink AND Say



160+  
Pages

CCSS &  
TEKS  
Aligned

Lesson Plans \* Assessments \* Activities

# 3 Reasons to Love This Resource Set

1

## PUTS BOOK AT THE CENTER OF INSTRUCTION

With done-for-you- lesson plans and student activities, you can strengthen your students' comprehension skills, enhance vocabulary, and foster a deep understanding of how words work - all while using *Pink and Say* by Patricia Polacco.

2

## SAVES TIME

Finally have time to "fit it all in" with super-efficient lesson plans, activities, and flexible resource sets that can help you meet your instructional goals without any planning or a lot of prep.

3

## CONSISTENT FORMATTING

You and your students will benefit from the consistent formatting of the resources. As you become familiar with the format, you'll deliver instruction more easily and your students will be able to better focus on their learning goals.

**Pink and Say**  
By: Patricia Polacco  
Grade Level: 4 / Guided Reading Level: 5

### Determining Importance

**3**

**Determine Importance While Reading**

- ✓ Look for big ideas and supporting details
- ✓ Notice when you learn something new
- ✓ Look for new words that are important to 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.

**Page 7** – What have you learned about the civil war so far? What parts do you think will be important to remember?

**Page 28** – Why is Moe Moe Boy such an important character in this story? Would she have been as strong as she was if her husband and her other children would have stayed with her?

**Page 34** – What is important about the fact that Pink could read? Why does he give his spectacles to Say when they arrive in Andersonville? Why is this information important to the story?

**Page 40** – Friendship is an important part of this story. What event in the story stands out in your mind as a symbol of friendship?

**Page 42** – What have you learned about friendship? What makes Pink and Say good friends?

**4**

**Notice the Work You Did While Reading**

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

**Time to Reflect**

**Think** – What information did you learn while reading *Pink and Say*? Pick 3 big ideas or facts that you think you should remember about Pink and Say. Why are these ideas or facts important to you?

**Talk** – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.

**Reflect** – Think about the determining importance work you did while reading *Pink and Say*. How does thinking about the most important fact and ideas make you a better reader?

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

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# What You'll Get in this Resource Set

## 6 COMPREHENSION STRATEGY RESOURCE SET

Use Pink and Say and the step-by-step lesson plans included in this resource to teach:

- Asking Questions
- Determining Importance
- Identifying the Author's Purpose
- Making Inferences
- Synthesizing
- Visualizing

**Pink and Say**  
By Patricia Polacco  
Grade Level: 4 / Guided Reading Level: 5

**Visualizing**

**3**

**Visualize While Reading**

Notice the words an author uses to describe people, places, things, and events. Look at the pictures. Do your mental images match the pictures in the book?

**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 7** - Notice the way the author describes Pink and Say's journey from the battlefield to Pink's home. What words help you visualize the journey?

**Page 10** - Notice the words the author uses to describe Moe Mae Bay, the quilt, and the food she gives to Sheldon. What words help you visualize this scene in the book?

**Page 23** - Notice the words the author uses to describe the way Sheldon looks when he admits that he can't read. Also notice the words the author uses to tell Sheldon's story about Abraham Lincoln. What words help you make a movie in your mind?

**Page 27** - Notice the words the author uses to describe the scene. What words help you "hear" what's happening in the story?

**4**

**Notice the Work You Did While Reading**

Think about the kinds of words that helped you visualize while reading **Pink and Say**. Were there color words? Were there words that described things that people moved or did things? Did the movie pictures in the book?

**4 STEP LESSON PLAN**

**Your Turn to Practice Asking Questions with Pink and Say**

**Page 4:**  
How did Pink find Say?  
\_\_\_\_\_  
\_\_\_\_\_  
What was wrong with Say?  
\_\_\_\_\_  
\_\_\_\_\_  
What are you wondering about the boys?  
\_\_\_\_\_  
\_\_\_\_\_

**Page 6:**  
Why was the trip to Moe Mae Bay's have a difficult journey?  
\_\_\_\_\_  
\_\_\_\_\_  
What are you wondering now?  
\_\_\_\_\_  
\_\_\_\_\_

**Page 10:**  
What was the scene like?  
\_\_\_\_\_  
\_\_\_\_\_

**STUDENT PRACTICE PAGES**

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the clue?	Emotions, Thoughts, Cause, Setting

**GRAPHIC ORGANIZERS**

**Pink and Say: Author's Purpose**

Why do you think the author included the part where Pink wanted to touch the hand of the person who touched the hand of Lincoln?  
\_\_\_\_\_  
\_\_\_\_\_

**Pink and Say: Author's Purpose**

Why do you think the author included the part where Pink wanted to touch the hand of the person who touched the hand of Lincoln?  
\_\_\_\_\_  
\_\_\_\_\_

**Pink and Say: Author's Purpose**

Why do you think the author included the part where Pink wanted to touch the hand of the person who touched the hand of Lincoln?  
\_\_\_\_\_  
\_\_\_\_\_

**READER'S NOTEBOOK PROMPT**

# What You'll Get in this Resource Set

## VOCABULARY DEVELOPMENT RESOURCE SET

The vocabulary resources included in this bundle focus on words that are important for readers to know and understand in the text. The resources include the following:

- Vocabulary Word List
- Flash Cards (match words to pictures and match words to definitions)
- Interactive Vocabulary Notebook Cards
- Vocabulary Word Games Printable
- Personal Vocabulary Word Bookmark

**Vocabulary Connections**  
By: Patricia Palacco  
Grade Level: 4 / Guided Reading Level: 5

**Important Words to Know and Understand in Pink and Say**

**Buckboard**  
A four-wheeled open carriage with the seat or seats attached to a flexible board.

**Confederate**  
A citizen of the 11 southern states that fought against the union (northern states) during the civil war.

**Cripple**  
When an animal or person loses their ability to use part of their body.

**Dysentery**  
Constant diarrhea.

**Hemp**  
A strong rope made of natural material.

**Marauders**  
Outlaws who raided homes.

**Misfired**  
When guns don't fire or shoot properly.

**Ransack**  
To search for something and destroy it.

**Smote**  
To hit, smack.

**Yankee**  
A northerner.

**WORD LIST**

**Vocabulary Connections**  
By: Patricia Palacco  
Grade Level: 4 / Guided Reading Level: 5

**Buckboard** **Confederate** **Cripple**

**Dysentery** **Hemp** **Marauders**

**FLASH CARDS**

**Vocabulary Connections**  
By: Patricia Palacco  
Grade Level: 4 / Guided Reading Level: 5

<b>Buckboard is</b> a/an	<b>Confederate is</b> a/an	<b>Cripple is</b> a/an
noun verb adverb adjective	noun verb adverb adjective	noun verb adverb adjective
Definition of Buckboard:	Definition of Confederate:	Definition of Cripple:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Buckboard looks like this:	Confederate looks like this:	Cripple looks like this:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**NOTEBOOK CARDS**

**Word Games**  
with Words from Pink and Say

**Directions:** 1. Read the vocabulary words in the confederate flag. Then write the words in ABC order on the lines below. 2. Next, circle the verbs and underline the nouns.

Cripple Ransack Smote  
Misfired  
Dysentery Yankee  
Buckboard Hemp  
Confederate Marauders

**Directions:** Read each definition below. Write the correct vocabulary word on the line after the definition.

1. Outlaws who raided homes \_\_\_\_\_

\_\_\_\_\_ something and steal it \_\_\_\_\_

**WORD GAMES**



# What You'll Get in this Resource Set

## ADDITIONAL RESOURCES

In addition to the comprehension, vocabulary, and word work resources, this bundle also includes the following:

- Assessment
- Skills worksheet
- Student resources in Spanish
- Standards alignment

**Pink and Say**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 9

**Directions:**  
Use what you know about **Pink and Say** to answer each of the following questions.

1. What was the author's purpose for writing **Pink and Say**?

A To explain to the reader why the Civil War happened.  
 B To inform you about soldiers during the Civil War.  
 C To entertain and share with you with a story about true friendship and honor.  
 D To persuade you to learn about the Civil War.

2. Which of the following is not a theme of the book?

A Courage  
 B Jealousy  
 C Love and Friendship  
 D Honor

3. How does the setting of being in the South during the Civil War impact the outcome of the story?

A Pink was killed because African-Americans were not valued nor respected by many people during that time.  
 B The setting doesn't have an impact on the story.  
 C During that time, all people were treated equally and fairly, so the boys did not need to be afraid.  
 D Both boys only lived for a few months.

4. What does the book do to help you put the book down?

A \_\_\_\_\_  
 B \_\_\_\_\_  
 C \_\_\_\_\_

**ASSESSMENT**

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

**Directions:**  
In the book **Pink and Say**, the characters are different, but they are still friends. Think about **Pink and Say**. How are they the same? How are they different? Complete the activities below.

How are <b>Pink and Say</b> different?	How are <b>Pink and Say</b> the same?
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

**What was the most important thing that **Pink and Say** had in common? Why do you think so?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SKILL WORKSHEET**

**Hacer preguntas con **Pink and Say** (**Pink y Say**)**

**Página 14:**  
¿Cómo obtuvo **Pink** su apellido? ¿Qué preguntas tienes sobre la vida de un esclavo? ¿Cómo puede la respuesta a tu pregunta ayudarte a entender mejor la historia?  
Las respuestas varían.

**Página 21:**  
¿Cuál es el talento extraordinario que tenía **Pink** que no tenía muchos otros esclavos? ¿Pensas que fue una cosa buena o mala?  
Las respuestas varían. Pueden incluir: **Pink** podía leer. Creo que fue una cosa buena y una cosa mala. Fue buena porque **Pink** era inteligente. Fue mala porque tuvo que esconder el hecho de que podía leer. Leer fue peligroso para los esclavos.

**Páginas 24 y 25:**  
¿Por qué **Pink** quiere volver a la guerra? ¿Por qué **Say** no quiere volver? ¿Qué quieres saber sobre los niños ahora?  
Las respuestas varían.

**RESOURCES IN SPANISH**

**Common Core State Standards Correlation**

**Pink and Say Lesson Plans, Resources, and Activities**  
The lesson plans, resources, and activities for use with **Pink and Say** correlate with the following English Language Arts Common Core State Standards for fourth grade.

**Synthesizing Lesson Plan and Resources**

**Reading: Literature**

**RL.4.1** – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.  
**RL.4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
**RL.4.3** – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  
**RL.4.4** – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).  
**RL.4.5** – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  
**RL.4.6** – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.  
**RL.4.7** – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  
**RL.4.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 level complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**

**RF.4.3** – Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.4.4** – Read with sufficient accuracy and fluency to support comprehension.

**Writing**

**W.4.8** – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**W.4.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking & Listening**

**SL.4.1c** – Pose and respond to questions about what you are reading or listening to, using appropriate volume and inflection to emphasize key points and supporting details.  
**SL.4.1d** – Follow a group of speakers and respond appropriately.  
**SL.4.2** – Analyze a main issue and supporting ideas presented in diverse media and formats, including digital text, visual media, and quantitative data.

**STANDARDS ALIGNMENT**

# Take a Closer Look at the Comprehension Strategy Resources

## PART ONE:

- Student Friendly Book Summary
- Questions to activate prior knowledge for the text and to prepare students to use the strategy
- Key vocabulary words in the text that students should know for better comprehension



### 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

### Pink and Say

By: Patricia Polacco

Grade Level: 4 / Guided Reading Level: 5

#### Summary

*Pink and Say* is a story that takes place during the Civil War. It is about two young soldiers who meet in a field after a battle in Georgia. Sheldon Curtis, a white boy, lays wounded and helpless until Pinkus Aylee, an African American boy, finds him and takes him to his home where his mother, Moe Moe Bay, nurses Sheldon back to health. While Sheldon is healing, he and Pinkus become close friends but they both know that they must return to their troops before they put Moe Moe Bay in danger.

#### Link to What You Know

- What makes something important? Name something important in your life.
- Think of an important lesson that you've learned. Why is that lesson important?

#### Important Words to Know and Understand

**Smote** – To be born by coming out of an egg

**Yankee** – A nickname for someone who lived in the northern states during the civil war

# Take a Closer Look at the Comprehension Strategy Resources

## PART TWO:

Student Friendly Explanation of the Comprehension Strategy

This portion of the lesson plan can be copied and pasted into student reader's notebooks or enlarged and used on an anchor chart or bulletin board.

TIP: Pair the [BookPagez Comprehension Strategy Posters](#) with these lessons!



### Learn About Comprehension Strategies

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

### Why Readers Determine Importance While Reading

Readers determine importance in order to decide which information is most important to remember.

When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.

Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.





# Take a Closer Look at the Comprehension Strategy Resources

## PART THREE:

Text-dependent questions to help students use the strategy to improve comprehension.

These questions focus on the strategy, require students to use evidence from the text, and help them to qualify their thinking - all of which are essential skills for more successful reading.



### Determining Importance

**Pink and Say**

By: Patricia Polacco

Grade Level: 4 / Guided Reading Level: 5



#### Determine Importance While Reading

- ✓ Look for big ideas and supporting details
- ✓ Notice when you learn something new
- ✓ Look for new words that are important to 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.

**Page 7** – What have you learned about the civil war so far? What parts do you think will be important to remember?

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**Page 40** – Friendship is an important part of this story. What event in the story stands out in your mind as a symbol of friendship?

**Page 42** – What have you learned about friendship? What makes Pink and Say good friends?



# Take a Closer Look at the Comprehension Strategy Resources

## PART FOUR:

Think, Talk, and Reflect prompts to help students notice the work they did as readers and monitor their own comprehension.

TIP: Use the included Reader's Notebook prompt to help students write about their reading and extend their use of the strategy.



### Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

### Time to Reflect

**Think** – What information did you learn while reading *Pink and Say*? Pick 3 big ideas or facts that you think you should remember about Pink and Say. Why are these ideas or facts important to you?

**Talk** – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.

**Reflect** – Think about the determining importance work you did while reading *Pink and Say*. How does thinking about the most important fact and ideas make you a better reader?

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



# The Comprehension Strategy Resource Set also Include:

- STUDENT PRACTICE PAGES & ANSWER KEYS
- STRATEGY GRAPHIC ORGANIZERS
- READER'S NOTEBOOK PROMPTS
- STANDARDS ALIGNMENT

[Learn More](#)  
[about the](#)  
[Resources](#)  
[Here!](#)

**Your Turn to Practice Making Inferences with Pink and Say**

**Page 6:**  
Pink says, "Where you hit? 'Cause if it's a belly hit, I gotta leave you here." What do you know about guns and wounds?

What can you infer about being wounded in the belly?

Why would Pink have to leave Say (Sheldon) in the field?

**Page 15:**  
Pink tells Sheldon that they have to leave. He says "We gotta get back to our outfits if we can find 'em." Say turns pale. What do you know about the feelings you have when you turn pale?

What can you infer about the way Say is feeling?

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

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**Identifying the Author's Purpose**

**Title:** \_\_\_\_\_

**Who is the author of your book?** \_\_\_\_\_

**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 | ©BookPages.com

**Pink and Say: Asking Questions**

**If you could talk to Pink or Say, who would you choose? What three questions would you ask them?**

I can compare and contrast different stories by thinking about the points of view from which they are told. CCSS.4-5.1

**Pink and Say: Asking Questions**

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Reader's Notebook: Comprehension Strategy Steps (CCSS) | ©BookPages.com

**Common Core State Standards Correlation**

**Pink and Say Lesson Plans, Resources, and Activities**

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**Synthesizing Lesson Plan and Resources**

**Reading: Literature**

**RL.1** – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.

**RL.2** – Determine a theme or main idea of a story, drama, or poem from details in the text; summarize the text.

**RL.3** – Describe in depth a character, setting or event in a story or drama; drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**RL.4** – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Medusa).

**RL.5** – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, meter, rhyme) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**RL.6** – Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrators.

**RL.7** – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and decisions in the text.

**RL.10** – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**

**RF.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.4** – Read with sufficient accuracy and fluency to support comprehension.

**Writing**

**W.1** – Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.2** – Gather relevant information from history or informational texts to support analysis, reflection, and research.

**Speaking & Listening**

**SL.1** – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL.1a** – Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.2** – Analyze portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Language**

**L.4** – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., looked, vanished, stomped) and that are basic to a particular topic.

Pink and Say CCSS Alignment | ©BookPages.com



# Take a Closer Look at the Vocabulary Connections Resource Set

## WORD LIST

The words included on this list are Tier 2 and 3 vocabulary words. Tier 2 words are high frequency vocabulary words that are necessary for reading comprehension. The chances of Tier 2 words showing up in other text is high.

Tier 3 words are lower frequency words that are specific to the text. These words have been selected based on their level of importance in the text. The chances of Tier 3 words showing up in other text is low.



### Vocabulary Connections

**Pink and Say**

By: Patricia Polacco

Grade Level: 4 / Guided Reading Level: 5

#### Important Words to Know and Understand in *Pink and Say*

**Buckboard**

A four-wheeled open carriage with the seat or seats attached to a flexible board

**Confederate**

A citizen of the 11 southern states that fought against the union (northern states) during the civil war.

**Cripple**

When an animal or person loses their ability to use part of their body

**Dysentery**

Constant diarrhea

**Hemp**

A strong rope made of natural material

**Marauders**

Outlaws who raided homes

**Misfired**

When guns don't fire or shoot properly

**Ransack**

To search for something and steal it

**Smote**

To hit, smack or cause injury

**Yankee**

A nickname for someone who lived in the northern states during the civil war

# Take a Closer Look at the Vocabulary Connections Resource Set

## SORTING CARDS

There are 2 sets of sorting cards. The first set includes the vocabulary word and a picture of the word. This set of cards is particularly helpful for English Language Learners, but can be used with any student to scaffold prior knowledge and connect new words to visual memory.

The second set of cards includes the vocabulary words and a kid-friendly definition of each word. These cards are helpful when reviewing vocabulary words.



**Match the words to the picture!**

**Match the words to the definition!**

**Sort the cards by attribute!**

**Vocabulary Connections**  
By: Patricia Polacco  
Grade Level: 4 / Guided Reading Level: 5

Buckboard	Confederate	Cripple

**Vocabulary Connections**  
By: Patricia Polacco  
Grade Level: 4 / Guided Reading Level: 5

Buckboard	Confederate	Cripple
A citizen of the 11 southern states that fought against the union (northern states) during the civil war	When an animal or person loses their ability to use part of their body	

**Vocabulary Connections**  
By: Patricia Polacco  
Grade Level: 4 / Guided Reading Level: 5

Dysentery	Hemp	Marauders

**Step by Step Directions:**  
1. Cut on the Dotted Line  
2. Fold on the Solid Line  
3. Glue, Tape or Staple the top of Each Card to Open

Definition Vocabulary Sorting Cards | @BookPagez.com

Picture Vocabulary Sorting Cards | @BookPagez.com

# Take a Closer Look at the Vocabulary Connections Resource Set

## INTERACTIVE VOCABULARY NOTEBOOK CARDS

The interactive notebook cards provide students with a tool to process new vocabulary words. These cards engage multiple parts of the brain and help students to personalize their learning.

Depending on your goals, you can use the page by page guide in a couple of different ways. Here are some suggestions:

- Connect the new word to a word they already know
- Classify the word as a noun, verb, adverb, or adjective
- Review the definition of the new word
- Illustrate the new word
- Anchor the new word to a specific text



**Pink and Say**  
By: Patricia Polacco  
Grade Level: 4 / Guided Reading Level: 5

**Vocabulary Connections**

<b>Buckboard is a/an</b> noun verb adverb adjective	<b>Confederate is a/an</b> noun verb adverb adjective	<b>Cripple is a/an</b> noun verb adverb adjective
Definition of <b>Buckboard</b> :	Definition of <b>Confederate</b> :	Definition of <b>Cripple</b> :
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
<b>Buckboard</b> looks like this:	<b>Confederate</b> looks like this:	<b>Cripple</b> looks like this:
_____	_____	_____
<b>Buckboard</b> reminds me of:	<b>Confederate</b> reminds me of:	<b>Cripple</b> reminds me of:
_____	_____	_____
<b>I saw this word in</b>	<b>I saw this word in</b>	<b>I saw this word in</b>
_____	_____	_____

**Step by Step Directions:**  
1. Cut on the Dotted Line 2. Fold on the Solid Line 3. Complete the Vocabulary Card  
4. Give the Back of the Bottom Flap into Your Notebook 5. Write the Vocabulary Word on the Front of the Top Flap

Interactive Vocabulary Notebook Cards | @BookPagez.com

# Take a Closer Look at the Vocabulary Connections Resource Set

## WORD GAMES AND A VOCABULARY BOOKMARK

Each package contains a different set of word games including crossword puzzles, word searches, graphing, categorizing, matching, and more. These games are intended to help students practice working with the new vocabulary words in a more traditional format.

The bookmark provides students with the opportunity to identify a word from the book that they would like to remember. In this way, students are able to keep track of words that are new to them.



**Pink and Say**  
By: Patricia Polacco  
Grade Level: 4 / Guided Reading Level: 5

**Vocabulary Connections**

**Word Games with Words from Pink and Say**

Directions: 1. Read the vocabulary words in the confederate flag. Then write the words in ABC order on the lines below. 2. Next, circle the verbs and underline the nouns.

Cripple, Ransack, Smote, Misfired, Yankee, Dysentery, Buckboard, Confederate, Marauders

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**

**Dictionary Definition**  
Look up the word in the dictionary. Copy the dictionary definition.

**Original Sentence**  
Copy the sentence in the book where the word appears.  
Book Title: \_\_\_\_\_

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

**Synonyms**  
What words have nearly the same meaning?

**Antonyms**  
What words have the opposite meaning?

**Make It Your Own**  
Use the word in a new sentence that shows what it means.

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

Exploring Words | @BookPagez.com

# The Vocabulary Connections Resource Set also Include:

- ANSWER KEYS
- CONTEXT CLUE ACTIVITY
- STANDARDS ALIGNMENT

**Word Games Answer Key**  
with Words from *Pink and Say*

**Directions:** 1. Read the vocabulary words in the confederate flag. Then write the words in ABC order on the lines below. 2. Next, circle the verbs and underline the nouns.

**Vocabulary Connections**

**Directions:**

1. Write a word from your reading that's new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. 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	✓

**Common Core State Standards Correlation**

*Pink and Say* Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Pink and Say* correlate with the following English Language Arts Common Core State Standards for fourth grade.

**Vocabulary Lesson Plan and Resources**

**Language**

**L.4.4a** – Use context (eg. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.5c** – Consult general and specialized reference materials (eg. dictionaries, glossaries, thesauruses, encyclopedias, digital, print, or video) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**L.4.6** – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (eg. quitized, whined, stammered) and that are basic to a particular topic.

**Learn More about the Resources Here!**





# Take a Closer Look at the Phonics & Word Work Resource Set

## STEP-BY-STEP LESSON PLAN

Every phonics and word work lesson plan was designed to support a variety of instructional approaches. The resource sets are flexible enough to be used for whole-group, small-group, or one-on-one instruction.

PART 1: Introducing the instructional focus

PART 2: Connecting the instructional focus to the text

PART 3: Guided practice

PART 4: Independent practice

PART 5: Reflection

PART 6: Extension activity (optional)



### Word Work

**Pink and Say**

By: Patricia Polacco

Grade Level: 4 / Guided Reading Level: 5

#### Instructional Focus:

Ambiguous Vowels (oy, oi, ou, ow)

#### Background:

Words with **ambiguous vowels (oy, oi, ou, ow)** are words in which a vowel sound is represented by a variety of different spelling patterns. The vowel patterns represent a wide range of sounds.

#### Examples:

ahoy	dough	powder	spoil
broil	frown	power	spout
brown	furlough	shout	toil
cough	furrow	sought	tomorrow
cover	ought	sow	toy

#### Materials and Preparation:

- A Copy of *Pink and Say* by Patricia Polacco
- Chart Paper
- Ambiguous Vowels Battle Pages (1 set for each pair of students)
- Ambiguous Vowels Battle Score Sheet (1 for each pair of students)
- Ambiguous Vowels Word Work Page (1 per student)
- Optional – Word Detective (1 per student)
- Optional – I Have...Who Has...? cards (see Extend Engagement in Step 2)

# Take a Closer Look at the Phonics & Word Work Resource Set

## GUIDED PRACTICE

Students will have an opportunity to manipulate words, explore how they work, and discover connections between them.

- Students actively examine words using a hands-on approach
- Students' specific knowledge of an alphabetic, pattern, or meaning system deepens as a result of interacting with words and with other students
- Students are able to communicate what they know and what they are wondering about the word study to deepen understanding



**Ambiguous Vowels**  
Word Work Practice Page

---

**Directions:**  
Read the clue. Circle the correctly spelled word to solve the clue. Then write the word on the line.

1. Not minute but _____	hojr	hour	hoir	howr
2. Not up but _____	doin	doyn	down	doun
3. Not an ounce but a _____	pownd	pound	poynd	poind
4. You use your hands to _____	tuch	touch	toich	towch
5. Not a girl but a _____	boi	bou	bowy	boy
6. Not me but _____	yoi	you	yoo	yow
7. Not quiet but _____	lowd	loid	loud	loyd
8. Not in the sky but on the _____	grownd	ground	groind	groynd
9. You speak with your _____	moyth	mouth	mowth	moith
10. Not lost but _____	found	foind	fownd	foyned

---

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

# Take a Closer Look at the Phonics & Word Work Resource Set

## INDEPENDENT PRACTICE

Students have the opportunity to show what they've learned about words.

Through presenting students with an independent activity designed to extend their work with specific words, you allow the student to engage with words at their own pace. This is a perfect time for you to assess student understanding and confer with any students who may be struggling.



### Ambiguous Vowel Battle! Interactive Activity

our	cow	house
touch	troubled	about
brow	brought	couldn't
boy	touched	through
wounded	without	ground
fought	course	mouth
our	powder	powerful
thrown	coward	owned

Directions: Cut out the word cards on the dotted lines.

# The Phonics & Word Work Resource Set also Include:

- ANSWER KEYS
- WORD DETECTIVE ACTIVITY
- STANDARDS ALIGNMENT



[Learn More about the Resources Here!](#)

### Answer Key Ambiguous Vowels Word Work Practice Page

**Directions:**  
Read the clue. Circle the correctly spelled word to solve the clue. Then write the word on the line.

- Not minute but hour      hoyr (hour) hoir howr
- Not up but down      doin doyn (down) doun
- Not an ounce but a pound      pownd (pound) poynd poind
- You use your hands to touch      luch (touch) toich towch
- Not a girl but a boy      boi bou bowy (boy)
- Not me but you      yol (you) yoo yow
- Not quiet but loud
- Not in the sky but on the ground
- You speak with your mouth
- Not lost but found

Independent Word Work

### Word Detective: Ambiguous Vowels Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **ambiguous vowels (oy, oi, ou, ow)** 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

Word Work Extension Activity | @BookPagez.com

### Common Core State Standards Correlation

Pink and Say Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *Pink and Say* correlate with the following English Language Arts Common Core State Standards for fourth grade.

**Word Work Lesson Plan and Resources**

Reading: Foundational Skills  
**RF.4.3** – Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.4.4** – Read with sufficient accuracy and fluency to support comprehension.

Pink and Say CCSS Alignment | @BookPagez.com



# Assessments and Activities include:



- COMMON CORE COMPREHENSION ASSESSMENT
- RUNNING RECORD ASSESSMENT
- SKILL PRACTICE PAGES
- ANSWER KEYS



The assessments include a Running Record to help you assess oral reading fluency and a standards-aligned comprehension assessment.

**Pink and Say**  
CCSS Assessment

Name: \_\_\_\_\_ Score: /9

**Directions:**  
Use what you know about *Pink and Say* to answer each of the following questions.

- What was the author's purpose for writing *Pink and Say*?
  - (A) To explain to the reader why the Civil War happened.
  - (B) To inform you about soldiers during the Civil War.
  - (C) To entertain and share with you with a story about true friendship and honor.
  - (D) To persuade you to learn about the Civil War.
- Which of the following is *not* a theme of the book?
  - (A) Courage
  - (B) Jealousy
  - (C) Love and Friendship
  - (D) Honor
- How does the setting of being in the South during the Civil War impact the outcome of the story?
  - (A) Pink was killed because African-Americans were not valued nor respected during that time.
  - (B) The setting doesn't have an impact on the story.
  - (C) During that time, all people were treated equally and fairly, so the boys need not be afraid.
  - (D) Both boys ended up in a Confederate prison camp for many months.
- What does the word "vow" mean in this sentence? "When you read this, book down, say his name out loud and vow to remember him always."
  - (A) remember
  - (B) promise
  - (C) announce
  - (D) think

CCSS Assessment 4th Grade Reading Standards for Literature | BookPagez.com

**Running Record**

Title: *Pink and Say* Guided Reading Text Level: 5 Word Count: \_\_\_\_\_

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
Page			
2			

E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual

**Analysis and Comments:**

Tested By: \_\_\_\_\_ ©BookPagez.com

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

**Directions:**  
In the book *Pink and Say*, the characters are different, but they are still friends. Think about Pink and Say. How are they the same? How are they different? Complete the activities below.

How are Pink and Say different?	How are Pink and Say the same?
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

What was the most important thing that Pink and Say had in common? Why do you think so?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Extension Activity | ©BookPagez.com



The skills practice pages vary from text to text. They cover skills like comparing and contrasting, writing, sequencing, matching, cause and effect, and more.

# LET'S CONNECT!

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