

Lesson Plans and Teaching Resources for Sam and Dave Dig a Hole

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Determining Importance Lesson Plan

Determining Importance

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

1

Get Ready To Read

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

2

Learn About Comprehension Strategies

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

Summary

Sam and Dave Dig a Hole tells the story of two boys who set out on a mission to find "something spectacular." With shovels in hand and their dog by their side, Sam and Dave dig deeper and deeper, hoping to uncover treasure. Each time they change direction, they come very close to enormous jewels hidden underground—but they never notice them. Instead, they keep digging until the ground gives way, sending them tumbling down, down, down. In the end, the boys land in a yard that looks almost like home, leaving readers to wonder if they really returned or discovered somewhere new.

Link to What You Know

- Think of a time when you didn't realize or notice something that was really important. Tell about it.
- Have you ever tried to find something cool with a friend? Tell about it.

Important Words to Know and Understand

Canteen – A small bottle used for carrying a drink

Kerchief – A piece of cloth worn around the neck or head

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's. 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.

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Guided Reading Level

Determining Importance Lesson Plan

Determining Importance

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

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

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 9 – Aside from Sam and Dave, what other character do you notice in this story? Do you think this character is important? Why or why not?

Pages 13 to 16 – Dave keeps making decisions that steer them away from the jewels. Is this important to notice? Why or why not?

Pages 24 to 27 – Sam and Dave fell asleep. What does the dog do? Is noticing this important to the story? Why or why not?

Pages 1 and 32 – Study the illustrations closely. What important detail has changed? How does noticing this detail help you to understand what might have happened to Sam and Dave?

Page 34 – The author chose to end the story with the words on this page. Are they important? Why or why not? What message can you learn from this ending to the story?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – What information did you learn while reading **Sam and Dave Dig a Hole**? Pick 3 big ideas or facts that you think you should remember about this story. Why are these ideas or facts important to you?

Talk – Tell your reading partner one of the most important facts that you want to remember. Explain why you want to share 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 **Sam and Dave Dig a Hole**. How does thinking about the most important facts 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 **Sam and Dave Dig a Hole**. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

1

Get Ready To Read

- Learn about the book
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Learn About Comprehension Strategies

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

3

Make Inferences While Reading

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

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

Sam and Dave Dig a Hole tells the story of two boys who set out on a mission to find "something spectacular." With shovels in hand and their dog by their side, Sam and Dave dig deeper and deeper, hoping to uncover treasure. Each time they change direction, they come very close to enormous jewels hidden underground—but they never notice them. Instead, they keep digging until the ground gives way, sending them tumbling down, down, down. In the end, the boys land in a yard that looks almost like home, leaving readers to wonder if they really returned or discovered somewhere new.

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 8 – Make an inference based on the illustration. Is something "spectacular" nearby? Why do you think so?

Pages 13 to 16 – Look at the illustrations on these pages and make an inference about what is happening. Are Sam and Dave really falling? Why do you think so?

Pages 27 to 30 – Based on the few words and illustrations on these pages, make an inference about what is happening. What details have changed? Do you think Sam and Dave dug a hole to completion near, or are they back where they started? Explain your thinking.

Time to Reflect

Think – What types of inferences did you make while reading **Sam and Dave Dig a Hole**? Did you infer to understand how a character thinks or feels? Did you already know about people, places, or events that helped you make inferences? Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book, too.

Reflect – Think about the extra information you learned while making inferences in **Sam and Dave Dig a Hole**. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?

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

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Identifying the Author's Purpose

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
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Learn About Comprehension Strategies

- Think about the text you read
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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 entertain you?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

Sam and Dave Dig a Hole tells the story of two boys who set out on a mission to find "something spectacular." With shovels in hand and their dog by their side, Sam and Dave dig deeper and deeper, hoping to uncover treasure. Each time they change direction, they come very close to enormous jewels hidden underground—but they never notice them. Instead, they keep digging until the ground gives way, sending them tumbling down, down, down. In the end, the boys land in a yard that looks almost like home, leaving readers to wonder if they really returned or discovered somewhere new.

Time to Read

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

Pages 9 and 10 – Sam and Dave have not found anything "spectacular" yet. What does Dave think the problem is? Why do you think the author wrote this part of the story?

Pages 17 and 18 – Sam and Dave dug in the wrong direction again. Why do you think the author chose for this to happen? Explain your thinking.

Pages 25 and 26 – These pages have no words and a very simple illustration. What was the author's purpose for these pages?

Page 32 – After Sam and Dave landed in the dirt, Dave said, "That was pretty spectacular." What reason do you think the author is trying to teach? Explain your thinking.

Time to Reflect

Think – Mac Barnett is the author of **Sam and Dave Dig a Hole**. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what the 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 **Sam and Dave Dig a Hole**. What was the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

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

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Answer Key for Determining Importance with Sam and Dave Dig a Hole

Page 9: Aside from Sam and Dave, what other character do you notice in this story? Do you think this character is important? Why or why not?

Pages 13 to 16: Dave keeps making decisions that steer them away from the jewels. Is this important to notice? Why or why not?

Pages 24 to 27: Sam and Dave fell asleep. What does the dog do? Is noticing this important to the story? Why or why not?

Page 34: The author chose to end the story with the words on this page. Are they important? Why or why not? What message can you learn from this ending to the story?

Answer Key for Making Inferences with Sam and Dave Dig a Hole

Page 8: Make an inference based on the illustration. Is something "spectacular" nearby? Why do you think so?

Pages 13 to 16: Look at the illustrations on these pages and make an inference about what is happening. Are Sam and Dave really falling? Why do you think so?

Pages 27 to 30: Based on the few words and illustrations on these pages, make an inference about what is happening. What details have changed? Do you think Sam and Dave dug a hole to completion near, or are they back where they started? Explain your thinking.

Answer Key for Identifying the Author's Purpose with Sam and Dave Dig a Hole

Pages 9 and 10: Sam and Dave have not found anything "spectacular" yet. What does Dave think the problem is? Why do you think the author wrote this part of the story?

Pages 17 and 18: Sam and Dave dug in the wrong direction again. Why do you think the author chose for this to happen? Explain your thinking.

Pages 25 and 26: These pages have no words and a very simple illustration. What was the author's purpose for these pages?

Making Inferences

Identifying the Author's Purpose

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

The diagram illustrates the relationship between different components of the reading response prompts. A large box on the left contains three identical prompts for 'Sam and Dave Dig a Hole: Making Inferences'. Each prompt includes a strategy-based question, a Common Core State Standard (CCSS: RL.2.1), and an 'I Can' statement. A red arrow points from the 'I Can' statement to the 'Common Core Free Option' box on the right. Another red arrow points from the 'Common Core State Standard' to the 'Common Core Free Option' box. A third red arrow points from the 'Strategy and Text Based Reader's Response Prompt' to the 'Common Core Free Option' box. The 'Common Core Free Option' box contains a single prompt for 'Sam and Dave Dig a Hole: Making Inferences' without the strategy or standard. Below the 'Common Core Free Option' box is a stack of four prompts for different comprehension strategies: Determining Importance, Identifying the Author's Purpose, Making Inferences, and a fourth one partially visible. A red arrow points from the 'Common Core Free Option' box to the 'Reading Response Prompts for Each Comprehension Strategy Lesson Plan' box on the right.

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Determining Importance

Title: _____

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

Now determine 3 key 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 out 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

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 the author wanted to _____ because _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Here is a clue in the text or pictures.	What do you know about the clue?	Something I thought about the clue.

Draw a picture to illustrate your inference.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

VOCABULARY CONNECTIONS RESOURCES

Important Words to Know and Understand in Sam and Dave Dig a Hole Word List

Vocabulary Connections

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

Important Words to Know and Understand in Sam and Dave Dig a Hole

Canteen
A small bottle used for carrying a drink

Chances
The possibilities that something might happen

Direction
The way someone or something is moving

Idea
A thought or plan that pops into your mind

Kerchief
A piece of cloth worn around the neck or head

Landed
Come down to the ground after moving through the air

Mission
A special job or task someone is sent to do

Shared
When you let someone else use or have part of something

Spectacular
Something that looks amazing

Underground
Below the surface of the ground

Vocabulary Word List | ©BookPages.com

Vocabulary Connections

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

Canteen	Chances	Direction
		
Idea	Kerchief	Landed
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

Mission	Shared	Spectacular
A special job or task someone is sent to do	When you let someone else use or have part of something	Something that looks amazing
Underground		
Below the surface of the ground		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

Idea is a/an noun verb adverb adjective	Kerchief is a/an noun verb adverb adjective	Landed is a/an noun verb adverb adjective
Definition of Idea:	Definition of Kerchief:	Definition of Landed:
Idea looks like this:	Kerchief looks like this:	Landed looks like this:
Idea reminds me of:	Kerchief reminds me of:	Landed reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

Sam and Dave Dig a Hole
By: Mac Barnett

A new word from the book is:

Write it:

It means:

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?

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

Personalized Vocabulary Bookmark

Word Games
with Words from **Sam and Dave Dig a Hole**

Directions: Draw a line to match the word to what it shows.

Underground • 

Kerchief • 

Shared • 

Canteen • 

Directions: Use the words from the word bank to finish each sentence.

spectacular mission landed
shared canteen direction

1. Sam and Dave were on a _____.

2. The dog _____ in the dirt after jumping into the hole.

3. They stopped to take a sip from the _____.

4. "Let's dig this way!" said Dave, pointing in a new _____.

5. The treasure they missed was truly _____.

6. Sam and Dave _____ their snack with the dog before digging again.

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:

1. Write a word from your reading that is 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	✓

Independent Word Exploration | ©BookPages.com

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work

Instructional Focus:
Double Consonants

Background:
In the English alphabet, there are 26 letters. The rest of the letters are called consonants. These are two of the same consonant letters that are right next to each other in a word.

Examples:

little	still
miss	summer
dress	ball

Materials and Preparation:

- A copy of *Sam and Dave Dig a Hole*
- Whiteboard or chart paper
- Markers
- Double Consonant Memory Match Cards
- Match-Up Score Sheet (1 per pair)
- Double Consonants Practice Page
- Optional: Word Detective Extension
- Optional: "Double Consonant" Word Hunt

Sam and Dave Dig a Hole

By: Mac Barnett

Grade Level: 2 / Guided Reading Level: L

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Double Consonants

Introduce the Focus

- Tell students: "Today, we are going to learn about double consonants. These are two of the same consonant letters that are right next to each other in a word."

Anchor Chart Setup

- Title your anchor chart: "Double Consonants"
- Draw a line down the middle and label the two columns:
 - Middle
 - Final
- Explain: Double consonants can appear in the middle of a word or at the end of a word. Some words even have more than one pair of double consonants.

Explain the Concept

- Point to the example words on your anchor chart. For example:
 - Middle: little, kitten, summer
 - Final: bell, sniff, pass
- Say: "Double consonants are two of the same consonant letters side by side. They work together to make one sound. Listen as I read each word out loud."
- Model reading the words clearly, and have students repeat each one after you.
- Guide discussion: "Let's look closely. In the word kitten, the double 't' is in the middle. In the word bell, the double 'l' is at the end. Do you see the difference?"

Student Practice

- Ask: "Can you think of any other words that have double consonants?"
- Prompt as needed:
 - "Do any words rhyme with the ones we already have?"
 - "Can you think of names that have double consonants?" (Hannah, Connor)
- As students respond, write their words in the correct column on the chart.

Support & Differentiation

- If students struggle, prompt them with questions:
 - "What sound do you hear in the middle of butter?"
 - "What's a word that ends like pass?"
 - "Can you clap when you hear a double letter sound?"

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

Word Work

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

Step 2: Connect Word Work to Reading

Some Examples of Double Consonant Words found in the text:

- digging
- well
- mission
- really
- still
- wrapped
- will
- little
- cannot
- wrapped
- fell
- falling

Step 3: Guided Word Work Practice

Double Consonants in the Text

- Tell students that the book they will be reading today contains double consonant words.
- Show them **pages 3 and 4** of *Sam and Dave Dig a Hole*. Tell students to listen and look for words that have double consonants while you read. Ask them to hold up two fingers when they see or hear a double consonant word.
- After reading pages 3 and 4, ask students to share the double consonant words they saw or heard.
- Discuss what kind of double consonant words they are (middle or final).

Interactive Exploration

Play: Double Consonant Memory Match

Group & Materials

- Divide students into pairs. Provide each pair with a set of **Double Consonant Memory Match Cards** (a mix of word cards and letter cards) and one **Match-Up Score Sheet**. Have students lay all cards face down in a **6x6 grid** on their desk or table.

Model the Game

- Demonstrate how to play:
 - Player 1 flips over two cards looking for a match between a word card (e.g., mill) and a double consonant card that matches both the letters and position (ff – final).
 - If the double consonant is in the wrong position (e.g., ff – middle), it's not a match.
- Let students know that there may be multiple ff or gg cards, but only one correct match for each word based on the position of the double consonant.

Take Turns Playing

- If it's a match, the player keeps the cards and marks a point on the **score sheet**.
- If not, flip the cards back over and **try to remember them**.
- Players **alternate turns** until all matches are found.

Word Work Lesson Plan | ©BookPages.com

List of words in the book that match the instructional focus

Interactive Activity

Double Consonant Interactive Activity

Directions: Cut out the sorting card and use it to sort the words.

digging
buzz
puzzle
muffin
muddy
app

Double Consonant Match-Up Score Sheet

Directions: Keep score by recording the matches for each player. Write each of the words that you match in your column.

Player 1	Player 2

Guided Word Work Practice | ©BookPages.com

Double Consonant Word Hunt

Extend Engagement Activity

Directions:

- Have students sit at their desks.
- Provide each student with a child-friendly magazine.
- Make sure several whiteboard markers are available at the front of the classroom.
- Set a timer for 3 minutes.
- Tell students that they will scan each page of their magazine for words that have double consonants. When they find a word with a double consonant, they should stand up, run to the whiteboard at the front of the room, and write their word on the board in their best, neatest handwriting.
- Once they have written their word, they should go back to their desk and continue scanning their magazine until they find another word. They will repeat this process for the entire 3 minutes.
- If they run to the whiteboard and their word has already been written by another classmate, they can put a check mark next to it to show that it was found in another magazine as well.

Teacher Directions | ©BookPages.com

Word Detective: Double Consonants

Extension Activity

Directions:

Be a word detective!

Be on the lookout for **double consonants** 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

Double Consonants

Name: _____

Directions: Someone dug out the correct pair of double consonants for each word below. Use the clues to solve the word riddles. Look at each picture for clues, then write your answers on the lines provided.

ll	ss
zz	cc

- My parents said we _____.
- His dad was s _____.
- We h _____.
- The cat had 10 k _____.
- I w _____.
- I enjoy listening to p _____.
- The best season of _____.
- The waiter o _____.
- She is a very fast r _____.
- The class g _____.
- He had never kicke _____.
- We blew b _____.

Double Consonants

Name: _____

Directions: Solve the double consonant word riddles. Look at each picture for clues, then write your answers on the lines provided.

- I have a double consonant "t" in the middle of my word. I am a breakfast food that is similar to pancakes, but I have indentations that are the perfect place to fill with syrup. What am I?

- I am something you can paint in your home. However, your mother might yell at you if you draw on me. You have four of me to help make your room. I have a double consonant "t" at the end of my word. What am I?

- I am sharp and can be found in an art or craft bin. You use me to cut paper. I have a double consonant "s" in the middle of my word. What am I?

- I have a double consonant "t" in the middle of my word. I am something you wear in the winter to keep your hands warm. I am fuzzy and cozy. What am I?


Independent Word Work Practice | ©BookPages.com

Independent Practice Pages

Optional Activity to
Extend Engagement

Word Detective

ASSESSMENT

Sam and Dave Dig a Hole CCSS Assessment Answer Key	
Directions: Use what you know about Sam and Dave to answer the questions. 1. Why do Sam and Dave start digging? ☐ A They want to plant a garden. ☒ B They are looking for treasure. ☐ C They are hiding from their parents. ☐ D The reader does not know. 2. What is the lesson of the story? ☐ A If you dig deep enough, you will find treasure. ☐ B Dogs can dig better than people. ☒ C The journey matters more than the destination. ☐ D It's better to stay home than to go on an adventure. 3. How do Sam and Dave react when they find the jewels? ☐ A They give up and go home. ☐ B They take a nap. ☒ C They change directions and dig deeper. ☐ D They ask for help. 4. Why does the author repeat the phrase "The dog was thinking..."? ☒ A To show that Sam and Dave are thinking about the same thing. ☐ B To make the story more interesting. ☐ C To describe the dog's thoughts. ☐ D To warn readers that the dog is dangerous.	5. How does the beginning of the story set up what will happen next? (RL.2.5) ☐ A It tells us about the jewels underground. ☐ B It explains what the dog is doing in the yard. ☐ C It shows the boys eating lunch before digging. ☐ D It tells us that the boys want to dig until they find something spectacular. 6. How might the dog's point of view be different from Sam and Dave's? ☐ A The dog wants to stop digging. ☐ B The dog doesn't notice the jewels either. ☐ C The dog seems to sense the treasures and digs toward them. ☐ D The dog thinks the hole is boring. 7. What do the illustrations show that the words do not? ☐ A The jewels underground that Sam and Dave almost find. ☐ B The names of the boys. ☐ C The size of the dog's canteen. ☐ D The exact location of the boys on a map. 8. What does this story help readers understand about searching for something special? ☐ A You should always use a map when digging. ☐ B The best treasures are usually very big and shiny. ☐ C Sometimes the journey is more important than what you find. ☐ D Digging holes is the fastest way to get rich.
CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com	

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

WORKSHEET

The Dog's Secret Journal A Spectacular Day of Digging!	
Directions: The dog had an adventurous day of digging with Sam and Dave. Pretend you are the dog and tell about their adventure from the dog's perspective. Draw a picture to show what happened at each part of the story below. Then write a caption to show what you were thinking.	
First we started to dig ... I was thinking:	They kept missing something ... I was thinking:
Then we fell ... I was thinking:	At the end, we landed ... I was thinking:
© BookPagez.com Worksheet	

Perspective Writing