

Here's What You'll Get in the Thank You, Mr. Falker Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections
Thank You, Mr. Falker
By: Patricia Polacco
Grade Level: 2 / Guided Reading Level: 1

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
Thank You, Mr. Falker is a story of Trisha. Trisha could draw and draw beautiful pictures but when she looked at the words and letters on a page, all she could see was a jumbled mess. Trisha could not read, so she quickly fell behind in school. Her classmates teased her and called her dumb. Trisha began to believe the mean things her classmates said. Then her family moved to California where she met Mr. Falker. He was Trisha's fifth grade teacher. Mr. Falker realized that Trisha was smart and talented. Together, Mr. Falker and Trisha solve her problem of not being able to read.

Link to What You Know
• Think of a time when you felt dumb. Why did you feel dumb?
• Think of a time when you tried to do something but it was difficult. How did you feel?
• What does the word "bully" mean?

Important Words to Know and Understand
Odyssey – A series of experiences that give you specific expert knowledge

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.
The first type of connection a reader makes is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters and events in a book to another book that they have read.
The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.
The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Making Connections Lesson Plan

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Grade Level: 2 / Guided Reading Level: 1

3
Make Connections While Reading
✓ Does this book remind you of your own life?
✓ Does this book remind you of other books you've read?
✓ Does this book remind you of things you've heard about in the world?

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 on your practice page.
Page 10 – What **text-to-self** connections can you make so far? Does Trisha's relationship with her grandma remind you of a special relationship that you have? How does your connection help you better understand the book?
Page 16 – What **text-to-text** connections can you make so far? Do the bulles at Trisha's school remind you of other bulles that you have read about? How does your connection help you understand this book?
Page 26 – What other connections can you make? What do you know about people like Mr. Falker and Trisha? What **text-to-world** connections can you make?
Page 35 – Can you make any other connections? What is the most meaningful connection you can make to this book?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **Thank You, Mr. Falker**? How did your prior knowledge help you as a reader?
Talk – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share the thoughts about the book too.
Reflect – Think about the connections that you made while reading **Thank You, Mr. Falker**. Think about the things you and your reading partner discussed. How does making connections help you to be a better reader?
Write – Use your Strategy Slip into your reader's notebook. Write about the work you did while reading **Thank You, Mr. Falker**. (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

Identifying the Author's Purpose
Thank You, Mr. Falker
By: Patricia Polacco
Grade Level: 2 / Guided Reading Level: 1

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 the author's purpose
✓ Ask questions about the author's purpose
✓ Write about the author's purpose

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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 on your practice page.
Page 10 – Why do you think the author had to go to California?
Page 14 – Why do you think the author had to go to California?
Page 16 – Why do you think the author had to go to California?
Page 20 – Why do you think the author had to go to California?
Page 26 – Why do you think the author had to go to California?
Page 35 – Why do you think the author had to go to California?

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Author's Purpose

Making Inferences
Thank You, Mr. Falker
By: Patricia Polacco
Grade Level: 2 / Guided Reading Level: 1

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
Make Inferences While Reading
✓ Think about the author's purpose
✓ Ask questions about the author's purpose
✓ Write about the author's purpose

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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 on your practice page.
Page 2 – How does the author describe Trisha's family? How do you think she feels about what her family thinks is important?
Page 8 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 10 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 16 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 20 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 26 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 35 – What are Trisha's feelings about the school? How do you think she feels about the school?

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Making Inferences

Synthesizing
Thank You, Mr. Falker
By: Patricia Polacco
Grade Level: 2 / Guided Reading Level: 1

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
✓ Think about the author's purpose
✓ Ask questions about the author's purpose
✓ Write about the author's purpose

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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 on your practice page.
Page 10 – Why do you think the author had to go to California?
Page 14 – Why do you think the author had to go to California?
Page 16 – Why do you think the author had to go to California?
Page 20 – Why do you think the author had to go to California?
Page 26 – Why do you think the author had to go to California?
Page 35 – Why do you think the author had to go to California?

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Synthesizing

Visualizing
Thank You, Mr. Falker
By: Patricia Polacco
Grade Level: 2 / Guided Reading Level: 1

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
Visualize While Reading
✓ Think about the author's purpose
✓ Ask questions about the author's purpose
✓ Write about the author's purpose

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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 on your practice page.
Page 2 – How does the author describe Trisha's family? How do you think she feels about what her family thinks is important?
Page 8 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 10 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 16 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 20 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 26 – What are Trisha's feelings about the school? How do you think she feels about the school?
Page 35 – What are Trisha's feelings about the school? How do you think she feels about the school?

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Visualizing

Answer Key for Making Connections with Thank You, Mr. Falker

Your Turn to Practice Making Connections with Thank You, Mr. Falker

Page 10
What **text-to-self** connections can you make so far? Do Trisha's experiences make you think of something that has happened in your life? How does your connection help you better understand the book?

Page 16
What **text-to-text** connections can you make so far? Do the bulles at Trisha's school remind you of other bulles that you have read about? How does your connection help you understand this book?

Page 26
What other connections can you make? What do you know about people like Mr. Falker and Trisha? What **text-to-world** connections can you make?

Page 35
Can you make any other connections? What is the most meaningful connection you can make to this book?

Answer Key for Identifying the Author's Purpose with Thank You, Mr. Falker

Your Turn to Practice Identifying the Author's Purpose with Thank You, Mr. Falker

Page 10
Why do you think the author had to go to California? How do you think she feels about the school?

Page 14
Why do you think the author had to go to California? How do you think she feels about the school?

Page 16
Why do you think the author had to go to California? How do you think she feels about the school?

Page 20
Why do you think the author had to go to California? How do you think she feels about the school?

Page 26
Why do you think the author had to go to California? How do you think she feels about the school?

Page 35
Why do you think the author had to go to California? How do you think she feels about the school?

Answer Key for Making Inferences with Thank You, Mr. Falker

Your Turn to Practice Making Inferences with Thank You, Mr. Falker

Page 2
How does the author describe Trisha's family? How do you think she feels about what her family thinks is important?

Page 8
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 10
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 16
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 20
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 26
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 35
What are Trisha's feelings about the school? How do you think she feels about the school?

Answer Key for Visualizing with Thank You, Mr. Falker

Your Turn to Practice Visualizing with Thank You, Mr. Falker

Page 2
How does the author describe Trisha's family? How do you think she feels about what her family thinks is important?

Page 8
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 10
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 16
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 20
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 26
What are Trisha's feelings about the school? How do you think she feels about the school?

Page 35
What are Trisha's feelings about the school? How do you think she feels about the school?

Answer Key for Synthesizing with Thank You, Mr. Falker

Your Turn to Practice Synthesizing with Thank You, Mr. Falker

Page 10
Why do you think the author had to go to California? How do you think she feels about the school?

Page 14
Why do you think the author had to go to California? How do you think she feels about the school?

Page 16
Why do you think the author had to go to California? How do you think she feels about the school?

Page 20
Why do you think the author had to go to California? How do you think she feels about the school?

Page 26
Why do you think the author had to go to California? How do you think she feels about the school?

Page 35
Why do you think the author had to go to California? How do you think she feels about the school?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

"I Can" Statement

Common Core State Standard

Thank You, Mr. Falker: Synthesizing

How did Trisha's opinion of herself change when she learned to read? What did she think of herself before she could read? What did she think of herself after she learned to read?

I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. CCSS: RL.2.7

Thank You, Mr. Falker: Synthesizing

How did Trisha's opinion of herself change when she learned to read? What did she think of herself before she could read? What did she think of herself after she learned to read?

I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. CCSS: RL.2.7

Thank You, Mr. Falker: Synthesizing

How did Trisha's opinion of herself change when she learned to read? What did she think of herself before she could read? What did she think of herself after she learned to read?

I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. CCSS: RL.2.7

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City Green: Visualizing

Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?

City Green: Visualizing

Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?

City Green: Visualizing

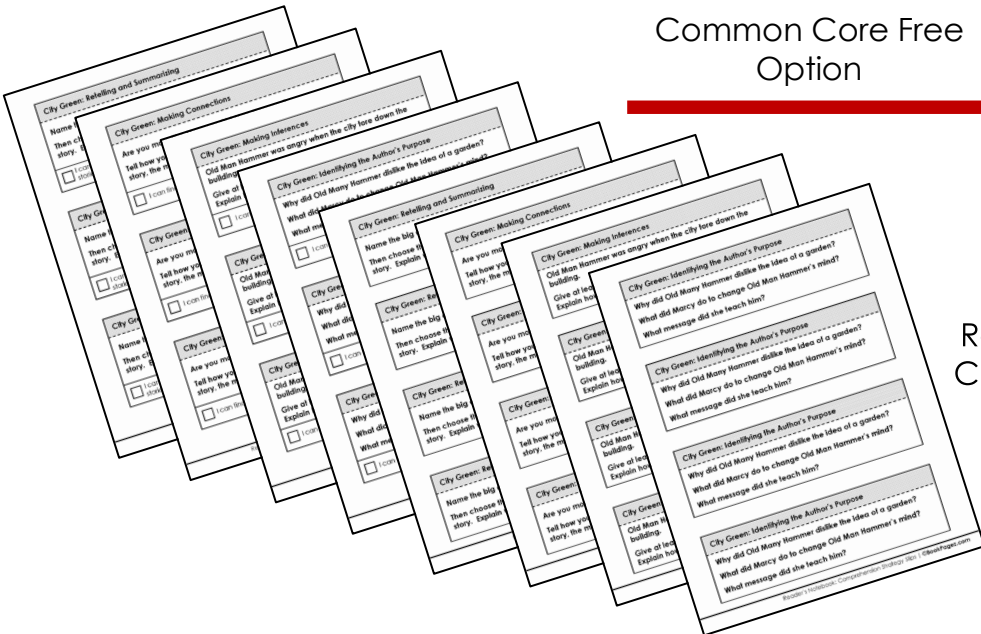
Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?

City Green: Visualizing

Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?

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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non fiction?

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. Give, tape, or staple into your reader's notebook.

Retelling and Summarizing

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. Give, tape, or staple into your reader's notebook.

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text to make the inference.	What do you know about the text?	Inferences, thoughts, clues, setting

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

Making Inferences

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 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. Give, tape, or staple into your reader's notebook.

Author's Purpose

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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

Visualizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Thank You, Mr. Falker
 By: Patricia Polacco
 Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
 Suffixes with -ing and -ed.

Background:
 Suffixes are attached to the end of a word. Endings that change the meaning of the word to progressive.

Examples:

play	played
yell	yelled
walk	walked
open	opened

Materials and Preparation:

- A Copy of the Chart Paper
- Suffixes with -ing
- Silly Suffix Story
- Suffixes Word
- Optional- Word Detective Worksheet

Word Work
Thank You, Mr. Falker
 By: Patricia Polacco
 Grade Level: 2 / Guided Reading Level: M

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

play	played
yell	yelled
walk	walked
open	opened

Introduce the Suffixes

Explain that words have a stem or core part of the word. You can add suffixes at the end of the word to change the meaning of the word.

Word Work
Thank You, Mr. Falker
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Step 2: Connect Word Work to Reading

Suffixes in the Text

Tell the students that the book they will be reading today has many words with -ed and -ing suffixes.

Show them page 1 of *Thank You, Mr. Falker*. Ask students to listen carefully and look at the words while you read. If they hear a word with one of the suffixes, they should cross their arms in front of them.

After reading page 1, ask the students to identify the -ed or -ing suffix words they heard. Write them on the chart paper.

Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words with -ed and -ing suffixes. Read *Thank You, Mr. Falker*.

Examples of Suffixes Found in the Text:

dipped	laughed	longed	learned	believed
drizzled	moved	wanted	called	learned
turned	stayed	dreamed	patented	worked
handed	walked	looked	looked	talked
answered	hugged	started	teased	wiped
hoped	added	gathered	threatened	shouted
hoped	announced	washed	quilted	missed
smiled	stumbled	pulled	followed	missed
danced	curled	marched	struggled	finished

Step 3: Guided Word Work Practice

Silly Suffixes

holding	laughed	laughed	laughed
holding	laughed	laughed	laughed
holding	laughed	laughed	laughed
holding	laughed	laughed	laughed
holding	laughed	laughed	laughed
holding	laughed	laughed	laughed
holding	laughed	laughed	laughed
holding	laughed	laughed	laughed
holding	laughed	laughed	laughed
holding	laughed	laughed	laughed

Interactive Exploration

Copy the *Silly Suffix Story* page.

Cut out the words along the dotted lines. Distribute one word to each child in the classroom.

Explain that you will be playing a game called Silly Suffix Story. Each student will have a turn to add a sentence to the story, but he or she must use the word on his or her card.

Begin the story then turn it over to the first child to add one sentence using his or her word. Remind the students that the story does not have to make sense or flow perfectly - the sillier the better! The only rule is that he or she must use the suffix word.

Example story: Once upon a time, a lizard ruled the school. Everyday, the lizard dipped his tail in the school fountain. He laughed at the tall kids. He wiggled in his chair during class. He was always talking during quiet time. The kids were starting to realize that the lizard was not very smart.

Use these story starters if needed:

- Once upon a time, I had a talking rabbit. One summer day, mom and I went for a walk in the park. Last Christmas I wished for an load.

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
Thank You, Mr. Falker
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Step 4: Independent Word Work Practice

Practice Page

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

Step 5: Reconnect and Reflect on Word Work

Group Discussion

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

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for suffixes in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Interactive Activities

Silly Suffix Story Interactive Activity

Directions:
 Cut the -ed and -ing suffix words out along the dotted lines.

dipped	drizzled	turned	handed
holding	sounded	looked	wiggled
answering	hoping	loved	laughed
walked	hugged	announced	stayed
curled	starting	worked	discovering
following	marching	picked	poured
bounded	shouting	climbing	burning
stopped	washing	wanted	hated
adding	called	waiting	learned
finished	chased	introduced	spooned

Independent Practice Page

Word Detective: Suffixes Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for suffixes 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

Extension Activity

Suffixes Word Work Practice Page

Directions:
 Read each sentence. Look at the two words in parentheses. Choose the verb with the correct suffix and write it on the line to complete the sentence.

- Grandpa _____ honey on the book. (drizzled, drizzling)
- When she _____ five she went to kindergarten. (turned, turning)
- The other kids _____ at her. (laughed, laughing)
- One summer day, she and grandma were _____ with each other. (walked, walking)
- He _____ Eric down to the office. (marched, marching)
- She could feel the tears _____ in her eyes. (burned, burning)
- She _____ more and more. (dreamed, dreaming)
- All the usual teacher's pets _____ around him. (gathered, gathering)
- She was _____ through a page in Charlotte's Web. (stumbled, stumbling)
- She _____ she could hide in the bathroom. (discovered, discovering)

Assessments

Running Record

Title: Thank You, Mr. Falker Guided Reading Text Level: H 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 80% - 89% Accuracy
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Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	The grandpa held the jar of honey so that all of the family could see, then dipped a tadle into it and ditzled honey on the cover of a small book. The little girl had just turned five. "Stand u, little one," he cooed, "I did this for your mother, your uncles, your older brother, and now you!" Then he handed the book to her. "Taste!" She dipped her finger into the honey and put it into her mouth. "What is that taste?" the grandma asked. The little girl answered, "Sweet!" Then all of the family said in a single voice, "...				

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Running Record Assessment

<p>Thank You, Mr. Falker CCSS Assessment</p> <p>Name: _____ Score: / 9</p> <p>Directions: Use what you know about <i>Thank You, Mr. Falker</i> to answer each of the following questions.</p> <p>1. Who is the story really about?</p> <p><input type="radio"/> A The story is about a little girl who grows up to be a teacher.</p> <p><input type="radio"/> B It is about a teacher who is new to the girl's school.</p> <p><input type="radio"/> C It is about the author, Patricia Polacco, when she was a little girl.</p> <p><input type="radio"/> D It is about a girl who has trouble in art class.</p> <p>2. What lesson does the little girl learn about herself?</p> <p><input type="radio"/> A She learned that she could read—she</p> <p><input type="radio"/> B She learned she was only good at art.</p> <p><input type="radio"/> C She learned that honey makes her happy.</p> <p><input type="radio"/> D She figured out that she would never</p> <p>3. How does Mr. Falker change Trisha's life?</p> <p><input type="radio"/> A With his help, she is able to go on to</p> <p><input type="radio"/> B He moved the bullies into other class</p> <p><input type="radio"/> C He tells her she should just focus on c</p> <p><input type="radio"/> D He believes in her, helps her, and op</p> <p>4. What line did the author repeat at the begin come?</p> <p><input type="radio"/> A She repeats the idea of books and k</p> <p><input type="radio"/> B She repeats how much she does not</p> <p><input type="radio"/> C She says thank you to Mr. Falker at th</p> <p><input type="radio"/> D She repeats all the horrible things son</p>	<p>5. What is Trisha's problem that makes it hard for her to read and work with numbers? (RL.2.5)</p> <p><input type="radio"/> A She didn't try hard enough.</p> <p><input checked="" type="radio"/> B The numbers and letters looked wiggly, fuzzy, and out of order.</p> <p><input type="radio"/> C She needed glasses.</p> <p><input type="radio"/> D She is just better at art.</p> <p>6. What was important to know about Mr. Falker's point of view when it came to his students? (RL.2.6)</p> <p><input type="radio"/> A He dressed in the neatest clothes.</p> <p><input type="radio"/> B He thought he could teach Trisha to read all by himself.</p> <p><input checked="" type="radio"/> C He treated his students fairly, saw their talents, and didn't accept bullying.</p> <p><input type="radio"/> D He thinks teaching is boring.</p> <p>7. What can we learn about Trisha's feelings from the illustrations of recess? (RL.2.7)</p> <p><input type="radio"/> A She ignores mean kids and has fun playing with her friends.</p> <p><input type="radio"/> B She is very angry and finds ways to bully people at recess.</p> <p><input type="radio"/> C She is happiest at recess time because she doesn't have to read.</p> <p><input checked="" type="radio"/> D She is very hurt by the words the bullies use to make fun of her.</p> <p>8. How was "kindergarten Trisha" different than "first-grade Trisha"? (RL.2.9)</p> <p><input checked="" type="radio"/> A She was happy in kindergarten, but started to feel "different" in first grade.</p> <p><input type="radio"/> B She was bored in kindergarten.</p> <p><input type="radio"/> C She was so happy to learn to read in first grade.</p> <p><input type="radio"/> D All she did was draw in first grade.</p> <p>9. Based on what you've read, why did Trisha become an author of children's books? (RL.2.10)</p> <p><input type="radio"/> A She wanted to be famous.</p> <p><input type="radio"/> B She couldn't decide on another job.</p> <p><input checked="" type="radio"/> C She could use reading, writing, and drawing to help children not feel so "different."</p> <p><input type="radio"/> D She just wanted to draw.</p>
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CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book **Thank you, Mr. Falker**, Trisha felt sad, frustrated, and dumb when she could not read. Mr. Falker challenged Trisha. Below is a challenge for you. Do your best to complete the challenge then answer the questions.

Lilly Miller only likes things that follow a special letter pattern.
Can you figure out the pattern? Look at all the **bold** words that describe what Lilly likes. What do all of the **bold** words have in common?

Lilly Miller likes **pizza**. She likes **pepperoni**, **mushroom**, and **cheese**.
She does not like sausage, onion, or tomato.

Lilly Miller likes **baseball**, **football**, and **soccer**.
She does not like golf, hockey, or fishing.

Lilly Miller likes **Scrabble**, **Boggle**, and **Wii**.
She does not like Legos, Candy Land, or Xbox.

Lilly Miller likes **sleepovers**, **shopping**, and **cookies**.
She does not like camp-outs, cleaning, or pie.

Can you figure it out?
Lilly Miller only likes things that _____

Were you able to discover the word pattern? YES NO

Was this challenge difficult for you? YES NO

Why or why not?

How did you feel while you were trying to figure it out?

Extension Activity | ©BookPagez.com



Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Thank You, Mr. Falker Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Thank You, Mr. Falker" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Literature RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and define central messages, lessons, or morals. RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella by different authors or from different cultures). RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Thank You, Mr. Falker CCSS Alignment ©BookPagez.com</p>	<p>Thank You, Mr. Falker Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Thank You, Mr. Falker" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading: Literature RL.2.3 - Describe how characters in a story respond to major events and challenges. RL.2.4 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.4 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Thank You, Mr. Falker CCSS Alignment ©BookPagez.com</p>	<p>Thank You, Mr. Falker Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Thank You, Mr. Falker" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Author's Purpose Lesson Plan and Resources</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Thank You, Mr. Falker CCSS Alignment ©BookPagez.com</p>	<p>Thank You, Mr. Falker Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Thank You, Mr. Falker" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Reading: Literature RL.2.3 - Describe how characters in a story respond to major events and challenges. RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 - By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Thank You, Mr. Falker CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Thank You, Mr. Falker Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Thank You, Mr. Falker" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.4b - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.5b - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Thank You, Mr. Falker CCSS Alignment ©BookPagez.com</p>

Common Core State Standards Correlation
<p>Thank You, Mr. Falker Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Sleeps Over" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>The Sleeps Over CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Thank You, Mr. Falker Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para practicar: Hacer conexiones
con Thank You, Mr. Falker (Gracias, señor Falker)


Página 10:
¿Qué conexión **texto a tu mismo** puedes hacer hasta ahora?

¿La relación de Trisha con su abuela te recuerda una relación especial que tienes?

¿Cómo te ayuda tu conexión a comprender mejor el libro?

Página 14:
¿Qué conexión **texto a texto** puedes hacer hasta ahora?

Nombre: _____ ©BookPages.com



Page by Page
Guided
Questions

Answer Key

Hacer conexiones
con Thank You, Mr. Falker (Gracias, señor Falker)

¿Los acosadores de la escuela de Trisha te recuerdan a otros acosadores de los que has leído?
Las respuestas varían.


¿Cómo te ayuda tu conexión a comprender mejor el libro?
Las respuestas varían.

Página 26:
¿Qué otras conexiones puedes hacer?
Las respuestas varían.

¿Qué sabes de personas como Eric, el Sr. Falker y Trisha?
Las respuestas varían.

¿Qué conexión **texto al mundo** puedes hacer?
Las respuestas varían. Podrían incluir: Creo que los eventos del libro me recuerdan cómo hay programas especiales para las personas que no pueden leer, incluso los adultos. Me recuerda a la frase, "cuanto más sabes", que es sobre los libros y la lectura.

Nombre: _____ Answer Key | ©BookPages.com



Sample answers
written in Spanish

Hacer inferencias
con Thank You, Mr. Falker (Gracias, señor Falker)

Página 16:
Haz una inferencia sobre lo que los acosadores a Trisha.
Las respuestas varían. Podrían incluir: porque él es un niño, porque él es un niño, porque él es un niño.

¿Qué puedes inferir sobre la familia de Trisha?
Las respuestas varían. Podrían incluir: a los demás, a los demás, a los demás.

¿Por qué piensas que es importante para ellos?
Las respuestas varían. Podrían incluir: porque es importante para ellos, porque es importante para ellos, porque es importante para ellos.

Página 31:
¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Falker y Trisha.

¿Por qué crees que Trisha cuando dibujó?
Las respuestas varían. Podrían incluir: ojos por los ojos, ojos por los ojos, ojos por los ojos.

¿Por qué crees que el dibujo ayuda a Trisha a sentirse mejor?
Las respuestas varían. Podrían incluir: porque el dibujo ayuda a Trisha a sentirse mejor, porque el dibujo ayuda a Trisha a sentirse mejor, porque el dibujo ayuda a Trisha a sentirse mejor.

Nombre: _____

Making
Inferences

Tu turno para practicar: Hacer inferencias
con Thank You, Mr. Falker (Gracias, señor Falker)

Página 2:
Cuando la autora describe la tradición de la familia que su familia cree que es importante.
Las respuestas varían. Podrían incluir: mucho y mucho, mucho y mucho, mucho y mucho.

¿Qué es importante para ellos?
Las respuestas varían. Podrían incluir: mucho y mucho, mucho y mucho, mucho y mucho.

Página 10:
¿Por qué crees que la autora eligió mostrar y contar la relación de Trisha con su abuela y su abuelo?
Las respuestas varían. Podrían incluir: porque es importante para ellos, porque es importante para ellos, porque es importante para ellos.


Página 14:
¿Por qué crees que la familia se mudara a una nueva ciudad en California?
Las respuestas varían. Podrían incluir: porque es importante para ellos, porque es importante para ellos, porque es importante para ellos.

Página 14:
¿Por qué crees que el autor hizo que la familia se mudara a una nueva ciudad en California?
Las respuestas varían. Podrían incluir: porque es importante para ellos, porque es importante para ellos, porque es importante para ellos.

Página 24:
¿Por qué crees que el Sr. Falker jugara un juego con Trisha?
Las respuestas varían. Podrían incluir: porque es importante para ellos, porque es importante para ellos, porque es importante para ellos.

¿Qué te dice esto sobre el Sr. Falker?
Las respuestas varían. Podrían incluir: porque es importante para ellos, porque es importante para ellos, porque es importante para ellos.

Nombre: _____ ©BookPages.com



Identifying the
Author's Purpose

Sintetizar
con Thank You, Mr. Falker (Gracias, señor Falker)

Página 10:
Observe la imagen en esta página. ¿Qué aprendiste sobre Trisha en esta página?
Las respuestas varían. Podrían incluir: Trisha es una niña, Trisha es una niña, Trisha es una niña.

Página 14:
¿Dónde crees que el padre de Trisha no está en la historia?
Las respuestas varían. Podrían incluir: en California, en California, en California.

Página 20:
¿Qué quiere decir la autora cuando dice "Trisha estaba leyendo una página en la tela de Charlotte"?
Las respuestas varían. Podrían incluir: el autor quiere decir que Trisha estaba leyendo una página en la tela de Charlotte, el autor quiere decir que Trisha estaba leyendo una página en la tela de Charlotte, el autor quiere decir que Trisha estaba leyendo una página en la tela de Charlotte.

Nombre: _____

Synthesizing

Visualizar
con Thank You, Mr. Falker (Gracias, señor Falker)


Página 2:
Observe la forma en que la autora describe a Trisha y su abuela cuando pasa el tiempo con Trisha. ¿Qué palabras te ayudan a visualizar?
Las respuestas varían. Podrían incluir: hizo esto, hizo esto, hizo esto.

Página 10:
Note todos los detalles en esta página. Trate de visualizar el cielo nocturno y el prado donde Trisha se acuesta con su abuela. ¿Qué ves?
Las respuestas varían. Podrían incluir: que ves, que ves, que ves.

Página 10:
Observe la forma en que la autora describe a Trisha y su abuela cuando pasa el tiempo con Trisha. ¿Qué palabras te ayudan a visualizar?
Las respuestas varían. Podrían incluir: que ves, que ves, que ves.

Página 20:
Observe la descripción de Mr. Falker. Intente visualizar las experiencias de Mr. Falker y Trisha en su clase. ¿Qué palabras te ayudan a visualizar?
Las respuestas varían. Podrían incluir: que ves, que ves, que ves.

Nombre: _____ ©BookPages.com



Visualizing

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Thank You, Mr. Falker (Gracias, señor Falker): Sintetizar

¿Cómo cambió la opinión de Trisha sobre sí misma cuando aprendió a leer? ¿Qué pensaba ella de sí misma antes de que pudiera leer? ¿Qué pensaba ella de sí misma después de aprender a leer?

Puedo usarlo que aprendo de imágenes y palabras para demostrar que entiendo los personajes, el escenario y los eventos de una historia. CCSS: RL.2.7

Thank You, Mr. Falker (Gracias, señor Falker): Sintetizar

¿Cómo cambió la opinión de Trisha sobre sí misma cuando aprendió a leer? ¿Qué pensaba ella de sí misma antes de que pudiera leer? ¿Qué pensaba ella de sí misma después de aprender a leer?

Puedo usarlo que aprendo de imágenes y palabras para demostrar que entiendo los personajes, el escenario y los eventos de una historia. CCSS: RL.2.7

Thank You, Mr. Falker (Gracias, señor Falker): Sintetizar

¿Cómo cambió la opinión de Trisha sobre sí misma cuando aprendió a leer? ¿Qué pensaba ella de sí misma antes de que pudiera leer? ¿Qué pensaba ella de sí misma después de aprender a leer?

Puedo usarlo que aprendo de imágenes y palabras para demostrar que entiendo los personajes, el escenario y los eventos de una historia. CCSS: RL.2.7

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

Thank You, Mr. Falker (Gracias, señor Falker): Sintetizar

¿Cómo cambió la opinión de Trisha sobre sí misma cuando aprendió a leer? ¿Qué pensaba ella de sí misma antes de que pudiera leer? ¿Qué pensaba ella de sí misma después de aprender a leer?

Thank You, Mr. Falker (Gracias, señor Falker): Sintetizar

¿Cómo cambió la opinión de Trisha sobre sí misma cuando aprendió a leer? ¿Qué pensaba ella de sí misma antes de que pudiera leer? ¿Qué pensaba ella de sí misma después de aprender a leer?

Thank You, Mr. Falker (Gracias, señor Falker): Sintetizar

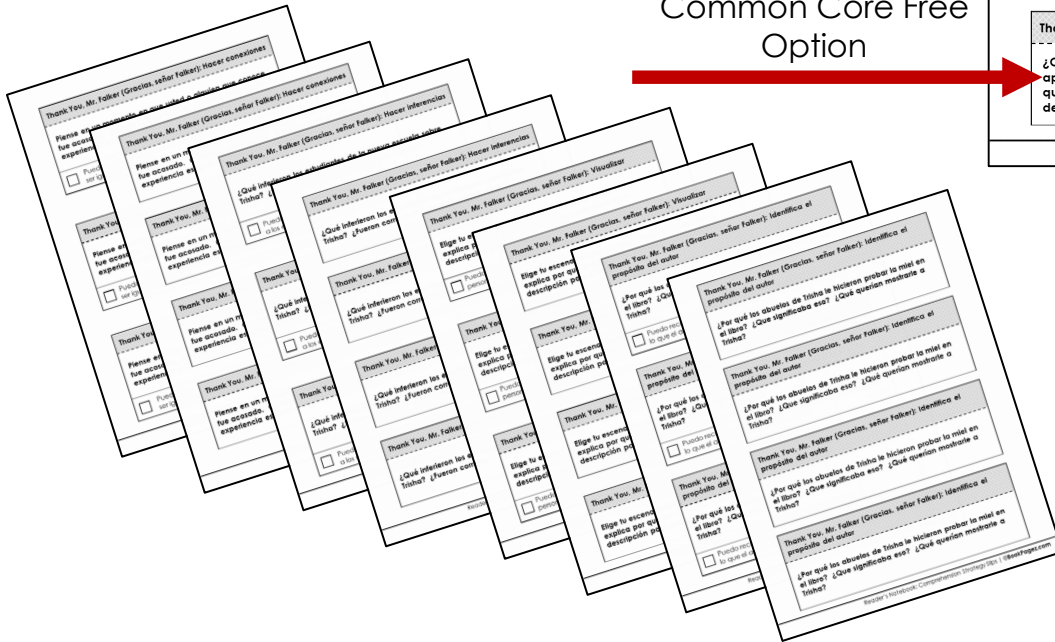
¿Cómo cambió la opinión de Trisha sobre sí misma cuando aprendió a leer? ¿Qué pensaba ella de sí misma antes de que pudiera leer? ¿Qué pensaba ella de sí misma después de aprender a leer?

Thank You, Mr. Falker (Gracias, señor Falker): Sintetizar

¿Cómo cambió la opinión de Trisha sobre sí misma cuando aprendió a leer? ¿Qué pensaba ella de sí misma antes de que pudiera leer? ¿Qué pensaba ella de sí misma después de aprender a leer?

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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____
Pienso en el libro... ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Conéctate las preguntas.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Making Connections

Hacer inferencias
Título: _____

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Buscaba pistas en el dibujo	¿Qué sabes de tu ciudad?	Emociones, sentimientos, ideas, escenarios

Instrucciones:
1. Conéctate las preguntas.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pega o engancha bajo en tu cuaderno del lector.

Making Inferences

Identificar el propósito del autor
Título: _____
¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para persuadir
 Para informar
 Para entretener

Te sé porque...

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estabas leyendo.

Instrucciones:
1. Conéctate la pregunta.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Author's Purpose

Visualizar
Título: _____
¿Qué página usaste para practicar o visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunas de las palabras que la autora usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de hacer dibujos todas las palabras que te ayudaron a visualizar.

Instrucciones:
1. Conéctate la pregunta.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Visualizing

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...

Después de pensar sobre...

Puedo concluir que...

Porque...

Instrucciones:
1. Conéctate las siguientes preguntas.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Synthesizing