

# Lesson Plans and Teaching Resources for The Girl Who Never Made Mistakes

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**

**The Girl Who Never Made Mistakes**  
By: Mark Pett and Gary Rubinstein  
Grade Level: 2 / Guided Reading Level: K

**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 when you get confused

**Summary**

The *Girl Who Never Made Mistakes* is about a girl named Beatrice Bottomwell who is known for doing everything perfectly. She wakes up, gets dressed, and goes through her day without ever making a mistake. Everyone watches her closely, and Beatrice feels pressure to always do things the right way. One day, while getting ready for the talent show, Beatrice starts to feel nervous about messing up. During her performance, something unexpected happens, and Beatrice makes a big mistake in front of everyone. Now she must decide if it is best to give up, or to keep going and learn that mistakes can be okay.

**Link to What You Know**

- Think of a time when you felt like you needed to be perfect to impress people. How did it make you feel?
- Have you ever performed in a show before? Tell about it.

**Important Words to Know and Understand**

**Auditorium** – A big room where people sit to watch a show or listen to a speaker.

**Delight** – A feeling of being very happy or pleased.

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

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

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

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

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

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### Guided Reading Level

### Author's Purpose Lesson Plan

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**The Girl Who Never Made Mistakes**  
By: Mark Pett and Gary Rubinstein  
Grade Level: 2 / Guided Reading Level: K

**3**  
**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?

**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 5 and 6** – Beatrice steps outside to greet her fans. What is the author's purpose for including these pages in the story? How do these pages help show how Beatrice sees the world around her?

**Page 8** – Beatrice's brother, Carl, makes lots of mistakes. Why do you think the author included his character in the story? Explain your thinking.

**Pages 10 and 11** – Beatrice slips, and the eggs go flying. Why do you think the author wrote this part of the story? How does this event help build to the next part of the story?

**Page 16** – Beatrice prepares for the talent show and goes on stage. What words does the author use to help explain how she feels? How does answering this question help you better understand her character?

**Pages 23 to 24** – Beatrice made a big mistake. What does she do next? How does answering this question help you understand the author's lesson in the story?

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – Mark Pett and Gary Rubinstein are the authors of *The Girl Who Never Made Mistakes*. What was their purpose for writing this book? Did they write the book to persuade, inform, or entertain you? How do you know?

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

**Reflect** – Think about what you learned while reading *The Girl Who Never Made Mistakes*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Girl Who Never Made Mistakes*. (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

### Key Vocabulary

### Explanation of Strategy

**Synthesizing**

**The Girl Who Never Made Mistakes**  
By: Mark Pett and Gary Rubinstein  
Grade Level: 2 / Guided Reading Level: K

**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 when you get confused

**3**  
**Synthesize While Reading**

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic
- Look for new words that change your understanding of the text

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Summary**

The *Girl Who Never Made Mistakes* is about a girl named Beatrice Bottomwell who is known for doing everything perfectly. She wakes up, gets dressed, and goes through her day without ever making a mistake. Everyone watches her closely, and Beatrice feels pressure to always do things the right way. One day, while getting ready for the talent show, Beatrice starts to feel nervous about messing up. During her performance, something unexpected happens, and Beatrice makes a big mistake in front of everyone. Now she must decide if it is best to give up, or to keep going and learn that mistakes can be okay.

**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 3 and 4** – Beatrice does things a certain way. Based on the text, what kind of person is Beatrice? How do you know? How does answering this question help you prepare to read the story?

**Pages 11 to 14** – Beatrice almost makes a mistake. How does her "almost mistake" change her attitude for the rest of the day? What details in the text help you with your answer?

**Pages 19 and 20** – Based on the text and illustrations, what event happens on these pages that changes the talent show for Beatrice? Why does this happen? How does answering this question help you as a reader?

**Pages 27 and 28** – Beatrice has changed since the talent show. What is different about her? Why is she different now? How do you know?

**Page 31** – Decide what Beatrice's "big mistake" was. How does answering this question help you understand the message in the story?

**Understanding Text Structure**

**The Girl Who Never Made Mistakes**  
By: Mark Pett and Gary Rubinstein  
Grade Level: 2 / Guided Reading Level: K

**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 when you get confused

**3**  
**Understand Text Structure**

- Notice the words an author uses – does the author describe things or sustain events?
- Look at the pictures. Sometimes pictures give you clues about text structure.

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Summary**

The *Girl Who Never Made Mistakes* is about a girl named Beatrice Bottomwell who is known for doing everything perfectly. She wakes up, gets dressed, and goes through her day without ever making a mistake. Everyone watches her closely, and Beatrice feels pressure to always do things the right way. One day, while getting ready for the talent show, Beatrice starts to feel nervous about messing up. During her performance, something unexpected happens, and Beatrice makes a big mistake in front of everyone. Now she must decide if it is best to give up, or to keep going and learn that mistakes can be okay.

**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 2 to 5** – The author uses a sequence text structure to tell how Beatrice goes to school. Tell what she does first, next, then, and last. How does answering this question help you better understand Beatrice's character?

**Pages 7 and 8** – On these pages, the author uses a compare and contrast text structure to tell about Beatrice and Carl. How are they different? How does answering this question help you better understand Beatrice's character?

**Page 14 to 22** – The author uses a cause and effect text structure to tell how things go wrong for Beatrice at the talent show. What causes her to be nervous? What is the effect of this event? How does answering this question help you better understand Beatrice's character?

**Pages 27 to 30** – Here, the author uses a descriptive text structure to tell about Beatrice's life after the talent show. How does Beatrice live her life after making a big mistake? What details in the text help you with your answer? How does answering this question help you understand the lesson of the story?

**Time to Reflect**

**Think** – How did your different text structure help you to better understand *The Girl Who Never Made Mistakes*? Why do you think the author used these different text structures when they wrote the story?

**Talk** – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

**Reflect** – Think about the text structures in *The Girl Who Never Made Mistakes*. How does paying attention to the way the author organizes text 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 *The Girl Who Never Made Mistakes*. (Remember to include examples from the book!)

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### Synthesizing

### Understanding Text Structure

**Answer Key for Identifying the Author's Purpose with The Girl Who Never Made Mistakes**

**Page 14:** Beatrice goes to school. The author uses a sequence text structure to tell how Beatrice goes to school. Tell what she does first, next, then, and last. How does answering this question help you better understand Beatrice's character?

**Pages 7 and 8:** On these pages, the author uses a compare and contrast text structure to tell about Beatrice and Carl. How are they different? How does answering this question help you better understand Beatrice's character?

**Page 14 to 22:** The author uses a cause and effect text structure to tell how things go wrong for Beatrice at the talent show. What causes her to be nervous? What is the effect of this event? How does answering this question help you better understand Beatrice's character?

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**Time to Reflect:** Think about the text structures in *The Girl Who Never Made Mistakes*. How does paying attention to the way the author organizes text help you to be a better reader? Write about the work you did while reading *The Girl Who Never Made Mistakes*. (Remember to include examples from the book!)

**Answer Key for Synthesizing with The Girl Who Never Made Mistakes**

**Pages 3 and 4:** Beatrice does things a certain way. Based on the text, what kind of person is Beatrice? How do you know? How does answering this question help you prepare to read the story?

**Pages 11 to 14:** Beatrice almost makes a mistake. How does her "almost mistake" change her attitude for the rest of the day? What details in the text help you with your answer? How does answering this question help you better understand Beatrice's character?

**Pages 19 and 20:** Based on the text and illustrations, what event happens on these pages that changes the talent show for Beatrice? Why does this happen? How does answering this question help you as a reader?

**Pages 27 and 28:** Beatrice has changed since the talent show. What is different about her? Why is she different now? How do you know? How does answering this question help you understand the message in the story?

**Answer Key for Understanding Text Structure with The Girl Who Never Made Mistakes**

**Page 2 to 5:** The author uses a sequence text structure to tell how Beatrice goes to school. Tell what she does first, next, then, and last. How does answering this question help you better understand Beatrice's character?

**Pages 7 and 8:** On these pages, the author uses a compare and contrast text structure to tell about Beatrice and Carl. How are they different? How does answering this question help you better understand Beatrice's character?

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**Time to Reflect:** Think about the text structures in *The Girl Who Never Made Mistakes*. How does paying attention to the way the author organizes text help you to be a better reader? Write about the work you did while reading *The Girl Who Never Made Mistakes*. (Remember to include examples from the book!)

**Your Turn to Practice Identifying the Author's Purpose with The Girl Who Never Made Mistakes**

**Pages 5 and 6:** Beatrice steps outside to greet her fans. What is the author's purpose for including these pages in the story? How do these pages help show how Beatrice sees the world around her?

**Page 8:** Beatrice's brother, Carl, makes lots of mistakes. Why do you think the author included his character in the story?

**Pages 10 and 11:** Beatrice slips, and the eggs go flying. Why do you think the author wrote this part of the story? How does this event help build to the next part of the story?

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**Your Turn to Practice Synthesizing with The Girl Who Never Made Mistakes**

**Pages 3 and 4:** Beatrice does things a certain way. Based on the text, what kind of person is Beatrice? How do you know? How does answering this question help you prepare to read the story?

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**Your Turn to Practice Understanding Text Structure with The Girl Who Never Made Mistakes**

**Page 2 to 5:** The author uses a sequence text structure to tell how Beatrice goes to school. Tell what she does first, next, then, and last. How does answering this question help you better understand Beatrice's character?

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**Time to Reflect:** Think about the text structures in *The Girl Who Never Made Mistakes*. How does paying attention to the way the author organizes text help you to be a better reader? Write about the work you did while reading *The Girl Who Never Made Mistakes*. (Remember to include examples from the book!)

### Practice Pages and Answer Keys

# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

**The Girl Who Never Made Mistakes: Synthesizing**

Think about Beatrice at the beginning of the story and at the end of the story. Choose 2 things that she does differently by the end of the story. What lesson do you think the author wants you to learn from these two examples in the text?

I can remember and tell different kinds of stories and share what the author is trying to teach. CCSS: RL.2.2

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**The Girl Who Never Made Mistakes: Synthesizing**

Think about Beatrice at the beginning of the story and at the end of the story. Choose 2 things that she does differently by the end of the story. What lesson do you think the author wants you to learn from these two examples in the text?

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

**The Girl Who Never Made Mistakes: Understanding Text Structure**

The beginning of the story shows Beatrice never making mistakes. The ending shows how she feels about mistakes after the talent show. Draw 4 pictures to show how Beatrice deals with making mistakes from the beginning to the end of the story. Use details from the story to help you draw your pictures.

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**The Girl Who Never Made Mistakes: Understanding Text Structure**

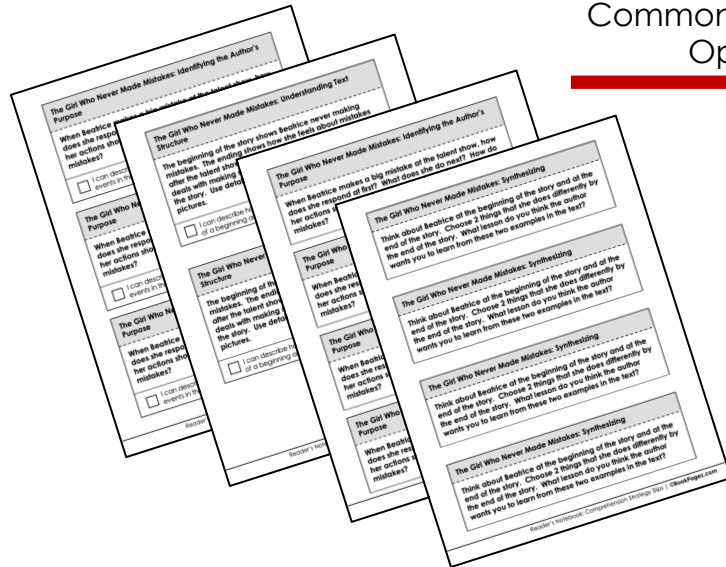
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**The Girl Who Never Made Mistakes: Understanding Text Structure**

The beginning of the story shows Beatrice never making mistakes. The ending shows how she feels about mistakes after the talent show. Draw 4 pictures to show how Beatrice deals with making mistakes from the beginning to the end of the story. Use details from the story to help you draw your pictures.

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

**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 me because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

**Synthesizing**

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

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

**Understanding Text Structure**

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

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	
	Page:	

Text Structures You Might See While Reading:  
Description: Sequence, Compare and Contrast, Cause and Effect, Problem and Solution.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure



# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

**Word Work**

**Instructional Focus:**  
One-Syllable Long E Words

**Background:**  
In the English language, vowels can make different sounds. The long E sound, which sounds like the letter E, is one of the most common vowel sounds. In one-syllable words, the long E sound can be spelled in several ways. The long E sound can be spelled with **ee**, **ea**, and **e** (at the end of a word). If the words look different, they all make the same long E sound. In this lesson, students will practice listening for the long E sound. As students read each word, they will say the word out loud and notice how the vowel sound is the same in each word.

**Examples:**

free	me
see	meat
he	glee

**Materials and Preparation:**

- A copy of *The Girl Who Never Made Mistakes* by Mark Pett and Gary Rubinstein
- Chart paper or whiteboard
- One-Syllable Long E Word Cards (1 set)
- One-Syllable Long E Word Cards (1 set)
- Optional: Word Detective Extension
- Optional: Listening for Long E in Multisyllable Words

**The Girl Who Never Made Mistakes**

**Word Work**

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

**Examples of One-Syllable Long E words found in the text:**

- green • bears
- she • feet
- feel • team
- feed • she'll
- greet • beat
- three • sneeze
- years • each
- he

**Step 3: Guided Word Work Practice**

bead	deep	peas
seem	she	be
eel	keep	peel
sleep	feet	team
peak	seat	tea

**One-Syllable Long E Words in the Text**

- Say each word aloud with students, stretching the vowel sound: /bēē/.
- Explain that noticing vowel sounds helps readers read more smoothly and helps writers spell words correctly.
- Tell students that you will now read *The Girl Who Never Made Mistakes* from beginning to end.
- Remind students to listen and look for other words with the long E sound as you read, and to stay quiet so everyone can enjoy the story.
- Tell students that they may see or hear 1 syllable words with the long E sound. Tell students that they will not include those words on the anchor chart.
- Tell students that they may see or hear words that have the long E sound and are **more than 1 syllable**. Tell students that they will not include those words on the anchor chart.
- Remind students to be polite and not to interrupt while you read.
- Read *The Girl Who Never Made Mistakes*.

**Interactive Exploration**

- Divide students into groups of 3.
- Provide each pair with a set of One-Syllable Long E Word Cards.
- Tell students that there are three RESET cards in the stack of cards. **Each student begins the game with one RESET card.**
- Tell students that they will deal the remaining cards so that each person has 10 cards (including their RESET card).
- Tell students that the student with the card that says "bead" will play first.
- Tell students that they will build a train from the starting card "bead" by placing their cards side by side across the floor (making a long line or "train").
- Explain that there are two ways to play a card.
  - 1. Play a word card that has the same letter(s) that make the long E sound as the last card played (so in this case, **bead** was played, so any card with **ea** can be played next)
  - 2. Play a word card that begins with the last letter of the previous word (so in this case, **bead** ends with **d**, so any word that starts with a **d** can be played, like "deep").
- Students will take turns playing cards to make a long E train until every card that can possibly be played has been played.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

**One-Syllable Long E Word Cards**







bead	deep	peas
seem	she	be
eel	keep	peel
sleep	feet	team
peak	seat	tea

Guided Word Work Practice | @BookPagez.com

Interactive Activity

**One-Syllable Long E Words**

Directions: Circle the pictures that have a long E sound in them. Then, complete the word below the picture with either **ee**, **ea**, or **e**.

 m _ _ t	 l _ _ f	 s _ _ t
 tr _ _	 f _ _ t	 m _ _

Now, take 2 of the long E words above and use them in a sentence below:

\_\_\_\_\_

\_\_\_\_\_

Directions: Help Beatrice fix the mistakes in the sentences below. Circle all of the 1-syllable words with long E sounds spelled **ee**, **ea**, or **e**, and figure out which word from the word box should replace it so that the sentence makes sense.

hands dog horse watch blue dirty

- The barking bee was wagging his tail in the backyard.
- There was not a single cloud in the beautiful green sky.
- Her boots were covered in mud and dirt—they were very clean!
- The farmer put a saddle on his sheep and rode it into the field.
- A little girl put brand new mittens on her feet.
- They wanted to sit down and read a movie.

Independent Word Work Practice | @BookPagez.com

Independent Practice Page & Answer Key

**Listening for Long E in Multisyllable Words**  
Extend Engagement Activity

**Directions:**

- Have students sit at their carpet spots.
- Tell students you will read the story again from beginning to end. This time, they will listen for words with the long e sound spelled **ee**, **ea**, or **e** that have **more than one syllable**.
- Remind students that two-syllable words have two beats or claps, like "mit/ten" or "hap/py." Remind students that three-syllable words have three beats or claps, like "un/der/stand" or "con/fu/sing."
- When students hear a long e word with two syllables, they can raise two fingers in the air. When students hear a long e word with three syllables, they can raise three fingers in the air.
- Record the words students hear on the whiteboard or on an anchor chart.
- After completing the reading, discuss the words students identified in the story.

2-Syllable Words	3-Syllable Words	5-Syllable Words
<ul style="list-style-type: none"> <li>Peanut</li> <li>Even</li> <li>Needed</li> <li>Delight</li> <li>Became</li> <li>Created</li> <li>Reason</li> <li>People</li> </ul>	<ul style="list-style-type: none"> <li>Beatrice</li> <li>Remembered</li> <li>Remember</li> <li>Delicious</li> </ul>	<ul style="list-style-type: none"> <li>Refrigerator</li> </ul>

Teacher Directions | @BookPagez.com

Optional Activity to Extend Engagement

**Word Detective: One-Syllable Long E Words**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **one-syllable long e words** while you read. Write the word that you find, along with the file of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com

Word Detective

# WORKSHEETS

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

## Mistake to Masterpiece

Mistakes can lead to something wonderful

**Directions:**  
 In *The Girl Who Never Made Mistakes*, Beatrice discovers that making mistakes is an important part of learning, and it can even be fun!  
 Now it's your turn to make a mistake and learn how to turn it into something good.  
 Close your eyes for 5 seconds and scribble in the box below. Then, turn your scribbles into a creative masterpiece.  
 Explain what your scribble turned into and what you learned from this activity.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© BookPagez.com | Worksheet

## Mistake to Masterpiece (Writing and Drawing)

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

**Directions:**

- These are cause and effect cards for *The Girl Who Never Made Mistakes*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up, then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match, flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

Beatrice felt ready for the talent show because	Beatrice's legs slipped out from under her.
The eggs went flying because	her juggling act had won three years in a row.
Humbert sneezed at the talent show because	she finally made her first mistake.
Beatrice slept better than she ever had because	Beatrice accidentally grabbed the pepper shaker.

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

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

### EFFECT CARDS

1

2

3

4

**REMEMBER!**  
 Cause is why something happened.  
 Effect is what happened.

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## Cause and Effect Card Game and Answer Key

## Cause and Effect Practice and Answer Key

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

**Directions:**  
 The first part of the sentences below tell what happened (the effect) in the book, *The Girl Who Never Made Mistakes*. Complete each sentence by telling the cause.

Beatrice felt \_\_\_\_\_

The eggs went flying because \_\_\_\_\_

Humbert sneezed at the talent show because \_\_\_\_\_

Beatrice slept better than she ever had because \_\_\_\_\_

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

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**The Girl Who Never Made Mistakes**  
Cause and Effect

**The Girl Who Never Made Mistakes**  
Cause and Effect

<b>The Girl Who Never Made Mistakes</b> CCSS Assessment	Name: _____ Score: / 8
<b>Directions:</b> Use what you know about <i>The Girl Who Never Made Mistakes</i> to answer each of the following questions.	
<b>1. Who is Beatrice Bottomwell at the beginning of the story?</b>	
<input type="radio"/> A A girl who likes to make people laugh <input type="radio"/> B A girl who never makes mistakes <input type="radio"/> C A girl who loves performing in shows <input type="radio"/> D A girl who worries about her brother	
<b>2. What important lesson does Beatrice learn by the end of the story?</b>	
<input type="radio"/> A Mistakes should always be avoided <input type="radio"/> B Being perfect makes life easier <input type="radio"/> C Mistakes are okay and help us grow <input type="radio"/> D Don't bring pepper to talent shows	
<b>3. How does Beatrice respond when she makes a big mistake during the talent show?</b>	
<input type="radio"/> A She runs off the stage crying <input type="radio"/> B She freezes and refuses to finish <input type="radio"/> C She laughs it off <input type="radio"/> D She gets angry and blames Humbert	
<b>4. Which word best helps the reader understand how Beatrice feels before the talent show?</b>	
<input type="radio"/> A Excited <input type="radio"/> B Hungry <input type="radio"/> C Sleepy <input type="radio"/> D Nervous	
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature   <a href="http://BookPagez.com">BookPagez.com</a>	

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



<b>5. How does the ending of the story connect to the beginning? (RL.2.5)</b>
<input checked="" type="radio"/> A Beatrice learns to enjoy making mistakes <input type="radio"/> B Beatrice becomes more careful than before <input type="radio"/> C Beatrice stops performing in front of others <input type="radio"/> D Beatrice tries to be perfect again
<b>6. How does Carl's point of view about mistakes differ from Beatrice's at the beginning of the story? (RL.2.6)</b>
<input type="radio"/> A Carl thinks mistakes are embarrassing <input checked="" type="radio"/> B Carl thinks mistakes are funny and okay <input type="radio"/> C Carl is afraid of making mistakes <input type="radio"/> D Carl thinks mistakes are only okay when he makes them
<b>7. Looking at the illustrations after the talent show, how can you tell Beatrice has changed? (RL.2.7)</b>
<input type="radio"/> A She is sad and quiet <input type="radio"/> B She looks angry and upset <input checked="" type="radio"/> C She is smiling and relaxed <input type="radio"/> D She is hiding behind the curtain
<b>8. Why is the book called <i>The Girl Who Never Made Mistakes</i>? (RL.2.10)</b>
<input checked="" type="radio"/> A Because the story shows how Beatrice changes <input type="radio"/> B Because Beatrice is afraid of mistakes <input type="radio"/> C Because Beatrice never makes a mistake in the story <input type="radio"/> D Because Beatrice wins the talent show
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature   <a href="http://BookPagez.com">BookPagez.com</a>

Answer Key

