

Lesson Plans and Teaching Resources for The Undeclared

5 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Determining Importance Lesson Plan

Determining Importance
By Kwame Alexander
Grade Level: 2 / Guided Reading Level: K

Get Ready to Read

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

Summary

Get ready to meet some of the strongest, bravest people who ever lived! This amazing book is like a poem that tells the stories of Black Americans who never gave up, no matter how hard things got. You'll see athletes who ran faster than anyone thought possible, soldiers who fought for their country, artists who created beautiful music and art, and everyday heroes who stood up for what was right. Some of their stories are happy, and some are sad, but all of them show incredible strength. The best part? This book ends by telling YOU that you have that same amazing strength inside you too!

Link to What You Know

- Think about a time when you had to be really strong or brave. What helped you get through that hard time?
- Who is someone in your family or community that you think is really strong? What makes them special?

Important Words to Know and Understand

- Hurdled** - Worked hard to overcome big challenges in the past
- Unforgettable** - So special that you will always remember

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 about a topic.

Remember, not two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance, think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

Learn About Comprehension Strategies

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

Key Vocabulary

Explanation of Strategy

Guided Reading Level

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Determine Importance While Reading

- Look for big ideas and supporting details
- Notice when you learn something new

That are important to the text

Time to Read

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

Page 1 - The author calls some people "unforgettable" and says they "opened a world of possible." What does this tell you is most important about these people? How does the picture of the athlete help you understand what "opened a world of possible" means?

Page 7 - What does the author think is most important about "the ones who scored with chains on one hand and faith in the other"? What details in the picture help you understand this important message?

Page 13 - Why does the author think it's important to remember "the audacious ones who carried the red, white, and Weary" on the battlefield? What important details do you see in the soldier's face and uniform?

Page 25 - The author lists many famous athletes like The Wilma Rudolph and The Muhammad Ali's. What is the most important thing about all these people? How do the pictures of different athletes help you understand why they're important?

Page 31 - At the end, the author says "This is for you, and you. And you. This is for us." What is the most important message here? How do the pictures of the smiling children help you understand this important ending?

Time to Reflect

Think - What information did you learn while reading *The Undeclared*? Pick 3 big ideas or facts that you think you should remember about this poem. Why are these ideas or facts important to you?

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

Reflect - Think about the determining importance work you did while reading *The Undeclared*. 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 *The Undeclared*. (Remember to include examples from the book!)

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences

3

Make Inferences

- Look for clues that help you understand what's going on
- Use what you know to figure out what's going on

Time to Read

Think - What types of inferences did you make while reading *The Undeclared*? Did you have any inferences to understand how "hurdled" things got? How did you know what "hurdled" meant? How did you know what "hurdled" meant? How did you know what "hurdled" meant?

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Making Connections

3

Make Connections

- Look for connections between what you're reading and what you already know
- Look for connections between what you're reading and other books you've read
- Look for connections between what you're reading and your own life

Time to Read

Think - When you read *The Undeclared*, think about the connections you made between what you're reading and what you already know. How do these connections help you be a better reader?

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Answer Key for Visualizing with The Undeclared

Your Turn to Practice Visualizing with The Undeclared

Page 24: Picture 2 and 30. The author describes "soft and sweet ones who hurried history." Close your eyes and picture this in your mind. What do you see?

Page 10: Visualize what it means to "look out in your mind when you hear these" words. How does the picture of the athlete help you visualize what "hurried history" might look like?

Page 16: Visualize what it means to "look out in your mind when you hear these" words. How does the picture of the athlete help you visualize what "hurried history" might look like?

Page 13: Visualize what it means to "look out in your mind when you hear these" words. How does the picture of the athlete help you visualize what "hurried history" might look like?

Answer Key for Determining Importance with The Undeclared

Your Turn to Practice Determining Importance with The Undeclared

Page 1: The author calls some people "unforgettable" and says they "opened a world of possible." What does this tell you is most important about these people? How does the picture of the athlete help you understand what "opened a world of possible" means?

Page 7: What does the author think is most important about "the ones who scored with chains on one hand and faith in the other"? What details in the picture help you understand this important message?

Page 13: Why does the author think it's important to remember "the audacious ones who carried the red, white, and Weary" on the battlefield? What important details do you see in the soldier's face and uniform?

Page 25: The author lists many famous athletes like The Wilma Rudolph and The Muhammad Ali's. What is the most important thing about all these people? How do the pictures of different athletes help you understand why they're important?

Page 31: At the end, the author says "This is for you, and you. And you. This is for us." What is the most important message here? How do the pictures of the smiling children help you understand this important ending?

Answer Key for Making Connections with The Undeclared

Your Turn to Practice Making Connections with The Undeclared

Page 10: Visualize what it means to "look out in your mind when you hear these" words. How does the picture of the athlete help you visualize what "hurried history" might look like?

Page 16: Visualize what it means to "look out in your mind when you hear these" words. How does the picture of the athlete help you visualize what "hurried history" might look like?

Page 13: Visualize what it means to "look out in your mind when you hear these" words. How does the picture of the athlete help you visualize what "hurried history" might look like?

Answer Key for Identifying the Author's Purpose with The Undeclared

Your Turn to Practice Identifying the Author's Purpose with The Undeclared

Page 1: Why do you think the author chose to start this book by calling people "unforgettable" and talking about those who "opened a world of possible"?

Page 7: Why do you think the author chose to start this book by calling people "unforgettable" and talking about those who "opened a world of possible"?

Page 13: Why do you think the author chose to start this book by calling people "unforgettable" and talking about those who "opened a world of possible"?

Page 27: Why do you think the author chose to show people marching and singing? How does including both happy and sad parts help you understand the author's message?

Page 31: Why do you think the author chose to include the "sad part"?

Page 15: Why do you think the author chose to show people marching and singing? How does including both happy and sad parts help you understand the author's message?

Making Inferences

Making Connections

Identifying the Author's Purpose
By Kwame Alexander
Grade Level: 2 / Guided Reading Level: K

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Identify the Author's Purpose

- Look for clues that help you understand what the author wants to say
- Look for clues that help you understand what the author wants to do

Time to Read

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

Page 1 - Why do you think the author chose to start this book by calling people "unforgettable" and talking about those who "opened a world of possible"? How does the picture of the athlete help you understand what "opened a world of possible" means?

Page 7 - What does the author think is most important about "the ones who scored with chains on one hand and faith in the other"? What details in the picture help you understand this important message?

Page 13 - Why does the author think it's important to remember "the audacious ones who carried the red, white, and Weary" on the battlefield? What important details do you see in the soldier's face and uniform?

Page 25 - The author celebrates musicians and calls them "the Wilma Rudolph and The Muhammad Ali's." What is the most important thing about all these people? How do the pictures of different athletes help you understand why they're important?

Page 31 - At the end, the author says "This is for you, and you. And you. This is for us." What is the most important message here? How do the pictures of the smiling children help you understand this important ending?

Time to Reflect

Think - How do you think the author chose to start this book by calling people "unforgettable" and talking about those who "opened a world of possible"? How does the picture of the athlete help you understand what "opened a world of possible" means?

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Visualizing
By Kwame Alexander
Grade Level: 2 / Guided Reading Level: K

3

Visualize

- Look for clues that help you understand what's going on
- Use what you know to figure out what's going on

Time to Read

Think - What types of inferences did you make while reading *The Undeclared*? Did you have any inferences to understand how "hurdled" things got? How did you know what "hurdled" meant? How did you know what "hurdled" meant?

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Author's Purpose

Visualizing

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 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 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

11 _____
12 _____
13 _____

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

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 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

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 out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Have a clue in the text or pictures.	What do you know about the character, setting, or events?	Reasons, thoughts, clues, setting.

Draw a picture to illustrate your inference:

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

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Making Inferences

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 out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Synthesizing

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book



The Undeclared
By: Kwame Alexander
Grade Level: 2 / Guided Reading Level: K

Word Work

Instructional Focus:
The Prefix "un"

Background:
A prefix is a word part meaning. The prefix un- mostly adjectives, it usually means the opposite.

For example:
 • happy → unhappy
 • fair → unfair (not fair)

At the 4th grade level:
 • The prefix un- can be added to many words.
 • The base word keeps its meaning in most cases.
 • Understanding prefixes helps students understand words in context.

Examples:

undeniable
unheard
untitled

Step 2: Connect Word Work to Reading (continued)

Prefix "un" in the Text

- Add this word to the anchor chart.
- Tell students that you will read the book once from beginning to end. Tell them to listen for words that have the prefix "un-".
- Tell them to give a silent thumbs up with they hear or see a word with the prefix "un-".
- Ask students to use context clues from the poem and illustrations to determine what these words mean.
- Remind students to be quiet and polite while you read.
- Read *The Undeclared*.

Examples of words that have prefix "un" found in the text:

• undefeated	• unspeakable	• unbending
• unforgettable	• unlimited	• uncertain
• undeniable	• unstoppable	• unspoken
• unflappable	• undiscovered	• untitled
• unafraid	• unbelievable	

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into groups of three.
- Provide each group with a set of Word Cards and a set of Meaning Cards.
- Tell students that they will shuffle the Word Cards and Meaning Cards together. Tell students that every Word Card has a matching Meaning Card (e.g. "untouched" matches "not able to be touched") and vice versa.
- Tell students that they will deal out the cards so that each person has 8 cards in their hands. Remind students that they will hold a mix of Word Cards and Meaning Cards.
- Tell students that they will take turns picking one of their cards and saying "I have _____, who has _____." They may pick a Word Card or a Meaning Card, so long as they know what to ask for (e.g. "I have 'not able to be touched'...who has 'untouched'").
- Tell students that their goal is to match the cards in their hands with their corresponding Word Card or Meaning Card.
- Tell students that if they do not say a complete phrase for "I have _____, who has _____," then their turn is skipped and it goes to the next player. Tell students that it is important to take their time and think through what Word Card or Meaning Card they should be searching for.

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus



Step by Step Lesson Plan



Name: _____

Prefix "un"

Directions:
Create new words by adding the prefix "un-" to the words below. Then, use what you know about the root word to tell what the word's new meaning is with "un-".

_____ true	_____ breakable	
_____ safe	_____ lucky	
_____ usual	_____ plugged	

Directions:
Below are 8 simple definitions for 8 words with the prefix "un-". Use your prior knowledge and the meaning of words to help you figure out the missing word with "un-". Then, choose 2 words from the list below to use in a short, 2-line poem.

Not written	
Not changed/stayed the same	
Cannot be stopped	
Not important	
Not believable/hard to believe	
Not steady or stable	
Not prepared or ready	
Cannot be beaten	

"Un-" Poem

Independent Word Work Practice | ©BookPagez.com

Prefix "un"

ing the prefix "un-" to the words below. Then, use what you know about the root word to tell what the word's new meaning is with "un-".

true	_____ breakable	Cannot be broken
safe	_____ lucky	Not lucky
normal	_____ plugged	Not plugged in

ns for 8 words with the prefix "un-". Use your prior knowledge and the meaning of words to help you figure out the missing word from the list below to use in a short, 2-line poem.

the same	unwritten
_____	unchanged
_____	unstoppable
_____	unimportant
o believe	unbelievable
_____	unstable
y	unprepared or ready
_____	unbeatable

"Un-" Poem

Independent Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key

Word Cards
Interactive Activity

untouchable	unwanted	unspoken
unprepared	unhealthy	unlucky
unlocked	unchanged	unstoppable
untidy	unbelievable	undefeated

Guided Word Work Practice | ©BookPagez.com

Interactive Activity

Un- Opposites Challenge
Extend Engagement Activity

Directions:

- Have students sit at their desks.
- Tell students that you will play a game of opposites by stating a word and asking them to come up with the opposite by adding the prefix "un-" to your word.
- Tell students that you will write your word on the board for them to visualize as well.
- Then, tell students that they must try to explain what the opposite words mean (e.g. "washed" vs. "unwashed"). Tell students that they can use motions or actions to help explain word meanings if needed.
- Once a student has said the opposite word with "un-" correctly and explained the meaning of the opposite word pair, they can write their word with "un-" on the board next to its opposite, and move onto the next activity or line up for their next class.
- If a student does not say the opposite word correctly, or is not able to explain what the opposite word pair means, have them call on a friend for help, or give them some additional thinking cues to work through if themselves.

Note for Teachers:
The meanings for the word pairs are loose guidelines to help your teaching. Students will define the word pairs in language that makes sense to them.

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

Word Detective: Prefix "un"
Extension Activity

Directions:
Be a word detective!

Be on the lookout for words with prefix un- 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 | ©BookPagez.com

Extension Activity

WORKSHEETS

Name: _____

"I Am Undefeated" Poem

Share your identity, your pride, your voice

Directions:
In *The Undefeated*, we hear a poem about many people who showed bravery, talent, and determination.
Now, write your own poem to tell how you are "undefeated." Use the prompts to guide your writing, and draw a picture to illustrate your poem.

I am _____

I can _____

© BookPages.com | Worksheet

Writing and Drawing

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *The Undefeated*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up; then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

Name: _____ Date: _____

EFFECT CARDS

①

②

③

④

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

Cause and Effect Sorting Mat for *The Undefeated* Answer Key

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

Name: _____

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

The Undefeated
Cause and Effect

_____ 'defeated' because they never gave up, and unfair.

_____ 'Union' because they believed in making didn't treat them fairly.

_____ 'not be moved' because they were al rights and wouldn't give up.

_____ 'is for you' because he wants young e strength and can do great things too.

_____ happened. The effect is what happened.

© BookPages.com | Cause and Effect Practice Answer Key



Reading Tip!

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