

# Lesson Plans and Teaching Resources for After the Fall

## 5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

### Determining Importance Lesson Plan

**Determining Importance**

**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
- When you get confused

**After the Fall: How Humpty Dumpty Got Back Up Again**  
By: Dan Santat  
Grade Level: 2 / Guided Reading Level: L

**Summary**

This is an epilogue. An epilogue is a story that tells what happens after a story ends. *After the Fall: How Humpty Dumpty Got Back Up Again* begins with Humpty Dumpty heading from his "great fall." He is sad and has developed a fear of heights. Then one day, he gets an idea that leads him back to one of his greatest joys, bird-watching. But soon Humpty has another accident, one that challenges him to face his fear of heights once and for all. Will Humpty stay on the ground in fear, or will he climb the wall and learn how to get back up again?

**Link to What You Know**

- What facts do you know about birds?
- What does it mean if something happens by accident? Tell about a time when you accidentally did something.

**Important Words to Know and Understand**

**Accident**—Something bad that happens that is not intended and that causes injury or damage  
**Grand**—Very large and special

**Why Readers Determine Importance While Reading**

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

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

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

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

©BookPagez.com

Guided Reading Level

### Determining Importance Lesson Plan

**Determining Importance**

**3**

**Determine Importance While Reading**

- Look for big ideas and supporting details
- Notice when you learn something new
- What are important to the text

**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**After the Fall: How Humpty Dumpty Got Back Up Again**  
By: Dan Santat  
Grade Level: 2 / Guided Reading Level: L

**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 3**—Read the text and look at the illustration on this page. What details are important to notice? Why? Are there any details that might be less important?

**Page 4**—This page shows Humpty Dumpty sleeping on the floor and looking up at his bird drawings. Are these important details to notice? Why or why not?

**Page 7**—Humpty Dumpty's shadow looks like it is walking on top of the wall, but he is actually walking on the ground. What is the illustration telling you as a reader? Is it important? Why or why not?

**Pages 17 to 20**—These pages tell us that Humpty's paper bird accidentally landed on top of the wall. Why is this accident important to what happens next?

**Page 27**—Humpty's shell appears to be cracking. Is this an important detail to notice? Why or why not?

**Time to Reflect**

**Think**—What information did you learn while reading *After the Fall: How Humpty Dumpty Got Back Up Again*? Pick 3 big ideas or facts that you think you should remember about the story. Why are these ideas or facts important to you?

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

**Reflect**—Think about the determining importance work you did. How do you feel about the most important fact and ideas you made you a better reader?

**Write**—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *After the Fall: How Humpty Dumpty Got Back Up Again*. (Remember to include examples from the book!)

©BookPagez.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

**Making Inferences**

**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
- When you get confused

**After the Fall: How Humpty Dumpty Got Back Up Again**  
By: Dan Santat  
Grade Level: 2 / Guided Reading Level: L

**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 4**—Humpty Dumpty explains there are some parts of him that "couldn't be headed with bandages and glue." Use the illustration and text to make an inference about Humpty Dumpty. What does he mean by that? Explain why you think that.

**Page 17**—Look at the page and think about the illustration. What do you think Humpty Dumpty was doing when he fell?

**Page 18**—On this page, an idea flew by. Based on the text and the illustration, make an inference about Humpty Dumpty's idea. What do you think his idea was?

**Page 19**—Make an inference about Humpty Dumpty's decision to climb the wall. What do you think he was thinking about? What do you think he was hoping for?

**Page 28**—Humpty Dumpty has a special bird. What do you think about the bird? What do you think he is hoping for?

**Time to Reflect**

**Think**—What facts or ideas did you learn while reading *After the Fall: How Humpty Dumpty Got Back Up Again*? Pick 3 big ideas or facts that you think you should remember about the story. Why are these ideas or facts important to you?

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

**Reflect**—Think about the making inferences work you did. How do you feel about the most important fact and ideas you made you a better reader?

**Write**—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *After the Fall: How Humpty Dumpty Got Back Up Again*. (Remember to include examples from the book!)

©BookPagez.com

**Making Connections**

**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
- When you get confused

**After the Fall: How Humpty Dumpty Got Back Up Again**  
By: Dan Santat  
Grade Level: 2 / Guided Reading Level: L

**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 3**—Humpty Dumpty is looking at his bird drawings. What do you think he is thinking about? What do you think he is hoping for?

**Page 7**—Humpty is talking to a shadow. What do you think the shadow is saying? What do you think Humpty is thinking about?

**Page 17**—Humpty is looking at a shadow. What do you think the shadow is saying? What do you think Humpty is thinking about?

**Page 27**—Humpty is looking at a shadow. What do you think the shadow is saying? What do you think Humpty is thinking about?

**Time to Reflect**

**Think**—What facts or ideas did you learn while reading *After the Fall: How Humpty Dumpty Got Back Up Again*? Pick 3 big ideas or facts that you think you should remember about the story. Why are these ideas or facts important to you?

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

**Reflect**—Think about the making connections work you did. How do you feel about the most important fact and ideas you made you a better reader?

**Write**—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *After the Fall: How Humpty Dumpty Got Back Up Again*. (Remember to include examples from the book!)

©BookPagez.com

**Synthesizing**

**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
- When you get confused

**After the Fall: How Humpty Dumpty Got Back Up Again**  
By: Dan Santat  
Grade Level: 2 / Guided Reading Level: L

**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**—Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 11**—Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 18**—Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 28**—Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Time to Reflect**

**Think**—What facts or ideas did you learn while reading *After the Fall: How Humpty Dumpty Got Back Up Again*? Pick 3 big ideas or facts that you think you should remember about the story. Why are these ideas or facts important to you?

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

**Reflect**—Think about the synthesizing work you did. How do you feel about the most important fact and ideas you made you a better reader?

**Write**—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *After the Fall: How Humpty Dumpty Got Back Up Again*. (Remember to include examples from the book!)

©BookPagez.com

**Understanding Text Structure**

**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
- When you get confused

**After the Fall: How Humpty Dumpty Got Back Up Again**  
By: Dan Santat  
Grade Level: 2 / Guided Reading Level: L

**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**—Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 11**—Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 18**—Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 28**—Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Time to Reflect**

**Think**—What facts or ideas did you learn while reading *After the Fall: How Humpty Dumpty Got Back Up Again*? Pick 3 big ideas or facts that you think you should remember about the story. Why are these ideas or facts important to you?

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

**Reflect**—Think about the understanding text structure work you did. How do you feel about the most important fact and ideas you made you a better reader?

**Write**—Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *After the Fall: How Humpty Dumpty Got Back Up Again*. (Remember to include examples from the book!)

©BookPagez.com

**Answer Key for Determining Importance**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Your Turn to Practice Determining Importance**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Page 3:** Read the text and look at the illustration on this page. What details are important to notice? Why? Are there any details that might be less important?

**Page 4:** This page shows Humpty Dumpty sleeping on the floor and looking up at his bird drawings. Are these important details to notice? Why or why not?

**Page 7:** Humpty Dumpty's shadow looks like it is walking on top of the wall, but he is actually walking on the ground. What is the illustration telling you as a reader? Is it important? Why or why not?

**Pages 17 to 20:** These pages tell us that Humpty's paper bird accidentally landed on top of the wall. Why is this accident important to what happens next?

**Page 27:** Humpty's shell appears to be cracking. Is this an important detail to notice? Why or why not?

**Answer Key for Making Connections**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Your Turn to Practice Making Connections**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Page 3:** Humpty Dumpty is looking at his bird drawings. What do you think he is thinking about? What do you think he is hoping for?

**Page 7:** Humpty is talking to a shadow. What do you think the shadow is saying? What do you think Humpty is thinking about?

**Page 17:** Humpty is looking at a shadow. What do you think the shadow is saying? What do you think Humpty is thinking about?

**Page 27:** Humpty is looking at a shadow. What do you think the shadow is saying? What do you think Humpty is thinking about?

**Answer Key for Making Inferences**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Your Turn to Practice Making Inferences**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Page 4:** Humpty Dumpty explains there are some parts of him that "couldn't be headed with bandages and glue." Use the illustration and text to make an inference about Humpty Dumpty. What does he mean by that? Explain why you think that.

**Page 17:** Look at the page and think about the illustration. What do you think Humpty Dumpty was doing when he fell?

**Page 18:** On this page, an idea flew by. Based on the text and the illustration, make an inference about Humpty Dumpty's idea. What do you think his idea was?

**Page 19:** Make an inference about Humpty Dumpty's decision to climb the wall. What do you think he was thinking about? What do you think he was hoping for?

**Page 28:** Humpty Dumpty has a special bird. What do you think about the bird? What do you think he is hoping for?

**Answer Key for Understanding Text Structure**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Your Turn to Practice Understanding Text Structure**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Page 2 and Page 23 to 24:** Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 11 and Page 18:** Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 28:** Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Answer Key for Synthesizing**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Your Turn to Practice Synthesizing**  
with After the Fall: How Humpty Dumpty Got Back Up Again

**Page 1:** Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 11:** Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 18:** Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

**Page 28:** Humpty Dumpty explains that he is a "great fall." What do you think he means by that? Explain why you think that.

Synthesizing

Understanding Text Structure

Practice Pages and Answer Keys

# WRITING ABOUT READING (WITH OPTIONAL CCSS ALIGNMENT)

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

**After the Fall: Determining Importance**

Think about the ending of the story. What questions do you have about Humpty Dumpty's new life as a bird?

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

**After the Fall: Determining Importance**

Think about the ending of the story. What questions do you have about Humpty Dumpty's new life as a bird?

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

**After the Fall: Determining Importance**

Think about the ending of the story. What questions do you have about Humpty Dumpty's new life as a bird?

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

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

**After the Fall: Determining Importance**

Think about the ending of the story. What questions do you have about Humpty Dumpty's new life as a bird?

**After the Fall: Determining Importance**

Think about the ending of the story. What questions do you have about Humpty Dumpty's new life as a bird?

**After the Fall: Determining Importance**

Think about the ending of the story. What questions do you have about Humpty Dumpty's new life as a bird?

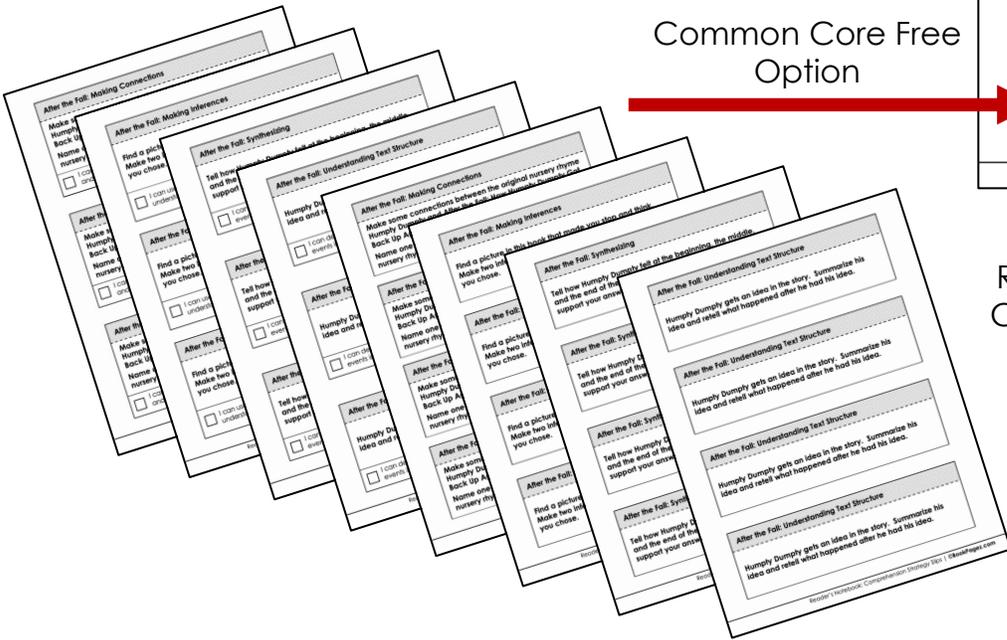
**After the Fall: Determining Importance**

Think about the ending of the story. What questions do you have about Humpty Dumpty's new life as a bird?

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

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.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

**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. 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
Look to clues in the text or picture.	What do you know about the clue?	Emotion, Thought, Cause, Setting

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**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 on 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: _____		

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

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure



# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

**After the Fall: How Humpty Dumpty Got Back Up Again**  
By: Dan Santat  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Instructional Focus:**  
Two Syllable Words

**Background:**  
Syllabication is the process of dividing units of sound typically consist of consonant sounds. To find the syllables, we look for the vowels and group them with the and consonant sounds is a syllable on.

This lesson plan and set of resources.

**Examples:**

success	water	a/fter
purple	racket	en/joy
enjoy	taller	pu/ple
		un/der
		es/cape

**Materials and Preparation:**

- A Copy of After the Fall
- Chart paper
- Markers
- Two-Syllable Picture Cards [advance]
- Two-Syllable Word Work
- Optional - Word Detect
- Optional - Extend Enga

**Step 1: Introduce the Focus of Word Work**

**Introduce Two Syllable Words**

- Explain that words are made up of units of sound. Some words have more sound units than others. We call those sound units "syllables."
- Explain that some words have two syllables, such as the words Humpty and Dumpty.
- Show students how to clap the number of syllables in a word. Practice clapping syllables for one syllable words (cat, map, a, hut, fall, day, egg, bird, fly).
- Next, practice how to clap two syllable words (happy, nervous, berry, started, before, empty, running).
- Write the word "after" on the chart paper.
- Draw a vertical line between the letters f and t to show the syllables. Read the word out loud.
- Then read it slowly, breaking it into its two syllables.
- Then read it slowly, breaking it into its two syllables, and clap.
- Ask students to repeat this same 3-step process with the word "enjoy".
- Ask students if they can think of any other words that follow the two syllable word pattern to add to the anchor chart.
- If students need support, write some words on the anchor chart for them to read, sound out, and clap on their own (see the list of example words above).

**Step 2: Connect Word Work to Reading**

**Two Syllable Words in the Text**

- Tell the students that the book they will be reading today has many two-syllable words.
- Show them page 2 of *After the Fall*. Tell the students to listen carefully and look for the words while you read. Ask the students to put two fingers up when they see or hear a two-syllable word that follows the pattern.
- After reading page 2, ask the students to identify several two syllable words from the story (e.g., Humpty, Dumpty, being, famous). Add the words to 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 that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *After the Fall*.

**Examples of Two Syllable Words in the Text:**

after	again	title	became	because
Humpty	being	managed	climbing	happen
Dumpty	famous	couldn't	ladder	settled

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**After the Fall: How Humpty Dumpty Got Back Up Again**  
By: Dan Santat  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a set of **syllable picture cards** (cut the cards in advance) and a **syllable sort page**.
- Show students how to place two-syllable picture cards on the right-hand side of the syllable sort.
- Show students how to place picture cards that are not two-syllable on the left side of the syllable sort.
- Explain that this activity works best if you say the word for each picture card out loud, clap the sounds you hear, and work with your partner.
- Their task, as a pair, is to sort all of their syllable picture cards correctly.
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work. Discuss the correct answers at the end of the activity with the whole group.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Two Syllable Word Work practice page**.
- 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 **two syllable words** 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**.

Word Work Lesson Plan | ©BookPages.com

Interactive Activities

Independent Practice Page

**Syllable Picture Cards**


Guided Word Work Practice (Syllable Picture Cards) | ©BookPages.com

Extend Engagement Activity | ©BookPages.com

Extension Activity

**Word Detective: Two Syllable Words**  
Extension Activity

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

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPages.com

**Two Syllable Word Work Practice Page**

**Directions:**  
Find and circle the onomatopoeia in each sentence.

- Grandma bakes a pie.
- The cat purrs softly.
- Raindrops fall down.
- The kite soars very high.
- He paints a picture.
- Birds sing sweetly.
- A frog leaps to the lily pad.
- I dance to the music with my friends.
- The clock ticks in our kitchen.
- Leaves rustle in the breeze.
- Bees buzz around the hive.
- We eat a sandwich for lunch.

**Directions:**  
For each of the words below, draw a line between the two syllables that you hear in the word.

- PANCAKE
- JUMPING
- CANDLE
- PEANUT
- DANGER
- SLOWLY

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPages.com

# ASSESSMENTS

Running Record Assessment:  
Use the first 100 words from the text to assess oral reading fluency



Running Record				
Title: After the Fall		Guided Reading Text Level: L	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 50%-89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT
Page		E	SC	E MSV
2	My name is Humpty Dumpty.			
	This was my favorite spot, high up on the wall.			
	I know, it's an odd place for an egg to be,			
	but I loved being close to the birds.			
	Then one day, I fell. (I'm sort of famous for that part.)			
	Folks called it "The Great Fall," which sounds a little grand.			
	It was just an accident.			
	But it changed my life.			

Tested By: \_\_\_\_\_ ©BookPage.com

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



**After the Fall**  
CCSS Assessment

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

**Directions:**  
Use what you know about *After the Fall* to answer each of the following questions.

- Why was Humpty Dumpty afraid to climb up the wall?**
  - A He was afraid of the birds.
  - B He was afraid of ladders.
  - C He was afraid of falling again.
  - D He was afraid of the hospital.
- Which of the following is not a lesson that the reader can learn from the story?**
  - A Climbing is difficult and requires practice.
  - B Overcoming your fears can help you achieve happiness.
  - C When you get knocked down, get back up again.
  - D When you face challenges, it helps you grow as a person.
- What does Humpty Dumpty do when his paper bird gets stuck on the wall?**
  - A He calls the king's men for help.
  - B He decides to climb the ladder.
  - C He makes a new paper bird.
  - D He runs from the wall in fear.
- Why does the author repeat the word "accident" throughout the story?**
  - A To help readers spell a difficult word
  - B It rhymes with other words in the story
  - C It shows the reader that Humpty Dumpty is always involved in accidents
  - D To remind the reader that accidents happen and are a part of life

CCSS Assessment 2nd Grade Reading Standards for Literature

- Which of these events happened first in the story? (RL.2.5)**
  - A Humpty Dumpty climbed the wall and reached the top.
  - B Humpty Dumpty saw an idea fly by.
  - C Humpty Dumpty reflected on "The Great Fall".
  - D Humpty Dumpty's paper bird got stuck on the wall.
- From whose point of view is the story told? (RL.2.6)**
  - A A bird in the sky
  - B One of the king's men
  - C A narrator
  - D Humpty Dumpty
- In the illustrations, which items are repeatedly shown to remind readers of Humpty Dumpty's fear getting in the way of his happiness? (RL.2.7)**
  - A His hiding place for the scrubbing brush
  - B His different colors
  - C His love for doing tricks
  - D His favorite toy
- What event is described in both *After the Fall* and the original Humpty Dumpty story? (RL.2.9)**
  - A Humpty Dumpty had a great fall.
  - B Humpty Dumpty felt afraid of heights.
  - C Humpty Dumpty hatched into a bird.
  - D Humpty Dumpty made paper airplanes.
- Who was Humpty Dumpty all along? (RL.2.10)**
  - A A chicken egg
  - B A bird that hadn't hatched yet
  - C A white, round stone
  - D A baby animal that was afraid

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPage.com

Answer Key



# WORKSHEETS

## Send My Fears Flying Activity

**Directions:**  
In the book *After the Fall*, Humpty Dumpty loved making and flying paper airplanes. In fact, his paper airplane helped him overcome his fear. Now it's your turn to make a paper airplane and send one of your fears flying!

- Tell about a fear you have by writing about it on the "Send My Fears Flying" page.
- Flip your paper over. It will become the back of your paper plane. Decorate the back of your paper and write your name in the top right corner.
- Then follow the directions below to fold your paper airplane.
- Last, send your fear flying!

**Paper Airplane Folding Directions:**

1. Place your paper in front of you as shown above.

2. Fold your paper lengthwise to make a center crease.

3. Lay your paper flat like this.

4. Fold the top two corners toward the center crease.

5. Fold the diagonal edges on the right and left side of the center crease.

6. Your plane should now look like this.

Extension Activity | ©BookPagez.com

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

**Directions:**

- These are cause and effect cards for *After the Fall*. 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.

Humpty Dumpty's life changed because	he fell off the wall.
Humpty Dumpty was afraid of heights because	he was afraid of heights.
Humpty Dumpty watched birds from the ground because	his paper airplane bird was stuck at the top.
Humpty Dumpty climbed the wall because	he fell off the wall.

©BookPagez.com | Cause and Effect Sorting Cards for After the Fall

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

**EFFECT CARDS**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

©BookPagez.com | Cause and Effect Sorting Mat for After the Fall Answer Key

## Compare and Contrast Matching Game and Answer Key

## Compare and Contrast Questions Stems and Answer Key

**Answer Key**

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

**After the Fall**  
Cause and Effect

he fell off the wall.

because he fell off the wall.

ground because he was afraid of

use his paper airplane bird was

g happened. The effect is what happened.

©BookPagez.com | Cause and Effect Practice

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

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

**After the Fall**  
Cause and Effect

Humpty Dumpty's life changed because \_\_\_\_\_

Humpty Dumpty was afraid of heights because \_\_\_\_\_

Humpty Dumpty watched birds from the ground because \_\_\_\_\_

Humpty Dumpty climbed the wall because \_\_\_\_\_

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

©BookPagez.com | Cause and Effect Practice