

Here's What You'll Get in the Amazing Grace Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections

Amazing Grace
By: Mary Hoffman
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
Amazing Grace is the story of a girl with a wonderful imagination. Grace loves stories, she loves books, and movies, and even listening to the stories her grandma tells. But what Grace is happiest when she acts out stories and pretends to be a wicked spider, a pirate with a pet leet, or a famous Indian chief. So when her teacher announces that they will be doing Peter Pan for the school play, Grace can't wait to play the lead. Her classmates do not think that Grace should play Peter Pan because she isn't a boy and because she isn't white. Now it's up to Grace to prove them wrong and find a way to do what makes her happy.

Link to What You Know
• What is it like to pretend? What do you like to pretend to be?
• What do you know about plays?

Important Words to Know and Understand
Adventure – A story about exciting or dangerous events
Fairy Tales – A simple story about magical creatures

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

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 is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters or events in the book to their own lives.

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

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Connections Lesson Plan

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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 2 – Grace loves to listen to stories. What are some of your favorite stories?

Page 15 – Think of a time when someone told you that you couldn't do something. Make a **text to self** connection. Tell how you felt and what you did when you were told that you couldn't do something.

Page 19 – Grace and her grandma seem to have a special relationship. Think about the other books you've read that are about children and their grandparents. Make a **text to text** connection. Tell how your connection helps you better understand Grace and her grandma.

Page 24 – The play was a big success. Can you think of a time when you heard about someone in the real world being successful? Tell about your **text to world** connection. How does your connection help you better understand the 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 **Amazing Grace**? How did your prior knowledge help you do a better job?

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.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Amazing Grace**. (Remember to include examples from the book!)

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Making Inferences

Amazing Grace
By: Mary Hoffman
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Make Inferences While Reading
✓ Think about the text you read
✓ Know what 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 on your practice page.

Page 15 – Think of a time when someone told you that you couldn't do something. Make a **text to self** connection. Tell how you felt and what you did when you were told that you couldn't do something.

Page 19 – Grace and her grandma seem to have a special relationship. Think about the other books you've read that are about children and their grandparents. Make a **text to text** connection. Tell how your connection helps you better understand Grace and her grandma.

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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 Reflect
Think – When readers make inferences, 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 **Amazing Grace**? How did your prior knowledge help you do a better job?

Talk – Tell your reading partner about the type of inference that you made most often while reading. Explain why your inference helped you. Remember to ask your partner to share the thoughts about the book too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Amazing Grace**. (Remember to include examples from the book!)

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Identifying the Author's Purpose

Amazing Grace
By: Mary Hoffman
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Identify the Author's Purpose While Reading
✓ Think about the text you read
✓ Know what 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 on your practice page.

Page 15 – Think of a time when someone told you that you couldn't do something. Make a **text to self** connection. Tell how you felt and what you did when you were told that you couldn't do something.

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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 Reflect
Think – When readers identify the author's purpose, 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 **Amazing Grace**? How did your prior knowledge help you do a better job?

Talk – Tell your reading partner about the type of author's purpose that you identified most often while reading. Explain why your author's purpose helped you. Remember to ask your partner to share the thoughts about the book too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Amazing Grace**. (Remember to include examples from the book!)

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Determining Importance

Amazing Grace
By: Mary Hoffman
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Determine Importance While Reading
✓ Think about the text you read
✓ Know what 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 on your practice page.

Page 15 – Think of a time when someone told you that you couldn't do something. Make a **text to self** connection. Tell how you felt and what you did when you were told that you couldn't do something.

Page 19 – Grace and her grandma seem to have a special relationship. Think about the other books you've read that are about children and their grandparents. Make a **text to text** connection. Tell how your connection helps you better understand Grace and her grandma.

Page 24 – The play was a big success. Can you think of a time when you heard about someone in the real world being successful? Tell about your **text to world** connection. How does your connection help you better understand the book?

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 Reflect
Think – When readers determine importance, 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 **Amazing Grace**? How did your prior knowledge help you do a better job?

Talk – Tell your reading partner about the type of importance that you determined most often while reading. Explain why your importance helped you. Remember to ask your partner to share the thoughts about the book too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Amazing Grace**. (Remember to include examples from the book!)

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Author's Purpose

Synthesizing

Amazing Grace
By: Mary Hoffman
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Synthesize While Reading
✓ Think about the text you read
✓ Know what 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 on your practice page.

Page 15 – Think of a time when someone told you that you couldn't do something. Make a **text to self** connection. Tell how you felt and what you did when you were told that you couldn't do something.

Page 19 – Grace and her grandma seem to have a special relationship. Think about the other books you've read that are about children and their grandparents. Make a **text to text** connection. Tell how your connection helps you better understand Grace and her grandma.

Page 24 – The play was a big success. Can you think of a time when you heard about someone in the real world being successful? Tell about your **text to world** connection. How does your connection help you better understand the book?

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 Reflect
Think – When readers synthesize, 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 **Amazing Grace**? How did your prior knowledge help you do a better job?

Talk – Tell your reading partner about the type of synthesis that you synthesized most often while reading. Explain why your synthesis helped you. Remember to ask your partner to share the thoughts about the book too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Amazing Grace**. (Remember to include examples from the book!)

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Synthesizing

Answer Key for Making Connections with Amazing Grace

Your Turn to Practice Making Connections with Amazing Grace

Page 2: Grace loves to listen to stories. What are some of your favorite stories?

Page 15: Think of a time when someone told you that you couldn't do something. Make a **text to self** connection. Tell how you felt and what you did when you were told that you couldn't do something.

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Answer Key for Making Inferences with Amazing Grace

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Page 24: The play was a big success. Can you think of a time when you heard about someone in the real world being successful? Tell about your **text to world** connection. How does your connection help you better understand the book?

Answer Key for Identifying the Author's Purpose with Amazing Grace

Your Turn to Practice Making Inferences with Amazing Grace

Page 15: Think of a time when someone told you that you couldn't do something. Make a **text to self** connection. Tell how you felt and what you did when you were told that you couldn't do something.

Page 19: Grace and her grandma seem to have a special relationship. Think about the other books you've read that are about children and their grandparents. Make a **text to text** connection. Tell how your connection helps you better understand Grace and her grandma.

Page 24: The play was a big success. Can you think of a time when you heard about someone in the real world being successful? Tell about your **text to world** connection. How does your connection help you better understand the book?

Answer Key for Determining Importance with Amazing Grace

Your Turn to Practice Determining Importance with Amazing Grace

Page 15: Think of a time when someone told you that you couldn't do something. Make a **text to self** connection. Tell how you felt and what you did when you were told that you couldn't do something.

Page 19: Grace and her grandma seem to have a special relationship. Think about the other books you've read that are about children and their grandparents. Make a **text to text** connection. Tell how your connection helps you better understand Grace and her grandma.

Page 24: The play was a big success. Can you think of a time when you heard about someone in the real world being successful? Tell about your **text to world** connection. How does your connection help you better understand the book?

Answer Key for Synthesizing with Amazing Grace

Your Turn to Practice Synthesizing with Amazing Grace

Page 15: Think of a time when someone told you that you couldn't do something. Make a **text to self** connection. Tell how you felt and what you did when you were told that you couldn't do something.

Page 19: Grace and her grandma seem to have a special relationship. Think about the other books you've read that are about children and their grandparents. Make a **text to text** connection. Tell how your connection helps you better understand Grace and her grandma.

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

The diagram illustrates the relationship between different educational standards and reading response prompts. It features three main versions of a prompt for the book "Amazing Grace":

- "I Can" Statement Version:** This version includes a "I Can" statement: "I can find and understand the beginning, middle, and end of a story." It is linked to the Common Core State Standard.
- Common Core State Standard Version:** This version is directly linked to the Common Core State Standard: "CCSS: RL.2.5" (Readers can analyze how a story's events relate to one another).
- Common Core Free Option:** This version is a simplified prompt that does not include the "I Can" statement or the Common Core State Standard reference.

At the bottom, a stack of multiple prompts is shown, indicating that there are reading response prompts for each comprehension strategy lesson plan.

5 Comprehension Strategy Graphic Organizers

Making Predictions		
Title: _____		
Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction(s) below	Write your prediction(s) below	If I predicted well, write why I was right.
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:

1. Answer each of the questions.
2. Circle each set on the divided line.
3. Circle, square, or triangle with your teacher's notebook.

Making Connections

Making Inferences		
Title:		
What the Text Says	What I Know	What I Can Infer
Look down across the text or pictures.	What do you know about the class?	Describe thoughts, cause, feeling.

Directions:

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

Making Inferences

Identifying the Author's Purpose

100%

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.

Author's Purpose

Determining Importance

50%

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

Determining Importance


Synthesizing Time		
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:

- Answer each of the questions.
- Conclude out on the dotted line.
- Give, topic, or shape into your reader's notebook.

Synthesizing

Vocabulary Connections Resources

<h2>Vocabulary Connections</h2>	
<p>Amazing Grace By Mary Hoffman Grade Level: 2 / Guided Reading Level: L</p>	
<p>Important Words to Know and Understand in "Amazing Grace"</p>	
<p>Adventure A story about exciting or dangerous events</p>	
<p>Auditions A short performance to show the talents of someone who is trying out for a role in a play, or band</p>	
<p>Ballerina A woman who is a ballet dancer</p>	
<p>Ballet A kind of dancing that is performed on a stage and that uses dance, music, costumes, and scenery to tell a story</p>	
<p>Companion A person or animal you spend time with or enjoy being with</p>	
<p>Fairy tales A simple story about magical creatures</p>	
<p>Part The character played by an actor in a play, movie, etc.</p>	
<p>Play A piece of writing that tells a story through the actions and words of characters and that is performed on a stage</p>	
<p>Tutu A short skirt that is made of many layers of material and that is worn by a ballerina</p>	

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Amazing Grace Word List

Amazing Grace
 By: Mary Hoffman
 Grade Level: 2 / Guided Reading Level: L

Vocabulary Connections

Adventure	Auditions	Ballerina
		

Ballet	Companion	Fairy tales
		

1. Read the book.

2. Find out the vocabulary.

3. Read, think or picture the story from Grade 2, Grade 3.

Picture Vocabulary Sorting Cards | [EBookPage.com](http://www.EBookPage.com)

Word and Picture Sorting Cards

Vocabulary Connections		
Amazing Grace By: Mary Hoffman Grade Level: 2 / Guided Reading Level: L		
Part	Play	Tutu
The character played by an actor in a play, movie, etc.	A piece of writing that tells a story through the actions and words of characters and that is performed on a stage	A short skirt that is made of many layers of material and that is worn by a ballerina

Word and Definition Sorting Cards

Amazing Grace By Mary Hoffman Grade Level: 2 / Guided Reading Level: L		
<p>Vocabulary Connections</p>		
<p>Adventure is/an noun verb adverb adjective</p> <p>Definition of Adventure:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Auditions are/an noun verb adverb adjective</p> <p>Definition of Auditions:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Ballerina is/a/an noun verb adverb adjective</p> <p>Definition of Ballerina:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Adventure looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Auditions look like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Ballerina looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Adventure reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Auditions remind me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Ballerina reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>


Interactive Vocabulary Notebook Cards


Word Game


with Words from Amazing Grace


Directions:
 Grace's 1st companion is her cat. Help her by shading the cats below according to the following code:


1 syllable word = Orange	2 syllable word = Yellow	
3 syllable word = Gray	4 syllable word = Brown	



 Puff



 Compassion



 Play



 Adventure


 Auditions


 fairy tales


 ballet


 ballerina


 tutu










Name: _____

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Word Game

Amazing Grace

Help her by shading the cats below:


 orange	 Play	 brown
 brown	 fairy tales	 yellow
 tutu	 ballerina	 ballet

Answer Key ©BookPages.com

Word Games and Answer Key

Amazing Grace

By Mary Hoffman




A new word that I learned in this book is:

.....

.....

.....

.....



Name: _____

Amazing Grace

By Mary Hoffman

Grade Level: 2 / Guided Reading Level: I

By Mary Hoffman

2. Read the book aloud. 3. Complete the Vocabulary Card.

4. Add your Vocabulary Card to your notebook at the end of a lesson.

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional
Focus Based on
the Words in
the Book

Word Work

Amazing Grace
By: Mary Hoffman
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Adding the suffix **-ing** to verbs in order to create adjectives

Background:
Adding the suffix **-ing** to a root word changes its meaning. Given a set of words, students will be able to correctly create an adjective, by adding the **-ing** suffix.

Examples:

stink + ing	twirl + ing
frighten + ing	flow + ing
cry + ing	forgive - e + ing

Materials and Preparation:

- A Copy of *Amazing Grace*
- Chart Paper
- Amazing Adjective Word Work
- Scissors
- Glue stick
- Drawing paper
- Crayons and/or Markers
- Optional - Word Detective Worksheet

Word Work

Amazing Grace
By: Mary Hoffman
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Introduce Suffix -ing

- Draw the students' attention to the chart paper.
- Explain that there are basically three rules that apply to adding the suffix **-ing** to a root word:
 - Doubling the final consonant when a verb ends in the **cvc** pattern; such as "stun" becomes "stunning," or "run" becomes "running."
 - Removing the **-e** and adding **-ing** when the verb ends in the **cv** pattern; such as "have" becomes having, and "amaze" becomes "amazing."
 - Sometimes no change in the base word is required if it does not generally meet these rules; such as "ask" becomes "asking," "fall" becomes "falling," "eat" becomes "eating," and "fly" becomes "flying." (As always, there are exceptions to the rules.)
- Color code the prepared anchor chart based on the three rules. Create a key and underline each word according to the rule it follows.

Step 2: Connect Word Work to Reading

Suffix -ing in the Text

- Tell the students that the book they will be reading today has a lot of words that end in the suffix **-ing**.
- Show them **page 2** of *Amazing Grace*.
- Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the words that ended with the suffix **-ing**.
- Point to the words that they identify 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 that end in with the suffix **-ing**. Remind students to keep an eye on the anchor chart if they need help identifying the words they hear while you read aloud.
- Read *Amazing Grace*.

Examples of Words that end in "-ing" Found in the Text:

Amazing	Exciting	Shining
Going	Exploring	Shining
Sealing	Asking	Shining
Dancing		

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend
Engagement

List of words in the book that
match the instructional focus

Word Work

Amazing Grace
By: Mary Hoffman
Grade Level: 2 / Guided Reading Level: L

Step 3: Guided Word Work Practice

Interactive Exploration

- Draw 3 columns on the board or a piece of chart paper.
- Label the first column **VCV**, label the second column **VC**, and label the third column **VCC**.
- Explain that when the suffix **-ing** is added to a verb, the verb is changed to an adjective, or describing word.
- For example, "amaze" is a verb, but when we drop the "e" and add the suffix **-ing**, we create a new word, the adjective "amazing."
- Write the word "amazing" under the first column labelled **VCV**.
- Brainstorm with the students a list of verbs that end in the **VCV** pattern, the **VC** pattern, and the **VCC** pattern.

VCV	VC	VCC
amaze / amazing	stir / stirring	twirl / twirling
dance / dancing	run / running	click / clicking
smile / smiling	swim / swimming	stand / standing
stare / staring	spin / spinning	talk / talking

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Amazing Adjective 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 words with suffix **-ing** in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in 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

Extension Activity

Amazing Adjective

Word Work Practice Page

Directions:
Add an **ing** ending to each of the words below. Remember first to either drop the **e**, double the final consonant, or just add the suffix. Then cut out the pictures. Match each picture to the the correct adjective. The first one has been done for you.

1. shine	shining	
2. spin		
3. bounce		
4. love		
5. dance		
6. walk		

Name: _____ Independent Word Work Practice | ©BookPages.com

Word Detective: Suffix -ing

Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with suffix **-ing** 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

Bonus Activity and Running Record Assessment

Name: _____ Date: _____

Directions:
Pretend that you are one of Grace's classmates in **Amazing Grace**. Write a review of her performance as Peter Pan. Use what you know about Grace to fill in the blanks below.

An Amazing Performance

Grace as Peter Pan Saturday night's performance of Peter Pan was _____.

The star of the show was _____.

She wowed the crowd with _____.

_____. When asked about her acting experience, Grace explained that she has had a lot of practice. In the past she has pretended to be _____, and _____.

At first Grace didn't think she could play Peter Pan because _____.

_____. Grace decided to play the part of Peter Pan after her _____ took her to see _____. She wants everyone to know that _____.

Extension Activity | ©BookPagez.com

Running Record

Title: Amazing Grace 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	Instructional	Hard
95% - 100% Accuracy	90% - 94% Accuracy	50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual		
Page		COUNT E SC M V
2	Grace was a girl who loved stories. She didn't mind if they were read to her or told to her or made up in her own head. She didn't care if they were in books or movies or out of Nana's long memory. Grace just loved stories. After she had heard them, and sometimes while they were still going on, Grace would act them out. And she always gave herself the most exciting part.	
3	Grace went into battle as Joan of Arc...	
4	and wave a wicked web as Anansi the Spider.	
5	She hid inside the wooden horse of the gates "...	

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Bonus Extension Activity

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
Amazing Grace Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Amazing Grace" correlate with the following English Language Arts Common Core State Standards for second grade. Reading: Literature RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral. RL.2.3 - Describe how characters in a story respond to major events and challenges. RL.2.10 - By the end of the year, read and comprehend literature, including stories and fables, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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. Writing W.2.4 - Recall information from experiences or gather information from provided sources to answer a question. Speaking & Listening SL.2.10 - 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. 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).	Amazing Grace Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Amazing Grace" correlate with the following English Language Arts Common Core State Standards for second grade. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Amazing Grace Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Amazing Grace" correlate with the following English Language Arts Common Core State Standards for second grade. Vocabulary Lesson Plan and Resources 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).
Amazing Grace CCSS Alignment ©BookPagez.com

Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
Amazing Grace Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with "Amazing Grace" correlate with the following English Language Arts Common Core State Standards for second grade. Word Work Lesson Plan and Resources 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.
Amazing Grace CCSS Alignment ©BookPagez.com

Word Work Common Core Alignment

Student Facing Resources in Spanish for Amazing Grace Super Pack

5 Comprehension Strategy Practice Pages

Identifying the Author's Purpose Practice Page

Tu turno para practicar: Identifica el propósito del autor con Amazing Grace (Increíble Gracia)

Página 10:
¿Qué quiere el autor que sepamos sobre Grace? ¿Crees que al autor le gusta Grace? ¿Por qué o por qué no?

Página 16:
Los compañeros de clase de Grace la hicieron sentir triste. Su madre y su abuela intentaron hacerla sentir mejor. ¿Crees que el autor está de acuerdo con los compañeros de clase de Grace o con la madre y la abuela de Grace? ¿Por qué piensas eso?

Página 20:
La autora se ha tomado el tiempo de contarnos mucho sobre el viaje de Grace al teatro con su abuela. ¿Qué crees que el autor intenta decirte en este punto del cuento? ¿Por qué piensas eso?

Nombre: _____



Page by Page
Guided
Questions

Answer Key


Identifica el propósito del autor con Amazing Grace (Increíble Gracia)

Página 10:
¿Qué quiere el autor que sepamos sobre Grace? ¿Crees que al autor le gusta Grace? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Creo que el autor quiere que sepamos que Grace tiene una gran imaginación y puede jugar sola. Creo que a la autora le gusta Grace porque se toma el tiempo para contarnos muchas cosas agradables sobre ella.

Página 16:
Los compañeros de clase de Grace la hicieron sentir triste. Su madre y su abuela intentaron hacerla sentir mejor. ¿Crees que el autor está de acuerdo con los compañeros de clase de Grace o con la madre y la abuela de Grace? ¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Creo que el autor está de acuerdo con la abuela y la madre de Grace porque se toma el tiempo para decirnos que la abuela dice "Puedes ser lo que quieras".

Página 20:
La autora se ha tomado el tiempo de contarnos mucho sobre el viaje de Grace al teatro con su abuela. ¿Qué crees que el autor intenta decirte en este punto del cuento? ¿Por qué piensas eso?
Las respuestas varían. Podrían incluir: Creo que el autor intenta decirnos que las personas pueden hacer lo que quieran cuando se lo propongan. Y si no crees en ti mismo, puedes tratar de encontrar a alguien para tener como modelo a seguir.

Answer Key | ©BookPagez.com



Sample answers
written in Spanish

Hacer Conexiones con Amazing Grace (Increíble Gracia)

Página 2:
Grace adora escuchar cuentos. Las respuestas varían.

Página 15:
Piense en un momento en que se conectó con alguien. ¿Qué le pasó? Las respuestas varían.

Página 19:
Grace y su abuela parecen tener una conexión especial. ¿Qué le pasó? Las respuestas varían.

Nombre: _____

Making
Connections

Hacer Inferencias con Amazing Grace (Increíble Gracia)

Páginas 11 y 12:
¿Cómo se sienten los personajes? Las respuestas varían.

Página 14:
Haga una inferencia sobre los niños y niñas en la clase de Grace. Las respuestas varían.

Páginas 21 y 22:
Haga una inferencia sobre Grace. ¿Cómo se siente ella? ¿Cómo lo sabes? Las respuestas varían.

Nombre: _____

Making Inferences

Determinar la Importancia con Amazing Grace (Increíble Gracia)

Página 12:
¿Qué personajes has conocido hasta ahora? ¿Cuál es el personaje principal? Las respuestas varían.

Página 16:
¿Qué sabes sobre Grace? ¿Qué es más importante recordar sobre Grace? Las respuestas varían.

Página 19:
¿Qué has aprendido sobre la abuela de Grace? ¿Por qué la abuela de Grace es importante para el cuento? Las respuestas varían.

Nombre: _____

Determining
Importance

Sintetizar con Amazing Grace (Increíble Gracia)

Página 4:
Observe la imagen de Grace en esta página. ¿Cómo se siente ella sobre sus habilidades de actuación? ¿Cómo lo sabes? Las respuestas varían.

Página 14:
Aquí los compañeros de clase de Grace le dicen que ella no puede ser Peter Pan. Mira a Grace en esta página. ¿Cómo se siente ella? ¿Cómo lo sabes? Las respuestas varían.

Página 16:
La abuela de Grace está consolando a Grace. ¿Cómo se siente Grace sobre sus habilidades de actuación ahora? ¿Qué estrategias de comprensión estás usando para comprender mejor esta parte del cuento? Las respuestas varían.

Nombre: _____

Synthesizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

☐ Text to text
☐ Text to self
☐ Text to world

Haz un dibujo de tu conexión abajo.

Indicaciones:
1. Contesta cada pregunta.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Strategia de comprensión | ©BookPage.com

Making Connections

Hacer inferencias
Título: _____

Lo que dice el texto
Lo que pienso
Lo que puedo inferir

Indicaciones:
1. Contesta cada pregunta.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Strategia de comprensión | ©BookPage.com

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 lo sé porque...

¿Qué piensas que el autor quería que pensamos mientras estamos leyendo este libro?

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

Indicaciones:
1. Contesta cada pregunta.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Author's Purpose

Determinar la importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, gámbitos a hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____
#2 _____
#3 _____

Indicaciones:
1. Contesta cada pregunta.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Strategia de comprensión | ©BookPage.com

Determining Importance

Sintetizar
Título: _____

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

Porque...
Porque...
Porque...

Me suena como de pensar en...
Ahora entiendo...
Después de pensar sobre...

Porque...
Porque...
Puedo concluir que...
Porque...

Indicaciones:
1. Contesta cada pregunta.
2. Conecta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Synthesizing

Extension Activity

Nombre: : _____ La fecha: _____

Instrucciones:

Imagina que eres uno de los compañeros de Grace en Amazing Grace. Escribe una reseña de su actuación como Peter Pan. Usa lo que sabes sobre Grace para completar los espacios en blanco abajo.

Un rendimiento increíble



Grace como Peter Pan

La actuación del sábado por la noche de Peter Pan era _____.

La estrella del espectáculo fue _____.

Ella asombró a la multitud con _____.

_____. Cuando se le preguntó sobre su experiencia como actriz, Grace explicó que ha tenido mucha práctica. En el pasado ella ha pretendido ser _____.

_____. Y _____.

Al principio, Grace no pensó que podría jugar Peter Pan porque _____.

Grace decidió hacer el papel de Peter Pan después de ella _____ la llevó a

ver _____.

Ella quiere que todos sepan que _____.