

# Here's What You'll Get in the Martin's Big Words Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Martin's Big Words**  
By: Doreen Rappaport  
Grade Level: 2 / Guided Reading Level: K

**1**  
Get Ready To Read

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

**2**  
Learn About Comprehension Strategies

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

**Summary**  
*Martin's Big Words* is a biography that tells the story of someone's life. In this book, you will learn about the life of Martin Luther King Jr. Martin Luther King was an African American who grew up in a time when black people were treated very differently from white people. He did not believe it was fair. Martin Luther King Jr. worked to make sure that all people are treated equally.

**Link to What You Know**

- What do you know about Martin Luther King Jr.?
- Do you think it's right to leave someone out because of how they look? Why or why not?
- What does it mean to use your words, not your fists?

**Important Words to Know and Understand**

**Minister** – A person who leads religious worship  
**Preach** – To deliver a serious speech or message to a group of people

**Why Readers Make Inferences While Reading**  
When readers make inferences they behave like reading detectives. Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines." For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed. Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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### Guided Reading Level

### Making Inferences Lesson Plan

**Martin's Big Words**  
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**3**  
Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, settings, and events?

**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 8** – What can you infer about Martin Luther King Jr.? How do you know? Look at the pictures. What can you infer from the pictures?

**Page 14** – What can you infer about the black people who worked for 361 days after Rosa Parks refused to give up her seat on the bus? Why is your inference important?

**Page 20** – What can you infer about the white Southerners who hated and feared Martin's words? How do you know?

**Page 24** – What can you infer about the way Martin Luther King felt when segregation ended? How do you know?

**Page 27** – What can you infer about the reasons why someone would shoot Martin Luther King Jr.? How do you know?

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

- Think
- Reflect
- Write

**Time to Reflect**  
**Think** – What types of inferences did you make while reading *Martin's Big Words*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?  
**Talk** – Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the extra information you learned while making inferences in *Martin's Big Words*. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Martin's Big Words*. (Remember to include examples from the book!)

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### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

**Martin's Big Words**  
By: Doreen Rappaport  
Grade Level: 2 / Guided Reading Level: K

**1**  
Retelling and Summarizing

- 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**  
Retell and Summarize While Reading

- Think about the important events that happen in the book
- Look for above and below events to happen

**2**  
Learn About Comprehension Strategies

- Know what to do when you get confused

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

- Think
- Reflect
- Write

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

**Page 4** – What was Martin Luther King Jr. like as a child? What words made him feel good? Why did the words make him feel good?

**Page 18** – How did the African American community react to Martin Luther King Jr.'s speech? How did the white community react? Why was this a problem for Martin?

**Page 22** – Why was Martin Luther King Jr. important? How do you know?

**Time to Reflect**  
**Think** – What type of information did you use when you retell and summarize *Martin's Big Words*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?  
**Talk** – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why you got your favorite part from the book. Remember to use your own words to describe what happened in the story.  
**Reflect** – Think about the characters, events, and the setting in *Martin's Big Words*. How does each contribute to the story?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Martin's Big Words*. (Remember to include examples from the book!)

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**Martin's Big Words**  
By: Doreen Rappaport  
Grade Level: 2 / Guided Reading Level: K

**1**  
Identify the Author's Purpose

- 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 what the author wants you to know
- Look for clues that tell you how the author feels about the people in the book

**2**  
Learn About Comprehension Strategies

- Know what to do when you get confused

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

- Think
- Reflect
- Write

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

**Page 4** – Why do you think the author chose to start the book with the story of Martin's childhood?

**Page 12** – Why did the author include information about Rosa Parks?

**Page 18** – Why do you think the author wrote about the pain of other people in the book? How does it help you understand Martin's life?

**Page 22** – Why do you think the author wrote the book? What does Doreen Rappaport want you to think about?

**Time to Reflect**  
**Think** – Doreen Rappaport is the author of *Martin's Big Words*. What do you think she wants you to know about Martin's life? How does she use the pictures to help you understand the story?  
**Talk** – Tell your reading partner about the author's purpose for writing the book. Explain why you think the author wrote the book. Remember to use your own words to describe what happened in the story.  
**Reflect** – Think about what you learned about *Martin's Big Words*. How does the author use the pictures to help you understand the story?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Martin's Big Words*. (Remember to include examples from the book!)

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### Retelling and Summarizing

### Author's Purpose

**Martin's Big Words**  
By: Doreen Rappaport  
Grade Level: 2 / Guided Reading Level: K

**1**  
Asking Questions

- 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**  
Ask Questions While Reading

- Think about what you don't know
- Look for clues that tell you how the author feels about the people in the book

**2**  
Learn About Comprehension Strategies

- Know what to do when you get confused

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

- Think
- Reflect
- Write

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

**Page 4** – What was Martin Luther King Jr. like as a child? What words made him feel good? Why did the words make him feel good?

**Page 18** – How did the African American community react to Martin Luther King Jr.'s speech? How did the white community react? Why was this a problem for Martin?

**Page 22** – Why was Martin Luther King Jr. important? How do you know?

**Time to Reflect**  
**Think** – How did your thinking change while you read *Martin's Big Words*? What information helped you understand the story better?  
**Talk** – Tell your reading partner about a question you asked while reading *Martin's Big Words*. How did you use all the information you found in the book to answer your question?  
**Reflect** – Think about the questions you asked while reading *Martin's Big Words*. How does asking questions help you to be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Martin's Big Words*. (Remember to include examples from the book!)

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### Asking Questions

**Martin's Big Words**  
By: Doreen Rappaport  
Grade Level: 2 / Guided Reading Level: K

**1**  
Synthesizing

- 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 what you don't know
- Look for clues that tell you how the author feels about the people in the book

**2**  
Learn About Comprehension Strategies

- Know what to do when you get confused

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

- Think
- Reflect
- Write

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

**Page 4** – What was Martin Luther King Jr. like as a child? What words made him feel good? Why did the words make him feel good?

**Page 12** – How did Rosa Parks change your opinion about the way people should be treated?

**Page 18** – How did the African American community react to Martin Luther King Jr.'s speech? How did the white community react? Why was this a problem for Martin?

**Page 22** – Why was Martin Luther King Jr. important? How do you know?

**Time to Reflect**  
**Think** – How did your thinking change while you read *Martin's Big Words*? What information helped you understand the story better?  
**Talk** – Tell your reading partner about a question you asked while reading *Martin's Big Words*. How did you use all the information you found in the book to answer your question?  
**Reflect** – Think about the questions you asked while reading *Martin's Big Words*. How does asking questions help you to be a better reader?  
**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Martin's Big Words*. (Remember to include examples from the book!)

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### Synthesizing

**Answer Key for Retelling and Summarizing with Martin's Big Words**

**Your Turn to Practice Retelling and Summarizing with Martin's Big Words**

**Page 4** – What was Martin Luther King Jr. like as a child? What words made him feel good? Why did the words make him feel good?

**Page 12** – How did Rosa Parks change your opinion about the way people should be treated?

**Page 18** – How did the African American community react to Martin Luther King Jr.'s speech? How did the white community react? Why was this a problem for Martin?

**Page 22** – Why was Martin Luther King Jr. important? How do you know?

**Answer Key for Making Inferences with Martin's Big Words**

**Your Turn to Practice Making Inferences with Martin's Big Words**

**Page 8** – What can you infer about Martin Luther King Jr.? How do you know? Look at the pictures. What can you infer from the pictures?

**Page 14** – What can you infer about the black people who worked for 361 days after Rosa Parks refused to give up her seat on the bus? Why is your inference important?

**Page 20** – What can you infer about the white Southerners who hated and feared Martin's words? How do you know?

**Page 24** – What can you infer about the way Martin Luther King felt when segregation ended? How do you know?

**Page 27** – What can you infer about the reasons why someone would shoot Martin Luther King Jr.? How do you know?

**Answer Key for Identifying the Author's Purpose with Martin's Big Words**

**Your Turn to Practice Identifying the Author's Purpose with Martin's Big Words**

**Page 4** – Why do you think the author chose to start the book with the story of Martin's childhood?

**Page 12** – Why did the author include information about Rosa Parks?

**Page 18** – Why do you think the author wrote about the pain of other people in the book? How does it help you understand Martin's life?

**Page 22** – Why do you think the author wrote the book? What does Doreen Rappaport want you to think about?

**Answer Key for Asking Questions with Martin's Big Words**

**Your Turn to Practice Asking Questions with Martin's Big Words**

**Page 4** – What was Martin Luther King Jr. like as a child? How will your question help you to better understand the book?

**Page 12** – The book mentions Rosa Parks. What questions do you have about Rosa Parks?

**Page 18** – How did the African American community react to Martin Luther King Jr.'s speech? How did the white community react? Why was this a problem for Martin?

**Page 22** – Why was Martin Luther King Jr. important? How do you know? How would your question help you to better understand the story?

**Page 22** – What questions do you have about Martin Luther King Jr. and his life?

**Answer Key for Synthesizing with Martin's Big Words**

**Your Turn to Practice Synthesizing with Martin's Big Words**

**Page 2** – Notice the picture of Martin and his mother on this page. What do you know about Martin from looking at the picture? What is your opinion of Martin?

**Page 6** – What is Martin's job? Does his job change your opinion of him? Why or why not?

**Page 14** – How does the information about Rosa Parks change your opinion of Martin? How does it help you understand the way African Americans felt at the time?

**Page 20** – Look at the picture. People are marching for equal rights instead of fighting for them. Do you think that the people marching were doing the right thing? Why or why not?

**Page 30** – In the opinion you had of Martin at the beginning of the book the same as your opinion at the end?

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### 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**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

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

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

**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.

**Making Predictions**

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

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction here.	Write your prediction here.	Enclosed with what really happened?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Identifying the Author's Purpose**

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

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?  
 To Persuade  To Inform  To Entertain

I know because...

What do you think author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

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

**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...	How 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.

Retelling and Summarizing

Making Connections

Making Predictions

Author's Purpose

Synthesizing



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**Marlin's Big Words**  
By: Doreen Rappaport  
Grade Level: 2 / Guided Reading Level: K

**Instructional Focus:**  
Beginning Blends

**Background:**  
Beginning blends are consonants that work together at the beginning of a word to form a new sound. Blends can include two or three letters.

**Examples:**

bring
bristle
brush
chair
choose
chug
clay
climb

**Materials and Preparation:**

- A Copy of Marlin's Big Words
- Chart Paper
- Beginning Blend Race P (group of 2-3)
- Beginning Blends Word
- Optional - Word Detective
- Optional - 2 Colors of Ink

Step by Step Lesson Plan

**Word Work**

**Marlin's Big Words**  
By: Doreen Rappaport  
Grade Level: 2 / Guided Reading Level: K

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

**Introduce Beginning Blends**

- Explain that some words begin with one letter, like cat, tap, sand, and ban. Some words begin with two consonants that work together to form a new sound, like chat, trap, stand, and bran.
- Ask children to look at the chart paper and write the word "pride" at the top of the paper. Circle the letters pr in the word blend. Ask children to identify other words that begin with the pr blend. Write the words on the chart paper. Examples: prize, price, prick, prime, proud, prop, preach, and program.
- Then write the word "white" on the chart paper. Circle the letters -wh and explain that some words have a blend with a silent letter, in the word "white," the letter h is silent.
- Write some of the other common blends on the chart paper: -th, -wh, -pr, -fr, -sh, -pl, fr, -gh, -gr, and -sm.

**Sample Anchor Chart**

Beginning Blends	
with	please
black	church
white	they
pr	prize
wh	white

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

**Blend Engagement!**

Use the list of beginning blends found in the text to prepare reading engagement cards.

- Write the first part of a beginning blend on an index card.
- Write the second part of the blend on another index card.
- Distribute the cards. Ask students to find their match.
- Once all matches have been made ask each pair to read their word and use their word in a sentence.

**Examples of Beginning Blends Found in the Text:**

• white	• grow	• them
• black	• grew	• they
• church	• child	• school
• preach	• great	• blister
• these	• studied	•
• the	• freedom	•
• what	• drive	• stand
• when	• from	• that
	• she	• protected

Word Work Lesson Plan | ©BookPagez.com

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**

**Marlin's Big Words**  
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**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into groups of 2 or 3.
- Distribute the beginning blend race cards.
- Instruct students to write their names on one of the blank cards to create their game piece.
- Tell students to cut out all of the cards.
- Distribute the Beginning Blend Race Game Board.
- Have students place the game pieces on start.
- Tell students to mix the game cards and stack them face down near the board.
- Explain that the student who goes first will pick a game piece and move 0, 1, or 2 spaces. Read the blend and identify a word that begins with that blend. The student must say the blend aloud and the other group members must approve the word for play to continue.
- The next student chooses a card, moves that many spaces, and identifies a word for the shown blend. Play continues in order until one student has reached the end.
- Game cards also include: Lose a turn (play continues but skips the person who has drawn that card), Go back 1 (student goes back to start if he or she is on the first space), and 0 (student stays on the space he or she is on and must identify another word with that particular blend).
- The first student to reach the end is the winner.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of Beginning Blends 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.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

**Beginning Blend Race**  
Interactive Activity

**Directions:**  
Cut along the dotted lines. Use the game cards for the Beginning Blend game.

2	2	1	1
1	1	1	1
1	1	1	1
0	0	Lose a turn	Go back 1
0	0	Lose a turn	Go back 1

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page

Extension Activity

**Word Detective: Beginning Blends**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for beginning blends 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

**Beginning Blends**  
Word Work Practice Page

**Directions:**  
Read each clue. Write a beginning blend word for each clue.

- Beginning Blend color: (example: green) \_\_\_\_\_
- Beginning Blend number: \_\_\_\_\_
- Beginning Blend food: \_\_\_\_\_
- Beginning Blend place: \_\_\_\_\_
- Beginning Blend action: \_\_\_\_\_
- Beginning Blend person: \_\_\_\_\_
- Beginning Blend thing: \_\_\_\_\_
- Beginning Blend sport: \_\_\_\_\_
- Beginning Blend school subject: \_\_\_\_\_
- Beginning Blend person's name: \_\_\_\_\_
- Beginning Blend game: \_\_\_\_\_
- Beginning Blend holiday: \_\_\_\_\_

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

# Assessments

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



Running Record					
Title: <b>Marlin's Big Words</b>		Guided Reading Text Level: <b>K</b>		Word Count: <b>100</b>	
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	
Page	Text	E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual			
		COUNT	INFORMATION USED		
		E	SC	E MSV	SC MSV
2	Everywhere in Marlin's hometown, he saw the signs, WHITE ONLY. His mother said these signs were in all Southern cities and towns in the United States. Every time Marlin read the words, he felt bad, until he remembered what his mother told him: "You are as good as anyone."				
3	In church Marlin sang hymns. He read from the Bible*...				
Tested By: _____					@BookPagez.com

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



Marlin's Big Words CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <b>Marlin's Big Words</b> to answer each of the following questions.	
1. Which of these is a key detail to understanding why we read about Marlin's life?	
<input type="radio"/> A Marlin used big words. <input type="radio"/> B Rosa Parks was arrested. <input type="radio"/> C Marlin believed in love and working together, not hate. <input type="radio"/> D He was born on January 15, 1929.	
2. Which graphic organizer would be best to keep track of the main ideas?	
<input type="radio"/> A A timeline to put events in order <input type="radio"/> B A map to show locations <input type="radio"/> C A web to help us describe <input type="radio"/> D A Venn diagram to compare and contrast	
3. How did the life of Dr. Martin Luther King, Jr. effect people today?	
<input type="radio"/> A He became a minister. <input type="radio"/> B He died. <input type="radio"/> C He taught us that anger solves problems. <input type="radio"/> D His words helped to end segregation so all people would be free.	
4. A key is an object that unlocks a door. How does the meaning of "key" said, "Love is the key to the problems of the world"?	
<input type="radio"/> A Marlin meant there was a magical key that would help. <input type="radio"/> B Marlin meant love was the main way to solve the problems of the world. <input type="radio"/> C He meant that love is not important at all. <input type="radio"/> D He meant that there were too many problems, and we need to...	
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Informational Text	

5. What does the author do to Dr. Martin Luther King's important words in the text? (RI.2.5)
<input type="radio"/> A The author put them in a glossary. <input checked="" type="radio"/> B The author made them larger and in color. <input type="radio"/> C Doreen Rappaport made his words smaller. <input type="radio"/> D She used them as headings in the Table of Contents.
6. What was the author's intent in writing about Marlin's life this way? (RI.2.6)
<input type="radio"/> A She wanted to describe his childhood. <input type="radio"/> B She wanted to explain how he helped Rosa Parks. <input type="radio"/> C She wanted to entertain you with a good story. <input checked="" type="radio"/> D She explained the power of his words, hoping we will help keep them alive.
7. What conclusion can you draw by looking at the illustration of Marlin giving a speech? (RI.2.7)
<input checked="" type="radio"/> A He was a powerful and inspiring speaker. <input type="radio"/> B He was very shy. <input type="radio"/> C He did not like the American flag. <input type="radio"/> D He was trying to convince people to fight.
8. How were Dr. Martin Luther King, Jr. and Mahatma Gandhi alike in their thinking? (RI.2.9)
<input type="radio"/> A They both believed hate could drive out hate. <input type="radio"/> B Marlin was American and Gandhi was Indian. <input checked="" type="radio"/> C They both believed you could get freedom without hurting anyone (violence). <input type="radio"/> D They both gave up easily.
9. How is this informational text different from a fictional story? (RI.2.10)
<input checked="" type="radio"/> A This text tells facts about what Marlin really said; it is not make-believe. <input type="radio"/> B They are not different. <input type="radio"/> C This book is not true; it is make-believe. <input type="radio"/> D Both texts are written in order.
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Informational Text   BookPagez.com

Answer Key




# Extension Activity

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

**Directions:**  
In the book *Martin's Big Words*, you learned all about Martin Luther King Jr. and the Civil Rights Movement. Test your knowledge by deciding if the following statements are true or false. Place an "X" in the correct column next to each statement.

	True	False
Martin attended church.		
Martin was an Hispanic-American Man		
Martin believed all people should be treated equally.		
Rosa Parks would not give up her seat on the bus.		
Rosa Parks was arrested		
Black citizens were angry when Rosa was arrested.		
Black citizens kept riding buses after Rosa's arrest.		
Martin prayed and talked with black citizens.		
The white citizens cheered for the black citizens.		
Martin wanted blacks and whites to live separately.		
"White Only" signs are still around today.		
Martin fought with words and sometimes, his fists.		
Martin believed in peace.		
Martin only cared about the rights of black people.		
Martin won the Nobel Peace Prize.		

  
 Extension Activity | ©BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Martin's Big Words Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Martin's Big Words" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b></p> <p><b>RI.1</b> - Ask and answer such questions such as who, what, where, when, why, and how demonstrate understanding of key details in text.</p> <p><b>RI.2</b> - Identify the main topic and central ideas or subject of a text; analyze how details in the text support the main topic and central ideas.</p> <p><b>RI.3</b> - Analyze how specific images (e.g., a diagram showing how a machine works) or data in a text are related to the topic and central ideas.</p> <p><b>RI.4</b> - Determine the main purpose of a text, including what the author wants to answer or describe.</p> <p><b>RI.5</b> - Explain how specific images (e.g., a diagram showing how a machine works) or data in a text are related to the topic and central ideas.</p> <p><b>RI.6</b> - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 test complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.2.2</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b></p> <p><b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g. When other kids are happy that makes me happy).</p> <p>Martin's Big Words CCSS Alignment   ©BookPagez.com</p>	<p>Martin's Big Words Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Martin's Big Words" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b></p> <p><b>RI.1</b> - Ask and answer such questions such as who, what, where, when, why, and how demonstrate understanding of key details in text.</p> <p><b>RI.2</b> - Identify the main topic and central ideas or subject of a text; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

Martin's Big Words Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Martin's Big Words" correlate with the following English Language Arts Common Core State Standards for second grade.

**Vocabulary Lesson Plan and Resources**

**Language**

**L.2.4a** - 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).

**L.2.4b** - Identify real-life connections between words and their use (e.g. describe foods that are salty or spicy).

**L.2.4c** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

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**Common Core State Standards Correlation**

Martin's Big Words Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Martin's Big Words" 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.

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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Martin's Big Words Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page


**Tu turno para practicar: Volver a contar y resumir con Martin's Big Words (Las palabras grandes de Martin)**

**Página 4:**  
¿Cómo era Martin Luther King Jr. cuando era niño? ¿Qué palabras lo hicieron sentir mal? ¿Por qué las palabras lo hicieron sentir mal?

**Página 10:**  
¿De qué predicaba Martin Luther King Jr.? ¿En qué se diferenciaban sus creencias de otras personas?

**Página 20:**  
¿Cómo reaccionó la comunidad afroamericana a las palabras de Martin Luther King Jr.? ¿Cómo reaccionó la comunidad blanca? ¿Por qué fue esto un problema para Martin?

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### Page by Page Guided Questions

### Answer Key


**Volver a contar y resumir con Martin's Big Words (Las palabras grandes de Martin)**

**Página 4:**  
¿Cómo era Martin Luther King Jr. cuando era niño? ¿Qué palabras lo hicieron sentir mal? ¿Por qué las palabras lo hicieron sentir mal?  
**Las respuestas varían. Podrían incluir: A Martin Luther King Jr. le gustaba ir a la iglesia, leer la Biblia y escuchar a su padre predicar. Le gustaba que le dijeran que era tan bueno como otras personas. Las señales que decían "Solo blanco" lo hicieron sentir mal.**

**Página 10:**  
¿De qué predicaba Martin Luther King Jr.? ¿En qué se diferenciaban sus creencias de otras personas?  
**Las respuestas varían. Podrían incluir: Martin Luther King Jr. predicó que era importante amar a otras personas y no ser violento. Él quería que todas las personas se unieran pacíficamente. Otras personas querían pelear, o querían mantener a los afroamericanos lejos de los blancos.**

**Página 20:**  
¿Cómo reaccionó la comunidad afroamericana a las palabras de Martin Luther King Jr.? ¿Cómo reaccionó la comunidad blanca? ¿Por qué fue esto un problema para Martin?  
**Las respuestas varían. Podrían incluir: La comunidad afroamericana estaba enojada por la forma en que los estaban tratando. Marchó pacíficamente con la comunidad y escucharon sus palabras sobre la paz en lugar del odio, para que no utilizaran la violencia. La comunidad blanca odiaba lo dijo Martin y que lo quería matar y herir a su familia.**

Answer Key | @BookPagez.com



Sample answers written in Spanish

**Hacer inferencias con Martin's Big Words (Las palabras grandes de Martin)**

**Página 8:**  
¿Qué puedes inferir sobre Martin Luther King Jr. después de leer esta página?  
**Las respuestas varían.**

**Página 14:**  
¿Qué puedes inferir sobre las personas que se negaron a trabajar con Martin después de que Rosa Parks se negó a ceder su asiento?  
**Las respuestas varían.**

**Página 20:**  
¿Qué puedes inferir sobre la reacción de la comunidad blanca a las palabras de Martin?  
**Las respuestas varían.**

Nombre: \_\_\_\_\_

Making Inferences

**Identifica el propósito del autor con Martin's Big Words (Las palabras grandes de Martin)**


**Tu turno para practicar: Identifica el propósito del autor con Martin's Big Words (Las palabras grandes de Martin)**

**Página 4:**  
¿Por qué crees que el autor decidió comenzar el libro cuando Martin Luther King Jr. tenía 13 años?  
**Las respuestas varían.**

**Página 10:**  
¿Por qué crees que el autor usó una imagen de Martin en esta página?  
**Las respuestas varían.**

**Página 12:**  
¿Por qué crees que el autor incluyó información sobre Rosa Parks?  
**Las respuestas varían.**

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Author's Purpose

**Hacer preguntas con Martin's Big Words (Las palabras grandes de Martin)**

**Tu turno para practicar: Hacer preguntas con Martin's Big Words (Las palabras grandes de Martin)**

**Página 6:**  
¿Qué te estás preguntando en este punto de la historia? ¿Cómo te ayudaría a comprender mejor el libro?  
**Las respuestas varían.**

**Página 12:**  
El libro menciona a Rosa Parks. ¿Qué preguntas tienes sobre ella?  
**Las respuestas varían.**

**Página 16:**  
¿Qué has notado sobre Martin? Si pudieras hacerle cualquier pregunta, ¿cómo te ayudaría a comprender mejor el libro?  
**Las respuestas varían.**

Nombre: \_\_\_\_\_

Asking Questions

**Sintetizar con Martin's Big Words (Las palabras grandes de Martin)**


**Tu turno para practicar: Sintetizar con Martin's Big Words (Las palabras grandes de Martin)**

**Página 2:**  
Observe la imagen de Martin y su madre en esta página. ¿Qué sabes sobre Martin al mirar la imagen? ¿Cuál es su opinión sobre Martin?  
**Las respuestas varían.**

**Página 6:**  
¿Cuál es el propósito de esta página?  
**Las respuestas varían.**

**Página 16:**  
¿Cómo la información sobre Rosa Parks cambia tu opinión sobre Martin? ¿Cómo te ayuda a entender cómo se sentían los afroamericanos en este momento?  
**Las respuestas varían.**

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Synthesizing

# Writing About Reading with Optional CCSS Alignment

**Martin's Big Words (Las palabras grandes de Martin): Hacer inferencias**

¿Qué hizo que Martin Luther King luchara por la igualdad de derechos? ¿Cómo lo sabes?

Puedo describir cómo los personajes de un cuento reaccionan a los eventos importantes del cuento. CCSS: RI.2.3

---

**Martin's Big Words (Las palabras grandes de Martin): Hacer inferencias**

¿Qué hizo que Martin Luther King luchara por la igualdad de derechos? ¿Cómo lo sabes?

Puedo describir cómo los personajes de un cuento reaccionan a los eventos importantes del cuento. CCSS: RI.2.3

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**Martin's Big Words (Las palabras grandes de Martin): Hacer inferencias**

¿Qué hizo que Martin Luther King luchara por la igualdad de derechos? ¿Cómo lo sabes?

Puedo describir cómo los personajes de un cuento reaccionan a los eventos importantes del cuento. CCSS: RI.2.3

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

**Martin's Big Words (Las palabras grandes de Martin): Hacer inferencias**

¿Qué hizo que Martin Luther King luchara por la igualdad de derechos? ¿Cómo lo sabes?

---

**Martin's Big Words (Las palabras grandes de Martin): Hacer inferencias**

¿Qué hizo que Martin Luther King luchara por la igualdad de derechos? ¿Cómo lo sabes?

---

**Martin's Big Words (Las palabras grandes de Martin): Hacer inferencias**

¿Qué hizo que Martin Luther King luchara por la igualdad de derechos? ¿Cómo lo sabes?

---

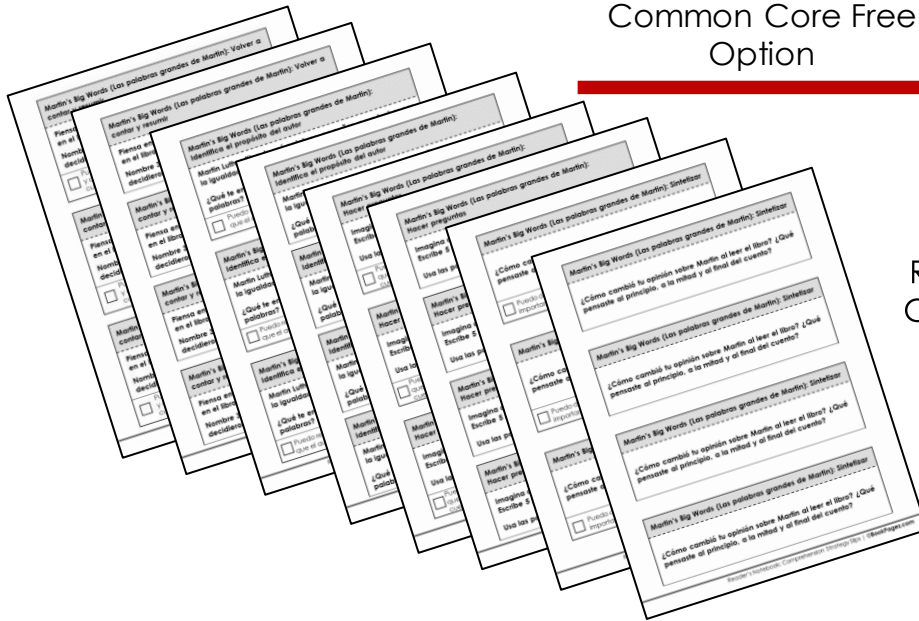
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¿Qué hizo que Martin Luther King luchara por la igualdad de derechos? ¿Cómo lo sabes?

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir (Re-tell)**

¿Es ficción o no ficción?

Has un dibujo o escribe una oración completa en cada caja:

Antes	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que se lee en el libro?

**Instrucciones:**  
1. Confirma todas las preguntas.  
2. Confirma cuidadosamente en las líneas de puntos.  
3. Pega o engrapa tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Retelling and Summarizing

**Hacer inferencias (Make Inferences)**

Lo que dice el texto:

Lo que se piensa:

Lo que puedo inferir:

**Instrucciones:**  
1. Confirma todas las preguntas.  
2. Confirma cuidadosamente en las líneas de puntos.  
3. Pega o engrapa tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Inferences

**Identificar el propósito del autor (Identify Author's Purpose)**

¿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

Yo 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 estamos leyendo.

**Instrucciones:**  
1. Confirma todas las preguntas.  
2. Confirma cuidadosamente en las líneas de puntos.  
3. Pega o engrapa tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Author's Purpose

**Hacer preguntas (Ask Questions)**

Me gusta para empezar una sección. ¿Quieres saber...? ¿Por qué no...? ¿Cómo...?

Me confundí cuando...	Estoy curioso por saber...	No estoy seguro por qué...
-----------------------	----------------------------	----------------------------

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

**Instrucciones:**  
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3. Pega o engrapa tu hoja en tu cuaderno del lector.

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Asking Questions

**Sintetizar (Synthesize)**

Al principio yo estaba pensando...

Antes pienso...	Ahora pienso...	Antes yo pensaba...
-----------------	-----------------	---------------------

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

Mi nueva forma de pensar es...

Antes...	Ahora...	Después de pensar sobre...
----------	----------	----------------------------

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

**Instrucciones:**  
1. Confirma todas las preguntas.  
2. Confirma cuidadosamente en las líneas de puntos.  
3. Pega o engrapa tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Synthesizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Instrucciones:**

En el libro **Martin's Big Words (Las palabras grandes de Martin)**, aprendiste todo sobre Martin Luther King Jr. y el Movimiento por los Derechos Civiles. Pon a prueba tus conocimientos al decidir si las siguientes afirmaciones son verdaderas o falsas. Coloque una "X" en la columna correcta al lado de cada declaración.

	Cierto	Falso
Martin asistió a la iglesia.		
Martin era un hombre hispanoamericano		
Martin creía que todas las personas deberían ser tratadas por igual.		
Rosa Parks no renunció a su asiento en el autobús.		
Rosa Parks fue arrestada		
Los ciudadanos negros estaban enojados cuando Rosa fue arrestada.		
Los ciudadanos negros seguían en los autobuses después del arresto de Rosa.		
Martin oró y habló con ciudadanos negros.		
Los ciudadanos blancos vitorearon a los ciudadanos negros.		
Martin quería que los negros y los blancos vivieran por separado.		
Los letreros de "solo en blanco" todavía existen hoy en día.		
Martin luchó con palabras y, a veces, con los puños.		
Martin creía en la paz.		
Martin solo se preocupó por los derechos de las personas negras.		
Martin ganó el Premio Nobel de la Paz.		

