

# Here's What You'll Get in the One Candle Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Connections Lesson Plan

**Making Connections**  
Grade Level: 2 / Guided Reading Level: M

**One Candle**  
By: Eve Bunting

**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**  
**One Candle** is the story of one family's Hanukkah tradition. For this family, Hanukkah has a very deep meaning. After dinner, Grandma and Great Aunt Rose begin their story. It is a story they tell each and every year. Grandma and Great Aunt Rose were victims of the Holocaust. During the Holocaust they were working in a prison camp and wanted to honor the tradition of Hanukkah. Grandma and Great Aunt Rose bravely risked their lives to gather a potato, two matches, and a pad of butter. With these things, they made a candle. One candle. And they secretly lit this candle to honor Hanukkah.

**Link to What You Know**  
• What is a tradition?  
• Does your family have any special traditions? What are they?  
• What do you know about Hanukkah?

**Important Words to Know and Understand**  
**Odyssey** – the center candle of the menorah which is lit first and used to light all of the other candles on the menorah

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

**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

### Activate Prior Knowledge

### Making Connections Lesson Plan

**Making Connections**  
Grade Level: 2 / Guided Reading Level: M

**One Candle**  
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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** – On this page, family members are coming together to celebrate a special holiday. Make a **text to self** connection. Tell about a time where your whole family came together to celebrate something.

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**Page 10** – On this page Grandmother and Great-Aunt Rose recall their story in a prison camp in Germany during a war. Make a **text to world** connection. Have you ever heard any stories about life during the war in Germany?

**Page 15** – On this page grandmother shares that she stole a potato, a pad of butter, and a match. Make a **text to self** connection. Has there ever been a time when you took something that didn't belong to you? Did you have a really good reason for taking it? What was your reason?

**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 **One Candle**? How did your prior knowledge help you as a reader?

**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 **One Candle**. (Remember to include examples from the book)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**Visualizing**  
Grade Level: 2 / Guided Reading Level: M

**One Candle**  
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**3**  
**Visualizing 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**  
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**Determining Importance**  
Grade Level: 2 / Guided Reading Level: M

**One Candle**  
By: Eve Bunting

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✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Determining Importance While Reading**  
✓ Does this book remind you of your own life?  
✓ Does this book remind you of other books you've read?  
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**Time to Read**  
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**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 **One Candle**? How did your prior knowledge help you as a reader?

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**Asking Questions**  
Grade Level: 2 / Guided Reading Level: M

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**3**  
**Asking Questions While Reading**  
✓ Does this book remind you of your own life?  
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**Time to Read**  
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**Synthesizing**  
Grade Level: 2 / Guided Reading Level: M

**One Candle**  
By: Eve Bunting

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✓ Understand the meaning of important words found in the book

**3**  
**Synthesizing While Reading**  
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**Answer Key for Making Connections with One Candle**

**Your Turn to Practice Making Connections with One Candle**

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**Answer Key for Visualizing with One Candle**

**Your Turn to Practice Visualizing with One Candle**

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**Answer Key for Determining Importance with One Candle**

**Your Turn to Practice Determining Importance with One Candle**

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**Answer Key for Asking Questions with One Candle**

**Your Turn to Practice Asking Questions with One Candle**

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**Answer Key for Synthesizing with One Candle**

**Your Turn to Practice Synthesizing with One Candle**

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### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

→

**One Candle: Visualizing**

What do you picture in your mind when the little girl in the story brings the potato to the window? How do you think she feels? Why do you think so?

☐ I can describe how characters in a story react to important events in the story. CCSS: RL.2.3

---

**One Candle: Visualizing**

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

**Strategy and Text Based Reader's Response Prompt**

←

**Common Core State Standard**

←

**Common Core Free Option**

→

**One Candle: Visualizing**

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## 5 Comprehension Strategy Graphic Organizers

**Making Connections**


**Visualizing**

**Determining Importance**

**Asking Questions**

**Synthesizing**




## Vocabulary Connections Resources

Vocabulary Connections	
<div> <div>One Candle</div> <div>By: Eve Bunting</div> <div>Grade Level: 2 / Guided Reading Level: M</div> </div>	
Important Words to Know and Understand in "One Candle"	
<p><b>Baracks</b> A building or group of building in which soldiers live</p> <p><b>Brisket</b> Beef</p> <p><b>Grate</b> To cut food into very small pieces by rubbing it against a special tool called a grater</p> <p><b>Ladle</b> A pancake made with grated potato</p> <p><b>Marvel</b> Someone or something that is wonderful</p> <p><b>Menorah</b> An object that holds seven or nine candles and that is used in Jewish worship</p> <p><b>Odyssey</b> The center candle of the menorah which is lit first and used to light all of the other candles on the menorah</p> <p><b>Smuggle</b> To secretly move someone or something from one place to another</p>	
<div> <div>©BookPages.com</div> <div>Vocabulary Word List  </div> </div>	

## Important Words to Know and Understand in One Candle Word List

## Vocabulary Connections




**One Bunting**  
 By: Eve Bunting  
 Grade Level: 2 / Guided Reading Level: M

Barracks	Brisket	Grate
		

1. Read the book.

2. Find out the vocabulary.

3. Draw, trace or illustrate the topic of each word to connect.

Latke	Marvel	Menorah
		

## Word and Picture Sorting Cards

Vocabulary Connections			One Candle by Eve Bunting Grade Levels: 2 / Guided Reading Level: M
<b>Barracks</b>	<b>Brisket</b>	<b>Grate</b>	<b>Step 1: Flip Definition:</b> 1. Cut on the dotted line. 2. Fold on the solid line. 3. Open, flip or rotate the top of each card to reveal the definition.
A building or group of buildings where soldiers live	Beef	To cut food into very small pieces by rubbing it against a special tool called a grater	
<b>Latke</b>	<b>Marvel</b>	<b>Menorah</b>	
A pancake made with grated potato	Someone or something that is wonderful	An object that holds seven or nine candles and that is used in Jewish worship	

## Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">Word Family: <b>Bar</b> Grade Level: 2 / Guided Reading Level: M</p>		
<p><b>Baracks</b> is a/an noun verb adverb adjective</p> <p>Definition of <b>Baracks</b>:</p>          <p><b>Baracks</b> look like this:</p>          <p><b>Baracks</b> remind me of:</p>          <p>I saw this word in</p>	<p><b>Brisket</b> is a/an noun verb adverb adjective</p> <p>Definition of <b>Brisket</b>:</p>          <p><b>Brisket</b> looks like this:</p>          <p><b>Brisket</b> reminds me of:</p>          <p>I saw this word in</p>	<p><b>Grate</b> is a/an noun verb adverb adjective</p> <p>Definition of <b>Grate</b>:</p>          <p><b>Grate</b> looks like this:</p>          <p><b>Grate</b> reminds me of:</p>          <p>I saw this word in</p>

Interactive Vocabulary Notebook Cards | ©BookPage.com

**Word Family: **Bar****  
Grade Level: 2 / Guided Reading Level: M

**Step by Step Directions:**









1. Cut out the pattern lines & fold on the dashed line.
2. Complete the Vocabulary Cards.
3. Glue the cards on the notebook.
4. Write the Vocabulary Words on the front of the cards.
5. Write the Vocabulary Words on the front of the cards.

## Interactive Vocabulary Notebook Cards

### Word Games

with Words from One Candle

Read the word below each candle.  
Then use the code to color the candles.

Nouns = Blue	Adjectives = Pink	Verbs = Yellow	
 Barracks	 Brisket	 Latke	 Menorah
 Grate	 Marvel	 Odyssey	 Smuggle

**Directions:** Graph the number of consonants in each of the words in the word bank.

BARRACKS	1	2	3	4	5	6	7
BRISKET							
GRATE							
LATKE							
MARVEL							
MENORAH							
ODYSSEY							
SMUGGLE							





Number of Consonants

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

### Word Games

in One Candle

Color each candle.  
Use the code to color the candles.

Nouns = Blue	Adjectives = Pink	Verbs = Yellow	
 Menorah Noun	 Marvel Verb	 Odyssey Noun	 Smuggle Verb

**Directions:** Graph the number of consonants in each of the words in the word bank.

MENORAH	1	2	3	4	5	6	7
MARVEL							
ODYSSEY							
SMUGGLE							

Number of Consonants

Answer Key 1 ©BookPages.com


## Word Games and Answer Key

**One Candle**  
 By Eve Bunting

**Vocabulary Connections**  
 Grade Level 2 / Guided Reading Level M


## One Candle

By Eve Bunting



A new word that I learned in this book is:

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



**By the Author:** *One Candle* is a story about a boy who is new to school. He is lonely and misses his family. He finds a new friend in a boy who is also new to school. The story is a beautiful story about friendship and the power of a single candle.

**By the Illustrator:** *One Candle* is a story about a boy who is new to school. He is lonely and misses his family. He finds a new friend in a boy who is also new to school. The story is a beautiful story about friendship and the power of a single candle.

## Personalized Vocabulary Bookmark

[illegible]

# Word Work Lesson Plan and Activities

## Instructional Focus Based on the Words in the Book

**Word Work**  
By: Eve Bunting  
Grade Level: 2 / Guided Reading Level: M

**Instructional Focus:**  
Contractions

**Background:**  
A contraction is a word formed by taking two words and blending them together. In the process, some letters are deleted and replaced with an apostrophe.

**Examples:**

doesn't - does not
hadn't - had not
hasn't - has not
haven't - have not
he'd - he had; he would
he'll - he will

**Word Work**  
By: Eve Bunting  
Grade Level: 2 / Guided Reading Level: M

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

**Introduce Contractions**

- Explain that some short phrases can be shortened even more by removing some letters and replacing them with an apostrophe.
- Ask children to look at the chart paper and write the words "is" at the top of the page. Say the words aloud and have students repeat the words with you. Then next to the words, write the contraction, "She's" and say it aloud. Ask students to repeat. Then say together, "She's, She's." Explain that you have removed the letter "i" and you have replaced it with an apostrophe.
- Then write the phrase, "He's" and ask children which two words form the contraction. When children give the correct answer, write, "He's" next to the contraction.
- Do the same with examples for "I will," "Would not," and "They have," so children have a variety of examples to illustrate contractions.

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

**Contractions in the Text**

- Tell the students that the book they will be reading today has many words with contractions.
- Show them **page 1 of One Candle**. Ask students to listen carefully and look at the words while you read. If they hear a word with a contraction, they should raise their hands.
- After reading page 1, ask the students to identify the contractions they heard. Add them 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 with contractions. Remind them to be polite and not to interrupt you while you read.
- Read **One Candle**.

**Examples of Contractions Found in the Text:**

she's	didn't
there's	we'd
isn't	wasn't
you'd	can't
we've	they'd
it's	couldn't
I'd	I've

Word Work Lesson Plan | ©BookPagez.com

## Step by Step Lesson Plan

## Optional Activity to Extend Engagement

## List of words in the book that match the instructional focus

**Word Work**  
By: Eve Bunting  
Grade Level: 2 / Guided Reading Level: M

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Distribute **Fishing for Contractions**, one for each small group of 3-4.
- Ask the groups to work together to cut the words apart.
- Shuffle or mix the cards and deal 4 cards to each player. Place the remaining cards in the center to make a fish pond.
- Explain that you will be playing a game of matching the word pair with its correct contraction.
- Play Fishing for Contractions by following the rules of Go Fish.
- Player 1 must ask for the correct match for one of the cards in his or her hand. For example, if the player is holding the phrase "do not," he or she would choose any player and ask, "Do you have the contraction for 'do not' or 'don't'?" If that player has a match, he or she must give it to the asker. If the player does not have the match, he or she should say, "No, no fish." Player 1 must choose a card from the fishpond. If the card Player 1 draws is a match, he or she may go again. If not, Player 2 takes a turn.
- Play continues until a player matches all the cards in his or her hand. The player with the most matches wins.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Contractions 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 contractions 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 | ©BookPagez.com

## Interactive Activities

**Fishing for Contractions Interactive Activity**

**Directions:**  
Cut on the lines to create game cards.

are not	aren't	he'll	he will
cannot	can't	he's	he is
didn't	did not	I'd	I had

Guided Word Work Practice | ©BookPagez.com

## Independent Practice Page

**Word Detective: Contractions Extension Activity**

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

Word	Book Title	Page	Sentence

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

## Extension Activity

**Contractions Word Work Practice Page**

**Directions:**  
Read each sentence. Circle the contraction. Then write the words that form the contraction on the line.

- She's Grandma's sister. \_\_\_\_\_
- There's mom and dad and we three kids. \_\_\_\_\_
- You'd cry too if you were her. \_\_\_\_\_
- I love the holidays when we're together. \_\_\_\_\_
- After we've eaten, Mom looks at Grandma. \_\_\_\_\_
- "I think it's time, Mama." \_\_\_\_\_
- We'd all asked that question. \_\_\_\_\_
- The Germans didn't like a lot of people. \_\_\_\_\_
- Grandpa wasn't in a camp. \_\_\_\_\_
- I can't imagine going hungry. \_\_\_\_\_
- What if they'd caught you? \_\_\_\_\_
- They couldn't believe what I had done. \_\_\_\_\_
- We ate the pieces I'd saved. \_\_\_\_\_
- She lights the wick I've made from threads. \_\_\_\_\_
- I don't know for sure. \_\_\_\_\_

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



# Assessments

Running Record				
Title: One Candle		Guided Reading Text Level: M	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				
Page		COUNT		INFORMATION USED
		E	SC	E MSV SC MSV
2	This Hanukkah is like every other one. Our house is filled with food and family and delicious cooking smells. Our great-aunt Rose is here. She's Grandma's sister, there's Mom and Dad, we three kids, and my uncle and his family			
3	When Grandma and Grandpa arrive at our house, Dad gets to hug them first. Grandma brings potato.			
4	When I was little, I thought it was to eat. Or to grate for the latkes that Mom makes. But it isn't. Grandma puts the big, brown potato on the plate in the middle of the table, and Great-Aunt Rose leans across "...			
Analysis and Comments: _____				
Tested By: _____		©BookPagez.com		

## Running Record Assessment

One Candle CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <b>One Candle</b> to answer each of the following questions.		
1. What about Grandma and Great-Aunt Rose's past is a key detail?		
<input type="radio"/> A Grandma is younger than Great-Aunt Rose.		
<input type="radio"/> B They always spend Hanukkah together.		
<input type="radio"/> C They eat brisket with gravy and latkes with sour cream.		
<input type="radio"/> D When they were young, they were put into a camp called Buchenwald during the war.		
2. What lesson are Grandma and Great-Aunt Rose trying to pass down to their families?		
<input type="radio"/> A You must light one candle on the first night.		
<input type="radio"/> B It is important to be strong in a bad situation.		
<input type="radio"/> C You can make a candle out of a potato.		
<input type="radio"/> D Raw potato is good to eat if there is no oil.		
3. What effect did raising their glasses to the toast have on the family?		
<input type="radio"/> A Their minds and hearts were lifted to a new level.		
<input type="radio"/> B They got cold outside.		
<input type="radio"/> C It made everyone cry.		
<input type="radio"/> D They got very mad about what had happened.		
4. The girl says she, "shrugs her shoulders when she toasts every year". The italicized words are used to show		
<input type="radio"/> A rhyming		
<input type="radio"/> B repetition		
<input type="radio"/> C rhythm		
<input type="radio"/> D alliteration		
5. What does the narrator explain before we hear Grandma and Rose's story that helps us understand the story better? (RL.2.5)		
<input type="radio"/> A She explains what happened during World War II.		
<input type="radio"/> B She explains what "L'chayim" means.		
<input checked="" type="radio"/> C The narrator tells us about the family Hanukkah traditions now.		
<input type="radio"/> D She explains how to make a candle out of a potato.		
6. What kind of voice would a fluent reader use to read One Candle out loud? (RL.2.6)		
<input checked="" type="radio"/> A sad, but also hopeful		
<input type="radio"/> B angry and rough		
<input type="radio"/> C happy and excited		
<input type="radio"/> D a little sad and slow		
7. What can we learn about Buchenwald from the words and illustrations? (RL.2.7)		
<input type="radio"/> A It was a camp where they were training to be cooks.		
<input type="radio"/> B It was a nice place in America.		
<input type="radio"/> C We learn how Rosa and Lilly were separated.		
<input checked="" type="radio"/> D We can learn how the Jewish people were treated very badly at the camp.		
8. How is the Hanukkah in Buchenwald the same as the Hanukkah the family is celebrating now? (RL.2.9)		
<input type="radio"/> A They had more food in Buchenwald.		
<input type="radio"/> B Grandma Lilly and Great-Aunt Rose were not in Buchenwald.		
<input checked="" type="radio"/> C They had the candle, special prayers, and people they cared about.		
<input type="radio"/> D Now, they do not burn candles to celebrate.		
9. Based on what you've read about their traditions, what will this family do next year at Hanukkah? (RL.2.10)		
<input type="radio"/> A They will all get together and enjoy a delicious meal.		
<input type="radio"/> B They will say special prayers and light the first candle of the menorah.		
<input type="radio"/> C They will retell the potato story, light it, and raise their glasses to it from outside.		
<input checked="" type="radio"/> D All of the above answers.		
CCSS Assessment 2nd Grade Reading Standards for Literature   BookPagez.com		

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

Answer Key

# Extension Activity

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

**Directions:**  
In the book, **One Candle**, the family celebrates Hanukkah with a special tradition. Write your favorite holiday in the rectangle below. Then fill in each circle to tell about your family traditions and how you celebrate your favorite holiday.

My Favorite Holiday to Celebrate is...

What do you eat?

What do you decorate?

What do you listen to?

Where do you celebrate?

Who celebrates with you?

When do you celebrate?

Why do you celebrate?

What do you see when you visualize your holiday?

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>One Candle Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "One Candle" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading: Literature</b></p> <p><b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine central messages, lessons, or morals.</p> <p><b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and novels, in the grades 2-3 text 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.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.2</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.2.3</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>One Candle CCSS Alignment   ©BookPagez.com</p>	<p>One Candle Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "One Candle" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading: Literature</b></p> <p><b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine central messages, lessons, or morals.</p> <p><b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL.2.10</b> - By the end of the year, read and comprehend literature, including stories and novels, in the grades 2-3 text 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; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>One Candle Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "One Candle" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>L.2.4a</b> - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.2.4b</b> - Identify real-life connections between words and their use (e.g., describe foods that are salty or fatty).</p> <p><b>L.2.4c</b> - 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).</p> <p>One Candle CCSS Alignment   ©BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

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

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for One Candle Super Pack

## 5 Comprehension Strategy Practice Pages

### Making Connections Practice Page

**Tu turno para practicar: Hacer conexiones con One Candle (Una vela)**

**Página 2:**  
En esta página, los miembros de la familia se reúnen para celebrar un día festivo especial. Haz una conexión **texto a tu mismo**. Cuenta sobre un momento en el que toda su familia se reunió para celebrar algo.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 7:**  
En esta página, todos están sentados alrededor de la abuela y escuchando su historia mientras saca la papa. Haz una conexión **texto a texto**. ¿A qué otros libros te recuerda esto?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Cómo es útil tu conexión?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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### Page by Page Guided Questions

Sample answers  
written in Spanish

### Answer Key

**Hacer conexiones con One Candle (Una vela)**

**Página 10:**  
En esta página, la abuela y la tía abuela Rose recuerdan su estancia en un campo de prisioneros en Alemania durante la guerra. Haz una conexión **texto al mundo**. ¿Alguna vez has escuchado otras historias sobre la vida durante la guerra en Alemania?

Las respuestas varían. Podrían incluir: El diario de Anne Frank, El sonido de la música.

**Página 15:**  
En esta página, la abuela comparte que ella robó una papa, un poco de mantequilla y una cerilla. Haz una conexión **texto a tu mismo**. ¿Ha habido alguna vez en que tomaste algo que no te pertenecía?

Las respuestas varían. Podrían incluir: Ideas para regalos de Navidad y cumpleaños.

¿Tuvo usted una buena razón para tomarla? ¿Cuál fue tu razón?

Las respuestas varían.

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

Answer Key | ©BookPages.com

### Visualizar con One Candle (Una vela)

**Página 7:**  
Observa la foto. Intenta visualizar la escena.

**Página 27:**  
Nota las palabras que usa el autor para visualizar la escena.

**Página 14:**  
Nota todos los detalles que usa el autor para visualizar la escena. Describe la escena en tu mente.

**Página 21:**  
Observa la foto. Intenta visualizar la escena.

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

### Tu turno para practicar: Visualizar con One Candle (Una vela)

**Página 27:**  
Nota las palabras que usa el autor para visualizar la escena.

**Página 14:**  
Nota todos los detalles que usa el autor para visualizar la escena. Describe la escena en tu mente.

**Página 21:**  
Observa la foto. Intenta visualizar la escena.

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

### Determinar la importancia con One Candle (Una vela)

**Página 27:**  
¿Por qué la comida es importante en la historia?

**Página 14:**  
¿Por qué la comida es importante en la historia?

**Página 21:**  
¿Por qué la comida es importante en la historia?

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

### Tu turno para practicar: Determinar la importancia con One Candle (Una vela)

**Página 27:**  
¿Por qué la comida es importante en la historia?

**Página 14:**  
¿Por qué la comida es importante en la historia?

**Página 21:**  
¿Por qué la comida es importante en la historia?

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

### Hacer preguntas con One Candle (Una vela)

**Página 9:**  
¿Qué tipo de relación tienen las dos mujeres?

**Página 18:**  
¿Cómo lo sabes?

**Página 19:**  
¿Por qué la abuela describe la papa cruda como "cualquier dulce"?

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

### Tu turno para practicar: Hacer preguntas con One Candle (Una vela)

**Página 9:**  
¿Qué tipo de relación tienen las dos mujeres?

**Página 18:**  
¿Cómo lo sabes?

**Página 19:**  
¿Por qué la abuela describe la papa cruda como "cualquier dulce"?

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

### Sintetizar con One Candle (Una vela)

**Página 2 a 28:**  
¿Cómo cambia el significado de las vacaciones familiares desde el comienzo de la historia hasta el final?

**Página 10 a 18:**  
¿Cómo crees que cambió la relación entre la abuela y la tía abuela Ruth cuando estaban en el campo de prisioneros?

**Página 15:**  
¿Qué le dicen las acciones de la abuela sobre el tipo de persona que es?

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

### Tu turno para practicar: Sintetizar con One Candle (Una vela)

**Página 2 a 28:**  
¿Cómo cambia el significado de las vacaciones familiares desde el comienzo de la historia hasta el final?

**Página 10 a 18:**  
¿Cómo crees que cambió la relación entre la abuela y la tía abuela Ruth cuando estaban en el campo de prisioneros?

**Página 15:**  
¿Qué le dicen las acciones de la abuela sobre el tipo de persona que es?

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

Making  
Connections

Making  
Predictions

Visualizing

Retelling and  
Summarizing

# Writing About Reading with Optional CCSS Alignment

**“I Can” Statement written in Spanish**

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Making Connections**

**Visualizing**

**Determining Importance**

**Asking Questions**

**Synthesizing**