

# Here's What You'll Get in the The Paper Bag Princess Super Pack

## 4 Comprehension Strategy Lesson Plans and Practice Pages

### Making Connections Lesson Plan

**Making Connections**  
The Paper Bag Princess  
By: Robert Munsch  
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

**Summary**  
Meet Princess Elizabeth. Elizabeth is a beautiful princess who is going to marry Prince Ronald. One day, a mean and nasty dragon comes and carries Prince Ronald away. But before the dragon leaves with Ronald, he burns Elizabeth's castle down with his fiery breath. Left with only a paper bag, Princess Elizabeth quickly makes a paper bag dress and leaves to save Ronald from the evil dragon. Upon arriving at the dragon's cave, Elizabeth quickly learns that she will have to be very clever if she is to outsmart the dragon and rescue Ronald. But will Ronald be a prince worth rescuing?

**Link to What You Know**  
What is your favorite fairy tale? Does it have a villain in it? Is your favorite fairy tale character a hero or someone who needs saving? Does your favorite fairy tale have a happy ending?

**Important Words to Know and Understand**  
**Knocker** - A small metal tool on a door that you move in order to make a knocking sound.

**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

### 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 5** - In this story, Elizabeth lost her home and all of her belongings. Do you know anyone who has gone through a similar experience?  
**Page 14** - Elizabeth uses trickery to lure out the dragon. Make a **text to self** connection. Has there ever been a time when either you or someone else has tricked someone into doing something?  
**Page 19** - There are many books that have tricksters as their main character. Make a **text to text** connection. Name another book where a character tricks someone in to doing something.  
**Page 22** - Ronald doesn't seem to appreciate Elizabeth at the end of the book. Many times good deeds go unnoticed. Have you ever observed a good deed going unnoticed? Tell about your **text to world** connection.

**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 **The Paper Bag Princess**? 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 their thoughts about the book too.  
**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Paper Bag Princess**. (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

**Retelling and Summarizing**  
The Paper Bag Princess  
By: Robert Munsch  
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

**3**  
**Retell and Summarize While Reading**  
Think about the book  
Summarize the book  
Write about 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

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**Visualizing**  
The Paper Bag Princess  
By: Robert Munsch  
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

**3**  
**Visualizing While Reading**  
Think about the book  
Visualize the book  
Write about 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

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Retelling and Summarizing

Visualizing

**Understanding Text Structure**  
The Paper Bag Princess  
By: Robert Munsch  
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

**3**  
**Understand Text Structure While Reading**  
Think about the book  
Understand the text structure  
Write about 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

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Understanding Text Structure

**Answer Key for Retelling and Summarizing with The Paper Bag Princess**

**Your Turn to Practice Retelling and Summarizing with The Paper Bag Princess**

Cover: After looking at the cover of the book, what type of story do you think this will be? Why do you think so?

Page 2: Look at the illustrations in this book. When do you think this story took place? What clues does the author give you to indicate time and place?

Page 7: Why is the dragon so sure of himself in the story?

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**Answer Key for Making Connections with The Paper Bag Princess**

**Your Turn to Practice Making Connections with The Paper Bag Princess**

Page 5: In this story, Elizabeth lost her home and all of her belongings. Do you know anyone who has gone through a similar experience?

Page 14: Elizabeth uses trickery to lure out the dragon. Make a **text to self** connection. Has there ever been a time when either you or someone else has tricked someone into doing something?

Page 19: There are many books that have tricksters as their main character. Make a **text to text** connection. Name another book where a character tricks someone in to doing something.

Page 22: Ronald doesn't seem to appreciate Elizabeth at the end of the book. Many times good deeds go unnoticed. Have you ever observed a good deed going unnoticed? Tell about your **text to world** connection.

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**Answer Key for Visualizing with The Paper Bag Princess**

**Your Turn to Practice Visualizing with The Paper Bag Princess**

Page 8: Notice the way the author describes the dragon's tail. Point to the words that help you picture the tail in your mind.

Page 11: Notice the words the author uses to describe the dragon's actions. What words could the author have called to this page to help you visualize Dr. Burning's forest?

Page 19: Notice the words the author uses to describe the action on this page. Which words help you visualize Elizabeth and the dragon? Point to the words.

Page 21: Notice the words the author uses to describe Ronald and Elizabeth. Which words help you visualize them?

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**Answer Key for Understanding Text Structure with The Paper Bag Princess**

**Your Turn to Practice Understanding Text Structure with The Paper Bag Princess**

Page 3: What was the cause of Elizabeth's rescue mission? What would have happened if the dragon never took Ronald?

Page 5: After the dragon burns her belongings, what does Elizabeth do to try to solve her problem?

Page 11: Why was Elizabeth's choice to use the dragon to demonstrate his fiery breath before he could burn her then the other way around?

Page 21: How was the author using description to explain how Elizabeth looks after rescuing Ronald? How does his choice of words help you understand her appearance?

Page 23: How was the author using cause and effect? What happened after Ronald insulted Elizabeth's appearance?

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The diagram illustrates the relationship between different types of reading response prompts. On the left, a stack of 'I Can' statements is shown, with an arrow pointing to a 'Strategy and Text Based Reader's Response Prompt' that includes a CCSS-aligned question and a corresponding CCSS standard (CCSS: RL.2.5). A second arrow points from this prompt to a 'Common Core State Standard' box. A third arrow points from the 'I Can' statements to a 'Common Core Free Option' box, which contains a similar prompt but without the CCSS alignment. A final arrow points from the 'Common Core Free Option' box to a larger 'Reading Response Prompts for Each Comprehension Strategy Lesson Plan' box, which contains multiple copies of the prompts.

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**  
**Title:** \_\_\_\_\_  
 What is this book about?  
 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.

Retelling and Summarizing

**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 Connections

**Visualizing**  
**Title:** \_\_\_\_\_  
 What page did you use to practice visualizing?  
 Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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

Visualizing

**Understanding Text Structure**  
**Title:** \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	
	Page:	

**Text Structures You Might See While Reading:**  
 Description   Sequence   Problem and Solution

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

Understanding Text Structure

# Vocabulary Connections Resources

**Vocabulary Connections**

**The Paper Bag Princess**  
By: Robert Munsch  
Grade Level: 2 / Guided Reading Level: K

**Important Words to Know and Understand in "The Paper Bag Princess"**

**Ashes**  
The soft gray powder left behind after something has been burned or destroyed

**Castle**  
A large building with high thick walls and towers built to protect kings, queens and other important people

**Cave**  
A large hole in the side of the earth or underground

**Dragon**  
An imaginary animal that can breathe out fire and looks like a large lizard with wings and a long tail

**Fiercest**  
Very powerful and ready to fight







**Knocker**  
A small metal tool on a door that you move in order to make a knocking sound

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in The Paper Bag Princess Word List

**Vocabulary Connections**

**The Paper Bag Princess**  
By: Robert Munsch  
Grade Level: 2 / Guided Reading Level: K

<b>Ashes</b>	<b>Castle</b>	<b>Cave</b>
		
<b>Dragon</b>	<b>Fiercest</b>	<b>Knocker</b>
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**

**The Paper Bag Princess**  
By: Robert Munsch  
Grade Level: 2 / Guided Reading Level: K

<b>Ashes</b>	<b>Castle</b>	<b>Cave</b>
The soft gray powder left behind after something has been burned or destroyed	A large building with high thick walls and towers built to protect kings, queens and other important people	A large hole in the side of the earth or underground
<b>Dragon</b>	<b>Fiercest</b>	<b>Knocker</b>
An imaginary animal that can breathe out fire and looks like a large lizard with wings and a long tail	Very powerful and ready to fight	A small metal tool on a door that you move in order to make a knocking sound

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**The Paper Bag Princess**  
By: Robert Munsch  
Grade Level: 2 / Guided Reading Level: K

<b>Ashes is an</b> noun verb adverb adjective Definition of Ashes:	<b>Castle is an/an</b> noun verb adverb adjective Definition of Castle:	<b>Cave is an/an</b> noun verb adverb adjective Definition of Cave:
Ashes look like this:	Castle looks like this:	Cave looks like this:
Ashes remind me of:	Castle reminds me of:	Cave reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games with Words from The Paper Bag Princess**

**Directions:** Read each clue below. Choose the correct vocabulary word and write the word in the puzzle. Remember to write one letter per square.

**Across**

- Synonym of the word remains.
- Short for door knocker.

**Down**

- Another word for hollow.
- A huge serpent.
- A large expensive house.
- A word that means very vibrant.

**Directions:** Read the vocabulary words in the paper bags. Color the bags with markers.

**Word Bank**  
ASHES  
CASTLE  
CAVE  
DRAGON  
FIERCE  
KNOCKER

Name: \_\_\_\_\_ ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**

**Directions:** Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Independent Word Exploration | ©BookPages.com

## Vocabulary Word Extension Activities

**Vocabulary Connections**

**Directions:**

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in this list.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Read Definition	✓

Independent Word Exploration | ©BookPages.com

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

**The Paper Bag Princess**  
By: Robert Munsch

A new word that I learned in this book is: \_\_\_\_\_

It means: \_\_\_\_\_

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

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**The Paper Bag Princess**  
By: Robert Munsch  
Grade Level: 2 / Guided Reading Level: K

**Word Work**

**Instructional Focus:**  
Final "e" Rule (CVCe)

**Background:**  
When the letter "e" at the end of a word, it is silent and the preceding vowel represents its long sound (as opposed to "Bossy E" or "Mag" follow the CVCe pattern (consonant-vowel-consonant-silent e)).

**Examples:**

Short Vowel Sound
mat
pin
map
cut

**Materials and Preparation:**

- A Copy of The Paper Bag Princess
- Chart Paper and Colored Paper
- Bossy E Printable
- Sorting Cards (1 set per student)
- Go Fish Directions
- Bossy "E" Rule Word Work
- Optional - Word Detective
- Optional - 2 Colors of Ink

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

**Introduce Final "e" Rule (CVCe)**

- Draw the students' attention to the chart paper.
- Explain that when the letter "e" at the end of a word, it is silent and bossy. The Bossy E makes the vowel say its name (long vowel).
- Review the vowels and long vowel sounds.
- Write the word "tap" on the chart paper followed by the word "tape". You may wish to write the "e" in a different colored marker. Stress the long /a/ sound when the silent "e" is placed at the end of the word.
- Ask the students to think of other words that follow the pattern. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern on the chart paper.

**Sample Anchor Chart**

**Final "e" Rule (CVCe)**

Short vowel sound	Long vowel sound
mat	mate
pin	pine
map	mape
cut	cute

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

**Final "e" Rule (CVCe) in the Text**

- Tell the students that the book they will be reading today has a lot of Bossy E words.
- Show them **page 7** of *The Paper Bag Princess*. 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 Bossy E words (come, cave, huge, nose, whole).
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *The Paper Bag Princess*.

**Examples of Final "e" Rule (CVCe) Words in the Text:**

• chose	• time
• came	• inside
• nose	• true
• have	• huge
• whole	• fine

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

**The Paper Bag Princess**  
By: Robert Munsch  
Grade Level: 2 / Guided Reading Level: K

**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Review the words.
- Model how to play **Go Fish**.
- Divide students into pairs and allow them to play **Go Fish** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Bossy "E" Rule Word Work Practice**.
- 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 **Final "e" Rule (CVCe)** words 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 | ©BookPagez.com

Interactive Activities

Independent Practice Page

**Go Fish**  
Student Directions

**Materials:**  
Sorting Cards

**Players:**  
2

**Directions:**

- Write your name or initials on each of your sorting cards.
- Combine all of the player sorting cards to make one deck of cards.
- Place the combined deck of cards **face down** in the middle, between both players. This pile is called the **deal pile**.
- Player 1 takes a card** from the deal pile. Next, **Player 2 takes a card** from the deal pile. The **players take turns taking cards** from the deal pile until each has 5 cards.
- Begin playing. **Player 1** looks at their cards and chooses one card. **Player 1** says, "Do you have \_\_\_\_\_?"
- Player 2** checks each of their 5 cards. If **Player 2** has the match to the card wanted by **Player 1**, they hand over the match. If not, they say "Go Fish!"
- If **Player 1** gets a match, he or she places the matching cards face up on the table and takes another turn. If told to "Go Fish," **Player 1** draws from the pile. If he then has a match, he places the matching cards face down and takes another card. If the player does not draw a match, he keeps the card in his hand and **Player 2** takes a turn.
- The object of the game is to "go out" by laying down all your cards in matching pairs. The first player to "go out" wins.

Deal Pile  
Each player takes 5 cards from the pile.

Independent Word Work Practice | ©BookPagez.com

Extension Activity

**Word Detective: Final "e" Rule (CVCe)**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **final e rule (CVCe) (bossy e)** words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

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

Word Work Extension Activity | ©BookPagez.com

**Bossy "E" Rule**  
Word Work Practice Page

**Directions:**  
Unscramble the words to form the words in the word bank. The first one has been done for you.

**Word Bank**

ise	huge	inside	nose	time
cave	whole	true	chase	have

- sidrie \_\_\_\_\_
- lefr \_\_\_\_\_
- oehv \_\_\_\_\_
- lme \_\_\_\_\_
- ocve \_\_\_\_\_
- howel \_\_\_\_\_
- gneh \_\_\_\_\_
- hacse \_\_\_\_\_
- reuj \_\_\_\_\_
- ones \_\_\_\_\_

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: <i>The Paper Bag Princess</i>		Guided Reading Text Level: K	Word Count: 100		
Name: _____		Date: _____			
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	Elizabeth was a beautiful princess. She lived in a castle and had expensive princess clothes. she was going to marry a prince named Ronald.				
3	Unfortunately, a dragon smashed her castle, burned all her clothes with his fiery breath, and carried off Prince Ronald.				
5	Elizabeth decided to chase the dragon and get Ronald back. She looked everywhere for something to wear, but the only thing she could find that was not burnt was a paper bag. So she put on the paper bag and followed the dragon. He was easy to follow, because he left a trail of burnt forests and *...				
Analysis and Comments:					
Tested By: _____				©BookPagez.com	

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



The Paper Bag Princess CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <i>The Paper Bag Princess</i> to answer each of the following questions.		
<b>1. Who is the main character in <i>The Paper Bag Princess</i>?</b>		
<input type="radio"/> A Prince Ronald <input type="radio"/> B The dragon <input type="radio"/> C The king <input type="radio"/> D Princess Elizabeth		
<b>2. What is Princess Elizabeth's problem and how does she solve it?</b>		
<input type="radio"/> A She has to get past a dragon, so she tricks the dragon instead of fighting it. <input type="radio"/> B She has to wear a paper-bag dress, so she goes shopping. <input type="radio"/> C She has to get past a dragon, so she fights it with a sword. <input type="radio"/> D She doesn't want to marry Prince Ronald, so she lets the dragon take him.		
<b>3. How does Elizabeth change from the beginning to the end of the story?</b>		
<input type="radio"/> A She does not change at all. <input type="radio"/> B At first she is in love with Prince Ronald, but at the end she thinks he is a "bum." <input type="radio"/> C At the beginning she was not afraid of dragons, but at the end, she is afraid of them. <input type="radio"/> D At first she is a regular girl, but at the end she is a princess.		
<b>4. Which of these is an example of alliteration in <i>The Paper Bag Princess</i>?</b>		
<input type="radio"/> A "Fantastic!" said Elizabeth. <input type="radio"/> B too tired to talk <input type="radio"/> C a huge, deep breath <input type="radio"/> D horses' bones		
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature		

The Paper Bag Princess CCSS Assessment Answer Key	
<b>Directions:</b> Use what you know about <i>The Paper Bag Princess</i> to answer each of the following questions.	
<b>1. Who is the main character in <i>The Paper Bag Princess</i>?</b> (RI.2.1)	
<input type="radio"/> A Prince Ronald <input type="radio"/> B The dragon <input type="radio"/> C The king <input checked="" type="radio"/> D Princess Elizabeth	
<b>2. What is Princess Elizabeth's problem and how does she solve it?</b> (RI.2.2)	
<input checked="" type="radio"/> A She has to get past a dragon, so she tricks the dragon instead of fighting it. <input type="radio"/> B She has to wear a paper-bag dress, so she goes shopping. <input type="radio"/> C She has to get past a dragon, so she fights it with a sword. <input type="radio"/> D She doesn't want to marry Prince Ronald, so she lets the dragon take him.	
<b>3. How does Elizabeth change from the beginning to the end of the story?</b> (RI.2.3)	
<input type="radio"/> A She does not change at all. <input checked="" type="radio"/> B At first she is in love with Prince Ronald, but at the end she thinks he is a "bum." <input type="radio"/> C At the beginning she was not afraid of dragons, but at the end, she is afraid of them. <input type="radio"/> D At first she is a regular girl, but at the end she is a princess.	
<b>4. Which of these is an example of alliteration in <i>The Paper Bag Princess</i>?</b> (RI.2.4)	
<input type="radio"/> A "Fantastic!" said Elizabeth. <input checked="" type="radio"/> B too tired to talk <input type="radio"/> C a huge, deep breath <input type="radio"/> D horses' bones	
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature   BookPagez.com	

Answer Key



# Extension Activity

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

**Directions:**  
In the book, *The Paper Bag Princess*, the princess is clever when she tricks the dragon. What other character traits does the princess have? Write a trait in each of the spaces below the princess. Do the same for the dragon and Prince Ronald.

Extension Activity | @BookPages.com

## Extension Activity

# Complete Common Core Alignment

**Common Core State Standards Correlation**

The Paper Bag Princess Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Paper Bag Princess" correlate with the following English Language Arts Common Core State Standards for second grade.

**Reading and Summarizing Lesson Plan and Resources**

**Reading Literature**

**RI.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RI.2.3** - Describe how characters in a story respond to major events and challenges.

**RI.2.6** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RI.2.7** - Use information gathered from the illustrations and work in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RI.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, 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.2.1** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.3a** - Build on others' talk in conversations by linking their comments to the remarks of others.

**SL.2.3** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.4** - 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.

**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).

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**Common Core State Standards Correlation**

The Paper Bag Princess Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Paper Bag Princess" correlate with the following English Language Arts Common Core State Standards for second grade.

**Making Connections Lesson Plan and Resources**

**Reading Literature**

**RI.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RI.2.3** - Describe how characters in a story respond to major events and challenges.

**RI.2.6** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RI.2.7** - Use information gathered from the illustrations and work in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RI.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, 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.2.1** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.3b** - Build on others' talk in conversations by linking their comments to the remarks of others.

**SL.2.3** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.4** - 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.

**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).

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**Common Core State Standards Correlation**

The Paper Bag Princess Lesson Plans, Resources, and Activities

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**Visualizing Lesson Plan and Resources**

**Reading Literature**

**RI.2.7** - Use information gathered from the illustrations and work in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RI.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, 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.2.1** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.3c** - Build on others' talk in conversations by linking their comments to the remarks of others.

**SL.2.3** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.4** - 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.

**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).

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**Common Core State Standards Correlation**

The Paper Bag Princess Lesson Plans, Resources, and Activities

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**Understanding Text Structure Lesson Plan and Resources**

**Reading Literature**

**RI.2.3** - Describe how characters in a story respond to major events and challenges.

**RI.2.6** - Describe how words and phrases (e.g., regular beats, alliteration/rhymes, repeated lines) create rhythm and meaning in a story, poem, or song.

**RI.2.7** - Use information gathered from the illustrations and work in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RI.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, 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.2.1** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.3d** - Build on others' talk in conversations by linking their comments to the remarks of others.

**SL.2.3** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.4** - 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.

**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).

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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

**Common Core State Standards Correlation**

The Paper Bag Princess Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Paper Bag Princess" correlate with the following English Language Arts Common Core State Standards for second grade.

**Vocabulary Lesson Plan and Resources**

**Language**

**L.2.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.

**L.2.4b** - Identify readable connections between words and their use (e.g., describe a noun that is used as a verb).

**L.2.4** - 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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Vocabulary Connections  
Common Core Alignment

**Common Core State Standards Correlation**

The Paper Bag Princess Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "The Paper Bag Princess" 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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Word Work  
Common Core Alignment