

# Lesson Plans and Teaching Resources for The Proudest Blue

## 5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

### Synthesizing Lesson Plan

**Key Vocabulary**

**Explanation of Strategy**

**Guided Reading Level**

**Activate Prior Knowledge**

**Page by Page Guide and Strategy Questions**

**Synthesizing**

**1**

**Get Ready To Read**

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

**Summary**

It's the first day of school and Faizah is especially excited because it's her older sister, Asya's, first day of wearing her hijab. She feels proud of her sister and her beautiful, bright blue hijab. It looks like the ocean waving in the sky. In their family wearing a hijab means being strong. But when Asya wears her hijab to school, some of the kids make fun of her. Now Faizah, Asya, and their friends must stay strong even when other kids say hurtful things to them.

**Link to What You Know**

- Think of a time when you were nervous but then you felt better. What happened?
- What advice or help would you give a friend or sibling who might be getting teased at school?

**Important Words to Know and Understand**

**Tablecloth** – A piece of fabric that covers a table

**Hurtful** – Something that makes other people feel upset

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**2**

**Learn About Comprehension Strategies**

- Think about the text you read

when you get confused

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

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### Synthesizing Lesson Plan

**Key Vocabulary**

**Explanation of Strategy**

**Guided Reading Level**

**Activate Prior Knowledge**

**Page by Page Guide and Strategy Questions**

**Synthesizing**

**3**

**Synthesize While Reading**

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic

**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** – When a girl asks Faizah about what's on her sister's head, Faizah answers back in a whisper voice. How has her reaction about her sister's hijab changed since the beginning of the book?

**Pages 11 to 12** – Study the words and pictures across these two pages. What is happening? How do the pictures help you understand the story?

**Page 15** – Faizah says Asya's hijab is "strong and friendly". What are some details from earlier in the story that show that Asya's hijab is "strong and friendly"? How does remembering details from earlier in the story help you as a reader?

**Page 22** – Notice the words and pictures on this page. How does Faizah react to the boy who calls Asya's hijab a tablecloth? How have Faizah's reactions to Asya's hijab change throughout the book so far?

**Page 28** – What did Faizah draw in the picture she wants to show her Mama? Why do you think Faizah drew this picture?

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**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Write

**Time to Reflect**

**Think** – How did your thinking change while you read *The Proudest Blue*? What information helped you to gain a better understanding of the characters or the problem in the book?

**Talk** – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

**Write** – Think about the synthesizing work you did while reading *The Proudest Blue*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

**Write** – Glue your Strategy Slip into your Reader's Notebook. (Remember to include examples from the book)

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

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### Turn, Talk, and Reflect

**Making Connections**

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

**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

**Making Connections**

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

**Page 3** – Make a **self-to-self** connection. Faizah is excited about her new backpack and how she will use it on the first day of school. How does your connection help you better understand the characters in the book?

**Page 10** – Make a **self-to-self** connection. What's important about a time when you felt nervous and then you felt better? How does your connection help you better understand the characters in the book?

**Page 14** – Make a **self-to-self** connection. What's important about a time when you felt nervous and then you felt better? How does your connection help you better understand the characters in the book?

**Page 24** – Make a **self-to-self** connection. After everything that happened how do you think Faizah felt on the first day of her school day? How does your connection help you better understand the characters in the book?

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**2**

**Learn About Comprehension Strategies**

- Think about the text you read

when you get confused

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

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**Making Inferences**

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

**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

**Making Inferences**

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

**Page 3** – How is Faizah feeling about the first day of school? What does her reaction help you understand about her character?

**Page 8** – Study the words and pictures on the page. Make an inference about what Faizah is thinking about her sister's blue hijab. Let your inference make sense. How does noticing the character's relationship with each other help you understand the story?

**Page 10** – Make an inference about Faizah's behavior on this page. Why do you think Faizah is looking at Asya's hijab? How do the pictures help you come up with an inference?

**Page 22** – Faizah remembers her mom's advice every time she sees Asya's hijab. What does this tell you about Faizah's feelings about her mom's advice? Why do you think Faizah remembers her mom's advice every time she sees Asya's hijab? How does your inference help you understand the story?

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**2**

**Learn About Comprehension Strategies**

- Think about the text you read

when you get confused

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

**©BookPagez.com**

**Answer Key for Identifying the Author's Purpose with The Proudest Blue**

**Page 2:** The author is writing to tell us about a choice Asya made while shopping for her hijab. What choice did Asya make?

**Page 10:** The author is reminding us of why the first day of wearing a hijab is important. It means being strong. Tell about a time when you acted brave.

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**Answer Key for Making Connections with The Proudest Blue**

**Page 3:** Make a self-to-self connection. Faizah is excited about her new backpack and how she will use it on the first day of school. What do you get excited about in the school?

**Page 10:** Make a self-to-self connection. What's important about a time when you felt nervous and then you felt better? How does your connection help you better understand the characters in the book?

**Page 24:** Make a self-to-self connection. After everything that happened how do you think Faizah felt on the first day of her school day? How does your connection help you better understand the characters in the book?

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**Identifying the Author's Purpose**

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

**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

**Identifying the Author's Purpose**

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

**Page 2:** The author is writing to tell us about a choice Asya made while shopping for her hijab. What choice did Asya make?

**Page 10:** The author is reminding us of why the first day of wearing a hijab is important. It means being strong. Tell about a time when you acted brave.

**Page 22:** Faizah remembers her mom's advice every time she sees Asya's hijab. What does this tell you about Faizah's feelings about her mom's advice? Why do you think Faizah remembers her mom's advice every time she sees Asya's hijab? How does your inference help you understand the story?

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**2**

**Learn About Comprehension Strategies**

- Think about the text you read

when you get confused

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

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**Retelling and Summarizing**

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

**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

**Retelling and Summarizing**

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

**Page 2:** Retell what Faizah and Asya have done so far in the story. How does retelling of the start of the story help you as a reader?

**Page 8:** How does Faizah feel about the moment her sister wears her mom's advice. What are the two pieces of Asya's advice that Faizah remembers in the story so far?

**Page 16:** Faizah is having a problem with the way some of the children have reacted to Asya's hijab at school. Describe some of the ways the other students are reacting to Asya's hijab.

**Page 22:** Faizah is having a problem with the way some of the children have reacted to Asya's hijab at school. Describe some of the ways the other students are reacting to Asya's hijab.

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**2**

**Learn About Comprehension Strategies**

- Think about the text you read

when you get confused

**The Proudest Blue**  
By: Ibtihij Muhammad  
Grade Level: 3 / Guided Reading Level: N

**©BookPagez.com**

**Answer Key for Retelling and Summarizing with The Proudest Blue**

**Page 2:** Retell what Faizah and Asya have done so far in the story.

**Page 8:** How does Faizah feel about the moment her sister wears her mom's advice. What are the two pieces of Asya's advice that Faizah remembers in the story so far?

**Page 16:** Faizah is having a problem with the way some of the children have reacted to Asya's hijab at school. Describe some of the ways the other students are reacting to Asya's hijab.

**Page 22:** Faizah is having a problem with the way some of the children have reacted to Asya's hijab at school. Describe some of the ways the other students are reacting to Asya's hijab.

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**Answer Key for Synthesizing with The Proudest Blue**

**Page 8:** When a girl asks Faizah about what's on her sister's head, Faizah answers back in a whisper voice. How has her reaction about her sister's hijab changed since the beginning of the book?

**Pages 11 to 12:** Study the words and pictures across these two pages. What is happening? How do the pictures help you understand the story?

**Page 15:** Faizah says Asya's hijab is "strong and friendly". What are some details from earlier in the story that show that Asya's hijab is "strong and friendly"? How does remembering details from earlier in the story help you as a reader?

**Page 22:** Notice the words and pictures on this page. How does Faizah react to the boy who calls Asya's hijab a tablecloth? How have Faizah's reactions to Asya's hijab change throughout the book so far?

**Page 28:** What did Faizah draw in the picture she wants to show her Mama? Why do you think Faizah drew this picture?

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Identifying the Author's Purpose

Retelling and Summarizing

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

The Proudest Blue: Synthesizing

Which character in the story changed the most from the beginning to the end of the story? Give two reasons for your answer.

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

The Proudest Blue: Synthesizing

Which character in the story changed the most from the beginning to the end of the story? Give two reasons for your answer.

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

The Proudest Blue: Synthesizing

Which character in the story changed the most from the beginning to the end of the story? Give two reasons for your answer.

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

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

The Proudest Blue: Synthesizing

Which character in the story changed the most from the beginning to the end of the story? Give two reasons for your answer.

The Proudest Blue: Synthesizing

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The Proudest Blue: Synthesizing

Which character in the story changed the most from the beginning to the end of the story? Give two reasons for your answer.

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

**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 the 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identifying the Author's Purpose

**Making Connections**  
Title: \_\_\_\_\_

Think about the book. What does the book remind you of?  
What type of connection did you make?  
 Text-to-Self  Text-to-Text  Text-to-World  
Draw a picture of your connection in the box below.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

**Making Inferences**  
Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or picture.	What do you know about the book?	Emotions, thoughts, clues, setting.

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Retelling and Summarizing**  
Title: \_\_\_\_\_

What is this book about?  
Is it fiction or nonfiction?  
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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Synthesizing**  
Title: \_\_\_\_\_

At first I was thinking...	My new thinking is...	I used to think...
My new thinking is...	Now I understand...	After thinking about...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

# VOCABULARY CONNECTIONS RESOURCES

**Vocabulary Connections**

**The Proudest Blue**  
By: Ibtihj Muhammad  
Grade Level: 3 / Guided Reading Level: N

**Important Words to Know and Understand in The Proudest Blue**

**Curtsy**  
To bend quickly at the knees, with one foot in front of the other, especially to show respect

**Hijab**  
A head covering that some Muslim women wear when they are outside

**Hurtful**  
Something that makes others feel upset

**Island**  
An area of land that has water all around it

**Nearby**  
Close by

**Pounding (the pavement)**  
The sound, feeling, or action of something beating repeatedly

**Regular**  
Usual or normal

**Squint**  
To partly close your eyes in order to see more clearly

**Tablecloth**  
A piece of fabric that covers a table

**Twirling**  
To turn around and around quickly

Vocabulary Word List | @BookPagez.com

## Important Words to Know and Understand in The Proudest Blue Word List

**Vocabulary Connections**

**The Proudest Blue**  
By: Ibtihj Muhammad  
Grade Level: 3 / Guided Reading Level: N

<b>Curtsy</b>	<b>Hijab</b>	<b>Hurtful</b>
<b>Island</b>	<b>Nearby</b>	<b>Pounding</b>

Picture Vocabulary Sorting Cards | @BookPagez.com

## Word and Picture Sorting Cards

**Vocabulary Connections**

**The Proudest Blue**  
By: Ibtihj Muhammad  
Grade Level: 3 / Guided Reading Level: N

<b>Curtsy</b>	<b>Hijab</b>	<b>Hurtful</b>
To bend quickly at the knees, with one foot in front of the other, especially to show respect	A head covering that some Muslim women wear when they are outside	Something that makes others feel upset
<b>Island</b>	<b>Nearby</b>	<b>Pounding</b>
An area of land that has water all around it	Close by	The sound, feeling, or action of something beating repeatedly

Definition Vocabulary Sorting Cards | @BookPagez.com

**Vocabulary Connections**

**The Proudest Blue**  
By: Ibtihj Muhammad  
Grade Level: 3 / Guided Reading Level: N

<b>Curtsy is a/an</b> noun, verb adverb, adjective	<b>Hijab is a/an</b> noun, verb adverb, adjective	<b>Hurtful is a/an</b> noun, verb adverb, adjective
Definition of Curtsy:	Definition of Hijab:	Definition of Hurtful:
Curtsy looks like this:	Hijab looks like this:	Hurtful looks like this:
Curtsy reminds me of:	Hijab reminds me of:	Hurtful reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | @BookPagez.com

## Word and Definition Sorting Cards

**Word Games**  
with Words from **The Proudest Blue**

**Fill in the Blank**  
Directions: Choose the correct vocabulary word from the word bank to complete each sentence and write it in the blank.

Word Bank: **curtsy nearby regular curtsy twirling hurtful**

- \_\_\_\_\_ when the sun is too bright.
- The park is \_\_\_\_\_, so we can walk there.
- Saying mean things can be \_\_\_\_\_.
- We have \_\_\_\_\_ playtime every afternoon.
- The dancer was \_\_\_\_\_ around and around on the stage.
- The princess made a \_\_\_\_\_ to the king.

**Match the Word to the Picture!**  
Directions: Draw a line from each word to the correct picture.

Island  
Tablecloth  
Hijab

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

## Word Games and Answer Key

**Answer Key**

Fill in the Blank:

- twirling
- nearby
- regular
- curtsy
- around and around on the stage
- curtsy

Match the Word to the Picture:

Island:

Tablecloth:

Hijab:

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

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**

**The Proudest Blue**  
By: Ibtihj Muhammad

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

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

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

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPagez.com

## Vocabulary Word Extension Activities

**Vocabulary Connections**

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

**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 the text.
- 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	Real Definition	✓

Independent Word Exploration | @BookPagez.com

# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

**Word Work**  
The Proudest Blue  
By: Ibtihaj Muhammad  
Grade Level: 3 / Guided Reading Level: N

**Instructional Focus:**  
Compound Words

**Background:**  
In the English language, compound words are together to form a new word. Some examples bathroom, playground, and snowball.

**Examples:**

bath	+	room	=	bathroom
play	+	ground	=	playground
snow	+	ball	=	snowball
class	+	mate	=	classmate
lip	+	stick	=	lipstick
ear	+	phones	=	earphones

**Materials and Preparation:**

- A copy of *The Proudest Blue* by Ibtihaj Muhammad
- Chart paper for anchor chart
- Markers
- Prepared a set of word cards and sorting mat
- Compound Words practice page (1 p)
- Optional - Word Detective (1 per student)
- Optional - Extend Engagement Activities (2)

**Word Work**  
The Proudest Blue  
By: Ibtihaj Muhammad  
Grade Level: 3 / Guided Reading Level: N

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

**Introduce Compound Words**

- Explain that in the English language, compound words are when two or more words come together to form a new word. Some examples of compound words are bathroom, playground, and snowball.
- Direct students to look at the first row of the anchor chart.
- Say the words together. For example, say "play plus ground equals playground".
- Give a strategy to identify a compound word. A compound word must have two syllables. Each syllable should be a word that can stand alone and make sense on its own. For example, in the word bathroom, both bath and room are words that can stand alone.

**Sample Anchor Chart**

bath	+	room	=	bathroom
play	+	ground	=	playground
snow	+	ball	=	snowball
class	+	mate	=	classmate
lip	+	stick	=	lipstick
ear	+	phones	=	earphones

Remind students that not all two-syllable words are compound words. For example, princess is two syllables but the two syllables are not words that can stand alone.

Ask students to think about how the meanings of the two individual words may help them understand the meaning of the compound word. For example, a playground is a ground or area where kids can play.

Invite students to think of any other compound words they may know to add to the anchor chart.

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

**Compound Words in the Text**

- Tell students they'll reread the book, *The Proudest Blue* by Ibtihaj Muhammad, look for compound words.
- Show students **page 3**.
- As you read the page aloud, ask students to identify the compound word and check that the two words in the compound word can stand alone.
- Clarify the definitions of the compound words identified. If students are unsure of the definition, discuss with students how they can use the meanings of the two words to help them understand the new compound word, as well as by using the context of the sentence or story to define the new compound word.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

**Word Work**  
The Proudest Blue  
By: Ibtihaj Muhammad  
Grade Level: 3 / Guided Reading Level: N

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

**Extend Engagement**

- On sentence strips or post-its, write down parts of compound words.
- Ask students to match up two words to create a compound word.
- They can be "real" compound words or "nonsense" compound words.
- For nonsense compound words, ask students to define the new word based on the two words they used to make the compound word.

**Compound Words in the Text (continued)**

- Add the compound words from the book to the anchor chart.

**Examples of Compound Words found in the text:**

- backpack (pg. 3)
- nearby (pg. 13)
- fourteen (pg. 14)
- carwheel (pg. 19)
- goodbye (pg. 4)
- tablecloth (pg. 21)
- anytime (pg. 11)
- schoolyard (pg. 22)

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Tell students they'll play a new game with a partner called "Categories" to help them explore compound words.
- Distribute one set of compound word cards and sorting mat to each set of partners.
- Instruct students to shuffle the word cards and then lay 25 cards with words facing up in a 5 x 5 array.
- Review the categories on the sorting mat:
  - Person
  - Place
  - Thing
  - Oddball
- Then partners take turns choosing a card and matching it to the correct category.
- Extension:** Allow students to come up with their own categories and give them time to re-sort the compound word cards

Word Work Lesson Plan | @BookPages.com

List of words in the book that match the instructional focus

**Word Cards Interactive Activity**

handyman	postman	postcard	starfish
seahorse	reindeer	firefly	raincoat
cupcake	spaceship	playground	playmate
snowball	snowfall	bookshelf	hedgehog
sunshine	sunroof	sunflower	Sunday
farmhouse	seashore	roadblock	walkway
barnyard	wallpaper	airport	grasshopper

**Word Cards Interactive Activity**

schoolyard	backyard
toothache	courtyard
downtown	uptown
weekend	breakfast
daybreak	motorcycle
coffee	bacon
babysitter	rattlesnake

Guided Word Work Practice | @BookPages.com

Interactive Activities

Independent Practice Page

**Compound Words Word Work Practice Page**

**Directions:** Read each riddle and complete the sentence with the correct compound word.

- Shells in the sea are \_\_\_\_\_.
- A coat you wear in the rain is a \_\_\_\_\_.
- A cake in the shape of a cup is a \_\_\_\_\_.
- A truck that puts out fires is a \_\_\_\_\_.
- Paper that decorates the wall is \_\_\_\_\_.
- A card that's delivered by mail (or the post) is called a \_\_\_\_\_.
- In the morning, many people eat \_\_\_\_\_.
- A box full of tools is a \_\_\_\_\_.
- The time after 12 pm is considered the \_\_\_\_\_.
- A dream during that daytime is called \_\_\_\_\_.
- The area behind the stage is called \_\_\_\_\_.
- When you pass into another country, or to another "port", you'll need to show your \_\_\_\_\_.

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

Word Detective

**Word Detective: Compound Words Extension Activity**

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

Word	Book Title	Page	Sentence

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

# ASSESSMENTS

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



Running Record				
Title: <i>The Proudest Blue</i>		Guided Reading Text Level: N	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
				E SC E MSV SC MSV
Page				
1	Mama holds out the pink. Mama loves pink. But Asiya shakes her head. I know why.  Behind the counter is the brightest blue. The color of the ocean, if you squint your eyes and pretend there's no line between the water and the sky.			
2	It's the first-day hijab.  Asiya knows it. I know it.			
Tested By: _____				©BookPagez.com

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



The Proudest Blue CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>The Proudest Blue</i> to answer each of the following questions.	
1. What is a piece of advice that Faizah remembers from her Mama when she is unsure about wearing hijab?	
<input type="radio"/> A Your hijab must be beautiful, so be sure to wear the color blue. <input type="radio"/> B Some people won't understand your hijab, but if you understand one day they will too. <input type="radio"/> C Get mad at people who don't understand your hijab. <input type="radio"/> D Asiya's hijab is like the ocean and the sky, no line between them with a loud wave.	
2. Which sentence below best describes the central message of <i>The Proudest Blue</i> ?	
<input type="radio"/> A Always listen to your family members. <input type="radio"/> B Be strong and be proud of who you are. <input type="radio"/> C Don't let others tease you. <input type="radio"/> D School should be a safe place for everybody.	
3. Which trait words best describes Asiya, the older sister, and how she handles teasing?	
<input type="radio"/> A Brave and risky <input type="radio"/> B Smart and timid <input type="radio"/> C Confident and calm <input type="radio"/> D Anxious and worried	
4. What does the phrase "pounding the pavement" mean?	
<input type="radio"/> A Hitting the sidewalk with your hand. <input type="radio"/> B Cleaning the sidewalk with a broom. <input type="radio"/> C Running really fast and loud on the sidewalk. <input type="radio"/> D Shouting as they run.	
CCSS Assessment 3 <sup>rd</sup> Grade Reading Standards for Literature	

5. Which scene happened at the end of the story? (RL.3.5)
<input type="radio"/> A The sisters walked home excited to show Mama the picture Faizah drew at school. <input type="radio"/> B Asiya waited in line with her friends. <input type="radio"/> C Asiya and Faizah went to the hijab store with Mama to buy a hijab. <input type="radio"/> D Faizah drew a picture of her and her sister wearing blue hijabs.
6. Which of the following tells how differently Faizah and Asiya reacted when the boy who teased Asiya for wearing her hijab? (RL.3.6)
<input type="radio"/> A Faizah was calm. Asiya went inside the school to find the principal. <input type="radio"/> B Faizah told a teacher what happened. Asiya told her mom when she got home. <input checked="" type="radio"/> C Faizah took 48 angry steps away from the boy. Asiya turned away and kept playing tag. <input type="radio"/> D Faizah cried. Asiya yelled at the boy for his hurtful comment.
7. What does the color blue represent in the story and its illustrations? (RL.3.7)
<input checked="" type="radio"/> A The place where the ocean meets the sky <input type="radio"/> B The place where the ocean sparkles <input type="radio"/> C The place where the sisters swim in the ocean <input type="radio"/> D The sky when the sisters have a picnic
8. Which universal theme from <i>The Proudest Blue</i> could likely be found in other stories? (RL.3.9)
<input checked="" type="radio"/> A Being proud of who you are <input type="radio"/> B Cheating on the playground <input type="radio"/> C Going shopping <input type="radio"/> D Eating healthy
9. What genre is <i>The Proudest Blue</i> ? (RL.3.10)
<input type="radio"/> A Informational <input type="radio"/> B Mystery <input type="radio"/> C Fantasy <input checked="" type="radio"/> D Realistic Fiction
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Answer Key



# WORKSHEETS

## Writing Worksheet

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

**Directions:**  
Faizah and Asiya are excited for the first day of school and the new school year ahead of them. Take a moment to think about the school year ahead of you and what you're looking forward to. Use the space inside the picnic blanket below to write about your hopes and dreams for the school year.

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## Compare and Contrast Matching Game and Answer Key

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

**Directions:**

- These are cause and effect cards for *The Proudest Blue*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint! The cards with a square are cause cards. The cards with a circle are effect cards.

Faizah has a new backpack and new shoes because	she wants to show her mama the picture she drew of her and Asiya wearing hijabs at a picnic together.
Faizah runs away angrily from the boy because	she wants to be like her sister.
Faizah can't wait to get home because	he made a hurtful comment about Asiya's hijab.
Faizah wants to wear a blue hijab when she's older because	he is ready for her first day of school.

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

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**EFFECT CARDS**

1

2

3

4

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## Compare and Contrast Questions Stems and Answer Key

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

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

Faizah has a new backpack and new shoes because \_\_\_\_\_

Faizah runs away angrily from the boy because \_\_\_\_\_

Faizah can't wait to get home because \_\_\_\_\_

Faizah wants to wear a blue hijab when she's older because \_\_\_\_\_

\_\_\_\_\_ shoes because she is ready for her first

because he made a hurtful comment

\_\_\_\_\_ she wants to show her mama the wearing hijabs at a picnic together.

\_\_\_\_\_ she's older because she wants to be like

\_\_\_\_\_ g happened. The **effect** is what happened.

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**Answer Key**

**The Proudest Blue**  
Cause and Effect

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

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

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