

Lesson Plans and Teaching Resources for Waiting

5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

Asking Questions Lesson Plan

Asking Questions
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

Get Ready To Read

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

1

Summary
Five toys sit on a window ledge and love to wait for things to happen. Pig has an umbrella and waits for rain. The puppy has a sled and waits for snow. Each toy waits for something different. There's always something happening outside the window. One day, they are welcomed with a surprise!

Link to What You Know

- Look out the closest window to you. What do you see? What do you wonder? What do you hope for?
- What do you see? What do you wonder? What do you hope for?

Important Words to Know and Understand

Gift – A present or something that is given
Returned – Going back to a place

2

Why Readers Ask Questions While Reading
Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Finally, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Asking Questions Lesson Plan

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3

Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions will help you better understand the text

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 2 – What do you see in the illustration? What questions do you have about the toys? How will your questions help you as you read this book?

Page 10 – Look at the characters' faces. What do you think they're feeling or thinking? What questions might they have about the gifts that appeared?

Page 12 – What do you think the toys might be wondering about the visitor? How does thinking about the questions the characters might have help you as a reader?

Page 13 – What has happened so far in the book? What questions do you have about what will happen next?

Page 21 – A new character, the cat, is introduced. What questions do you think the toys might have about the new cat? Do you think some of those questions will be answered by the end of the story? Why or why not?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think – When readers ask questions, they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy this book?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading this book. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Write your Strategy Slip into your reader's notebook. Remember to include examples from the book!

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Key Vocabulary

Explanation of Strategy

Turn, Talk, and Reflect

Making Connections
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

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

Making Connections While Reading

- Ask the book what you've learned so far
- Does the book remind you of other books you've read?
- Does the book remind you of things you've heard about in the news?

2

Learn About Comprehension Strategies

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

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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

Page 8 – The puppy is happy when it snows in the winter. Make a text-to-self connection. What other things do you like to happen in that season?

Page 8 – The toys in the story seem to be good friends who like spending time together. Make a text-to-text connection. Can you think of another book or story about friendship? How does your connection help you better understand the characters in this book?

Page 22 – The cat with pigtails joins the toys. What's it like when someone joins your class or team? How do you feel about it? How do you think the toys might feel about the cat? How do you think the cat might feel about the toys?

Page 27 – At the end of the story, the toys get to see what happened. Make a text-to-text connection. How do you feel about waiting in the story? Did the story change how you feel about waiting?

Time to Reflect
Think – How does making connections help you understand the text? Think about the connections that you made while reading. Explain why your connections helped you understand the text better. How does making connections help you as a reader?

Talk – Tell your reading partner about the best connection that you made most often while reading. Explain why your connection helped you understand the text better. How does making connections help you as a reader?

Reflect – Think about the connections that you made while reading. How does making connections help you as a reader? Write about the work you did while reading *Waiting*. Remember to include examples from the book!

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Making Inferences
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

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

Making Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking or saying
- What do you think the character is thinking, feeling, or saying?
- What do you think the character is thinking, feeling, or saying?

2

Learn About Comprehension Strategies

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

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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

Page 4 – The cat didn't have to wait long for the moon. The puppy had to wait a long time for snow. Make an inference about the puppy. Why do you think the puppy had to wait so long?

Page 10 – In the picture, the toys are sitting down on the pink shell. How do you think the toys are feeling about the pink shell and other gifts?

Page 14 – Look carefully at the picture. What do you think the toys are thinking about? How do you think the toys are feeling about the gifts?

Page 24 – The cat with pigtails was waiting for a surprise. What was the surprise? How do you think the cat felt about it? How do you think the toys felt about the surprise?

Time to Reflect
Think – What types of inferences did you make while reading? What information helped you understand the text better? How do you think you are already knowing about people, places, or events that help you make inferences?

Talk – Tell your reading partner about the best inference you made while reading the text. Explain why your inference was helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the inferences you made while reading. How does making inferences help you as a reader? Write about the work you did while reading *Waiting*. Remember to include examples from the book!

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Answer Key for Asking Questions with Waiting

Page 13: What has happened so far? What do you see in the illustration? What questions do you have about the toys? How will your questions help you as you read this book?

Page 21: All the toys except the rabbit are waiting for something special by the window. Why do you think the cat decided to create a character that was just happy sitting down on the pink shell and book confetti, its home?

Page 7: The cat with pigtails joins the toys. What's it like when someone new joins your class or family?

Page 10: Look at the characters' faces. What questions might they have about the gifts that appeared?

Page 12: What do you think the toys might be wondering about the visitor? How does thinking about the questions the characters might have help you as a reader?

Page 13: What has happened so far in the book? What questions do you have about what will happen next?

Page 21: A new character, the cat, is introduced. What questions do you think the toys might have about the new cat? Do you think some of those questions will be answered by the end of the story? Why or why not?

Answer Key for Making Inferences with Waiting

Page 4: The cat didn't have to wait long for the moon. The puppy had to wait a long time for snow. Make an inference about the puppy. Why do you think the puppy had to wait so long?

Page 10: In the picture, the toys are sitting down on the pink shell and book confetti, its home. How do you think the toys are feeling about the pink shell and other gifts?

Page 14: Look carefully at the picture. What do you think the toys are thinking about? How do you think the toys are feeling about the gifts?

Page 24: The cat with pigtails was waiting for a surprise. What was the surprise? How do you think the cat felt about it? How do you think the toys felt about the surprise?

Making Connections

Making Inferences

Identifying the Author's Purpose
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

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

Identifying the Author's Purpose While Reading

- Does the author seem to be trying to tell you something?
- Does the author seem to be trying to make you think or feel a certain way?
- Does the author seem to be trying to make you do something?

2

Learn About Comprehension Strategies

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

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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

Page 7 – All the toys except the rabbit are waiting for something special by the window. Why do you think the cat decided to create a character that was just happy sitting down on the pink shell and book confetti, its home?

Page 11 – What does the cat's name mean when he writes "A, W, and B. What does it mean? If you think the author wants to tell you something, what do you think the author is trying to tell you? How do you think the author is trying to make you think or feel a certain way? How do you think the author is trying to make you do something?

Page 14 – How do you feel when you look at these toys sitting on the window ledge? What do you think they are feeling about the gifts that appeared?

Page 22 – The author shows us the cat on the page. How do you think the cat is feeling about the toys? How do you think the toys are feeling about the cat?

Page 27 – Look at the pictures and words at the end of the book. What do you think the author is trying to tell you? How do you think the author is trying to make you think or feel a certain way? How do you think the author is trying to make you do something?

Time to Reflect
Think – How does the author of *Waiting* use his words to tell you something? How do you think the author is trying to make you think or feel a certain way? How do you think the author is trying to make you do something? Write about the work you did while reading *Waiting*. Remember to include examples from the book!

Talk – Tell your reading partner what the book made you think about. How do you think the author is trying to make you think or feel a certain way? How do you think the author is trying to make you do something? Write about the work you did while reading *Waiting*. Remember to include examples from the book!

Reflect – Think about what you learned while reading *Waiting*. How does the author use his words to tell you something? How do you think the author is trying to make you think or feel a certain way? How do you think the author is trying to make you do something? Write about the work you did while reading *Waiting*. Remember to include examples from the book!

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Synthesizing
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

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

Synthesizing While Reading

- Look for places where your opinion changes
- What do you think the character is thinking, feeling, or saying?
- What do you think the character is thinking, feeling, or saying?

2

Learn About Comprehension Strategies

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

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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

Page 7 – All the toys except the rabbit are waiting for something special by the window. Why do you think the cat decided to create a character that was just happy sitting down on the pink shell and book confetti, its home?

Page 11 – What does the cat's name mean when he writes "A, W, and B. What does it mean? If you think the author wants to tell you something, what do you think the author is trying to tell you? How do you think the author is trying to make you think or feel a certain way? How do you think the author is trying to make you do something?

Page 14 – How do you feel when you look at these toys sitting on the window ledge? What do you think they are feeling about the gifts that appeared?

Page 22 – The author shows us the cat on the page. How do you think the cat is feeling about the toys? How do you think the toys are feeling about the cat?

Page 27 – Look at the pictures and words at the end of the book. What do you think the author is trying to tell you? How do you think the author is trying to make you think or feel a certain way? How do you think the author is trying to make you do something?

Time to Reflect
Think – How do you think your thinking changed while you read *Waiting*? What information helped you understand the text better? How do you think you are already knowing about people, places, or events that help you make inferences?

Talk – Tell your reading partner about the best connection that you made most often while reading. Explain why your connection helped you understand the text better. How does making connections help you as a reader?

Reflect – Think about the connections that you made while reading. How does making connections help you as a reader? Write about the work you did while reading *Waiting*. Remember to include examples from the book!

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Answer Key for Making Connections with Waiting

Page 4: The cat didn't have to wait long for the moon. The puppy had to wait a long time for snow. Make an inference about the puppy. Why do you think the puppy had to wait so long?

Page 10: In the picture, the toys are sitting down on the pink shell and book confetti, its home. How do you think the toys are feeling about the pink shell and other gifts?

Page 14: Look carefully at the picture. What do you think the toys are thinking about? How do you think the toys are feeling about the gifts?

Page 24: The cat with pigtails was waiting for a surprise. What was the surprise? How do you think the cat felt about it? How do you think the toys felt about the surprise?

Answer Key for Synthesizing with Waiting

Page 4: The cat didn't have to wait long for the moon. The puppy had to wait a long time for snow. Make an inference about the puppy. Why do you think the puppy had to wait so long?

Page 10: In the picture, the toys are sitting down on the pink shell and book confetti, its home. How do you think the toys are feeling about the pink shell and other gifts?

Page 14: Look carefully at the picture. What do you think the toys are thinking about? How do you think the toys are feeling about the gifts?

Page 24: The cat with pigtails was waiting for a surprise. What was the surprise? How do you think the cat felt about it? How do you think the toys felt about the surprise?

Identifying the Author's Purpose

Synthesizing

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

Waiting: Asking Questions

Pretend a new toy is joining the other toys by the window. What will be the toy's name?

Based on what you know about the story, think of two questions the new toy might ask and how the other toys might answer.

I can ask and answer who, who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

Waiting: Asking Questions

Pretend a new toy is joining the other toys by the window. What will be the toy's name?

Based on what you know about the story, think of two questions the new toy might ask and how the other toys might answer.

I can ask and answer who, who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

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I can ask and answer who, who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

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Waiting: Asking Questions

Pretend a new toy is joining the other toys by the window. What will be the toy's name?

Based on what you know about the story, think of two questions the new toy might ask and how the other toys might answer.

Waiting: Asking Questions

Pretend a new toy is joining the other toys by the window. What will be the toy's name?

Based on what you know about the story, think of two questions the new toy might ask and how the other toys might answer.

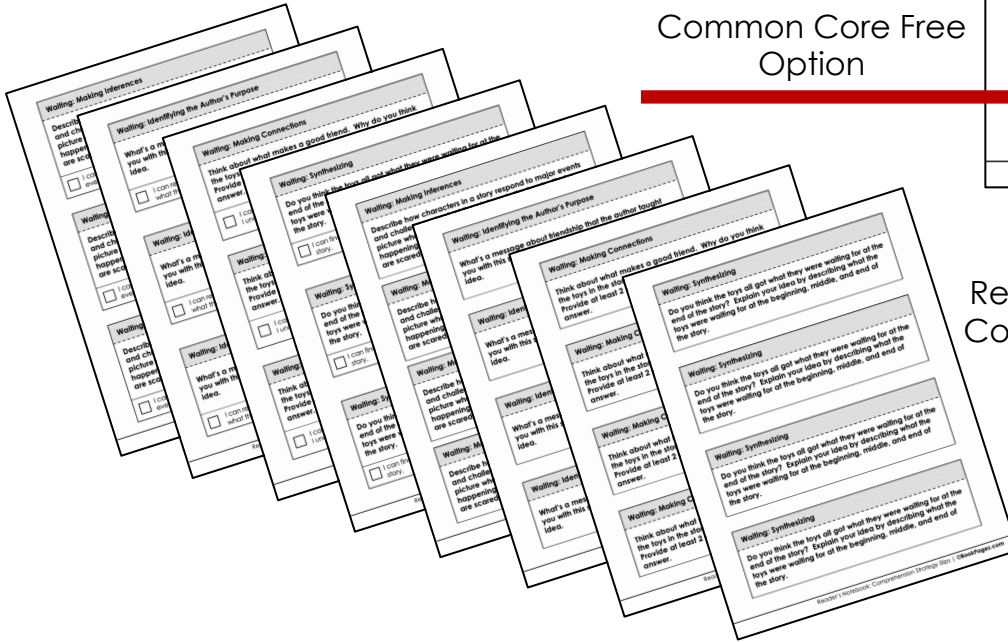
Waiting: Asking Questions

Pretend a new toy is joining the other toys by the window. What will be the toy's name?

Based on what you know about the story, think of two questions the new toy might ask and how the other toys might 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

Asking Questions
Title: _____

Question Sentence Starters
I wonder... Why didn't... How does...
I am confused when... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer

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

Asking Questions

Making Connections
Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text-to-Text 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 pictures.	What do you know about the clues?	Infer (through 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

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.

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Identifying the Author's Purpose

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Become...	Become...	But now I think...
		Become...
My new thinking is...	How I understand...	After thinking about...
Become...	Become...	I conclude...
		Become...

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

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Synthesizing

VOCABULARY CONNECTIONS RESOURCES

Vocabulary Connections **Waiting**
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

Important Words to Know and Understand in Waiting

Appeared
To be seen

Arrived
To get to a place

Finally
After a long time

Gift
A present or something that is given

Joined
To get together with another company, person, or group to do something together

Mostly
Mainly or most of the time

Particular
Special

Patches
Spots

Returned
Going back to a place

Visitors
Someone who visits a person or place

Vocabulary Word List | ©BookPagez.com

Important Words to Know and Understand in Waiting Word List

Vocabulary Connections **Waiting**
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

Appeared	Arrived	Finally
Gift	Joined	Mostly

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections **Waiting**
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

Particular	Patches	Returned
Special	Spots	Going back to a place
Visitors		
Someone who visits a person or place		

Definition Vocabulary Sorting Cards | ©BookPagez.com

Vocabulary Connections **Waiting**
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

Appeared is a/an noun verb adverb adjective Definition of Appeared : _____	Arrived is a/an noun verb adverb adjective Definition of Arrived : _____	Finally is a/an noun verb adverb adjective Definition of Finally : _____
Appeared looks like this: _____	Arrived looks like this: _____	Finally looks like this: _____
Appeared reminds me of: _____	Arrived reminds me of: _____	Finally 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 Waiting

Directions:

1. First, read the vocabulary words on the toy animals and write them in alphabetical order.
2. Then, use the words to fill in the blanks in the sentences.

appeared	mostly	returned	particular	arrived
----------	--------	----------	------------	---------

1. The big yellow school bus _____ at the stop.

2. I _____ wear my favorite blue shoes to school.

3. A butterfly _____ in the garden.

4. The lost puppy _____ to its owner.

5. Tom has a _____ blanket he loves to cuddle with.

Name: _____ ©BookPagez.com

Answer Key | ©BookPagez.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections **Waiting**
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

Waiting
By Kevin Henkes

A new word that I learned in this book is: _____

If it means: _____

Name: _____

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

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. 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

Personalized Vocabulary Bookmark

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
Suffixes -ing and -ed

Background:
Suffixes are parts of words that you add to the base word to change its spelling and meaning. -ing and -ed are examples of suffixes.

Examples:

Base word	add -ing	add -ed
wait	waiting	waited
clean	cleaning	cleaned
look	looking	looked

Materials and Preparation:

- A Copy of *Waiting* by Kevin Henkes
- Chart Paper
- Markers
- Cut base word cards for "Building Words" or "Building Words" Recording sheet (1 per student)
- Write the list of base words on the anchor chart
- Leave the other parts of the chart blank to fill in
- Suffixes -ing or -ed Practice Page (1 per student)
- Optional - Word Detective Extension Worksheet
- Optional - Hunt for words (see Extend Engagement)

Word Work
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: K

Step 2: Connect Word Work to Reading

Extend Engagement
As an extension, students can "hunt" for words in books that end in -ing or -ed and write them on a recording sheet by segmenting the base word from the suffix.

Recording Sheet:

Words I Found:	Base Word:	Suffix:

Suffixes in the Text

- Tell students that today, they will look in the book *Waiting* to hunt for examples of words that end with the suffix -ing or -ed.
- Read the following sentences aloud and ask students to look and listen for the word that ends in -ed or -ing. Then, ask students to identify the base word.
- On the whiteboard or chart paper, jot the words down in boxes (refer to the sample anchor chart below) so students can clearly see the base word and suffix.
 - Go to **page 5** and read, "When the moon came up, the owl was happy. It happened a lot."

happen	ed
--------	----
 - Go to **page 7** and read, "The rabbit was happy just looking out the window."

look	ing
------	-----
 - Go to **page 12** and read, "Then he left and never returned."

return	ed
--------	----
 - Go to **page 21** and read, "One day a cat with patches joined them."

join	ed
------	----

Examples of Suffixes Found in the Text:

Base word	add -ing	add -ed
wait	wait ing	wait ed
clean	cleaning	cleaned
fish	fish ing	fish ed
walk	walk ing	walk ed
fill	fill ing	fill ed

** These are words in which the base word changes spelling when adding -ing or -ed. You may want to reserve these words as a challenge for students.*

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

Word Work
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: K

Step 3: Guided Word Work Practice

Interactive Exploration

- Tell students they will now complete an activity called "Building Words" with their partner to practice reading and spelling words that end with the suffix -ing and -ed.
- Model how to complete the activity:
 - Partner 1 draws one card from the pile. The cards will have base words on them.
 - Partner 1 flips the coin. Heads will be -ed. Tails will be -ing.
 - Partner 1 puts the base word and suffix together and says the new word out loud.
 - Both partners write down the new word on a brick on their own recording sheet.
 - Now, Partner 2's turn begins and repeats steps 1-3.
 - Keep going until the recording sheet is filled.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Suffix -ing or -ed practice page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with **suffixes -ed and -ing** 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**.

Interactive Activities

Building Words Answer Key

his house	cheating
word	cheated
	answering
	answered
	shivering
	shivered
	hovering
	hovered
	demanding
	demanded

Building Words Recording Sheet

Building Words Base Word Cards Interactive Activity

finish	mix
jump	play
call	learn
miss	look
wash	scream

Independent Practice Page

Suffix -ing or -ed Word Work Practice Page

Directions:
Complete each sentence by adding the suffix -ing or -ed to the given base word.

Hint #1: Think whether the action in the sentence is happening NOW (-ing) or happened in the PAST (-ed).

Hint #2: If there are other verbs in the sentence, notice if they have -ing or -ed and match it!

Example: Last week in class, we learned how to play kickball in gym class.

- Right now, we are _____ the best game of tag during recess. (play)
- On my birthday, I _____ with joy, because my family surprised me with a new pet dog. (scream)
- When I first joined the baseball team, I _____ how the older kids played. (watch)
- I am _____ my dinner now, and then I'm going to take a bath. (finish)
- My mom asked, "What ice cream flavor would you like?" "Chocolate!" I _____ (answer)

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

Word Detective

Word Detective: Suffixes -ing/-ed Extension Activity

Directions:
Be a word detective!
Be on the lookout for words ending in suffixes -ing and -ed 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

ASSESSMENTS

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



Running Record					
Title: <i>Waiting</i>		Guided Reading Text Level: <i>L</i>	Word Count: <i>100</i>		
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	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	There were five of them and they were waiting...				
3	The owl with spots was waiting for the moon. The pig with the umbrella was waiting for the rain. The bear with the kite was waiting for the wind.				
4	The puppy on the sled was waiting for the snow. The rabbit with stars wasn't waiting for anything in particular. He just liked to look out the window and wait.				

Tested By: _____ ©BookPagez.com

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



Waiting CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Waiting</i> to answer each of the following questions.	
1. Which of these key details are not true about the characters in the story?	
<input type="radio"/> A Puppy likes snow. <input type="radio"/> B Pig loves it when it rains. <input type="radio"/> C The bear loves balloons. <input type="radio"/> D The owl likes the moon.	
2. What is the author's message in the story?	
<input type="radio"/> A We can feel happy even when we're waiting. <input type="radio"/> B Waiting can be boring, so we shouldn't wait too long. <input type="radio"/> C We should only wait for things if they're going to be fun. <input type="radio"/> D Waiting is a part of life.	
3. What do the characters feel after the toy cat surprises them with 4 more cats?	
<input type="radio"/> A They feel annoyed. <input type="radio"/> B They feel nervous. <input type="radio"/> C They feel happy. <input type="radio"/> D They feel sad.	
4. Why does the author repeat what makes each toy happy throughout the story?	
<input type="radio"/> A To help the reader make connections to the toys <input type="radio"/> B To show how the toys waited for things they liked <input type="radio"/> C To show that the characters were upset by the toy elephant and the cat <input type="radio"/> D To remind the reader about each toy	

CCSS Assessment 2nd Grade Reading Standards for Literature

5. What happens at the beginning of the story? (RL.2.5)
<input checked="" type="radio"/> A All the characters are introduced. <input type="radio"/> B The toy elephant breaks. <input type="radio"/> C The cat joins the other toys at the window. <input type="radio"/> D The problem is fixed.
6. How is the rabbit different from the other characters? (RL.2.6)
<input type="radio"/> A The rabbit likes to run, but the others like to walk. <input type="radio"/> B The rabbit isn't upset by the toy elephant leaving, but the others are upset. <input type="radio"/> C The rabbit is the only toy that the owner takes and brings back to the window. <input checked="" type="radio"/> D The rabbit doesn't wait for anything in particular, but the other toys like to wait for something they like.
7. Which illustration does not help you know what season it is outside the toys' window? (RL.2.7)
<input type="radio"/> A The brown leaves in the illustration means it's fall. <input type="radio"/> B The snow in the illustration means it's winter. <input checked="" type="radio"/> C The moon in the illustration means it's winter. <input type="radio"/> D The fireworks in the illustration means it's summer.
8. How is this story like other stories about toys (Toy Story, Corduroy)? (RL.2.9)
<input type="radio"/> A The toys don't talk to each other. <input type="radio"/> B The toys don't talk to people. <input checked="" type="radio"/> C The toys are sad when other toys get hurt. <input type="radio"/> D The toys are lonely.
9. Which event is the most important to the story? (RL.2.10)
<input type="radio"/> A There was an acorn that joined the toys. <input checked="" type="radio"/> B Cat surprises the toys with 4 more cats. <input type="radio"/> C The owl is happy when the moon comes out. <input type="radio"/> D A large thunderstorm happens outside the window.

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

Answer Key



WORKSHEETS

Drawing Worksheet

Name: _____ Date: _____

Directions:
In the book, *Waiting*, the characters enjoy looking out the window and seeing all the seasons. Pick your favorite season. Then, draw and write about 3 things you love about this season.

Circle your favorite season:

Fall Winter Spring Summer

Extension Activity | ©BookPagez.com

Compare and Contrast Matching Game and Answer Key

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *Waiting*. 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.

The pup waited a long time for snow because ■	It fell down and broke into pieces. ●
The owl was happy at night because ■	It was loud and dark. ●
The toys felt scared during the thunderstorm because ■	snow usually only happens in the winter season. ●
The elephant toy never returned because ■	he likes when the moon appears at night. ●

©BookPagez.com | Cause and Effect Sorting Cards for *Waiting*

Name: _____ Date: _____

EFFECT CARDS

- 1
- 2
- 3
- 4

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

©BookPagez.com | Cause and Effect Sorting Mat for *Waiting* Answer Key

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, *Waiting*. Complete each sentence by telling the cause.

Waiting
Cause and Effect

because snow usually only happens in the

he likes when the moon appears at night.

orm because it was loud and dark.

use it fell down and broke into pieces.

g happened. The effect is what happened.

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

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