

Molly's Pilgrim

By: Barbara Cohen

Comprehension
Text Evidence
Author's Purpose
Grammar
Vocabulary
Exit Tickets
and MORE!



Molly's Pilgrim - Teacher Suggestions

Paper isn't something that everyone has a ton of. So this packet is designed to use very little copies.

The story is broken down into 5 days of instruction. A suggested lesson plan is on page 3.

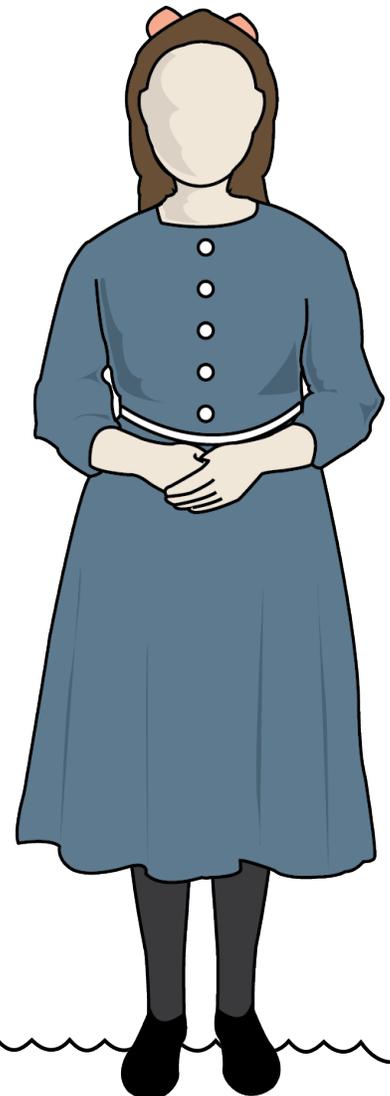
Everything is projectable on your screen or smartboard.

To view the pdf. on your screen:

Go to view - select slideshow or full screen (it works just like a PowerPoint)

Project each days material and have the kids work through it.

The exit tickets don't even need to be copied. You can just project the exit ticket page and have the kids write their answers on sticky notes or index cards.



Lesson Plan

Day #1 (pgs. 4-9)	<ol style="list-style-type: none">1. Before You Read – project page 4 - discuss2. Read the story on their own or in small groups. It is unlikely that they will finish the whole book today.3. Grammar – Contraction Dig4. Complete exit ticket #1
Day #2 (pgs. 10-13)	<ol style="list-style-type: none">1. Discuss exit tickets from Day #1.2. Read the text as a class. Read as far as your class can, but try to get at least halfway through the book.3. Complete exit ticket #2.
Day #3 (pgs. 14-21)	<ol style="list-style-type: none">1. Discuss exit tickets from Day #2.2. Finish reading the text as a class.3. Project pages 15-17 to discuss the text.4. Review vocabulary from the text. Project pages 18-19.5. Complete exit ticket #3.
Day #4 (pgs. 22-27)	<ol style="list-style-type: none">1. Discuss exit tickets from Day #3.2. Project page 23 and discuss summarizing a story. Make foldable on page 24 as a class.3. Revisit vocabulary from Day #3.4. Discuss Author's Purpose – project page 25.5. Complete exit ticket #4.
Day #5 (pgs. 28-31)	<ol style="list-style-type: none">1. Discuss exit ticket #4.2. Give text assessment to students.

Day #1



Before You Read:

Look at the cover. What do you think this book might be about? What makes you think this?

Let's read the back.

What is the author's purpose for putting this on the back of the book? How can it help you as a reader?

Let's enjoy the book together.



Let's Talk:

What has happened so far in the story?

Where does it take place? How do you know that?

Did you find any words that are unfamiliar to you? Let's look at them in the text.

How do the pictures help us understand the story so far?

What do you think will happen next?



Day #1
Grammar Dig:

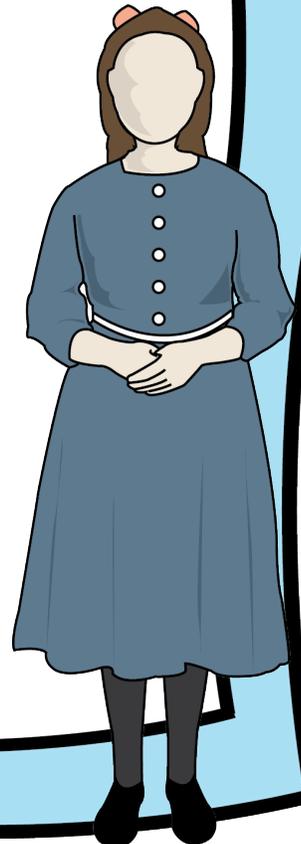
Contractions are two
words put together to
make a new word.

Example:

she's = she + is

I'm = I + am

Let's dig in the text
and find
contractions!



Exit Ticket:

How would you describe the girls in Molly's class?

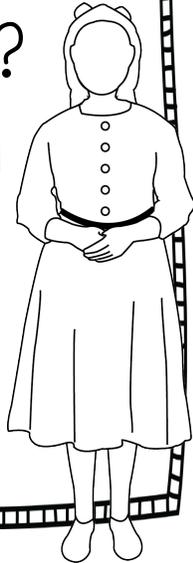
Tell why you think that.



Exit Ticket:

How would you describe the girls in Molly's class?

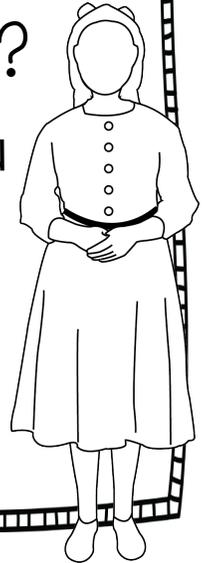
Tell why you think that.



Exit Ticket:

How would you describe the girls in Molly's class?

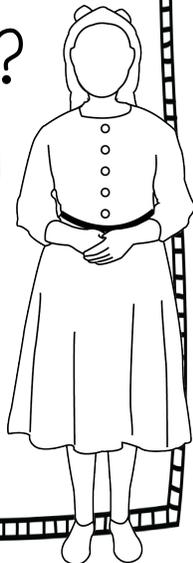
Tell why you think that.



Exit Ticket:

How would you describe the girls in Molly's class?

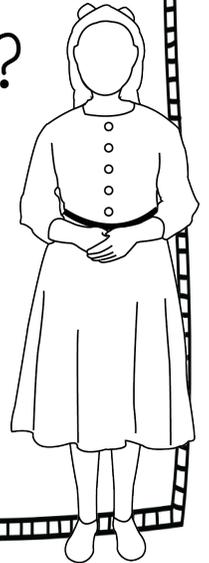
Tell why you think that.



Exit Ticket:

How would you describe the girls in Molly's class?

Tell why you think that.



Day #2

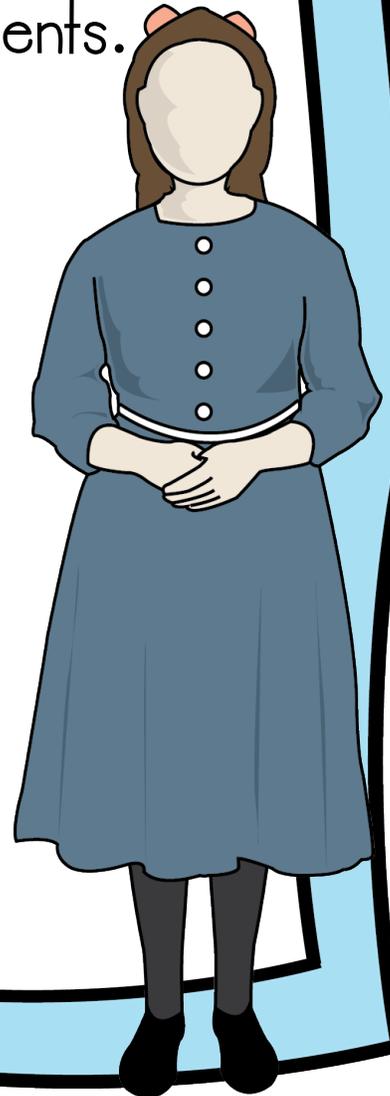


Let's Talk:

Retell what has happened in the story so far.

Describe the relationship between Molly and her mother. Give examples from the text to support your statements.

Do you think the story will have a happy ending?
Why or why not?



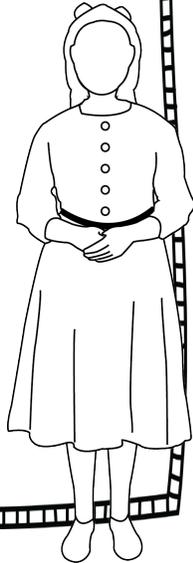
Exit Ticket:

What are you learning about Molly? Give specific examples to support your statements.



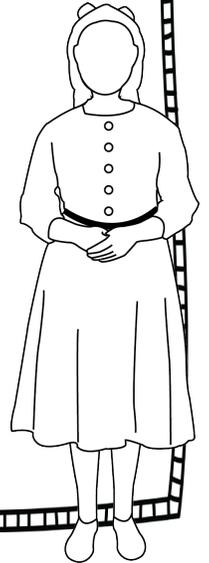
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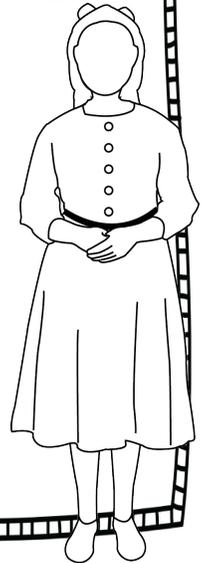
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What are you learning about Molly? Give specific examples to support your statements.



Day #3



Text Comprehension:

1. Why did Molly have such a difficult time in school?
2. How did the girls in her class treat her at the beginning of the story?
3. Where did Molly live?
4. Describe an illustration in the story where Molly looks sad. What is making her sad?
5. What language did Molly's mother speak?



Text Comprehension:

6. Did Molly live anywhere else?
Locate the sentence in the text to prove your answer.
7. Who are the Cossacks? Are they good or bad? Prove it in the text.
8. What problem occurred for Molly in November?
9. Miss Stickley gave a very interesting assignment. Describe it.



Text Comprehension:

10. How was Molly's doll different from the others?
11. Who did her mom model the doll after? Why?
12. What did the students and her teacher think of her doll?
13. Did Molly's feelings about the doll change?
Explain your ideas.
13. What is the lesson to be learned from the story?



kerchief

a piece of cloth
worn around the
neck or head

tenement

a large building
with rooms for
rent in a poor area
of town

clothespin

a small object
used for hanging
clothes on a
clothesline

ignorant

lacking
knowledge or
information

Yiddish

a language based
on German
written in Hebrew
characters

taunted

a sarcastic
challenge or
insult

admired

to feel respect or
approval for
someone or
something

embroidered

the process or
art of sewing a
design on cloth

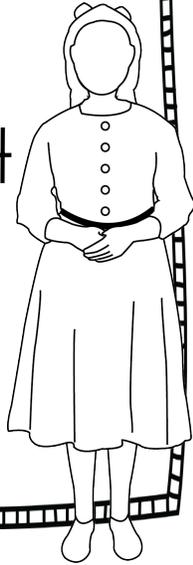
Exit Ticket:

Pick one of the
vocabulary words
we worked on
today and use it
in a GREAT
sentence!



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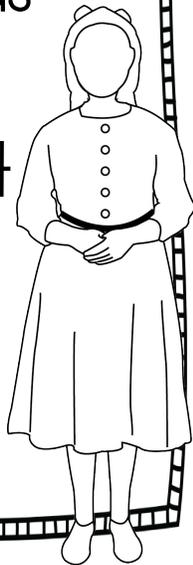
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Day #4



Summarize the Text:

Somebody...

Wanted...

But...

So...

Then...



Somebody

Wanted

But

So

Then

Molly's Pilgrim

Summarize the Story

Name: _____

Author's Purpose:

Why did the
author write this
selection?

What are they
trying to tell us?



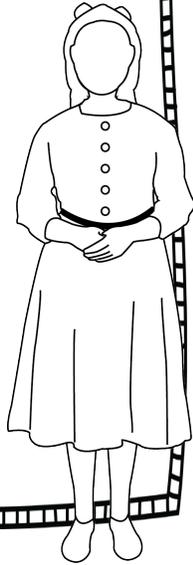
Exit Ticket:

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Exit Ticket:

List 3 words to describe how Molly felt at the end of the book.



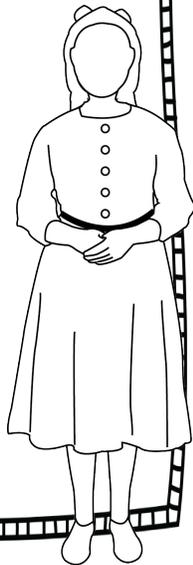
Exit Ticket:

List 3 words to describe how Molly felt at the end of the book.



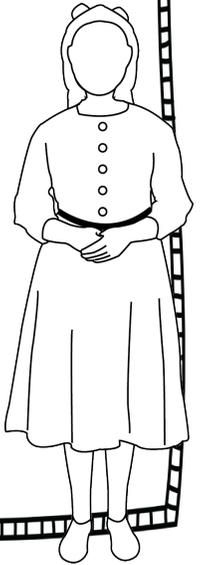
Exit Ticket:

List 3 words to describe how Molly felt at the end of the book.



Exit Ticket:

List 3 words to describe how Molly felt at the end of the book.



Day #5



Molly's Pilgrim
Comprehension Test

Name: _____

1. How was Molly's family different?

2. Who was the only person that Molly could cry in front of?

- a. her friends b. her teacher c. her father d. her mother

3. Why did Miss Stickley want the children to make dolls?

4. What lesson did Molly teach her classmates?

5. Why was Molly afraid to raise her hand at school?

Molly's Pilgrim
Comprehension Test (page 2)

Name: _____

6. Why did Molly's classmates tease her?

- a. they wanted her doll
- b. she wasn't nice to them
- c. she didn't speak English as well as they did
- d. none of these

7. Molly's classmates were unkind to her. Give an example from the text.

8. What grade was Molly in?

- a. 2nd
- b. 3rd
- c. 4th
- d. the text doesn't say

9. Why is the title Molly's Pilgrim a good title for the story? Write at LEAST 3 good sentences.

Molly's Pilgrim
Comprehension Test (page 3)

Name: _____

Vocabulary:

Pick 3 of the vocabulary words below. Write each of them in a GREAT sentence.
Write the word on the line. Underline the vocabulary word in each sentence.

kerchief
taunted

tenement
embroidered

clothespins
admired

ignorant
Yiddish

Word #1: _____

Word #2: _____

Word #3: _____

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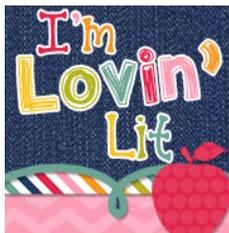
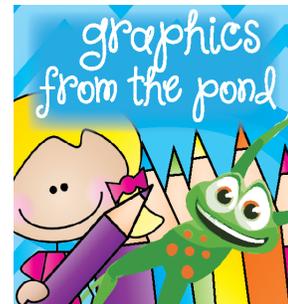
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