

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *A Sick Day for Amos McGee* by Philip C. Stead

Making Predictions Lesson Plan

Making Predictions

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

2

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

A Sick Day for Amos McGee
By: Philip C. Stead
Grade Level: 1 / Guided Reading Level: 1

Summary

"Ah-choo!" Oh no! Amos McGee, the friendly zookeeper, wakes up feeling sick. Instead of his predictable morning routine of getting up early, having tea and oatmeal for breakfast, and riding the bus to the zoo, he will be staying home in bed. When kind and caring Amos does not arrive at the zoo, his animal friends become concerned. Not knowing what else to do, the animals come up with a plan to find Amos and cheer him up. Amos and the zoo animals are a testament to the importance of kindness and true friendship.

Link to What You Know

- What kinds of things do you do with your friends?
- Why would someone need to take a sick day?

Important Words to Know and Understand

Allergies - Medical condition that causes someone to become sick after eating, touching, or breathing something that's harmless to most people

Ferreted - To sit on something high from which it is easy to fall

Why Readers Make Predictions While Reading

When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions before they start reading, during the story, and after they have finished reading. Here are some examples of the thinking readers do when making predictions:

Before Reading Predictions: What's the book about? Who is the main character? What big events might happen?

During Reading Predictions: What will a character do next? How might a problem be solved? What important event will happen?

After Reading Predictions: Which predictions were correct? Which predictions were incorrect? Why were the predictions incorrect?

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Guided Reading Level

Activate Prior Knowledge

Key Vocabulary

Explanation of Strategy

Making Predictions Lesson Plan

Making Predictions

3

Make Predictions While Reading

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that might

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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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 3 - Make a prediction about where you think Amos works. Why do you think that?

Page 11 - Look at the words and picture of Amos in his bed. Predict what you think Amos will do next. How will it affect the animals at the zoo?

Pages 12 to 13 - The animals are waiting for Amos' daily visit. What do you think the animals will do when they realize Amos isn't coming? Tell why you think your prediction makes sense.

Pages 16 to 17 - There are no words on these two pages. How do the animals end up on the sidewalk. Predict what they are doing and/or where they are going. Why do you think that?

Page 30 - Make a prediction about what will happen in the morning and where they will go on the bus. Tell why your prediction makes sense.

Time to Reflect

Think - What types of predictions did you make while reading *A Sick Day for Amos McGee*? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the reasons why some of the predictions you made while reading *A Sick Day for Amos McGee* were correct and what others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *A Sick Day for Amos McGee*. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

Asking Questions

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Page 30 - How do you think Amos will feel about the animals who are waiting for him? How do you think he will feel about the animals who are waiting for him?

Time to Reflect

Think - What types of questions did you ask while reading *A Sick Day for Amos McGee*? How did you decide whether or not your questions were helpful to you as a reader? Remember to ask your partner to share their thoughts about the book too.

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Synthesizing

3

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Asking Questions

Synthesizing

Understanding Text Structure

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Determining Importance

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Understanding Text Structure

Determining Importance

Answer Key for Determining Importance with A Sick Day for Amos McGee

Your Turn to Practice Determining Importance with A Sick Day for Amos McGee

Pages 1 to 4: What do you learn about Amos McGee?

Page 11: Amos wakes up and feels sick. How does he decide he shouldn't go to work? What information makes you wonder?

Pages 12 to 13: The author writes with fun and wit. What do you think about the animals who are waiting for Amos? How do you think they will react when Amos doesn't arrive?

Pages 16 to 17: There are no words on these two pages. How do the animals end up on the sidewalk? How do you think they will get on the bus? How do you think they will get on the bus?

Page 30: How do you think Amos will feel about the animals who are waiting for him? How do you think he will feel about the animals who are waiting for him?

Answer Key for Making Predictions with A Sick Day for Amos McGee

Your Turn to Practice Making Predictions with A Sick Day for Amos McGee

Page 3: Make a prediction about where you think Amos works. Why do you think that?

Page 11: Look at the words and picture of Amos in his bed. Predict what you think Amos will do next. How will it affect the animals at the zoo?

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Pages 16 to 17: There are no words on these two pages. How do the animals end up on the sidewalk. Predict what they are doing and/or where they are going. Why do you think that?

Page 30: Make a prediction about what will happen in the morning and where they will go on the bus. Tell why your prediction makes sense.

Answer Key for Asking Questions with A Sick Day for Amos McGee

Your Turn to Practice Asking Questions with A Sick Day for Amos McGee

Page 1: What do you learn about Amos? What are you curious about?

Page 11: Amos wakes up and feels sick. How does he decide he shouldn't go to work? What information makes you wonder?

Page 12 to 13: The author writes with fun and wit. What do you think about the animals who are waiting for Amos? How do you think they will react when Amos doesn't arrive?

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Page 30: How do you think Amos will feel about the animals who are waiting for him? How do you think he will feel about the animals who are waiting for him?

Answer Key for Understanding Text Structure with A Sick Day for Amos McGee

Your Turn to Practice Understanding Text Structure with A Sick Day for Amos McGee

Page 1: What do you learn about Amos? What are you curious about?

Page 11: Amos wakes up and feels sick. How does he decide he shouldn't go to work? What information makes you wonder?

Page 12 to 13: The author writes with fun and wit. What do you think about the animals who are waiting for Amos? How do you think they will react when Amos doesn't arrive?

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Answer Key for Synthesizing with A Sick Day for Amos McGee

Your Turn to Practice Synthesizing with A Sick Day for Amos McGee

Page 3: Make a prediction about where you think Amos works. Why do you think that?

Page 11: Look at the words and picture of Amos in his bed. Predict what you think Amos will do next. How will it affect the animals at the zoo?

Pages 12 to 13: The animals are waiting for Amos' daily visit. What do you think the animals will do when they realize Amos isn't coming? Tell why you think your prediction makes sense.

Pages 16 to 17: There are no words on these two pages. How do the animals end up on the sidewalk. Predict what they are doing and/or where they are going. Why do you think that?

Page 30: Make a prediction about what will happen in the morning and where they will go on the bus. Tell why your prediction makes sense.

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

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Predictions
Title: _____

I predict ...

My prediction was
 Correct
 Incorrect

I know because...

Here is a picture about my prediction:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions
Title: _____

Question	Answer
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 stick into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Understanding Text Structure
Title: _____

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

Text Structure: You might use white handwriting.

Description	Sequence	Cause and Effect
Compare and Contrast		

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

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Understanding Text Structure

Synthesizing
Title: _____

At First I was Thinking...	My new thinking is...	I used to think...
Became...	Became...	But now I think...
		Became...
My new thinking is...	Now I understand...	After thinking about...
Became...	Became...	I conclude...
		Became...

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Running Record Assessment

Running Record

Title: A Sick Day for Amos McGee

Guided Reading Text Level: I

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	Amos McGee was an early riser. Every morning when the alarm clock clanged, he swung his legs out of bed and swapped his pajamas for a fresh-pressed uniform.				
2	He would wind his watch and set a pot of water to boil—saying to the sugar bowl, "A spoonful for my oatmeal, please, and two for my teacup."				
3	Belly full and ready for the workday, he'd amble out the door.				

Tested By: _____

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Use the first 100 words from the text to assess oral reading fluency