

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for All Are Welcome by Alexandra Penfold

## Asking Questions Lesson Plan

**Asking Questions**  
By: Alexandra Penfold  
Grade Level: 2 / Guided Reading Level: L

**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 when you get confused

**Summary**  
The best place to be is a place where you feel welcome. In *All Are Welcome* you will follow a group of children through their day at school. Their school is a place where everyone is welcome to be who they are, share their talents, and learn from one another. The children in this book care about one another. It is very important that everyone has a place at their school and feels welcome in their community.

**Link to What You Know**

- What does the word "welcome" mean to you?
- Is it ever okay to make people feel unwelcome? Why or why not?

**Important Words to Know and Understand**

**Greet** - To meet someone with friendly and polite words and actions

**Uncover** - To learn about something that was hidden or secret

**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.

It's important to ask questions after you read a book. Ask 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

Asking Questions Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Asking Questions**  
By: Alexandra Penfold  
Grade Level: 2 / Guided Reading Level: L

**3 Ask Questions While Reading**

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions understand the text
- Stop from time to time. Ask yourself if you've found the answers to your questions

**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.

**Pages 3 and 4** - What are you wondering about the kids on these pages?

**Pages 11 and 12** - The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture? How does stopping to wonder about this help you as a reader?

**Pages 13 and 14** - Look closely at the kids on these pages. Is there anything you're wondering about any of the kids? Why is it important to stop and wonder about the kids on these pages?

**Page 16** - There are some big words on this page. What are you wondering about the words on this page? Why is it important to ask questions about new words?

**Fold Out Pages** - Look at the illustration on these pages. What questions do you have about the pictures you see? How would knowing the answers to your questions help you as a reader?

**4 Notice the Work You Did While Reading**

- 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 *All Are Welcome*?

**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 *All Are Welcome*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your questions?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *All Are Welcome*. (Remember to include examples from the book.)

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**Making Inferences**  
By: Alexandra Penfold  
Grade Level: 2 / Guided Reading Level: L

**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 when you get confused

**3 Make Inferences While Reading**

- Look for clues that tell you what the author is trying to say
- Use what you know to figure out what the author is trying to say

**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.

**Pages 1 and 2** - Look at the children on these pages. Find a clue that tells you how the children are feeling. How do you think the children are feeling? How do you know?

**Page 1 and 2** - Look at the children on these pages. Pick one of the children. How do you think they are feeling? How do you know?

**Page 11 and 12** - The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture? How does stopping to wonder about this help you as a reader?

**Pages 13 and 14** - Look closely at the kids on these pages. Is there anything you're wondering about any of the kids? Why is it important to stop and wonder about the kids on these pages?

**Page 16** - There are some big words on this page. What are you wondering about the words on this page? Why is it important to ask questions about new words?

**Fold Out Pages** - Look at the illustration on these pages. What questions do you have about the pictures you see? How would knowing the answers to your questions help you as a reader?

**4 Notice the Work You Did While Reading**

- Reflect
- Write

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**Making Connections**  
By: Alexandra Penfold  
Grade Level: 2 / Guided Reading Level: L

**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 when you get confused

**3 Make Connections While Reading**

- Look for connections between what you are reading and what you already know
- Use what you know to figure out what the author is trying to say

**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.

**Pages 1 and 2** - Look at the children on these pages. Find a clue that tells you how the children are feeling. How do you think the children are feeling? How do you know?

**Page 1 and 2** - Look at the children on these pages. Pick one of the children. How do you think they are feeling? How do you know?

**Page 11 and 12** - The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture? How does stopping to wonder about this help you as a reader?

**Pages 13 and 14** - Look closely at the kids on these pages. Is there anything you're wondering about any of the kids? Why is it important to stop and wonder about the kids on these pages?

**Page 16** - There are some big words on this page. What are you wondering about the words on this page? Why is it important to ask questions about new words?

**Fold Out Pages** - Look at the illustration on these pages. What questions do you have about the pictures you see? How would knowing the answers to your questions help you as a reader?

**4 Notice the Work You Did While Reading**

- Reflect
- Write

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**Identifying the Author's Purpose**  
By: Alexandra Penfold  
Grade Level: 2 / Guided Reading Level: L

**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 when you get confused

**3 Identify the Author's Purpose While Reading**

- Look for clues that tell you what the author is trying to say
- Use what you know to figure out what the author is trying to say

**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.

**Pages 1 and 2** - Look at the children on these pages. Find a clue that tells you how the children are feeling. How do you think the children are feeling? How do you know?

**Page 1 and 2** - Look at the children on these pages. Pick one of the children. How do you think they are feeling? How do you know?

**Page 11 and 12** - The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture? How does stopping to wonder about this help you as a reader?

**Pages 13 and 14** - Look closely at the kids on these pages. Is there anything you're wondering about any of the kids? Why is it important to stop and wonder about the kids on these pages?

**Page 16** - There are some big words on this page. What are you wondering about the words on this page? Why is it important to ask questions about new words?

**Fold Out Pages** - Look at the illustration on these pages. What questions do you have about the pictures you see? How would knowing the answers to your questions help you as a reader?

**4 Notice the Work You Did While Reading**

- Reflect
- Write

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**Understanding Text Structure**  
By: Alexandra Penfold  
Grade Level: 2 / Guided Reading Level: L

**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 when you get confused

**3 Understand Text Structure While Reading**

- Look for clues that tell you what the author is trying to say
- Use what you know to figure out what the author is trying to say

**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.

**Pages 1 and 2** - Look at the children on these pages. Find a clue that tells you how the children are feeling. How do you think the children are feeling? How do you know?

**Page 1 and 2** - Look at the children on these pages. Pick one of the children. How do you think they are feeling? How do you know?

**Page 11 and 12** - The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture? How does stopping to wonder about this help you as a reader?

**Pages 13 and 14** - Look closely at the kids on these pages. Is there anything you're wondering about any of the kids? Why is it important to stop and wonder about the kids on these pages?

**Page 16** - There are some big words on this page. What are you wondering about the words on this page? Why is it important to ask questions about new words?

**Fold Out Pages** - Look at the illustration on these pages. What questions do you have about the pictures you see? How would knowing the answers to your questions help you as a reader?

**4 Notice the Work You Did While Reading**

- Reflect
- Write

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**Answer Key for Asking Questions with All Are Welcome**

**Pages 3 and 4**  
What are you wondering about the kids on these pages?  
Answers: I wonder how they are feeling. I wonder if they are happy. I wonder if they are sad.

**Pages 11 and 12**  
The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture?  
Answers: I wonder how many kinds of bread there are. I wonder what kinds of bread there are. I wonder if the bread is good.

**Pages 13 and 14**  
Look closely at the kids on these pages. Is there anything you're wondering about any of the kids?  
Answers: I wonder how they are feeling. I wonder if they are happy. I wonder if they are sad.

**Page 16**  
There are some big words on this page. What are you wondering about the words on this page?  
Answers: I wonder what the words mean. I wonder if I know the words. I wonder if the words are important.

**Answer Key for Identifying the Author's Purpose with All Are Welcome**

**Pages 1 and 2**  
The author is trying to tell us that everyone is welcome at school.  
Answers: I think the author is trying to tell us that everyone is welcome at school. I think the author is trying to tell us that everyone is welcome at school.

**Pages 11 and 12**  
The author is trying to tell us that there are many different kinds of bread at school.  
Answers: I think the author is trying to tell us that there are many different kinds of bread at school. I think the author is trying to tell us that there are many different kinds of bread at school.

**Pages 13 and 14**  
The author is trying to tell us that everyone is welcome at school.  
Answers: I think the author is trying to tell us that everyone is welcome at school. I think the author is trying to tell us that everyone is welcome at school.

**Page 16**  
The author is trying to tell us that everyone is welcome at school.  
Answers: I think the author is trying to tell us that everyone is welcome at school. I think the author is trying to tell us that everyone is welcome at school.

**Answer Key for Making Connections with All Are Welcome**

**Pages 1 and 2**  
Look at the children on these pages. Find a clue that tells you how the children are feeling.  
Answers: I think the children are feeling happy. I think the children are feeling happy.

**Pages 11 and 12**  
The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture?  
Answers: I wonder how many kinds of bread there are. I wonder what kinds of bread there are. I wonder if the bread is good.

**Pages 13 and 14**  
Look closely at the kids on these pages. Is there anything you're wondering about any of the kids?  
Answers: I wonder how they are feeling. I wonder if they are happy. I wonder if they are sad.

**Page 16**  
There are some big words on this page. What are you wondering about the words on this page?  
Answers: I wonder what the words mean. I wonder if I know the words. I wonder if the words are important.

**Answer Key for Making Inferences with All Are Welcome**

**Pages 1 and 2**  
Look at the children on these pages. Find a clue that tells you how the children are feeling.  
Answers: I think the children are feeling happy. I think the children are feeling happy.

**Pages 11 and 12**  
The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture?  
Answers: I wonder how many kinds of bread there are. I wonder what kinds of bread there are. I wonder if the bread is good.

**Pages 13 and 14**  
Look closely at the kids on these pages. Is there anything you're wondering about any of the kids?  
Answers: I wonder how they are feeling. I wonder if they are happy. I wonder if they are sad.

**Page 16**  
There are some big words on this page. What are you wondering about the words on this page?  
Answers: I wonder what the words mean. I wonder if I know the words. I wonder if the words are important.

**Answer Key for Understanding Text Structure with All Are Welcome**

**Pages 1 and 2**  
Look at the children on these pages. Find a clue that tells you how the children are feeling.  
Answers: I think the children are feeling happy. I think the children are feeling happy.

**Pages 11 and 12**  
The author tells us there are a dozen different kinds of bread at lunch. What are you wondering about the bread you see in the picture?  
Answers: I wonder how many kinds of bread there are. I wonder what kinds of bread there are. I wonder if the bread is good.

**Pages 13 and 14**  
Look closely at the kids on these pages. Is there anything you're wondering about any of the kids?  
Answers: I wonder how they are feeling. I wonder if they are happy. I wonder if they are sad.

**Page 16**  
There are some big words on this page. What are you wondering about the words on this page?  
Answers: I wonder what the words mean. I wonder if I know the words. I wonder if the words are important.

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**All Are Welcome: Asking Questions**

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

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

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**All Are Welcome: Asking Questions**

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

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

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**All Are Welcome: Asking Questions**

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

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

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

**All Are Welcome: Asking Questions**

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

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**All Are Welcome: Asking Questions**

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

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**All Are Welcome: Asking Questions**

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

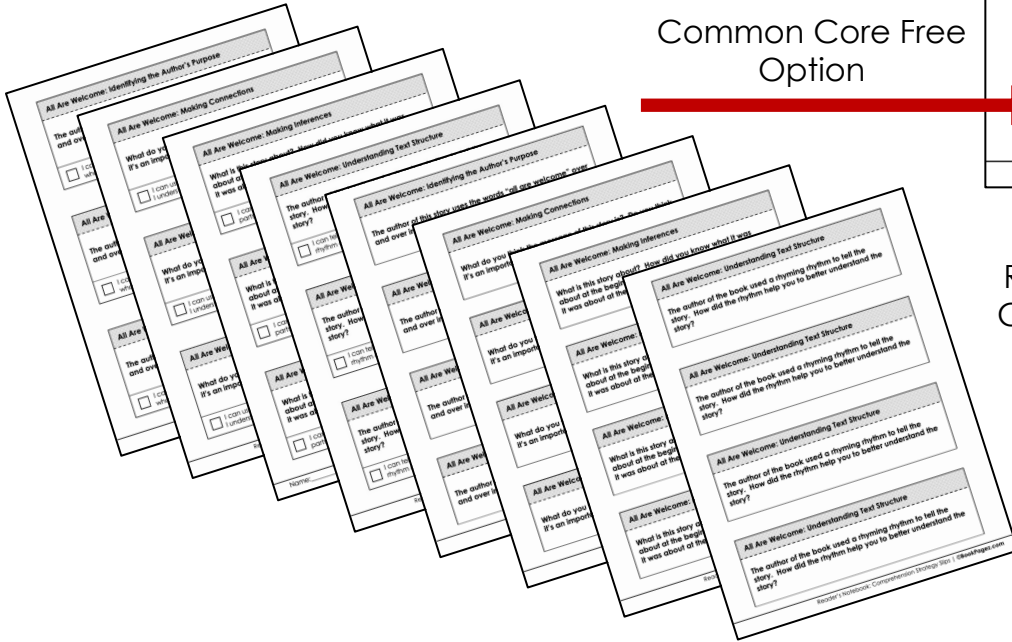
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**All Are Welcome: Asking Questions**

How do the people in the book show that they care about the people in their community?

What are you wondering about the community of people in the book?

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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 about... I am not sure why...

Question	Answer
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.

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Asking Questions

**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

**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-World  Text-to-Self

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.

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Making Connections

**Making Inferences**

**Title:**

What the Text Says	What I Know	What I Can Infer
Use for ideas in the text or pictures.	What do you know about the story?	Details, thoughts, Cause, 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.

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Making Inferences

**Understanding Text Structure**

**Title:**

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

**Text Structures You Might See While Reading:**

Description	Sequence	Cause and Effect

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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Understanding Text Structure