

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *An Angel for Solomon Singer* by Cynthia Rylant

Making Inferences Lesson Plan

Making Inferences

An Angel for Solomon Singer
By: Cynthia Rylant
Grade Level: 3 / Guided Reading Level: F

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

Summary
An Angel for Solomon Singer is the story of a man named Solomon Singer. Solomon lives in a dreary apartment in New York City and he is not happy about it. Solomon longs to have more space and freedom. One night, feeling sad and lonely, Solomon leaves his apartment to wander the streets of New York City. Soon, Solomon comes to a restaurant called the Westway Café. Solomon sits down, orders food, and silently wishes for the things that he has dreamed of having. For every wish that Solomon makes he begins to feel a little happier and less lonely.

Link to What You Know
What does someone who is lonely look like?
Think of a special dream that you have for yourself. What do you hope your life will be like when you grow up?
How do you feel when you think about your special dream?

Important Words to Know and Understand
Journeyed - To have travelled from one place to another

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives. Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines." For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed. Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences Lesson Plan

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3
Make Inferences While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice about characters, setting, and events?

4
Notice the Work You Did While Reading
Think
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 - When the author describes the things that Solomon wishes for, you can gather clues about the kind of place Solomon would rather live. What can you infer about Solomon? Where would he rather live? Why do you think so?
Page 17 - What can you infer about the way that Solomon feels when he is at the Westway Café? Why does he silently order dreams with his food? How does ordering dreams make him feel?
Page 20 - What can you infer about the change in Solomon? What has helped him to feel happier and appreciate the city more? Why do you think so.
Page 25 - What can you infer about Angel? Why do you think the author gave the water the name Angel?

Time to Reflect
Think - What types of inferences did you make while reading *An Angel for Solomon Singer*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?
Talk - Tell your reading partner about the best inference you made while reading this book? Explain why your inference 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 extra information you learned while reading *An Angel for Solomon Singer*. What was most helpful about making inferences? What was difficult? How does making inferences help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *An Angel for Solomon Singer*. (Remember to include examples from the book!)

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Identifying the Author's Purpose

1 Get Ready To Read

3 Identify the Author's Purpose While Reading

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

Synthesizing

1 Get Ready To Read

3 Synthesizing While Reading

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

Author's Purpose

Synthesizing

Answer Key for Making Inferences with An Angel for Solomon Singer

Your Turn to Practice Making Inferences with An Angel for Solomon Singer

Page 4
When the author describes the things that Solomon wishes for, you can gather clues about the kind of place where Solomon would rather live. What can you infer about Solomon? Where would he rather live? Why do you think so?
Answers will vary.

Page 17
What can you infer about the way that Solomon feels when he is at the Westway Café? Why does he silently order dreams with his food? How does ordering dreams make him feel?
Answers will vary.

Page 20
What can you infer about the change in Solomon? What has helped him to feel happier and appreciate the city more? Why do you think so?
Answers will vary.

Page 25
What can you infer about Angel? Why do you think the author gave the water the name Angel?
Answers will vary.

Answer Key for Identifying the Author's Purpose with An Angel for Solomon Singer

Your Turn to Practice Identifying the Author's Purpose with An Angel for Solomon Singer

Page 4
What is your opinion of Solomon Singer at this point in the book?
Answers will vary.

Page 10
How do you think that Solomon Singer feels about the importance of having dreams?
Answers will vary.

Page 17
What is your opinion of Solomon Singer? Do you agree with the way that he is solving his problems? Why or why not?
Answers will vary.

Page 24
Do you think that the strategies are you using to decide whether or not he is happy?
Answers will vary.

Page 28
Find a place in the book where you had to stop and think. What strategies did you use to get through the difficult part?
Answers will vary.

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt →

Common Core State Standard →

Common Core Free Option →

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer

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

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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 out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader Response Prompt | ©BookPagez.com

Author's Purpose

Synthesizing
Title: _____

All that I was thinking...	My new thinking...	I used to think...
Because...	Because...	But now I think...
		Because...
		Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

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Synthesizing