

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for
Are You a Snail? by Judy Allen

Making Inferences Lesson Plan

Are You a Snail?
By: Judy Allen
Grade Level: 1 / Guided Reading Level: H

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

Summary

Are You a Snail? is a nonfiction book. That means that the information in this book is all true.

In this book you will learn all about snails – what they eat, where they live, and even why they are slimy. You will also discover that snails and people are a lot alike.

Link to What You Know

- What do you think a snail's body might feel like? Why do you think so?
- What are the differences between fiction and nonfiction?
- Look at the cover of the book. What do you think you will learn while reading today?

Important Words to Know and Understand

Gravel – Small pieces of rock

Gastropods – A family of creatures including snails, slugs, and other mollusks

2

Learn About Comprehension Strategies

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

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.

Illustrations 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

Activate Prior Knowledge

Making Inferences Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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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
- What do you notice about the characters, setting, and events?

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 5 – What can you infer about the way a snail uses its eyes? Why do you think its eyes are on stalks? Do the pictures help you make an inference? How do the pictures help you?

Page 11 – Look at the picture of the thrush eating the snail. What can you infer from this picture? How do you think the thrush eats the snail? What clues did the picture give you?

Page 15 – What can you infer about the reasons humans put sharp gravel in their gardens? What do you know about sharp gravel? What do you think the gravel would do to the snail?

Page 18 – What can you infer about the way a slug moves based on what you know about the snail? Look at the picture of the slug. How do you think it moves? How do you know?

4

Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect

Think – What types of inferences did you make while reading *Are You a Snail?* 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 making inferences in *Are You a Snail*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Are You a Snail*. (Remember to include examples from the book!)

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Page 4 – What other connections can you make? Think of the way that a baby snail is like a human baby. What text clues do you think connections can you make?

Page 12 – What other connections can you make? Does the cover of the book tell you anything about the information in *Are You a Snail*? How do you think the author uses the text to make connections to you?

Page 20 – What connections can you make? How do you think the author uses the text to make connections to you? How do you think the author uses the text to make connections to you?

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Learn About Comprehension Strategies

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

Time to Reflect

Think – What other connections can you make while reading *Are You a Snail*? Think about the questions for each page. How do you think the author uses the text to make connections to you? How do you think the author uses the text to make connections to you?

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Understanding Text Structure

Answer Key for Making Connections with Are You a Snail?

Your Turn to Practice Making Connections with Are You a Snail?

Page 4 – What other connections can you make to start? Think of the way that a baby snail is like a human baby. What text clues do you think connections can you make?

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Answer Key for Visualizing with Are You a Snail?

Your Turn to Practice Visualizing with Are You a Snail?

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Answer Key for Determining Importance with Are You a Snail?

Your Turn to Practice Determining Importance with Are You a Snail?

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Answer Key for Understanding Text Structure with Are You a Snail?

Your Turn to Practice Understanding Text Structure with Are You a Snail?

Pages 4 to 6 – How is the author using description to teach about snails. What words is the author using to describe snails? What did you learn about snails from the description?

Pages 11 to 20 – How is the author using sequence to teach about snails. A sequence explains what happens first, then, and last. What does the sequence teach you about snails?

Pages 23 to 26 – How is the author using compare and contrast text structure to show how snails and humans are alike and different. What does the text structure teach you about snails? How are they like us? How are snails and humans different?

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

5 Comprehension Strategy Graphic Organizers

Making Connections
Title: _____

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

What type of connection did you make?
 Text to Self 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.

Making Connections

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer

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

Making Inferences

Visualizing
Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Draw your picture to connect. Make sure that you draw all of the words that helped you visualize.

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

Visualizing

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 staple into your reader's notebook.

Determining Importance

Understanding Text Structure
Title: _____

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

Text Structures You Might See While Reading:
 Description Sequence Cause and Effect
 Comparison and Contrast Problem and Solution

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

Understanding Text Structure