

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Come On, Rain!* by Karen Hesse

## Making Predictions Lesson Plan

**Making Predictions**  
Come On, Rain!  
By: Karen Hesse  
Grade Level: 3 / Guided Reading Level: P

**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**  
*Come On, Rain!* is the story of a baking hot summer day and the excitement a girl named Tess has while waiting for the rain to come. Early one morning, Tess climbs onto the roof of her apartment building, and through the steamy haze of the sun, she sees dark rain clouds rolling in. Soon, Tess is off to gather all of her friends who excitedly put on their bathing suits and wait to have some fun in the cool summer rain.

**Link to What You Know**

- What do you do on hot days?
- What happens to plants when it doesn't rain?
- What does the word "anticipation" mean to you?

**Important Words to Know and Understand**  
**Murmur** - A low whisper that can be difficult to hear and understand

**2**  
**Learn About Comprehension Strategies**

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

**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 the book will be about, who the main character might be, what big events will happen

**During Reading Predictions:** What a character will do next, how a problem might be solved, what important event will happen

**After Reading Predictions:** Which predictions were correct, which predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

## Making Predictions Lesson Plan

**Making Predictions**  
Come On, Rain!  
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**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

**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 2** - Name 3 things that you think this book might be about. Explain why your predictions make sense. (If think because \_\_\_\_\_)

**Page 12** - Why do you think the girls want to wear their bathing suits? What do you predict they are going to do? Why does your prediction make sense?

**Pages 21 and 22** - Look at the pictures on this page. What do you think the girls' mothers will do next? Why do you think so?

**Page 26** - Now that everyone has got off in the rain, what do you predict will happen next? Why do you think so?

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

- Think
- Reflect
- Write

**Time to Reflect**  
**Think** - What types of predictions did you make while reading *Come On, Rain!* 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 the book! Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense? What was difficult? How does making predictions help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Come On, Rain!* (Remember to include examples from the book.)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Retelling and Summarizing**  
Come On, Rain!  
By: Karen Hesse  
Grade Level: 3 / Guided Reading Level: P

**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

**3**  
**Retell and Summarize 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

**2**  
**Learn About Comprehension Strategies**

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

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

- Think
- Reflect
- Write

**Identifying the Author's Purpose**  
Come On, Rain!  
By: Karen Hesse  
Grade Level: 3 / Guided Reading Level: P

**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

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

**2**  
**Learn About Comprehension Strategies**

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

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

- Think
- Reflect
- Write

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Retelling and Summarizing

Author's Purpose

**Visualizing**  
Come On, Rain!  
By: Karen Hesse  
Grade Level: 3 / Guided Reading Level: P

**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

**3**  
**Visualize 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

**2**  
**Learn About Comprehension Strategies**

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

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

- Think
- Reflect
- Write

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Visualizing

**Answer Key for Retelling and Summarizing with Come On, Rain!**

**Your Turn to Practice Retelling and Summarizing with Come On, Rain!**

**Page 6:** What do you know about the book so far? What characters have you met? What details do you know about the setting?

**Page 10:** What problems is Tess trying to solve by making her mamma feel sad?

**Page 18:** What big event has happened in the story? How has it changed the characters in the book?

**Answer Key for Making Predictions with Come On, Rain!**

**Your Turn to Practice Making Predictions with Come On, Rain!**

**Page 2:** Name 3 things that you think this book might be about. Explain why your predictions make sense. (If think because \_\_\_\_\_)

**Page 12:** Why do you think the girls want to wear their bathing suits? What do you predict they are going to do? Why does your prediction make sense?

**Answer Key for Identifying the Author's Purpose with Come On, Rain!**

**Your Turn to Practice Identifying the Author's Purpose with Come On, Rain!**

**Page 6:** Notice the words the author chose to describe the day. How do the words make you feel? Do you like the way the author wrote? Why or why not?

**Page 10:** Why do you think the author took the time to tell us about Tess and her mamma drinkingiced tea? What do you learn about their relationship on the page?

**Pages 16 to 18:** How do you feel when you read the words and look at the pictures on these pages? What do you think the author and the illustrator wanted you to think about on these pages?

**Page 26:** How do you feel after reading the last words in the book? Why do you think the author chose these words?

**Why do you think Karen Hesse wrote this book?**  
To describe To inform To entertain

**Answer Key for Visualizing with Come On, Rain!**

**Your Turn to Practice Visualizing with Come On, Rain!**

**Page 6:** Notice the way the author describes Tess' neighborhood. What do you see in your mind? Point to the words that help you picture the neighborhood in your mind.

**Page 7:** Notice the words the author uses to describe Jackie-Jojo. Point to the words that help you visualize Jackie-Jojo.

**Page 16:** Notice the words that the author uses to describe the action on this page. Which words help you visualize what the girls do in the summer heat?

**Pages 24 to 26:** Notice the words the author uses to describe the action and the setting on these pages. Which words help you visualize?

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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**

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

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Retelling and Summarizing

**Making Predictions**

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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Making Predictions

**Identifying the Author's Purpose**

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 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. Color or cut on the dotted lines.  
3. Give, tape, or staple into your reader's notebook.

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Author's Purpose

**Visualizing**

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.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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

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Visualizing