

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for  
**Deadliest Animals by Melissa Stewart**

## Making Inferences Lesson Plan

**Deadliest Animals**  
By: Melissa Stewart  
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

**Summary**

**Deadliest Animals** is a nonfiction book full of true facts about the deadliest animals in our world. This book has a lot of photographs that will show us the surprising ways animals can be deadly to other animals or to humans who cross their paths. From big animals like elephants and hippopotamuses, to small animals like mosquitoes and spiders, this book will teach us about the incredible and unique ways animals can protect themselves.

**Link to What You Know**

- What are some clues that tell us when an animal is dangerous?
- What clues do animals give to show how they are dangerous?

**Important Words to Know and Understand**

**Predator** – An animal that hunts and eats other animals

**Species** – A group of similar creatures that can mate and produce healthy young animals

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**2**

**Learn About Comprehension Strategies**

- Think about the text you read

**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.

## Guided Reading Level

## Activate Prior Knowledge

## 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?

**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 4 to 5** – Use the information on these pages to make an inference about lions. Why do people call lions "kings of the jungle"?

**Pages 10 to 13** – Use the photographs on these pages to make an inference. How do you think a polar bear or a crocodile's color might help it attack its prey? Is this an important inference to make? Why or why not?

**Pages 14 to 19** – Use the information on these pages to make an inference. What could a person do to avoid being attacked by the animals shown on these pages?

**Pages 28 to 29** – What can you infer about the chef on this page based on the text and photograph?

**Pages 36 to 43** – What can you infer about an animal's size in relation to how deadly it is? How does making this inference help you as a reader?

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**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – What types of inferences did you make while reading *Deadliest Animals*? 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? 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 *Deadliest Animals*. (Remember to include examples from the book!)

## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

## Key Vocabulary

## Explanation of Strategy

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Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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**3**

**Identify the Author's Purpose**

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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.

**Pages 4 to 5** – After reading these pages, what do you think the author's purpose is for writing about lions? Use the information on the text and the photographs to support your answer.

**Pages 10 to 13** – Why do you think the author included these photographs on these pages? How do you think the author's purpose is for including these photographs?

**Pages 14 to 19** – The author includes a variety of photos in these pages, which are all of different sizes and are placed in different locations. Why do you think the author included these photographs? How do you think the author's purpose is for including these photographs?

**Pages 28 to 29** – Why do you think the author included this photograph on this page? How do you think the author's purpose is for including this photograph?

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**Reflect** – Think about the extra information you learned while 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 *Deadliest Animals*. (Remember to include examples from the book!)

## Making Predictions

## Author's Purpose

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**3**

**Synthesize**

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**Pages 10 to 13** – Why do you think the author included these photographs on these pages? How do you think the author's purpose is for including these photographs?

**Pages 14 to 19** – The author includes a variety of photos in these pages, which are all of different sizes and are placed in different locations. Why do you think the author included these photographs? How do you think the author's purpose is for including these photographs?

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**Time to Reflect**

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## Understanding Text Structure

## Synthesizing

## Practice Pages and Answer Keys

**Answer Key for Making Predictions with Deadliest Animals**

**Your Turn to Practice Making Predictions with Deadliest Animals**

Page 12: The chapter heading says "No Bones About It!" Make a prediction about what information you'll learn on the next few pages.

Page 13: How does this information help you as a reader?

Page 14: The author is using a cause and effect text structure to explain how crocodiles attack their prey. How does this information help you as a reader?

Page 22 and 23: On these pages, the author is using description to help you understand the different types of crocodiles. How do you think the author's purpose is for including these photographs?

**Answer Key for Identifying the Author's Purpose with Deadliest Animals**

**Your Turn to Practice Identifying the Author's Purpose with Deadliest Animals**

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Pages 14 to 19: Use the information on these pages to make an inference. What could a person do to avoid being attacked by the animals shown on these pages?

**Answer Key for Understanding Text Structure with Deadliest Animals**

**Your Turn to Practice Understanding Text Structure with Deadliest Animals**

Pages 10 to 13: On these pages, the author is using cause and effect text structure to explain how crocodiles attack their prey. How does this information help you as a reader?

Page 14: The author is using a cause and effect text structure to explain how crocodiles attack their prey. How does this information help you as a reader?

Page 22 and 23: On these pages, the author is using description to help you understand the different types of crocodiles. How do you think the author's purpose is for including these photographs?

**Answer Key for Synthesizing with Deadliest Animals**

**Your Turn to Practice Synthesizing with Deadliest Animals**

Pages 4 to 5: Use the information on these pages to make an inference about lions. Why do people call lions "kings of the jungle"?

Pages 10 to 13: Use the photographs on these pages to make an inference. How do you think a polar bear or a crocodile's color might help it attack its prey? Is this an important inference to make? Why or why not?

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**Answer Key for Making Inferences with Deadliest Animals**

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# Writing About Reading with Optional CCSS Alignment

**Deadliest Animals: Synthesizing**

Give an example of one way your thinking changed about deadly animals after reading this book. Use evidence from the text to support your answer.

I can recount the key details of a text and explain how they support the main idea. CCSS: RI.3.2

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

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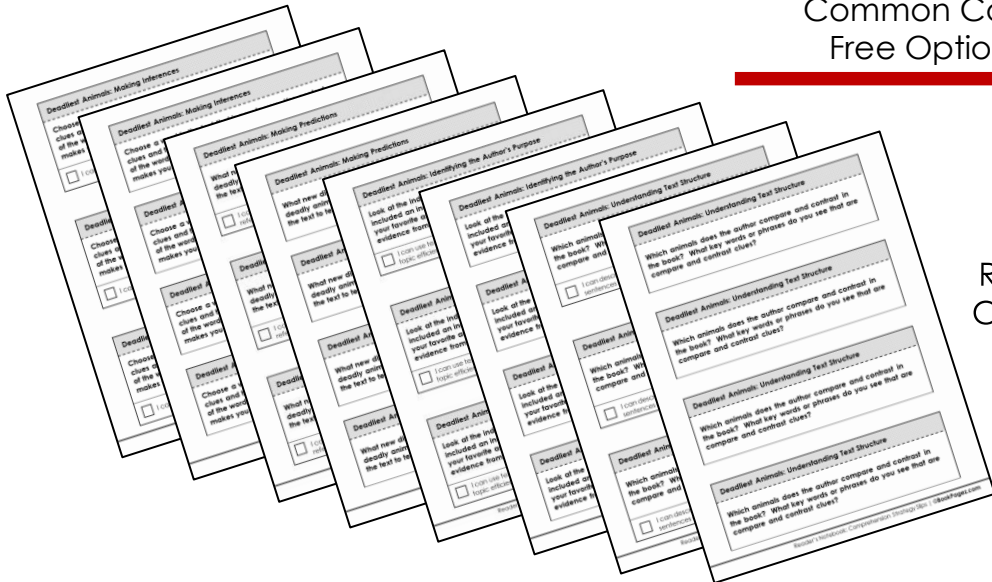
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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

**Making Inferences**

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

**Making Predictions**

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
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**Identifying the Author's Purpose**

Directions:

- Answer each of the questions.
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- Glue, tape, or staple into your Reader's Notebook.

**Understanding Text Structure**

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
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**Synthesizing**

Directions:

- Answer each of the questions.
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