

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Diary of a Wombat* by Jackie French

## Asking Questions Lesson Plan

**Diary of a Wombat**  
By Jackie French  
Grade Level: 2 / Guided Reading Level: M

**Asking Questions**

**Get Ready to Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of words in the book

**Summary**

This story is all about a curious little wombat with an attitude. She spends her days eating, sleeping, and digging holes. The wombat is really good at making messes and thinks carrots are delicious. So, when a family of humans moves in next door, the wombat decides to train her new neighbors to give her treats on demand.

**Link to What You Know**

- What is a diary?
- Do you keep a diary? If you do, why?

**Important Words to Know and Understand**

**Received** – to get or to be given (something)  
**Flapped** – a movement or sound of something that is moving up and down or back and forth

**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.

Lastly, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understand 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

**Diary of a Wombat**  
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**Asking Questions**

**3**

**Ask Questions While Reading**

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions are important
- 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.

**Page 8** – Look at the expression on the humans' faces. What do you think they are wondering about the wombat? What are you wondering about the wombat?

**Page 16** – What happened on this page? What are you wondering about the door, the humans, or the wombat? Do you think you'll find the answer to your question if you keep reading the book? Why or why not?

**Page 20** – Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

**Page 24** – The wombat has discovered more carrots. What are you wondering on this page?

**Page 30** – Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

**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 this book?

**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.

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

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## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

## Key Vocabulary

## Explanation of Strategy

**Diary of a Wombat**  
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Grade Level: 2 / Guided Reading Level: M

**Making Inferences**

**3**

**Make Inferences While Reading**

- Look for clues that tell you how the characters might be feeling or thinking
- Think 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 8** – Make an inference about the wombat. How do you think the wombat was feeling on Monday and Tuesday? How do you know? Do you think the wombat has a character? How do you know?

**Page 16** – Look at the picture on this page. Make an inference about what's happening. How does your inference help you as a reader?

**Page 20** – Make an inference about the wombat. What do you think she is thinking about when she looks at the humans? How do you know?

**Page 24** – Make an inference about the humans. How do you think they would feel about the wombat's new habit? What makes you think so?

**Time to Reflect**

**Think** – What types of inferences did you make while reading *Diary of a Wombat*? Did you make inferences to understand the characters, the setting, or the events? How do you decide whether or not you're correct? Do you think you understand how a character might be feeling or thinking? What was easy about making inferences? What was difficult? How does making inferences help you as a better reader?

**Talk** – Tell your reading partner about the best inference you made while reading the book. Explain why your inference was helpful to you as a reader. Remember to ask your partner to share their thoughts on your inference. What was easy about making inferences? What was difficult? How does making inferences help you as a better reader?

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Diary of a Wombat*. (Remember to include examples from the book!)

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**Diary of a Wombat**  
By Jackie French  
Grade Level: 2 / Guided Reading Level: M

**Making Connections**

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what you get confused

**Summary**

This story is all about a curious little wombat with an attitude. She spends her days eating, sleeping, and digging holes. The wombat is really good at making messes and thinks carrots are delicious. So, when a family of humans moves in next door, the wombat decides to train her new neighbors to give her treats on demand.

**Link to What You Know**

- What are some things that do not connect properly?
- What are some things that do connect properly?

**Important Words to Know and Understand**

**Character** – a person, animal, or object with a personality that is different from others

**Connect** – to have a relationship or connection with something

**Why Readers Make Connections While Reading**

Readers make connections to better understand a text. There are three types of connections that readers make:

- Text-to-Text** connection, when readers make a connection between the characters or events in the book to their own lives.
- Text-to-World** connection, when readers make a connection between the characters and events in the book to something that they have read.
- Text-to-Self** connection, when readers make a connection between the characters and events in the book to something that they have experienced in their own lives.

**Think** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Diary of a Wombat*. (Remember to include examples from the book!)

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## Making Inferences

## Making Connections

**Diary of a Wombat**  
By Jackie French  
Grade Level: 2 / Guided Reading Level: M

**Making Predictions**

**3**

**Make Predictions While Reading**

- Look for clues that tell you what might happen next
- Think 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 8** – The wombat made a duty mess while the neighbors were cooking. What do you think the neighbors will do next?

**Page 14** – The neighbors put boards over the hole in their door. What do you think the wombat will do next?

**Page 20** – The humans left carrots out for the wombat to eat. What do you think the humans will do next?

**Page 24** – The wombat kept walking through the humans' wet laundry. What do you think she will do next? Why do you think so?

**Page 30** – Do you think the humans will keep the wombat on a path? Why do you think so?

**Time to Reflect**

**Think** – What types of predictions did you make while reading *Diary of a Wombat*? Did you make predictions about characters, the setting, or the events? How do you decide whether or not you're correct? Do you think you understand how a character might be feeling or thinking? What was easy about making predictions? What was difficult? How does making predictions help you as a better reader?

**Talk** – Tell your reading partner about the best prediction you made while reading the book. Explain why your prediction was helpful to you as a reader. Remember to ask your partner to share their thoughts on your prediction. What was easy about making predictions? What was difficult? How does making predictions help you as a better reader?

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Diary of a Wombat*. (Remember to include examples from the book!)

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**Diary of a Wombat**  
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**Retelling and Summarizing**

**3**

**Retell and Summarize While Reading**

- Think about the characters, events, and the setting in the book
- Write about the work you did while reading *Diary of a Wombat*

**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 8** – The wombat made a duty mess while the neighbors were cooking. What do you think the neighbors will do next?

**Page 14** – The neighbors put boards over the hole in their door. What do you think the wombat will do next?

**Page 20** – The humans left carrots out for the wombat to eat. What do you think the humans will do next?

**Page 24** – The wombat kept walking through the humans' wet laundry. What do you think she will do next? Why do you think so?

**Page 30** – Do you think the humans will keep the wombat on a path? Why do you think so?

**Time to Reflect**

**Think** – What types of information did you use when you retold the story to your reading partner? Did you use information about the characters, the setting, or the events? How do you decide whether or not you're correct? Do you think you understand how a character might be feeling or thinking? What was easy about retelling and summarizing? What was difficult? How does retelling and summarizing help you as a better reader?

**Talk** – Tell your reading partner about your favorite part of the book. Tell about the characters, events, and the setting in the book. How do you decide whether or not you're correct? Do you think you understand how a character might be feeling or thinking? What was easy about retelling and summarizing? What was difficult? How does retelling and summarizing help you as a better reader?

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Diary of a Wombat*. (Remember to include examples from the book!)

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## Making Predictions

## Retelling and Summarizing

**Answer Key for Asking Questions with Diary of a Wombat**

**Page 8** – Look at the expression on the humans' faces. What do you think they are wondering about the wombat?

**Page 16** – What happened on this page? What are you wondering about the door, the humans, or the wombat?

**Page 20** – Look at the picture on this page. What are you wondering? How do your questions about what's happening in the picture help you as a reader?

**Page 24** – The wombat has discovered more carrots. What are you wondering on this page?

**Page 30** – Now that you've finished the book, what questions do you still have? Will the answers to your questions help you better understand the book, or will they help you learn more about wombats in general?

**Answer Key for Making Inferences with Diary of a Wombat**

**Page 8** – Make an inference about the wombat. How do you think the wombat was feeling on Monday and Tuesday? How do you know?

**Page 16** – Look at the picture on this page. Make an inference about what's happening. How does your inference help you as a reader?

**Page 20** – Make an inference about the wombat. What do you think she is thinking about when she looks at the humans? How do you know?

**Page 24** – Make an inference about the humans. How do you think they would feel about the wombat's new habit? What makes you think so?

**Answer Key for Making Connections with Diary of a Wombat**

**Page 8** – What are some things that do not connect properly? What are some things that do connect properly?

**Page 14** – The neighbors put boards over the hole in their door. What do you think the wombat will do next?

**Page 20** – The humans left carrots out for the wombat to eat. What do you think the humans will do next?

**Page 24** – The wombat kept walking through the humans' wet laundry. What do you think she will do next? Why do you think so?

**Page 30** – Do you think the humans will keep the wombat on a path? Why do you think so?

**Answer Key for Making Predictions with Diary of a Wombat**

**Page 8** – The wombat made a duty mess while the neighbors were cooking. What do you think the neighbors will do next?

**Page 14** – The neighbors put boards over the hole in their door. What do you think the wombat will do next?

**Page 20** – The humans left carrots out for the wombat to eat. What do you think the humans will do next?

**Page 24** – The wombat kept walking through the humans' wet laundry. What do you think she will do next? Why do you think so?

**Page 30** – Do you think the humans will keep the wombat on a path? Why do you think so?

**Answer Key for Retelling and Summarizing with Diary of a Wombat**

**Page 8** – The wombat made a duty mess while the neighbors were cooking. What do you think the neighbors will do next?

**Page 14** – The neighbors put boards over the hole in their door. What do you think the wombat will do next?

**Page 20** – The humans left carrots out for the wombat to eat. What do you think the humans will do next?

**Page 24** – The wombat kept walking through the humans' wet laundry. What do you think she will do next? Why do you think so?

**Page 30** – Do you think the humans will keep the wombat on a path? Why do you think so?

## Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

**Diary of a Wombat: Asking Questions**

If you moved in next door to the wombat, what would you want to know about the wombat?

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

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**Diary of a Wombat: Asking Questions**

If you moved in next door to the wombat, what would you want to know about the wombat?

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

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**Diary of a Wombat: Asking Questions**

If you moved in next door to the wombat, what would you want to know about the wombat?

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

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Common Core Free Option

**Diary of a Wombat: Asking Questions**

If you moved in next door to the wombat, what would you want to know about the wombat?

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**Diary of a Wombat: Asking Questions**

If you moved in next door to the wombat, what would you want to know about the wombat?

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**Diary of a Wombat: Asking Questions**

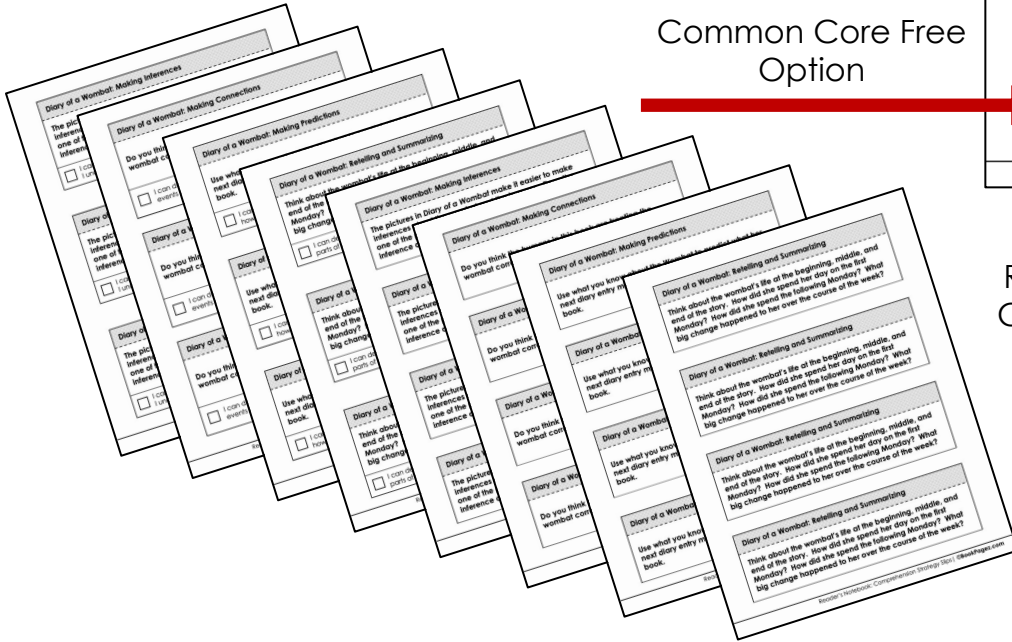
If you moved in next door to the wombat, what would you want to know about the wombat?

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**Diary of a Wombat: Asking Questions**

If you moved in next door to the wombat, what would you want to know about the wombat?

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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 curious 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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**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

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

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**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.

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**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the clues?	Directions, 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 Predictions**

Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	1. Predicted well and with evidence? <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

Retelling and Summarizing

Making Connections

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Making Predictions