

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Duck for President by Doreen Cronin

Retelling and Summarizing Lesson Plan

Retelling and Summarizing
Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

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
Duck doesn't like to work for Farmer Brown. It's hard and messy. Being in charge of the farm would be easier, right? If you were Duck, that's what you would think. But running the farm is also hard and messy. In search of the easy life, Duck leaves the farm and hits the campaign trail, believing once again that being in charge is undemanding. Once again, Duck is wrong.

Link to What You Know
Think about a time when you had a lot to do and were very busy. How did you handle all of the work?
What would you do if you wanted to get out of work?

Important Words to Know and Understand
Campaign - To lead or take part in a campaign to support or oppose someone or something or to achieve something.
Election - The act or process of choosing someone for a public office by voting.

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a reporter. Retell and summarize the information using important facts, facts, and vocabulary from the text.
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

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3 Retell and Summarize While Reading
Think about the important events that happened first, next, then, and last
Notice the names of the characters and where characters caused events to happen

4 Notice the Work You Did While Reading
Think
Talk
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.
Cover - Look at the cover of the book. Who is the main character in this book? How can you tell?
Pages 5 and 6 - What is happening on this page? Why did the illustrator draw all of the animals looking at us?
Page 17 - Duck is a mess. What happened to him? Why did it happen?
Page 24 - What do the voting results in the newspaper tell us on this page? Why is this an important part to notice?
Page 28 - Why does Duck want to be president? How do you know?

Time to Reflect
Think - What type of information did you use when you retold and summarized Duck for President? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why you chose your favorite. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the characters, events, and the settings in Duck for President. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading Duck for President. (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

Making Inferences
Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

1 Get Ready To Read
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Making Connections
Duck for President
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Identifying the Author's Purpose
Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

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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
Think about the important events that happened first, next, then, and last
Notice the names of the characters and where characters caused events to happen

2 Learn About Comprehension Strategies
Think about the text you read
Know what to do

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Synthesizing
Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

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 Synthesize While Reading
Think about the important events that happened first, next, then, and last
Notice the names of the characters and where characters caused events to happen

2 Learn About Comprehension Strategies
Think about the text you read
Know what to do

4 Notice the Work You Did While Reading
Think
Talk
Reflect
Write

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Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading Duck for President. (Remember to include examples from the book!)

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Answer Key for Retelling and Summarizing with Duck for President

Your Turn to Practice Retelling and Summarizing with Duck for President

Answer Key for Making Connections with Duck for President

Your Turn to Practice Making Connections with Duck for President

Answer Key for Making Inferences with Duck for President

Your Turn to Practice Making Inferences with Duck for President

Answer Key for Identifying the Author's Purpose with Duck for President

Your Turn to Practice Identifying the Author's Purpose with Duck for President

Answer Key for Synthesizing with Duck for President

Your Turn to Practice Synthesizing with Duck for President

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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

5 Comprehension Strategy Graphic Organizers

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

Retelling and Summarizing

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 out the dotted lines.
 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
Look for clues from text passages.	What do you know about the text?	Bring in thoughts, clues, feelings.

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

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 that the author made you think about while reading.

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

Author's Purpose

Synthesizing

Title: _____

As I read I was thinking...	My new thinking is...	I used to think...
Become...	Become...	But now I think...
Become...	Become...	Become...
My new thinking is...	How I understand...	After thinking about...
Become...	Become...	conclude...
Become...	Become...	Become...

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

Synthesizing