

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Each Kindness* by Jacqueline Woodson

Retelling & Summarizing Lesson Plan

Retelling and Summarizing
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

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
A new child named Maya quietly walks into a classroom. Her clothes are ragged and worn. How will the children react to her? Will they welcome her and make her feel at home, or will they turn away? This is the story of a what can happen when we choose to ignore those around us as well as what can happen when we choose to show kindness to people. When her we are kind or mean, each little thing we do goes out like a ripple into the world.

Link to What You Know

- Think of a time when you were kind to someone. What happened?
- When someone is kind to you, what do you do?

Important Words to Know and Understand

Jacks - A small usually metal object that has points and that is used in the game of jacks

Settle - To make someone or something quiet or calm

2
Learn About Comprehension Strategies

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

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 teacher. Retell and summarize the information using important 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.

©BookPages.com

Guided Reading Level

Retelling & Summarizing Lesson Plan

Retelling and Summarizing
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

3
Retell and Summarize While Reading

- Think about the important events that happened first.
- Notice the names of the characters and the settings.
- Look for places where characters caused events to happen

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 illustration on the cover of the book. Who do you think is the main character of the story? Why do you think so?

Page 4 - How have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stones. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think - What type of information did you use when you retold and summarized *Each Kindness*? 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 the part you chose was 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 *Each Kindness*. 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 *Each Kindness*. (Remember to include examples from the book!)

©BookPages.com

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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
Make Inferences While Reading

- Think about the important events that happened first.
- Notice the names of the characters and the settings.
- Look for places 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

Making Inferences
Readers make inferences to understand what is not directly stated in a text. Inferences are based on the information that is given and what the reader knows about the world.

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 illustration on the cover of the book. Who do you think is the main character of the story? Why do you think so?

Page 4 - How have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stones. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Time to Reflect
Think - What type of information did you use when you retold and summarized *Each Kindness*? 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 the part you chose was 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 *Each Kindness*. 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 *Each Kindness*. (Remember to include examples from the book!)

©BookPages.com

Making Inferences

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
Ask Questions While Reading

- Think about the important events that happened first.
- Notice the names of the characters and the settings.
- Look for places 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

Asking Questions
Readers ask questions to understand what is not directly stated in a text. Questions are based on the information that is given and what the reader knows about the world.

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 illustration on the cover of the book. Who do you think is the main character of the story? Why do you think so?

Page 4 - How have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stones. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Time to Reflect
Think - What type of information did you use when you retold and summarized *Each Kindness*? 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 the part you chose was 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 *Each Kindness*. 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 *Each Kindness*. (Remember to include examples from the book!)

©BookPages.com

Asking Questions

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
Make Predictions While Reading

- Think about the important events that happened first.
- Notice the names of the characters and the settings.
- Look for places 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

Making Predictions
Readers make predictions to understand what is not directly stated in a text. Predictions are based on the information that is given and what the reader knows about the world.

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 illustration on the cover of the book. Who do you think is the main character of the story? Why do you think so?

Page 4 - How have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stones. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Time to Reflect
Think - What type of information did you use when you retold and summarized *Each Kindness*? 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 the part you chose was 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 *Each Kindness*. 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 *Each Kindness*. (Remember to include examples from the book!)

©BookPages.com

Making Predictions

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

- Think about the important events that happened first.
- Notice the names of the characters and the settings.
- Look for places 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

Identifying the Author's Purpose
Readers identify the author's purpose to understand why the author wrote a text. The author's purpose is based on the information that is given and what the reader knows about the world.

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 illustration on the cover of the book. Who do you think is the main character of the story? Why do you think so?

Page 4 - How have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stones. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Time to Reflect
Think - What type of information did you use when you retold and summarized *Each Kindness*? 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 the part you chose was 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 *Each Kindness*. 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 *Each Kindness*. (Remember to include examples from the book!)

©BookPages.com

Author's Purpose

Answer Key for Retelling and Summarizing with Each Kindness

Your Turn to Practice Retelling and Summarizing with Each Kindness

Cover - Look at the illustration on the cover of the book. Who do you think is the main character of the story? Why do you think so?

Page 4 - How have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stones. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Answer Key for Making Inferences with Each Kindness

Your Turn to Practice Making Inferences with Each Kindness

Pages 3 to 4 - How have you learned about how Maya is feeling right now. How do you know? Write about what you think she is feeling.

Answer Key for Asking Questions with Each Kindness

Your Turn to Practice Asking Questions with Each Kindness

Cover - Look at the illustration on the cover of the book. What questions do you have about it?

Page 4 - How have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stones. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Answer Key for Making Predictions with Each Kindness

Your Turn to Practice Making Predictions with Each Kindness

Cover - Read the title and look at the illustration. What do you think this story is about?

Page 4 - How have you learned about Maya? Why is this information important to the story?

Page 7 - Who are Chloe's friends? What do they do during lunchtime?

Page 19 - Describe what Ms. Albert did with a bowl of water and the stones. Why did she do this activity?

Page 29 - How did Chloe change from the beginning of the story? Give examples from the text to support your answer.

Answer Key for Identifying the Author's Purpose with Each Kindness

Your Turn to Practice Identifying the Author's Purpose with Each Kindness

Page 4 - What does the author want you to know about Maya on this page? Support your answer with details from the story.

Page 5 - What does the author want you to know about Chloe on this page? Support your answer with details from the story.

Page 10 - How does the author want you to feel about the way the girls are feeling? Support your answer with details from the story.

Page 18 - What does the author want you to know about the way the girls are feeling? Support your answer with details from the story.

©BookPages.com

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

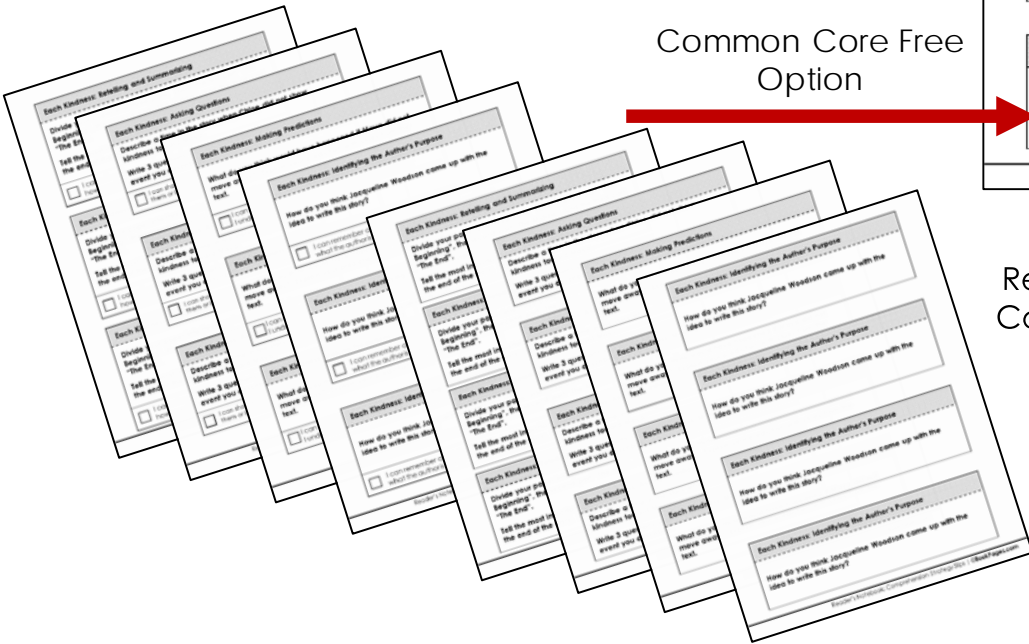
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

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

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



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 organizer.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Asking Questions

Title: _____

Question Sentence Starter	How does...?
I wonder... Why didn't...?	How/when/where/why?

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

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 the author made you think about while reading.

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose