

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *First Day Jitters* by Julie Danneberg

Making Predictions Lesson Plan

Making Predictions
By: Julie Danneberg
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

Summary
It is the first day of school and Sarah Jane Hartwell has the first day jitters. When she wakes up on the first day of school, her hands are cold and clammy. Sarah is terrified of going to her new school. She is worried that she won't know where to go and what to do. Sarah doesn't know anyone or have any friends at her new school. Mr. Hartwell encourages Sarah to go to her new school but Sarah is afraid.

Link to What You Know
What excuses might you make if you didn't want to go to school?
What do your parents do to help you get ready for the first day of school?
What might someone starting a new school worry about?

Important Words to Know and Understand
Clammy - Damp, soft, sticky and usually cold
Stumped - To drop or slide down

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, why predictions were incorrect

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

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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 happen next

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 6 - Look at the picture of Mr. Hartwell. What do you predict he might do next? Why do you think so?

Page 16 - Sarah Jane is making excuses about not feeling well. Make a prediction about what might happen next. Do you think Mr. Hartwell will let Sarah stay home? Why or why not?

Page 21 - Do you think Sarah will follow Mrs. Burton? Why or why not? Does your prediction make sense for the story?

Page 29 - Mrs. Burton pauses when she introduces Sarah to the class. Why do you suppose she pauses? Make a prediction about what might happen next.

Page 29 - Which of your predictions were correct? Which of your predictions didn't turn out to be true?

4
Notice the Work You Did While Reading
Think
Reflect
Write

Time to Reflect
Think - What types of predictions did you make while reading *First Day Jitters*? 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 this book. Explain why your prediction 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 reasons why some of the predictions you made while reading *First Day Jitters* were correct and why some were incorrect. What was easy about making predictions? 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 *First Day Jitters*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing
By: Julie Danneberg
Grade Level: 2 / Guided Reading Level: K

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Retell and Summarize While Reading
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

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 12 - Sarah is worried about going to school. Name the reasons why she is worried.

Page 20 - Sarah is feeling nervous. Think about the other books you've read that are about starting a new school. How does your connection help you to better understand the story?

Time to Reflect
Think - What types of inferences did you make while reading *First Day Jitters*? Did you make inferences about characters, events, problems, or solutions? How did you decide whether or not your inferences made sense?

Talk - Tell your reading partner about the best inferences 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 reasons why some of the inferences you made while reading *First Day Jitters* were correct and why some were incorrect. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

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Retelling and Summarizing

Making Connections

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Talk - Tell your reading partner about the best inferences 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 reasons why some of the inferences you made while reading *First Day Jitters* were correct and why some were incorrect. What was easy about 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 *First Day Jitters*. (Remember to include examples from the book!)

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Making Inferences

Answer Key for Retelling and Summarizing with First Day Jitters

Your Turn to Practice Retelling and Summarizing with First Day Jitters

Page 5: You've learned a lot about this book already. Who are the main characters? What problems are they facing?

Page 12: Sarah is worried about going to school. Name the reasons why she is worried.

Page 20: Sarah is feeling nervous. Think about the other books you've read that are about starting a new school. How does your connection help you to better understand the story?

Page 29: Sarah is making excuses about not feeling well. Make a prediction about what might happen next. Do you think Mr. Hartwell will let Sarah stay home? Why or why not?

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Answer Key for Making Connections with First Day Jitters

Your Turn to Practice Making Connections with First Day Jitters

Page 6: Look at the picture of Mr. Hartwell. What do you predict he might do next? Why do you think so?

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Answer Key for Making Inferences with First Day Jitters

Your Turn to Practice Making Inferences with First Day Jitters

Page 5: What can you infer about Sarah Jane's character? What is she thinking? How does she feel? How do you know? Look at the pictures. What can you infer from the pictures?

Page 12: What can you infer about Mr. Hartwell? How do you know? Look at the pictures. What can you infer from the pictures?

Page 16: Look at the picture on this page. What can you infer about Sarah Jane and Mr. Hartwell? Why is Mr. Hartwell looking at Sarah Jane that way? What do you think each of them is thinking? How do you know? If you could write words for this picture, what words would you use to explain how Sarah Jane feels?

Pages 27 and 28: What can you infer about the children in Sarah Jane's class? What are they thinking about when Mrs. Burton introduces Sarah Jane? How do you know?

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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

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

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

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

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

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Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Write or copy the text or picture.	What do you know about the story?	Strategies: thought, 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.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Write and predict on the dotted line.	Write and predict on the dotted line.	Printed with and not predicted?
		Correct Incorrect
		Correct Incorrect
		Correct 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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Making Predictions