

# Comprehension Strategy Lesson Plans and Practice Pages

## The following preview shows all of the comprehension strategy resources for Frederick Douglass by Barbara Kramer

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**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**  
**Frederick Douglass** is a nonfiction book by Barbara Kramer that tells about the life and accomplishments of a remarkable man that helped shape history. Frederick Douglass spent the first 20 years of his life as a slave. Once he became free, he spoke out against slavery through speeches, writing books, and publishing a newspaper. The end of the Civil War brought an end to slavery and Douglass spent his remaining years helping freed slaves live better lives. While reading, be sure to pay attention to the interesting features such as artwork and photographs from the time when Douglass lived, surprising facts about his life, and a fun quiz to test out your knowledge once you've read the book!

**Link to What You Know**  
• Working with a partner, choose a popular fairy tale that you both know well. If you were going to retell that fairy tale to someone who had never heard it, what details would be important to include? (What details could you probably leave out?)  
• This book is going to teach you about Frederick Douglass. Write a summary of his life do you think you need to know? Write a summary of who he was. Write a list of questions about him to guide your reading.

**Important Words to Know and Understand**  
**Rights** - Certain freedoms that are guaranteed to all Americans  
**Underground Railroad** - A group of people who worked together to help runaway slaves escape to safety

**2**  
**Learn About Comprehension Strategies**  
✓ Know what to do when you get confused

**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.  
The other hand, when you read nonfiction (books about real life, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, 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

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Retelling and Summarizing Lesson Plan

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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  
✓ 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.  
**Pages 4 and 5** - This book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages. Why do you think the author chose to begin the book in this way?  
**Pages 6 to 9** - This section, "Born a Slave", shares information about Douglass's early life. Summarize what you learned about his early life on these pages. How do the pictures and captions on these pages help you retell and summarize?  
**Pages 12 and 13** - These pages explain how Douglass learned to read. In one or two sentences, tell how Douglass learned to read. Be sure to include details from the text in your answer.  
**Pages 16 to 21** - These pages explain Douglass's journey to becoming a free man. In your own words, summarize this journey. Use the sequencing words first, next, then, and last as you write your summary.  
**Pages 24 and 25** - These pages tell about Douglass's involvement in the fight to end slavery. Summarize Douglass's role in ending slavery.

**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 **Frederick Douglass**? 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 **Frederick Douglass**. 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 **Frederick Douglass**. (Remember to include examples from the book!)

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**2**  
**Learn About Comprehension Strategies**  
✓ Know what to do when you get confused

**3**  
**Make Connections**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and  
✓ Look for places where characters caused events to happen

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**Visualizing**  
✓ Think about the important events that happened first, next, then, and last  
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### Making Connections

### Visualizing

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**3**  
**Determining Importance**  
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**3**  
**Understanding Text Structure**  
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### Determining Importance

### Understanding Text Structure

### Practice Pages and Answer Keys

**Answer Key for Retelling and Summarizing with Frederick Douglass**

**Your Turn to Practice Retelling and Summarizing with Frederick Douglass**

**Pages 4 and 5:** The book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages.

**Pages 6 to 9:** This section, "Born a Slave", shares information about Douglass's early life. Summarize what you learned about his early life on these pages. How do the pictures and captions on these pages help you retell and summarize?

**Pages 12 and 13:** These pages explain how Douglass learned to read. In one or two sentences, tell how Douglass learned to read. Be sure to include details from the text in your answer.

**Pages 16 to 21:** These pages explain Douglass's journey to becoming a free man. In your own words, summarize this journey. Use the sequencing words first, next, then, and last as you write your summary.

**Pages 24 and 25:** These pages tell about Douglass's involvement in the fight to end slavery. Summarize Douglass's role in ending slavery.

**Answer Key for Making Connections with Frederick Douglass**

**Your Turn to Practice Making Connections with Frederick Douglass**

**Pages 4 and 5:** The book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages.

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**Answer Key for Visualizing with Frederick Douglass**

**Your Turn to Practice Visualizing with Frederick Douglass**

**Pages 4 and 5:** The book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages.

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**Answer Key for Determining Importance with Frederick Douglass**

**Your Turn to Practice Determining Importance with Frederick Douglass**

**Pages 4 and 5:** The book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages.

**Pages 6 to 9:** This section, "Born a Slave", shares information about Douglass's early life. Summarize what you learned about his early life on these pages. How do the pictures and captions on these pages help you retell and summarize?

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**Answer Key for Understanding Text Structure with Frederick Douglass**

**Your Turn to Practice Understanding Text Structure with Frederick Douglass**

**Pages 4 and 5:** The book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages.

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# Writing About Reading with Optional CCSS Alignment

**Frederick Douglass: Understanding Text Structure**

In the chapter, "Learning to Read", the author tells about the struggle between Mr. and Mrs. Auld when he discovers that his wife is teaching Douglass to read.

Which of the options below best describes the text structure used in this part of the story? Could the paragraph fit into more than one of these text structures? Explain your reasoning.

- Description
- Compare and Contrast
- Sequence
- Problem and Solution
- Cause and Effect

☐ I can describe the structure of information in a text. CCSS: RI.4.5

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

**Retelling and Summarizing**

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

What is the topic of your book?

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 on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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**Making Connections**

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

Circle the features of nonfiction text that were used in your book.

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 on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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**Visualizing**

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

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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**Determining Importance**

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

What is the topic of your book?

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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**Understanding Text Structure**

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

Tell how the text features in your book helped you understand text structures by completing the chart below.

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect
Compare and Contrast			

Directions:  
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