

# Comprehension Strategy

## Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Grumpy Groundhog by Maureen Wright

### Synthesizing Lesson Plan

**Grumpy Groundhog**  
By: Maureen Wright  
Grade Level: 2 / Guided Reading Level: L

**Synthesizing**

**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's Groundhog's Day and everyone is excited to see Groundhog! But there's a problem. Groundhog is very grumpy. He doesn't want to come out of his cozy bed. The mayor and the townspeople must convince Groundhog to come out. So they begin bringing Groundhog things that could make him want to come out and play. Finally Groundhog opens his door! Will he see his shadow and go back to bed or play with the children who have been waiting for spring?

**Link to What You Know**

- Have your feelings towards someone or something ever changed?
- What do you know about groundhog? Do you like them? Do you think your feelings about groundhog will always be the same? What are some reasons your feelings about groundhogs could change?

**Important Words to Know and Understand**

Cozy – Small, comfortable and warm  
Tootlies – Feet

**2**

**Learn About Comprehension Strategies**

- Know what to do when you get confused

**Why Readers Synthesize While Reading**

Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem of the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

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### Guided Reading Level

### Activate Prior Knowledge

### Synthesizing Lesson Plan

**Grumpy Groundhog**  
By: Maureen Wright  
Grade Level: 2 / Guided Reading Level: L

**Synthesizing**

**3**

**Synthesize While Reading**

- Look for places where your opinion of a character changes
- Notice when you learn something new about a character or topic
- Look for new words that change your understanding of the text

**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 1 to 2** – What is your opinion of Groundhog based on what you know about him so far? Why do you feel this way?

**Pages 11 to 12** – Notice the people in this picture. They don't look like they did at the beginning of the book. What has changed? Why is this an important detail to notice?

**Page 18** – What is your opinion of Groundhog now? Has your opinion changed? Why or why not?

**Pages 23 to 24** – Has Groundhog changed? How do you know? Are there words or pictures that show Groundhog has changed?

**Page 31** – What do you think of Groundhog now? Did your opinion of his change throughout the story? Why or why not?

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – How did your thinking change while you read *Grumpy Groundhog*? What information helped you to gain a better understanding of the characters or the problem in the book?

**Talk** – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

**Reflect** – Think about the synthesizing work you did while reading *Grumpy Groundhog*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Grumpy Groundhog*. (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

**Understanding Text Structure**

**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**

- Know what to do when you get confused

**3**

**Understand Text Structure While Reading**

- Notice the work you did while reading
- Think
- Talk
- Reflect
- Write

**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.

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**Page 31** – What do you think of Groundhog now? Did your opinion of his change throughout the story? Why or why not?

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**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

**2**

**Learn About Comprehension Strategies**

- Know what to do when you get confused

**3**

**Make Predictions While Reading**

- Notice the work you did while reading
- Think
- Talk
- Reflect
- Write

**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.

**Page 3** – How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

**Page 11** – How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

**Page 18** – How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

**Page 23** – How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

**Page 27** – How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

**Page 31** – How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

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### Understanding Text Structure

### Making Predictions

**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

**2**

**Learn About Comprehension Strategies**

- Know what to do when you get confused

**3**

**Ask Questions While Reading**

- Notice the work you did while reading
- Think
- Talk
- Reflect
- Write

**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.

**Page 2** – Look at pages 1 and 2. Notice the signs. The illustration shows the groundhog's shadow. What do you think about the groundhog's shadow? Why or why not?

**Page 4** – How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

**Page 11** – How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

**Page 18** – How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

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**Determining Importance**

**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**

- Know what to do when you get confused

**3**

**Determine Importance While Reading**

- Notice the work you did while reading
- Think
- Talk
- Reflect
- Write

**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.

**Page 2** – What do you think is the most important detail to notice? Why or why not?

**Page 4** – What do you think is the most important detail to notice? Why or why not?

**Page 11** – What do you think is the most important detail to notice? Why or why not?

**Page 18** – What do you think is the most important detail to notice? Why or why not?

**Page 23** – What do you think is the most important detail to notice? Why or why not?

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**Page 31** – What do you think is the most important detail to notice? Why or why not?

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### Asking Questions

### Determining Importance

**Answer Key for Making Predictions with Grumpy Groundhog**

**Your Turn to Practice Making Predictions with Grumpy Groundhog**

Page 3: How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

Page 11: How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

Page 18: How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

Page 23: How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

Page 27: How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

Page 31: How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

**Answer Key for Determining Importance with Grumpy Groundhog**

**Your Turn to Practice Determining Importance with Grumpy Groundhog**

Page 2: What do you think is the most important detail to notice? Why or why not?

Page 4: What do you think is the most important detail to notice? Why or why not?

Page 11: What do you think is the most important detail to notice? Why or why not?

Page 18: What do you think is the most important detail to notice? Why or why not?

Page 23: What do you think is the most important detail to notice? Why or why not?

Page 27: What do you think is the most important detail to notice? Why or why not?

Page 31: What do you think is the most important detail to notice? Why or why not?

**Answer Key for Asking Questions with Grumpy Groundhog**

**Your Turn to Practice Asking Questions with Grumpy Groundhog**

Page 2: Look at pages 1 and 2. Notice the signs. The illustration shows the groundhog's shadow. What do you think about the groundhog's shadow? Why or why not?

Page 4: How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

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Page 31: How do you think the author will keep the problem from getting worse? What do you think Groundhog will do?

**Answer Key for Understanding Text Structure with Grumpy Groundhog**

**Your Turn to Practice Understanding Text Structure with Grumpy Groundhog**

Pages 1 to 2: What is your opinion of Groundhog based on what you know about him so far? Why do you feel this way?

Pages 11 to 12: Notice the people in this picture. They don't look like they did at the beginning of the book. What has changed? Why is this an important detail to notice?

Page 18: What is your opinion of Groundhog now? Has your opinion changed? Why or why not?

Pages 23 to 24: Has Groundhog changed? How do you know? Are there words or pictures that show Groundhog has changed?

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### 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

Common Core Free Option

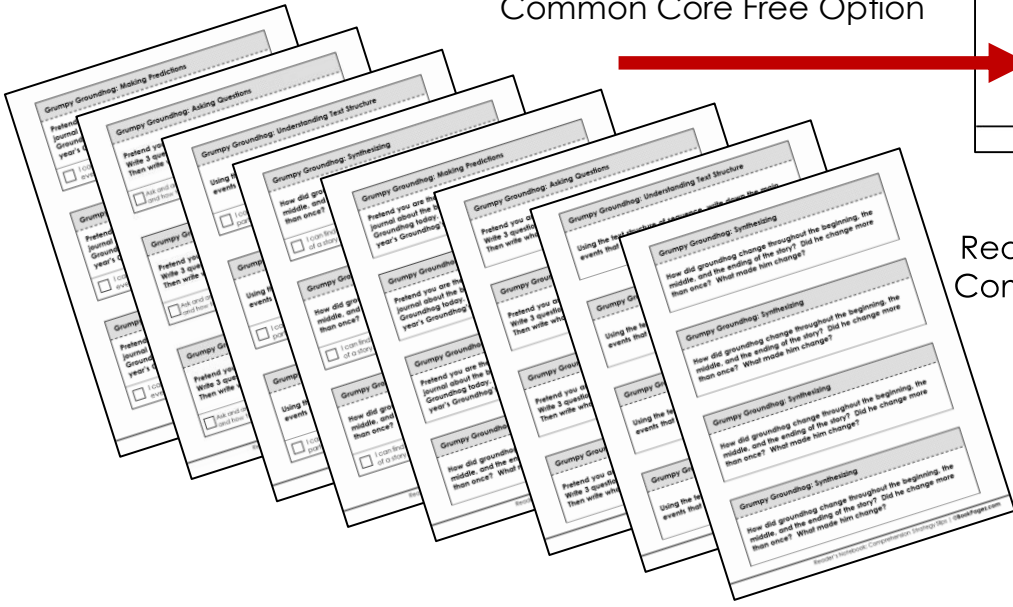
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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Making Predictions**

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

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	Indicate what you think happened.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**Determining Importance**

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

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 part of your book.

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

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

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

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

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**Asking Questions**

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

Question Sentence Starters

I wonder... Why didn't... How does...?	How does...?
I am confused about... I am curious about... I am not sure why...	

Question	Answer

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

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**Understanding Text Structure**

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

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

Text Structures You Might See While Reading

Description	Sequence	Cause and Effect

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

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**Synthesizing**

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

At First I was Thinking...	My New Thinking Is...	I Used to Think... But Now I Think...

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

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Making Predictions

Determining Importance

Asking Questions

Understanding Text Structure

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