

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Harold and the Purple Crayon by Crockett Johnson

## Retelling and Summarizing Lesson Plan

**Harold and the Purple Crayon**  
By: Crockett Johnson  
Grade Level: 2 / Guided Reading Level: K

**Retelling and Summarizing**

**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
- When you get confused

**Summary**

Imagine entering a fantasyland where everything you draw with a purple crayon becomes real. What would you draw? Where would the drawings take you? Harold uses his purple crayon to draw adventures through forests, an ocean, and a crowded city. He finds trouble along the way, but keeps his wits about him and solves every problem with a quick drawing.

**Link to What You Know**

- Think of a problem you recently had to solve. What was the problem? How did you solve it?
- If you had to draw a picture of how you solved your problem, what details would you include in your picture?

**Important Words to Know and Understand**

**Straight** - Not having curves, bends or angles  
**Path** - A track that is made by people or animals walking over the ground.

**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 researcher. Retel 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

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**Retelling and Summarizing**

**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.

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

**Page 12** - What creature is Harold drawing? Why is the drawing this creature?

**Page 19** - Summarize how Harold found himself under water and what he did to get out of the water.

**Page 27** - Summarize Harold's actions after he got off the without.

**Page 30** - Name all of the things Harold has drawn so far. Is this information important? Why or why not?

**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 *Harold and the Purple Crayon*? 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 *Harold and the Purple Crayon*. How does paying attention to the story elements help you to be a better reader?

**Write** - Give your strategy slip into your reader's notebook. Write about the work you did while reading *Harold and the Purple Crayon*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

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Asking Questions

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Making Connections

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**Synthesizing While Reading**

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Synthesizing

**Answer Key for Retelling and Summarizing with Harold and the Purple Crayon**

**Your Turn to Practice Retelling and Summarizing with Harold and the Purple Crayon**

**Cover**

Look at the cover of the book. Who do you think is the main character of the story?

Why do you think so?

**Page 12**

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**Answer Key for Asking Questions with Harold and the Purple Crayon**

**Your Turn to Practice Asking Questions with Harold and the Purple Crayon**

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**Answer Key for Making Connections with Harold and the Purple Crayon**

**Your Turn to Practice Making Connections with Harold and the Purple Crayon**

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**Your Turn to Practice Making Predictions with Harold and the Purple Crayon**

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**Page 27**

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**Page 30**

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**Answer Key for Synthesizing with Harold and the Purple Crayon**

**Your Turn to Practice Synthesizing with Harold and the Purple Crayon**

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

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Making Connections

**Making Predictions**

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

Predictions of the Beginning	Predictions while Reading	Check Predictions of the End
Tell how the predictions were made.	Tell how the predictions were made.	Explain how the predictions were made.
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

**Directions:**  
1. Answer each of the questions.  
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Making Predictions

**Asking Questions**

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

Question Sentence Starts

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

Question	Answer
Question	Answer
Question	Answer

**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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Asking Questions

**Synthesizing**

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

All that was thinking...	My new thinking...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

**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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Synthesizing