

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *I Went Walking* by Sue Williams

Making Predictions Lesson Plan

Making Predictions
Grade Level: K / Guided Reading Level: C

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

2 Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you are confused

Summary
I Went Walking is the story of a young boy's adventure. Early one morning the boy sets out for a walk. As he walks, he wonders what he might see. While walking the boy meets a black cat, a brown horse, a red cow, a green duck, a pink pig, and a yellow dog. Soon the boy makes friends with all of the animals and they spend the rest of the day playing together.

Link to What You Know

- What do you think of when you hear the word "farm"?
- What might you see if you went for a walk at a farm?
- What would you do if you saw animals on your walk?

Important Words to Know and Understand

Cow - A large animal that is raised by people for milk or meat. Cows usually live on farms.

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

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Guided Reading Level

Key Vocabulary

Activate Prior Knowledge

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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 are coming up 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 1 - The young boy is getting ready to go for a walk. What do you think the weather is like? How do you know?

Page 10 - The boy has found some sacks of flour. What animal do you think he will find near the flour?

Page 14 - What animal do you think is hiding behind the log? What do you think the animal will do when it sees the boy? Why do you think so?

Page 22 - What animal do you think is digging? What do you think the animal will do when he sees the boy?

Page 28 - What do you think the boy will do now that all of the animals are following him? Why do you think so?

4 Notice the Work You Did While Reading

- Talk
- Reflect
- Write

Time to Reflect
Think - What types of predictions did you make while reading *I Went Walking*? 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.

Write - Think about the reasons why some of the predictions you made while reading *I Went Walking* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *I Went Walking*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

1 Retelling and Summarizing
Grade Level: K / Guided Reading Level: C

2 Learn About Comprehension Strategies

3 Retelling and Summarizing
Grade Level: K / Guided Reading Level: C

4 Notice the Work You Did While Reading

1 Making Connections
Grade Level: K / Guided Reading Level: C

2 Learn About Comprehension Strategies

3 Making Connections
Grade Level: K / Guided Reading Level: C

4 Notice the Work You Did While Reading

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Time to Reflect
Think - What types of predictions did you make while reading *I Went Walking*? 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.

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *I Went Walking*. (Remember to include examples from the book!)

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Making Connections

Retelling and Summarizing

Answer Key for Retelling and Summarizing with I Went Walking

Page 1: Look at the life of the book. Who do you think is the main character? Why?

Page 7: What do you think the boy will do next? What do you think the animal will do when it sees the boy?

Page 14: What do you think the animal will do when it sees the boy?

Page 22: What animal do you think is digging? What do you think the animal will do when he sees the boy?

Page 28: What do you think the boy will do now that all of the animals are following him? Why do you think so?

Answer Key for Making Connections with I Went Walking

Page 1: The young boy is getting ready to go for a walk. What do you think the weather is like? How do you know?

Page 10: The boy has found some sacks of flour. What animal do you think he will find near the flour?

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Answer Key for Making Predictions with I Went Walking

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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

3 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 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 Predictions
Title: _____

| Predictions of the Beginning | Predictions while Reading | Check Predictions at the End |
|------------------------------|------------------------------|---|
| Write your prediction below. | Write your prediction below. | Record whether what really happened. <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.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Making Predictions