

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Ira Sleeps Over* by Bernard Waber

## Making Connections Lesson Plan

**Making Connections**

*Ira Sleeps Over*  
By: Bernard Waber  
Grade Level: 2 / Guided Reading Level: L

**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**  
Ira is getting ready for his first sleepover at his friend Reggie's house. The friends have planned an exciting night, but Ira isn't sure if he should bring his teddy bear. His sister tells him that Reggie will laugh at him and make fun of him, but his parents tell him he should take his teddy bear. Ira doesn't know what to do. When Ira goes to Reggie's house he decides to leave his teddy bear at home. He has a wonderful time but the ghost stories make him feel scared. What will he do without his teddy bear?

**Link to What You Know**  
• What do you do at sleep overs?  
• What do you pack when you go to a sleep over?

**Important Words to Know and Understand**  
**Dominoes** – A small flat rectangular block made of wood or plastic that has one or more dots on one side and that is used in playing games

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**Why Readers Make Connections While Reading**  
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters and events in the book to their own lives.

The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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## Guided Reading Level

## Activate Prior Knowledge

## Making Connections Lesson Plan

**Making Connections**

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**3**  
**Make Connections While Reading**  
✓ Does this book remind you of your own life?  
✓ Does this book remind you of other books you've read?  
✓ Does this book remind you of things you've heard about in the world?

**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 on your practice page.

**Page 9** – Ira sleeps with a teddy bear. Do you sleep with anything special? Do you know anybody who does?

**Page 26** – Reggie has invited Ira to spend the night? Make a **text to self** connection. Have you ever been invited to go somewhere special? How did you feel?

**Page 33** – Reggie and Ira have a lot of fun at their sleepover. Think about the other books you've read that are about friends having fun together. Make a **text to text** connection. How does your connection help you to better understand the book?

**Page 47** – Ira comes back to Reggie's house and finds him asleep. Can you think of a time when you heard about someone falling asleep too early? Tell about your **text to world** connection.

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think** – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about *Ira Sleeps Over*? How did your prior knowledge help you as a reader?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share the thoughts about the book too.

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Ira Sleeps Over*. (Remember to include examples from the book!)

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## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

**Retelling and Summarizing**

*Ira Sleeps Over*  
By: Bernard Waber  
Grade Level: 2 / Guided Reading Level: L

**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

**3**  
**Retell and Summarize While Reading**  
✓ Think about the text you read  
✓ Know what to do

**Time to Read**  
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✓ Think about the text you read  
✓ Know what to do

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✓ Reflect  
✓ Write

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**Making Predictions**

*Ira Sleeps Over*  
By: Bernard Waber  
Grade Level: 2 / Guided Reading Level: L

**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

**3**  
**Make Predictions While Reading**  
✓ Think about the text you read  
✓ Know what to do

**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 on your practice page.

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✓ Think about the text you read  
✓ Know what to do

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## Making Predictions

**Identifying the Author's Purpose**

*Ira Sleeps Over*  
By: Bernard Waber  
Grade Level: 2 / Guided Reading Level: L

**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

**3**  
**Identify the Author's Purpose While Reading**  
✓ Think about the text you read  
✓ Know what to do

**Time to Read**  
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✓ Know what to do

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✓ Reflect  
✓ Write

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**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Ira Sleeps Over*. (Remember to include examples from the book!)

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## Author's Purpose

**Synthesizing**

*Ira Sleeps Over*  
By: Bernard Waber  
Grade Level: 2 / Guided Reading Level: L

**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

**3**  
**Synthesize While Reading**  
✓ Think about the text you read  
✓ Know what to do

**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 on your practice page.

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✓ Know what to do

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## Synthesizing

**Answer Key for Retelling and Summarizing with Ira Sleeps Over**

**Your Turn to Practice Retelling and Summarizing with Ira Sleeps Over**

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

**Page 15:** Ira has a problem. What is his problem?

**Page 20:** What did Ira and Reggie do during the night?

**Page 30:** What did Ira do when he woke up?

**Page 40:** What is the author trying to tell you about comfort? Why do certain things comfort people?

**Page 45:** Why do you think the author wrote this book? What kind of experiences do you think the author has had that made him want to write a book about two friends and a sleepover?

**Why do you think Bernard Waber wrote this book?**  
To Persuade To Inform To Entertain

**Answer Key for Making Connections with Ira Sleeps Over**

**Your Turn to Practice Making Connections with Ira Sleeps Over**

**Page 9:** Ira sleeps with a teddy bear. Do you sleep with anything special? Do you know anybody who does?

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**Answer Key for Making Predictions with Ira Sleeps Over**

**Your Turn to Practice Making Predictions with Ira Sleeps Over**

**Page 3:** Ira is excited to go to Reggie's house. Why or why not?

**Page 20:** Why do you think the author writes that Reggie ignores Ira's question? What does this tell you about Reggie?

**Page 30:** What is the author trying to tell you about comfort? Why do certain things comfort people?

**Page 40:** Why do you think the author wrote this book? What kind of experiences do you think the author has had that made him want to write a book about two friends and a sleepover?

**Answer Key for Identifying the Author's Purpose with Ira Sleeps Over**

**Your Turn to Practice Identifying the Author's Purpose with Ira Sleeps Over**

**Page 13:** Why do you think the author chose to have Ira's parents give him different advice than his sister?

**Page 20:** Why do you think the author writes that Reggie ignores Ira's question? What does this tell you about Reggie?

**Page 30:** What is the author trying to tell you about comfort? Why do certain things comfort people?

**Page 40:** Why do you think the author wrote this book? What kind of experiences do you think the author has had that made him want to write a book about two friends and a sleepover?

**Answer Key for Synthesizing with Ira Sleeps Over**

**Your Turn to Practice Synthesizing with Ira Sleeps Over**

**Page 3:** Notice the picture of Ira on this page. What do you know about Ira from looking at the picture?

**Page 13:** Why do you suppose Ira's parents give him the advice they do? What about his sister? How does her advice change Ira's feelings?

**Page 20:** What do you know about Reggie? How does paying attention to what you know about Reggie help you to better understand this story?

**Page 30:** What do you think of Reggie's decision to tell a ghost story? How does the ghost story make Ira feel?

**Page 40:** What do you know about Ira and Reggie now? How has Ira changed since the beginning of the story?

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## Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

**Ira Sleeps Over: Synthesizing**

How did your opinion of Ira change as you read the book? What did you think at the beginning, the middle, and end of the story?

☐ I can find and understand the beginning, middle, and end of a story. CCSS: RL.2.5

**Ira Sleeps Over: Synthesizing**

How did your opinion of Ira change as you read the book? What did you think at the beginning, the middle, and end of the story?

☐ I can find and understand the beginning, middle, and end of a story. CCSS: RL.2.5

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☐ I can find and understand the beginning, middle, and end of a story. CCSS: RL.2.5

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Ira Sleeps Over: Synthesizing**

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

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**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.

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

**Making Predictions**

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

Predictions at the Beginning	Predictions While Reading	Check Predictions at the End
Write your prediction below	Write your prediction below	Did it happen? <input type="checkbox"/> Yes <input type="checkbox"/> No

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.

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

**Identifying the Author's Purpose**

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

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade   ☐ To Inform   ☐ To Entertain

I know because...

What do you think author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

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**

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

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now 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.  
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Retelling and Summarizing

Making Connections

Making Predictions

Author's Purpose

Synthesizing