

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for John Henry by Julius Lester

Making Inferences Lesson Plan

John Henry
By: Julius Lester
Grade Level: 4 / Guided Reading Level: 5

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.
Ask what you get confused.

Summary
John Henry was special. When he was born blind, bears, panthers – even a unicorn came to visit him. As a small boy he grew so fast he busted through the roof. As he got older he became very strong – some say he was as strong as 10 men put together. Because John Henry was so strong and so tall, he went to work building roads. Armed with just two sledgehammers, John Henry destroyed boulders, subverted rocks, and proved that he could work faster than the strongest machines.

Link to What You Know
Do you have a nickname? How did you feel when people use your nickname?
Think about a time you were very excited. How did you show that you were excited?

Important Words to Know and Understand
Parapet – A low wall at the edge of a roof
Hollered – Called out loudly

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives.
Sometimes the author does not give you all of the information you need to understand everything that's happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."
For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.
Illustrations also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

Key Vocabulary

Explanation of Strategy

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3
Make Inferences While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking.
Study the pictures. What do you notice characters saying and doing?

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 – When John Henry was born, animals came to visit him. The text includes a unicorn in the list of animals that came to visit. What can you infer about this story based on the unicorn? How do you know?
Page 7 – John Henry races a man named Feral-Faced Freddy. Think about what you know about ferrets. What can you infer about the character based on what you know? Is this an important inference? Why or why not?
Page 14 – When speaking with the road crew, John Henry smiles and says, "Whatever you say." What can you infer about what John Henry believes the dynamite will work? How do you know?
Page 14 – John Henry makes so much noise, the "mighty" looks over the carpets of heaven. What inferences can you make about the meaning of the word "mighty"? How do you know?
Page 30 – John Henry worked faster than the steam drill. Which inferences can you make about John Henry based on this page? Explain why your inference makes sense.

Time to Reflect
Think – What types of inferences did you make while reading *John Henry*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?
Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect – Think about the extra information you learned while making inferences in *John Henry*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write – Give your Strategy Slip to your reader's notebook. Write about the work you did while reading *John Henry*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Making Connections

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Ask Questions While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking.
Study the pictures. What do you notice characters saying and doing?

4
Notice the Work You Did While Reading
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Asking Questions

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3
Identify the Author's Purpose While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking.
Study the pictures. What do you notice characters saying and doing?

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Author's Purpose

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3
Synthesizing
Look for clues that tell you how a character might be feeling or what they might be thinking.
Study the pictures. What do you notice characters saying and doing?

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Synthesizing

Answer Key for Making Inferences with John Henry

Your Turn to Practice Making Inferences with John Henry

Answer Key for Identifying the Author's Purpose with John Henry

Your Turn to Practice Identifying the Author's Purpose with John Henry

Answer Key for Making Connections with John Henry

Your Turn to Practice Making Connections with John Henry

Answer Key for Asking Questions with John Henry

Your Turn to Practice Asking Questions with John Henry

Answer Key for Synthesizing with John Henry

Your Turn to Practice Synthesizing with John Henry

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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.

Making Connections

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Look to describe what you read.	Write down what you know about the story.	Describe, explain, or guess.

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.

Making Inferences

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 the 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.

Author's Purpose

Asking Questions
Title: _____

Question Sentence Starts

I wonder...	Why didn't...	How does...
I am confused when...	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.

Asking Questions

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.
 3. Glue, tape, or staple into your reader's notebook.

Synthesizing