

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Knots on a Counting Rope* by Bill Martin Jr.

Making Inferences Lesson Plan

Making Inferences
Knots on a Counting Rope
 By: Bill Martin Jr.
 Grade Level: 2 / Guided Reading Level: M

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
Knots on a Counting Rope is the story of a young Navajo boy who loves to hear his grandfather tell stories. The boy's favorite story is about the day he was born blind. He has learned many ways to see without using his eyes, but using his other senses. Instead, every time the grandfather tells the boy the story, he ties a knot on a counting rope. When the counting rope is full of knots, the boy will know the story by heart.

Link to What You Know
 • Which of the five senses do you think is most important? Why?
 • If you had to give up one of your 5 senses, which one would you give up, why?
 • How would your life be different if you could not see?

Important Words to Know and Understand
Canyon - A deep hole in the earth's surface surrounded by steep walls of rock and dirt

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

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 is 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. Illustrators 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

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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 about characters, setting, and events?

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 4 - What can you infer about the boy? How does he feel about his grandfather? Why does he want his grandfather to tell the story? Why do you think so? How do you know?

Page 14 - Make an inference about the boy. What can you infer might be wrong with the boy when his grandfather says, "You were born with a dark curtain in front of your eyes"? What might be wrong with the boy? How do you know?

Page 28 - Make an inference about rainbows. Why do you think a rainbow would be a good sign? How do you know?

Page 37 - What can you infer about the grandfather when he says, "I will not always be with you, Boy."

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

Time to Reflect
Think - What types of inferences did you make while reading *Knots on a Counting Rope*? 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 reading *Knots on a Counting Rope*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Knots on a Counting Rope*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Visualizing
1 Get Ready To Read
3 Visualizing While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

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Asking Questions
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 Grade Level: 2 / Guided Reading Level: M

1 Get Ready To Read
3 Asking Questions While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

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 4 - What are you wondering about the boy? How does he feel about his grandfather? Why does he want his grandfather to tell the story? Why do you think so? How do you know?

Page 14 - What are you wondering about the boy at this point in the story? How does he feel about his grandfather? Why does he want his grandfather to tell the story? Why do you think so? How do you know?

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Page 37 - What are you wondering about the grandfather? Why does he want his grandfather to tell the story? Why do you think so? How do you know?

Time to Reflect
Think - What types of questions did you ask while reading *Knots on a Counting Rope*? Did you ask questions to understand new words? Did you ask questions to understand how a character thinks or feels? What did you already know about people, places, or events that helped you ask questions?
Talk - Tell your reading partner about the best question you asked while reading this book? Explain why your question 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 reading *Knots on a Counting Rope*. What was easy about asking questions? What was difficult? How does asking questions help you be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Knots on a Counting Rope*. (Remember to include examples from the book!)

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Visualizing

Asking Questions

Author's Purpose

Understanding Text Structure

Answer Key for Making Inferences with Knots on a Counting Rope

You Turn to Practice Making Inferences with Knots on a Counting Rope

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Answer Key for Identifying the Author's Purpose with Knots on a Counting Rope

You Turn to Practice Identifying the Author's Purpose with Knots on a Counting Rope

Page 2 - What do you learn about the author's purpose for writing the book on this page?

Answer Key for Visualizing with Knots on a Counting Rope

You Turn to Practice Visualizing with Knots on a Counting Rope

Page 4 - Notice the way the boy looks. Visualize the work. **Answers will vary, but students should mention that the boy has a dark curtain in front of his eyes.**

Page 14 - Notice the way the author describes the weather on the right that the boy was born. Visualize the right in your mind. Which words help you visualize? Post to the board.

Page 28 - What do you think the author wants you to see? Important?

Answer Key for Asking Questions with Knots on a Counting Rope

You Turn to Practice Asking Questions with Knots on a Counting Rope

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Page 37 - What are you wondering about the grandfather? Why does he want his grandfather to tell the story? Why do you think so? How do you know?

Answer Key for Understanding Text Structure with Knots on a Counting Rope

You Turn to Practice Understanding Text Structure with Knots on a Counting Rope

Page 4 - Look at the way the dialogue is set up. How does the structure of the text help you understand who is speaking?

Page 14 - How does the dialogue between the boy and his grandfather change the way the story is told? Would it be as effective in a different form?

Page 28 - How does the author use description to help the reader understand better: what is he describing? How does the description help you as a reader?

Page 30 - How does the author use a problem and solution text structure. What is the problem? How did the grandfather solve the problem?

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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

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer

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

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

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

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

Author's Purpose

Visualizing
Title: _____

What page did you use to practice visualizing?
Draw a picture of your mental image in the space below:
Write down some of the words that the author used to help you make this picture in your mind.
Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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

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

Visualizing

Asking Questions
Title: _____

Question Sentence Starters:
I wonder... Why didn't... How does...
I am confused... I am curious about... I am not sure why...

Question	Answer

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

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

Asking Questions

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me

Text Structures You Might See While Reading:

Description	Sequence	Cause and Effect

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

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Understanding Text Structure