

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Library Mouse by Daniel Kirk

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Library Mouse
By: Daniel Kirk
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

2 Learn About Comprehension Strategies

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

Summary

How do you feel about writing? Do you see yourself as an author? In *Library Mouse* by Daniel Kirk, we meet Sam, a mouse who loves to write books. He's good at it, too! Sam's ideas for writing come from reading all kinds of books from the library where he lives in hiding. He puts his ideas on paper and writes many books which he then adds to the shelves of the library. When children find and read his books, they want to meet the unknown author. Will Sam come out of hiding to meet the children?

Link to What You Know

- What do you like to write about? Who is your audience when you write?
- What will your audience learn from your writing?

Important Words to Know and Understand

Sketch – A quick, rough drawing that shows the main features of an object or scene

Stream – To move in a steady flow

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

@BookPages.com

Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Library Mouse
By: Daniel Kirk
Grade Level: 2 / Guided Reading Level: L

3 Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade you?
- Did the author write this book to inform you?
- Did the author write this book to entertain you?

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 – Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

Time to Reflect

Think – Daniel Kirk is the author of *Library Mouse*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

@BookPages.com

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Determining Importance

Library Mouse
By: Daniel Kirk
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

2 Learn About Comprehension Strategies

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

3 Determine Importance While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade you?
- Did the author write this book to inform you?
- Did the author write this book to entertain you?

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 – Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

Time to Reflect

Think – Daniel Kirk is the author of *Library Mouse*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

@BookPages.com

Understanding Text Structure

Library Mouse
By: Daniel Kirk
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

2 Learn About Comprehension Strategies

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

3 Understand Text Structure While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade you?
- Did the author write this book to inform you?
- Did the author write this book to entertain you?

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 – Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

Time to Reflect

Think – Daniel Kirk is the author of *Library Mouse*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

@BookPages.com

Determining Importance

Understanding Text Structure

Synthesizing

Library Mouse
By: Daniel Kirk
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

2 Learn About Comprehension Strategies

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

3 Synthesize While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade you?
- Did the author write this book to inform you?
- Did the author write this book to entertain you?

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 – Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

Time to Reflect

Think – Daniel Kirk is the author of *Library Mouse*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

@BookPages.com

Asking Questions

Library Mouse
By: Daniel Kirk
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

2 Learn About Comprehension Strategies

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

3 Ask Questions While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade you?
- Did the author write this book to inform you?
- Did the author write this book to entertain you?

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 – Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8 – Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Page 16 – Sam leaves his books where the children can easily find them. Why do you think the author has children finding the books rather than adults?

Page 22 – Sam looks nervous on this page. What is the author telling us about mice and humans?

Page 23 – What is Sam wondering on this page? What does the author want you to know about writing?

Time to Reflect

Think – Daniel Kirk is the author of *Library Mouse*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Library Mouse*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you understand?

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

@BookPages.com

Synthesizing

Asking Questions

Practice Pages and Answer Keys

Answer Key for Asking Questions with Library Mouse

Your Turn to Practice Asking Questions with Library Mouse

Page 2: Sam has a hole in the wall in the library. What questions do you have for Sam about living in the library?

Page 5: Sam likes to read all different kinds of books. What questions do you have for Sam about his reading?

Page 11: Sam finished writing his first book. What questions do you have for Sam about his book?

Answer Key for Understanding Text Structure with Library Mouse

Your Turn to Practice Understanding Text Structure with Library Mouse

Page 1: What descriptive text does the author use to tell us about Sam's home and how he lives?

Page 4: Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Answer Key for Identifying the Author's Purpose with Library Mouse

Your Turn to Practice Identifying the Author's Purpose with Library Mouse

Page 4: Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8: Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Answer Key for Determining Importance with Library Mouse

Your Turn to Practice Determining Importance with Library Mouse

Page 4: Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8: Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

Answer Key for Synthesizing with Library Mouse

Your Turn to Practice Synthesizing with Library Mouse

Page 4: Notice how the author lists the kinds of books Sam reads. Why do you think he does that?

Page 8: Sam is going to write his first book. What is Sam going to write about? Why do you think the author chose that topic for Sam?

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

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

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 Graphic Organizer | ©BookPagez.com

Determining Importance

Asking Questions

Title: _____

Question Sentence Starters

Reader... Why don't... How does...
I am confused when... I am not sure why...

Question Answer

Question Answer

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 Graphic Organizer | ©BookPagez.com

Asking Questions

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures You Might See While Reading:

Description	Sequence	Problem and Solution	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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

At First I was Thinking...	My new Thinking is...	I used to Think...
Became...	Became...	But now I think...
Became...	Became...	Became...
My new Thinking is...	Now I understand...	After thinking about...
Became...	Became...	I conclude...
Became...	Became...	Became...

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 Graphic Organizer | ©BookPagez.com

Synthesizing