

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Martin's Big Words by Doreen Rappaport

## Making Inferences Lesson Plan

**Martin's Big Words**  
By: Doreen Rappaport  
Grade Level: 2 / Guided Reading Level: 4

**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**  
Martin's Big Words is a biography that tells the story of someone's life. In this book, you will learn about the life of Martin Luther King Jr. Martin Luther King was an African American who grew up in a time when black people were treated very differently from white people. He did not believe it was fair. Martin Luther King Jr. worked to make sure that all people are treated equally.

**Link to What You Know**  
What do you know about Martin Luther King Jr.?  
Do you think it's right to leave someone out because of how they look? Why or why not?  
What does it mean to use your words, not your fists?

**Important Words to Know and Understand**  
**Minister** - A person who leads religious worship  
**Preach** - To deliver a serious speech or message to a group of people

**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

## Making Inferences Lesson Plan

**Martin's Big Words**  
By: Doreen Rappaport  
Grade Level: 2 / Guided Reading Level: K

**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, settings, 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 8** - What can you infer about Martin Luther King Jr.? How do you know? Look at the pictures. What can you infer from the pictures?  
**Page 14** - What can you infer about the black people who worked for 361 days after Rosa Parks refused to give up her seat on the bus? Why is your inference important?  
**Page 20** - What can you infer about the white Southerners who hated and feared Martin's words? How do you know?  
**Page 24** - What can you infer about the way Martin Luther King felt when segregation ended? How do you know?  
**Page 27** - What can you infer about the reasons why someone would shoot Martin Luther King Jr.? How do you know?

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

**Time to Reflect**  
**Think** - What types of inferences did you make while reading Martin's Big Words? 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 Martin's Big Words. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?  
**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading A Martin's Big Words. (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

**Retelling and Summarizing**  
Get Ready To Read  
Think 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**  
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, settings, and events?

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

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**Identifying the Author's Purpose**  
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**  
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, settings, and events?

**4**  
**Notice the Work You Did While Reading**  
Think  
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Retelling and Summarizing

Author's Purpose

Asking Questions

Synthesizing

**Answer Key for Retelling and Summarizing with Martin's Big Words**

**Your Turn to Practice Retelling and Summarizing with Martin's Big Words**

**Page 4**  
What was Martin Luther King Jr. like as a child? What words made him feel bad? Why did the words make him feel bad?

**Page 10**  
What did Martin Luther King Jr. do for other people?

**Page 20**  
How did the African American people feel about Rosa Parks?

**Page 27**  
What questions do you have about Martin Luther King Jr. and his life?

**Answer Key for Making Inferences with Martin's Big Words**

**Your Turn to Practice Making Inferences with Martin's Big Words**

**Page 8**  
What can you infer about Martin Luther King Jr.? How do you know? Look at the pictures. What can you infer from the pictures?

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What can you infer about the way Martin Luther King felt when segregation ended? How do you know?

**Page 27**  
What can you infer about the reasons why someone would shoot Martin Luther King Jr.? How do you know?

**Answer Key for Identifying the Author's Purpose with Martin's Big Words**

**Your Turn to Practice Identifying the Author's Purpose with Martin's Big Words**

**Page 4**  
Why do you think the author chose to start the book when Martin was a young boy?

**Page 10**  
Why do you think the author chose to start the book when Martin was a young boy?

**Page 20**  
Why do you think the author chose to start the book when Martin was a young boy?

**Answer Key for Asking Questions with Martin's Big Words**

**Your Turn to Practice Asking Questions with Martin's Big Words**

**Page 4**  
What are you wondering about the point in the story? How will your question help you to better understand the book?

**Page 12**  
The book mentions Rosa Parks. What questions do you have about Rosa Parks?

**Page 14**  
What have you noticed about Martin? If you could ask him any question, what would it be? How would your question help you to better understand the story?

**Page 20**  
Martin Luther King Jr. warned the "White Only" signs to come down. Do you agree that they should come down? Why or why not?

**Page 27**  
What questions do you have about Martin Luther King Jr. and his life?

**Answer Key for Synthesizing with Martin's Big Words**

**Your Turn to Practice Synthesizing with Martin's Big Words**

**Page 2**  
Notice the picture of Martin and his mother on this page. What do you know about Martin from looking at the picture? What is your opinion of Martin?

**Page 4**  
What is Martin's job? Does his job change your opinion of him? Why or why not?

**Page 14**  
How does the information about Rosa Parks change your opinion of Martin? How does it help you understand the way African Americans felt at the time?

**Page 20**  
Look at the picture. People are marching for equal rights instead of fighting for them. Do you think that the people marching were doing the right thing? Why or why not?

**Page 30**  
Is the opinion you had of Martin at the beginning of the book the same as your opinion at the end?

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**

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

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

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

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

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

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**Making Predictions**

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

Predictions of the Beginning	Predictions While Reading	Check Predictions of the End
Write your prediction below.	Write your prediction below.	Checked with what you know.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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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**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.

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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...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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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Retelling and Summarizing

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