

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Mouse Paint* by Ellen Stoll Walsh

Asking Questions Lesson Plan

Mouse Paint
By: Ellen Stoll Walsh
Grade Level: 1 / Guided Reading Level: H

Asking Questions

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

Summary

Mouse Paint is the story of three white mice who have lots of fun playing with paint. First they drip red, yellow, and blue paint onto white paper. Then they have fun mixing the paint to make new colors. The mice learn that red and yellow make orange and that yellow and blue make green. Soon the mice learn how to make all sorts of colors. All the while the three little mice must hide from a sneaky black cat.

Link to What You Know

- What do you think mice do when people are not around?
- Have you ever had a mouse in your home? How do they behave? What did it do?

Important Words to Know and Understand

Piece - A small often broken part of something
Couldn't - Contraction of could not, unable

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Key Vocabulary

Explanation of Strategy

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Asking Questions

3 Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

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.

Cover - Look at the cover of *Mouse Paint*. Before you read, what questions do you have about the story?

Pages 12 and 13 - What questions do you have about the mice on these pages? Why do you want to know the answer to your questions?

Pages 15 and 16 - What questions do you have for the mice as they jump into the *Mouse Paint*?

Pages 23 and 24 - Now the mice are painting paper. What are you wondering about the mice at this part of the story?

Page 29 - Re-read the words on this page. What are you wondering about the part the mice left white? What are you wondering about the cat?

Time to Reflect

Think - When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *Mouse Paint*?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect - Think about the questioning you did while reading *Mouse Paint*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Mouse Paint* (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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Grade Level: 1 / Guided Reading Level: H

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

3 Make Predictions 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.

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4 Notice the Work You Did While Reading

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Making Predictions

Mouse Paint
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Grade Level: 1 / Guided Reading Level: H

3 Synthesize While Reading

Time to Read

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Synthesizing

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1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
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2 Learn About Comprehension Strategies

- Think about the text you read

3 Determine Importance While Reading

Time to Read

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Determining Importance

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1 Get Ready To Read

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- Get your brain ready to read
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2 Learn About Comprehension Strategies

- Think about the text you read

3 Understand Text Structure While Reading

Time to Read

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Understanding Text Structure

Answer Key for Making Predictions with Mouse Paint

Your Turn to Practice Making Predictions with Mouse Paint

Pages 1 and 2: Who are the characters in the story?

Page 3: Do you think the mice are smart? Why or why not?

Page 4: Describe the personality of the mice in the book. Do you like their personalities? Why or why not?

Page 16: The mice have discovered what happens when two colors meet together. What have you learned about color mix?

Answer Key for Asking Questions with Mouse Paint

Your Turn to Practice Asking Questions with Mouse Paint

Cover: Look at the cover of *Mouse Paint*. Before you read, what questions do you have about the story?

Pages 11 to 14: The author is using sequencing to tell us what the mice are doing. Use the words first, next, and last to tell what the mice did on these pages. What lesson are they learning?

Answer Key for Synthesizing with Mouse Paint

Your Turn to Practice Synthesizing with Mouse Paint

Pages 12 and 13: What are the characters in the story? Do you think the mice are smart? Why or why not? Describe the personality of the mice in the book. Do you like their personalities? Why or why not? The mice have discovered what happens when two colors meet together. What have you learned about color mix?

Answer Key for Determining Importance with Mouse Paint

Your Turn to Practice Determining Importance with Mouse Paint

Page 8: Do you think the mice are smart? Why or why not?

Page 16: The mice have discovered what happens when two colors meet together. What have you learned about color mix?

Answer Key for Understanding Text Structure with Mouse Paint

Your Turn to Practice Understanding Text Structure with Mouse Paint

Page 1: The author is using description to tell about the characters and the setting. What do you know based on the author's description?

Pages 11 to 14: The author is using sequencing to tell us what the mice are doing. Use the words first, next, and last to tell what the mice did on these pages. What lesson are they learning?

Page 22: The author is using cause and effect to tell how the mice made the color purple. What caused the purple of paint to be a new color to purple?

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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

Mouse Paint: Making Predictions

Why did the mice leave part of the paper white?
Make a prediction about what could happen to the mice if they had painted all of the paper a color.

I can use the pictures and details in a story to tell about its characters, settings, or events. CCSS: RL.1.7

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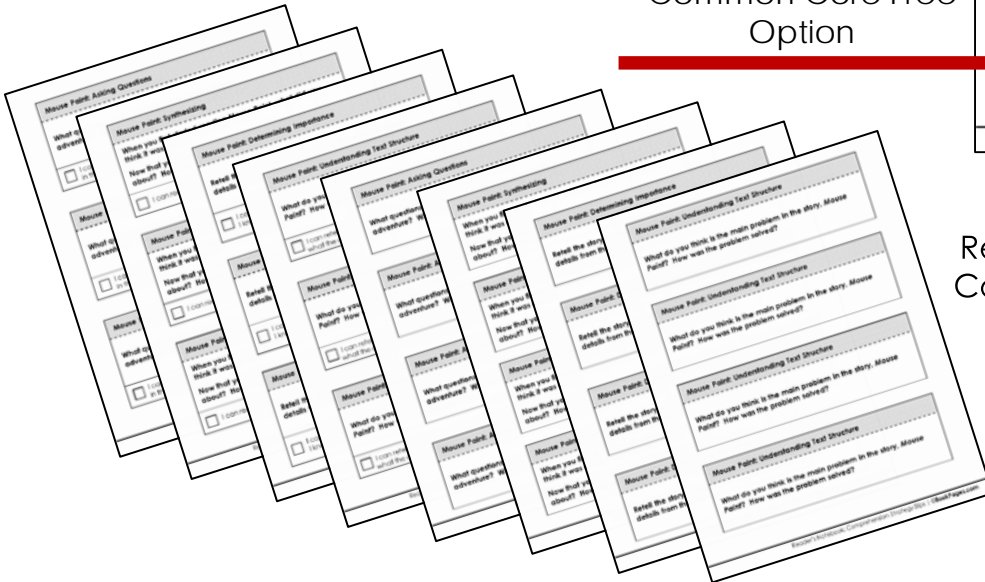
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Common Core Free
Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Making Predictions

Title: _____

I predict ...

My prediction was

Correct
 Incorrect

I know because

Here is a picture about my prediction:

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
Predictions

Asking Questions

Title: _____

Question Sentence Starters:

I wonder... Why didn't... How does...
I'm confused when... I'm curious about... I'm 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.

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Asking
Questions

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

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Determining
Importance

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 Structure You Might See When Reading: _____

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

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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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.
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Synthesizing