

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *My Mouth Is a Volcano!* by Julia Cook

## Making Connections Lesson Plan

**Making Connections**  
*My Mouth is a Volcano!*  
 By: Julia Cook  
 Grade Level: 3 / Guided Reading Level: O

**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**  
 Rumble, grumble! Wiggle, jiggle! Oh no! That sound coming from deep within Louis' stomach can only mean one thing...stand back! His tongue pushes all of his important words to this teeth...here it comes! When Louis erupts words spew out of his mouth like a volcano! Whenever an important thought pops into Louis' head, he ends up causing a problem by interrupting. When Louis gets interrupted while doing something very important, he starts to realize the frustration he's causing. Louis seeks his mom's advice to help him control his eruptions, but will it work?

**Link to What You Know**  
 • What do you know about volcanoes?  
 • Have you ever been interrupted by someone? Was it an emergency? How did it make you feel?

**Important Words to Know and Understand**  
 Deep-sea - Living in, relating to, or done in the deep parts of the ocean  
 Mexico - Country in North America

**2**  
**Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ When you get confused

**Why Readers Make Connections While Reading**  
 Readers make connections to better understand a text. There are three types of connections that readers make.  
 The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters or events in a book to their own lives.  
 The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.  
 The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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## Guided Reading Level

## Activate Prior Knowledge

## Making Connections Lesson Plan

**Making Connections**  
*My Mouth is a Volcano!*  
 By: Julia Cook  
 Grade Level: 3 / Guided Reading Level: O

**3**  
**Make Connections While Reading**  
 ✓ Does this book remind you of your own life?  
 ✓ Does this book remind you of other books you've read?  
 ✓ Does this book remind you of things you've heard about in the world?

**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 on your practice page.  
**Page 1** - Make a **text to self** connection. What do you have in common with Louis? How does your connection help you as a reader?  
**Page 6** - Louis interrupts his friends on the playground. Make a **text to text** connection and name a book where someone interrupts. How are the characters alike?  
**Pages 24 to 27** - Louis asks his mom for help with his problem. Make a **text to text** connection where the main character seeks help from a family member.  
**Page 30** - Make a **text to world** connection. Why is learning the importance of listening to others and waiting your turn to speak important in the real world?  
**Page 30** - What other connections can you make? Is it easier to make text to self, text to text, or text to world connections with this book? Why?

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

**Time to Reflect**  
**Think** - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about *My Mouth is a Volcano!* How did your prior knowledge help you as a reader?  
**Talk** - Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** - Think about the connections that you made while reading *My Mouth is a Volcano!* Think about the things you and your reading partner discussed. How does making connections help you be a better reader?  
**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *My Mouth is a Volcano!* (Remember to include examples from the book!)

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## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

**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

**3**  
**Ask Question While Reading**  
 ✓ Think about the text you read  
 ✓ When you get confused

**2**  
**Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ When you get confused

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

**Asking Questions**  
 Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.  
**Page 1** - Make a **text to self** connection. What do you have in common with Louis? How does your connection help you as a reader?  
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**Page 30** - What other connections can you make? Is it easier to make text to self, text to text, or text to world connections with this book? Why?

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**3**  
**Make Connections While Reading**  
 ✓ Does this book remind you of your own life?  
 ✓ Does this book remind you of other books you've read?  
 ✓ Does this book remind you of things you've heard about in the world?

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

**Synthesizing**  
 Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.  
**Page 1** - Make a **text to self** connection. What do you have in common with Louis? How does your connection help you as a reader?  
**Page 6** - Louis interrupts his friends on the playground. Make a **text to text** connection and name a book where someone interrupts. How are the characters alike?  
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**Answer Key for Making Connections with My Mouth is a Volcano!**

**Your Turn to Practice Making Connections with My Mouth is a Volcano!**

**Page 1:**  
 Make a **text to self** connection. What do you have in common with Louis?

**Page 6:**  
 Louis interrupts his friends on the playground. Make a **text to text** connection and name a book where someone interrupts. How are the characters alike?

**Pages 24 to 27:**  
 Louis asks his mom for help with his problem. Make a **text to text** connection where the main character seeks help from a family member.

**Page 30:**  
 Make a **text to world** connection. Why is learning the importance of listening to others and waiting your turn to speak important in the real world?

**Page 30:**  
 What other connections can you make? Is it easier to make text to self, text to text, or text to world connections with this book? Why?

**Answer Key for Making Predictions with My Mouth is a Volcano!**

**Your Turn to Practice Making Predictions with My Mouth is a Volcano!**

**Page 1:**  
 Read the title and look at the cover. What do you think the story will be about?

**Page 6:**  
 Louis interrupts his friends on the playground. Make a **text to text** connection and name a book where someone interrupts. How are the characters alike?

**Pages 24 to 27:**  
 Louis asks his mom for help with his problem. Make a **text to text** connection where the main character seeks help from a family member.

**Page 30:**  
 Make a **text to world** connection. Why is learning the importance of listening to others and waiting your turn to speak important in the real world?

**Page 30:**  
 What other connections can you make? Is it easier to make text to self, text to text, or text to world connections with this book? Why?

**Answer Key for Asking Questions with My Mouth is a Volcano!**

**Your Turn to Practice Asking Questions with My Mouth is a Volcano!**

**Page 1:**  
 Make a **text to self** connection. What do you have in common with Louis?

**Page 6:**  
 Louis interrupts his friends on the playground. Make a **text to text** connection and name a book where someone interrupts. How are the characters alike?

**Pages 24 to 27:**  
 Louis asks his mom for help with his problem. Make a **text to text** connection where the main character seeks help from a family member.

**Page 30:**  
 Make a **text to world** connection. Why is learning the importance of listening to others and waiting your turn to speak important in the real world?

**Page 30:**  
 What other connections can you make? Is it easier to make text to self, text to text, or text to world connections with this book? Why?

**Answer Key for Determining Importance with My Mouth is a Volcano!**

**Your Turn to Practice Determining Importance with My Mouth is a Volcano!**

**Page 1:**  
 Read the title and look at the cover. What do you think the story will be about?

**Page 6:**  
 Louis interrupts his friends on the playground. Make a **text to text** connection and name a book where someone interrupts. How are the characters alike?

**Pages 24 to 27:**  
 Louis asks his mom for help with his problem. Make a **text to text** connection where the main character seeks help from a family member.

**Page 30:**  
 Make a **text to world** connection. Why is learning the importance of listening to others and waiting your turn to speak important in the real world?

**Page 30:**  
 What other connections can you make? Is it easier to make text to self, text to text, or text to world connections with this book? Why?

**Answer Key for Synthesizing with My Mouth is a Volcano!**

**Your Turn to Practice Synthesizing with My Mouth is a Volcano!**

**Page 1:**  
 Make a **text to self** connection. What do you have in common with Louis?

**Page 6:**  
 Louis interrupts his friends on the playground. Make a **text to text** connection and name a book where someone interrupts. How are the characters alike?

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## Asking Questions

## Synthesizing

**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

**3**  
**Make Predictions While Reading**  
 ✓ Think about the text you read  
 ✓ When you get confused

**2**  
**Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ When you get confused

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

**Making Predictions**  
 Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.  
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**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

**3**  
**Determine Importance While Reading**  
 ✓ Think about the text you read  
 ✓ When you get confused

**2**  
**Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ When you get confused

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

**Determining Importance**  
 Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.  
**Page 1** - Make a **text to self** connection. What do you have in common with Louis? How does your connection help you as a reader?  
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## Making Predictions

## Determining Importance

## 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

My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

I can read and understand third grade stories, plays, and poems independently. CCSS: RL.3.10

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How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

I can read and understand third grade stories, plays, and poems independently. CCSS: RL.3.10

My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

I can read and understand third grade stories, plays, and poems independently. CCSS: RL.3.10

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Common Core Free Option

My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

My Mouth Is a Volcano: Synthesizing

How did your thinking change as you read the story? Using details from the text, explain why your thinking changed.

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

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Making Connections

**Making Predictions**  
Title: \_\_\_\_\_  
Predictions at the Beginning  
Predictions while Reading  
Check Predictions at the End  
How accurate were your predictions?  
 Correct  Incorrect

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or stick 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 am confused about... 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 on the dotted line.  
3. Glue, tape, or stick 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 on the dotted line.  
3. Glue, tape, or stick into your reader's notebook.

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Determining Importance

**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 reading about...  
#1  
Because... Because... I conclude...  
Because...  
Because...

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

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Synthesizing