

# Comprehension Strategy

## Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Now and Ben* by Gene Barretta

### Making Connections Lesson Plan

**Now and Ben: The Modern Inventions of Benjamin Franklin**  
By: Gene Barretta  
Grade Level: 3 / Guided Reading Level: O

**Making Connections**

**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**

What do swim fins, an odometer, and daylight saving time all have in common? They were all invented by Benjamin Franklin. **Now & Ben: The Modern Inventions of Benjamin Franklin** is a colorful, illustrated, informational text that tells all about Ben's inventions; many of which we still use today! In addition to his inventions, Benjamin Franklin also devoted his life to creating a better society. He helped with everything from organizing the first libraries, hospitals, and fire departments to writing the United States Constitution, Declaration of Independence, and important treaties.

**Link to What You Know**

- Would you like to be a famous inventor? Why or why not?
- If you could be famous for an important invention, what would it be?

**Important Words to Know and Understand**

**Current** – A continuous movement of water or air in the same direction.

**Publicize** – To cause something to be publicly known; to give information about something to the public.

**2**

**Learn About Comprehension Strategies**

- Think about the text
- Know what to do 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 the 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

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**Making Connections**

**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** – Think about other books that you've read about famous inventors. Make a **text-to-text** connection and explain how the connection helps you as a reader.

**Page 15** – Ben Franklin enjoyed swimming as a young boy. Make a **text-to-self** connection and tell about something you enjoy doing as a young boy/girl. Like Franklin, do you think it could become something you do as a career and change people's lives for the better?

**Pages 26 to 27** – Ben Franklin helped to create a community for people's safety and enjoyment. Make a **text-to-text** connection to another book that shows the importance of having the kind of community Franklin helped create.

**Page 27** – Ben Franklin had great success in his life with all of his inventions and contributions. Make a **text-to-world** connection by comparing Franklin to another historical figure that was very successful. How does this connection help you as a reader?

**Page 31** – Make a **text-to-self** connection and think of a time you created/did something that made someone's life easier. How does your connection help you understand Franklin?

**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 it even better. What did you already know about *Now and Ben*? 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 *Now and Ben*. Think about the things you and your reading partner discussed. How does making connections help you as a better reader?

**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Now and Ben*. (Remember to include examples from the book!)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

**Now and Ben: The Modern Inventions of Benjamin Franklin**  
Grade Level: 3 / Guided Reading Level: O

**Making Predictions**

**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

**Your Turn to Practice Making Predictions with Now and Ben**

Pages 2 to 3: Using the pictures, make a prediction of one thing you think Ben Franklin created long ago that's still used today.

Does your prediction make sense? Why?

Pages 8 to 9: Ben Franklin learned about electricity by performing experiments. Make a prediction of how he would be different if electricity had not been invented.

How does your prediction help you as a reader?

Page 11: Ben Franklin invented the lightning rod to keep buildings safe from lightning strikes. Predict what would happen if Ben had not attached the rod to a wire that runs to the ground.

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**Now and Ben: The Modern Inventions of Benjamin Franklin**  
Grade Level: 3 / Guided Reading Level: O

**Asking Questions**

**3**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**Ask Questions While Reading**

Write down at least three questions that you have while you read. Write them down on the lines below.

**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 notebook.

**Page 15** – Ben Franklin enjoyed swimming as a young boy. Make a **text-to-self** connection and tell about something you enjoy doing as a young boy/girl. Like Franklin, do you think it could become something you do as a career and change people's lives for the better?

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**Reflect** – Think about the connections that you made while reading *Now and Ben*. Think about the things you and your reading partner discussed. How does making connections help you as a better reader?

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### Making Predictions

### Asking Questions

**Now and Ben: The Modern Inventions of Benjamin Franklin**  
Grade Level: 3 / Guided Reading Level: O

**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

**Synthesize While Reading**

Write down at least three things you learn about the book while you read. Write them down on the lines below.

**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 notebook.

**Page 1** – Think about other books that you've read about famous inventors. Make a **text-to-text** connection and explain how the connection helps you as a reader.

**Page 15** – Ben Franklin enjoyed swimming as a young boy. Make a **text-to-self** connection and tell about something you enjoy doing as a young boy/girl. Like Franklin, do you think it could become something you do as a career and change people's lives for the better?

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**Page 31** – Make a **text-to-self** connection and think of a time you created/did something that made someone's life easier. How does your connection help you understand Franklin?

**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 it even better. What did you already know about *Now and Ben*? 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 *Now and Ben*. Think about the things you and your reading partner discussed. How does making connections help you as a better reader?

**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Now and Ben*. (Remember to include examples from the book!)

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**Now and Ben: The Modern Inventions of Benjamin Franklin**  
Grade Level: 3 / Guided Reading Level: O

**Determining Importance**

**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

**Determine Importance While Reading**

Write down at least three things you think are important about the book. Write them down on the lines below.

**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 notebook.

**Page 1** – Think about other books that you've read about famous inventors. Make a **text-to-text** connection and explain how the connection helps you as a reader.

**Page 15** – Ben Franklin enjoyed swimming as a young boy. Make a **text-to-self** connection and tell about something you enjoy doing as a young boy/girl. Like Franklin, do you think it could become something you do as a career and change people's lives for the better?

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**Time to Reflect**

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**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.

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**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Now and Ben*. (Remember to include examples from the book!)

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### Synthesizing

### Determining Importance

**Answer Key for Making Connections with Now and Ben**

**Your Turn to Practice Making Connections with Now and Ben**

Page 1: Think about other books that you've read about famous inventors. Make a **text-to-text** connection and explain how the connection helps you as a reader.

**Answer Key for Making Predictions with Now and Ben**

**Your Turn to Practice Making Predictions with Now and Ben**

Pages 2 to 3: Using the pictures, make a prediction of one thing you think Ben Franklin created long ago that's still used today.

**Answer Key for Asking Questions with Now and Ben**

**Your Turn to Practice Asking Questions with Now and Ben**

Write down at least three questions that you have while you read. Write them down on the lines below.

**Answer Key for Determining Importance with Now and Ben**

**Your Turn to Practice Determining Importance with Now and Ben**

Write down at least three things you think are important about the book. Write them down on the lines below.

**Answer Key for Synthesizing with Now and Ben**

**Your Turn to Practice Synthesizing with Now and Ben**

Pages 1 to 2: What do you know about Ben Franklin?

Pages 15 to 16: Ben Franklin enjoyed swimming as a young boy. Make a **text-to-self** connection and tell about something you enjoy doing as a young boy/girl. Like Franklin, do you think it could become something you do as a career and change people's lives for the better?

Pages 26 to 27: Ben Franklin helped to create a community for people's safety and enjoyment. Make a **text-to-text** connection to another book that shows the importance of having the kind of community Franklin helped create.

Page 27: Ben Franklin had great success in his life with all of his inventions and contributions. Make a **text-to-world** connection by comparing Franklin to another historical figure that was very successful. How does this connection help you as a reader?

Page 31: Make a **text-to-self** connection and think of a time you created/did something that made someone's life easier. How does your connection help you understand Franklin?

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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

Common Core Free Option

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-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 on the dotted line.  
 3. Glue, tape, or staple 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
Write your predictions here.	Write your predictions here.	Forecast what you think will happen.
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

**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

**Asking Questions**  
Title: \_\_\_\_\_

Question Sentence Starters	Why didn't...?	How does...?
I wonder...	I am confused about...	I am 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

**Synthesizing**  
Title: \_\_\_\_\_

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
My new thinking...	Now I understand...	After thinking about...
Because...	Because...	I conclude...

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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Synthesizing