

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Olivia by Ian Falconer

Making Connections Lesson Plan

Making Connections
By: Ian Falconer
Grade Level: 1 / Guided Reading Level: J

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 when you get confused

Summary

Olivia is a story about a day in the life of a little pig and her family. Olivia's day consists of many activities such as getting dressed, building sand castles, dancing, going to the museum, and putting up with her little brother. Although Olivia is a very busy little pig, she still has time to slow down and read a book with her mother before bedtime.

Link to What You Know

- Think of a time when you broke one of your parent's rules. What did your parents do? How did you feel?
- What do you like to do with your family?
- Do you have a brother or sister? Do they ever bother you when you are playing?

Important Words to Know and Understand

Firm – to be strong and not likely to change

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 a reader makes 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 a reader makes 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 a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

©BookPagez.com

Guided Reading Level

Activate Prior Knowledge

Making Connections Lesson Plan

Making Connections
By: Ian Falconer
Grade Level: 1 / Guided Reading Level: J

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
- Reflect
- Write

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 10 – Olivia likes to try on all of her clothes. Make a **text to self** connection. Have you ever played dress up? What did you pretend to be?

Pages 19 to 22 – In this story, Olivia's mother takes Olivia and Ian to the Museum. Many people visit museums every day. Make a **text to world** connection. Have you ever heard any stories about trips to the museum?

Page 29 – This story is about a typical day with Olivia and her family. Here, Olivia and her mother are reading a book before bed. Think about the other books you've read that are about spending time together. Make a **text to text** connection.

Whole book – Notice all of the things that the Olivia does in one single day. Make a **text to self** connection. Can you think of a time when you have had a day similar to hers?

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 **Olivia**? 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.

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

©BookPagez.com

Turn, Talk, and Reflect

Author's Purpose Retelling & Summarizing

Identifying the Author's Purpose
By: Ian Falconer
Grade Level: 1 / Guided Reading Level: J

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 when you get confused

3
Identify the Author's Purpose 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
- Reflect
- Write

Retelling and Summarizing

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 7 – Name the characters in the story. Who is the main character? How do you know?

Page 14 – Olivia had a busy day. Name 2 things that Olivia did all day long.

Page 23 – What does Olivia do as soon as she gets home from the museum? What does Olivia mean when she says "I'm tired"?

Pages 27 and 28 – Olivia and her mother have an argument. What is the problem? How do Olivia and her mother solve their problem?

Whole book – What do you call the story where a story book character goes to the place where the story takes place?

Understanding Text Structure

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.

Pages 8 and 9 – Notice the author's using sequence to tell about Olivia's morning routine. What words does Olivia do first, next, then, after that and last in the morning?

Page 16 – Notice the author's using cause and effect. What causes Olivia to have to take a "you know what?"

Pages 23 to 25 – Notice the author's using a cause and effect text structure again. What did Olivia do that caused her to get a little out?

Pages 27 and 28 – Notice the author's using description to tell about Olivia's conversation with her mother. What are they talking about? How do you know?

Answer Key for Retelling and Summarizing with Olivia

Your Turn to Practice Retelling and Summarizing with Olivia

Page 7: Name the characters in the story. Who is the main character? How do you know?

Page 14: Olivia had a busy day. Name 2 things that Olivia did all day long.

Page 23: What does Olivia do as soon as she gets home from the museum? What does Olivia mean when she says "I'm tired"?

Page 27 and 28: Olivia and her mother have an argument. What is the problem? How do Olivia and her mother solve their problem?

Whole book: What do you call the story where a story book character goes to the place where the story takes place?

Answer Key for Making Connections with Olivia

Your Turn to Practice Making Connections with Olivia

Page 10: Olivia likes to try on all of her clothes. Make a **text to self** connection. Have you ever played dress up? What did you pretend to be?

Pages 19 to 22: In this story, Olivia's mother takes Olivia and Ian to the Museum. Many people visit museums every day. Make a **text to world** connection. Have you ever heard any stories about trips to the museum?

Page 29: This story is about a typical day with Olivia and her family. Here, Olivia and her mother are reading a book before bed. Think about the other books you've read that are about spending time together. Make a **text to text** connection.

Whole book: Notice all of the things that the Olivia does in one single day. Make a **text to self** connection. Can you think of a time when you have had a day similar to hers?

Answer Key for Making Predictions with Olivia

Your Turn to Practice Making Predictions with Olivia

Pages 7 and 14: Look at the outfit. Make a prediction. Think so.

Page 23: What does Olivia do as soon as she gets home from the museum? Make a prediction about where she might go in her bathing suit. Tell why you think so.

Page 27 and 28: Notice the author's using a cause and effect text structure again. What did Olivia do that caused her to get a little out?

Answer Key for Identifying the Author's Purpose with Olivia

Your Turn to Practice Identifying the Author's Purpose with Olivia

Dedication Page: Who did the author write this story for? Who do you think the author wrote Olivia and Ian for? Why do you think so?

Pages 3 and 4: Why does the author show Olivia so many poses? What does he want us to know about her?

Page 8: Why did the author include the scene with Olivia and the cat? What does he want us to know about Olivia?

Page 19: Why did the author tell us that Olivia, her mother, and Ian go to the museum? What does he want us to know about them?

Page 29: Here the author shows Olivia and her mother reading together. Why is this important? What does the author want us to know about Olivia?

Answer Key for Understanding Text Structure with Olivia

Your Turn to Practice Understanding Text Structure with Olivia

Pages 8 and 9: Notice the author's using sequence to tell about Olivia's morning routine. What words does Olivia do first, next, then, after that and last in the morning?

Page 16: Notice the author's using cause and effect. What causes Olivia to have to take a "you know what?"

Pages 23 to 25: Notice the author's using a cause and effect text structure again. What did Olivia do that caused her to get a little out?

Pages 27 and 28: Notice the author's using description to tell about Olivia's conversation with her mother. What are they talking about? How do you know?

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Making Connections

Making Predictions

Author's Purpose

Understanding Text Structure