

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Otis's Busy Day by Loren Long

Asking Questions Lesson Plan

Asking Questions
Otis's Busy Day
By: Loren Long
Grade Level: K / Guided Reading Level: C

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.

Summary
In the story, *Otis's Busy Day*, we meet Otis, a red and yellow tractor who lives on a farm. Otis has a lot of things to do today. He helps the farmer with some heavy work, spends time singing and dancing with his friends, and drives off over the farm. Today is special because Otis makes a new friend! Will Otis's new friend like spending time with the busy tractor?

Link to What You Know
• What do you know about a farm? What do you wonder about working on a farm?
• When you are having a busy day, what things do you like to do?

Important Words to Know and Understand
Tractor - A large vehicle that has two large back wheels and two smaller front wheels and that is used to pull farm equipment.

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 **hurry 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.
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

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3
Ask Questions While Reading
✓ Try asking questions that begin with "I wonder..." or "Why...?"
✓ Think about the text you read.
✓ Know what to do.

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 the book and read the title. What are you wondering about this story?
Page 5 - We learn that Otis is a tractor. What is one question that you have about Otis?
Page 6 - The picture shows Otis in a field with the animals. The text tells us that Otis is having a busy day. What does this page make you wonder about? Why are you thinking about this?
Page 22 - Otis meets a new friend. What question do you have for Otis? How does your question help you as a reader?
Pages 24 to 27 - Otis and his new friend are tired. What are you wondering about on this page?

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

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 *Otis's Busy Day*?
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 work you did while reading *Otis's Busy Day*. 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 - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Otis's Busy Day*. (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

Making Connections
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✓ Think
✓ Talk
✓ 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 in your notebook.
Page 6 to 7 - Otis pulls on the team and out the new stump. Make a **text-to-self** connection. What other story where the main character likes to sing and dance?
Pages 11 to 12 - Otis likes to sing and dance. Make a **text-to-text** connection with the other story where the main character likes to sing and dance.
Page 18 to 19 - Otis goes home at the end of a busy day. How does Otis feel? How do you think Otis feels? How do you think Otis feels?
Text - In this story, Otis is a tractor who lives on a farm. He helps the farmer with some heavy work, spends time singing and dancing with his friends, and drives off over the farm. Today is special because Otis makes a new friend! Will Otis's new friend like spending time with the busy tractor?

Time to Reflect
Think - When readers make connections, they think about what they need to know in order to really understand a book. Because no two readers are the same, your connections will usually be different from other people who are reading the same book. What connection did you make that helped you to really understand or enjoy *Otis's Busy Day*?
Talk - Tell your reading partner about the most important connection you made while reading. Explain how you made your connection and why the connection helped you.
Reflect - Think about the connection work you did while reading *Otis's Busy Day*. Which types of connections helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?
Write - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Otis's Busy Day*. (Remember to include examples from the book!)

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Making Predictions
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Time to Reflect
Think - When readers make predictions, they think about what they need to know in order to really understand a book. Because no two readers are the same, your predictions will usually be different from other people who are reading the same book. What prediction did you make that helped you to really understand or enjoy *Otis's Busy Day*?
Talk - Tell your reading partner about the most important prediction you made while reading. Explain how you made your prediction and why the prediction helped you.
Reflect - Think about the prediction work you did while reading *Otis's Busy Day*. Which types of predictions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?
Write - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Otis's Busy Day*. (Remember to include examples from the book!)

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Making Connections

Making Predictions

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Make Inferences While Reading
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Notice the Work You Did While Reading
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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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Time to Reflect
Think - When readers make inferences, they think about what they need to know in order to really understand a book. Because no two readers are the same, your inferences will usually be different from other people who are reading the same book. What inference did you make that helped you to really understand or enjoy *Otis's Busy Day*?
Talk - Tell your reading partner about the most important inference you made while reading. Explain how you made your inference and why the inference helped you.
Reflect - Think about the inference work you did while reading *Otis's Busy Day*. Which types of inferences helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?
Write - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Otis's Busy Day*. (Remember to include examples from the book!)

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Retelling and Summarizing
Otis's Busy Day
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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.

3
Retell and Summarize While Reading
✓ Think about the text you read.
✓ Know what to do.

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ 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 in your notebook.
Page 6 to 7 - Otis pulls on the team and out the new stump. Make a **text-to-self** connection. What other story where the main character likes to sing and dance?
Pages 11 to 12 - Otis likes to sing and dance. Make a **text-to-text** connection with the other story where the main character likes to sing and dance.
Page 18 to 19 - Otis goes home at the end of a busy day. How does Otis feel? How do you think Otis feels? How do you think Otis feels?
Text - In this story, Otis is a tractor who lives on a farm. He helps the farmer with some heavy work, spends time singing and dancing with his friends, and drives off over the farm. Today is special because Otis makes a new friend! Will Otis's new friend like spending time with the busy tractor?

Time to Reflect
Think - When readers retell and summarize, they think about what they need to know in order to really understand a book. Because no two readers are the same, your retellings and summaries will usually be different from other people who are reading the same book. What retelling or summary did you make that helped you to really understand or enjoy *Otis's Busy Day*?
Talk - Tell your reading partner about the most important retelling or summary you made while reading. Explain how you made your retelling or summary and why the retelling or summary helped you.
Reflect - Think about the retelling and summarizing work you did while reading *Otis's Busy Day*. Which types of retellings or summaries helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?
Write - Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Otis's Busy Day*. (Remember to include examples from the book!)

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Making Inferences

Retelling and Summarizing

Answer Key for Retelling and Summarizing
Otis's Busy Day

Your Turn to Practice Retelling and Summarizing
Otis's Busy Day

Page 6 to 7:
Think about what you know about the story so far. Who are the characters?
Where does the story take place?
What is the story about so far?

Answer Key for Making Inferences
with Otis's Busy Day

Your Turn to Practice Making Inferences
with Otis's Busy Day

Cover:
Look at the picture on the front cover. If you were driving the tractor, what sounds would you hear?

Answer Key for Asking Questions
with Otis's Busy Day

Your Turn to Practice Asking Questions
with Otis's Busy Day

Cover:
Look at the cover of the book and read the title. What is the story?

Page 5:
We learn that Otis is a tractor. What is one question that you have about Otis?

Page 6:
The picture shows Otis in a field with the animals. The text tells us that Otis is having a busy day. What does this page make you wonder about? Why are you thinking about this?

Page 22:
Otis meets a new friend. What question do you have for Otis? How does your question help you as a reader?

Pages 24 to 25:
Otis gives his new friend a ride. Make a **text-to-world** connection and tell about how people make friends with each other.

Answer Key for Making Predictions
Otis's Busy Day

Your Turn to Practice Making Predictions
Otis's Busy Day

Cover:
Look at the picture on the front cover. If you were driving the tractor, what sounds would you hear?

Answer Key for Making Connections
Otis's Busy Day

Your Turn to Practice Making Connections
Otis's Busy Day

Page 6 to 7:
Otis pulls on the team and out the new stump. Make a **text-to-self** connection. What other story where the main character likes to sing and dance?
Pages 11 to 12:
Otis likes to sing and dance. Make a **text-to-text** connection and tell about another story where the main character likes to sing and dance.

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

The diagram illustrates three levels of reading response prompts for the story "Otis's Busy Day":

- Top Level (CCSS-Aligned):** Three identical prompts. Each includes the title "Otis's Busy Day: Retelling and Summarizing", the instruction "Tell what happened first, next, then, and last in the story, Otis's Busy Day. Use the text and pictures to help you.", and a checkbox for the "I Can" statement: "I can tell how words and pictures in stories go together." (CCSS: RL.K.7). Red arrows point from this level to the "Strategy and Text Based Reader's Response Prompt" and "Common Core State Standard" labels.
- Middle Level ("I Can" Statement):** A single prompt identical to the top level, with a red arrow pointing to the "I Can" statement label.
- Bottom Level (Common Core Free Option):** A single prompt with the title and instruction, but without the "I Can" statement. A red arrow points from this level to the "Common Core Free Option" label.

Below these prompts is a stack of five overlapping "Reader's Notebook: Comprehension Strategy Slips" for various strategies: Asking Questions, Making Connections, Making Predictions, Making Inferences, and Making Inferences. A red arrow points from this stack to the "Reading Response Prompts for Each Comprehension Strategy Lesson Plan" label.

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____

What is this book about?

Draw a picture or write a sentence for each box below:

First	Next
Then	Last

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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Retelling and Summarizing

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

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Here is a picture of the text pictures.	What do you know about the story?	What are your thoughts? Color, setting.

Draw a picture to illustrate your inference:

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.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Inferences

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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Connections

Asking Questions
Title: _____

Question Sentence Starters

Wonder...	Why didn't...?	How does...?
I am curious about...	I am not sure about...	

Question	Answer
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