

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Pete the Cat: I Love My White Shoes by Eric Litwin

Making Connections Lesson Plan

Making Connections

Pete the Cat: I Love My White Shoes
By: Eric Litwin
Grade Level: 2 / Guided Reading Level: K

1
Get Ready to Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

Summary

In the story, *Pete the Cat: I Love My White Shoes*, Pete the Cat gets a set of white shoes that he LOVES! Pete the Cat goes on an adventure while singing about how much he loves his white shoes. During his adventure, his shoes get dirty and keep changing colors. They turn red, blue, and brown! What will Pete the Cat do about his dirty shoes?

Link to What You Know

- What is your favorite song? When do you sing your favorite song? How does this song make you feel?
- Think of a day when everything went wrong. How did it feel? What made the day better in the end?

Important Words to Know and Understand

Goodness – Used to express mild surprise or shock
cool – To think and act in a calm way

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

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Making Connections Lesson Plan

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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?

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 4 – Pete made up a song. Have you ever made up a song? Why did you make the song up? Tell how your **text-to-self** connection makes you similar to or different than Pete.

Pages 5 and 6 – Pete stepped in some strawberries and turned his shoes red. Tell about a time when you named something. How does your **text-to-self** connection help you as a reader?

Page 14 – Pete stepped in mud. Make a **text-to-text** connection by telling about a character from another book who made a mistake like Pete's.

Page 25 – Pete's shoes are white again, but now they are wet. Make a **text-to-self** connection by telling about a time when you solved a problem, only to create another one. How does your connection help you as a reader?

Page 31 – At the end of the story, Pete says, "...it's all good". How do you think the world would be different if more people thought like Pete the Cat? Explain your **text-to-world** connection.

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 and even more. What did you already know about *Pete the Cat: I Love My White Shoes*? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection 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. How does making connections help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pete the Cat: I Love My White Shoes*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Predictions

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Retelling and Summarizing

Pete the Cat: I Love My White Shoes
By: Eric Litwin
Grade Level: 2 / Guided Reading Level: K

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- Learn about the book
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Learn About Comprehension Strategies

- Think about the text you read
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3
Retell and Summarize While Reading

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 4 – Pete made up a song. Have you ever made up a song? Why did you make the song up? Tell how your **text-to-self** connection makes you similar to or different than Pete.

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Making Predictions

Retelling and Summarizing

Understanding Text Structure

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3
Understand Text Structure While Reading

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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Identifying the Author's Purpose

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Learn About Comprehension Strategies

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3
Identify the Author's Purpose While Reading

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 4 – Pete made up a song. Have you ever made up a song? Why did you make the song up? Tell how your **text-to-self** connection makes you similar to or different than Pete.

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Understanding Text Structure

Identifying the Author's Purpose

Practice Pages and Answer Keys

Answer Key for Making Connections with Pete the Cat: I Love My White Shoes

Your Turn to Practice Making Connections with Pete the Cat: I Love My White Shoes

Page 4: Pete the Cat made up a song about his white shoes. Have you ever made up a song? Why did you make the song up?

Answer Key for Making Predictions with Pete the Cat: I Love My White Shoes

Your Turn to Practice Making Predictions with Pete the Cat: I Love My White Shoes

Page 4: Look at the cover. Predict what the story will be about.

Answer Key for Retelling and Summarizing with Pete the Cat: I Love My White Shoes

Your Turn to Practice Retelling and Summarizing with Pete the Cat: I Love My White Shoes

Page 4: Pete the Cat made up a song. He sang about his white shoes. He stepped in strawberries and turned his shoes red. He stepped in mud. He got his shoes clean again, but they were wet. He said, "...it's all good".

Answer Key for Understanding Text Structure with Pete the Cat: I Love My White Shoes

Your Turn to Practice Understanding Text Structure with Pete the Cat: I Love My White Shoes

Page 13: The author uses a cause and effect text structure to explain what happened to Pete the Cat and his shoes. What was the cause? What was the effect?

Page 14: The author uses a cause and effect text structure to explain what happened to Pete the Cat and his shoes. What was the cause? What was the effect?

Page 25: The author uses a cause and effect text structure to explain what happened to Pete the Cat and his shoes. What was the cause? What was the effect?

Page 31: The author uses a cause and effect text structure to explain what happened to Pete the Cat and his shoes. What was the cause? What was the effect?

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Pete the Cat: I Love My White Shoes: Making Connections

Think of another story, book, or movie where a character tried to stay positive. What does the story have in common with *Pete the Cat: I Love My White Shoes*? How are the stories different?

I can compare and contrast ways of telling the same story. CCSS: RL.2.9

Pete the Cat: I Love My White Shoes: Making Connections

Think of another story, book, or movie where a character tried to stay positive. What does the story have in common with *Pete the Cat: I Love My White Shoes*? How are the stories different?

I can compare and contrast ways of telling the same story. CCSS: RL.2.9

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Think of another story, book, or movie where a character tried to stay positive. What does the story have in common with *Pete the Cat: I Love My White Shoes*? How are the stories different?

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Common Core Free Option

Pete the Cat: I Love My White Shoes: Making Connections

Think of another story, book, or movie where a character tried to stay positive. What does the story have in common with *Pete the Cat: I Love My White Shoes*? How are the stories different?

Pete the Cat: I Love My White Shoes: Making Connections

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Pete the Cat: I Love My White Shoes: Making Connections

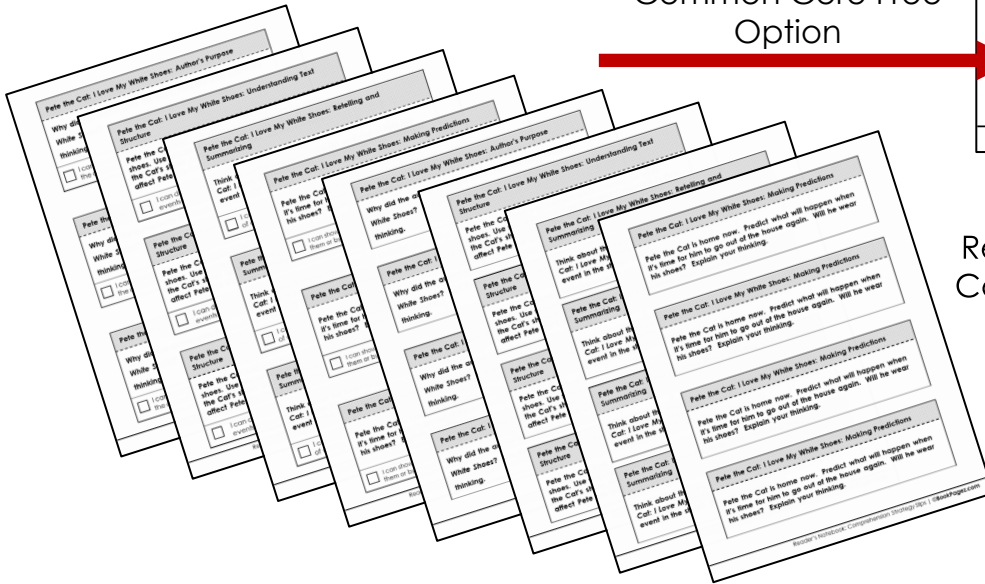
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Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions: 1. Answer each of the questions. 2. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End
<small>(Write your predictions below)</small>	<small>(Write your predictions below)</small>	<small>(Indicate whether your predictions were right or wrong)</small>
<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<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. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

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Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

Know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions: 1. Answer each of the questions. 2. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

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Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Text Structure: You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect
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Directions: 1. Answer each of the questions. 2. Color in or cut out the illustrations. 3. Glue, tape, or staple into your reader's notebook.

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