

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for Pumpkin Soup by Helen Cooper

Retelling and Summarizing Lesson Plan

Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Retelling and Summarizing

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 when you get confused

Summary

Pumpkin Soup by Helen Cooper is about three friends, Cat, Squirrel, and Duck, who make soup together every day. Each one has a special job, but when Duck wants to stir the soup, it causes an argument, and Duck leaves. Without Duck, the soup doesn't taste right. Cat and Squirrel realize they miss Duck and need him if they want to make the soup. Will Cat and Squirrel find Duck and be able to make things right?

Link to What You Know

- Do you have a job or chore around your classroom or home?
- Do you enjoy doing it?
- Have you ever had a fight or an argument with a friend? How did it make you feel?

Important Words to Know and Understand

- Embroidered** - Decorated with needlework by sewing designs or patterns on fabric with thread
- Plodded** - Walked slowly and heavily, often because you're tired

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real life - places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing Lesson Plan

Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Retelling and Summarizing

3

Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and what they decide to do next
- Look for places where characters caused events to happen

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.

Pages 2 and 3 - Tell about the setting and characters in the story. Where does this story take place? Who are the three characters that make the pumpkin soup, and what jobs do they each have? How do you know?

Pages 9 and 10 - Summarize the big event that happens on these pages. How has this event changed the characters since the beginning of the story? Why is this part of the story important?

Pages 17 and 18 - Duck has left the cabin and Squirrel and Cat are upset. Why do they feel this way? How do you know? What do they decide to do next?

Pages 25 and 26 - Use these pages to describe how the characters feel. What has changed? How do you know? Why is this part of the story important?

Pages 27 and 28 - Tell what happens when the animals are making the soup. What job does Duck have when making pumpkin soup? Is this a happy ending to the story? Why or why not?

Time to Reflect

Think - What type of information did you use when you retold and summarized *Pumpkin Soup*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pumpkin Soup*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

The Cool Bean
By: Jory John
Grade Level: 2 / Guided Reading Level: K

Understanding Text Structure

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 when you get confused

Summary

The Cool Bean by Jory John and Peter Oswald tells the story of a bean who lives a life on the land. After he is picked by Wendell, the cool bean, who are confident and always having a great time. The bean wishes he could be just like Wendell but different and on. As the story goes on, the author shows us important events that when Wendell means to be cool. At the end of the story, Wendell means the important lesson cool becomes a cool bean after all.

Link to What You Know

- Have you ever had a job that started out cool but ended up being great? Tell about it.
- Tell about a time when you did something kind for someone else.

Important Words to Know and Understand

- Cozy** - An adjective that has to do with something that is like a big nightgown.
- Winger** - something in a cool or proud way.

Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use the following text structures:

Description - when a person, place, thing, or event is described by listing what it looks like, how it feels, or what it does.

Sequence - when information is given in chronological order (first, next, then, last) in a meaningful way.

Problem and Solution - when a problem is explained and a solution is discovered.

Compare and Contrast - when an author writes about the way two or more people, places, or things are alike and different.

Cause and Effect - when an author explains why something happened (cause) and what happened (effect).

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The Cool Bean
By: Jory John
Grade Level: 2 / Guided Reading Level: K

Understanding Text Structure

3

Understand Text Structure While Reading

- Notice the words an author uses to describe things or explain events
- Look at the pictures. Describe the pictures. How are the pictures like what you are reading about?

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 1 - Describe some of the ways that the cool beans are "cool." What parts from the illustrations and text did you use to write your description?

Page 11 - What are some ways that the bean looked uncool? How do the illustrations help you see this?

Pages 19 to 21 - The author is using a problem-solution text structure on this page. What is the problem in Wendell's case? How is this problem solved? How do you know?

Page 24 - The author is using a cause and effect text structure to tell about the end of the story. What causes the bean to be so confident? Why do you think the bean's confidence continued to grow?

Pages 19 and 20 - Compare and contrast how the bean feels at the beginning of the story to the end of the story. Does he start to feel cool? How do you know?

Time to Reflect

Think - How do the different text structures help you to better understand *The Cool Bean*? Why do you think authors use more than one text structure to tell their stories?

Talk - Tell your reading partner about a place where you noticed a description. Explain how the author was using a descriptive text structure.

Write - Use your Strategy Slip into your reader's notebook. How do you think about the text structure in *The Cool Bean*? How do you think about the work you did while reading *The Cool Bean*? (Remember to include examples from the book!)

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Understanding Text Structure

Pumpkin Soup
By: Helen Cooper
Grade Level: 3 / Guided Reading Level: N

Making Inferences

1

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Making Inferences

3

Make Inferences While Reading

- Look for clues that help you understand what the author is trying to tell you
- Think about the text you read when you get confused

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 1 - The animals each have their own jobs for making pumpkin soup. Use the illustrations to make an inference about Duck. Does Duck enjoy adding salt to the soup? How do you know?

Page 2 - Tell about the setting and characters in the story. Where does this story take place? Who are the three characters that make the pumpkin soup, and what jobs do they each have? How do you know?

Page 9 and 10 - Summarize the big event that happens on these pages. How has this event changed the characters since the beginning of the story? Why is this part of the story important?

Page 17 and 18 - Duck has left the cabin and Squirrel and Cat are upset. Why do they feel this way? How do you know? What do they decide to do next?

Page 25 and 26 - Use these pages to describe how the characters feel. What has changed? How do you know? Why is this part of the story important?

Page 27 and 28 - Tell what happens when the animals are making the soup. What job does Duck have when making pumpkin soup? Is this a happy ending to the story? Why or why not?

Time to Reflect

Think - What type of information did you use when you retold and summarized *Pumpkin Soup*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *Pumpkin Soup*. (Remember to include examples from the book!)

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Answer Key for Making Inferences with Pumpkin Soup

Page 2:

The animals each have their own jobs for making pumpkin soup. Use the illustrations to make an inference about Duck. Does Duck enjoy adding salt to the soup?

Why or why not?

How do you know?

Page 9:

Summarize the big event that happens on these pages. How has this event changed the characters since the beginning of the story? Why is this part of the story important?

How do you know?

Page 17:

Duck has left the cabin and Squirrel and Cat are upset. Why do they feel this way? How do you know? What do they decide to do next?

How do you know?

Page 25:

Use these pages to describe how the characters feel. What has changed? How do you know? Why is this part of the story important?

How do you know?

Page 27:

Tell what happens when the animals are making the soup. What job does Duck have when making pumpkin soup? Is this a happy ending to the story? Why or why not?

How do you know?

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Answer Key for Retelling and Summarizing with Pumpkin Soup

Pages 2 and 3:

Tell about the setting and characters in the story. Where does this story take place? Who are the three characters that make the pumpkin soup, and what jobs do they each have? How do you know?

Pages 9 and 10:

Summarize the big event that happens on these pages. How has this event changed the characters since the beginning of the story? Why is this part of the story important?

How do you know?

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How do you know?

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How do you know?

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Tell what happens when the animals are making the soup. What job does Duck have when making pumpkin soup? Is this a happy ending to the story? Why or why not?

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Making Inferences

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

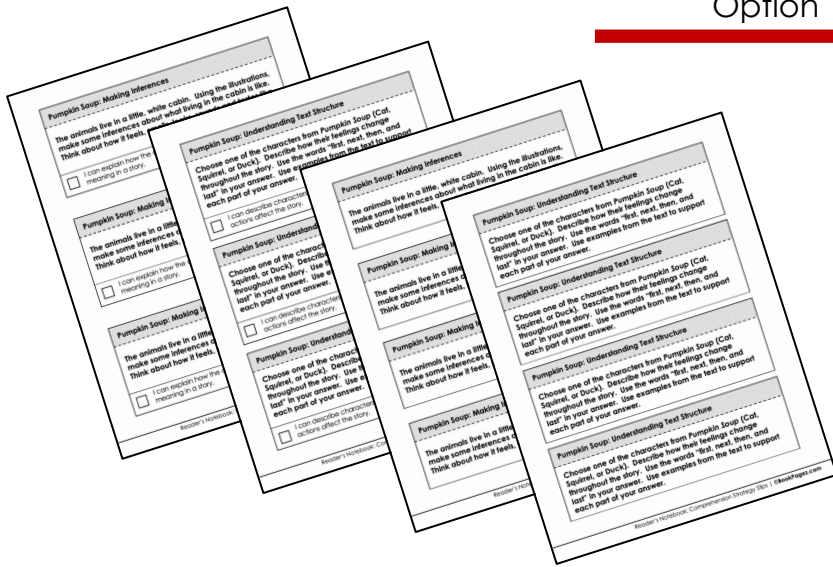
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



Pumpkin Soup: Retelling and Summarizing

Think about the story *Pumpkin Soup*. What do you think the main lesson of the story is? Tell which part of the story you think helps the reader understand this lesson the best.

I can figure out the lessons or morals of the stories that I read and explain that message using details from the story. CCSS: RL.3.2

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Pumpkin Soup: Retelling and Summarizing

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Think about the story *Pumpkin Soup*. What do you think the main lesson of the story is? Tell which part of the story you think helps the reader understand this lesson the best.

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

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Retelling and Summarizing

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the cast?	Describe, through, Cause, setting.

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

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Making Inferences

Understanding Text Structure

Title: _____

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

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect

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

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Understanding Text Structure