

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Rosa by Nikki Giovanni

Visualizing Lesson Plan

Rosa
By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: T

Visualizing

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

Big changes can happen when one person simply has had enough. In the award winning book *Rosa*, author Nikki Giovanni tells the story of the day Rosa refused to move. An ordinary day that began with Rosa feeling her family ended with a decision that changed a nation. A caring daughter and talented seamstress, Rosa wanted nothing more than to go home to check on her ill mother and make a special dinner for her husband. When she encounters yet another experience of inequality, Rosa finds an inner strength to simply say "no". Readers will appreciate this beautifully illustrated, thought provoking story.

Link to What You Know

- Visualize a group of people working to make a difference. What do you see? What do you hear?
- Are the people in your mental picture happy or upset? Why?

Important Words to Know and Understand

Stencil – A piece of paper, metal, etc., that has a design, letter, etc., cut out of it

Supervisor – A person who is in charge of someone or something

2
Learn About Comprehension Strategies

Why Readers Visualize While Reading

Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about the text.

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the pictures to help you check that your thinking's on the right track.

When you read a chapter book or other text that does not have pictures, it's helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.

Think about the text you're reading

- Know what to do when you get confused

Key Vocabulary

Explanation of Strategy

Guided Reading Level

Activate Prior Knowledge

Visualizing Lesson Plan

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Visualizing

3
Visualize While Reading

- Notice the words an author uses to describe people, places, things, and events
- Look at the pictures. Do you match the pictures in the book?

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 5 – After reading the conversation between Rosa and her supervisor, visualize a small moment in the alterations department. What do you see?

Page 8 – What do you think Rosa is visualizing while the bus driver demands she move to another seat?

Page 11 – Three people are looking back at Rosa. Visualize a thought bubble above each person's head. What are they thinking?

Page 27 – The author mentions "years of struggle". Visualize what this means. What do you see?

Page 31 – Visualize yourself with the children on this page. What do you hear them say to Rosa? What is her reply?

Time to Reflect

Think – What kinds of words helped you visualize while reading *Rosa*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.

Reflect – Think about the words in *Rosa*. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

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

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Rosa
By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: T

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

3
Retell and Summarize While Reading

- Think about the important events that happened in the story
- Look for clues that tell you about the characters and the setting
- Look for places, objects, characters, and events to support

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 – Summarize what you learned about Rosa and her family after reading the first paragraph of the first chapter.

Page 5 – Summarize what you learned about Rosa and the bus driver.

Page 8 – What did the bus driver want Rosa to do?

Page 11 – What did the passengers do?

Page 27 – What did Rosa do?

Time to Reflect

Think – What kinds of information did you use when you retold the story? Did you use words from the text? Did you use words from your own life? Did you use words from your own experiences? Did you use words from your own imagination?

Talk – Tell your reading partner about your retelling of the story. Did you use the same words? Did you use different words? Did you use different words to describe the same thing? Did you use different words to describe the same person? Did you use different words to describe the same place? Did you use different words to describe the same event?

Reflect – Think about the words you used when you retold the story. How does retelling help you to be a better reader?

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

2
Learn About Comprehension Strategies

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Rosa
By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: T

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

3
Make Connections While Reading

- Does the book remind you of something you already know?
- Does the book remind you of something you already feel?
- Does the book remind you of something you already think?
- Does the book remind you of something you already do?
- Does the book remind you of something you already want?
- Does the book remind you of something you already believe?
- Does the book remind you of something you already hope?
- Does the book remind you of something you already fear?
- Does the book remind you of something you already love?
- Does the book remind you of something you already hate?
- Does the book remind you of something you already respect?
- Does the book remind you of something you already value?
- Does the book remind you of something you already cherish?
- Does the book remind you of something you already treasure?
- Does the book remind you of something you already prize?
- Does the book remind you of something you already adore?
- Does the book remind you of something you already worship?
- Does the book remind you of something you already adore?
- Does the book remind you of something you already worship?

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 – Make a text to text connection about a time when you did that.

Page 5 – Make a text to text connection about a time when you did that.

Page 8 – Make a text to text connection about a time when you did that.

Page 11 – Make a text to text connection about a time when you did that.

Page 27 – Make a text to text connection about a time when you did that.

Page 31 – Make a text to text connection about a time when you did that.

Time to Reflect

Think – How do the different text structures help you to be a better reader?

Talk – Tell your reading partner about a place where you did that. Did you use the same words? Did you use different words? Did you use different words to describe the same thing? Did you use different words to describe the same person? Did you use different words to describe the same place? Did you use different words to describe the same event?

Reflect – Think about the words you used when you did that. How does doing that help you to be a better reader?

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

2
Learn About Comprehension Strategies

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Retelling and Summarizing Making Connections

Rosa
By: Nikki Giovanni
Grade Level: 4 / Guided Reading Level: T

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

3
Make Predictions While Reading

- Look for clues that tell you about the characters and the setting
- Look for places, objects, characters, and events to support

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 – Make a prediction about what you think will happen next.

Page 5 – Make a prediction about what you think will happen next.

Page 8 – Make a prediction about what you think will happen next.

Page 11 – Make a prediction about what you think will happen next.

Page 27 – Make a prediction about what you think will happen next.

Page 31 – Make a prediction about what you think will happen next.

Time to Reflect

Think – How do the different text structures help you to be a better reader?

Talk – Tell your reading partner about a place where you did that. Did you use the same words? Did you use different words? Did you use different words to describe the same thing? Did you use different words to describe the same person? Did you use different words to describe the same place? Did you use different words to describe the same event?

Reflect – Think about the words you used when you did that. How does doing that help you to be a better reader?

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

2
Learn About Comprehension Strategies

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Making Predictions

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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

3
Understand Text Structure While Reading

- Look for clues that tell you about the characters and the setting
- Look for places, objects, characters, and events to support

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 – Make a prediction about what you think will happen next.

Page 5 – Make a prediction about what you think will happen next.

Page 8 – Make a prediction about what you think will happen next.

Page 11 – Make a prediction about what you think will happen next.

Page 27 – Make a prediction about what you think will happen next.

Page 31 – Make a prediction about what you think will happen next.

Time to Reflect

Think – How do the different text structures help you to be a better reader?

Talk – Tell your reading partner about a place where you did that. Did you use the same words? Did you use different words? Did you use different words to describe the same thing? Did you use different words to describe the same person? Did you use different words to describe the same place? Did you use different words to describe the same event?

Reflect – Think about the words you used when you did that. How does doing that help you to be a better reader?

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

2
Learn About Comprehension Strategies

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Understanding Text Structure

Answer Key for Retelling and Summarizing with Rosa

Your Turn to Practice Retelling and Summarizing with Rosa

Page 1: Summarize what you learned about Rosa and her family after reading the first paragraph of the first chapter.

Page 5: Summarize what you learned about Rosa and the bus driver.

Page 8: What did the bus driver want Rosa to do?

Page 11: What did the passengers do?

Page 27: What did Rosa do?

Page 31: What did Rosa do?

Answer Key for Making Predictions with Rosa

Your Turn to Practice Making Predictions with Rosa

Page 1: Make a prediction about what you think will happen next.

Page 5: Make a prediction about what you think will happen next.

Page 8: Make a prediction about what you think will happen next.

Page 11: Make a prediction about what you think will happen next.

Page 27: Make a prediction about what you think will happen next.

Page 31: Make a prediction about what you think will happen next.

Answer Key for Making Connections with Rosa

Your Turn to Practice Making Connections with Rosa

Page 1: Make a text to text connection about a time when you did that.

Page 5: Make a text to text connection about a time when you did that.

Page 8: Make a text to text connection about a time when you did that.

Page 11: Make a text to text connection about a time when you did that.

Page 27: Make a text to text connection about a time when you did that.

Page 31: Make a text to text connection about a time when you did that.

Answer Key for Visualizing with Rosa

Your Turn to Practice Visualizing with Rosa

Page 5: After reading the conversation between Rosa and her supervisor, visualize a small moment in the alterations department. What do you see?

Page 8: What do you think Rosa is visualizing while the bus driver demands she move to another seat?

Page 11: Three people are looking back at Rosa. Visualize a thought bubble above each person's head. What are they thinking?

Page 27: The author mentions "years of struggle". Visualize what this means. What do you see?

Page 31: Visualize yourself with the children on this page. What do you hear them say to Rosa? What is her reply?

Answer Key for Understanding Text Structure with Rosa

Your Turn to Practice Understanding Text Structure with Rosa

Page 1: Make a prediction about what you think will happen next.

Page 5: Make a prediction about what you think will happen next.

Page 8: Make a prediction about what you think will happen next.

Page 11: Make a prediction about what you think will happen next.

Page 27: Make a prediction about what you think will happen next.

Page 31: Make a prediction about what you think will happen next.

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

The diagram illustrates the relationship between different types of reading response prompts. On the left, a stack of 'Common Core Free Option' prompts is shown, which are identical to the CCSS-aligned prompts but lack the 'I Can' statement and CCSS alignment. In the center, a single 'Common Core State Standard' aligned prompt is shown, featuring a 'Strategy and Text Based Reader's Response Prompt' and a 'Common Core State Standard' (CCSS: RI.4.1). To the right, a stack of 'Reading Response Prompts for Each Comprehension Strategy Lesson Plan' is shown, which are identical to the CCSS-aligned prompts but lack the 'I Can' statement and CCSS alignment. Red arrows indicate the flow from the CCSS-aligned prompt to the 'Common Core Free Option' and the '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. 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 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.

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Making Connections

Making Predictions

Title: _____

Predictions of the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	If correct, write what you learned.
		<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. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Making Predictions

Visualizing

Title: _____

What picture did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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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Visualizing

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

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Understanding Text Structure