

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Scarecrow by Cynthia Rylant

Making Inference Lesson Plan

Scarecrow
By: Cynthia Rylant
Grade Level: 4 / 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 found in the book

Summary
How would life be as a scarecrow? In Cynthia Rylant's book, *Scarecrow*, we have the opportunity to find out. We see, hear, and feel what a scarecrow experiences. Animals, in particular birds, think the scarecrow is friendly and a great place to perch. Meanwhile, he is enjoying life for what it offers. Life in a garden is full of wonder!

Link to What You Know
What happens in a garden during spring, summer, and autumn?
What work must be done to help a garden produce?

Important Words to Know and Understand
Mammoth - Very large, huge
Tremble - To shake slightly

2
Learn About Comprehension Strategies
Think about the text you read
Know what to do

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives.
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."
For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

Scarecrow
By: Cynthia Rylant
Grade Level: 4 / Guided Reading Level: R

3
Make Inferences While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice about the characters, setting, and events?

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 14 - What can you infer about the "certain wonder" going on around the scarecrow? What is it?
Page 15 - Make an inference about the scarecrow. Why doesn't the scarecrow care that he can be turned back into straw and buttons?
Page 16 - What can you infer about how observant the scarecrow is? Use evidence from the text to support your answer.
Page 17 - Why might the scarecrow not care how "long he might last"? How does your inference help you to better understand the story?
Page 25 - What can you infer about how the scarecrow feels about the wind, sun, and clouds? Support your answer with evidence from the text.

4
Notice the Work You Did While Reading
Think
Reflect
Write

Time to Reflect
Think - What types of inferences did you make while reading *Scarecrow*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?
Talk - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the extra information you learned while reading *Scarecrow*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Scarecrow*. (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

Visualizing
1
Get Ready To Read
Learn about the book
Get your brain ready to read
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3
Visualize While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice about the characters, setting, and events?

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 - How does the scarecrow feel about his job?
Page 2 - How does the scarecrow feel about his job?
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Making Connections

Asking Questions
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Get Ready To Read
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Ask Questions While Reading
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Study the pictures. What do you notice about the characters, setting, and events?

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Asking Questions

Synthesizing
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Synthesize While Reading
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Study the pictures. What do you notice about the characters, setting, and events?

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Synthesizing

Answer Key for Making Connections with Scarecrow

Your Turn to Practice Making Connections with Scarecrow

Page 7: The scarecrow is friendly to animals. How are you friendly to animals? Make a **text-to-text** connection. How does your connection help you as a reader?

Pages 1 and 10: The scarecrow has to be able to do in order to do his job well? What questions come to mind on this page?

Page 6: What does a scarecrow have to be able to do in order to do his job well? What questions come to mind on this page?

Page 16: The scarecrow has seen a lot of things. What do you think he could tell you about the world? What questions might you ask the scarecrow? How would the answer to your question help you understand the story better?

Answer Key for Making Inferences with Scarecrow

Your Turn to Practice Making Inferences with Scarecrow

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Answer Key for Visualizing with Scarecrow

Your Turn to Practice Visualizing with Scarecrow

Page 6: Imagine you are a scarecrow near your home. What might you see, hear, smell, taste, and feel?

Page 6: Imagine you are a scarecrow near your home. What might you see, hear, smell, taste, and feel?

Answer Key for Asking Questions with Scarecrow

Your Turn to Practice Asking Questions with Scarecrow

Page 2: Look at the illustration on this page. What are you wondering?

Page 6: What does a scarecrow have to be able to do in order to do his job well? What questions come to mind on this page?

Page 16: The scarecrow has seen a lot of things. What do you think he could tell you about the world? What questions might you ask the scarecrow? How would the answer to your question help you understand the story better?

Answer Key for Synthesizing with Scarecrow

Your Turn to Practice Synthesizing with Scarecrow

Pages 1 and 2: For what purpose is the scarecrow created?

Page 6: What words tell the reader that the scarecrow is not scary? Why is this an important part of the story to notice?

Page 7: Are the crows afraid of the scarecrow? What words tell you?

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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

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

Making Connections

Making Inferences
Title: _____

| What the Text Says | What I Know | What I Can Infer |
|-----------------------------|-------------------------------------|-----------------------------------|
| Look for clues in the text. | What do you know about the subject? | Draw a picture of your inference. |
| | | |
| | | |
| | | |
| | | |

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

Making Inferences

Visualizing
Title: _____

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

Visualizing

Asking Questions
Title: _____

| Question Sentence Starter | Why did I...? | How does...? |
|---------------------------|------------------------|----------------------|
| I wonder... | I am confused about... | I am not sure why... |
| Question | Answer | |
| Question | Answer | |
| Question | Answer | |

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

Asking Questions

Synthesizing
Title: _____

| At first I was thinking... | My new thinking is... | I used to think... |
|----------------------------|-----------------------|-------------------------|
| Because... | Because... | But now I think... |
| | | Because... |
| My new thinking is... | Now I understand... | After thinking about... |
| Because... | Because... | I conclude... |

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

Synthesizing