

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for School's First Day of School by Adam Rex

Retelling and Summarizing Lesson Plan

Retelling and Summarizing

School's First Day of School
By: Adam Rex
Grade Level: 3 / Guided Reading Level: N

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

In *School's First Day of School*, we meet Frederick Douglass Elementary. He is a new school that is taken care of by a man named Janitor. Janitor tells the school that he will soon be filled with children and, even though it sounds exciting, the school is a little worried that the children might not like him. When the first day arrives, some of the children don't want to come in and others say unkind things about school. The school thinks he must be awful and gets so upset that he accidentally sets off his fire alarm. Will things turn around for both the school and the students, or will the school keep everyone out the next day?

Link to What You Know

- What was the first thing you did when you got to morning?
- Give a short summary of a fun time you had with your family.

Important Words to Know and Understand

Pushpin – A short pin with a large head used to attach things to a wall or bulletin board

Accidentally – Happening in a way that was not planned

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 people, 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

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Page 5 – What characters have you met so far? How does the school feel about Janitor? How do you know?

Page 8 – Janitor and the school are talking in the gymnasium. What new information does Janitor give to the school? How does the school feel about it?

Pages 19 to 20 – The children are finally settled in their desks and something happens! What happened after the children sat down? How does the school feel about this? How does this help you to understand the story?

Page 24 – The school is learning new things. Name two things he knows now that he didn't know before. How does this help you to understand the story?

Page 30 – The children have left the school, and Janitor returns. What question does the school ask Janitor? How has the school changed?

Retell and Summarize While Reading

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

Time to Reflect

Think – What type of information did you use when you retold and summarized *School's First Day of School*? 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.

Reflect – Think about the characters, events, and the settings in *School's First Day of School*. How does paying attention to the story elements help you to be a better reader?

Write – Give your Strategy Slip into your Readers Notebook. Write about the work you did while reading *School's First Day of School*. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Inferences

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Make Inferences While Reading

- Look for clues that tell you how the characters are feeling
- Study the pictures, think about what the characters are doing, and what they are saying

Time to Reflect

Think – What type of information did you use when you made inferences about the story? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

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Reflect – Think about the characters, events, and the settings in *School's First Day of School*. How does paying attention to the story elements help you to be a better reader?

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Asking Questions

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Ask Questions While Reading

- Look for places where you can ask questions
- Write down your questions
- Ask your questions

Time to Reflect

Think – What type of information did you use when you asked questions about the story? 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.

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Making Inferences

Asking Questions

Understanding Text Structure

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Understand Text Structure While Reading

- Look for the main idea and supporting details
- Look for the beginning, middle, and end
- Look for the cause and effect

Time to Reflect

Think – What type of information did you use when you understood text structure? 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.

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Synthesizing

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Grade Level: 3 / Guided Reading Level: N

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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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Synthesize While Reading

- Look for places where you can synthesize
- Write down your syntheses
- Share your syntheses

Time to Reflect

Think – What type of information did you use when you synthesized? 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.

Reflect – Think about the characters, events, and the settings in *School's First Day of School*. How does paying attention to the story elements help you to be a better reader?

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Understanding Text Structure

Synthesizing

Practice Pages and Answer Keys

Answer Key for Retelling and Summarizing with School's First Day of School

Your Turn to Practice Retelling and Summarizing with School's First Day of School

Page 5:

What characters have you met so far? How does the school feel about Janitor? How do you know?

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Answer Key for Making Inferences with School's First Day of School

Your Turn to Practice Making Inferences with School's First Day of School

Page 5:

What characters have you met so far? How does the school feel about Janitor? How do you know?

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Answer Key for Asking Questions with School's First Day of School

Your Turn to Practice Asking Questions with School's First Day of School

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Page 30:

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Answer Key for Understanding Text Structure with School's First Day of School

Your Turn to Practice Understanding Text Structure with School's First Day of School

Page 5:

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Page 8:

Janitor and the school are talking in the gymnasium. What new information does Janitor give to the school? How does the school feel about it?

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Answer Key for Synthesizing with School's First Day of School

Your Turn to Practice Synthesizing with School's First Day of School

Page 5:

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Page 8:

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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

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

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 story?	Brothers, thoughts, clues, 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

Asking Questions
Title: _____

Question Sentence Starter

Wonder...	Why don't I...	How does...
I wonder...	Why don't I...	How does...
I am confused about...	I am curious about...	I am not sure about...

Question Answer

Question	Answer
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.

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Asking Questions

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	Compare and Contrast

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

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...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
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Synthesizing