

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Should I Share My Ice Cream?* by Mo Willems

## Making Inferences Lesson Plan

**Making Inferences**  
Should I Share My Ice Cream?  
By: Mo Willems  
Grade Level: 1 / Guided Reading Level: H

**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 book
- Know what to do when you get confused

**Summary**  
In the story, *Should I Share My Ice Cream?* Elephant tries to decide whether or not he should share his ice cream with his best friend Piggle. On one hand, Elephant worries that Piggle will feel sad if he doesn't have any ice cream. On the other hand, ice cream is Elephant's favorite and he might be able to eat it real fast before Piggle even sees it. What will Elephant decide to do? What will happen to the ice cream if he waits too long?

**Link to What You Know**

- Tell about a time you struggled to decide if you wanted to share. What caused you to change your mind?
- Describe your best friend. How does your best friend make you feel?

**Important Words to Know and Understand**

- Share – To let someone else have or use a part of (something that belongs to you)
- Awesome – Extremely good

**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.

©BookPages.com

### Guided Reading Level

### Activate Prior Knowledge

## Making Inferences Lesson Plan

**Making Inferences**  
Should I Share My Ice Cream?  
By: Mo Willems  
Grade Level: 1 / Guided Reading Level: H

**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 see about 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 3** – Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream. How do you know?  
**Page 11** – On this page, Elephant stops to think about sharing his ice cream with Piggle. What can you infer about how Elephant is feeling? What details helped you to make this inference?  
**Page 25** – Elephant said, "She does not know I have ice cream." Infer what Elephant is thinking. What clues did you use to make your inference?  
**Page 52** – Piggle shared her ice cream with Elephant. Make an inference about how Piggle feels now. Why do you think she feels this way?  
**Page 54** – The author just wrote an exclamation point on this page. What can you infer about what Elephant is thinking? How does making inferences help you as a reader?

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**  
**Think** – What types of inferences did you make while reading *Should I Share My Ice Cream?* 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 making inferences in *Should I Share My Ice Cream?* 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 *Should I Share My Ice Cream?* (Remember to include examples from the book!)

©BookPages.com

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**Making Connections**  
Should I Share My Ice Cream?  
By: Mo Willems  
Grade Level: 1 / Guided Reading Level: H

**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 book
- Know what to do when you get confused

**3**  
**Make Connections 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 see about 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 3** – Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream. How do you know?  
**Page 11** – On this page, Elephant stops to think about sharing his ice cream with Piggle. What can you infer about how Elephant is feeling? What details helped you to make this inference?  
**Page 25** – Elephant said, "She does not know I have ice cream." Infer what Elephant is thinking. What clues did you use to make your inference?  
**Page 52** – Piggle shared her ice cream with Elephant. Make an inference about how Piggle feels now. Why do you think she feels this way?  
**Page 54** – The author just wrote an exclamation point on this page. What can you infer about what Elephant is thinking? How does making inferences help you as a reader?

©BookPages.com

**Identifying the Author's Purpose**  
Should I Share My Ice Cream?  
By: Mo Willems  
Grade Level: 1 / Guided Reading Level: H

**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 book
- Know what to do when you get confused

**3**  
**Identify the Author's Purpose 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 see about 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 3** – Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream. How do you know?  
**Page 11** – On this page, Elephant stops to think about sharing his ice cream with Piggle. What can you infer about how Elephant is feeling? What details helped you to make this inference?  
**Page 25** – Elephant said, "She does not know I have ice cream." Infer what Elephant is thinking. What clues did you use to make your inference?  
**Page 52** – Piggle shared her ice cream with Elephant. Make an inference about how Piggle feels now. Why do you think she feels this way?  
**Page 54** – The author just wrote an exclamation point on this page. What can you infer about what Elephant is thinking? How does making inferences help you as a reader?

©BookPages.com

**Answer Key for Making Inferences with *Should I Share My Ice Cream?***

**Your Turn to Practice Making Inferences with *Should I Share My Ice Cream?***

**Page 3**  
Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream.

**Page 11 and 12**  
So far we know that Elephant loves ice cream and has a best friend that he might want to share his ice cream with. What is your opinion of Elephant so far?

**Answer Key for Practice Synthesizing with *Should I Share My Ice Cream?***

**Your Turn to Practice Synthesizing with *Should I Share My Ice Cream?***

**Page 3**  
Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream.

**Page 11 and 12**  
So far we know that Elephant loves ice cream and has a best friend that he might want to share his ice cream with. What is your opinion of Elephant so far?

**Answer Key for Making Connections with *Should I Share My Ice Cream?***

**Your Turn to Practice Making Connections with *Should I Share My Ice Cream?***

**Page 2 to 3**  
Elephant is excited to see the ice cream truck. Make an inference about how Elephant feels when you see an ice cream truck.

**Page 8**  
Elephant is ready to eat his ice cream but stops suddenly. What do you think Elephant is thinking? What clues help you to know this?

**Page 13**  
Elephant is thinking about sharing his ice cream with Piggle. What do you think Elephant is thinking? What clues help you to know this?

**Answer Key for Understanding Text Structure with *Should I Share My Ice Cream?***

**Your Turn to Practice Understanding Text Structure with *Should I Share My Ice Cream?***

**Page 2 to 3**  
Elephant is excited to see the ice cream truck. Make an inference about how Elephant feels when you see an ice cream truck.

**Page 8**  
Elephant is ready to eat his ice cream but stops suddenly. What do you think Elephant is thinking? What clues help you to know this?

**Page 13**  
Elephant is thinking about sharing his ice cream with Piggle. What do you think Elephant is thinking? What clues help you to know this?

**Answer Key for Identifying the Author's Purpose with *Should I Share My Ice Cream?***

**Your Turn to Practice Identifying the Author's Purpose with *Should I Share My Ice Cream?***

**Page 3**  
Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream.

**Page 11 and 12**  
So far we know that Elephant loves ice cream and has a best friend that he might want to share his ice cream with. What is your opinion of Elephant so far?

**Page 25**  
Elephant said, "She does not know I have ice cream." Infer what Elephant is thinking. What clues help you to know this?

**Page 52 and 53**  
Piggle shared her ice cream with Elephant. Make an inference about how Piggle feels now. Why do you think she feels this way?

**Page 54**  
The author just wrote an exclamation point on this page. What can you infer about what Elephant is thinking? How does making inferences help you as a reader?

## Making Connections

## Author's Purpose

**Understanding Text Structure**  
Should I Share My Ice Cream?  
By: Mo Willems  
Grade Level: 1 / Guided Reading Level: H

**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 book
- Know what to do when you get confused

**3**  
**Understand Text Structure 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 see about 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 3** – Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream. How do you know?  
**Page 11** – On this page, Elephant stops to think about sharing his ice cream with Piggle. What can you infer about how Elephant is feeling? What details helped you to make this inference?  
**Page 25** – Elephant said, "She does not know I have ice cream." Infer what Elephant is thinking. What clues did you use to make your inference?  
**Page 52** – Piggle shared her ice cream with Elephant. Make an inference about how Piggle feels now. Why do you think she feels this way?  
**Page 54** – The author just wrote an exclamation point on this page. What can you infer about what Elephant is thinking? How does making inferences help you as a reader?

©BookPages.com

**Synthesizing**  
Should I Share My Ice Cream?  
By: Mo Willems  
Grade Level: 1 / Guided Reading Level: H

**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 book
- Know what to do when you get confused

**3**  
**Synthesize 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 see about 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 3** – Elephant sees an ice cream cart. Make an inference about how the elephant feels about ice cream. How do you know?  
**Page 11** – On this page, Elephant stops to think about sharing his ice cream with Piggle. What can you infer about how Elephant is feeling? What details helped you to make this inference?  
**Page 25** – Elephant said, "She does not know I have ice cream." Infer what Elephant is thinking. What clues did you use to make your inference?  
**Page 52** – Piggle shared her ice cream with Elephant. Make an inference about how Piggle feels now. Why do you think she feels this way?  
**Page 54** – The author just wrote an exclamation point on this page. What can you infer about what Elephant is thinking? How does making inferences help you as a reader?

©BookPages.com

## Understanding Text Structure

## Synthesizing

## 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

Should I Share My Ice Cream?: Making Inferences

Make an inference about the friendship between Elephant and Piggie. Use the text and illustrations to support your thinking.

☐ I can use the pictures and details in a story to tell about its characters, settings, or events.

CCSS: RL.1.7

Should I Share My Ice Cream?: Making Inferences

Make an inference about the friendship between Elephant and Piggie. Use the text and illustrations to support your thinking.

☐ I can use the pictures and details in a story to tell about its characters, settings, or events.

CCSS: RL.1.7

Should I Share My Ice Cream?: Making Inferences

Make an inference about the friendship between Elephant and Piggie. Use the text and illustrations to support your thinking.

☐ I can use the pictures and details in a story to tell about its characters, settings, or events.

CCSS: RL.1.7

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free Option

Should I Share My Ice Cream?: Making Inferences

Make an inference about the friendship between Elephant and Piggie. Use the text and illustrations to support your thinking.

Should I Share My Ice Cream?: Making Inferences

Make an inference about the friendship between Elephant and Piggie. Use the text and illustrations to support your thinking.

Should I Share My Ice Cream?: Making Inferences

Make an inference about the friendship between Elephant and Piggie. Use the text and illustrations to support your thinking.

Should I Share My Ice Cream?: Making Inferences

Make an inference about the friendship between Elephant and Piggie. Use the text and illustrations to support your thinking.

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Making Inferences**  
Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Here is a picture of the text or picture.	What do you know about the story?	Elephant, Piggie, Cause, Setting

Draw a picture to illustrate your inference.

**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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

**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

I know the author wanted to me because...

**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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identifying the Author's Purpose

**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: \_\_\_\_\_ Cause and Effect  
Problem and Solution

**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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing