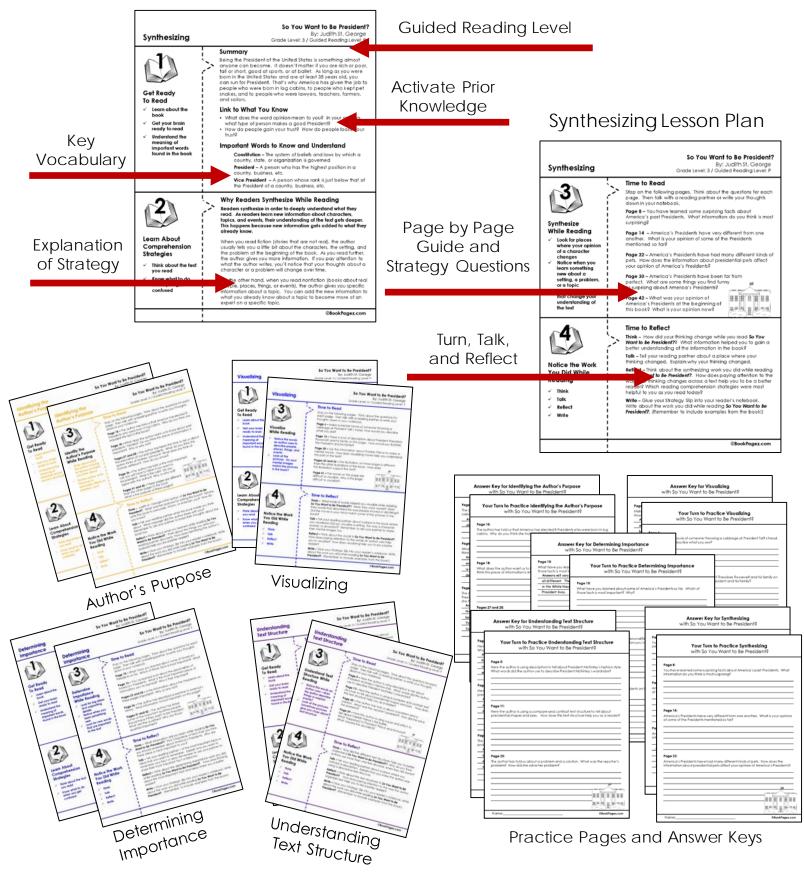
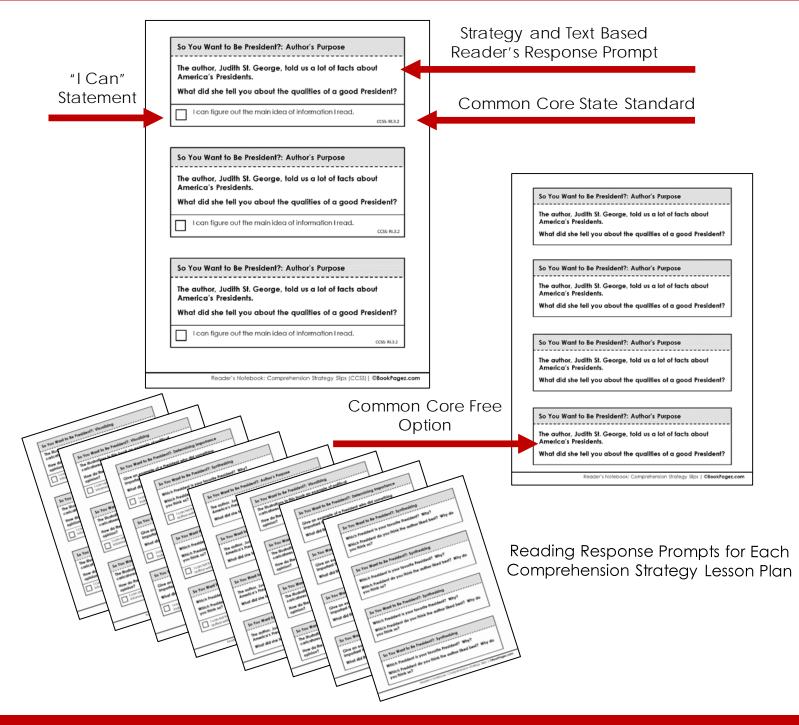
## Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for So You Want to Be President? by Judith St. George

## Synthesizing Lesson Plan



## Writing About Reading with Optional CCSS Alignment



## 5 Comprehension Strategy Graphic Organizers

| Identifying the Author's Purpose   | Visualizing                       |
|--|-----------------------------------|
| Title:   | Title:                            |
| Who is the outhor of your book?  | What page did                     |
| What was the author's purpose for writing this                                     | Draw a picture                    |
| back? How do you know?   | below:                            |
| I to remote a solution a to menon  |                                   |
| What do you think the author wanted you to think<br>about while reading this book? |                                   |
| Draw a picture of the most imported thing the                                      | Wille down son                    |
| outhor mode you think about while reading.   | to help you ma                    |
|  | Show your pich<br>you drew all of |
| NetGane:   | Descritors:                       |
| A rever each of the questions.   | 1. Answer each of th              |
| L'adebit part on the dotted fine.  | 2. Carefully cut on th            |
| Give, tope, or shaple into your reader's notebook.                                 | 3. Carefully cut on th            |

Author's

Purpose

Visualizing

ords that the author

| Determini<br>Title:        | ng Importance  |      |
|----------------------------|--|------|
| Think about<br>Information | the book. Write all of the impo-<br>in the thought bubble below.                                     | hart |
| Ę                          |  | 2    |
| that are im-               | nine 3 BG ideas, events, worth<br>portant to you. Draw a picture<br>e most important parts of your b | to   |
| #2                         |  |      |
| #3                         |  |      |
| Corefully cult             | of the questions.<br>on the dotted line.<br>r studie kino.   |      |

Determining Importance

| Text<br>Structure                      | Where the Text<br>Structure was<br>Used | How the Test<br>Structure Helped<br>Me |
|--|---|--|
|  | Page:                                   |  |
|  | Pogec                                   |  |
|  | Page:                                   |  |
|  | Page:                                   |  |
|  | Page:                                   |  |
| feet Bruchures Tou                     | Highl Lee While Reading                 |  |
| Description<br>Compose and<br>Contract | Sequence<br>Problem and<br>Solution     | Course and Blech                       |

Understanding Text Structure

| Al finit i was<br>hinking | Hy new thinking<br>b | I used to think.        |
|---------------------------|----------------------|-------------------------|
| lecoute                   | Because              | But now I think.        |
|                           |                      | Because                 |
| Ny new thinking<br>IL     | Now I<br>understand  | After thinking<br>about |
| Because                   | Because              | i conclude              |
|                           |                      | Because                 |

Synthesizing