

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

So You Want to Be President?
By: Judith St. George
Grade Level: 3 / Guided Reading Level: P

Synthesizing

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

Being the President of the United States is something almost anyone can become. It doesn't matter if you are rich or poor, tall or short, good at sports, or at ballet. As long as you were born in the United States and are at least 35 years old, you can run for President. That's why America has given the job to people who were born in log cabins, to people who kept pet snakes, and to people who were lawyers, teachers, farmers, and sailors.

Link to What You Know

- What does the word opinion mean to you? In your opinion, what type of person makes a good President?
- How do people gain your trust? How do people lose your trust?

Important Words to Know and Understand

Constitution – The system of beliefs and laws by which a country, state, or organization is governed.

President – A person who has the highest position in a country, business, etc.

Vice President – A person whose rank is just below that of the President of a country, business, etc.

2

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do if you are confused

Why Readers Synthesize While Reading

Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real life, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

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Guided Reading Level

Activate Prior Knowledge

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Synthesizing

3

Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic

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 8 – You have learned some surprising facts about America's past Presidents. What information do you think is most surprising?

Page 14 – America's Presidents have very different from one another. What is your opinion of some of the Presidents mentioned so far?

Page 22 – America's Presidents have had many different kinds of pets. How does the information about presidential pets affect your opinion of America's Presidents?

Page 30 – America's Presidents have been far from perfect. What are some things you find funny or surprising about America's Presidents?

Page 42 – What was your opinion of America's Presidents at the beginning of this book? What is your opinion now?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – How did your thinking change while you read *So You Want to Be President?*? How does paying attention to the work you did while reading help you to gain a better understanding of the information in the book?

Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect – Think about the synthesizing work you did while reading *So You Want to Be President?*. How does paying attention to the work you did while reading help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *So You Want to Be President?*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Author's Purpose

Visualizing

Determining Importance

Understanding Text Structure

Practice Pages and Answer Keys

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

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 because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

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

Author's Purpose

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.

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Visualizing

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

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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Determining Importance

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structure You might use While Reading:

Description	Sequence	Order and Order	Cause and Effect

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...	Because...	Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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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Synthesizing