

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for St. Patrick's Day by Gail Gibbons

## Understanding Text Structure Lesson Plan

**Understanding Text Structure**  
St. Patrick's Day  
By: Gail Gibbons  
Grade Level: 3 / Guided Reading Level: C

**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**  
St. Patrick's Day is a nonfiction book about the history of the popular holiday. Saint Patrick was a kind man who worked hard to bring schools and churches to the Irish people. He is celebrated every year because of his generosity to the Irish people. The book describes the different celebrations and symbols that are part of St. Patrick's day. At the end of the book, the author tells various legends about St. Patrick. One in particular, is about his supernatural powers and the way he used them to help the Irish people.

**Link to What You Know**  
• How do you celebrate St. Patrick's Day?  
• What is St. Patrick's Day about?

**Important Words to Know and Understand**  
**Celebrated** - Known and praised by many people  
**Falton Saint** - A saint who is believed to protect a particular place or type of person

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read when you get confused

**Why Readers Notice Text Structure While Reading**  
Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:  
**Description** - when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does  
**Sequence** - when information is given in chronological order (first, next, then, last / morning, afternoon, night)  
**Problem and Solution** - when a problem is explained and a solution is discovered  
**Compare and Contrast** - when an author writes about the ways two or more people, places, or things are alike and different  
**Cause and Effect** - when the author explains why something happened (cause) and what happened (effect)

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Guided Reading Level

Activate Prior Knowledge

Understanding Text Structure Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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**3**  
**Understand Text Structure While Reading**  
✓ Notice the words on author uses - does the author describe things or explain events?  
✓ Look at the pictures.  
✓ Give clues about text structure

**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.  
**Pages 5 to 6** - On these pages the author is using cause and effect. Why did Saint Patrick go to Ireland? What did he want to do after he escaped?  
**Page 10** - The author uses dates to mark important events in Saint Patrick's life. What text structure is this an example of? What happens in the beginning, middle, and end of his life?  
**Page 13** - On this page the author is using description to tell about events during Saint Patrick's Day. How are these events described?  
**Pages 21 to 22** - The author compares and contrasts how Saint Patrick's Day is celebrated on these pages. How are they similar and different?  
**Page 24** - How does the author describe this holiday?

**4**  
**You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think** - How did the different text structures help you to better understand St. Patrick's Day? Why do you think authors use more than one text structure when they tell real people, places, and events?  
**Talk** - Tell your reading partner about a place where you noticed a sequence text structure. Explain how you knew the author was using sequencing.  
**Reflect** - Think about the text structures in St. Patrick's Day. How does paying attention to the way the author organizes text help you to be a better reader?  
**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading St. Patrick's Day. (Remember to include examples from the book)

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**1** Get Ready to Read  
**2** Learn About Comprehension Strategies  
**3** Ask Questions While Reading  
**4** Notice the Work You Did While Reading

**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 5** - Look at the map. How does the author use a map to help you understand the story?  
**Page 6** - Saint Patrick traveled many places. How does the author use cause and effect to help you understand the story?  
**Page 10** - The author uses dates to mark important events in Saint Patrick's life. What text structure is this an example of?  
**Page 13** - On this page the author is using description to tell about events during Saint Patrick's Day. How are these events described?  
**Pages 21 to 22** - The author compares and contrasts how Saint Patrick's Day is celebrated on these pages. How are they similar and different?  
**Page 24** - How does the author describe this holiday?

**Time to Reflect**  
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Asking Questions

**1** Get Ready to Read  
**2** Learn About Comprehension Strategies  
**3** Make Connections While Reading  
**4** Notice the Work You Did While Reading

**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 4** - How is a text connection, when you see a picture or a map, that helps you understand the story?  
**Page 10** - How is a text connection, when you see a picture or a map, that helps you understand the story?  
**Page 13** - How is a text connection, when you see a picture or a map, that helps you understand the story?  
**Pages 21 to 22** - How is a text connection, when you see a picture or a map, that helps you understand the story?  
**Page 24** - How is a text connection, when you see a picture or a map, that helps you understand the story?

**Time to Reflect**  
**Think** - How did the different text structures help you to better understand St. Patrick's Day? Why do you think authors use more than one text structure when they tell real people, places, and events?  
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Making Connections

**1** Get Ready to Read  
**2** Learn About Comprehension Strategies  
**3** Determine Importance While Reading  
**4** Notice the Work You Did While Reading

**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 5** - Look at the map. How does the author use a map to help you understand the story?  
**Page 6** - Saint Patrick traveled many places. How does the author use cause and effect to help you understand the story?  
**Page 10** - The author uses dates to mark important events in Saint Patrick's life. What text structure is this an example of?  
**Page 13** - On this page the author is using description to tell about events during Saint Patrick's Day. How are these events described?  
**Pages 21 to 22** - The author compares and contrasts how Saint Patrick's Day is celebrated on these pages. How are they similar and different?  
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**Time to Reflect**  
**Think** - How did the different text structures help you to better understand St. Patrick's Day? Why do you think authors use more than one text structure when they tell real people, places, and events?  
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Determining Importance

**1** Get Ready to Read  
**2** Learn About Comprehension Strategies  
**3** Synthesizing While Reading  
**4** Notice the Work You Did While Reading

**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 5** - Look at the map. How does the author use a map to help you understand the story?  
**Page 6** - Saint Patrick traveled many places. How does the author use cause and effect to help you understand the story?  
**Page 10** - The author uses dates to mark important events in Saint Patrick's life. What text structure is this an example of?  
**Page 13** - On this page the author is using description to tell about events during Saint Patrick's Day. How are these events described?  
**Pages 21 to 22** - The author compares and contrasts how Saint Patrick's Day is celebrated on these pages. How are they similar and different?  
**Page 24** - How does the author describe this holiday?

**Time to Reflect**  
**Think** - How did the different text structures help you to better understand St. Patrick's Day? Why do you think authors use more than one text structure when they tell real people, places, and events?  
**Talk** - Tell your reading partner about a place where you noticed a sequence text structure. Explain how you knew the author was using sequencing.  
**Reflect** - Think about the text structures in St. Patrick's Day. How does paying attention to the way the author organizes text help you to be a better reader?  
**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading St. Patrick's Day. (Remember to include examples from the book)

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Synthesizing

**Answer Key for Making Connections with St. Patrick's Day**

**Your Turn to Practice Making Connections with St. Patrick's Day**

**Page 5:** Make a text-to-self connection. When is your birthday and where were you born?  
**Page 6:** Saint Patrick traveled many places. How does the author use cause and effect to help you understand the story?  
**Page 10:** How is a text connection, when you see a picture or a map, that helps you understand the story?  
**Page 13:** How is a text connection, when you see a picture or a map, that helps you understand the story?  
**Page 21 to 22:** How is a text connection, when you see a picture or a map, that helps you understand the story?  
**Page 24:** How is a text connection, when you see a picture or a map, that helps you understand the story?

**Answer Key for Understanding Text Structure with St. Patrick's Day**

**Your Turn to Practice Understanding Text Structure with St. Patrick's Day**

**Pages 5 to 6:** On these pages the author is using cause and effect. Why did Saint Patrick go to Ireland? What did he want to do after he escaped?  
**Page 10:** The author uses dates to mark important events in Saint Patrick's life. What text structure is this an example of? What happens in the beginning, middle, and end of his life?  
**Page 13:** On this page the author is using description to tell about events during Saint Patrick's Day. How are these events described?  
**Pages 21 to 22:** The author compares and contrasts how Saint Patrick's Day is celebrated on these pages. How are they similar and different?  
**Page 24:** How does the author describe this holiday?

**Answer Key for Asking Questions with St. Patrick's Day**

**Your Turn to Practice Asking Questions with St. Patrick's Day**

**Page 5:** Look at the map. How does the author use a map to help you understand the story?  
**Page 6:** Saint Patrick traveled many places. How does the author use cause and effect to help you understand the story?  
**Page 10:** The author uses dates to mark important events in Saint Patrick's life. What text structure is this an example of? What happens in the beginning, middle, and end of his life?  
**Page 13:** On this page the author is using description to tell about events during Saint Patrick's Day. How are these events described?  
**Pages 21 to 22:** The author compares and contrasts how Saint Patrick's Day is celebrated on these pages. How are they similar and different?  
**Page 24:** How does the author describe this holiday?

**Answer Key for Determining Importance with St. Patrick's Day**

**Your Turn to Practice Determining Importance with St. Patrick's Day**

**Page 5:** The author tells about Saint Patrick's early life. What have you learned so far?  
**Page 6:** How did Saint Patrick get his name? What are some other important details about Saint Patrick?  
**Page 10:** How is a text connection, when you see a picture or a map, that helps you understand the story?  
**Page 13:** How is a text connection, when you see a picture or a map, that helps you understand the story?  
**Pages 15 and 16:** What important information is given about Ireland's traditions in these pages?

**Answer Key for Synthesizing with St. Patrick's Day**

**Your Turn to Practice Synthesizing with St. Patrick's Day**

**Page 8:** What interesting fact did you learn about Saint Patrick?  
**Page 10:** How did the author use dates to mark important events in Saint Patrick's life? What did he want to do with the rest of his life after he escaped?  
**Page 12:** You have learned about why people wear green on Saint Patrick's Day. Explain why people wear green to celebrate St. Patrick's Day.

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The diagram illustrates how to integrate CCSS-aligned prompts and free options into a reader's notebook. On the left, a stack of 'Common Core Free Option' prompts is shown. In the center, a 'Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com' is displayed, featuring three 'St. Patrick's Day: Making Connections' prompts. Each prompt includes an 'I Can' statement: 'I can read and understand third grade informational texts independently.' (CCSS: RI.3.10). A red arrow points from the 'I Can' statement to the prompt, and another red arrow points from the prompt to the CCSS standard. On the right, a 'Strategy and Text Based Reader's Response Prompt' is shown, which is a simplified version of the prompt without the CCSS alignment. A red arrow points from the CCSS-aligned prompt to this simplified version. Below the notebook, a stack of 'Reading Response Prompts for Each Comprehension Strategy Lesson Plan' is shown, with a red arrow pointing from the notebook to this stack.

## 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. Color/cut out on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Making Connections

**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. Color/cut out on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Determining Importance

**Asking Questions**  
Title: \_\_\_\_\_  
Question Sentence Starters  
I wonder... Why didn't... How does...  
I am confused... I am curious about... I am not sure why...  
Question Answer  
Question Answer  
Question Answer

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

Asking Questions

**Understanding Text Structure**  
Title: \_\_\_\_\_  
Text Structure Where the Text Structure was Used How the Text Structure helped the  
Page Page Page  
Page Page Page  
Page Page Page  
Text Structures You Might See While Reading  
Description Sequence  
Comparison and Contrast Cause and Effect

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

Understanding Text Structure

**Synthesizing**  
Title: \_\_\_\_\_  
As I read 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... Because... Because...

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

Synthesizing