

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Thank You, Mr. Falker by Patricia Polacco

Making Connections Lesson Plan

Making Connections

Thank You, Mr. Falker
By: Patricia Polacco
Grade Level: 2 / Guided Reading Level: L

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 text you read
✓ Know what to do

Summary
Thank You, Mr. Falker is a story of Trisha, Trisha could paint and draw beautiful pictures but when she looked at the words and letters on a page, all she could see was a jumbled mess. Trisha could not read, so she quickly fell behind in school. Her classmates teased her and called her dumb. Trisha began to believe the mean things her classmates said. Then her family moved to California where she met Mr. Falker. He was Trisha's fifth grade teacher. Mr. Falker realized that Trisha was smart and talented. Together, Mr. Falker and Trisha solve her problem of not being able to read.

Link to What You Know

- Think of a time when you felt dumb. Why did you feel dumb?
- Think of a time when you tried to do something but it was difficult. How did you feel?
- What does the word "bully" mean?

Important Words to Know and Understand
Odyssey – A series of experiences that give you specific expert knowledge

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters and events in a book to their own lives.

The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

Guided Reading Level

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3
Make Connections While Reading
✓ Does this book remind you of your own life?
✓ Does this book remind you of other books you've read?
✓ Does this book remind you of things you've heard about in the world?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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 on your practice page.

Page 10 – What **text-to-self** connections can you make so far? Does Trisha's relationship with her grandma remind you of a special relationship that you have? How does your connection help you better understand the book?

Page 16 – What **text-to-text** connections can you make so far? Do the bullies at Trisha's school remind you of other bullies that you have read about? How does your connection help you understand this book?

Page 26 – What other connections can you make? What do you know about people like Mr. Falker and Trisha? What **text-to-world** connections can you make?

Page 35 – Can you make any other connections? What is the most meaningful connection you can make to this book?

Time to Reflect
Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **Thank You, Mr. Falker**? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share the thoughts about the book too.

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **Thank You, Mr. Falker**. (Remember to include examples from the book!)

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Author's Purpose

Making Inferences

Synthesizing

Visualizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

"I Can"
Statement

Common Core State Standard

Thank You, Mr. Falker: Synthesizing

How did Trisha's opinion of herself change when she learned to read? What did she think of herself before she could read? What did she think of herself after she learned to read?

☐ I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. CCSS: RL.2.7

Thank You, Mr. Falker: Synthesizing

How did Trisha's opinion of herself change when she learned to read? What did she think of herself before she could read? What did she think of herself after she learned to read?

☐ I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. CCSS: RL.2.7

Thank You, Mr. Falker: Synthesizing

How did Trisha's opinion of herself change when she learned to read? What did she think of herself before she could read? What did she think of herself after she learned to read?

☐ I can use what I learn from pictures and words to show that I understand the characters, setting and events of a story. CCSS: RL.2.7

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

Common Core Free
Option

City Green: Visualizing

Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?

City Green: Visualizing

Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?

City Green: Visualizing

Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?

City Green: Visualizing

Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?

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Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____
Is it fiction or non-fiction? _____
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 out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Retelling and
Summarizing

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 the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Making
Connections

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Use the clues in the text or picture.	What do you know about the story?	Draw, write, or think.

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

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Making
Inferences

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 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 out the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©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 draw all of the words that helped you visualize.

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

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Visualizing