

# Comprehension Strategy

## Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Bear Ate Your Sandwich* by Julia Sarcone-Roach

### Making Inferences Lesson Plan

**The Bear Ate Your Sandwich**  
By: Julia Sarcone-Roach  
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

**Summary**

*The Bear Ate Your Sandwich* shares the story of what happened to a special sandwich. The story begins with a bear in the woods who follows the smell of ripe berries to the bed of a pickup truck. He eats the berries, falls asleep, and wakes up in the city. The bear explores his new surroundings and ends up in the park where he spies a sandwich on a park bench. He helps himself to the yummy treat. But is that really what happened?

**Link to What You Know**

- How would you feel if you went to sleep in one place and woke up in another, unfamiliar place?
- There are fresh cookies on the kitchen counter. A mother is in her room doing homework. Mom finds one cookie missing. Who do you think ate it? What makes you think so?

**Important Words to Know and Understand**

**Drifted** – A slow and gradual movement or change from one place, condition, etc., to another

**Discovery** – The act of finding or learning something for the first time; the act of discovering something

**2**

**Learn About Comprehension Strategies**

- Think about the text
- Know what to do when you get confused

**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.

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Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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**Get Ready To Read**

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**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 2** – The author tells something happened to the sandwich, and it turned out to be a bear. What do you predict happened between the bear and the sandwich?

**Page 4** – The bear sniffed the smell of ripe berries. Predict what the bear will do next. What do you think will happen when the bear wakes up in the city?

**Page 10** – The bear is in the park and all of a sudden the bear finds a sandwich on a park bench. What do you think the bear will do next? What do you think will happen when the bear wakes up in the city?

**Page 28** – It's time for the bear to go home. But the bear is still hungry. What do you think the bear will do next? What do you think will happen when the bear wakes up in the city?

**2**

**Learn About Comprehension Strategies**

- Think about the text
- Know what to do when you get confused

**Time to Reflect**

Think – What types of predictions do you make while reading *The Bear Ate Your Sandwich*? Did you make predictions about characters, events, problems, or solutions? How did you decide which predictions to make? Explain why your prediction partner or you decided to make that prediction. How did you know if your prediction was correct or not? How did you know if your prediction was correct or not? How did you know if your prediction was correct or not?

**Reflect** – Think about the different text structures in *The Bear Ate Your Sandwich*. How do the different text structures help you understand the story? How do the different text structures help you understand the story? How do the different text structures help you understand the story?

**Write** – Give your Strategy Slip to your Reader's Notebook. Write about the work you did while reading *The Bear Ate Your Sandwich*. (Remember to include examples from the book!)

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**The Bear Ate Your Sandwich**  
By: Julia Sarcone-Roach  
Grade Level: 2 / Guided Reading Level: L

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**Answer Key for Making Inferences with The Bear Ate Your Sandwich**

Page 7: The bear was sleeping, the buzzing sound became a rumbling sound. Use the illustration to make an inference about why the sound changed.

**Answer Key for Asking Questions with The Bear Ate Your Sandwich**

Cover: Look at the illustration on the front cover. What questions does this illustration make you think of?

**Answer Key for Making Predictions with The Bear Ate Your Sandwich**

Page 2: The author states that something happened to the sandwich. What do you predict happened between the bear and the sandwich?

**Answer Key for Understanding Text Structure with The Bear Ate Your Sandwich**

Page 11: The bear is in the park and all of a sudden the bear finds a sandwich on a park bench. What do you think the bear will do next? What do you think will happen when the bear wakes up in the city?

**Your Turn to Practice Making Inferences with The Bear Ate Your Sandwich**

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**Your Turn to Practice Asking Questions with The Bear Ate Your Sandwich**

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**Your Turn to Practice Understanding Text Structure with The Bear Ate Your Sandwich**

Page 11: The bear is in the park and all of a sudden the bear finds a sandwich on a park bench. What do you think the bear will do next? What do you think will happen when the bear wakes up in the city?

**Answer Key for Identifying the Author's Purpose with The Bear Ate Your Sandwich**

Pages 5 and 6: The bear eats on the berries and falls asleep in the back of the truck. What is the author telling you about the bear so far?

**Your Turn to Practice Identifying the Author's Purpose with The Bear Ate Your Sandwich**

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Making Predictions

Asking Questions

Understanding Text Structure

Identifying the Author's Purpose

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

**The Bear Ate Your Sandwich: Making Inferences**

What can you infer about who really ate the sandwich; the bear or the dog? Support your inference with examples from the text.

I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud. CCSS: RL.2.6

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**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Common Core Free Option**

**The Bear Ate Your Sandwich: Making Inferences**

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**The Bear Ate Your Sandwich: Making Inferences**

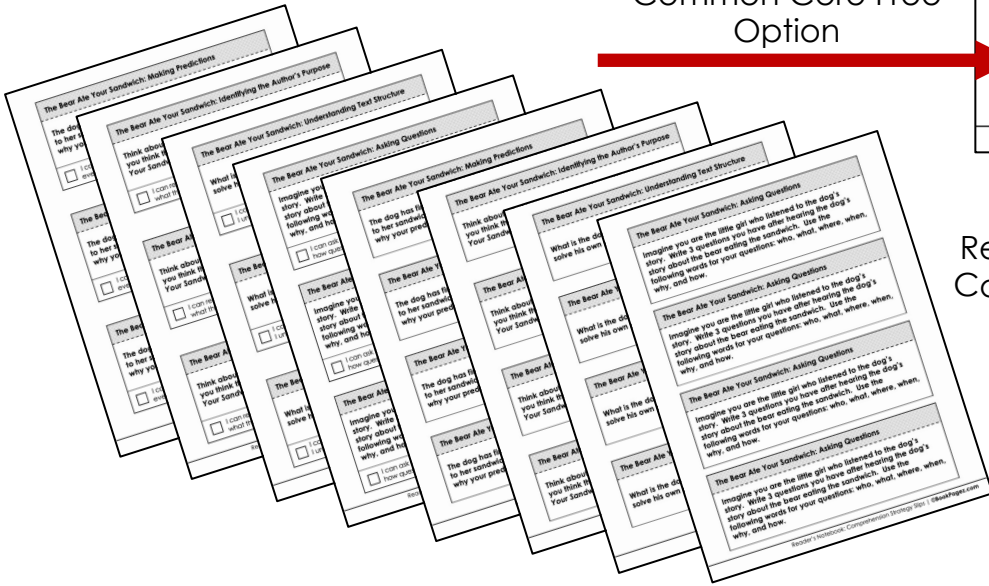
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**The Bear Ate Your Sandwich: Making Inferences**

What can you infer about who really ate the sandwich; the bear or the dog? Support your inference with examples from the text.

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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
Look for clues in the text or pictures.	What do you know about the quest? Evidence, thoughts, Cause, Setting.	

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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Making Inferences

**Making Predictions**

Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	If correct, write what made it correct. <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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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Making Predictions

**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.

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Identifying the Author's Purpose

**Asking Questions**

Title: \_\_\_\_\_

Question	Answer
I wonder... Why didn't... How does... when... I am curious about... I am not sure why...	

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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Asking Questions

**Understanding Text Structure**

Title: \_\_\_\_\_

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

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