

# Comprehension Strategy Lesson Plans and Practice Pages

## The following preview shows all of the comprehension strategy resources for The Day You Begin by Jacqueline Woodson

### Making Connections Lesson Plan

**Making Connections**

**The Day You Begin**  
By: Jacqueline Woodson  
Grade Level: 3 / Guided Reading Level: P

**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 Day You Begin** is about Angelina, a girl with big curly hair and brown skin, who feels like she doesn't fit in. Angelina listens to the other kids in her class describe their travels to Paris, Alaska, and India and is afraid to share her summer of reading and taking care of her little sister. Angelina notices others in her class sometimes feel like outsiders, too. One day, she takes a chance in class and makes an unexpected connection with her classmate, Rigoberto. This sparks bravery in Angelina and she begins to share her story, discovering along the way that there is space for her in the world.

**Link to What You Know**

- What was the best thing you did last summer? What did it so much fun?
- How did you feel when you walked into your classroom on the first day of school? What made you feel that way?

**Important Words to Know and Understand**

**Laughter** - The action or sound of laughing

**Hometown** - The country where someone was born or raised

**2**

**Learn About Comprehension Strategies**

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

**Why Readers Make Connections While Reading**

Readers make connections to better understand text. There are three types of connections that readers make.

The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in the book to their own lives.

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

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Guided Reading Level

Activate Prior Knowledge

### Making Connections Lesson Plan

**Making Connections**

**The Day You Begin**  
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Grade Level: 3 / Guided Reading Level: P

**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?
- remind you of things you've heard about in the world?

**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 6** - When Rigoberto says his name, everyone starts laughing. Make a **text-to-world** connection. Why do people laugh (or make fun of) at others?

**Page 9** - The students tell their stories of the places they visited last summer. Make a **text-to-self** connection. What did you do last summer? How does making this connection help you to understand the story?

**Page 14** - The girl is embarrassed by the lunch her mom packed her. Make a **text-to-self** connection by telling about something that you love to eat, but your friends think is terrible.

**Page 24** - Angelina is imagining far away places that she visited in the books she read. Think of a story that makes you feel like you've visited a far away place. Tell about your **text-to-text** connection.

**Page 26** - Rigoberto tells Angelina that he has a sister named Angelina and all of a sudden, she feels like the world opened up a bit. Make a **text-to-self** connection by telling about a time when someone made you feel welcome. How does your connection help you as a reader?

**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**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 it even more. What did you already know about **The Day You Begin**? 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 their thoughts about the book, too.

Reflect - Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your partner discussed. How does making connections 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 **The Day You Begin**. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

**Asking Questions**

**The Day You Begin**  
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Grade Level: 3 / Guided Reading Level: P

**3**

**Ask Questions While Reading**

- Ask questions that challenge yourself, or "what-ifs," or "what-ifs-nots," or "what-ifs-then-what-ifs."
- Decide whether or not your question is related to the text.
- Write down your question.

**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.

**Front Cover** - Look at the picture on the front cover. Read the title of the story. What questions do you have about the story?

**Page 2** - The girl walks into the room. There is no one sitting at her desk. How does she feel about this? What do you think she will do next?

**Page 6** - Rigoberto begins to talk to Angelina. What do you notice about the other kids in this picture? What do you wonder about them?

**Page 9** - How do the students look at your questions from page 6? How do you think they will answer them? How does asking questions help you as a reader?

**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**Time to Reflect**

Think - How did the different text structures help you to better understand the text? How did you use your text structure to find the main idea? How did you use your text structure to find the main idea? How did you use your text structure to find the main idea?

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 their thoughts about the book, too.

Reflect - Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your partner discussed. How does making connections 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 **The Day You Begin**. (Remember to include examples from the book!)

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**Understanding Text Structure**

**The Day You Begin**  
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Grade Level: 3 / Guided Reading Level: P

**3**

**Understand Text Structure While Reading**

- Notice the words and phrases that describe the structure of the text.
- Notice the words and phrases that describe the structure of the text.
- Notice the words and phrases that describe the structure of the text.

**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 6** - How does the author's using a descriptive text structure to describe Rigoberto help you understand the text? How does the author's using a descriptive text structure to describe Rigoberto help you understand the text?

**Page 14** - How does the author's using a compare and contrast text structure to describe the lunch her mom packed her help you understand the text? How does the author's using a compare and contrast text structure to describe the lunch her mom packed her help you understand the text?

**Page 24** - How does the author's using a problem and solution text structure to describe Angelina's feelings help you understand the text? How does the author's using a problem and solution text structure to describe Angelina's feelings help you understand the text?

**Page 26** - On this page, the author uses a cause and effect text structure to describe how Rigoberto's name helped him feel welcome. How does knowing this help you as a reader?

**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**Time to Reflect**

Think - How did the different text structures help you to better understand the text? How did you use your text structure to find the main idea? How did you use your text structure to find the main idea?

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 their thoughts about the book, too.

Reflect - Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your partner discussed. How does making connections 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 **The Day You Begin**. (Remember to include examples from the book!)

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**Answer Key for Making Connections with The Day You Begin**

**Page 6** - When Rigoberto says his name, everyone starts laughing. Make a **text-to-world** connection. Why do people laugh (or make fun of) at others?

**Page 9** - The students tell their stories of the places they visited last summer. Make a **text-to-self** connection. What did you do last summer? How does making this connection help you to understand the story?

**Page 14** - The girl is embarrassed by the lunch her mom packed her. Make a **text-to-self** connection by telling about something that you love to eat, but your friends think is terrible.

**Page 24** - Angelina is imagining far away places that she visited in the books she read. Think of a story that makes you feel like you've visited a far away place. Tell about your **text-to-text** connection.

**Page 26** - Rigoberto tells Angelina that he has a sister named Angelina and all of a sudden, she feels like the world opened up a bit. Make a **text-to-self** connection by telling about a time when someone made you feel welcome. How does your connection help you as a reader?

**Answer Key for Asking Questions with The Day You Begin**

**Page 2** - The girl walks into the room. There is no one sitting at her desk. How does she feel about this? What do you think she will do next?

**Page 6** - Rigoberto begins to talk to Angelina. What do you notice about the other kids in this picture? What do you wonder about them?

**Page 9** - How do the students look at your questions from page 6? How do you think they will answer them? How does asking questions help you as a reader?

Asking Questions

Understanding Text Structure

**Visualizing**

**The Day You Begin**  
By: Jacqueline Woodson  
Grade Level: 3 / Guided Reading Level: P

**3**

**Visualize While Reading**

- Visualize the words and phrases that describe the structure of the text.
- Visualize the words and phrases that describe the structure of the text.
- Visualize the words and phrases that describe the structure of the text.

**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 6** - How does the author's using a descriptive text structure to describe Rigoberto help you understand the text? How does the author's using a descriptive text structure to describe Rigoberto help you understand the text?

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**Page 24** - How does the author's using a problem and solution text structure to describe Angelina's feelings help you understand the text? How does the author's using a problem and solution text structure to describe Angelina's feelings help you understand the text?

**Page 26** - On this page, the author uses a cause and effect text structure to describe how Rigoberto's name helped him feel welcome. How does knowing this help you as a reader?

**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**Time to Reflect**

Think - How did the different text structures help you to better understand the text? How did you use your text structure to find the main idea? How did you use your text structure to find the main idea?

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 their thoughts about the book, too.

Reflect - Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your partner discussed. How does making connections 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 **The Day You Begin**. (Remember to include examples from the book!)

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**Synthesizing**

**The Day You Begin**  
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Grade Level: 3 / Guided Reading Level: P

**3**

**Synthesize While Reading**

- Notice the words and phrases that describe the structure of the text.
- Notice the words and phrases that describe the structure of the text.
- Notice the words and phrases that describe the structure of the text.

**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 6** - How does the author's using a descriptive text structure to describe Rigoberto help you understand the text? How does the author's using a descriptive text structure to describe Rigoberto help you understand the text?

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**Page 26** - On this page, the author uses a cause and effect text structure to describe how Rigoberto's name helped him feel welcome. How does knowing this help you as a reader?

**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**Time to Reflect**

Think - How did the different text structures help you to better understand the text? How did you use your text structure to find the main idea? How did you use your text structure to find the main idea?

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 their thoughts about the book, too.

Reflect - Think about the connections that you made while reading **The Day You Begin**. Think about the things you and your partner discussed. How does making connections 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 **The Day You Begin**. (Remember to include examples from the book!)

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**Answer Key for Visualizing with The Day You Begin**

**Page 6** - How does the author's using a descriptive text structure to describe Rigoberto help you understand the text? How does the author's using a descriptive text structure to describe Rigoberto help you understand the text?

**Page 14** - How does the author's using a compare and contrast text structure to describe the lunch her mom packed her help you understand the text? How does the author's using a compare and contrast text structure to describe the lunch her mom packed her help you understand the text?

**Page 24** - How does the author's using a problem and solution text structure to describe Angelina's feelings help you understand the text? How does the author's using a problem and solution text structure to describe Angelina's feelings help you understand the text?

**Page 26** - On this page, the author uses a cause and effect text structure to describe how Rigoberto's name helped him feel welcome. How does knowing this help you as a reader?

**Answer Key for Synthesizing with The Day You Begin**

**Page 6** - How does the author's using a descriptive text structure to describe Rigoberto help you understand the text? How does the author's using a descriptive text structure to describe Rigoberto help you understand the text?

**Page 14** - How does the author's using a compare and contrast text structure to describe the lunch her mom packed her help you understand the text? How does the author's using a compare and contrast text structure to describe the lunch her mom packed her help you understand the text?

**Page 24** - How does the author's using a problem and solution text structure to describe Angelina's feelings help you understand the text? How does the author's using a problem and solution text structure to describe Angelina's feelings help you understand the text?

**Page 26** - On this page, the author uses a cause and effect text structure to describe how Rigoberto's name helped him feel welcome. How does knowing this help you as a reader?

Visualizing

Synthesizing

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**The Day You Begin: Asking Questions**

Pretend you are talking to one of the students who laughed at Rigoberto's name. What question would you like to ask them? What do you think their answer would be?

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

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Pretend you are talking to one of the students who laughed at Rigoberto's name. What question would you like to ask them? What do you think their answer would be?

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

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I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

**"I Can" Statement**

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

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

Comprehension Strategy Graphic Organizer | @BookPagez.com

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

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**Asking Questions**

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

Question Sentence Starters

I wonder... Why didn't... How does...  
I am confused about... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer

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**

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

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

Text Structures You Might See While Reading

Structure	Description and Context	Sequence and Subtext	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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**Synthesizing**

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

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now 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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Retelling and Summarizing

Visualizing

Asking Questions

Understanding Text Structure

Synthesizing