

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for
The Giving Tree by Shel Silverstein

Making Inferences Lesson Plan

Making Inferences

The Giving Tree
By: Shel Silverstein
Grade Level: 2 / Guided Reading Level: J

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 Giving Tree is a story about a very special tree who loves a boy more than anything else in the world. When the boy is young, the tree gives the boy her branches to play on and her trunk to climb. The boy visits the tree every day. As the boy grows older, he no longer comes to play in the tree's shade. Instead, he comes and asks the tree to give him things that he wants. He thinks that the things he wants will make him happy. Because the tree loves the boy and wants him to be happy, the tree gives him what he wants. Soon, the boy grows old and learns a very important lesson.

Link to What You Know

- Think of a time when you or someone you know was selfish. How did you feel?
- Think of the people and things you love. How do you feel when you are with them?

Important Words to Know and Understand

Trunk – the main stem of the tree that holds the tree in the ground and supports the tree's branches

2
Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do

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

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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3
Make Inferences While Reading

- ✓ Look for clues that tell you how a character might be feeling or what they might be thinking
- ✓ Study the pictures. What do you notice about characters, settings, and events?

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 28 – Make an inference about the way the tree feels when the boy grows up. How do you think the tree feels? How do you know?

Page 34 – Make an inference about the way the boy feels when the tree gives him her apples. How do you think the boy feels? How do you know?

Page 38 – Make an inference about the way the tree feels after the boy takes her branches.

Page 46 – Make an inference about the boy's feelings after he cuts the tree down to make a stump. What can you infer about the tree?

Page 50 – Make an inference about the boy and the tree. How does the tree feel when the boy comes to rest on her stump? What do you think the boy is thinking about while he rests? Why do you think so?

4
Notice the Work You Did While Reading

- ✓ Think
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – What types of inferences did you make while reading *The Giving Tree*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book! Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in *The Giving Tree*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Giving Tree*. (Remember to include examples from the book!)

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Retelling and Summarizing

The Giving Tree
By: Shel Silverstein
Grade Level: 2 / Guided Reading Level: J

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

3
Retell and Summarize While Reading

- ✓ Think about the story as you read
- ✓ Retell the story to a partner
- ✓ Summarize the story

2
Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do

4
Notice the Work You Did While Reading

- ✓ Think
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – What types of inferences did you make while reading *The Giving Tree*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book! Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

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Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Giving Tree*. (Remember to include examples from the book!)

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Retelling and Summarizing

Identifying the Author's Purpose

The Giving Tree
By: Shel Silverstein
Grade Level: 2 / Guided Reading Level: J

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

3
Identify the Author's Purpose While Reading

- ✓ Think about the author's purpose as you read
- ✓ Identify the author's purpose

2
Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do

4
Notice the Work You Did While Reading

- ✓ Think
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – What types of inferences did you make while reading *The Giving Tree*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book! Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in *The Giving Tree*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Giving Tree*. (Remember to include examples from the book!)

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Author's Purpose

Answer Key for Retelling and Summarizing with The Giving Tree

Your Turn to Practice Retelling and Summarizing with The Giving Tree

Page 24: Name the characters that you've read about so far. What is special about the relationship between the characters?

Page 28: What has happened to change the relationship between the characters?

Page 40: What happened as the boy got older?

Page 46: How did the boy feel when he cut the tree down?

Page 48: Name all of the ways the tree gave the boy what he wanted.

Page 50: What do you think the tree feels like at the end of the story? Why do you think so?

Page 52: What do you think the tree feels like at the end of the story? Why do you think so?

Answer Key for Making Inferences with The Giving Tree

Your Turn to Practice Making Inferences with The Giving Tree

Page 28: Make an inference about the way the tree feels when the boy grows up. How do you think the tree feels? How do you know?

Page 34: Make an inference about the way the boy feels when the tree gives him her apples. How do you think the boy feels? How do you know?

Page 38: Make an inference about the way the tree feels after the boy takes her branches.

Page 46: Make an inference about the boy's feelings after he cuts the tree down to make a stump. What can you infer about the tree?

Page 50: Make an inference about the boy and the tree. How does the tree feel when the boy comes to rest on her stump? What do you think the boy is thinking about while he rests? Why do you think so?

Answer Key for Identifying the Author's Purpose with The Giving Tree

Your Turn to Practice Identifying the Author's Purpose with The Giving Tree

Page 24: What do you think the author's purpose is for writing *The Giving Tree*? How do you know?

Page 28: What do you think the author wants you to know about the boy and the tree?

Page 34: Why has the author written this book? What does the author want you to know?

Page 38: What message is the author trying to tell you about the boy and the tree? Does the tree still love the boy?

Page 40: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 42: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 44: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 46: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

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Page 80: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 82: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 84: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 86: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 88: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 90: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 92: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

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Page 98: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

Page 100: How do the boy and the tree feel at the end of the story? What do you think the author wants you to know about love and friendship?

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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

3 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

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?	Strategies: thoughts, clues, setting

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

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Author's Purpose