

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Hello, Goodbye Window* by Norton Juster

Author's Purpose Lesson Plan

Guided Reading Level

Author's Purpose Lesson Plan

Identifying the Author's Purpose

The Hello, Goodbye Window
By: Norton Juster
Grade Level: 2 / Guided Reading Level: K

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

In *The Hello, Goodbye Window*, a little girl visits her Nanna and Poppy (her grandparents). There are many things she loves about going to their house: coloring in the kitchen, listening to Poppy play his harmonica, and gardening with Nanna. However, her favorite part of their house is the kitchen window. Throughout the day and night, the little girl observes the world through the magic window. From peek-a-boo hellos to saying good night to the stars, what fun things will she do next and who might she see coming for a visit?

Link to What You Know

- Have you ever written a story about a family member? Why did you write that story?
- Tell about a time you went on a vacation. What was your favorite part? What was your least favorite part?

Important Words to Know and Understand

- Barrel** – A round usually wooden container with curved sides and flat ends.
- Frighten** – To cause (someone) to become afraid.

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Identifying the Author's Purpose

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3

Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain you?

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 7 to 10 – These pages tell about the little girl's grandfather, Poppy. What kind of relationship do Poppy and the little girl have? How do you know?

Pages 17 to 20 – Here, the author is talking about the little girl's grandmother, Nanna. What is the author telling you about Nanna? What kind of a relationship do Nanna and the little girl have? How do you know?

Page 21 – The little girl takes a nap but thinks that "nothing happens until she gets up." Why do you think the author tells the reader this?

Pages 25 – Mommy and Daddy come to pick the little girl up and it's time to leave. The little girl is feeling a little happy and a little sad. What is the author trying to tell the reader on this page?

Page 29 – Author writes books to entertain, inform, or persuade their readers. Why do you think the author chose to write this book? What makes you think so?

Time to Reflect

Think – Norton Juster is the author of *The Hello, Goodbye Window*. What was his purpose for writing this book? Did he write this book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose 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 Hello, Goodbye Window*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Making Connections

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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

Make Connections While Reading

- Draw the book's connections and how they relate to you
- Think about how the author's purpose affects your reading
- Think about how the author's purpose affects your 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 1 – The girl is talking about her Nanna and Poppy (her grandparents). There are many things she loves about going to their house: coloring in the kitchen, listening to Poppy play his harmonica, and gardening with Nanna. However, her favorite part of their house is the kitchen window. Throughout the day and night, the little girl observes the world through the magic window. From peek-a-boo hellos to saying good night to the stars, what fun things will she do next and who might she see coming for a visit?

Page 1 and 4 – Here, the girl tells us about her Nanna and Poppy. What kind of relationship do they have? How do you know?

Page 17 and 20 – Here, the author is talking about the little girl's grandmother, Nanna. What is the author telling you about Nanna? What kind of a relationship do Nanna and the little girl have? How do you know?

Page 21 – The little girl takes a nap but thinks that "nothing happens until she gets up." Why do you think the author tells the reader this?

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Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

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Making Inferences

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Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

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Make Inferences While Reading

- Look for clues in the text that help you understand what the author is trying to tell you or make you think about
- Use your own knowledge to help you understand what the author is trying to tell you or make you think about

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 1 – The girl is talking about her Nanna and Poppy (her grandparents). There are many things she loves about going to their house: coloring in the kitchen, listening to Poppy play his harmonica, and gardening with Nanna. However, her favorite part of their house is the kitchen window. Throughout the day and night, the little girl observes the world through the magic window. From peek-a-boo hellos to saying good night to the stars, what fun things will she do next and who might she see coming for a visit?

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Page 29 – Author writes books to entertain, inform, or persuade their readers. Why do you think the author chose to write this book? What makes you think so?

Time to Reflect

Think – What types of inferences did you make while reading *The Hello, Goodbye Window*? How did you use clues from the text to help you understand what the author is trying to tell you or make you think about?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose 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 Hello, Goodbye Window*. (Remember to include examples from the book!)

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Making Connections

Making Inferences

Visualizing

The Hello, Goodbye Window
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Get Ready To Read

- Learn about the book
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Visualize While Reading

- Draw the book's connections and how they relate to you
- Think about how the author's purpose affects your reading
- Think about how the author's purpose affects your 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.

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Page 29 – Author writes books to entertain, inform, or persuade their readers. Why do you think the author chose to write this book? What makes you think so?

Time to Reflect

Think – What types of visualizations did you create while reading *The Hello, Goodbye Window*? How did you use clues from the text to help you understand what the author is trying to tell you or make you think about?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose 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 Hello, Goodbye Window*. (Remember to include examples from the book!)

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Visualizing

Asking Questions

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Get Ready To Read

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Ask Questions While Reading

- Look for clues in the text that help you understand what the author is trying to tell you or make you think about
- Use your own knowledge to help you understand what the author is trying to tell you or make you think about

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 1 – The girl is talking about her Nanna and Poppy (her grandparents). There are many things she loves about going to their house: coloring in the kitchen, listening to Poppy play his harmonica, and gardening with Nanna. However, her favorite part of their house is the kitchen window. Throughout the day and night, the little girl observes the world through the magic window. From peek-a-boo hellos to saying good night to the stars, what fun things will she do next and who might she see coming for a visit?

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Page 29 – Author writes books to entertain, inform, or persuade their readers. Why do you think the author chose to write this book? What makes you think so?

Time to Reflect

Think – What types of questions did you ask while reading *The Hello, Goodbye Window*? How did you use clues from the text to help you understand what the author is trying to tell you or make you think about?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *The Hello, Goodbye Window*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

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Asking Questions

Answer Key for Making Connections with The Hello, Goodbye Window

Your Turn to Practice Making Connections with The Hello, Goodbye Window

Page 1: The girl is talking about her Nanna and Poppy's house. Make a **make-to-self** connection and tell about your grandparents. Do you have special names for them?

Page 17: The little girl is describing what Nanna and Poppy's house looks like. Use the words to visualize the house. What do you see?

Answer Key for Making Inferences with The Hello, Goodbye Window

Your Turn to Practice Making Inferences with The Hello, Goodbye Window

Page 3: Look at the illustration of the little girl looking through the window about how the child's feelings?

Page 5: The little girl is allowed to do lots of things in the kitchen, but under the sink. Make an inference about what the Poppy catches.

Page 14: Poppy makes a special breakfast for the little girl. Make her picture in the bottom of her window.

Answer Key for Identifying the Author's Purpose with The Hello, Goodbye Window

Your Turn to Practice Identifying the Author's Purpose with The Hello, Goodbye Window

Cover: Look at the front and back cover of the book and read the title. What are you wondering about the story so far?

Page 2: Here, the little girl introduces the Hello, Goodbye Window at Nanna and Poppy's house. What questions do you have about the special window?

Page 7 and 8: The little girl tells about Poppy on these pages. What do you know about Poppy so far?

Answer Key for Asking Questions with The Hello, Goodbye Window

Your Turn to Practice Asking Questions with The Hello, Goodbye Window

Cover: Look at the front and back cover of the book and read the title. What are you wondering about the story so far?

Page 2: Here, the little girl introduces the Hello, Goodbye Window at Nanna and Poppy's house. What questions do you have about the special window?

Page 7 and 8: The little girl tells about Poppy on these pages. What do you know about Poppy so far?

What else do you want to know about her?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

The Hello, Goodbye Window: Making Connections

Pretend that you are telling the story about visiting your favorite family member. How would your day be the same as, or different than, the girl's day in *The Hello, Goodbye Window*?

I can tell how two or more tellings of a story can be the same and different. CCSS: RL.2.9

The Hello, Goodbye Window: Making Connections

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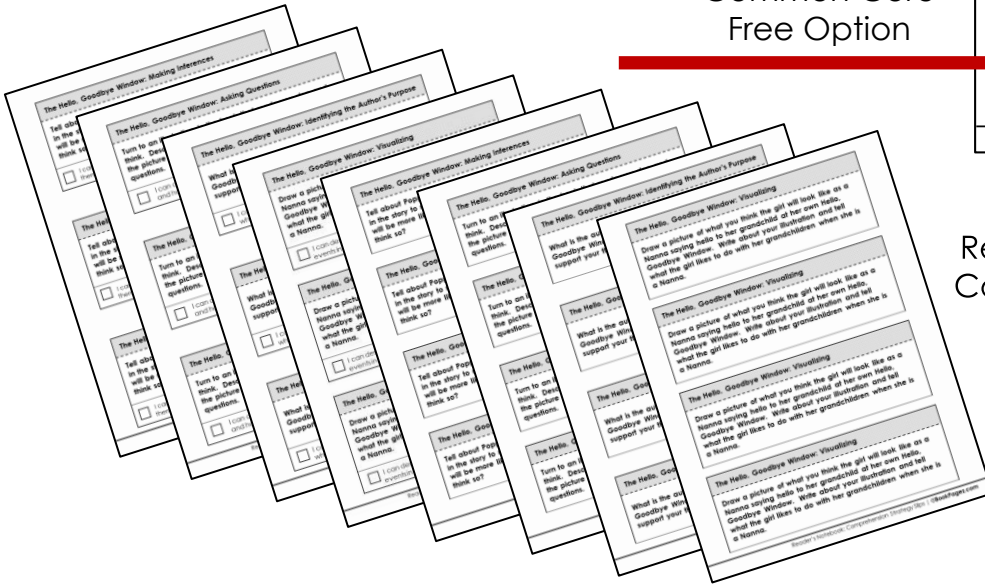
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Common Core
Free Option

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 out on 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
Look for clues in the text or pictures.	What do you know about the text?	Structure, 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

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 drew all of the words that helped you visualize.

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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Visualizing

Asking Questions

Title: _____

Question Sentence Starter

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

Question	Answer
Question	Answer
Question	Answer

Directions:
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Asking
Questions