

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Leaving Morning* by Angela Johnson

Making Connections Lesson Plan

Making Connections
The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

Get Ready To Read
1
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
The Leaving Morning is the story of a young boy who says goodbye to his neighborhood as he prepares for a big move. He has many friends and family, and he has a special way to say goodbye to each of them. As he packs up his part, he remembers his favorite things about where he lived and starts to look forward to a new beginning.

Link to What You Know
• What would you say to a friend that was moving to make them feel better?
• How can families make kids feel better about moving to a new place?

Important Words to Know and Understand
Pack - To bundle objects to move
Cocoa - A warm, chocolate drink

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 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

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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?

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 9 - Can you connect with the boy in the story? Have you ever had to leave something or someone? Tell about your **text to self** connection.
Page 21 - Did the little boy forget to say goodbye to anyone? Are there other people in the community that could have been important to our narrator? Make a **text to world** connection.
Page 31 - Do you think this story tells what it is really like to move? Why do you think so?
Page 32 - Is the narrator similar to you or different? Make a **text to text** connection. How does this connection help you as a reader?
Does this story remind you of any other stories you have read? Tell about a **text to text** connection. How does this connection help you as a reader?

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ 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 even more. What did you already know about *The Leaving Morning*? 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 Leaving Morning*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Leaving Morning*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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3
Make Inferences While Reading
✓ Look for clues that help you understand the story.
✓ Think about what you know about the characters and events in the story.
✓ Write about what you think is happening in the story.

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

Visualizing
The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

3
Visualize While Reading
✓ Draw a picture of what you see in your mind as you read.
✓ Describe what you see in your drawing to your reading partner.

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

Making Inferences

Visualizing

Identifying the Author's Purpose
The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

3
Identify the Author's Purpose While Reading
✓ Think about why the author wrote the story.
✓ Write about what you think the author's purpose was.

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

Author's Purpose

Asking Questions
The Leaving Morning
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

3
Ask Questions While Reading
✓ Write down questions you have while you read.
✓ Ask your reading partner for help.

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

Asking Questions

Answer Key for Making Connections with The Leaving Morning

Your Turn to Practice Making Connections with The Leaving Morning

Answer Key for Making Inferences with The Leaving Morning

Your Turn to Practice Making Inferences with The Leaving Morning

Answer Key for Identifying the Author's Purpose with The Leaving Morning

Your Turn to Practice Identifying the Author's Purpose with The Leaving Morning

Answer Key for Asking Questions with The Leaving Morning

Your Turn to Practice Asking Questions with The Leaving Morning

Answer Key for Visualizing with The Leaving Morning

Your Turn to Practice Visualizing with The Leaving Morning

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

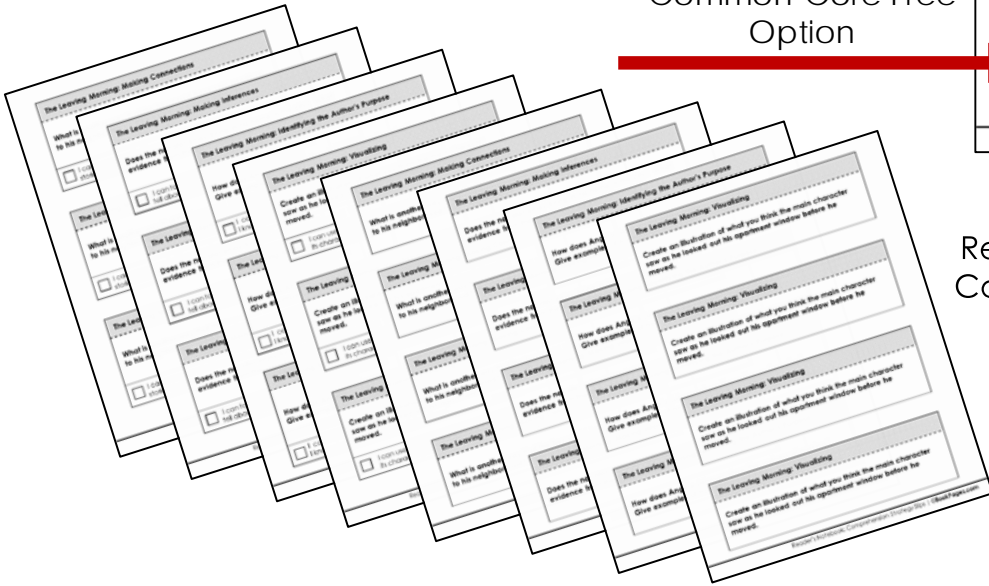
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

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



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.

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Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
_____	_____	_____

Draw a picture to illustrate your inference.

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

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 the author wanted to _____ 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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Author's Purpose

Asking Questions

Title: _____

Question/Sentence Starter

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

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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Asking Questions

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

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Visualizing