

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Memory String* by Eve Bunting

## Making Inferences Lesson Plan

**The Memory String**  
By: Eve Bunting  
Grade Level: 3 / Guided Reading Level: N

**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 Memory String* contains buttons from special moments in Laura's family history. Her most treasured buttons belonged to her mother who died three years earlier. Laura likes to relive happy memories linked to each button. One day, her memory string breaks when she is outside, scattering the buttons into the grass. Laura, her father, and his new wife Jane spend the afternoon looking for the missing buttons, but are unable to find the last one. Now Laura has to accept the changes in her life and add new memories to her memory string.

**Link to What You Know**

- Have you ever had a special toy get broken by a brother or sister? How did it make you feel?
- Could a new toy replace the old one?

**Important Words to Know and Understand**

**Murmur** – A way of speaking that is quiet and soft

**Porch** – A structure attached to the entrance of a building

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**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

## Making Inferences Lesson Plan

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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, setting, 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 3** – The author uses a lot of dialogue to tell this story. What can you infer about Jane and Laura based on what they say to one another? Why do you think so? Point to the words that help you infer.

**Page 9** – Make an inference about Laura. What can you infer about the way Laura feels about her mother? How does she feel about Jane? How do you know?

**Page 17** – Make an inference about Jane. Do you think she wants Laura to like her? Does she care about Laura? Why do you think so? Why is Laura mean to Jane? How do you know?

**Page 23** – What can you infer about Jane? What do you think she wants to leave the button on the porch instead of giving it to Laura herself? Why do you think so?

**Page 27** – What can you infer about Laura and Jane now? How do you think Jane felt when Laura asked for her help? Why do you think so?

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**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 Memory String*? 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 reading *The Memory String*. What was easy about making inferences? What was difficult? How does making inferences 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 Memory String*. (Remember to include examples from the book!)

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## Activate Prior Knowledge

## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

## Key Vocabulary

## Explanation of Strategy

**Retelling and Summarizing**

**1** Get Ready To Read

**3** Retell and Summarize While Reading

**2** Learn About Comprehension Strategies

**4** Notice the Work You Did While Reading

*The Memory String* By: Eve Bunting Grade Level: 3 / Guided Reading Level: N

**Making Predictions**

**1** Get Ready To Read

**3** Make Predictions While Reading

**2** Learn About Comprehension Strategies

**4** Notice the Work You Did While Reading

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**Identifying the Author's Purpose**

**1** Get Ready To Read

**3** Identify the Author's Purpose While Reading

**2** Learn About Comprehension Strategies

**4** Notice the Work You Did While Reading

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**Visualizing**

**1** Get Ready To Read

**3** Visualize While Reading

**2** Learn About Comprehension Strategies

**4** Notice the Work You Did While Reading

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**Answer Key for Retelling and Summarizing with The Memory String**

**Your Turn to Practice Retelling and Summarizing with The Memory String**

**Answer Key for Making Inferences with The Memory String**

**Your Turn to Practice Making Inferences with The Memory String**

**Answer Key for Making Predictions with The Memory String**

**Your Turn to Practice Making Predictions with The Memory String**

**Answer Key for Identifying the Author's Purpose with The Memory String**

**Your Turn to Practice Identifying the Author's Purpose with The Memory String**

**Answer Key for Visualizing with The Memory String**

**Your Turn to Practice Visualizing with The Memory String**

## 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 →

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

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

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 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 (underline or box the text or picture)	What I Know (what do you know about the text?)	What I Can Infer (What are you thinking, feeling, or guessing?)

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

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Making Inferences

**Making Predictions**

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

Predictions of the Beginning (Write your prediction below)	Predictions while Reading (Write your prediction below)	Check Predictions of the End (If correct write what you predicted)
		<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 out 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 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 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 draw all of the words that helped you visualize.

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

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Visualizing