

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Pain and the Great One* by Judy Blume

## Making Connections Lesson Plan

**Making Connections**

**The Pain and the Great One**  
By: Judy Blume  
Grade Level: 3 / 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 Pain** thinks his older sister, **The Great One**, is a jerk. She thinks the **Great One** because she can walk the can opener and play the piano. When they go to the pool, she dives and puts her face underwater. **The Pain** thinks his parents love **The Great One** more than they love him.

**The Great One** thinks her younger brother, **The Pain**, is a pooky stob. He dances around and sings stupid songs. He gets dessert even if he doesn't finish dinner and worst of all, the cat sleeps with **The Pain**. **The Great One** thinks her parents love **The Pain** more than they love her.

**Link to What You Know**  
• What are some things that your brother / sister / cousin / friend does to annoy you?

**Important Words to Know and Understand**  
**Pooky** – Very slow

**2 Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**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 a reader makes a **text to self** connection, they compare the characters or events in a book to their own lives.

The second type of connection readers make is a **text to text** connection. When a reader makes 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 a reader makes 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

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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 7** – What **text-to-self** connections can you make so far? What do you have in common with **The Great One**? How does your connection help you better understand the book?

**Page 14** – What **text-to-text** connections can you make so far? What other characters do **The Pain** and **The Great One** remind you of? How does your connection help you as a reader?

**Page 22** – What other connections can you make? Do the events in **The Pain** and **The Great One** remind you of something you've seen in the real world? What **text-to-world** connections can you make?

**Page 27** – Can you make any other connections? What connections can you see between **The Pain** and **The Great One**? Which is the most meaningful connection you can make to this book? Why is it meaningful?

**4 Notice the Work You Did While Reading**  
✓ Think  
✓ 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 Pain** and **The Great One**? 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 the thoughts about the book too.

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Pain** and **The Great One**. (Remember to include examples from the book!)

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## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

**Making Inferences**

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✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

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✓ 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?

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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.

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**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Pain** and **The Great One**. (Remember to include examples from the book!)

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**Making Predictions**

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By: Judy Blume  
Grade Level: 3 / 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 Make Predictions 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 7** – What have you learned about **The Pain** and **The Great One** so far? What do you think **The Great One** might do in the next chapter?

**Page 14** – What predictions can you make about what **The Pain** might do next? What clues does the author give you?

**Page 22** – What do you think **The Great One** might do next? What clues does the author give you?

**Page 27** – What do you think **The Pain** might do next? What clues does the author give you?

**4 Notice the Work You Did While Reading**  
✓ Think  
✓ Write

**Time to Reflect**  
**Think** – How did your predictions help you understand the book? What clues did you use to make your predictions? How did your predictions help you understand the book?

**Talk** – Tell your reading partner about the type of prediction that you made most often while reading? Explain why your prediction helped you. Remember to ask your partner to share the thoughts about the book too.

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Pain** and **The Great One**. (Remember to include examples from the book!)

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**Identifying the Author's Purpose**

**The Pain and the Great One**  
By: Judy Blume  
Grade Level: 3 / 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**  
✓ 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 7** – Why do you think the author chose to write about a sister and brother? What does the author want you to think about?

**Page 14** – Why do you think the author chose to write about a sister and brother? What does the author want you to think about?

**Page 22** – Why do you think the author chose to write about a sister and brother? What does the author want you to think about?

**Page 27** – Why do you think the author chose to write about a sister and brother? What does the author want you to think about?

**4 Notice the Work You Did While Reading**  
✓ Think  
✓ Write

**Time to Reflect**  
**Think** – How did your identification of the author's purpose help you understand the book? What clues did you use to identify the author's purpose? How did your identification of the author's purpose help you understand the book?

**Talk** – Tell your reading partner about the type of author's purpose that you identified most often while reading? Explain why your identification of the author's purpose helped you. Remember to ask your partner to share the thoughts about the book too.

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Pain** and **The Great One**. (Remember to include examples from the book!)

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## Making Predictions

**Understanding Text Structure**

**The Pain and the Great One**  
By: Judy Blume  
Grade Level: 3 / 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 Understand Text Structure 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 7** – How does the author use the story to tell you about the characters? What clues does the author give you?

**Page 14** – How does the author use the story to tell you about the characters? What clues does the author give you?

**Page 22** – How does the author use the story to tell you about the characters? What clues does the author give you?

**Page 27** – How does the author use the story to tell you about the characters? What clues does the author give you?

**4 Notice the Work You Did While Reading**  
✓ Think  
✓ Write

**Time to Reflect**  
**Think** – How did your understanding of text structure help you understand the book? What clues did you use to understand text structure? How did your understanding of text structure help you understand the book?

**Talk** – Tell your reading partner about the type of text structure that you identified most often while reading? Explain why your understanding of text structure helped you. Remember to ask your partner to share the thoughts about the book too.

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Pain** and **The Great One**. (Remember to include examples from the book!)

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## Author's Purpose

## Understanding Text Structure

**Answer Key for Making Connections with The Pain and the Great One**

**Your Turn to Practice Making Connections with The Pain and the Great One**

**Page 2** – What **text-to-self** connections can you make so far? What do you have in common with **The Great One**? How does your connection help you better understand the book?

**Page 14** – What **text-to-text** connections can you make so far? What other characters do **The Pain** and **The Great One** remind you of? How does your connection help you as a reader?

**Page 22** – What other connections can you make? Do the events in **The Pain** and **The Great One** remind you of something you've seen in the real world? What **text-to-world** connections can you make?

**Page 27** – Can you make any other connections? What connections can you see between **The Pain** and **The Great One**? Which is the most meaningful connection you can make to this book? Why is it meaningful?

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**Answer Key for Making Predictions with The Pain and the Great One**

**Your Turn to Practice Making Predictions with The Pain and the Great One**

**Page 7** – What have you learned about **The Pain** and **The Great One** so far? What do you think **The Great One** might do in the next chapter?

**Page 14** – What predictions can you make about what **The Pain** might do next? What clues does the author give you?

**Page 22** – What do you think **The Great One** might do next? What clues does the author give you?

**Page 27** – What do you think **The Pain** might do next? What clues does the author give you?

**Answer Key for Identifying the Author's Purpose with The Pain and the Great One**

**Your Turn to Practice Identifying the Author's Purpose with The Pain and the Great One**

**Page 2** – Why do you think the author chose to write about a sister and brother? What does the author want you to think about?

**Page 14** – Why do you think the author chose to write about a sister and brother? What does the author want you to think about?

**Page 22** – Why do you think the author chose to write about a sister and brother? What does the author want you to think about?

**Page 27** – Why do you think the author chose to write about a sister and brother? What does the author want you to think about?

**Answer Key for Understanding Text Structure with The Pain and the Great One**

**Your Turn to Practice Understanding Text Structure with The Pain and the Great One**

**Page 7** – How does the author use the story to tell you about the characters? What clues does the author give you?

**Page 14** – How does the author use the story to tell you about the characters? What clues does the author give you?

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**Page 27** – How does the author use the story to tell you about the characters? What clues does the author give you?

## Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

→

**The Pain and the Great One: Making Inferences**

What can you infer about The Pain and The Great One's parents? Do you think they have a favorite child? Why or why not?

☐ I can describe characters in stories and explain how their actions affect the story. CCSS: RL.3.3

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**The Pain and the Great One: Making Inferences**

What can you infer about The Pain and The Great One's parents? Do you think they have a favorite child? Why or why not?

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Strategy and Text Based Reader's Response Prompt

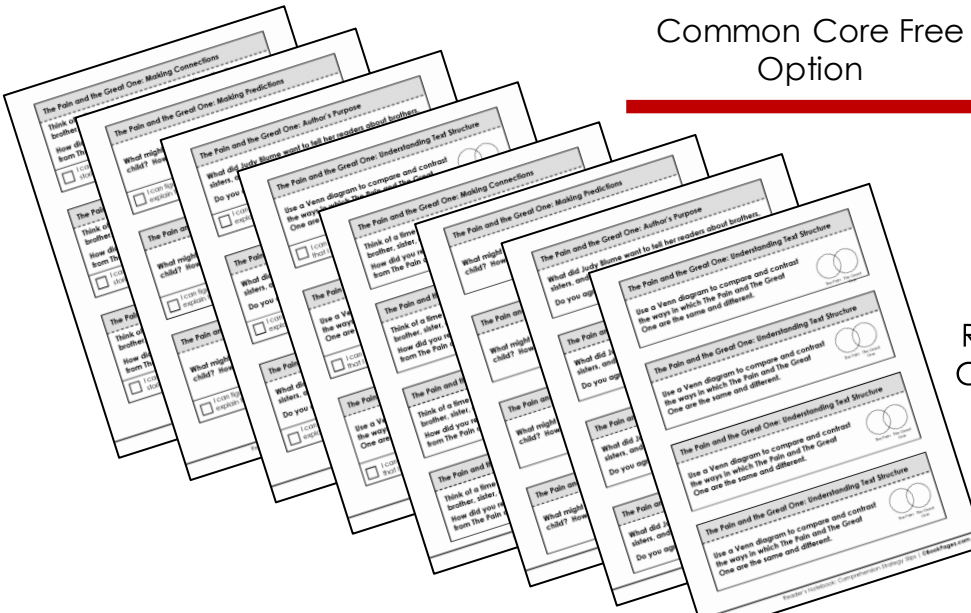
←

Common Core State Standard

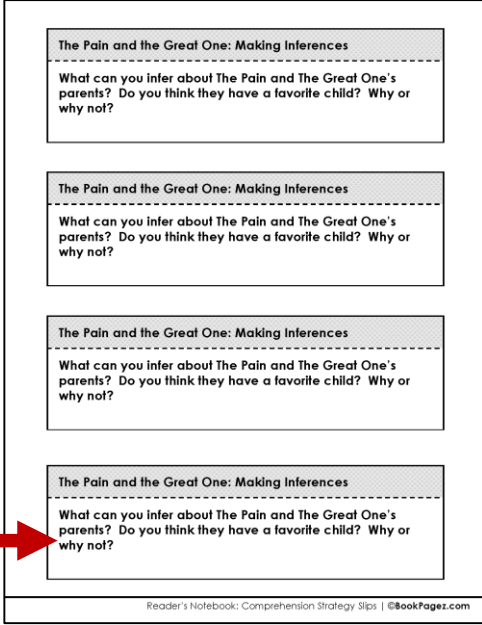
←

**Common Core Free Option**

→



Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 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
Write or draw what the text or picture says.	Write or draw what you know about the story.	Write or draw what you can infer from the text and what you know.

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

**Making Predictions**

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

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction before you begin to read.	Write your prediction as you read.	Record what you think happened.

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

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Author's Purpose

**Understanding Text Structure**

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

Text Structure	Where the Text Structure was Used	How the Text Structure helped me

Text Structures You Might See While Reading:

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	Compare and Contrast

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