

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Stranger* by Chris Van Allsburg

Making Inferences Lesson Plan

Key Vocabulary

Explanation of Strategy

Guided Reading Level

Activate Prior Knowledge

Making Inferences Lesson Plan

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences

The Stranger
By: Chris Van Allsburg
Grade Level: 3 / Guided Reading Level: P

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 Stranger begins when Farmer Bailey hits a man dressed in an unusual suit of leather with his truck. The farmer brings the stunned and confused fellow back with him to his home where his family welcomes him. The doctor comes and tells the Baileys that the man has temporarily lost his memory. The stranger stays with the Baileys for two weeks without so much as a clue to his identity. Soon, the Baileys begin to notice that odd things are happening on their farm. When the stranger notices these things as well, he quickly remembers who he is and says goodbye to the Baileys who are left wondering who the stranger might have been.

Link to What You Know

- Think of a time when you have forgotten to do something. How did it make you feel?
- How do you feel when your friends go home after a party?

Important Words to Know and Understand

Flock – A group of animals that live together

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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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 the 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 – What can you infer about the way in which the stranger reacted to the hot soup?

Page 7 – Why did the doctor make the inference that his thermometer was broken?

Page 18 – Look at the illustration on page 18. What can you infer about the Bailey family?

Page 19 – Make an inference about why the pumpkins on the Bailey's farm were getting so large.

Page 21 – What can you infer about the meaning of the word *dash*? What words helped you make this inference?

4

Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect

Think – What types of inferences did you make while reading *The Stranger*? 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 Stranger*. 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 the work you did while reading *The Stranger*. (Remember to use examples from the book!)

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Author's Purpose

Visualizing

Determining Importance

Retelling and Summarizing

Asking Questions

Answer Key for Retelling and Summarizing with The Stranger

Your Turn to Practice Retelling and Summarizing with The Stranger

Answer Key for Making Inferences with The Stranger

Your Turn to Practice Making Inferences with The Stranger

Answer Key for Identifying the Author's Purpose with The Stranger

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

Answer Key for Visualizing with The Stranger

Your Turn to Practice Visualizing with The Stranger

Answer Key for Determining Importance with The Stranger

Your Turn to Practice Determining Importance with The Stranger

Answer Key for Asking Questions with The Stranger

Your Turn to Practice Asking Questions with The Stranger

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

"I Can"
Statement

Common Core State Standard

The Stranger: Asking Questions

What did you notice about the weather in this book?

What questions could you ask about the weather while the stranger was visiting?

☐ I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

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Common Core Free
Option

Reading Response Prompts
for Each
Comprehension
Strategy Lesson Plan

6 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 first	Then	Last

What is the most important thing you read in this book?

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

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

Making Inferences

Title: _____

What the Text Says

What I Know

What I Can Infer

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

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

Visualizing

Title: _____

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

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Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below:

Now determine 3 key ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

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

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

Asking Questions

Title: _____

Question Sentence Starter

I wonder... Why didn't... How does...
I am confused when... I am not sure about...

Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
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