

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for The Very First Thanksgiving Day by Rhonda Gowler Greene

## Understanding Text Structure Lesson Plan

**Understanding Text Structure**

**The Very First Thanksgiving Day**  
By: Rhonda Gowler Greene  
Grade Level: 2 / Guided Reading Level: M

**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**  
It is the very first Thanksgiving Day. The year is 1621. The Pilgrims, who came from England on a ship called the Mayflower, had settled in America. The Pilgrims built homes and farmed the land. The Wampanoag Indians taught the Pilgrims how to farm the new land in America. Soon the Pilgrims were growing corn and berries. The Pilgrims invited the Indians to celebrate their harvest. The Indians and the Pilgrims ate together and were thankful for the harvest.

**Link to What You Know**  
• Have you ever heard a story that was told out of order? How did that change the story? Is it important to tell stories in order of what happened first, next, then, and last? Why or why not?

**Important Words to Know and Understand**  
**Docked** - To bring a ship or boat into a dock or to anchor the boat so that it cannot float away

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

**Why Readers Notice Text Structure While Reading**  
Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:

**Description** - when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does.

**Sequence** - when information is given in chronological order (first, next, then, last / morning, afternoon, night)

**Problem and Solution** - when a problem is explained and a solution is discovered

**Compare and Contrast** - when an author writes about two things that are more people, places, or things are alike and different

**Cause and Effect** - when the author explains why something happened (cause) and what happened (effect)

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## Guided Reading Level

## Understanding Text Structure Lesson Plan

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**3**  
**Understand Text Structure While Reading**  
✓ Notice the words an author uses - does the author describe things or explain events?  
✓ Look at the pictures.  
✓ Give you clues about text structure

**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 8** - Notice the picture on page 8. How does the picture support the description of how the Pilgrims and Indians worked together?

**Page 13** - Notice the rhythm of the words. How does the rhyme help you understand the book? Does it make you remember more about the story than you would have? Why or why not?

**Pages 19 to 22** - Here the author is using sequencing to explain how the Pilgrims came to America. How do you know that she is using sequencing?

**Page 26** - The Pilgrims and Indians are preparing for Thanksgiving. What caused them to have the feast? How do you know?

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

**Time to Reflect**  
**Think** - How did the different text structures help you to better understand *The Very First Thanksgiving Day*? Why do you think authors use more than one text structure when they tell stories?  
**Talk** - Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.  
**Reflect** - Think about the text structures in *The Very First Thanksgiving Day*. How does paying attention to the way the author organizes text help you to be a better reader? Write down your Strategy Slip into your reader's notebook. Write down what you did while reading *The Very First Thanksgiving Day*. (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

**Determining Importance**

**The Very First Thanksgiving Day**  
By: Rhonda Gowler Greene  
Grade Level: 2 / Guided Reading Level: M

**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**  
**Determine Sequence While Reading**  
✓ Look for key words and sequencing words  
✓ Notice when you notice something new  
✓ Look for new words  
✓ Write down what you noticed in the text

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

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

**Making Connections**

**The Very First Thanksgiving Day**  
By: Rhonda Gowler Greene  
Grade Level: 2 / Guided Reading Level: M

**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 Connections While Reading**  
✓ Does this book remind you of another book?  
✓ Does this book remind you of a place?  
✓ Does this book remind you of a person?  
✓ Does this book remind you of a feeling?  
✓ Does this book remind you of a word?

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

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

**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 4** - Look at the pictures. What is happening in the story? How do you know? Are you using the words, the pictures, or both?

**Page 8** - The author tells the reader "sifted and strong". Make a **link to self** connection. Who is the strongest person you know? Who is the most **silly** person you know?

**Page 13** - The Pilgrims have been busy. Name some of the things they have done.

**Page 18** - The Pilgrims have been busy. Name some of the things they have done.

**Page 26** - The Pilgrims and Indians are preparing for Thanksgiving. What caused them to have the feast? How do you know?

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## Making Connections

## Determining Importance

**Retelling and Summarizing**

**The Very First Thanksgiving Day**  
By: Rhonda Gowler Greene  
Grade Level: 2 / Guided Reading Level: M

**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**  
**Retell and Summarize While Reading**  
✓ Retell what you read  
✓ Summarize what you read  
✓ Notice the work you did while reading

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

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

**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 4** - Look at the pictures. What is happening in the story? How do you know? Are you using the words, the pictures, or both?

**Page 8** - The author tells the reader "sifted and strong". Make a **link to self** connection. Who is the strongest person you know? Who is the most **silly** person you know?

**Page 13** - The Pilgrims have been busy. Name some of the things they have done.

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## Retelling and Summarizing

**Answer Key for Retelling and Summarizing with The Very First Thanksgiving Day**

**Your Turn to Practice Retelling and Summarizing with The Very First Thanksgiving Day**

**Page 4:** Look at the pictures. What is happening in the story? How do you know? Are you using the words, the pictures, or both?

**Page 8:** What have you learned about the Pilgrims and Indians so far?

**Page 13:** What else have you learned about the Pilgrims and Indians? How are they the same? How are they different? Why is it important to notice these facts?

**Page 18:** What important skill did the Indians teach the Pilgrims? Why is this so important?

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**Answer Key for Making Connections with The Very First Thanksgiving Day**

**Your Turn to Practice Making Connections with The Very First Thanksgiving Day**

**Page 4:** The Pilgrims are having a feast. Have you ever had a feast? What were you celebrating?

**Page 8:** The author calls the Indians "sifted and strong". Make a **link to self** connection. Who is the strongest person you know? Who is the most **silly** person you know?

**Page 13:** Notice the rhythm of the words. How does the rhyme help you understand the book? Does it make you remember more about the story than you would have? Why or why not?

**Pages 19 to 22:** Here the author is using sequencing to explain how the Pilgrims came to America. How do you know that she is using sequencing?

**Page 26:** The Pilgrims and Indians are preparing for Thanksgiving. What caused them to have the feast? How do you know?

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## 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 Very First Thanksgiving Day: Retelling and Summarizing

What did the Pilgrims learn from the Indians? How did the Pilgrims show their appreciation to the Indians?

☐ I can tell how characters in a story respond to parts in a story. CCSS: RL.2.3

The Very First Thanksgiving Day: Retelling and Summarizing

What did the Pilgrims learn from the Indians? How did the Pilgrims show their appreciation to the Indians?

☐ I can tell how characters in a story respond to parts in a story. CCSS: RL.2.3

The Very First Thanksgiving Day: Retelling and Summarizing

What did the Pilgrims learn from the Indians? How did the Pilgrims show their appreciation to the Indians?

☐ I can tell how characters in a story respond to parts in a story. CCSS: RL.2.3

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Common Core Free  
Option

The Very First Thanksgiving Day: Retelling and Summarizing

What did the Pilgrims learn from the Indians? How did the Pilgrims show their appreciation to the Indians?

The Very First Thanksgiving Day: Retelling and Summarizing

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The Very First Thanksgiving Day: Retelling and Summarizing

What did the Pilgrims learn from the Indians? How did the Pilgrims show their appreciation to the Indians?

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Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 4 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 that	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.

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Retelling and  
Summarizing

**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

**Determining Importance**

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

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

Now determine 3 BIG 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.

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Determining  
Importance

**Understanding Text Structure**

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

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Text Structures You Might See While Reading:

Description Compare and Contrast	Inference Problem and Solution	Cause and Effect

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