

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *The Widow's Broom* by Chris Van Allsburg

Asking Questions Lesson Plan

Asking Questions
Grade Level: 4 / Guided Reading Level: R

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Key Vocabulary

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

Summary

The Widow's Broom tells the tale of a witch's broom that lands in the yard of a widow named Minna Shaw. The broom has lost its power to fly witches through the sky and appears to be destined for ordinary sweeping duties until Minna realizes that it's so much more than a typical broom! Her first instinct is to tear the broom and its powers. In fact, Minna's neighbors caution her, referring to the broom as evil. They are determined to squash the magic of the broom, but Minna finds herself in an unusual situation as she grows more and more attached to the broom than to anything but ordinary.

Link to What You Know

- What do you know about witches and their brooms?
- Think of a time you had to solve a problem. What questions did you ask yourself as you were solving the problem?

Important Words to Know and Understand

Felch – To go to another place to get something or someone and bring it, him, or her back

Widow – A woman whose husband or wife has died and who has not married again

Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Lastly, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Asking Questions Lesson Plan

Asking Questions
Grade Level: 4 / Guided Reading Level: R

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.

Cover – Look at the front cover. What are you wondering about this book?

Page 5 – What questions do you have about the witch? What do you think she is thinking about when she lands in the garden?

Page 10 – What questions do you think Minna wants to ask the broom?

Page 13 – What questions do you have about Mr. Spivey? What are you wondering about him? How does thinking about this help you understand the book?

Page 21 – What is confusing about the events that take place on this page? How does thinking about this help you understand the book?

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *The Widow's Broom*?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading *The Widow's Broom*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

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

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Turn, Talk, and Reflect

Making Connections
Grade Level: 4 / Guided Reading Level: R

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get

Making Connections

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – When readers make connections, they look for the parts of a text that remind them of something they already know or feel about. When you know a lot about something that happened in a book, you'll be able to understand it even more. What do you already know about *The Widow's Broom*? How does your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made while reading. Explain why your connection helped you understand the book better.

Reflect – Think about the connections that you made while reading the book. Think about the things you and your reading partner talked about. What questions did you ask that helped you understand the work you did while reading. (Remember to include examples from the book!)

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Making Inferences
Grade Level: 4 / Guided Reading Level: R

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Learn About Comprehension Strategies

- Think about the text you read
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Making Inferences

Notice the Work You Did While Reading

- Think
- Talk
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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 2 – On this page, look at the witch's broom. What are you wondering about this broom?

Page 12 – How did the broom change in the text on this page? How does making this inference about the broom in this part of the story help you as a reader?

Page 13 – Make an inference about Mr. Spivey. What do you know about the kind of character he is?

Page 18 – What can you infer about the broom when it's with Minna? Use evidence from the text to support your answer.

Page 24 – Make an inference about how Mr. Spivey feels when he sees the broom. Include clues from the text that help you make the inference.

Time to Reflect

Think – What types of inferences did you make while reading *The Widow's Broom*? Pick a big clue or fact that you think is important to understand how a character feels or think. What did you already know about people, places, or events that helped you make the inference?

Talk – Tell your reading partner about the best inference you made while reading the book. Explain why your inference was important 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 Widow's Broom*. What was easy about making inferences? What was difficult? How does making inferences help you as a reader?

Write – Give your Strategy Slip into your reader's notebook. Remember to include examples from the book!

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Answer Key for Asking Questions

Your Turn to Practice Asking Questions
with *The Widow's Broom*

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Answer Key for Making Connections

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Notice the Work You Did While Reading

- Think
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Answer Key for Determining Importance

Your Turn to Practice Determining Importance
with *The Widow's Broom*

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Time to Reflect

Think – What types of inferences did you make while reading *The Widow's Broom*? Pick a big clue or fact that you think is important to understand how a character feels or think. What did you already know about people, places, or events that helped you make the inference?

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Identifying the Author's Purpose
Grade Level: 4 / Guided Reading Level: R

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Identifying the Author's Purpose

Notice the Work You Did While Reading

- Think
- Talk
- 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 5 – Why do you think the author read the witch land in Minna's vegetable garden? What was the importance of that?

Page 7 – What was the author showing readers by having the witch take the hot coal from Minna's burning fire? Include text evidence to support your thinking.

Page 12 – Minna has locked the broom in the closet. What does the author want readers to know about Minna? How does thinking about this help you as a reader?

Page 18 – The Spivey boy put the author read the broom, why is it on a pedestal? What does this tell you about the author's purpose?

Page 24 – Minna and the broom are content at the end of the story. What is the message the author is trying to share in the book?

Time to Reflect

Think – What types of inferences did you make while reading *The Widow's Broom*? Pick a big clue or fact that you think is important to understand how a character feels or think. What did you already know about people, places, or events that helped you make the inference?

Talk – Tell your reading partner about the most important fact and detail that you a better reader?

Reflect – Think about the extra information you learned while making inferences in *The Widow's Broom*. What was easy about making inferences? What was difficult? How does making inferences help you as a reader?

Write – Give your Strategy Slip into your reader's notebook. Remember to include examples from the book!

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Determining Importance
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Talk – Tell your reading partner about the best inference you made while reading the book. Explain why your inference was important to you as a reader. Remember to ask your partner to share their thoughts about the book too.

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Write – Give your Strategy Slip into your reader's notebook. Remember to include examples from the book!

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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

The Widow's Broom: Asking Questions

What questions would you ask Minna about how she protected the broom from Mr. Spivey?
How could these questions and answers help you understand the story?

I can use details to describe the character's thoughts, words, and actions. CCSS: RL.4.3

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Asking Questions
Title: _____

Question Sentence Starters
I wonder... Why didn't... How does...
I am confused about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

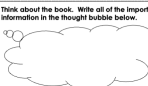
Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

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 part 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

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.

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Identifying the Author's Purpose

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 (Use at least 3 in the text or picture)	What I Know (What do you know about the story?)	What I Can Infer (Infer, Predict, Conclude, etc.)

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