

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *There's a Nightmare in My Closet* by Mercer Mayer

## Understanding Text Structure Lesson Plan

**Understanding Text Structure**

*There's a Nightmare in My Closet*  
By Mercer Mayer  
Grade Level: 1 / Guided Reading Level: 1

**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

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**Summary**

*There's a Nightmare in My Closet* tells the story of a young boy with a big problem: he is afraid to go to bed at night because he thinks there is a nightmare hiding in his closet. The boy tries to protect himself from the nightmare by closing the closet door, turning his back, and trying not to peek (most of the time). One night, the boy has had enough and decides to get rid of his nightmare once and for all. What will happen when the boy comes face-to-face with his nightmare?

**Link to What You Know**

- Tell what you do before going to bed. Use the words first, next, then, and last in your answer.
- Think about something that frightens you. Describe how you are afraid of it.

**Important Words to Know and Understand**

- Creeping** - Moving slowly and quietly
- Tucked** - Put something in a place to make it safe

**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 the 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 the ways two or 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

## Activate Prior Knowledge

## Understanding Text Structure Lesson Plan

**Understanding Text Structure**

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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.

**Pages 3 to 8** - Here the author is using sequencing to tell about what the boy does at bedtime. Use the words first, next, then, and last to tell what the boy does when he goes to bed.

**Page 11** - Stop and think about what the boy's nightmare might look like. Now look at the illustration of his nightmare on this page. Compare and contrast the picture in your mind with the illustration on the page. Tell how they are alike and different.

**Pages 15 and 16** - Here the author is using a cause and effect text structure to tell about what happens when the boy shoots the nightmare with his pop gun. What is the effect of the boy shooting the nightmare? How does thinking about cause and effect help you as a reader?

**Page 19** - The author is using a problem and solution text structure to tell what is happening in the story. What is the boy's problem now?

**Page 22** - The boy comes up with a solution to his problem. How does the boy stop his nightmare from crying? Is this a good solution? Why or why not?

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

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** - How did the different text structures help you to better understand *There's a Nightmare in My Closet*? 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 *There's a Nightmare in My Closet*. How does paying attention to the way the author organizes text help you to be a better reader?

**Write** - Give your Strategy 3p into your Reader's Notebook. Write about the work you did while reading *There's a Nightmare in My Closet*. (Remember to include examples from the book)

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## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect

## Key Vocabulary

## Explanation of Strategy

**Identifying the Author's Purpose**

*There's a Nightmare in My Closet*  
By Mercer Mayer  
Grade Level: 1 / Guided Reading Level: 1

**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**

- Notice the words an author uses - does the author describe things or explain events?
- Look at the pictures - give you clues about text structure

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

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

- Think
- Talk
- Reflect
- Write

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**Making Predictions**

*There's a Nightmare in My Closet*  
By Mercer Mayer  
Grade Level: 1 / Guided Reading Level: 1

**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**

- Look for clues that indicate what might happen next
- Use what you know about the story to make a prediction

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

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

- Think
- Talk
- Reflect
- Write

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## Author's Purpose

## Making Predictions

**Determining Importance**

*There's a Nightmare in My Closet*  
By Mercer Mayer  
Grade Level: 1 / Guided Reading Level: 1

**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 Importance 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

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

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

- Think
- Talk
- Reflect
- Write

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**Synthesizing**

*There's a Nightmare in My Closet*  
By Mercer Mayer  
Grade Level: 1 / Guided Reading Level: 1

**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 Synthesize While Reading**

- Look for clues that indicate what might happen next
- Use what you know about the story to make a prediction

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

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

- Think
- Talk
- Reflect
- Write

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**Answer Key for Understanding Text Structure**

**Your Turn to Practice Understanding Text Structure with *There's a Nightmare in My Closet***

Pages 3 to 8: Here the author is using sequencing to tell about what the boy does at bedtime. Use the words first, next, then, and last to tell what the boy does when he goes to bed.

Page 11: Stop and think about what the boy's nightmare might look like. Now look at the illustration of his nightmare on this page. Compare and contrast the picture in your mind with the illustration on the page. Tell how they are alike and different.

Page 19: The author is using a problem and solution text structure to tell what is happening in the story. What is the boy's problem now?

Page 22: The boy comes up with a solution to his problem. How does the boy stop his nightmare from crying? Is this a good solution? Why or why not?

**Answer Key for Synthesizing**

**Your Turn to Practice Synthesizing with *There's a Nightmare in My Closet***

Page 2: The boy talks about that there used to be a nightmare in his closet. Look at the boy's face in the illustration. How is the boy feeling?

Page 11 and 12: The boy's room is dark and he sees the nightmare creeping towards him. Make a prediction about what will happen next.

**Answer Key for Identifying the Author's Purpose**

**Your Turn to Practice Identifying the Author's Purpose with *There's a Nightmare in My Closet***

Pages 1 and 2: The illustration shows the boy in his bed. He is staring at the closet door. What do you think the author's trying to tell the story?

Page 10: The boy is wearing his helmet and has his pop gun. What is he trying to do now?

Page 15: How do you know?

Page 19: The nightmare is out of the closet and creeping towards the boy's closet door.

**Answer Key for Determining Importance**

**Your Turn to Practice Determining Importance with *There's a Nightmare in My Closet***

Page 11: The boy is wearing his helmet and has his pop gun. What is he trying to do now?

Page 15: How do you know?

Page 19: The nightmare is out of the closet and creeping towards the boy's closet door.

**Answer Key for Making Predictions**

**Your Turn to Practice Making Predictions with *There's a Nightmare in My Closet***

Cover: Look at the illustration on the cover of the book. What do you think this story will be about?

Page 3: Tell why your prediction makes sense.

Pages 5 and 6: The boy is in his bed without turning around. Make a prediction about what might happen? How does the boy feel about it?

Page 11: The boy is wearing his helmet and has his pop gun. What is he trying to do now?

Page 15 and 16: The boy is wearing his helmet and has his pop gun. What is he trying to do now?

## Determining Importance

## Synthesizing

## Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**There's a Nightmare in My Closet: Synthesizing**

How does the boy feel about his nightmare at the beginning, middle, and end of the story? List the words that the author used to describe how the boy feels.

I can find words in a story or poem that tell about feelings. CCSS: RL.1.4

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**There's a Nightmare in My Closet: Synthesizing**

How does the boy feel about his nightmare at the beginning, middle, and end of the story? List the words that the author used to describe how the boy feels.

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

**There's a Nightmare in My Closet: Synthesizing**

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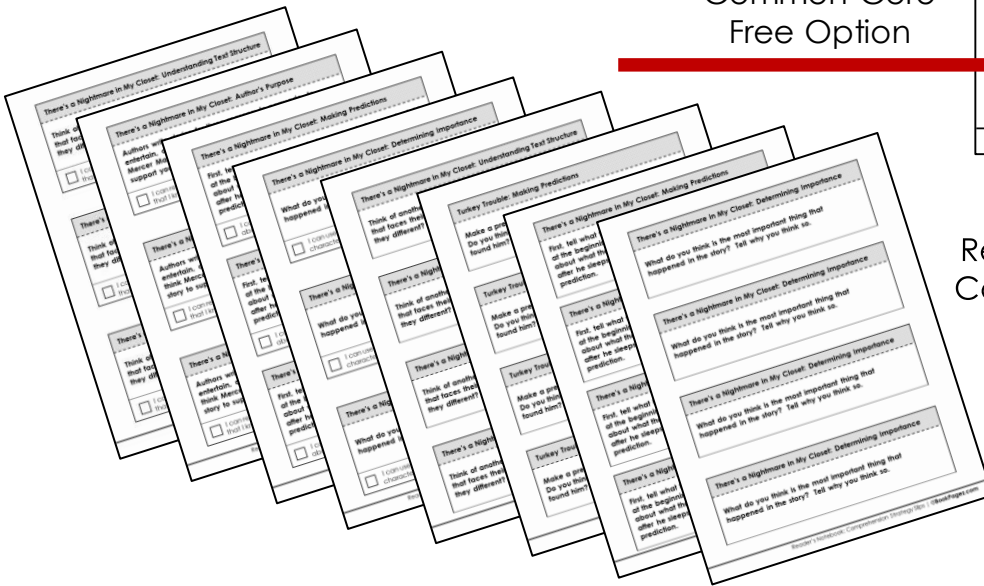
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**There's a Nightmare in My Closet: Synthesizing**

How does the boy feel about his nightmare at the beginning, middle, and end of the story? List the words that the author used to describe how the boy feels.

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Making Predictions**

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

I predict ...

My prediction was  Correct  Incorrect

I know because...

Here is a picture about my prediction:

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

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 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 out on the dotted line. 3. Glue, tape, or staple into your Reader's Notebook.

Author's Purpose

**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 out on the dotted line. 3. Glue, tape, or staple into your Reader's Notebook.

Determining Importance

**Understanding Text Structure**

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

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

**Text Structures You Might See While Reading:**

| Description | Sequence | Problem and Solution | Cause and Effect |
|-------------|----------|----------------------|------------------|
|             |          |                      |                  |

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

Understanding Text Structure

**Synthesizing**

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

| At first I was thinking... | My new thinking is... | I used to think... but now I think... |
|----------------------------|-----------------------|---------------------------------------|
| Because...                 | Because...            | Because...                            |
| My new thinking is...      | Now I understand...   | After thinking about...               |
| Because...                 | Because...            | I conclude... Because...              |

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

Synthesizing