

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for Waiting by Kevin Henkes

Asking Questions Lesson Plan

Asking Questions
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

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
Five toys sit on a window ledge and love to wait for things to happen. Pig has an umbrella and waits for rain. The puppy has a sled and waits for snow. Each toy waits for something different. There's always something happening outside the window. Too! They meet new toy friends along the way, and one day, they are welcomed with a surprise!

Link to What You Know

- Look out the closest window to you. What do you see? What do you wonder?
- Friend you are getting a birthday surprise. What questions would you have?

Important Words to Know and Understand

Gift – A present or something that is given
Returned – Going back to a place

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. Finally, 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

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3
Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions will help you better understand the text

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 – What do you see in the illustration? What questions do you have about the toys? How will your questions help you as you read this book?

Page 10 – Look at the characters' faces. What do you think they're feeling or thinking? What questions might they have about the gifts that appeared?

Page 12 – What do you think the toys might be wondering about the visitor? How does thinking about the questions the characters might have help you as a reader?

Page 13 – What has happened so far in the book? What questions do you have about what will happen next?

Page 21 – A new character, the cat, is introduced. What questions do you think the toys might have about the new cat? Do you think some of those questions will be answered by the end of the story? Why or why not?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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 this book? Tell – 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 this book. 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 – Write your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Turn, Talk, and Reflect

Making Connections
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
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- 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

3
Making Connections While Reading

- Does this book remind you of other books you've read?
- Does this book remind you of things you've heard about in the news?

4
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 4 – The puppy is happy when it snows in the winter. Make a **text-to-text** connection. Make your favorite season and what makes you happy in that season.

Page 8 – The toys in the story seem to be good friends who like spending time together. Make a **text-to-text** connection. Can you think of another book or story about friendship? How does your connection help you better understand the characters in this book?

Page 22 – The cat with pigtails joins the toys. What is it like when someone that isn't quite like you joins a group? Why or why not? How do you think the cat will fit in with the toys?

Page 27 – At the end of the story, the toys get to see what happens next. Make a **text-to-text** connection. How do you think you'll feel about the end of the story? Did the story change how you feel about waiting?

Time to Reflect
Think – How does making connections help you to understand the text? Think about the connections that you made while reading. Explain why your connections helped you to understand the text better. Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Waiting*. (Remember to include examples from the book!)

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Making Inferences
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

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

3
Making Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking or saying.
- What do you think the character is thinking, saying, or feeling, or what are they doing?

4
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 4 – The cat didn't have to wait long for the moon. The puppy had to wait a long time for snow. Make an inference about the puppy. Why do you think the puppy had to wait so long?

Page 10 – In the picture, the toys are sitting down on the pink shell. How do you think the toys are feeling about the pink shell and other gifts?

Page 12 – The visitor never returned. Make an inference about the visitor. How do you think the cat felt about it? How long do you think the cat waited for it?

Page 14 – Look carefully at the picture. What do you think the characters are thinking about the picture?

Page 24 – The cat with pigtails was waiting for a surprise. What was the surprise? How do you think the cat felt about it? How long do you think the cat waited for it?

Time to Reflect
Think – What type of inferences did you make while reading? What information helped you make a better understanding of the text? How do you think your inferences were helpful to you as a reader. Remember to ask your partner to share their thoughts about the book. Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Waiting*. (Remember to include examples from the book!)

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Answer Key for Asking Questions with Waiting

Page 13: What has happened so far in the story? What questions do you have about the toys? How will your questions help you as you read this book?

Page 21: Look at the characters' faces. What questions might they have about the gifts that appeared?

Page 27: At the end of the story, the toys get to see what happens next. How do you think you'll feel about the end of the story? Did the story change how you feel about waiting?

Answer Key for Making Inferences with Waiting

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Page 10: In the picture, the toys are sitting down on the pink shell and other gifts. How do you think the toys are feeling about the pink shell and other gifts?

Page 12: The visitor never returned. Make an inference about the visitor. How do you think the cat felt about it? How long do you think the cat waited for it?

Page 14: Look carefully at the picture. What do you think the characters are thinking about the picture?

Page 24: The cat with pigtails was waiting for a surprise. What was the surprise? How do you think the cat felt about it? How long do you think the cat waited for it?

Answer Key for Identifying the Author's Purpose with Waiting

Page 7: The puppy is happy when it snows in the winter. Make a **text-to-text** connection. Name your favorite season and what makes you happy in that season.

Page 8: The toys in the story seem to be good friends who like spending time together. Make a **text-to-text** connection. Can you think of another book or story about friendship?

Page 22: The cat with pigtails joins the toys. What is it like when someone new joins your class or family?

Page 27: Look at the pictures and words at the end of the story. How do you think you'll feel about the end of the story? Did the story change how you feel about waiting?

Answer Key for Making Connections with Waiting

Page 4: The puppy is happy when it snows in the winter. Make a **text-to-text** connection. Name your favorite season and what makes you happy in that season.

Page 8: The toys in the story seem to be good friends who like spending time together. Make a **text-to-text** connection. Can you think of another book or story about friendship?

Page 22: The cat with pigtails joins the toys. What is it like when someone new joins your class or family?

Page 27: Look at the pictures and words at the end of the story. How do you think you'll feel about the end of the story? Did the story change how you feel about waiting?

Answer Key for Synthesizing with Waiting

Page 7: What makes each of the toys happy? Make a prediction about whether the characters will change by the end of the story.

Page 12: How might your prediction help you as a reader?

Page 12: What has made the characters feel sad so far in the story?

Making Connections

Making Inferences

Identifying the Author's Purpose
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

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

3
Identifying the Author's Purpose While Reading

- Does the author have a purpose for writing the book?
- Does the author want to inform you about something?
- Does the author want to entertain you?
- Does the author want to persuade you to do something?

4
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 7 – The puppy is happy when it snows in the winter. Make a **text-to-text** connection. Name your favorite season and what makes you happy in that season.

Page 8 – The toys in the story seem to be good friends who like spending time together. Make a **text-to-text** connection. Can you think of another book or story about friendship?

Page 11 to 18 – How do you feel when you look at these pictures of the toys looking out the window? Why do you think they're looking out the window? What questions do you have about the toys? How do you think they're feeling about the gifts that appeared?

Page 22 – The cat with pigtails joins the toys. What is it like when someone new joins your class or family?

Page 27 – Look at the pictures and words at the end of the story. How do you think you'll feel about the end of the story? Did the story change how you feel about waiting?

Time to Reflect
Think – How does the author's purpose help you to understand the text? Think about the author's purpose for writing the book. Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Waiting*. (Remember to include examples from the book!)

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Synthesizing
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

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

3
Synthesizing While Reading

- Look for places where your opinion changes.
- What do you think the author is thinking or saying, or what are they doing?
- What do you think the author is thinking, saying, or feeling, or what are they doing?

4
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 7 – The puppy is happy when it snows in the winter. Make a **text-to-text** connection. Name your favorite season and what makes you happy in that season.

Page 8 – The toys in the story seem to be good friends who like spending time together. Make a **text-to-text** connection. Can you think of another book or story about friendship?

Page 11 – What has made the character feel sad so far in the story?

Page 12 – How many reasons have you passed so far in the story? How do you think the character is feeling about the pink shell and other gifts?

Page 14 – How do you think the toys are feeling about the picture?

Page 24 – The cat with pigtails was waiting for a surprise. What was the surprise? How do you think the cat felt about it? How long do you think the cat waited for it?

Time to Reflect
Think – How do you think you're feeling about the text? How do you think your synthesizing helped you to understand the text better? Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Waiting*. (Remember to include examples from the book!)

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Identifying the Author's Purpose

Synthesizing

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

Waiting: Asking Questions

Pretend a new toy is joining the other toys by the window. What will be the toy's name?

Based on what you know about the story, think of two questions the new toy might ask and how the other toys might answer.

I can ask and answer who, who, what, where, when, why, and how questions to show that I understand stories. CCSS: RL.2.1

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Waiting: Asking Questions

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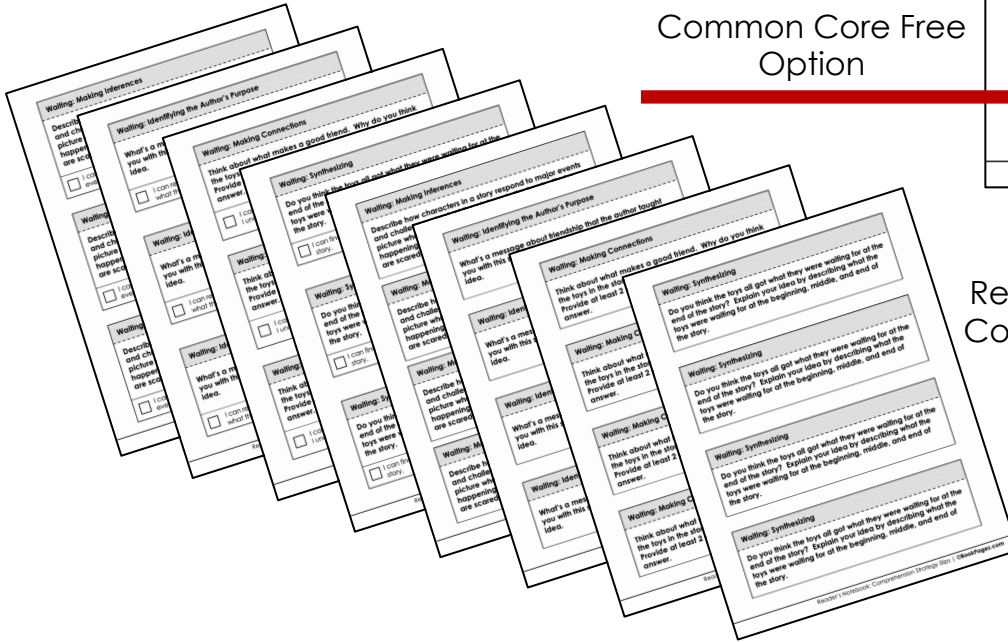
Waiting: Asking Questions

Pretend a new toy is joining the other toys by the window. What will be the toy's name?

Based on what you know about the story, think of two questions the new toy might ask and how the other toys might answer.

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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 when... I am curious about... I am not sure why...

| | |
|----------|--------|
| 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.

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Asking Questions

Making Connections
Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 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 |
|---|---|------------------|
| Look for clues in the text or pictures. | What do you know about the clue? (Inference, Theme, Cause/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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Making Inferences

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

Synthesizing
Title: _____

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

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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Synthesizing