

# Comprehension Strategy Lesson Plans and Practice Pages

## The following preview shows all of the comprehension strategy resources for Weather by Kristin Baird Rattini

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**  
By: Kristin Baird Rattini  
Grade Level: 1 / Guided Reading Level: J

**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

**Summary**

**Weather** by Kristin Baird Rattini is a nonfiction text full of interesting facts about all different types of weather. This book has many colorful photographs that show what rain, snow, sun, clouds, and storms look like. This book also has captions on many pages that explain new weather-related words and tell jokes about weather! From bright sunshine to lightning bolts in the sky, our weather can change fast, and this book will teach us all about it!

**Link to What You Know**

- Look at the front cover and title of this book. Why do you think the author wrote this book?
- What types of weather have you seen before? Is there any type of weather you have not seen before?

**Important Words to Know and Understand**

**Blizzard** - A heavy snowstorm with wind  
**Droplet** - A very small bit of liquid

**Why Readers Identify the Author's Purpose While Reading**

Readers identify the author's purpose to understand why the author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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### Guided Reading Level

### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Author's Purpose Lesson Plan

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**3**  
**Identify the Author's Purpose While Reading**

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to entertain you?

**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 author chose to include rhyming words on this page. What rhyming words do you see? Why do you think the author chose to begin the book in this way?

**Pages 6, 10, 22, 23, and 28** - On these pages, the author asks the reader questions such as "Is it sunny or cloudy?" and "Should you wear sunglasses or rain boots?" What is the author's purpose for asking the reader questions in this text? How do these questions help you as a reader?

**Pages 12, 14, and 15** - The author included a nonfiction text feature called a caption next to the photographs on these pages. Read the captions. What do these captions explain? What is the author's purpose for including the captions on these pages?

**Pages 17, 18, and 21** - The author included words to describe sounds on these pages including "drip," "drop," "splash," "brr," "flash," and "boom." What was the author's purpose for including these types of words in the text? Why did the author type these words in italics?

**Pages 24 and 25** - These pages include real photographs showing types of wild weather. Why did the author choose to include real photographs throughout this book? How do these photographs help you as a reader?

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

- Talk
- Reflect
- Write

**Time to Reflect**

**Think** - Kristin Baird Rattini is the author of **Weather**. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

**Talk** - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your reading partner to share their thoughts about the book too.

**Reflect** - Think about what you learned while reading **Weather**. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

**Write** - Glue your Strategy Slip Into your Reader's Notebook. Write about the work you did while reading **Weather**. (Remember to include examples from the book)

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### Turn, Talk, and Reflect

**Making Predictions**  
By: Kristin Baird Rattini  
Grade Level: 1 / Guided Reading Level: J

**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

**3**  
**Make Predictions While Reading**

- Look for clues that tell you what is coming
- Look for clues that tell you what is coming

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

- 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 3** - This page shows a nonfiction text feature called a table of contents. Look at the table of contents. What do you think the author's purpose for including the table of contents is?

**Page 4 and 5** - According to the text, why is the sun important to life on Earth?

**Page 12 to 15** - The author includes a nonfiction text feature called a caption next to the photographs on these pages. Read the captions. What do these captions explain? What is the author's purpose for including the captions on these pages?

**Page 17, 18, and 21** - The author included words to describe sounds on these pages including "drip," "drop," "splash," "brr," "flash," and "boom." What was the author's purpose for including these types of words in the text? Why did the author type these words in italics?

**Page 24 and 25** - These pages include real photographs showing types of wild weather. Why did the author choose to include real photographs throughout this book? How do these photographs help you as a reader?

**Retelling and Summarizing**  
By: Kristin Baird Rattini  
Grade Level: 1 / Guided Reading Level: J

**3**  
**Retell and Summarize While Reading**

- Think about the important events that happened
- Look for the events that happened

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

- 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.

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**Page 24 and 25** - These pages include real photographs showing types of wild weather. Why did the author choose to include real photographs throughout this book? How do these photographs help you as a reader?

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

**Your Turn to Practice Identifying the Author's Purpose with Weather**

**Pages 12, 14, and 15:**

The author included a nonfiction text feature called a caption next to the photographs on these pages. Read the captions. What do these captions explain? What is the author's purpose for including the captions on these pages?

**Pages 16 to 19:**

These pages use text and photographs to describe the different types of weather that fall from clouds. Read what you learned about the different types of weather that fall from clouds. How are the two models the same? How are they different?

**Answer Key for Understanding Text Structure with Weather**

**Your Turn to Practice Understanding Text Structure with Weather**

**Pages 12 to 15:**

The text, photographs, and captions on these pages tell about clouds. What is the author's purpose for including the captions on these pages?

**Pages 16 to 19:**

These pages use text and photographs to describe the different types of weather that fall from clouds. Read what you learned about the different types of weather that fall from clouds. How are the two models the same? How are they different?

**Answer Key for Making Predictions with Weather**

**Your Turn to Practice Making Predictions with Weather**

**Page 3:**

The page shows a nonfiction text feature called a table of contents. Look at the table of contents. What do you think the author's purpose for including the table of contents is?

**Page 4 and 5:**

According to the text, why is the sun important to life on Earth?

**Answer Key for Synthesizing with Weather**

**Your Turn to Practice Synthesizing with Weather**

**Pages 12 to 15:**

The text, photographs, and captions on these pages tell about clouds. What is the author's purpose for including the captions on these pages?

**Pages 16 to 19:**

These pages use text and photographs to describe the different types of weather that fall from clouds. Read what you learned about the different types of weather that fall from clouds. How are the two models the same? How are they different?

**Answer Key for Retelling and Summarizing with Weather**

**Your Turn to Practice Retelling and Summarizing with Weather**

**Page 3:**

The page shows a nonfiction text feature called a table of contents. Look at the table of contents. What do you think the author's purpose for including the table of contents is?

**Page 4 and 5:**

According to the text, why is the sun important to life on Earth?

**Page 12 to 15:**

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**Page 24 and 25:**

These pages include real photographs showing types of wild weather. Why did the author choose to include real photographs throughout this book? How do these photographs help you as a reader?

### Making Predictions

### Retelling and Summarizing

### Synthesizing

### Understanding Text Structure

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Weather: Understanding Text Structure**

The author includes many features of nonfiction text like a Table of Contents at the beginning of the book and a glossary at the end. How do each of these features help you as a reader?

☐ I can understand and use all the helpful parts of nonfiction books to help me find important facts and details. CCSS: RI.1.5

**Weather: Understanding Text Structure**

The author includes many features of nonfiction text like a Table of Contents at the beginning of the book and a glossary at the end. How do each of these features help you as a reader?

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Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement

Common Core  
Free Option

**Weather: Understanding Text Structure**

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Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

**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 the author wanted to \_\_\_\_\_ 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.

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**Making Predictions**

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

Circle the nonfiction text features you see in your book.

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.

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**Retelling and Summarizing**

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

What is the topic of your book?

What is this book about?

Is it fiction or nonfiction?

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

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**Synthesizing**

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

Tell how how a nonfiction text feature in your book helped you understand the topic of your book by comparing the author's text.

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

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.

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**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:
Page:	Page:	Page:

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect
Page:	Page:	Page:	Page:
Page:	Page:	Page:	Page:
Page:	Page:	Page:	Page:
Page:	Page:	Page:	Page:

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Author's Purpose

Making  
Predictions

Retelling and  
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Understanding  
Text Structure