

# Comprehension Strategy

## Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *What Do You Do When Something Wants To Eat You?* by Steve Jenkins

### Determining Importance Lesson Plan

**Determining Importance**  
What Do You Do When Something Wants To Eat You?  
By: Steve Jenkins  
Grade Level: 2 / Guided Reading Level: K

**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**  
What would you do if something wanted to eat you? Run? Hide? Well, there are creatures out there that don't run or hide. Instead, they confuse their predators in surprising ways. Some stick out their tongues, some animals play dead, and some animals even walk on water. In this informational book, the author, Steve Jenkins, teaches us all about the ways animals protect themselves from danger.

**Link to What You Know**  
• Think about your favorite nonfiction book. What important information did you learn from reading the book?  
• How did you know the information in your favorite book was important to remember?

**Important Words to Know and Understand**  
**Chemicals** - A substance (such as an element or compound) that is made by a chemical process.  
**Defend** - To fight in order to keep (someone or something) safe; to not allow a person or thing to hurt, damage, or destroy (someone or something).

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read when you get confused

**Why Readers Determine Importance While Reading**  
Readers determine importance in order to decide which information is most important to remember.  
When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.  
On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.  
Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

### Determining Importance Lesson Plan

**Determining Importance**  
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**3**  
**Determine Importance While Reading**  
✓ Look for big ideas and supporting details  
✓ Notice when you learn something  
✓ Look for new words that are important to 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.  
**Cover** - Why is the title of this book important? What does the title tell you about this book?  
**Page 6** - What is important to understand about the animals on this page?  
**Page 15** - What is important to understand about animals that look like they are dead?  
**Page 21** - What important information have you learned about animals in danger? How do you know this information is important?  
**Page 27** - What's important to know about flying fish?

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

**Time to Reflect**  
**Think** - What information did you learn while reading *What Do You Do When Something Wants To Eat You?*? Pick 3 big ideas or facts that you think you should remember about this book. Why are these ideas or facts important to you?  
**Talk** - Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.  
**Reflect** - Think about the determining importance work you did while reading *What Do You Do When Something Wants To Eat You?*. How does thinking about the most important fact and ideas make you a better reader?  
**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *What Do You Do When Something Wants To Eat You?*. (Remember to include examples from the book!)

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**Understanding Text Structure**  
What Do You Do When Something Wants To Eat You?  
By: Steve Jenkins  
Grade Level: 2 / Guided Reading Level: K

**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**  
**Understand Text Structure While Reading**  
✓ Look for clues about the author's purpose and what you learn from the text  
✓ Notice when you learn something  
✓ Look for new words that are important to the text

**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.  
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Understanding Text Structure Making Predictions

**Synthesizing**  
What Do You Do When Something Wants To Eat You?  
By: Steve Jenkins  
Grade Level: 2 / Guided Reading Level: K

**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**  
**Synthesize While Reading**  
✓ Look for clues about the author's purpose and what you learn from the text  
✓ Notice when you learn something  
✓ Look for new words that are important to the text

**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.  
**Cover** - Why is the title of this book important? What does the title tell you about this book?  
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Synthesizing

**Asking Questions**  
What Do You Do When Something Wants To Eat You?  
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**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**  
**Ask Questions While Reading**  
✓ Look for clues about the author's purpose and what you learn from the text  
✓ Notice when you learn something  
✓ Look for new words that are important to the text

**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.  
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Asking Questions

**Answer Key for Making Predictions**  
with *What Do You Do When Something Wants To Eat You?*

**Answer Key for Making Predictions**  
with *What Do You Do When Something Wants To Eat You?*

**Answer Key for Determining Importance**  
with *What Do You Do When Something Wants To Eat You?*

**Answer Key for Understanding Text Structure**  
with *What Do You Do When Something Wants To Eat You?*

**Answer Key for Synthesizing**  
with *What Do You Do When Something Wants To Eat You?*

**Answer Key for Asking Questions**  
with *What Do You Do When Something Wants To Eat You?*

**Your Turn to Practice Determining Importance**  
with *What Do You Do When Something Wants To Eat You?*

**Your Turn to Practice Understanding Text Structure**  
with *What Do You Do When Something Wants To Eat You?*

**Your Turn to Practice Synthesizing**  
with *What Do You Do When Something Wants To Eat You?*

**Your Turn to Practice Asking Questions**  
with *What Do You Do When Something Wants To Eat You?*

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The diagram illustrates the components of the Reading Response Prompts for Each Comprehension Strategy Lesson Plan. It shows a stack of 'I Can' Statements on the left, a central 'Strategy and Text Based Reader's Response Prompt' box, and a 'Common Core Free Option' box on the right. Arrows indicate the flow of information: from the 'I Can' Statement to the prompt, from the prompt to the Common Core State Standard, and from the Common Core Free Option to the prompt.

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**"I Can" Statement**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 5 Comprehension Strategy Graphic Organizers

**Making Predictions**

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

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

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Making Predictions

**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 out the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Determining Importance

**Asking Questions**

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

Question Sentence Starter: \_\_\_\_\_

How does...? \_\_\_\_\_

Why don't...? \_\_\_\_\_

I am confused about... \_\_\_\_\_

I am curious about... \_\_\_\_\_

I am not sure why... \_\_\_\_\_

Question	Answer
_____	_____
_____	_____
_____	_____
_____	_____

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

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Asking Questions

**Understanding Text Structure**

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

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

Text Structure: You might see while reading: \_\_\_\_\_

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

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Understanding Text Structure

**Synthesizing**

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

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

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

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Synthesizing