

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for
When I Am Old with You by Angela Johnson

Visualizing Lesson Plan

Visualizing

When I Am Old with You
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 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

In the story, *When I Am Old with You*, a small boy imagines a time in the future when he will be old with his granddaddy. What he doesn't realize is that his granddaddy will continue to age at the same time he grows older. From fishing at the pond to "boon only" breakfasts, the boy visualizes all of the activities he hopes they will share together some day. Thankfully, he doesn't have to wait to enjoy spending special times with his granddaddy.

Link to What You Know

- Imagine that you are spending a whole week with another family member or friend. What kinds of activities do you think you would do together? How would that make you feel?
- Picture your favorite activity to do with your family. What do you see?

Important Words to Know and Understand

Canoe – Along narrow boat that is pointed at both ends and that is moved by a paddle with one blade

Cool – Somewhat cold; not warm or hot

Why Readers Visualize While Reading

Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about and the text.

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.

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Guided Reading Level

Activate Prior Knowledge

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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 4 – Here the author describes the pond. Does the picture in your mind match the picture in the book? Explain how your visualization compares to the illustration.

Page 6 – The boy says that they'll eat out of a picnic basket all day. What do you think is in the picnic basket? What makes you think that?

Page 10 – The boy says that they'll play cards all day. What game are they playing? How do you know?

Page 15 – The boy says that looking at old pictures of people might make them cry. Who do you visualize is in the pictures? Why would it make them cry?

Pages 18 to 19 – There is a party at the granddaddy's house. Use the illustrations and words to visualize what you would hear, smell, taste, and feel.

Visualize While Reading

- Notice the words an author uses to describe people, places, things, and events
- Look at the pictures. Do your pictures match the pictures in the book?

Time to Reflect

Think – What kinds of words helped you visualize while reading *When I Am Old with You*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk – Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.

Reflect – Think about the words in *When I Am Old with You*. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *When I Am Old with You*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Asking Questions

When I Am Old with You
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 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

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 1 – The boy says that he and his granddaddy will talk about everything. What do you think they will talk about? How can you tell?

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Ask Question While Reading

- By asking questions, you can find out more about the story.
- Write down your questions as you read.
- Ask your reading partner or teacher for help.
- Write down the answers you find.

Time to Reflect

Think – What kinds of words helped you visualize while reading *When I Am Old with You*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

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Synthesizing

When I Am Old with You
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

Get Ready to Read

- Learn about the book
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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.

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Synthesize While Reading

- By synthesizing, you can find out more about the story.
- Write down your synthesizing as you read.
- Ask your reading partner or teacher for help.
- Write down the answers you find.

Time to Reflect

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Answer Key for Visualizing
with *When I Am Old with You*

Your Turn to Practice Visualizing
with *When I Am Old with You*

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Page 6 – The boy says that they'll eat out of a picnic basket all day. What do you think is in the picnic basket? What makes you think that?

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Answer Key for Asking Questions
with *When I Am Old with You*

Your Turn to Practice Asking Questions
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Answer Key for Determining Importance
with *When I Am Old with You*

Your Turn to Practice Determining Importance
with *When I Am Old with You*

Page 1 – The boy says that he and his granddaddy will talk about everything. What do you think they will talk about? How can you tell?

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Answer Key for Understanding Text Structure
with *When I Am Old with You*

Your Turn to Practice Understanding Text Structure
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Page 1 – The boy says that he and his granddaddy will talk about everything. What do you think they will talk about? How can you tell?

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Answer Key for Synthesizing
with *When I Am Old with You*

Your Turn to Practice Synthesizing
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Asking Questions

Synthesizing

Understanding Text Structure

When I Am Old with You
By: Angela Johnson
Grade Level: 1 / Guided Reading Level: 1

Get Ready to Read

- Learn about the book
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Understand Text Structure While Reading

- By understanding text structure, you can find out more about the story.
- Write down your understanding as you read.
- Ask your reading partner or teacher for help.
- Write down the answers you find.

Time to Reflect

Think – What kinds of words helped you visualize while reading *When I Am Old with You*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

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Determine Importance While Reading

- By determining importance, you can find out more about the story.
- Write down your importance as you read.
- Ask your reading partner or teacher for help.
- Write down the answers you find.

Time to Reflect

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Understanding Text Structure

Determining Importance

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

“I Can” Statement

When I Am Old with You: Synthesizing

The boy appears very young in this book. Describe some other activities he could do with his grandfather now and as he gets older.

☐ I can use the pictures and details in a story to tell about its characters, settings, or events. CCSS: RL.1.7

When I Am Old with You: Synthesizing

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPage.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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

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Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
_____	_____	_____
_____	_____	_____
_____	_____	_____

Draw a picture to illustrate your inferences.

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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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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Asking Questions

Title: _____

Question Sentence Starter

Question	Answer
_____	_____
_____	_____
_____	_____
_____	_____

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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Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:

1. Answer each of the questions.
2. Carefully cut out on the dotted line.
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