

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *When I Was Little* by Jamie Lee Curtis

Understanding Text Structure Lesson Plan

Understanding Text Structure
When I Was Little
By: Jamie Lee Curtis
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
- Know what to do

Summary
When I Was Little is a four year old's memoir of her youth. This is the story of a four year old girl who looks back at her life as a baby. When the girl was a baby, she made lots of messes. Now she is older and instead of making messes, she is helpful. When the girl was a baby, she only had two teeth. Now she has lots of teeth, which she brushes proudly. That's not all, now that the little girl is four years old, she can do lots of things. She can braid her own hair, eat grown-up food and even paint her own toenails.

Link to What You Know

- Finish the sentence: When I was little I looked like...
- Finish the sentence: When I was little I solved problems by...
- What does the word memory mean to you?

Important Words to Know and Understand

Grannies - A nickname for grandmother (the mother of your mom or dad)

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 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 two things or more people, places, or things that are alike and different

Cause and Effect - when the author explains why something happened (cause) and what happened (effect)

©BookPages.com

Guided Reading Level

Understanding Text Structure Lesson Plan

Understanding Text Structure
When I Was Little
By: Jamie Lee Curtis
Grade Level: 1 / Guided Reading Level: 1

3
Understand Text Structure While Reading

- Notice the words an author uses - does the author describe things or explain events?
- Look at the pictures.

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 6 - Here the author is using description to tell about the things that the little girl does with her hair. Which words does the author use to tell you the order of the things the girl does?

Page 13 - Here the author is using cause and effect to tell about the girl's time out. What words does the author use to describe the time out? How does the picture show cause and effect? How does this help you understand what you're reading?

Page 19 - Here the author is using description to tell about what the girl does of the park. What words describe her actions?

Page 28 - Here the author is using a compare and contrast text structure. What words does the author use to compare and contrast the little girl as a baby and the little girl now?

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Reflect
Think - How did the different text structures help you to better understand *When I Was Little*? 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 *When I Was Little*. How does paying attention to the way the author organizes text help you to be a better reader?
Write - Write your Strategy Slip into your reader's notebook. Write about the work you did while reading *When I Was Little*. (Remember to include examples from the book!)

©BookPages.com

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing
When I Was Little
By: Jamie Lee Curtis
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
- Know what to do

3
Retell and Summarize While Reading

- Think about the text you read
- Know what to do

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Read
Stop on the following pages. Write about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 1 - Why did the girl get a time out?

Page 6 - Why did the girl get a time out?

Page 13 - Why did the girl get a time out?

Page 19 - Why did the girl get a time out?

Page 28 - Why did the girl get a time out?

Time to Reflect
Think - How did the different text structures help you to better understand *When I Was Little*? 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 *When I Was Little*. How does paying attention to the way the author organizes text help you to be a better reader?
Write - Write your Strategy Slip into your reader's notebook. Write about the work you did while reading *When I Was Little*. (Remember to include examples from the book!)

©BookPages.com

Making Connections
When I Was Little
By: Jamie Lee Curtis
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
- Know what to do

3
Make Connections While Reading

- Think about the text you read
- Know what to do

4
Notice the Work You Did While Reading

- Think
- 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 6 - How do you think the author feels about her babyhood?

Page 13 - How do you think the author feels about her babyhood?

Page 19 - How do you think the author feels about her babyhood?

Page 28 - How do you think the author feels about her babyhood?

Time to Reflect
Think - How did the different text structures help you to better understand *When I Was Little*? 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 *When I Was Little*. How does paying attention to the way the author organizes text help you to be a better reader?
Write - Write your Strategy Slip into your reader's notebook. Write about the work you did while reading *When I Was Little*. (Remember to include examples from the book!)

©BookPages.com

Answer Key for Making Connections with When I Was Little

Your Turn to Practice Making Connections with When I Was Little

Page 6
What things can you do to take care of yourself that you couldn't do before?
Make a **text to self** connection.

Page 13
When you were a baby, what kind of places did you go to go with your mother?
Make a **text to self** connection.

Page 19
Tell about an activity that you could not do as a baby that you can do now.
Make a **text to self** connection.

Answer Key for Retelling and Summarizing with When I Was Little

Your Turn to Practice Retelling and Summarizing with When I Was Little

Page 6
Who is the main character? Name 3 things that you know about the character.

Page 13
What are some of the settings that the little girl has shown you so far?

Page 19
Why did the girl get a time out? What did she do?

Answer Key for Visualizing with When I Was Little

Your Turn to Practice Visualizing with When I Was Little

Page 6
To visualize what the little girl might have looked like while trying to help in the kitchen, use your own experience to help you visualize. What do you see in your mind? Which words help you visualize? Point to the words.

Page 17
To visualize the difference between the babies and older children swimming in a pool, what do you see in your mind? Which words help you visualize?

Page 25
To visualize the little girl and her parents at night, what do you imagine "look like" look like? What do you see in your mind?

Page 28
Visualize your own family. What do you see? How is your family different from the family in the book?

Answer Key for Understanding Text Structure with When I Was Little

Your Turn to Practice Understanding Text Structure with When I Was Little

Page 6
Here the author is using description to tell about the things that the little girl does with her hair. Which words does the author use to tell you the order of the things the girl does?

Page 13
Here the author is using cause and effect to tell about the girl's time out. What words does the author use to describe the time out? How does the picture show cause and effect? How does the picture help you understand what you're reading?

Page 19
Here the author is using description to tell about what the girl does of the park. What words describe her actions?

Page 28
Here the author is using a compare and contrast text structure. What words does the author use to compare and contrast the little girl as a baby and the little girl now?

Retelling and Summarizing

Making Connections

Visualizing
When I Was Little
By: Jamie Lee Curtis
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
- Know what to do

3
Visualize While Reading

- Think about the text you read
- Know what to do

4
Notice the Work You Did While Reading

- Think
- Reflect
- Write

Time to Read
Stop on the following pages. Write about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 6 - To visualize what the little girl might have looked like while trying to help in the kitchen, use your own experience to help you visualize. What do you see in your mind? Which words help you visualize? Point to the words.

Page 17 - To visualize the difference between the babies and older children swimming in a pool, what do you see in your mind? Which words help you visualize?

Page 25 - To visualize the little girl and her parents at night, what do you imagine "look like" look like? What do you see in your mind?

Page 28 - Visualize your own family. What do you see? How is your family different from the family in the book?

©BookPages.com

Visualizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

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

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non fiction?

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 the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

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 the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

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 draw all of the words that helped you visualize.

Directions:

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

Understanding Text Structure

Title: _____

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

Text Structures You Might See While Reading

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure