

# Comprehension Strategy

## Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *You Wouldn't Want to Be a Worker on the Statue of Liberty* by John Malam

### Asking Questions Lesson Plan

**You Wouldn't Want to Be a Worker on the Statue of Liberty**  
By: John Malam  
Grade Level: 4 / Guided Reading Level R

**Asking Questions**

**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**

**You Wouldn't Want to Be a Worker on the Statue of Liberty: A Monument You'd Rather Not Build** is a nonfiction book that puts the reader smack dab in the middle of all the action. The information in this book is revealed through the perspective of a young French sculptor. The year is 1871 and the young French sculptor is the assistant to Frederic Auguste Bartholdi, the sculptor of the Statue of Liberty. While reading you will discover the amazing history of the Statue of Liberty including why the Statue of Liberty was built, how the statue was shipped to America and the reasons behind why the statue is green.

**Link to What You Know**

- How do nonfiction books help you learn about new things?
- What would you like to know about the Statue of Liberty? Why is the answer to your question important to you?

**Important Words to Know and Understand**

**Monument** - A building or statue designed to honor a person, place, event or idea  
**Federal** - A base on which a statue stands

**2 Learn About Comprehension Strategies**

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

**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 back cover, 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.

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

Turn, Talk, and Reflect

### Asking Questions Lesson Plan

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By: John Malam  
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**Asking Questions**

**3 Ask Questions While Reading**

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions

**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 (Contents)** - Which of the sections in the table of contents is most interesting to you? What questions do you think will be answered in that section?

**Pages 8 and 9 (Bon Voyage! Off to America)** - Laboulaye needed to know what Americans thought of the statue. What questions do you think he might have asked? What questions do you think Americans had for Laboulaye?

**Pages 14 and 15 (Plastered Liberty Takes Shape)** - The author has explained Bartholdi's process for building the Statue of Liberty. What are you wondering about the process? How will the answer to your question help you as a reader?

**Pages 20 and 21 (Torch Bearer! Hand Across the Sea)** - What do you find confusing about the way she was shipped back and forth across the ocean? Are you wondering about this time in history?

**Pages 26 and 27 (Standing Tall Liberty Rising)** - What are you wondering about the way the Statue of Liberty was built? How will the answer to your question help you understand what life was like in 1886?

**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 questions did you ask that helped you to really understand or enjoy *You Wouldn't Want to Be a Worker on the Statue of Liberty*? - What are you wondering about the way the Statue of Liberty was built? How will the answer to your question help you understand what life was like in 1886?

**Reflect** - Think about the questioning work you did while reading *You Wouldn't Want to Be a Worker on the Statue of Liberty*. 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** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *You Wouldn't Want to Be a Worker on the Statue of Liberty*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

**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

**3 Make Connections While Reading**

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

**2 Learn About Comprehension Strategies**

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

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

- Think
- Talk
- Reflect
- Write

Making Connections

**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

**3 Identify the Author's Purpose**

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

**2 Learn About Comprehension Strategies**

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

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

- Think
- Talk
- Reflect
- Write

Author's Purpose

**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

**3 Determine Importance**

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

**2 Learn About Comprehension Strategies**

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

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

- Think
- Talk
- Reflect
- Write

Determining Importance

**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

**3 Understand Text Structure**

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

**2 Learn About Comprehension Strategies**

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

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

- Think
- Talk
- Reflect
- Write

Understanding Text Structure

**Answer Key for Making Connections**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

**Your Turn to Practice Making Connections**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

Page 1 (A Statue? A Big Idea Is Born)  
Edouard de Laboulaye has had a big idea. What is it like when you have a big idea? Does it feel like you need to tell someone to better understand what you're saying?

**Answer Key for Identifying the Author's Purpose**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

**Your Turn to Practice Identifying the Author's Purpose**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

Page 1 (Introduction)  
What do you think the author includes the description of Zachary in the story?

**Answer Key for Determining Importance**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

**Your Turn to Practice Determining Importance**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

Page 1 (Introduction)  
The author has shared some important information with us. What do you know about the Statue of Liberty? What is the most important information you learned? How do you think the author felt about the Statue of Liberty? Why is it so important?

**Answer Key for Asking Questions**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

**Your Turn to Practice Asking Questions**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

Page 4 (Contents)  
Which of the sections in the table of contents is most interesting to you? What questions do you think will be answered in that section?

**Answer Key for Understanding Text Structure**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

**Your Turn to Practice Understanding Text Structure**  
with *You Wouldn't Want to Be a Worker on the Statue of Liberty*

Pages 4 and 11 (A Statue? A Big Idea Is Born)  
What caused Edouard de Laboulaye to have a big idea? What would help you know the reason for his big idea?

Pages 12 and 13 (A Giant's Designing Liberty)  
What caused Edouard de Laboulaye to have his idea for designing the statue? What are his problems? How does he solve some of his problems?

Pages 14 and 15 (Plastered Liberty Takes Shape)  
Tell the author's using sequence to follow the Statue of Liberty was built. How does this text structure help you understand the building process?

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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**

## 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. Complete all or the activities.  
3. Color, sign, or staple into your reader's notebook.

Making Connections

**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. Complete all or the activities.  
3. Color, sign, or staple into your reader's notebook.

Author's Purpose

**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. Complete all or the activities.  
3. Color, sign, or staple into your reader's notebook.

Determining Importance

**Asking Questions**

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

Question Sentence Starts

I wonder... Why didn't... How does...  
Like/compare... How/when/where... Like/not like... why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

**Directions:**  
1. Answer each of the questions.  
2. Complete all or the activities.  
3. Color, sign, or staple into your reader's notebook.

Asking Questions

**Understanding Text Structure**

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

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

**Text Structures You Might Use While Reading:**

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

**Directions:**  
1. Answer each of the questions.  
2. Complete all or the activities.  
3. Color, sign, or staple into your reader's notebook.

Understanding Text Structure