

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for
Baloney, Henry P. by Jon Scieszka

Making Inferences Lesson Plan

Making Inferences
Baloney, Henry P.
By: Jon Scieszka
Grade Level: 3 / Guided Reading Level: F

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
Baloney, Henry P. is the story of an alien, who like you, can't be late for school. Unfortunately, Henry has been late one time too many and is now facing permanent lifelong detention. To save himself Henry comes up with an excuse that is out of this world. As you read the book, be on the lookout for words that look and sound like they come from outer space. Before you know it, Henry P. will have you speaking Martian too!

Link to What You Know
What does it feel like when use your imagination to make up a crazy story?
What do you do when you see or hear a brand new word? How do you figure out how to say new words? How do you figure out what new words mean?

Important Words to Know and Understand
Transmission - A message that is sent from one person, place, or thing to another person, place, or thing.

2
Learn About Comprehension Strategies
Think about the text you read
Know what to do

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives.
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."
For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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3
Make Inferences While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice about characters, setting, and events?

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 - What can you infer about the meaning of the words **Zimula** and **Deak**? How do you know? Look at the pictures. What can you infer from the pictures?
Page 12 - What can you infer about the meaning of the words **Razzo** and **Stkolo**? How do you know? Look at the pictures. What can you infer from the pictures?
Page 14 - What can you infer about the meaning of the words **Bulluna** and **Asthusus**? How do you know?
Page 21 - What can you infer about the meaning of the words **Sighing Flosser** and **Mocasse**? How do you know?
Page 24 - What can you infer about the meaning of the words **Uyarak**, **Zaploppen**, and **Speelplack**?

4
Notice the Work You Did While Reading
Think
Reflect
Write

Time to Reflect
Think - What types of inferences did you make while reading **Baloney, Henry P.**? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?
Talk - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the extra information you learned while reading **Baloney, Henry P.** What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Baloney, Henry P.** (Remember to include examples from the book!)

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Retelling and Summarizing
Baloney, Henry P.
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Grade Level: 3 / Guided Reading Level: F

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
Read and Summarize While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice about characters, setting, and events?

2
Learn About Comprehension Strategies
Think about the text you read
Know what to do

4
Notice the Work You Did While Reading
Think
Reflect
Write

Retelling and Summarizing
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Retelling and Summarizing

Understanding Text Structure
Baloney, Henry P.
By: Jon Scieszka
Grade Level: 3 / Guided Reading Level: F

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 While Reading
Look for clues that tell you how a character might be feeling or what they might be thinking
Study the pictures. What do you notice about characters, setting, and events?

2
Learn About Comprehension Strategies
Think about the text you read
Know what to do

4
Notice the Work You Did While Reading
Think
Reflect
Write

Understanding Text Structure
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 to **8** - How does Baloney use the order of events to tell about the reason for why he was late to school? What words does Baloney use to tell about the order of events?
Pages 13 to 14 - How does Baloney use the order of events to tell about the reason for why he was late to school? What words does Baloney use to tell about the order of events?
Pages 19 to 21 - How does Baloney use the order of events to tell about the reason for why he was late to school? What words does Baloney use to tell about the order of events?
Pages 21 to 24 - How does Baloney use the order of events to tell about the reason for why he was late to school? What words does Baloney use to tell about the order of events?

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Understanding Text Structure

Answer Key for Retelling and Summarizing with Baloney, Henry P.

Your Turn to Practice Retelling and Summarizing with Baloney, Henry P.

Answer Key for Making Inferences with Baloney, Henry P.

Your Turn to Practice Making Inferences with Baloney, Henry P.

Answer Key for Understanding Text Structure with Baloney, Henry P.

Your Turn to Practice Understanding Text Structure with Baloney, Henry P.

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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

The image displays a collection of educational materials. On the left, a large sheet titled 'Baloney, Henry P.: Retelling and Summarizing' features three identical sections. Each section includes a 'Think about Henry P. Baloney's excuse for being late to school. List the parts of his story that were true (facts) and the parts of his story that were false (fiction).' prompt, a table for 'Baloney's Facts' and 'Baloney's Fiction', and an 'I Can' statement: 'I can ask and answer questions to show that I understand the stories that I am reading.' with the CCSS standard RL.3.1. A red arrow points from the 'I Can' statement to the prompt. Another red arrow points from the 'Strategy and Text Based Reader's Response Prompt' to the table. A third red arrow points from the 'Common Core State Standard' to the 'I Can' statement. Below this sheet is a stack of similar sheets. To the right, a smaller sheet titled 'Baloney, Henry P.: Retelling and Summarizing' shows a single instance of the same prompt and table. A red arrow points from the 'Common Core Free Option' text to this sheet. At the bottom, a stack of graphic organizers is shown, with a red arrow pointing from the 'Common Core Free Option' text to them. The text 'Reading Response Prompts for Each Comprehension Strategy Lesson Plan' is positioned at the bottom right of this section.

3 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:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

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

Retelling and Summarizing

Making Inferences

What the Text Says	What I Know	What I Can Infer
Write down the text or a picture.	What do you know about the story?	Explain, describe, or draw a picture.

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

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

Making Inferences

Understanding Text Structure

Title: _____

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

Text Structure You Will Use While Reading:

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

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Understanding Text Structure