

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Cookie's Week* by Cindy Ward

## Making Predictions Lesson Plan

**Making Predictions**  
Cookie's Week  
By: Cindy Ward  
Grade Level: 1 / 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

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- What you are confused

**Summary**  
*Cookie's Week* is the story of a black and white kitten named Cookie. Each day of the week, Cookie finds something new to explore. However, Cookie's exploration usually ends in a mess. Will Cookie continue making mischief, or will he finally find an activity that doesn't require any clean up?

**Link to What You Know**

- What would happen if you made a mess at school? What would your teacher do or say?
- How would you feel if you had a pet and came home to a mess? What would you do?

**Important Words to Know and Understand**

**Drawer** - A box that slides into and out of a piece of furniture (such as a desk) and that is used to store things

**Closet** - A usually small room that is used for storing things (such as clothing, towels, or dishes)

**Why Readers Make Predictions While Reading**  
When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions **before** they start reading, **during** the story, and **after** they have finished reading. Here are some examples of the thinking readers do when making predictions:

**Before Reading Predictions:** What the book will be about, who the main character might be, what big events will happen

**During Reading Predictions:** What a character will do next, how a problem might be solved, what important event will happen

**After Reading Predictions:** Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

## Making Predictions Lesson Plan

**Making Predictions**  
Cookie's Week  
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**3**  
**Make Predictions While Reading**

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that might

**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** - Look at the title and illustration on the cover. Make a prediction about what might happen during the story. What makes you think so?

**Page 1** - Cookie, the cat, fell in the toilet. Make a prediction about what you think will happen next. What information did you use to make your prediction?

**Page 17** - Cookie is running into the closet. What do you predict will happen to Cookie next? How do you know?

**Page 21** - Cookie is climbing up the curtain. Make a prediction about what will happen to the curtain. Why does your prediction make sense?

**Pages 24 and 25** - This picture shows Cookie sitting and looking at a mouse out of the corner of his eye. Make a prediction about what Cookie will do on Sunday. How do you know?

**Time to Reflect**  
**Think** - What types of predictions did you make while reading *Cookie's Week*? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

**Talk** - Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction 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 reasons why some of the predictions you made while reading *Cookie's Week* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions 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 *Cookie's Week*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

**Making Inferences**  
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**1**  
**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the text

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- What you are confused

**3**  
**Make Inferences While Reading**

- Look for clues that tell you how a character might be feeling
- Look for clues that tell you about big events that might

**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** - Look at the cover of *Cookie's Week*. What do you think about the title and illustration? What makes you think so?

**Page 1** - Cookie is climbing up the curtain. How do you think he is feeling? What clues do you have to know this?

**Page 17** - Cookie is running into the closet. How do you think he is feeling? What clues do you have to know this?

**Page 21** - The illustration shows Cookie sitting at the corner of his eye. How do you think he is feeling? What clues do you have to know this?

**Time to Reflect**  
**Think** - What types of inferences did you make while reading *Cookie's Week*? Did you make inferences about characters, events, problems, or solutions? How did you decide whether or not your inferences made sense?

**Talk** - Tell your reading partner about the best inferences 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 reasons why some of the inferences you made while reading *Cookie's Week* were correct and why others were incorrect. What was easy about making inferences? What was difficult? How does making inferences 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 *Cookie's Week*. (Remember to include examples from the book!)

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**Visualizing**  
Cookie's Week  
By: Cindy Ward  
Grade Level: 1 / Guided Reading Level: F

**1**  
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- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the text

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- What you are confused

**3**  
**Visualize While Reading**

- Look for clues that tell you how a character might be feeling
- Look for clues that tell you about big events that might

**Summary**  
*Cookie's Week* is the story of a black and white kitten named Cookie. Each day of the week, Cookie finds something new to explore. However, Cookie's exploration usually ends in a mess. Will Cookie continue making mischief, or will he finally find an activity that doesn't require any clean up?

**Link to What You Know**

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**Important Words to Know and Understand**

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**Why Readers Visualize While Reading**  
Readers visualize by using the author's words to make pictures in their minds. When readers can "see" what they read, it makes them able to make connections between what they already know about the text.

When you read a chapter book, the illustration uses the author's words to create a picture that matches what you are reading in the story. You can use the illustrations to help you understand what is happening on the page.

When you read a chapter book or other text that does not have illustrations, you can use your imagination to create mental images in your mind.

**Time to Reflect**  
**Think** - How did you use the author's words to create mental images in your mind? What clues did you use to help you visualize what was happening in the story? How do you think your partner's words helped you to visualize what was happening in the story?

**Talk** - Tell your reading partner about a picture you made while reading *Cookie's Week*. Explain how you used the author's words to create a mental image in your mind.

**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Cookie's Week*. (Remember to include examples from the book!)

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## Making Inferences

## Visualizing

**Asking Questions**  
Cookie's Week  
By: Cindy Ward  
Grade Level: 1 / 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 text

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- What you are confused

**3**  
**Ask Questions While Reading**

- Look for clues that tell you how a character might be feeling
- Look for clues that tell you about big events that might

**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** - Look at the cover of *Cookie's Week*. What do you think about the title and illustration? What makes you think so?

**Page 1** - Cookie is climbing up the curtain. How do you think he is feeling? What clues do you have to know this?

**Page 17** - Cookie is running into the closet. How do you think he is feeling? What clues do you have to know this?

**Page 21** - The illustration shows Cookie sitting at the corner of his eye. How do you think he is feeling? What clues do you have to know this?

**Time to Reflect**  
**Think** - What types of questions did you ask while reading *Cookie's Week*? Did you ask questions about characters, events, problems, or solutions? How did you decide whether or not your questions made sense?

**Talk** - Tell your reading partner about the best questions you asked while reading this book. Explain why your question 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 reasons why some of the questions you asked while reading *Cookie's Week* were correct and why others were incorrect. What was easy about asking questions? What was difficult? How does asking questions 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 *Cookie's Week*. (Remember to include examples from the book!)

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## Asking Questions

**Understanding Text Structure**  
Cookie's Week  
By: Cindy Ward  
Grade Level: 1 / 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 text

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- What you are confused

**3**  
**Understand Text Structure While Reading**

- Look for clues that tell you how a character might be feeling
- Look for clues that tell you about big events that might

**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 and 2** - The author is using a cause and effect text structure to describe what happened on Monday. What caused this to happen? How do you think the author's words helped you to understand what happened?

**Page 5 and 6** - The author is using a cause and effect text structure to describe what happened on Tuesday. What caused this to happen? How do you think the author's words helped you to understand what happened?

**Page 10 and 11** - The author is using a cause and effect text structure to describe what happened on Wednesday. What caused this to happen? How do you think the author's words helped you to understand what happened?

**Page 13** - The author is using a cause and effect text structure to describe what happened on Thursday. What caused this to happen? How do you think the author's words helped you to understand what happened?

**Time to Reflect**  
**Think** - How did you use the author's words to understand what happened in the story? What clues did you use to help you understand what happened in the story? How do you think your partner's words helped you to understand what happened in the story?

**Talk** - Tell your reading partner about a picture you made while reading *Cookie's Week*. Explain how you used the author's words to create a mental image in your mind.

**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Cookie's Week*. (Remember to include examples from the book!)

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## Understanding Text Structure

**Answer Key for Making Inferences with Cookie's Week**

**Your Turn to Practice Making Inferences with Cookie's Week**

Page 1: Look at the picture of Cookie after he fell in the toilet. Make an inference about how Cookie is feeling right now.

Page 2: Look at the picture of Cookie after he fell in the toilet. Make an inference about how Cookie is feeling right now.

Page 5: How does visualizing this help you as a reader?

Pages 10 and 11: How is your mental image similar to the illustration? How do you think the author's words helped you to understand what happened in the story?

Page 13: The author is using a cause and effect text structure to describe what happened on Thursday. What caused this to happen? How do you think the author's words helped you to understand what happened in the story?

**Answer Key for Making Predictions with Cookie's Week**

**Your Turn to Practice Making Predictions with Cookie's Week**

How do you think he is feeling? What clues do you have to know this?

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**Answer Key for Visualizing with Cookie's Week**

**Your Turn to Practice Visualizing with Cookie's Week**

How do you think the author's words helped you to understand what happened in the story? How do you think your partner's words helped you to understand what happened in the story?

How do you think the author's words helped you to understand what happened in the story? How do you think your partner's words helped you to understand what happened in the story?

**Answer Key for Asking Questions with Cookie's Week**

**Your Turn to Practice Asking Questions with Cookie's Week**

How do you think the author's words helped you to understand what happened in the story? How do you think your partner's words helped you to understand what happened in the story?

How do you think the author's words helped you to understand what happened in the story? How do you think your partner's words helped you to understand what happened in the story?

**Answer Key for Understanding Text Structure with Cookie's Week**

**Your Turn to Practice Understanding Text Structure with Cookie's Week**

How do you think the author's words helped you to understand what happened in the story? How do you think your partner's words helped you to understand what happened in the story?

How do you think the author's words helped you to understand what happened in the story? How do you think your partner's words helped you to understand what happened in the story?

## Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Cookie's Week: Asking Questions**

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

I can ask and answer questions about important details in the stories I read. CCSS: RL.1.1

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

**Cookie's Week: Asking Questions**

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

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**Cookie's Week: Asking Questions**

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

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**Cookie's Week: Asking Questions**

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

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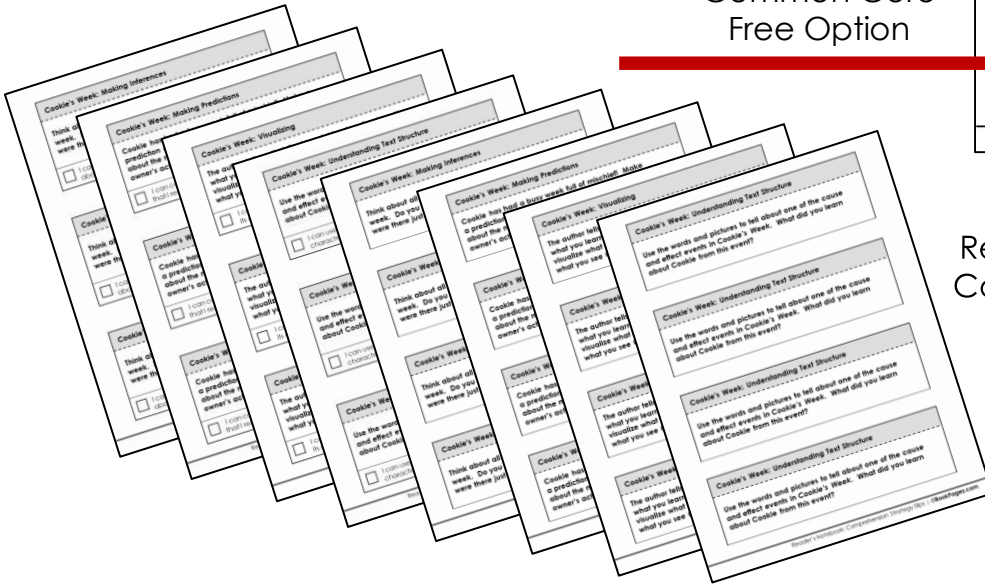
**Cookie's Week: Asking Questions**

Think about questions that you have about the story. Write a question that starts with "what". Write another question that starts with "why". Ask a friend your questions and record their answers.

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Making Inferences**

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

What the Text Says	What I Know	What I Can Infer
Here is a picture of the text or picture.	What do you know about the text?	Strategies: Inference, Cause and Effect

Draw a picture to illustrate your inference.

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

**Making Predictions**

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

I predict ...

My prediction was  Correct  Incorrect

I know because...

Here is a picture about my prediction:

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 Predictions

**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. 3. Glue, tape, or staple into your Reader's Notebook.

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Visualizing

**Asking Questions**

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

Question Sentence Starters

I wonder... Why didn't... How does...  
I am confused... I am curious about... I am not sure why...

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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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 See While Reading**

Description	Sequence	Problem and Solution	Cause and Effect

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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Understanding Text Structure