

The following preview shows all of the comprehension strategy resources for Hello Lighthouse by Sophie Blackall

Guided Reading Level

Activate Prior Knowledge

Synthesizing



Synthesize While Reading

- ✓ Look for places where your opinion of a character changes
- ✓ Notice when you learn something new about a character

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.

Pages 3 and 4 – The new keeper arrives at the lighthouse. What does he do? Why do you think he does this? How does answering this question help you understand more about the keeper's character?

Pages 17 and 18 – Things have changed for the lighthouse since the beginning of the story. What has changed? How do the text and illustrations help you with your answer?

Pages 25 and 26 – Things have changed once again for the lighthouse. What is happening inside? What is happening outside? How do you know?

Pages 33 and 34 – The coast guard arrives. How does his arrival change the keeper's life? How does noticing this change help you to better understand the story?

Page 37 to fold out – The keeper and his family have left the lighthouse, but some things are still the same. What things have not changed for the lighthouse and the keeper? How does answering this question help you understand the message in this story?

Synthesizing



Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – How did your thinking change while you read **Hello Lighthouse**. What information helped you to gain a better understanding of the characters or the problem in the book?

Talk – Tell your reading partner about a place where your understanding changed. Explain why your thinking changed.

Reflect – Think about the synthesizing work you did while reading **Hello Lighthouse**. How does paying attention to the way your thinking changes across a text help you to be a better reader? What reading comprehension strategies were most helpful to you when you read today?

Write – Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Hello Lighthouse**. (Remember to include examples from the book!)



Turn, Talk, and Reflect

[illegible]

Making Inferences

[illegible]

<p>Pages 1 and 2:</p> <p>The text I think _____</p> <p>Why do I think I think I think I think</p> <p>Pages 3</p> <p>The sky is lightened up The sea strong</p>	<p>Answer Key for Identifying the Author's Purpose with Hello Lighthouse</p> <hr/> <p>Your Turn to Practice Identifying the Author's Purpose with Hello Lighthouse</p> <p>Pages 1 and 2:</p> <p>The text says "hello" many times. Who is saying hello?</p> <p>_____</p> <p>_____</p> <p>Pages 3</p> <p>Why do you think the author chose to begin the story this way?</p> <p>_____</p> <p>_____</p>
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Answer Key for Making Inferences with Hello Lighthouse	
Page 8: The keeper "she" is ... I think "s"	Your Turn to Practice Making Inferences with Hello Lighthouse
Why does This make and how about I think	Page 8: The keeper writes a letter to someone. Make an inference about who you think "she" is. _____ _____ _____
Page 11 the keeper about the	Why does your inference make sense? _____ _____ _____

[illegible]

<p>izing</p> <p>ISO</p>	<p>I can sing</p>
<p>and 12:</p> <p>er's wife arrives. Use the illustrations and the text to make an inference (guess) now that he wife has arrived.</p>	<p>help you to better understand the story?</p> <p>up again on this page. Make an inference about who</p> <p>ow understand more about the keeper's</p> <p>since the beginning of the story. What</p> <p>u with your answer?</p>

Identifying the Author's Purpose

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

Hello Lighthouse: Synthesizing

Think about the beginning, middle, and end of *Hello Lighthouse*. How does the keeper change in each part of the story? Explain how each part builds on the one before it. Use details from 3 different pages to support your thinking.

☐ I can write and talk about fiction using the words for the different parts (e.g., chapter, scene, stanza). CCSS: RL.3.5

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Common Core Free
Option

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Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose

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

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Identifying the
Author's Purpose

Making Inferences

What I Can Infer

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the world?	Directions: Thought, Cause, Feeling.

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

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Making
Inferences

Synthesizing

At first I was thinking...

My new thinking is...

I used to think...

But now, I think...

Because...

Because...

Because...

Now I understand...

I conclude...

Because...

Because...

Because...

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

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Synthesizing