

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for If You Give a Pig a Pancake by Laura Numeroff

Asking Questions Lesson Plan

Asking Questions

If You Give a Pig a Pancake
By: Laura Numeroff
Grade Level: 2 / Guided Reading Level: K

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

What happens when you give a pig a pancake? Get ready for the wildest day ever! This pig doesn't just want one thing - she wants EVERYTHING. First syrup, then a bath with bubbles, then tap shoes for dancing, then photos to send to friends, and that's just the beginning! She even wants to build a freshwater in the backyard. The poor girl tries to keep up with all the pig's crazy requests, but will she ever get a break? And what do you think will happen when the pig gets sticky from hanging wallpaper? You'll never guess how this silly story ends - or does it really end at all?

Link to What You Know

- Think about a time when you asked for one thing and then wanted something else right after. What happened?
- Have you ever had a friend or pet that wanted lots of different things? How did that make you feel?

Important Words to Know and Understand

Slicky - Something that feels goopy and sticks to you

Syrup - A sweet, sticky liquid poured on pancakes

2

Learn About Comprehension Strategies

- Think about the text you read
- when you get confused

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 blurb on the back, 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 where or when the story takes place.

Last, 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

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Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions are important to the text
- Stop from time to time. Ask yourself if you've found the answers to 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 2 - Look at the pig's face when the girl offers her a pancake. What questions do you have about how the pig is feeling? How does asking questions about characters' feelings help you as a reader?

Page 6 - The pig is running up the stairs really fast. What questions do you have about why she's in such a hurry?

Page 9 - The pig looks sad while holding the rubber duck. What questions do you have about why the duck makes her feel this way? What details in the text and illustration help you think of questions to ask?

Page 18 - Look at all the photos scattered around. What questions do you have about why the pig wants so many pictures?

Page 29 - The girl is sleeping, and the pig has a pancake. What questions do you have about what might happen next? How does asking questions at the end of a story help you as a reader?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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 question did you ask that helped you to really understand or enjoy this book?

Talk - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading this book. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

Making Connections

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Get Ready to Read

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Make Connections While Reading

- Does this book remind you of another book you've read?
- Does this book remind you of something you've heard about?
- Does this book remind you of something you've learned?

2

Learn About Comprehension Strategies

- Think about the text you read
- when you get confused

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 - The girl gives the pig her favorite maple syrup. Make a **text-to-text** connection about a time you shared something special with someone. What kind of connection do you think the girl has?

Page 12 - The pig is hanging on both of different capes. Make a **text-to-text** connection to find out whether you know anything about the girl's capes. How does the girl's capes help her?

Page 21 - The girl is sleeping because that is to keep helping that pig get sticky. Make a connection to find out what you think about a story. How does making this connection help you understand the book?

Time to Reflect

Think - When readers make connections, they look for the parts in a book that remind them of something they already know or feel about. When you know or feel about something that happened in a book, you are making a connection. How did you make this connection? What did you know or feel about that helped you make this connection?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading. (Remember to include examples from the book!)

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Making Predictions

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Make Predictions While Reading

- Look for clues that tell what a character might do
- Look for clues that tell what a character is feeling
- Look for clues that tell what a character is thinking

2

Learn About Comprehension Strategies

- Think about the text you read
- when you get confused

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 - The pig wants to go to the park. What do you predict will happen after she asks the girl? How does she make the prediction?

Page 11 - The pig is going to the park with her picture taken. What do you predict will happen after she gets the picture? How does she make the prediction?

Page 18 - The pig wants to mail photos to her friends. What do you predict will happen after she gets the mail? How does she make the prediction?

Page 28 - The pig is all sticky from the wallpaper glue. Read on, what happened earlier in the story, what do you predict that will happen? How does making this prediction help you understand the book?

Time to Reflect

Think - When readers make predictions, they make what they think will happen if **If You Give a Pig a Pancake**. Do you make predictions about what will happen next? How do you decide whether or not you think a prediction is likely to happen? How do you know if your prediction is right or wrong? How do you know if your prediction is better than the author's prediction? How do you know if your prediction is better than the author's prediction?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **If You Give a Pig a Pancake**. (Remember to include examples from the book!)

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Answer Key for Asking Questions with If You Give a Pig a Pancake

Page 2: Look at the pig's face when the girl offers her a pancake. What questions do you have about how the pig is feeling?

Page 6: The pig is running up the stairs really fast. What questions do you have about why she's in such a hurry?

Page 9: The pig looks sad while holding the rubber duck. What questions do you have about why the duck makes her feel this way? What details in the text and illustration help you think of questions to ask?

Page 18: Look at all the photos scattered around. What questions do you have about why the pig wants so many pictures?

Page 29: The girl is sleeping, and the pig has a pancake. What questions do you have about what might happen next? How does asking questions at the end of a story help you as a reader?

Answer Key for Making Connections with If You Give a Pig a Pancake

Page 4: The girl gives the pig her favorite maple syrup. Make a text-to-text connection about a time you shared something special with a friend.

Page 12: The pig is hanging on both of different capes. Make a text-to-text connection to find out whether you know anything about the girl's capes. How does the girl's capes help her?

Page 21: The girl is sleeping because that is to keep helping that pig get sticky. Make a connection to find out what you think about a story. How does making this connection help you understand the book?

Retelling and Summarizing

If You Give a Pig a Pancake
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1

Get Ready to Read

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Retell and Summarize While Reading

- Think about the important events that happen in the story
- Read, then, and tell the sequence of the characters and the setting
- Look for clues that tell what the characters want to happen

2

Learn About Comprehension Strategies

- Think about the text you read
- when you get confused

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 - What happened first, next, then, and last from giving the pig a pancake? How does the girl's pancake help her?

Page 14 - Read what the pig did after she found the top shoes. What is important to tell events in the right order?

Page 24 - The pig keeps running into problems. How does the girl help the pig? How does the girl help the pig?

Page 29 - The story ends with the pig wanting a pancake. Why do you think she wants the pancake? How does answering this question help you to better understand the girl's character?

Time to Reflect

Think - When you retell or summarize, you tell what you read and summarize **If You Give a Pig a Pancake**. Do you stop throughout the story to think about what is happening in the book? What do you do when you finished the book?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **If You Give a Pig a Pancake**. (Remember to include examples from the book!)

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Understanding Text Structure

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- Learn about the book
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3

Understanding Text Structure While Reading

- Mark the words on the page that describe the sequence of events
- Look at the pictures, drawings, and other text features that give you clues about text structure

2

Learn About Comprehension Strategies

- Think about the text you read
- when you get confused

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 - The author uses a compare and contrast text structure to tell about the pig and the girl. How are they different? How are they the same?

Page 11 - The author uses a compare and contrast text structure to tell about the pig and the girl. How are they different? How are they the same?

Page 21 - The author uses a sequence text structure to tell about building the tree house. What happens first, next, then, and last?

Page 28 - Think about the words that are used to describe how the pig feels. What do you think the pig is feeling? How does the author use words to describe the pig's feelings?

Time to Reflect

Think - How did the different text structures help you to better understand **If You Give a Pig a Pancake**? Write down how the author uses more than one text structure when they tell about the pig and the girl. How do you know that the author used a different text structure? How do you know that the author used a different text structure? How do you know that the author used a different text structure?

Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **If You Give a Pig a Pancake**. (Remember to include examples from the book!)

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Answer Key for Retelling and Summarizing with If You Give a Pig a Pancake

Page 1: What happened first, next, then, and last, from giving the pig a pancake to her running upstairs?

Page 14: Read what the pig did after she found the top shoes.

Page 24: The pig keeps running into problems. How does the girl help the pig? How does the girl help the pig?

Page 29: The story ends with the pig wanting a pancake. Why do you think she wants the pancake? How does answering this question help you to better understand the girl's character?

Answer Key for Understanding Text Structure with If You Give a Pig a Pancake

Page 1: The author uses a compare and contrast text structure to tell about the pig and the girl. How are they different?

Page 11: The author uses a compare and contrast text structure to tell about the pig and the girl. How are they different?

Page 21: The author uses a sequence text structure to tell about building the tree house. What happens first, next, then, and last?

Page 28: Think about the words that are used to describe how the pig feels. What do you think the pig is feeling? How does the author use words to describe the pig's feelings?

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

Asking Questions

Title: _____

Question Sentence Starters

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

Question	Answer
Question	Answer
Question	Answer

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

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

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

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Retelling and Summarizing

Title: _____

What is this book about?

Draw a picture or write a sentence for each box below:

First	Last
Then	Next

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

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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	Cause and Effect
Compare and Contrast	Problem and Solution	

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

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