

COMPREHENSION STRATEGY

LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *Lilly's Purple Plastic Purse* by Kevin Henkes

Making Inferences Lesson Plan

Making Inferences

Lilly's Purple Plastic Purse
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: M

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

2
Learn About Comprehension Strategies

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

Summary

Lilly loves school, her teacher Mr. Slinger, and her new purple plastic purse. She is so excited about the purse that she shows it off during class, even though Mr. Slinger asks her to wait. When she keeps interrupting, Mr. Slinger takes the purse away. Lilly gets angry and writes him a mean note. Mr. Slinger returns her purse, filled with goodies, at the end of the day. When Lilly looks inside, she feels very badly, because she finds a kind note and some treats. Now Lilly must figure out how to make things right, and hope that her teacher forgives her.

Link to What You Know

- Tell about a time when you had to apologize for doing something.
- Tell about a teacher whom you love.

Important Words to Know and Understand

Considerate – Being kind and thinking about other people's feelings

Harshly – Doing something in a very strong or powerful way, like a lion roaring

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

Making Inferences Lesson Plan

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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 the characters, setting?

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 5 and 6 – Make an inference about Lilly's teacher, Mr. Slinger. What is he like? Does Lilly like him? How do you know?

Page 11 – Lilly feels very excited about her new, purple, plastic purse, but how do you think Mr. Slinger feels? What details in the text and illustrations help you with your inference?

Page 17 – Why do you think Mr. Slinger left Lilly a kind note and treats, even though she caused trouble? What does this say about him?

Page 19 – Why do you think Lilly chooses to sit in her "uncooperative chair" instead of watching cartoons? How does she feel? How do the illustrations on this page help you with your inference?

Pages 24 to 26 – Does Mr. Slinger accept Lilly's apology? How do you know? What lesson can you learn from this part of the story?

4
Notice the Work You Did While

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – What types of inferences did you make while reading *Lilly's Purple Plastic Purse*? 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 helpful to you as a reader. Remember to ask your partner to explain their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in *Lilly's Purple Plastic Purse*. 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 *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Understanding Text Structure

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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 book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Understand Text Structure While Reading

- Notice the words on author uses – does the author describe things or explain events?
- Look at the pictures. Sometimes pictures give you clues about text structure.

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

Lilly loves school, her teacher Mr. Slinger, and her new purple plastic purse. She is so excited about the purse that she shows it off during class, even though Mr. Slinger asks her to wait. When she keeps interrupting, Mr. Slinger takes the purse away. Lilly gets angry and writes him a mean note. Mr. Slinger returns her purse, filled with goodies, at the end of the day. When Lilly looks inside, she feels very badly, because she finds a kind note and some treats. Now Lilly must figure out how to make things right, and hope that her teacher forgives her.

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 to 4 – Describe what school is like for Lilly. What does she love about it? What words in the text help you with your answer?

Pages 11 to 13 – Tell what happens when Lilly brings her purple plastic purse to school. Use words like first, next, then and last to sequence your answer.

Pages 15 to 16 – The author is using a cause and effect text structure to tell this part of the story. What causes Lilly to draw a mean picture of Mr. Slinger? How does this end up making her feel?

Page 27 – The author is using a compare and contrast text structure to tell this part of the story. Compare what Lilly does with her purse at the beginning of the story to the end of the story. What lesson can you learn from her better choices?

Time to Reflect

Think – How did the different text structures help you to better understand *Lilly's Purple Plastic Purse*? Why do you think authors use more than one text structure when they tell stories?

Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

Reflect – Think about the text structures in *Lilly's Purple Plastic Purse*. How does paying attention to the way the author organizes text help you to be a better reader?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

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Retelling and Summarizing

Lilly's Purple Plastic Purse
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Get Ready To Read

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

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and the settings
- Look for places where characters caused events to happen

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

Lilly loves school, her teacher Mr. Slinger, and her new purple plastic purse. She is so excited about the purse that she shows it off during class, even though Mr. Slinger asks her to wait. When she keeps interrupting, Mr. Slinger takes the purse away. Lilly gets angry and writes him a mean note. Mr. Slinger returns her purse, filled with goodies, at the end of the day. When Lilly looks inside, she feels very badly, because she finds a kind note and some treats. Now Lilly must figure out how to make things right, and hope that her teacher forgives her.

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 – How does Lilly feel about school? Tell how you know.

Pages 11 to 12 – Summarize what happens when Lilly brings her purple plastic purse to school. Does the behavior well? Why or why not?

Pages 17 and 18 – Tell what Lilly finds in her purse at the end of the day. Why does Lilly feel awful?

Pages 20 to 22 – Summarize what Lilly does to apologize to Mr. Slinger. Is this important to the story? Why or why not?

Pages 25 to 27 – The next day, what does Lilly do with her purple plastic purse? How do you know? What lesson can you learn from this part of the story?

Time to Reflect

Think – What type of information did you use when you retold and summarized *Lilly's Purple Plastic Purse*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in *Lilly's Purple Plastic Purse*. How does paying attention to the story elements help you to be a better reader?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

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Answer Key for Making Inferences with Lilly's Purple Plastic Purse

What does Lilly feel about school?

Think about the clues in the text and illustrations.

Page 11: Why do you think Mr. Slinger left Lilly a kind note and treats, even though she caused trouble?

Pages 5 and 6: Make an inference about Lilly's teacher, Mr. Slinger. What is he like? Does Lilly like him? How do you know?

Page 17: Why do you think Mr. Slinger left Lilly a kind note and treats, even though she caused trouble?

Pages 24 to 26: Does Mr. Slinger accept Lilly's apology? How do you know? What lesson can you learn from this part of the story?

Your Turn to Practice Making Inferences with Lilly's Purple Plastic Purse

Pages 3 and 4: Describe what school is like for Lilly. What does she love about it? What words in the text help you with your answer?

Pages 11 to 13: Tell what happens when Lilly brings her purple plastic purse to school. Use words like first, next, then, and last to sequence your answer.

Pages 15 to 16: The author is using a cause and effect text structure to tell this part of the story. What causes Lilly to draw a mean picture of Mr. Slinger? How does this end up making her feel?

Page 27: The author is using a compare and contrast text structure to tell this part of the story. Compare what Lilly does with her purse at the beginning of the story to the end of the story. What lesson can you learn from her better choices?

Time to Reflect: Think – How did the different text structures help you to better understand *Lilly's Purple Plastic Purse*? Why do you think authors use more than one text structure when they tell stories? Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure. Reflect – Think about the text structures in *Lilly's Purple Plastic Purse*. How does paying attention to the way the author organizes text help you to be a better reader? Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

Answer Key for Understanding Text Structure with Lilly's Purple Plastic Purse

Pages 3 to 4: Describe what school is like for Lilly. What does she love about it? What words in the text help you with your answer?

Pages 11 to 13: Tell what happens when Lilly brings her purple plastic purse to school. Use words like first, next, then, and last to sequence your answer.

Pages 15 to 16: The author is using a cause and effect text structure to tell this part of the story. What causes Lilly to draw a mean picture of Mr. Slinger? How does this end up making her feel?

Page 27: The author is using a compare and contrast text structure to tell this part of the story. Compare what Lilly does with her purse at the beginning of the story to the end of the story. What lesson can you learn from her better choices?

Time to Reflect: Think – How did the different text structures help you to better understand *Lilly's Purple Plastic Purse*? Why do you think authors use more than one text structure when they tell stories? Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure. Reflect – Think about the text structures in *Lilly's Purple Plastic Purse*. How does paying attention to the way the author organizes text help you to be a better reader? Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

Understanding Text Structure with Lilly's Purple Plastic Purse

Pages 3 and 4: Describe what school is like for Lilly. What does she love about it? What words in the text help you with your answer?

Pages 11 to 13: Tell what happens when Lilly brings her purple plastic purse to school. Use words like first, next, then, and last to sequence your answer.

Pages 15 to 16: The author is using a cause and effect text structure to tell this part of the story. What causes Lilly to draw a mean picture of Mr. Slinger? How does this end up making her feel?

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Time to Reflect: Think – How did the different text structures help you to better understand *Lilly's Purple Plastic Purse*? Why do you think authors use more than one text structure when they tell stories? Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure. Reflect – Think about the text structures in *Lilly's Purple Plastic Purse*. How does paying attention to the way the author organizes text help you to be a better reader? Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Lilly's Purple Plastic Purse*. (Remember to include examples from the book!)

Understanding Text Structure

Retelling and Summarizing

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

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Making Inferences

What the Text Says

What I Know

What I Can Infer

Draw a picture to illustrate your inference:

Directions:

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

Author's Purpose

¿De qué es este libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración para cada cuadro abajo:

Primero

Luego

Después

Entonces

Indicaciones:

1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

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Author's Purpose

Understanding Text Structure

Text Structure

Where the Text Structure Was Used

How the Text Structure Helped Me

Text Structures You Might See 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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Making Inferences