

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Little Blue Truck by Alice Schertle

## Making Inferences Lesson Plan

**Making Inferences**

**1**

**Get Ready To Read**

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

**Summary**

*Little Blue Truck* is the friendliest truck around. He greets every animal in the countryside with a happy "Beeep!" and is never too busy to lend a helping hand. In this book, Blue Truck tries to help a dump truck who gets stuck in the mud. When Blue tries to push the dump truck out of the mud his tires get stuck in the mud too. Luckily Blue has lots of friends to help.

**Link to What You Know**

- Name some of the things your good friends do for you.
- What does it mean to be "pushy"?

**Important Words to Know and Understand**

Muck - Wet dirt or mud

**2**

**Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**Why Readers Make Inferences While Reading**

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of their 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 turned 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

Activate Prior Knowledge

Key Vocabulary

Explanation of Strategy

## Making Inferences Lesson Plan

**Making Inferences**

**3**

**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** - Use the words and pictures on these pages to make an inference about Blue and Toad. Tell why your inference makes sense.

**Pages 7 and 8** - Look at the pictures on these pages. What can you infer about the season during which this book takes place? Tell why your inference makes sense.

**Page 14** - Have the author is making an inference about the animals. What inference is the author making?

**Pages 15 and 16** - Make an inference about Little Blue Truck. Is this an important inference to make? How do you know?

**Page 22** - Look at the picture of Toad. What can you infer about him? Is this an important inference to make? Why or why not?

**Little Blue Truck**  
By: Alice Schertle  
Grade Level: 1 / Guided Reading Level: H

**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 character, setting, and events?

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** - What types of inferences did you make while reading *Little Blue Truck*? 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 making inferences in *Little Blue Truck*. What was easy about making inferences? What was difficult? How does making inferences 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 *Little Blue Truck*. (Remember to include examples from the book!)

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Turn, Talk, and Reflect

**Visualizing**

**1**

**Get Ready To Read**

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

**2**

**Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**Synthesizing**

**3**

**Time to Read**

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Visualizing

Synthesizing

**Understanding Text Structure**

**1**

**Get Ready To Read**

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

**2**

**Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**Determining Importance**

**1**

**Get Ready To Read**

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

**2**

**Learn About Comprehension Strategies**

- Think about the text you read when you get confused

Understanding Text Structure

Determining Importance

**Answer Key for Making Inferences with Little Blue Truck**

**Your Turn to Practice Making Inferences with Little Blue Truck**

Pages 3 and 4: Use the words and pictures on these pages to make an inference about Blue and Toad.

Pages 7 and 8: Look at the pictures on these pages. What can you infer about the season during which this book takes place? Tell why your inference makes sense.

Page 14: Have the author is making an inference about the animals. What inference is the author making?

Pages 15 and 16: Make an inference about Little Blue Truck. Is this an important inference to make? How do you know?

Page 22: Look at the picture of Toad. What can you infer about him? Is this an important inference to make? Why or why not?

**Answer Key for Synthesizing with Little Blue Truck**

**Your Turn to Practice Synthesizing with Little Blue Truck**

Pages 3 and 4: Use the words and pictures on these pages to make an inference about Blue and Toad.

Pages 7 and 8: Look at the pictures on these pages. What can you infer about the season during which this book takes place? Tell why your inference makes sense.

Page 14: Have the author is making an inference about the animals. What inference is the author making?

Pages 15 and 16: Make an inference about Little Blue Truck. Is this an important inference to make? How do you know?

Page 22: Look at the picture of Toad. What can you infer about him? Is this an important inference to make? Why or why not?

**Answer Key for Visualizing with Little Blue Truck**

**Your Turn to Practice Visualizing with Little Blue Truck**

Page 4: Notice the words that the author used when she wrote "Toad" for the words and the part of the picture that Toad is on.

Page 12: Notice the words that the author used to describe the dump truck. How do you think the dump truck is feeling?

Page 15: Notice the words "bump, bump, bump." What do you think happened?

Page 15: What character do you think is the most important?

Page 7 and 8: What character do you think is the most important? Why or why not?

Pages 11 and 12: What happened to the Dump Truck on these pages?

**Answer Key for Understanding Text Structure with Little Blue Truck**

**Your Turn to Practice Understanding Text Structure with Little Blue Truck**

Page 4: Which words do you think the author used when she wrote "Toad" for the words and the part of the picture that Toad is on?

Page 12: Notice the words that the author used to describe the dump truck. How do you think the dump truck is feeling?

Page 15: Notice the words "bump, bump, bump." What do you think happened?

Page 15: What character do you think is the most important?

Page 7 and 8: What character do you think is the most important? Why or why not?

Pages 11 and 12: What happened to the Dump Truck on these pages?

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

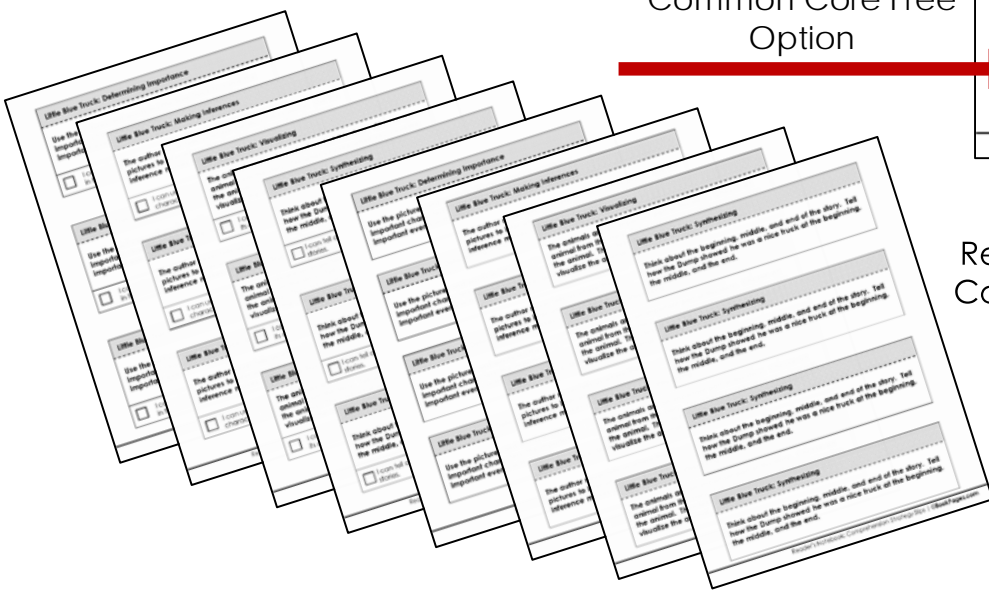
**"I Can" Statement** →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

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



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Making Inferences**

What the Text Says | What I Know | What I Can Infer

Draw a picture to illustrate your inference.

**Visualizing**

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

**Determining Importance**

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

**Understanding Text Structure**

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

**Synthesizing**

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Making Inferences

Visualizing

Determining Importance

Understanding Text Structure

Synthesizing