

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Madeline by Ludwig Bemelmans

Making Connections Lesson Plan

Making Connections
By: Ludwig Bemelmans
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
Madeline is a story about a school of girls who live in Paris, France. Every day the girls go on walks throughout town. One night, the main character, Madeline, gets sick and has to have her appendix taken out. All of her friends are worried about her, but when they go to visit her, they see that being in the hospital can be fun. When the girls get back to school, they become upset because they want to go to spend the night in the hospital too.

Link to What You Know
• What do you know about boarding schools?
• Where did you learn about boarding schools? Other books? Movies? A friend or family member?

Important Words to Know and Understand
Frowned – A serious facial expression that usually shows anger, displeasure, or concentration.
Straight – Not having curves, bends, or angles.

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Activate Prior Knowledge

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3
Make Connections While Reading
✓ Does this book remind you of your own life?
✓ Does this book remind you of other books you've read?
✓ Does this book remind you of things you've heard about in the world?

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 on your practice page.

Page 4 – Make a **text to world** connection. Where do you see people from lines? What does your connection tell you about the characters in this book?

Page 10 – Make a **text to self** connection. What time do you leave your house everyday? Do you leave earlier or later than the characters in this book?

Page 18 – Madeline is being brave at the zoo. Make a **text to text** connection. What other books have brave characters? How does your connection help you as a reader?

Page 23 – Make a **text to self** connection. Have you ever been rushed to the hospital? If so, what do you know about the Madeline is feeling that other people might not know?

Page 23 – Madeline has a scar. What does this detail remind you of? How does this connection help you as a reader?

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

Time to Reflect
Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand that better.

Talk – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the connections that you made while reading **Madeline**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

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

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Identifying the Author's Purpose
By: Ludwig Bemelmans
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

3
Identify the Author's Purpose While Reading
✓ Think about the author's purpose
✓ Know what to do

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

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 on your practice page.

Page 4 – What makes this page funny? Why did the author include this in the book?

Page 10 – What is the author's purpose for including this page? How does this page help you understand the book?

Page 18 – What is the author's purpose for including this page? How does this page help you understand the book?

Page 23 – What is the author's purpose for including this page? How does this page help you understand the book?

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Visualizing
By: Ludwig Bemelmans
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

3
Visualize While Reading
✓ Think about the author's purpose
✓ Know what to do

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ Write

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 on your practice page.

Page 18 – What do you think about Madeline on this page? How does this page help you understand the book?

Page 21 – What is the author's purpose for including this page? How does this page help you understand the book?

Page 23 – What is the author's purpose for including this page? How does this page help you understand the book?

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Answer Key for Making Connections with Madeline

Your Turn to Practice Making Connections with Madeline

Page 4: Make a **text to world** connection. Where do you see people from lines? What does your connection tell you about the characters in this book?

Page 10: Make a **text to self** connection. What time do you leave your house everyday? Do you leave earlier or later than the characters in this book?

Page 18: Madeline is being brave at the zoo. Make a **text to text** connection. What other books have brave characters? How does your connection help you as a reader?

Page 23: Make a **text to self** connection. Have you ever been rushed to the hospital? If so, what do you know about the Madeline is feeling that other people might not know? How does this connection help you as a reader?

Answer Key for Identifying the Author's Purpose with Madeline

Your Turn to Practice Identifying the Author's Purpose with Madeline

Page 4: What makes this page funny? Why did the author include this in the book?

Page 10: What is the author's purpose for including this page? How does this page help you understand the book?

Page 18: What is the author's purpose for including this page? How does this page help you understand the book?

Page 23: What is the author's purpose for including this page? How does this page help you understand the book?

Answer Key for Making Inferences with Madeline

Your Turn to Practice Making Inferences with Madeline

Page 6: Based on the girls' conversation, how do you think they will live together?

Page 8: Based on the girls' routine, what can you infer about these girls? Where are they? How do you know?

Answer Key for Visualizing with Madeline

Your Turn to Practice Visualizing with Madeline

Pages 3 to 4: What words help you visualize the girls at a group? How do the illustrations support these words?

Page 18: What do you learn about Madeline on this page? How does this help you visualize what you've learned about Madeline?

Pages 21 and 22: This is an event part of this story. Look at each of the pictures on these pages. Tell how each illustration matches the words, which words helped the illustrator visualize each illustration?

Page 19 to 22: Here the author is using a problem and solution text structure. What happened in the problem with Madeline? How is the problem being solved?

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Understanding Text Structure

Making Inferences

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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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.

Making Connections

Making Inferences
Title: _____
What the Text Says
What I Know
What I Can Infer
Use an arrow to show how you know.
Use a box to show what you infer.
Use a box to show what you can infer.

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

Making Inferences

Identifying the Author's Purpose
Title: _____
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 on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Author's Purpose

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

Visualizing

Understanding Text Structure
Title: _____
Text Structure
Where the Text Structure was Used
How the Text Structure Helped Me
Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Understanding Text Structure