

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Miss Alaineus: A Vocabulary Disaster* by Debra Fraiser

Making Inferences Lesson Plan

Making Inferences

Miss Alaineus: A Vocabulary Disaster
By Debra Fraiser
Grade Level: 4 / Guided Reading Level: Q

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
Miss Alaineus is the story of Sage, a girl who after catching a cold is forced to stay at home for a week. Her best friend calls to give Sage her weekly spelling words, but Sage misunderstands one of the words. Instead of writing MISCELLANEOUS (having to do with a variety of unrelated items), Sage writes the words MISS ALAINEUS. Being unsure who Miss Alaineus is, Sage goes on to make up her own definition. She writes: "Miss Alaineus - the woman on green spaghetti boxes whose hair is the color of uncooked pasta." Sage stands up to share her definition with her classmates, and her classmates laugh at her. Sage, although embarrassed, makes the most of a bad situation.

Link to What You Know
Think of a time when you were sick and had to stay home from school. How did you feel when you came back to school?

Important Words to Know and Understand
Vocabulary - All of the words in a language and the definitions of each word

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

Activate Prior Knowledge

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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, settings, and events?

4
Notice the Work You Did While Reading
Think
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 in your notebook.

Page 1 - What can you infer about the way Sage feels about Forest when she says, "Forest is a boy. A sick boy. A boy sneezing and coughing all over my desk and pencils?" How do you know?

Page 9 - If Sage is lying in bed with a tissue in one hand and her extra credit homework in the other, you can infer a lot about whether or not Sage is a good student. What can you infer? How do you know?

Page 20 - What can you infer Sage and her mom are planning when she sits up in bed and they smile at one another? How do you know?

Page 24 - What can you infer about the reasons why Sage was awarded the gold trophy at the Vocabulary Parade? How do you know?

Time to Reflect
Think - What types of inferences did you make while reading *Miss Alaineus: A Vocabulary Disaster*? 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 reading *Miss Alaineus: A Vocabulary Disaster*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Miss Alaineus: A Vocabulary Disaster*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Determining Importance

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

3
Determining Importance 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, settings, and events?

4
Notice the Work You Did While Reading
Think
Reflect
Write

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Understanding Text Structure

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

3
Understanding Text Structure 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, settings, and events?

4
Notice the Work You Did While Reading
Think
Reflect
Write

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Determining Importance

Understanding Text Structure

Answer Key for Making Inferences with Miss Alaineus: A Vocabulary Disaster

Your Turn to Practice Making Inferences with Miss Alaineus: A Vocabulary Disaster

Page 1: What can you infer about the way Sage feels about Forest when she says, "Forest is a boy. A sick boy. A boy sneezing and coughing all over my desk and pencils?"

Page 9: If Sage is lying in bed with a tissue in one hand and her extra credit homework in the other, you can infer a lot about whether or not Sage is a good student. What can you infer? How do you know?

Page 20: What can you infer Sage and her mom are planning when she sits up in bed and they smile at one another? How do you know?

Page 24: What can you infer about the reasons why Sage was awarded the gold trophy at the Vocabulary Parade? How do you know?

Answer Key for Determining Importance with Miss Alaineus: A Vocabulary Disaster

Your Turn to Practice Determining Importance with Miss Alaineus: A Vocabulary Disaster

Page 1: What is important to remember about the story? Why do you think so?

Page 4: How is the author sequencing build or anticipation?

Page 14: How is the author sequencing build or anticipation?

Page 20: How is the author using a picture to help the reader better understand the text? How does the author do that? What do you learn about the text from the picture?

Page 24: How is the author using humor to bring a conclusion to the story. How does this humor affect the characters in the book?

Answer Key for Understanding Text Structure with Miss Alaineus: A Vocabulary Disaster

Your Turn to Practice Understanding Text Structure with Miss Alaineus: A Vocabulary Disaster

Page 4: How is the author sequencing build or anticipation?

Page 14: How is the author sequencing build or anticipation?

Page 20: How is the author using a picture to help the reader better understand the text? How does the author do that? What do you learn about the text from the picture?

Page 24: How is the author using humor to bring a conclusion to the story. How does this humor affect the characters in the book?

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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

3 Comprehension Strategy Graphic Organizers

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Determining Importance

Title: _____

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.

#1 _____

#2 _____

#3 _____

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Determining Importance

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

Describe	Sequence	Cause and Effect

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

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Understanding Text Structure