

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Penguins by Anne Schreiber

Retelling and Summarizing Lesson Plan

Guided Reading Level

Retelling and Summarizing
By: Anne Schreiber
Grade Level: 3 / Guided Reading Level: N

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
Penguins is a nonfiction book about the different types of penguins that live in our world. This book contains true information and interesting facts about penguins, such as how they are different from other birds, what they eat, and what it is like to be a parent penguin. Did you know that baby penguins sing a special song to help their parents find them after a long journey to locate food? Have you ever thought about how penguins catch slippery fish to eat, or why they are black and white? Pay close attention to the words, photographs and captions to find the answers to these questions and more!

Link to What You Know
• Have you ever seen a penguin before? If yes, tell about what you saw the penguin doing.
• What do you think penguins do during the day? Use the words first, next, then, and last to tell about a penguin's day.

Important Words to Know and Understand
Flipper - One of two flat, stiff body parts that stick out from the side of a penguin and are used by the animal for swimming.
Beak - The hard, hooked, pointed part that covers a penguin's mouth and helps it grab food.

2
Learn About Comprehension Strategies
✓ Think about the text
✓ Know what to do when you get confused

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.
On the other hand, when you read nonfiction (books about real life, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.
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Activate Prior Knowledge

Retelling and Summarizing Lesson Plan

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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

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 4 and 5 - The first chapter tells us about some unusual characteristics of penguins. What makes a penguin an unusual bird?
Pages 8 and 9 - The labels on these two pages tell about some of the special features of a penguin's body. Summarize the special features that make penguins good swimmers and able to live in the cold.
Pages 14 and 15 - Penguins have to be careful to watch out for predators in the water and on land. Use the definition on this page to tell about the types of animals penguins have to watch out for in the water.
Pages 18 to 21 - This chapter tells us about baby penguins. Use the text and photographs and the words first, next, then, and last to tell how penguins take care of their babies.
Pages 22 to 25 - Emperor penguins do some things differently from other types of penguins. Use the text and photographs to retell some of the things that emperor penguins do differently. How does retelling help you as a reader?

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

Time to Reflect
Think - What type of information did you use when you retold and summarized *Penguins*? 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 *Penguins*. How does paying attention to the story elements help you to be a better reader?
Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Penguins*. (Remember to include examples from the book!)
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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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2
Learn About Comprehension Strategies
✓ Think about the text
✓ Know what to do when you get confused

3
Make Connections While Reading
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

4
Notice the Work You Did While Reading
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3
Visualizing
By: Anne Schreiber
Grade Level: 3 / Guided Reading Level: N

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

Visualize 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 in your notebook.
Page 6 - The author describes what a penguin's beak looks like. What does the author use to help you visualize what it is like to be a penguin?
Page 7 - There is a small sign on the map with a picture of a penguin. How does this photograph help you visualize what you see?
Pages 10 and 11 - The text explains why penguins are black on top and white on the bottom. How does the author help you understand this information? What does the sign help you understand about penguins? What does this sign help you understand?
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Making Connections

Visualizing

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Get Ready to Read
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✓ Get your brain ready to read
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2
Learn About Comprehension Strategies
✓ Think about the text
✓ Know what to do when you get confused

3
Determine Importance While Reading
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

4
Notice the Work You Did While Reading
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Determining Importance
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Determining Importance

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✓ 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
✓ Know what to do when you get confused

3
Ask Questions While Reading
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Asking Questions
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Asking Questions

Answer Key for Retelling and Summarizing with Penguins

Your Turn to Practice Retelling and Summarizing with Penguins

Pages 4 and 5:
The first chapter tells us about some unusual characteristics of penguins. What makes a penguin an unusual bird?

Pages 8 and 9:
The labels on these two pages tell about some of the special features of a penguin's body. Summarize the special features that make penguins good swimmers and able to live in the cold.

Pages 14 and 15:
Penguins have to be careful to watch out for predators in the water and on land. Use the definition on this page to tell about the types of animals penguins have to watch out for in the water.

Pages 18 to 21:
This chapter tells us about baby penguins. Use the text and photographs and the words first, next, then, and last to tell how penguins take care of their babies.

Pages 22 to 25:
Emperor penguins do some things differently from other types of penguins. Use the text and photographs to retell some of the things that emperor penguins do differently. How does retelling help you as a reader?

Answer Key for Making Connections with Penguins

Your Turn to Practice Making Connections with Penguins

Pages 4 and 5:
The first chapter tells us about some unusual characteristics of penguins. What makes a penguin an unusual bird?

Pages 8 and 9:
The labels on these two pages tell about some of the special features of a penguin's body. Summarize the special features that make penguins good swimmers and able to live in the cold.

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Answer Key for Visualizing with Penguins

Your Turn to Practice Visualizing with Penguins

Page 6:
The author describes what a penguin's beak looks like. What does the author use to help you visualize what it is like to be a penguin?

Page 7:
There is a small sign on the map with a picture of a penguin. How does this photograph help you visualize what you see?

Pages 10 and 11:
The text explains why penguins are black on top and white on the bottom. How does the author help you understand this information? What does the sign help you understand about penguins? What does this sign help you understand?

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Answer Key for Asking Questions with Penguins

Your Turn to Practice Asking Questions with Penguins

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Answer Key for Determining Importance with Penguins

Your Turn to Practice Determining Importance with Penguins

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Penguins: Asking Questions

This book contains a lot of information about penguins. What is one questions you still have about penguins? What text feature could the author have included to best help you answer your question?

I can use text features to locate information in a text efficiently. CCSS: RI.3.5

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

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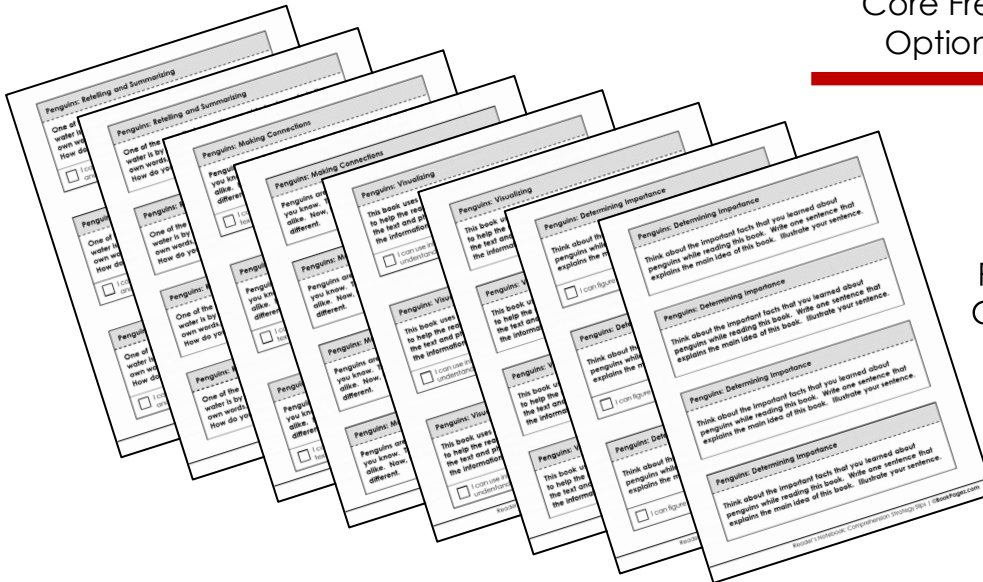
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Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy (with Nonfiction) Graphic Organizers

Retelling and Summarizing

Title: _____

What is the topic of your book?

Is it fiction or nonfiction?

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

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Connections

Title: _____

Circle the features of nonfiction text that were used in your book.

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 out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Making Connections

Visualizing

Title: _____

List the features of nonfiction text that can be found in your book.

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 out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Visualizing

Determining Importance

Title: _____

What is the topic of your book?

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 out on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Determining Importance

Asking Questions

Title: _____

What big question do you have about the information in your book?

Asking Questions

Title: _____

Question Sentence Starters

I wonder...	Why don't I...	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 out on the dotted line.
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Asking Questions