

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Pink and Say* by Patricia Polacco

Making Inferences Lesson Plan

Making Inferences
By: Patricia Polacco
Grade Level: 4 / Guided Reading Level: 5

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
Pink and Say is a story that takes place during the Civil War. It is about two young soldiers who meet in a field after a battle in Georgia. Sheldon Curtis, a white boy, lays wounded and helpless until Pinkus Aylee, an African American boy, finds him and takes him to his home where his mother, Mose Mose Boy, nurses Sheldon back to health. While Sheldon is healing, he and Pinkus become close friends but they both know that they must return to their troops before they put Mose Mose Boy in danger.

Link to What You Know
Have you ever had to solve a mystery when you didn't have all the facts? How did that make you feel?
There are many facts and stories about wars that go unremembered. How close do you think this story is to what actually happened?

Important Words to Know and Understand
Cripple - When an animal or person loses their ability to use part of their body

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, setting, and events?

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 in your notebook.
Page 6 - Pink says, "Where you hit?" "Cause if it's a belly hit, I gotta leave you here." What do you know about guns and wounds? What can you infer about being wounded in the belly? Why would Pink have to leave Say (Sheldon) in the field?
Page 15 - Pink tells Sheldon that they have to leave. He says "The gotta get back to our outfits if we can find 'em." Say turns pale. What do you know about the feelings you have when you turn pale? What can you infer about the way Say is feeling?
Page 30 - When the author writes, "Then there was silence. A single shot echoed through the trees outside," what can you infer happened? Why do you think so?
Page 37 - What can you infer about why Pink and Say were separated? Why do you think so? How does your inference help you to better understand this story?

Time to Reflect
Think - What types of inferences did you make while reading *Pink and Say*? 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 *Pink and Say*. 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 how you work you did while reading *Pink and Say*. (Remember to use examples from the book!)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Identifying the Author's Purpose
Get Ready to Read
Learn About Comprehension Strategies
Notice the Work You Did While Reading

3 Identify the Author's Purpose While Reading
Time to Read

4 Notice the Work You Did While Reading
Think
Talk
Reflect
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Visualizing
Get Ready to Read
Learn About Comprehension Strategies
Notice the Work You Did While Reading

3 Visualizing
Time to Read

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Author's Purpose

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Time to Read

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Synthesizing
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3 Synthesizing
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Determining Importance

Synthesizing

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3 Asking Questions While Reading
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Asking Questions

Answer Key for Making Inferences with Pink and Say

Answer Key for Identifying the Author's Purpose with Pink and Say

Answer Key for Visualizing with Pink and Say

Answer Key for Determining Importance with Pink and Say

Answer Key for Asking Questions with Pink and Say

Answer Key for Synthesizing with Pink and Say

Your Turn to Practice Making Inferences with Pink and Say

Your Turn to Practice Identifying the Author's Purpose with Pink and Say

Your Turn to Practice Visualizing with Pink and Say

Your Turn to Practice Determining Importance with Pink and Say

Your Turn to Practice Asking Questions with Pink and Say

Your Turn to Practice Synthesizing with Pink and Say

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

"I Can"
Statement

Common Core State Standard

Pink and Say: Synthesizing

What event shows a different side to Say's character?
Has your opinion of Say changed from the beginning of the book to the end? Why or why not?

I can use specific details in fiction to help me describe a character, setting, or event in the story. CCSS: RL.4.3

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Common Core Free
Option

Reading Response Prompts
for Each
Comprehension
Strategy Lesson Plan

6 Comprehension Strategy Graphic Organizers

Making Inferences

Title:

What the Text Says	What I Know	What I Can Infer

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

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 author wanted you to think about while reading his book?
Draw a picture of the most important thing the author made you think about while reading.

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

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

Determining Importance

Title:

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

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

#1 _____
#2 _____
#3 _____

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

Asking Questions

Title:

Question sentence starters:
I wonder... why... how...
I am confused about... I am not sure why...

Question	Answer

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

Synthesizing

At first I was thinking...	My new thinking is...	I used to think...

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

Making Inferences

Author's Purpose

Visualizing

Determining Importance

Asking Questions

Synthesizing