

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Ruby's Wish by Shirin Yim Bridges

Making Connections Lesson Plan

Making Connections
Ruby's Wish
By: Shirin Yim Bridges
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

Summary
Most girls in China do not get to go to school, but Ruby is lucky. She is born into a very large, wealthy family that hires a teacher to come to the house. Grandfather allows any of his grandchildren to attend classes. When the boys are finished with their studies for the day, they are free to play. The girls, however, must spend the remainder of their day learning about cooking and other household chores. One day, Ruby writes a poem that draws the attention of both her teacher and Grandfather. Little does she know, this poem sets the stage for a future that goes beyond marriage, cooking, and keeping house.

Link to What You Know
• What are some special traditions that your family celebrates?
• If you could make any wish, what would it be?

Important Words to Know and Understand
Join - To take part with others in an activity
Unusual - Uncommon or rare

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

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

Making Connections Lesson Plan

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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 5 - Ruby's name came from her love of the color red. Make a **text-to-self** connection. What is your favorite color? How do you show people that it's your favorite?

Page 10 - When Ruby's teacher praised her for her beautiful handwriting, Ruby's cheeks turned red. Make a **text-to-self** connection by describing how you feel when someone praises you.

Page 14 - Ruby wrote a poem about boys and girls. Think about a poem you have read and make a **text-to-text** connection. Was Ruby's poem similar or different from the one you read? Explain your answer.

Page 20 - Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. Make a **text-to-world** connection. Do you think boys and girls are treated differently in the world today? Tell why you feel this way. How does making this connection help you to understand the story?

The author tells how the Chinese celebrate New Year's. Make a **text-to-self** connection. Would you like to celebrate New Year's this way? Why or why not?

4
Notice the Work You Did While Reading
✓ Talk
✓ Think
✓ 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 it even more. What did you already know about **Ruby's Wish**? How did your prior knowledge help you as a reader?

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 **Ruby's Wish**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Ruby's Wish**. (Remember to include examples from the book.)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Predictions
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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

3
Make Predictions While Reading
✓ Look for clues
✓ Ask questions
✓ Think about what you think will happen next

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

4
Notice the Work You Did While Reading
✓ Talk
✓ 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 on your practice page.

Page 11 - Ruby's grandfather is her grandfather. What do you know about her family? What do you think Ruby's grandfather is like?

Page 12 - Ruby had to work long into the night, after everyone else had gone to bed. How do you think Ruby felt? Did you think that was fair? Why or why not?

Page 14 - Ruby's teacher praised her for her beautiful handwriting. How do you think Ruby felt? How do you think her teacher felt?

Page 20 - Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this? How do you think her family felt about this?

Time to Reflect
Think - When readers make predictions, they look for clues in a book that help them understand what will happen next. How do you think Ruby's grandfather is like? How do you think Ruby's grandfather is like? How do you think Ruby's grandfather is like?

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

Reflect - Think about the predictions that you made while reading **Ruby's Wish**. Think about the things you and your reading partner discussed. How does making predictions help you be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Ruby's Wish**. (Remember to include examples from the book.)

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Synthesizing
Ruby's Wish
By: Shirin Yim Bridges
Grade Level: 3 / Guided Reading Level: N

3
Synthesize While Reading
✓ Look for clues
✓ Ask questions
✓ Think about what you think will happen next

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

4
Notice the Work You Did While Reading
✓ Talk
✓ 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 on your practice page.

Page 11 - Ruby's grandfather is her grandfather. What do you know about her family? What do you think Ruby's grandfather is like?

Page 12 - Ruby had to work long into the night, after everyone else had gone to bed. How do you think Ruby felt? Did you think that was fair? Why or why not?

Page 14 - Ruby's teacher praised her for her beautiful handwriting. How do you think Ruby felt? How do you think her teacher felt?

Page 20 - Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this? How do you think her family felt about this?

Time to Reflect
Think - When readers synthesize, 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 it even more. What did you already know about **Ruby's Wish**? How did your prior knowledge help you as a reader?

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 **Ruby's Wish**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Ruby's Wish**. (Remember to include examples from the book.)

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Making Predictions

Synthesizing

Understanding Text Structure
Ruby's Wish
By: Shirin Yim Bridges
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

3
Understand Text Structure While Reading
✓ Look for clues
✓ Ask questions
✓ Think about what you think will happen next

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

4
Notice the Work You Did While Reading
✓ Talk
✓ 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 on your practice page.

Page 11 - Ruby's grandfather is her grandfather. What do you know about her family? What do you think Ruby's grandfather is like?

Page 12 - Ruby had to work long into the night, after everyone else had gone to bed. How do you think Ruby felt? Did you think that was fair? Why or why not?

Page 14 - Ruby's teacher praised her for her beautiful handwriting. How do you think Ruby felt? How do you think her teacher felt?

Page 20 - Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this? How do you think her family felt about this?

Time to Reflect
Think - When readers understand text structure, 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 it even more. What did you already know about **Ruby's Wish**? How did your prior knowledge help you as a reader?

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 **Ruby's Wish**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Ruby's Wish**. (Remember to include examples from the book.)

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Determining Importance
Ruby's Wish
By: Shirin Yim Bridges
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

3
Determine Importance While Reading
✓ Look for clues
✓ Ask questions
✓ Think about what you think will happen next

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

4
Notice the Work You Did While Reading
✓ Talk
✓ 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 on your practice page.

Page 11 - Ruby's grandfather is her grandfather. What do you know about her family? What do you think Ruby's grandfather is like?

Page 12 - Ruby had to work long into the night, after everyone else had gone to bed. How do you think Ruby felt? Did you think that was fair? Why or why not?

Page 14 - Ruby's teacher praised her for her beautiful handwriting. How do you think Ruby felt? How do you think her teacher felt?

Page 20 - Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this? How do you think her family felt about this?

Time to Reflect
Think - When readers determine importance, 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 it even more. What did you already know about **Ruby's Wish**? How did your prior knowledge help you as a reader?

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 **Ruby's Wish**. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Ruby's Wish**. (Remember to include examples from the book.)

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Understanding Text Structure

Determining Importance

Answer Key for Making Connections with Ruby's Wish

Your Turn to Practice Making Connections with Ruby's Wish

Page 5: Ruby's name came from her love of the color red. Make a **text-to-self** connection. What is your favorite color? How do you show people that it's your favorite?

Answer Key for Making Predictions with Ruby's Wish

Your Turn to Practice Making Predictions with Ruby's Wish

Page 11: The author gives a detailed description of the house or why the description is important.

Page 12: What does it make you wonder?

Page 14: Even when Ruby had to wear number clothes, she had to work long into the night. How do you think Ruby felt? How do you think her teacher felt?

Page 20: Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this? How do you think her family felt about this?

Answer Key for Understanding Text Structure with Ruby's Wish

Your Turn to Practice Understanding Text Structure with Ruby's Wish

Page 11: The author gives a detailed description of the house or why the description is important.

Page 12: What does it make you wonder?

Page 14: Even when Ruby had to wear number clothes, she had to work long into the night. How do you think Ruby felt? How do you think her teacher felt?

Page 20: Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this? How do you think her family felt about this?

Answer Key for Synthesizing with Ruby's Wish

Your Turn to Practice Synthesizing with Ruby's Wish

Page 11: The author gives a detailed description of the house or why the description is important.

Page 12: What does it make you wonder?

Page 14: Even when Ruby had to wear number clothes, she had to work long into the night. How do you think Ruby felt? How do you think her teacher felt?

Page 20: Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this? How do you think her family felt about this?

Answer Key for Determining Importance with Ruby's Wish

Your Turn to Practice Determining Importance with Ruby's Wish

Page 11: The author gives a detailed description of the house or why the description is important.

Page 12: What does it make you wonder?

Page 14: Even when Ruby had to wear number clothes, she had to work long into the night. How do you think Ruby felt? How do you think her teacher felt?

Page 20: Ruby said that the most important difference between boys and girls in her family was that the boys get to go to university and the girls do not. How do you think Ruby felt about this? How do you think her family felt about this?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Ruby's Wish: Synthesizing

What was Ruby's problem at the beginning of the story? How was her problem solved? Who do you think was most responsible for solving her problem? Tell why you think this way.

I can describe characters in stories and explain how their actions affect the story. CCSS: RL.3.3

Ruby's Wish: Synthesizing

What was Ruby's problem at the beginning of the story? How was her problem solved? Who do you think was most responsible for solving her problem? Tell why you think this way.

I can describe characters in stories and explain how their actions affect the story. CCSS: RL.3.3

Ruby's Wish: Synthesizing

What was Ruby's problem at the beginning of the story? How was her problem solved? Who do you think was most responsible for solving her problem? Tell why you think this way.

I can describe characters in stories and explain how their actions affect the story. CCSS: RL.3.3

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

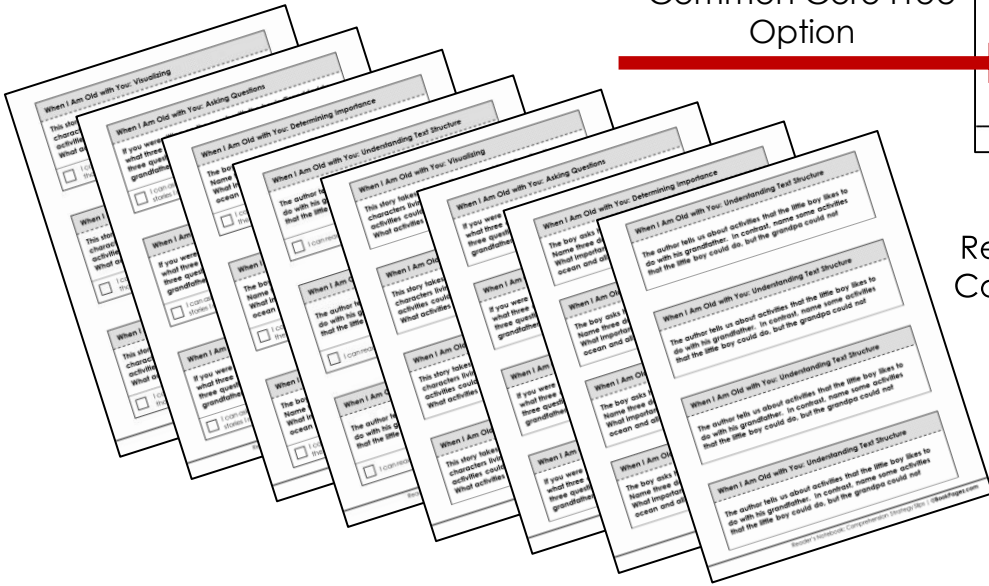
Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

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-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.

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Making Connections

Making Predictions

Title: _____

Predictions at the Beginning	While Reading	Check Predictions at the End
Write your predictions here.	Write your predictions here.	Indicate whether your predictions were correct or incorrect.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

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

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Making Predictions

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 part of your book.

#1 _____

#2 _____

#3 _____

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

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Determining Importance

Understanding Text Structure

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

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

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Understanding Text Structure

Synthesizing

Title: _____

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

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

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Synthesizing