

COMPREHENSION STRATEGY

LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for Squirrel's New Year's Resolution by Pat Miller

Author's Purpose Lesson Plan

Identifying the Author's Purpose
By: Pat Miller
Grade Level: 3 / Guided Reading Level: K

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

On the first day of January, Squirrel is excited to make a New Year's resolution, but she isn't sure where to begin. As she visits her friends around the forest, she finds herself helping Skunk laugh again, guiding Mole and Turtle to the perfect garden spot, and cheering up a grumpy Porcupine. Everyone seems to know their resolutions except Squirrel, who starts to wonder if she even has one. But when all of her friends arrive at the diner to tell how Squirrel has helped them out, Squirrel begins to realize something important... and her New Year's Resolution might be closer than she thinks.

Link to What You Know

- Tell about a time when you helped a friend accomplish something important. What was it like?
- Have you ever made a New Year's resolution before? Tell about it.

Important Words to Know and Understand

- Bank** – The land that rises along the side of a river, lake, or stream
- Dashed** – Ran or moved very quickly and suddenly

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

Learn About Comprehension Strategies

- Think about the text
- Know what to do when you get confused

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Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

Identifying the Author's Purpose
By: Pat Miller
Grade Level: 3 / Guided Reading Level: N

3
Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain you?

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 2 – Squirrel pins up her calendar. Which words does the author write and what drawings does the illustrator use to help you understand the setting for this story? How does noticing this help prepare you to read?

Page 5 – Bear tells Squirrel what a "resolution" is. Why do you think the author wrote this part at the beginning of the story? Why is it important to understand what a resolution is at this part of the story?

Pages 11 to 14 – Squirrel helps Mole and Turtle start a garden. What was the author's purpose for writing this part of the story? How does this scene help you to better understand Squirrel's character?

Pages 19 and 20 – Squirrel feels left out. Why does Squirrel feel this way? What important message is the author trying to help you think about of this point in the story?

Pages 28 to 31 – Squirrel comes up with a New Year's Resolution. What is her resolution? How does Rabbit help her? What lesson is the author trying to teach by ending the story this way?

Time to Reflect

Think – Pat Miller is the author of *Squirrel's New Year's Resolution*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *Squirrel's New Year's Resolution*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

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

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Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Predictions
By: Pat Miller
Grade Level: 3 / Guided Reading Level: K

Get Ready To Read

- Learn about the book
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Summary

On the first day of January, Squirrel is excited to make a New Year's resolution, but she isn't sure where to begin. As she visits her friends around the forest, she finds herself helping Skunk laugh again, guiding Mole and Turtle to the perfect garden spot, and cheering up a grumpy Porcupine. Everyone seems to know their resolutions except Squirrel, who starts to wonder if she even has one. But when all of her friends arrive at the diner to tell how Squirrel has helped them out, Squirrel begins to realize something important... and her New Year's Resolution might be closer than she thinks.

Link to What You Know

Think of a time when you were able to study the people and environment around you to predict what might happen next. Tell about it.

Think about a time when you and a friend worked together to make or build something. What happened?

Important Words to Know and Understand

- Resolution** – a promise or decision to do something to make something better
- Bank** – a strip of land that rises up into the ground to mark a spot or support something

Why Readers Make Predictions While Reading

Readers make predictions to think about what they **already know** and what they **think will happen** in a text. Sometimes an author or text gives you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story.

Before Reading Predictions: Before you start reading, **before** the story, make predictions about what the book will be about. Who is the main character? What will happen? What will happen?

During Reading Predictions: What the book will be about. Who is the main character? What will happen? What will happen?

After Reading Predictions: What the book will be about. Who is the main character? What will happen? What will happen?

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Making Predictions
By: Pat Miller
Grade Level: 3 / Guided Reading Level: K

3
Make Predictions While Reading

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Pages 28 to 31 – Squirrel comes up with a New Year's Resolution. What is her resolution? How does Rabbit help her? What lesson is the author trying to teach by ending the story this way?

Time to Reflect

Think – What purpose did you think the author wrote *Squirrel's New Year's Resolution* for? Was it to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner about the best predictions you made while reading this book. What were your predictions? How did you decide whether or not the predictions were correct? How did you decide whether or not the predictions were correct?

Reflect – Think about the reasons why some of the predictions you made while reading *Squirrel's New Year's Resolution* were correct and why some were not. What were your predictions? How did you decide whether or not the predictions were correct? How did you decide whether or not the predictions were correct?

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

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Making Predictions

Understanding Text Structure
By: Pat Miller
Grade Level: 3 / Guided Reading Level: K

Get Ready To Read

- Learn about the book
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Understanding Text Structure
By: Pat Miller
Grade Level: 3 / Guided Reading Level: K

3
Understand Text Structure While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain you?

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.

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Pages 19 and 20 – Squirrel feels left out. Why does Squirrel feel this way? What important message is the author trying to help you think about of this point in the story?

Pages 28 to 31 – Squirrel comes up with a New Year's Resolution. What is her resolution? How does Rabbit help her? What lesson is the author trying to teach by ending the story this way?

Time to Reflect

Think – How did the different text structures help you to better understand *Squirrel's New Year's Resolution*? Why do you think the author used more than one text structure when they told about Squirrel's New Year's Resolution? How do you know?

Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

Reflect – Think about the text structures in *Squirrel's New Year's Resolution*. How does paying attention to the way the author organized text 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 *Squirrel's New Year's Resolution*. (Remember to include examples from the book!)

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Notice the Work You Did While Reading

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Understanding Text Structure

Practice Pages and Answer Keys

Answer Key for Identifying the Author's Purpose with Squirrel's New Year's Resolution

How does this scene help you to better understand Squirrel's character?

Pages 2 to 4: Squirrel pins up her calendar. Which words does the author write and what drawings does the illustrator use to help you understand the setting for this story?

Pages 11 to 14: Squirrel helps Mole and Turtle start a garden. What was the author's purpose for writing this part of the story?

Pages 19 and 20: Squirrel feels left out. Why does Squirrel feel this way? What important message is the author trying to help you think about of this point in the story?

Pages 28 to 31: Squirrel comes up with a New Year's Resolution. What is her resolution? How does Rabbit help her? What lesson is the author trying to teach by ending the story this way?

Answer Key for Making Predictions with Squirrel's New Year's Resolution

How does this scene help you to better understand Squirrel's character?

Page 2: It's January 1st. Make a prediction about what Squirrel might do in this story.

What words in the text and images in the illustration help you with your prediction?

Answer Key for Understanding Text Structure with Squirrel's New Year's Resolution

How does this scene help you to better understand Squirrel's character?

Pages 2 to 4: Here the author is using a descriptive text structure. Describe what Squirrel is like. Is her character so far, predict what she will do?

Pages 11 to 14: Squirrel helps Mole and Turtle start a garden. How do you know? Why or why not?

Pages 19 and 20: Squirrel feels left out. How does noticing this help prepare you to read the story?

Pages 28 to 31: The author uses a compare and contrast text structure to tell about Skunk. Compare how Skunk feels when Squirrel first arrives to when Dr. Owl arrives later on.

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

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

The diagram illustrates the relationship between different components of the writing about reading process. On the left, a large box contains three identical 'Strategy and Text Based Reader's Response Prompt' forms. Each form includes a title 'Squirrel's New Year's Resolution: Making Predictions', a prompt 'Now that you have read the story, look back at the pages and choose two sentences from two different pages that may have helped you predict what Squirrel does next. Explain how certain words help you with your predictions.', a checkbox 'I can find the answers to specific questions within the stories that I read.', and the CCSS: RL.3.1 standard. To the right of this box is a 'Common Core Free Option' box, which contains a single identical prompt form. Arrows indicate that the 'I Can' Statement and Common Core State Standard are linked to the Strategy and Text Based Reader's Response Prompt, and the Common Core Free Option is linked to the Common Core State Standard. Below the main boxes, a stack of 'Reading Response Prompts for Each Comprehension Strategy Lesson Plan' is shown, featuring various prompts like 'Identifying the Author's Purpose', 'Predictions at the Beginning', 'Predictions while Reading', and 'Check Predictions at the End'.

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<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

Understanding Text Structure

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
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Understanding Text Structure