

# COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *The Biggest Valentine Ever* by Steven Kroll

## Retelling & Summarizing Lesson Plan

**Retelling and Summarizing**

**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**

*The Biggest Valentine Ever* tells the story of two mouse friends, Clayton and Desmond, who want to make the best Valentine's Day card for their teacher, Mrs. Morelly. At first, there are lots of ideas, but then they have an argument about how the valentine should look. Their fight grows bigger, and the friends decide to work alone instead of together. Both mice feel sad and frustrated as they try to finish their valentines by themselves. As Valentine's Day gets closer, Clayton and Desmond must decide what really matters most—and whether they can fix their friendship in time.

**Link to What You Know**

- Think about a time when you needed advice. Who did you go to for help?
- Have you ever worked with another classmate on a project at school? Tell about it.

**Important Words to Know and Understand**

- Heads together** – Working together to come up with a plan
- Lace Doily** – A small, pretty paper used to decorate

**2**

**Learn About Comprehension Strategies**

- ✓ Think about the text you read
- 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 helpful to remember 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 people, places, things, or events), your job is to think like a reader. 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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## Key Vocabulary

## Explanation of Strategy

## Guided Reading Level

## Activate Prior Knowledge

## Page by Page Guide and Strategy Questions

## Retelling & Summarizing Lesson Plan

**Retelling and Summarizing**

**3**

**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 3 and 4** – These pages tell about Clayton and Desmond and the setting of the story. Who are Clayton and Desmond? Where does this story take place? How does answering these questions help you as a reader?

**Pages 11 to 13** – Clayton is sad on these pages. What is he sad about? How does his dad try to help him with his problem? How does answering this question help you better understand the story?

**Pages 18 to 20** – While Clayton tries to make a valentine on his own, Desmond does not. What problem does Desmond have with his tries to make a valentine? What do you think the solution to his problem might be?

**Pages 23 and 24** – Clayton and Desmond end their fight. How do they solve their problem? What details in the text help you with your answer?

**Page 31** – Clayton and Desmond give Mrs. Morelly the best valentine ever. Is this a good ending to the story? Why or why not? What lesson can you learn from the story?

**4**

**Time to Reflect**

Think – What type of information did you use when you retold and summarized *The Biggest Valentine Ever*? 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 other reader their thoughts about the book too.

**Notice the Work You Did While Reading**

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

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## Turn, Talk, and Reflect

**Understanding Text Structure**

**The Biggest Valentine Ever**

Grade Level: 1 / Guided Reading Level: J

**Summary**

*The Biggest Valentine Ever* tells the story of two mouse friends, Clayton and Desmond, who want to make the best Valentine's Day card for their teacher, Mrs. Morelly. At first, there are lots of ideas, but then they have an argument about how the valentine should look. Their fight grows bigger, and the friends decide to work alone instead of together. Both mice feel sad and frustrated as they try to finish their valentines by themselves. As Valentine's Day gets closer, Clayton and Desmond must decide what really matters most—and whether they can fix their friendship in time.

**Link to What You Know**

- Have about it time when you felt different than other people around you. What was it like?
- When you have a problem, do you have a hard problem to solve. What did you do?

**Important Words to Know and Understand**

- Retell** – Telling over the story in your own words
- Summarize** – A feeling of great happiness or joy

**2**

**Learn About Comprehension Strategies**

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

**Why Readers Notice Text Structure While Reading**

Pay attention to text structure because understanding how text is organized helps us to better understand the text.

**Description** – when a person, place, thing, or event is described in detail. **Sequence** – when information is given in chronological order (first, next, then, last) morning, afternoon, night. **Compare and Contrast** – when the author compares two or more things, or things are alike and different. **Cause and Effect** – when the author explains why something happened (caused) and what happened (effect).

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**Understanding Text Structure**

**The Biggest Valentine Ever**

Grade Level: 1 / Guided Reading Level: J

**3**

**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 1 and 2** – On these pages, the author uses a cause and effect text structure. What caused Clayton to become upset with Desmond? What caused Desmond to become upset with Clayton?

**Pages 9 and 10** – On these pages, the author uses an sequencing text structure. What happened first, next, then, and last? How does answering this question help you better understand the story?

**Pages 14 to 19** – On these pages, the author uses a compare and contrast text structure. How are Clayton and Desmond's feelings the same? How are they different? How does answering this question help you better understand the story?

**Pages 22 and 23** – On these pages, the author uses a problem and solution text structure. What is the problem? What is the solution? How does answering this question help you better understand the story?

**Pages 27 and 30** – On these pages, the author uses a cause and effect text structure. What caused Clayton to become upset with Desmond? What caused Desmond to become upset with Clayton? How does answering this question help you better understand the story?

**4**

**Time to Reflect**

Retell – Telling the different text structures helps us to better understand *The Biggest Valentine Ever*. Why do you think the author chose to use different text structures? What caused Clayton to become upset with Desmond?

**Reflect** – Think about the text structures in *The Biggest Valentine Ever*. How does retelling and summarizing help the author organize text better?

**Write** – Glue your strategy into your reader's notebook. Write about the work you did while reading *The Biggest Valentine Ever*. (Remember to include examples from the book!)

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## Understanding Text Structure

**Identifying the Author's Purpose**

**Summary**

*The Biggest Valentine Ever* Clayton and Desmond are best friends. They like to work together and lots of ideas. But when they have an argument, they feel sad and frustrated. As Valentine's Day gets closer, Clayton and Desmond must decide what really matters most—and whether they can fix their friendship in time.

**Link to What You Know**

- Use a computer, cutting, or gluing to make something.
- Did the author write the text to make you feel angry or annoyed?

**Important Words**

- Updated – Like
- Matchbox – a

**2**

**Learn About Comprehension Strategies**

- Know what to do when you get confused

**Why Readers Notice Text Structure While Reading**

Usually the author writes the text to make you feel angry or annoyed. When you need to make something, people places, the text is trying to inform you. An author may try to make you feel angry or annoyed.

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**Identifying the Author's Purpose**

**The Biggest Valentine Ever**

Grade Level: 1 / Guided Reading Level: J

**3**

**Time to Read**

Stop on the following pages. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 7 and 8** – On these pages, Clayton and Desmond are best friends. They like to work together and lots of ideas. But when they have an argument, they feel sad and frustrated. As Valentine's Day gets closer, Clayton and Desmond must decide what really matters most—and whether they can fix their friendship in time.

**Pages 13 and 14** – On these pages, the author writes the text to make you feel angry or annoyed. When you need to make something, people places, the text is trying to inform you. An author may try to make you feel angry or annoyed.

**Pages 19 and 20** – On these pages, Clayton and Desmond are best friends. They like to work together and lots of ideas. But when they have an argument, they feel sad and frustrated. As Valentine's Day gets closer, Clayton and Desmond must decide what really matters most—and whether they can fix their friendship in time.

**4**

**Time to Reflect**

**Notice the Work You Did While Reading**

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

**The Biggest Valentine Ever**

Grade Level: 1 / Guided Reading Level: J

**Time to Reflect**

**Notice the Work You Did While Reading**

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

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## Identifying the Author's Purpose

**Answer Key for Understanding Text Structure with The Biggest Valentine Ever**

**5**

**On these pages, Clayton and Desmond are best friends. They like to work together and lots of ideas. But when they have an argument, they feel sad and frustrated. As Valentine's Day gets closer, Clayton and Desmond must decide what really matters most—and whether they can fix their friendship in time.**

**6**

**What caused Clayton to become upset with Desmond?**

**7**

**On these pages, the author uses a cause and effect text structure. What caused Clayton to become upset with Desmond?**

**8**

**What caused Desmond to become upset with Clayton?**

**9**

**On these pages, the author uses a sequencing text structure. What happened first, next, then, and last?**

**10**

**On these pages, the author uses a compare and contrast text structure. How are Clayton and Desmond's feelings the same? How are they different?**

**11**

**On these pages, the author uses a problem and solution text structure. What is the problem? What is the solution?**

**12**

**On these pages, the author uses a cause and effect text structure. What caused Clayton to become upset with Desmond? What caused Desmond to become upset with Clayton?**

**13**

**On these pages, the author uses a cause and effect text structure. What caused Clayton to become upset with Desmond? What caused Desmond to become upset with Clayton?**

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**Answer Key for Identifying the Author's Purpose with The Biggest Valentine Ever**

**7**

**On these pages, Clayton and Desmond get into an argument over the valentine. Why do you think the author chose to write this part of the story?**

**8**

**How does answering this question help you as a reader?**

**9**

**On these pages, Clayton and Desmond get into an argument over the valentine. Why do you think the author chose to write this part of the story?**

**10**

**How does answering this question help you as a reader?**

**11**

**On these pages, Clayton and Desmond get into an argument over the valentine. Why do you think the author chose to write this part of the story?**

**12**

**How does answering this question help you as a reader?**

**13**

**On these pages, Clayton and Desmond get into an argument over the valentine. Why do you think the author chose to write this part of the story?**

**14**

**How does answering this question help you as a reader?**

**15**

**On these pages, Clayton and Desmond get into an argument over the valentine. Why do you think the author chose to write this part of the story?**

**16**

**How does answering this question help you as a reader?**

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## Practice Pages and Answer Keys

# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement

**The Biggest Valentine Ever: Understanding Text Structure**

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

I can talk about the characters and setting and can tell about what happens in the stories I read.

CCSS: RL.1.3

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

**The Biggest Valentine Ever: Understanding Text Structure**

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

I can talk about the characters and setting and can tell about what happens in the stories I read.

CCSS: RL.1.3

**The Biggest Valentine Ever: Understanding Text Structure**

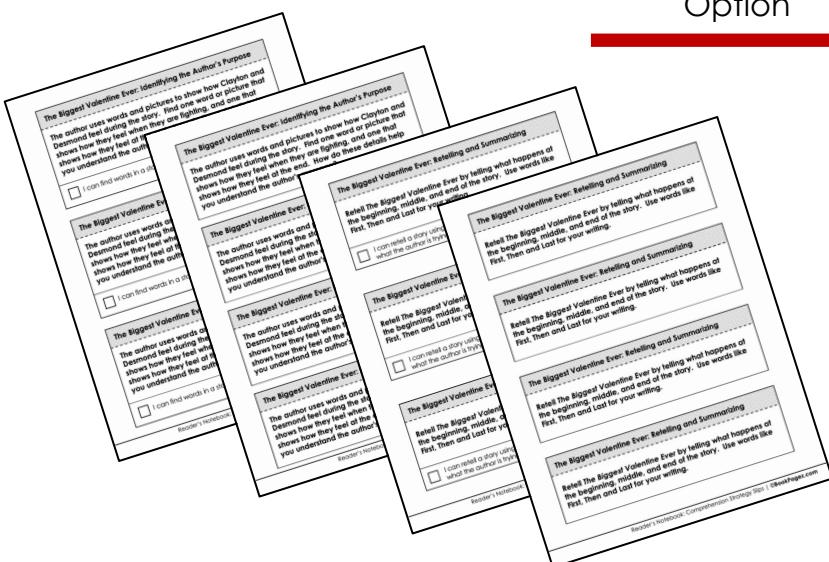
Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

I can talk about the characters and setting and can tell about what happens in the stories I read.

CCSS: RL.1.3

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Common Core Free Option



**The Biggest Valentine Ever: Understanding Text Structure**

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

**The Biggest Valentine Ever: Understanding Text Structure**

Clayton and Desmond have a problem in the story. What is the problem, and how do they fix it at the end? Choose 2 details from the story to help explain the problem and the solution.

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 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 the author wanted to \_\_\_\_\_ me because...

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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**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

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

Retell	Next
Then	Last

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**

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

**Text Structures You Might See While Reading**

Descriptive	Comparative and Contrastive	Sequence	Cause and Effect
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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 Inferences

Retelling & Summarizing

Understanding Text Structure