

# Comprehension Strategy

## Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Brain: Our Nervous System* by Seymour Simon

### Asking Questions Lesson Plan

**The Brain: Our Nervous System**  
By Seymour Simon  
Grade Level: 4 / Guided Reading Level R

**Asking Questions**

**1**

**Get Ready to Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words

**Summary**

**The Brain: Our Nervous System** is a nonfiction book. That means that all of the information in the book is true. When you read this book, you will learn that your brain can do more jobs than the most powerful computer ever made. The brain is one of the most extraordinary and interesting things on the planet, and yet scientists are still learning about how the brain works.

**Link to What You Know**

- What do you wonder about the brain?
- Why is the brain important?

**Important Words to Know and Understand**

- Cerebrum** - The part of the brain where you form your thoughts
- Cranium** - The set of bones that protect your brain (your skull)

**2**

**Learn About Comprehension Strategies**

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

**Why Readers Ask Questions While Reading**

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

It's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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### Guided Reading Level

### Activate Prior Knowledge

### Asking Questions Lesson Plan

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**Asking Questions**

**3**

**Asking Questions While Reading**

- Try asking questions that begin with "I wonder..." or "Why...?"
- Decide whether or not your questions are important to 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 5** - This page tells about nerves, dendrites, and axons. Is there anything on this page that you find confusing? What question can you ask to clear up your confusion?

**Page 11** - What fact do you find most interesting on this page? What question can you ask to learn more about that fact?

**Page 17** - What questions do you have about the cerebellum? Will the answer to your question help you as a reader? Why or why not?

**Page 22** - This page tells about the brain stem. What is one question you have about the brain stem? Where can you go to find an answer to this question?

**Page 24** - Look at the photograph of the spinal cord on this page. What are you wondering about this photo?

**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**Time to Reflect**

**Think** - When readers ask questions they think about what they need to know in order to truly understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *The Brain: Our Nervous System*?

**Talk** - Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

**Reflect** - Think about the questioning work you did while reading *The Brain: Our Nervous System*. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

**Write** - Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Brain: Our Nervous System*. (Remember to include examples from the book.)

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### Key Vocabulary

### Explanation of Strategy

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**1**

**Get Ready to Read**

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**2**

**Learn About Comprehension Strategies**

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

**3**

**Determining Importance While Reading**

- Look for places where your opinion changes
- Ask questions about why the author is writing something
- Ask your reading partner what he or she thinks about what you are reading

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**1**

**Get Ready to Read**

- Learn about the book
- Get your brain ready to read
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**2**

**Learn About Comprehension Strategies**

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

**3**

**Synthesizing While Reading**

- Look for places where your opinion changes
- Ask questions about why the author is writing something
- Ask your reading partner what he or she thinks about what you are reading

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

### Determining Importance

### Synthesizing

**1**

**Get Ready to Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words in the book

**2**

**Learn About Comprehension Strategies**

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

**3**

**Retelling and Summarize While Reading**

- Think about important events that happened in the book
- Look for the beginning and the ending
- Label for ideas where characters' actions events to happen

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**1**

**Get Ready to Read**

- Learn about the book
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**Learn About Comprehension Strategies**

- Think about the text you read
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**3**

**Understanding Text Structure While Reading**

- Look for the words in a text that are used to describe the structure
- Look at the pictures, sometimes authors give you clues about text structure

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

### Retelling and Summarizing

### Understanding Text Structure

**Answer Key for Retelling and Summarizing with The Brain: Our Nervous System**

**Your Turn to Practice Retelling and Summarizing with The Brain: Our Nervous System**

Page 1: This page tells you what your brain does.

Page 5: This page tells you how we sense what we know when something is hot.

Page 9 and 10: This page tells you how we sense what we know when something is hot.

Page 14: This page tells about the parts of the brain.

**Answer Key for Determining Importance with The Brain: Our Nervous System**

**Your Turn to Practice Determining Importance with The Brain: Our Nervous System**

Page 1: This page tells you what your brain does.

Page 5: This page tells you how we sense what we know when something is hot.

Page 9 and 10: This page tells you how we sense what we know when something is hot.

Page 14: This page tells about the parts of the brain.

**Answer Key for Asking Questions with The Brain: Our Nervous System**

**Your Turn to Practice Asking Questions with The Brain: Our Nervous System**

Page 1: This page tells you what your brain does.

Page 5: This page tells you how we sense what we know when something is hot.

Page 9 and 10: This page tells you how we sense what we know when something is hot.

Page 14: This page tells about the parts of the brain.

**Answer Key for Synthesizing with The Brain: Our Nervous System**

**Your Turn to Practice Synthesizing with The Brain: Our Nervous System**

Page 1: What is one new fact you learned about the brain after reading this page?

Page 5: What is one fact on the page that you already knew?

Page 9: Will you be able to remember this information? Why or why not?

Page 14: Look at the diagram on this page. What information can you learn from the diagram?

**Answer Key for Understanding Text Structure with The Brain: Our Nervous System**

**Your Turn to Practice Understanding Text Structure with The Brain: Our Nervous System**

Page 1: The author uses description to tell what the brain does. How does the author describe the brain?

Page 7: The author uses sequencing to tell how messages move through the body. What words help you know that the author is using sequencing on the page?

Page 14: The author is telling us about the cerebellum. What text structure is the author using?

How do you know?

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The Brain: Our Nervous System: Understanding Text Structure

The information about the brain in this book is complicated. Which text structure was most helpful to you as a reader? Why?

I can describe the organization of events, ideas, concepts, or information in informational texts. CCSS: RI.4.5

**"I Can" Statement**

The Brain: Our Nervous System: Understanding Text Structure

The information about the brain in this book is complicated. Which text structure was most helpful to you as a reader? Why?

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**Common Core Free Option**

The Brain: Our Nervous System: Understanding Text Structure

The information about the brain in this book is complicated. Which text structure was most helpful to you as a reader? Why?

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**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

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

What is this book about?

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 the guidelines. 3. Glue, tape, or staple into your reader's notebook.

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Retelling and Summarizing

**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 the guidelines. 3. Glue, tape, or staple into your reader's notebook.

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Determining Importance

**Asking Questions**

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

Question Sentence Starter

Who... Why don't... How does...?	How does...?
How did the...? Why...?	How did the...?
What...? Why...?	What...?
What...? Why...?	What...?

Question Answer

Question Answer

Question Answer

Question Answer

Directions: 1. Answer each of the questions. 2. Carefully cut out the guidelines. 3. Glue, tape, or staple into your reader's notebook.

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Asking Questions

**Understanding Text Structure**

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

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

Text Structure: You might see white headings.

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions: 1. Answer each of the questions. 2. Carefully cut out the guidelines. 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...	So now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions: 1. Answer each of the questions. 2. Carefully cut out the guidelines. 3. Glue, tape, or staple into your reader's notebook.

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Synthesizing