

# COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *The Gingerbread Girl* by Lisa Campbell Ernst

## Author's Purpose Lesson Plan

**Identifying the Author's Purpose**  
The Gingerbread Girl  
By: Lisa Campbell Ernst  
Grade Level: 3 / Guided Reading Level: C

**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**

When the Gingerbread Girl springs to life, the old man and woman hope she'll be sweet and quiet—but this cookie is anything but ordinary. Quick, clever, and full of spunk, she races through the countryside, meeting the some animals who once chased her brother, the Gingerbread Boy. Everyone wants to catch her, but the Gingerbread Girl has her own ideas about how this story should end. With a mix of courage, wit, and charm, she comes face to face with the sly fox and proves that sometimes a fresh start—and a smart plan—can turn an old tale into something completely unexpected.

**Link to What You Know**

- Think about a situation when you learned from your mistakes and did things differently the next time. Tell about it.
- Tell about a time when you had to be brave. What was it like?

**Important Words to Know and Understand**

**Leathery** – Tough, dry, and wrinkled in texture  
**Tidbit** – A small piece of food

**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.

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## Guided Reading Level

## Activate Prior Knowledge

## Author's Purpose Lesson Plan

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The Gingerbread Girl  
By: Lisa Campbell Ernst  
Grade Level: 3 / Guided Reading Level: C

**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 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.

**Pages 1 and 2** – The story begins by recounting the Gingerbread Boy. Why do you think the author chose to begin the story this way? How does this introduction help you to prepare to read about the Gingerbread Girl?

**Pages 9 and 10** – The author mentions the Gingerbread Boy again on these pages. How is the Gingerbread Girl similar to her brother? How does the imply that she might be different? How does answering these questions help you to be able to understand the Gingerbread Girl's character?

**Page 17** – The author uses a predictable writing style. What words and rhyme do you notice on many of the pages? Why do you think the author chose to write much of the story this way? Explain your thinking.

**Pages 23 and 24** – The water is getting deeper. What does the fox hope that the Gingerbread Girl will do? How do you know? How did the author add suspense to the story on these pages?

**Page 29** – The Gingerbread Girl "outfoxed the fox" and teaches him some manners. What do you think was the author's purpose for writing this story? How does answering this question help you as a reader?

**4 Notice the Work You Did While**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – Lisa Campbell Ernst is the author of *The Gingerbread Girl*. 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.

**Write** – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Gingerbread Girl*. (Remember to include examples from the book!)

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## Turn, Talk, and Reflect

**Making Predictions**  
The Gingerbread Girl  
Grade Level: 3 / Guided Reading Level: C

**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 when you get confused

**3 Make Predictions While Reading**

- Look for clues that tell you what a character might do next
- Use what you know about the story to make a prediction
- Check to see if your prediction is right

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Read**

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**5 Answer Key for Making Predictions**  
The Gingerbread Girl  
Grade Level: 3 / Guided Reading Level: C

**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 when you get confused

**3 Make Predictions While Reading**

- Look for clues that tell you what a character might do next
- Use what you know about the story to make a prediction
- Check to see if your prediction is right

**4 Notice the Work You Did While Reading**

- Think
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**Time to Read**

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## Making Predictions

**Understanding Text Structure**  
The Gingerbread Girl  
By: Lisa Campbell Ernst  
Grade Level: 3 / Guided Reading Level: C

**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 when you get confused

**3 Understand Text Structure While Reading**

- Notice the words an author uses to describe the story
- Look for clues that tell you what a character might do next
- Use what you know about the story to make a prediction
- Check to see if your prediction is right

**4 Notice the Work You Did While Reading**

- Think
- Talk
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- 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.

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**5 Answer Key for Understanding Text Structure**  
The Gingerbread Girl  
By: Lisa Campbell Ernst  
Grade Level: 3 / Guided Reading Level: C

**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 when you get confused

**3 Understand Text Structure While Reading**

- Notice the words an author uses to describe the story
- Look for clues that tell you what a character might do next
- Use what you know about the story to make a prediction
- Check to see if your prediction is right

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Read**

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**Page 29** – The Gingerbread Girl "outfoxed the fox" and teaches him some manners. What do you think was the author's purpose for writing this story? How does answering this question help you as a reader?

**Answer Key for Identifying the Author's Purpose with The Gingerbread Girl**

**Page 17:**

The author uses a predictable writing style. What words and rhyme do you notice on many of the pages? Why do you think the author chose to write much of the story this way? Explain your thinking.

**Pages 1 and 2:**

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**Answer Key for Making Predictions with The Gingerbread Girl**

**Page 17:**

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## Practice Pages and Answer Keys

## Understanding Text Structure

# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

**The Gingerbread Girl: Making Predictions**

Now that you have read the story, think about page 2 where the author introduces the Gingerbread Girl. What key details in the text and illustrations could you have used to make a better prediction about what would happen in the story? Explain how certain words or images on this page can help you make a strong prediction.

☐ I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

**The Gingerbread Girl: Making Predictions**

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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

## 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"/> Wrong	<input type="checkbox"/> Correct <input type="checkbox"/> Wrong	<input type="checkbox"/> Correct <input type="checkbox"/> Wrong
<input type="checkbox"/> Correct <input type="checkbox"/> Wrong	<input type="checkbox"/> Correct <input type="checkbox"/> Wrong	<input type="checkbox"/> Correct <input type="checkbox"/> Wrong
<input type="checkbox"/> Correct <input type="checkbox"/> Wrong	<input type="checkbox"/> Correct <input type="checkbox"/> Wrong	<input type="checkbox"/> Correct <input type="checkbox"/> Wrong
<input type="checkbox"/> Correct <input type="checkbox"/> Wrong	<input type="checkbox"/> Correct <input type="checkbox"/> Wrong	<input type="checkbox"/> Correct <input type="checkbox"/> Wrong

**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

**Retelling and Summarizing**

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

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

**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