

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

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
When the Gingerbread Girl springs to life, the old man and woman hope she'll be sweet and quiet—but the cookie is an unpredictable creature, full of surprises who races through the countryside, meeting the same 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 up to face with the sly fox and proves that sometimes 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

2 Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Think about the text when you get confused

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 topics, 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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Key Vocabulary

Explanation of Strategy

Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

Identifying the Author's Purpose

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 – 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. Why do you think the Gingerbread Girl is similar to her brother? How does this imply that she might be different? How does answering these questions help you to better 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 author is getting deeper. How does the story end? What does the Gingerbread Girl 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 Turn, Talk, and Reflect

Notice the Work You Did While

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

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Making Predictions

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

1 Get Ready To Read

- Summarize the text you read
- Check out the book
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Why B What is she like? Sometime get confused about how to read the story
- Learn about the text you read
- Understand the meaning of important words found in the book

3 Making Predictions While Reading

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 6 to 8 – The Gingerbread Girl is introduced. Make a prediction about what she is like. How does this help you to better prepare to read about the Gingerbread Girl?

Pages 14 and 15 – The Gingerbread Boy is introduced. Make a prediction about what he is like. How does this help you to better prepare to read about the Gingerbread Boy?

Pages 23 to 25 – The Gingerbread Girl is introduced. Make a prediction about what she is like. How does this help you to better understand the story?

Page 27 – The Gingerbread Girl is introduced. Make a prediction about what she is like. How does this help you to better understand the story?

Page 29 – The Gingerbread Girl is introduced. Make a prediction about what she is like. How does this help you to better understand the story?

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Making Predictions

Understanding Text Structure

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

1 Get Ready To Read

- Summarize the text you read
- Check out the book
- Understand the meaning of important words found in the book

2 Learn About Comprehension Strategies

- Why B Redden the book
- Understand the Author's purpose by listing sequenced events (beginning, middle, end)
- Understand the text structure
- Think about the text you read
- Understand the meaning of important words found in the book

3 Understanding Text Structure While Reading

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 6 to 7 – The author describes the characters in the story. Notice the text structure. How does this help you to better understand the story?

Pages 8 to 9 – The author describes the setting in the story. Notice the text structure. How does this help you to better understand the story?

Pages 10 to 11 – The author describes the plot in the story. Notice the text structure. How does this help you to better understand the story?

Pages 12 to 13 – Here, the author uses descriptive language to tell the story. Notice the text structure. How does this help you to better understand the story?

Pages 14 to 15 – The author describes the characters in the story. Notice the text structure. How does this help you to better understand the story?

Pages 16 to 17 – The author describes the setting in the story. Notice the text structure. How does this help you to better understand the story?

Pages 18 to 19 – The author describes the plot in the story. Notice the text structure. How does this help you to better understand the story?

Pages 20 to 21 – The author describes the characters in the story. Notice the text structure. How does this help you to better understand the story?

Pages 22 to 23 – Here, the author uses descriptive language to tell the story. Notice the text structure. How does this help you to better understand the story?

Pages 24 to 25 – The author describes the setting in the story. Notice the text structure. How does this help you to better understand the story?

Pages 26 to 27 – The author describes the plot in the story. Notice the text structure. How does this help you to better understand the story?

Pages 28 to 29 – The author describes the characters in the story. Notice the text structure. How does this help you to better understand the story?

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Understanding Text Structure

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

Your Turn to Practice Identifying the Author's Purpose With the Gingerbread Girl

Answer Key for Making Predictions with the Gingerbread Girl

Answer Key for Understanding Text Structure with the Gingerbread Girl

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Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement

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

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The Gingerbread Girl: Making Predictions

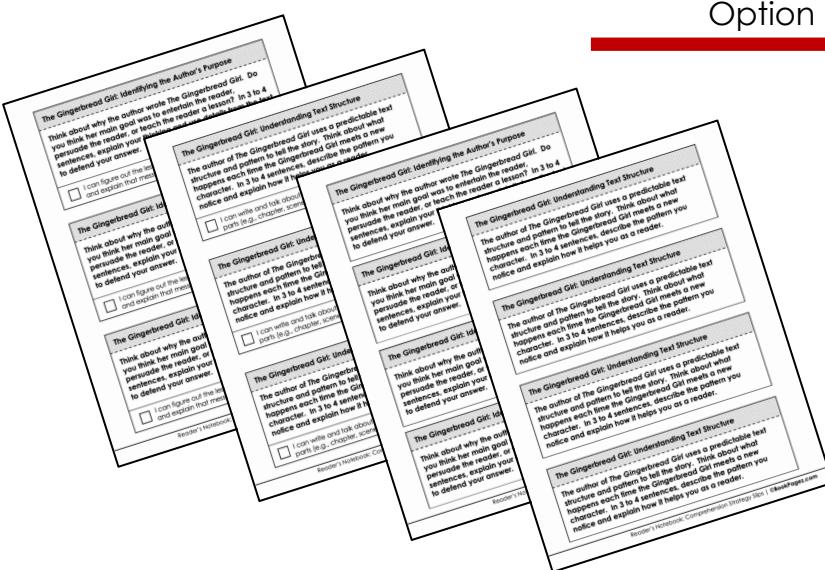
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Strategy and Text Based Reader's Response Prompt

Common Core State Standard



Common Core Free Option

The Gingerbread Girl: Making Predictions

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose

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.

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Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	If incorrect write what happened.
_____	_____	<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

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Making Predictions

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Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	If incorrect write what happened.
_____	_____	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
_____	_____	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
_____	_____	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
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Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
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Author's Purpose

Making Predictions

Retelling and
Summarizing