

Comprehension Strategy

Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Other Side* by Jacqueline Woodson

Visualizing Lesson Plan

Visualizing
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

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 Other Side is a story about a town with a long fence. The fence divides people according to the color of their skin. White people live on one side. Black people live on the other. That's because this story takes place during segregation. The fence makes it hard for black children and white children to become friends because they are not allowed to play on the other side of the fence. This is the story of how two girls figured out a way to become friends even though they have a fence dividing them.

Link to What You Know
Do you have a special friend or group of friends that you play with a lot? Who are they?
What do you like to play when you are with your friends?

Important Words to Know and Understand
Climbed - To move or go up (something) using your feet and often your hands.
Sweater - A warm usually knitted piece of clothing for the upper part of your body.

2
Learn About Comprehension Strategies
Think about the text you read
Know what you get confused

Why Readers Visualize While Reading
Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about and the text.

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental pictures in your mind.

©BookPage.com

Guided Reading Level

Activate Prior Knowledge

Key Vocabulary

Explanation of Strategy

Visualizing Lesson Plan

Visualizing
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

3
Visualize While Reading
Notice the words an author uses to describe people, places, things, and events
Look at the pictures. Do your match the pictures in the book?

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 - Notice the parts of the setting the author describes. How does the picture add more details to the setting?
Page 9 - What do you visualize when you read about the girl sitting on the fence in her raincoat? How does the picture match the rest of the text?
Page 13 - The author describes the setting with many details. What words are used to describe the setting? How do the words help you visualize the story?
Page 24 - What do you visualize when the author describes how the girls watched the whole world unfold from the fence?
Page 27 - What do you imagine when the author writes that somebody somebody's going to knock the fence down?

4
Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Time to Reflect
Think - What kinds of words helped you visualize while reading *The Other Side*? Were they color words? Were they words that described the way people moved or did things? Did the movie match some of the pictures in the book?
Talk - Talk with your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.
Reflect - Think about the words in *The Other Side*. How does paying attention to the words an author uses help you to visualize? How does visualizing 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 *The Other Side*. (Remember to include examples from the book!)

©BookPage.com

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing
1 Get Ready To Read
3 Retell and Summarize While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Making Connections
1 Get Ready To Read
3 Make Connections While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Identifying the Author's Purpose
1 Get Ready To Read
3 Identify the Author's Purpose While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Synthesizing
1 Get Ready To Read
3 Synthesize While Reading
2 Learn About Comprehension Strategies
4 Notice the Work You Did While Reading

Answer Key for Retelling and Summarizing with The Other Side
Your Turn to Practice Retelling and Summarizing with The Other Side
Page 5: What is the setting so far in this story? Is the setting important? Why or why not?
Page 10: Who are the main characters in it?
Page 13: How do you ever climb over the fence?
Page 24: How do you ever climb over a fence? Make a **text to self** connection. What was it like to share? Why do you think the author wrote this?

Answer Key for Identifying the Author's Purpose with The Other Side
Your Turn to Practice Identifying the Author's Purpose with The Other Side
Page 2: What does the author want you to know about the fence and the town?
Page 9: How do you ever climb over the fence?
Page 13: How do you ever climb over a fence? Make a **text to self** connection. What was it like to share? Why do you think the author wrote this?

Answer Key for Making Connections with The Other Side
Your Turn to Practice Making Connections with The Other Side
Page 2: How do you ever climb over the fence?
Page 9: How do you ever climb over a fence? Make a **text to self** connection. What was it like to share? Why do you think the author wrote this?

Answer Key for Visualizing with The Other Side
Your Turn to Practice Visualizing with The Other Side
Page 2: Notice the parts of the setting the author describes. How does the picture add more details to the setting?
Page 9: What do you visualize when you read about the girl sitting on the fence in her raincoat? How does the picture match the rest of the text?
Page 13: The author describes the setting with many details. What words are used to describe the setting? How do the words help you visualize the story?
Page 24: What do you visualize when the author describes how the girls watched the whole world unfold from the fence?
Page 27: What do you imagine when the author writes that somebody somebody's going to knock the fence down?

Answer Key for Synthesizing with The Other Side
Your Turn to Practice Synthesizing with The Other Side
Page 5: How is feeling the story? What do you notice about how she feels about including the other girl jumping rope?
Page 12: What else do you learn about the girl telling the story? What do you think she's feeling about?
Page 14: The author finally reveals the two girls' names. What are their names and what else do you learn about them?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

The diagram illustrates how to integrate CCSS-aligned prompts and Common Core Free Options into a Reader's Notebook. It shows three versions of a notebook page for the strategy 'The Other Side: Retelling and Summarizing'.

- Top Version (CCSS-Aligned):** Includes a "Strategy and Text Based Reader's Response Prompt" (e.g., "How did Clover feel after the rain finally stopped? What did she do next that changed the story?") and a "Common Core State Standard" (e.g., "I can describe how characters in a story react to important events in the story. CCSS: RL.2.3"). A red arrow labeled "'I Can' Statement" points to the CCSS text.
- Middle Version (Common Core Free Option):** Shows the same prompt but without the CCSS alignment text.
- Bottom Version (Stacked):** Shows a stack of similar pages for other comprehension strategies like 'Making Connections', 'Identifying the Author's Purpose', 'Visualizing', and 'Synthesizing'.

Red arrows indicate the flow of information: from the CCSS-aligned prompt to the Common Core Free Option, and from the Common Core Free Option to the final Reader's Notebook page.

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 on the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Retelling and Summarizing

Making Connections
Title: _____
 Think about the book. What does the book remind you of?
 What type of connection did you make?
 Text to Self Text to Text Text to World

Draw a picture of your connection in the box below:

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

Making Connections

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 that 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.

Author's Purpose

Visualizing
Title: _____
 What page did you use to practice visualizing?
 Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

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

Visualizing

Synthesizing
Title: _____
 At first I was thinking... _____
 My new thinking is... _____
 I used to think... _____
 But now I think... _____

Because... _____
 Because... _____
 Because... _____

My new thinking is... _____
 How I understand... _____
 After thinking about... _____

Because... _____
 Because... _____
 I conclude... _____
 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.

Synthesizing