

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for The Sandwich Swap by Queen Rania of Jordan Al Abdullah & Kelly DiPucchio

Author's Purpose Lesson Plan

Identifying the Author's Purpose
By: Queen Rania Al Abdullah and Kelly DiPucchio
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.

2 Learn About Comprehension Strategies
✓ Think about the text you read.
✓ Know what to do when you get confused.

Summary
In *The Sandwich Swap*, two best friends, Lily and Salma, bring different sandwiches to school. Lily has a peanut butter and jelly sandwich, while Salma has hummus and pita. The two friends secretly think the other one's sandwich is "gross," and one day, Lily decides to tell Salma how she feels about her sandwich. When Salma's feelings get hurt, she tells Lily that her sandwich is yucky, too. Their argument spreads through the whole school, and now everyone has taken sides as to whose sandwich is better. Will Lily and Salma learn to appreciate their cultural differences and apologize to one another, or will their disagreement ruin their friendship forever?

Link to What You Know
• Tell about your favorite kind of sandwich. Why is it your favorite?
• Have you ever had a big disagreement with a friend? Tell about it.

Important Words to Know and Understand
Ashamed - When you feel bad or embarrassed about something you did, like if you made a mistake and wish you hadn't.
Chickpea - A small, round, beige-colored bean that is used to make hummus and other foods.

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 readers.
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.

©BookPages.com

Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Identifying the Author's Purpose
By: Queen Rania Al Abdullah and Kelly DiPucchio
Grade Level: 2 / Guided Reading Level: M

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 persuade, inform, or entertain you?

4 Notice the Work You Did While Reading
✓ Think
✓ Talk
✓ Reflect
✓ 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.
Pages 2 and 4 - The author tells how "it all began" and how "it ended." Why do you think the author chose to begin the story this way? Why is noticing this introduction important to the story?
Pages 14 to 16 - Lily and Salma do not like one another's sandwiches. Why? What words in the text help you with your answer? How does answering this question help you to better understand how each girl feels?
Pages 18 and 19 - The disagreement about sandwiches has spread through the school. What happens? Why do you think the author chose to include this in the story? What lesson can be learned?
Pages 23 and 24 - The girls decide to trade sandwiches. Is this important to the story? Why or why not? How does the author use this moment to bring the girls back together?
Page 26 and Fold-Out - The girls turn their disagreement into something good. What event do they start for the school? What lesson is the author trying to teach you through Salma and Lily's new event?

Time to Reflect
Think - Queen Rania Al Abdullah and Kelly DiPucchio are the authors of *The Sandwich Swap*. What was their purpose for writing this book? Did they 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.
Reflect - Think about what you learned while reading *The Sandwich Swap*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Sandwich Swap*. (Remember to include examples from the book!)

©BookPages.com

Key Vocabulary

Explanation of Strategy

Understanding Text Structure
By: Queen Rania Al Abdullah and Kelly DiPucchio
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.

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 on author uses - does the author describe things or explain events?
✓ Look at the pictures. Sometimes pictures give you clues about text structure.

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

Summary
In *The Sandwich Swap*, two best friends, Lily and Salma, bring different sandwiches to school. Lily has a peanut butter and jelly sandwich, while Salma has hummus and pita. The two friends secretly think the other one's sandwich is "gross," and one day, Lily decides to tell Salma how she feels about her sandwich. When Salma's feelings get hurt, she tells Lily that her sandwich is yucky, too. Their argument spreads through the whole school, and now everyone has taken sides as to whose sandwich is better. Will Lily and Salma learn to appreciate their cultural differences and apologize to one another, or will their disagreement ruin their friendship forever?

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 4 to 16 - Describe Lily and Salma's friendship. What details from the illustrations and text did you use to write your description?
Pages 17 and 18 - Compare and contrast the girls' sandwiches. What makes them different? What makes them similar? How do you notice the similarities help you to better understand the message of this story?
Pages 19 and 20 - How does the disagreement about sandwiches end up being a school-wide food fight? Use answering words like first, next, then, and last.
Pages 21 to 23 - The author is using a structure. The girls' disagreement as though the school. What does this what effect does this have on Salma's sandwich? How do the girls save their sandwiches? What important lesson of the story?

Time to Reflect
Think - How did the different text structure help you understand *The Sandwich Swap*? Were there more than one text structure when it came to the story? What effect does this have on Salma's sandwich? How do the girls save their sandwiches? What important lesson of the story?
Talk - Tell your reading partner about the text structure you noticed. Explain how you were paying attention to the text help you to be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Sandwich Swap*. (Remember to include examples from the book!)

Making Predictions
✓ Learn about the book.
✓ Get your brain ready to read.
✓ Understand the meaning of important words found in the book.

3 Get Ready To Read
✓ Learn about the book.
✓ Get your brain ready to read.
✓ Understand the meaning of important words found in the book.

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

Summary
In *The Sandwich Swap*, two best friends, Lily and Salma, bring different sandwiches to school. Lily has a peanut butter and jelly sandwich, while Salma has hummus and pita. The two friends secretly think the other one's sandwich is "gross," and one day, Lily decides to tell Salma how she feels about her sandwich. When Salma's feelings get hurt, she tells Lily that her sandwich is yucky, too. Their argument spreads through the whole school, and now everyone has taken sides as to whose sandwich is better. Will Lily and Salma learn to appreciate their cultural differences and apologize to one another, or will their disagreement ruin their friendship forever?

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 4 to 16 - Describe Lily and Salma's friendship. What details from the illustrations and text did you use to write your description?
Pages 17 and 18 - Compare and contrast the girls' sandwiches. What makes them different? What makes them similar? How do you notice the similarities help you to better understand the message of this story?
Pages 19 and 20 - How does the disagreement about sandwiches end up being a school-wide food fight? Use answering words like first, next, then, and last.
Pages 21 to 23 - The author is using a structure. The girls' disagreement as though the school. What does this what effect does this have on Salma's sandwich? How do the girls save their sandwiches? What important lesson of the story?

Time to Reflect
Think - How did the different text structure help you understand *The Sandwich Swap*? Were there more than one text structure when it came to the story? What effect does this have on Salma's sandwich? How do the girls save their sandwiches? What important lesson of the story?
Talk - Tell your reading partner about the text structure you noticed. Explain how you were paying attention to the text help you to be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Sandwich Swap*. (Remember to include examples from the book!)

©BookPages.com

Understanding Text Structure

Making Predictions

Answer Key for Identifying the Author's Purpose with The Sandwich Swap

Pages 2 and 4
The author tells how "it all began" and how "it ended." Why do you think the author chose to begin the story this way?

Pages 14 to 16
Lily and Salma do not like one another's sandwiches. Why? What words in the text help you with your answer? How does answering this question help you to better understand how each girl feels?

Pages 18 and 19
The disagreement about sandwiches has spread through the school. What happens? Why do you think the author chose to include this in the story? What lesson can be learned?

Pages 23 and 24
The girls decide to trade sandwiches. Is this important to the story? Why or why not? How does the author use this moment to bring the girls back together?

Page 26 and Fold-Out
The girls turn their disagreement into something good. What event do they start for the school? What lesson is the author trying to teach you through Salma and Lily's new event?

Answer Key for Understanding Text Structure with The Sandwich Swap

Pages 4 to 16
Describe Lily and Salma's friendship. What details from the illustrations and text did you use to write your description?

Pages 17 and 18
Compare and contrast the girls' sandwiches. What makes them different? What makes them similar? How do you notice the similarities help you to better understand the message of this story?

Pages 19 and 20
How does the disagreement about sandwiches end up being a school-wide food fight? Use answering words like first, next, then, and last.

Pages 21 to 23
The author is using a structure. The girls' disagreement as though the school. What does this what effect does this have on Salma's sandwich? How do the girls save their sandwiches? What important lesson of the story?

Answer Key for Making Predictions with The Sandwich Swap

Pages 2 and 4
The text says that "it all began with a peanut butter and jelly sandwich, and ended with a hummus sandwich." What do you predict will happen in the story that makes it end differently than how it began?

Pages 14 to 16
Lily thinks Salma's sandwich looks yucky, and Salma thinks Lily's sandwich looks gross. What do you predict might happen if the girls tell each other how they feel?

Pages 18 and 19
The girls' disagreement about sandwiches has spread through the school. What happens? Why do you think the author chose to include this in the story? What lesson can be learned?

Pages 23 and 24
The girls decide to trade sandwiches. Is this important to the story? Why or why not? How does the author use this moment to bring the girls back together?

Page 26 and Fold-Out
The girls turn their disagreement into something good. What event do they start for the school? What lesson is the author trying to teach you through Salma and Lily's new event?

©BookPages.com

Practice Pages and Answer Keys

WRITING ABOUT READING (WITH OPTIONAL CCSS ALIGNMENT)

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 the author wanted to _____ me because _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identifying the
Author's Purpose

Making Predictions
Title: _____

I predict ...

My prediction was
☐ Correct
☐ Incorrect

I know because _____

Here is a picture about my prediction: _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making
Predictions

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: _____
Page: _____	Page: _____	Page: _____

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding
Text Structure