

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *The Undeclared* by Kwame Alexander

Determining Importance Lesson Plan

The Undeclared
By: Kwame Alexander
Grade Level: 2 / Guided Reading Level: K

Determining Importance

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
- Know what to do when you get confused

Summary

Get ready to meet some of the strongest, bravest people who ever lived! This amazing book is like a poem that tells the stories of Black Americans who never gave up, no matter how hard things got. You'll see athletes who ran faster than anyone thought possible, soldiers who fought for their country, artists who created beautiful music and art, and everyday heroes who stood up for what was right. Some of their stories are happy, and some are sad, but all of them show incredible strength. The best part? This book ends by telling YOU that you have that same amazing strength inside you too!

Link to What You Know

- Think about a time when you had to be really strong or brave.
- What helped you get through that hard time?
- Who is someone in your family or community that you're really strong? What makes them special?

Important Words to Know and Understand

Hurdled – Worked hard to overcome big challenges in the past

Unforgettable – So special that you will always remember

Why Readers Determine Importance While Reading

Readers determine importance in order to decide which information is most important to remember.

When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or about a topic.

Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance, think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

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Guided Reading Level

Determining Importance Lesson Plan

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Determining Importance

3

Determine Importance While Reading

- Look for big ideas and supporting details
- Notice when you learn something new

That are important to the text

4

Notice the Work You Did While Reading

- Think
- 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.

Page 1 – The author calls some people 'unforgettable' and says they 'opened a world of possibility.' What does this tell you is most important about these people? How does the picture of the athlete help you understand what 'opened a world of possibility' means?

Page 7 – What does the author think is most important about 'the ones who scored with chains on one hand and faith in the other'? What details in the picture help you understand this important message?

Page 13 – Why does the author think it's important to remember 'the audacious ones who carried the red, white, and weary legs on the battlefield'? What important details do you see in the soldier's face and uniform?

Page 25 – The author lists many famous athletes like The Wilma Rudolph and The Muhammad Ali's. What is the most important thing about all these people? How do the pictures of different athletes help you understand why they're important?

Page 31 – At the end, the author says 'This is for you, and you. And you. This is for us.' What is the most important message here? How do the pictures of the smiling children help you understand this important ending?

Time to Reflect

Think – What information did you learn while reading *The Undeclared*? Pick 3 big ideas or facts that you think you should remember about this poem. Why are these ideas or facts important to you?

Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember this fact or idea. Remember to ask your partner to remember an important fact or idea, too.

Reflect – Think about the determining importance work you did while reading *The Undeclared*. How does thinking about the most important facts and ideas make you a better reader?

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

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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Making Inferences

Make Inferences While Reading

- Look for clues that help you understand what's going on
- Think about what you learned while reading
- Write about what you learned

4

Notice the Work You Did While Reading

- Think
- Reflect
- Write

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Making Connections

Make Connections While Reading

- Look for connections between what you're reading and what you already know
- Think about what you learned while reading
- Write about what you learned

4

Notice the Work You Did While Reading

- Think
- Reflect
- Write

Answer Key for Visualizing with the Undeclared

Your Turn to Practice Visualizing with the Undeclared

Page 24: Picture and stop on page 24. The author describes 'soft and sweet ones who hurried history.' Close your eyes and picture this in your mind. What do you see?

Page 10: Visualize what it means to 'look out in your mind when you hear these words.' How does the picture of the athlete help you visualize what 'hurried history' might look like?

Page 16: Visualize what it means to 'look out in your mind when you hear these words.' How does the picture of the athlete help you visualize what 'hurried history' might look like?

Answer Key for Determining Importance with the Undeclared

Your Turn to Practice Determining Importance with the Undeclared

Page 28: The author Muhammad Ali says 'the ones who scored with chains on one hand and faith in the other.' How does the picture of the athlete help you understand what 'opened a world of possibility' means?

Page 10: How does the picture of the athlete help you understand what 'opened a world of possibility' means?

Page 25: The author lists many famous athletes like The Wilma Rudolph and The Muhammad Ali's. What is the most important thing about all these people? How do the pictures of different athletes help you understand why they're important?

Making Inferences

Making Connections

The Undeclared
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Identifying the Author's Purpose

1

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- Learn about the book
- Get your brain ready to read
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Learn About Comprehension Strategies

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Identifying the Author's Purpose

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 1 – Why do you think the author chose to start this book by calling people 'unforgettable' and talking about those who 'opened a world of possibility'? How does starting this way help you understand what the author wants you to learn?

Page 7 – Why do you think the author chose to include the picture of the athlete? How does the picture of the athlete help you understand what 'opened a world of possibility' means?

Page 13 – Why did the author choose to show people marching and singing? How does the picture of the soldier help you understand what 'opened a world of possibility' means?

Page 25 – The author celebrates musicians and calls them 'the red, white, and weary legs on the battlefield.' Why did the author choose to include artists and musicians? How does the picture of the smiling children help you understand this important ending?

Page 31 – Why do you think the author chose to end the book by talking directly to readers with 'This is for you, and you. And you. This is for us.' What is the most important message here? How do the pictures of the smiling children help you understand this important ending?

Time to Reflect

Think – How do you think the author of *The Undeclared* felt about the people who 'opened a world of possibility'? How do you think the author felt about the people who 'opened a world of possibility'? How do you think the author felt about the people who 'opened a world of possibility'?

Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember this fact or idea. Remember to ask your partner to remember an important fact or idea, too.

Reflect – Think about the identifying the author's purpose work you did while reading *The Undeclared*. How does thinking about the author's purpose make you a better reader?

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

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Visualizing

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Visualizing

Visualize While Reading

- Look for clues that help you understand what's going on
- Think about what you learned while reading
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Notice the Work You Did While Reading

- Think
- Reflect
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Answer Key for Making Inferences with the Undeclared

Your Turn to Practice Making Inferences with the Undeclared

Page 7: The author describes 'soft and sweet ones who hurried history.' Close your eyes and picture this in your mind. What do you see?

Page 10: Visualize what it means to 'look out in your mind when you hear these words.' How does the picture of the athlete help you visualize what 'hurried history' might look like?

Page 16: Visualize what it means to 'look out in your mind when you hear these words.' How does the picture of the athlete help you visualize what 'hurried history' might look like?

Answer Key for Identifying the Author's Purpose with the Undeclared

Your Turn to Practice Identifying the Author's Purpose with the Undeclared

Page 1: Why do you think the author chose to start this book by calling people 'unforgettable' and talking about those who 'opened a world of possibility'?

Page 7: Why do you think the author chose to include the picture of the athlete? How does the picture of the athlete help you understand what 'opened a world of possibility' means?

Page 13: Why did the author choose to show people marching and singing? How does the picture of the soldier help you understand what 'opened a world of possibility' means?

Page 25: The author lists many famous athletes like The Wilma Rudolph and The Muhammad Ali's. What is the most important thing about all these people? How do the pictures of different athletes help you understand why they're important?

Page 31: At the end, the author says 'This is for you, and you. And you. This is for us.' What is the most important message here? How do the pictures of the smiling children help you understand this important ending?

Author's Purpose

Visualizing

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

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

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Determining Importance

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

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Author's Purpose

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

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Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Have a clue in the text or pictures.	What do you know about the character, setting, or events?	Reasons, thoughts, clues, setting.

Draw a picture to illustrate your inference:

Directions:

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

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Making Inferences

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 drew all of the words that helped you visualize.

Directions:

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

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Synthesizing