

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *The Van Gogh Café* by Cynthia Rylant

Understanding Text Structure Lesson Plan

Understanding Text Structure
The Van Gogh Café
 By: Cynthia Rylant
 Grade Level: 4 / Guided Reading Level: 2

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 if you are confused

Summary
The Van Gogh Café is the story of a magical café in Flowers, Kansas. It is also the story of a ten-year-old named Clara and her father, Marc, who own the café. The café is a renovated theatre, which adds to the magic and mystery of the place. Join Clara and witness a collection of mystical events like magical muffins, mysterious travellers, and a disappointing possum who hangs upside down outside the café window.

Link to What You Know
 • Who is your favorite movie star? Use description to tell about that person.
 • What do you do at a café?
 • Tell about a time when you felt surprised. What caused you to feel surprised?

Important Words to Know and Understand
Wayward – turned or turning away from what is right or proper

Why Readers Notice Text Structure While Reading
 Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:

Description – when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does.
Sequence – when information is given in chronological order (first, next, then, last / morning, afternoon, night).
Problem and Solution – when a problem is explained and a solution is discovered.
Compare and Contrast – when an author writes about the ways two or more people, places, or things are alike and different.
Cause and Effect – when the author explains why something happened (cause) and what happened (effect).

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Understanding Text Structure Lesson Plan

Understanding Text Structure
The Van Gogh Café
 By: Cynthia Rylant
 Grade Level: 4 / Guided Reading Level: 3

3
Understand Text Structure While Reading
 ✓ Notice the words an 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

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 11 – Help the author by using cause and effect to tell about the man who opened his farm to stray animals. What caused him to do that?
Page 19 – Here the author is using problem and solution to tell about the boy and his missing cat. How do the characters solve the problem?
Page 29 – Here the author is using compare and contrast to tell about how Clara and Marc see the magic muffins differently. Why didn't Clara tell Marc about the muffins?
Page 39 – Here the author is using a descriptive text structure. How does the author describe the picture and the newspaper clipping? What words does she use?

Time to Reflect
Think – How did the different text structures help you to better understand *The Van Gogh Café*? Why do you think authors use more than one text structure when they tell stories?
Talk – Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.
Reflect – Think about the text structures in *The Van Gogh Café*. How does paying attention to the way the author organizes 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 Van Gogh Café*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

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

Determining Importance
1 Get Ready to Read
2 Notice the Work You Did While Reading
3 Determine Importance While Reading
4 Time to Reflect

Asking Questions
1 Get Ready to Read
2 Learn About Comprehension Strategies
3 Asking Questions While Reading
4 Notice the Work You Did While Reading

Synthesizing
1 Get Ready to Read
2 Notice the Work You Did While Reading
3 Synthesizing While Reading
4 Time to Reflect

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

Answer Key for Making Inferences with The Van Gogh Café

You Turn to Practice Making Inferences with The Van Gogh Café

Page 4 and 7:
 What can you infer about the town of Flowers, Kansas from reading these pages?
 How do you know?

Page 14:
 What can you infer about Clara and Marc from reading these pages?
 How do you know?

Page 11:
 How do you think the author chose to include the story about the possum near the café? Why did she write about a possum that was not hungry?

Page 19:
 How did Clara tell Marc about the muffins?

Page 29:
 How did Clara and Marc see the magic muffins differently? What words did Clara use to describe the muffins?

Page 39:
 How does the author describe the picture and the newspaper clipping? What words does she use?

Answer Key for Identifying the Author's Purpose with The Van Gogh Café

You Turn to Practice Identifying the Author's Purpose with The Van Gogh Café

Page 11:
 How do you think the author chose to include the story about the possum near the café? Why did she write about a possum that was not hungry?

Page 19:
 How did Clara tell Marc about the muffins?

Page 29:
 How did Clara and Marc see the magic muffins differently? What words did Clara use to describe the muffins?

Page 39:
 How does the author describe the picture and the newspaper clipping? What words does she use?

Answer Key for Determining Importance with The Van Gogh Café

You Turn to Practice Determining Importance with The Van Gogh Café

Page 11:
 How do you think the author chose to include the story about the possum near the café? Why did she write about a possum that was not hungry?

Page 19:
 How did Clara tell Marc about the muffins?

Page 29:
 How did Clara and Marc see the magic muffins differently? What words did Clara use to describe the muffins?

Page 39:
 How does the author describe the picture and the newspaper clipping? What words does she use?

Answer Key for Asking Questions with The Van Gogh Café

You Turn to Practice Asking Questions with The Van Gogh Café

Page 11:
 What are you wondering about Clara and Marc? How will your question help you understand the text better?

Page 19:
 What are you wondering about the magic muffins? How will your question help you understand the text better?

Page 29:
 What are you wondering about the Van Gogh Café? How will your question help you understand the text better?

Page 39:
 What are you wondering about the picture and the newspaper clipping? How will your question help you understand the text better?

Answer Key for Understanding Text Structure with The Van Gogh Café

You Turn to Practice Understanding Text Structure with The Van Gogh Café

Page 11:
 How do you think the author chose to include the story about the possum near the café? Why did she write about a possum that was not hungry?

Page 19:
 How did Clara tell Marc about the muffins?

Page 29:
 How did Clara and Marc see the magic muffins differently? What words did Clara use to describe the muffins?

Page 39:
 How does the author describe the picture and the newspaper clipping? What words does she use?

Answer Key for Synthesizing with The Van Gogh Café

You Turn to Practice Synthesizing with The Van Gogh Café

Page 11:
 How do you think the author chose to include the story about the possum near the café? Why did she write about a possum that was not hungry?

Page 19:
 How did Clara tell Marc about the muffins?

Page 29:
 How did Clara and Marc see the magic muffins differently? What words did Clara use to describe the muffins?

Page 39:
 How does the author describe the picture and the newspaper clipping? What words does she use?

Author's Purpose

Determining Importance

Asking Questions

Synthesizing

Making Inferences

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

"I Can" Statement

Common Core State Standard

The Van Gogh Café: Making Inferences

What can you infer about the magic of The Van Gogh Café? What clues help you understand the magic of the café?

I can use specific details in fiction text to help me describe a character, setting or event in the story. CCSS: RL.4.3

The Van Gogh Café: Making Inferences

What can you infer about the magic of The Van Gogh Café? What clues help you understand the magic of the café?

I can use specific details in fiction text to help me describe a character, setting or event in the story. CCSS: RL.4.3

The Van Gogh Café: Making Inferences

What can you infer about the magic of The Van Gogh Café? What clues help you understand the magic of the café?

I can use specific details in fiction text to help me describe a character, setting or event in the story. CCSS: RL.4.3

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The Van Gogh Café: Making Inferences

What can you infer about the magic of The Van Gogh Café? What clues help you understand the magic of the café?

The Van Gogh Café: Making Inferences

What can you infer about the magic of The Van Gogh Café? What clues help you understand the magic of the café?

The Van Gogh Café: Making Inferences

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The Van Gogh Café: Making Inferences

What can you infer about the magic of The Van Gogh Café? What clues help you understand the magic of the café?

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

6 Comprehension Strategy Graphic Organizers

Making Inferences

Title:

What the Text Says	What I Know	What I Can Infer

Directions:
 1. Answer each of the questions.
 2. Copy or color the organizer.
 3. Use, tape, or staple into your reader's notebook.

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Making Inferences

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 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. Copy or color the organizer.
 3. Use, tape, or staple into your reader's notebook.

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Author's Purpose

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. Copy or color the organizer.
 3. Use, tape, or staple into your reader's notebook.

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Determining Importance

Asking Questions

Title:

Question Sentence Starter	Why didn't I know this?	How did I...?
Question	Answer	Answer
Question	Answer	Answer
Question	Answer	Answer
Question	Answer	Answer

Directions:
 1. Answer each of the questions.
 2. Copy or color the organizer.
 3. Use, tape, or staple into your reader's notebook.

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Asking Questions

Understanding Text Structure

Title:

Text Structure	When the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		

Use Structure to Help Me Write Reading

Description	Sequence	Order and Labels	Cause and Effect

Directions:
 1. Answer each of the questions.
 2. Copy or color the organizer.
 3. Use, tape, or staple into your reader's notebook.

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Understanding Text Structure

Synthesizing

Title:

At first I was thinking...	My new thinking is...	I used to think...
Before...	Because...	But now I think...
Before...	Because...	Because...
My new thinking is...	How I understand...	After reading about...
Because...	Because...	I conclude...
		Because...

Directions:
 1. Answer each of the questions.
 2. Copy or color the organizer.
 3. Use, tape, or staple into your reader's notebook.

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Synthesizing