

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *Tops & Bottoms* by Janet Stevens

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Tops & Bottoms
By: Janet Stevens
Grade Level: 3 / Guided Reading Level: N

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

Summary

In *Tops & Bottoms*, Bear owns a big piece of land, but he's too lazy to use it. Hare, who is clever and needs food for his family, asks Bear to be his business partner so that he can grow food on the land. Bear agrees, but he only wants the "tops" of the vegetables. Hare and his family do all the planting and harvesting. When it's time to divide the crops, Bear comes to find that he has the worst parts of the vegetables! Hare keeps finding ways to outsmart Bear again and again. Will Bear ever figure out Hare's trick of "tops" or "bottoms"—or will he stay one step behind forever?

Link to What You Know

- Have you ever planted a vegetable garden? Tell what you like.
- Think of a time when you didn't try as hard as you could to do get what you wanted. How did things turn out?

Important Words to Know and Understand

Business partners—Two or more people who work together to run a company or project

Clever—Smart and quick at thinking of ideas or solving problems

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 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.

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Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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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?

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 11 and 12—Hare gave the tops to Bear and kept the bottoms for himself. How does the layout of these pages help you understand the "tops" and "bottoms" of the vegetables? Why do you think the author chose to display the story this way?

Pages 15 and 16—Bear goes back to sleep while Hare and his family get to work. Why did the author choose to have Bear sleeping on the bottom page? How does noticing this help you to be a better reader?

Pages 21 and 22—The author said that all Bear wants to do is sleep. This is an important part of the author's message. Do you think Bear deserves to have the good tops and bottoms of vegetables? Why or why not?

Pages 27 and 28—The author described the Hare as "clever." How does Hare show his cleverness on these pages? How does answering this question help you to better understand Hare's character?

Pages 31 and 32—Bear never slept through a season of planting and harvesting again. What lesson did Bear learn? What does the author want the reader to understand from this story?

Time to Reflect

Think—Janet Stevens is the author of *Tops & Bottoms*. What was her purpose for writing this book? Did she 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? Ask your partner to share their thoughts about the book too.

Reflect—Think about what you learned while reading *Tops & Bottoms*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

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

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Determining Importance

Tops & Bottoms
By: Janet Stevens
Grade Level: 3 / Guided Reading Level: N

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

3 Determine Importance While Reading

- Look for big ideas and supporting details
- Notice when you learn something new
- Look for new words that are important to the text

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

In *Tops & Bottoms*, Bear owns a big piece of land, but he's too lazy to use it. Hare, who is clever and needs food for his family, asks Bear to be his business partner so that he can grow food on the land. Bear agrees, but he only wants the "tops" of the vegetables. Hare and his family do all the planting and harvesting. When it's time to divide the crops, Bear comes to find that he has the worst parts of the vegetables! Hare keeps finding ways to outsmart Bear again and again. Will Bear ever figure out Hare's trick of "tops" or "bottoms"—or will he stay one step behind 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 5 and 6—Hare asks Bear to be his business partner. What question does he ask Bear in this exchange? Is this question important? Why or why not?

Pages 11 and 12—Hare gave the tops to Bear and kept the bottoms for himself. How does the layout of these pages help you understand the "tops" and "bottoms" of the vegetables?

Pages 15 and 16—Bear goes back to sleep while Hare and his family get to work. Why did the author choose to have Bear sleeping on the bottom page? How does noticing this help you to be a better reader?

Pages 21 and 22—The author said that all Bear wants to do is sleep. This is an important part of the author's message. Do you think Bear deserves to have the good tops and bottoms of vegetables? Why or why not?

Pages 27 and 28—The author described the Hare as "clever." How does Hare show his cleverness on these pages? How does answering this question help you to better understand Hare's character?

Pages 31 and 32—Bear never slept through a season of planting and harvesting again. What lesson did Bear learn? What does the author want the reader to understand from this story?

Time to Reflect

Think—What information did you learn while reading *Tops & Bottoms*? Pick 3 big ideas or facts that you think you should remember about this story. 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 about this story. Why are these ideas or facts important to you?

Reflect—Think about the determining importance work you did while reading *Tops & Bottoms*. 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 *Tops & Bottoms*. (Remember to include examples from the book!)

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Making Predictions

Tops & Bottoms
By: Janet Stevens
Grade Level: 3 / Guided Reading Level: N

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

3 Make Predictions While Reading

- Look for clues that tell you what a character might do next
- Look for clues that tell you about big events that might be coming up next

4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary

In *Tops & Bottoms*, Bear owns a big piece of land, but he's too lazy to use it. Hare, who is clever and needs food for his family, asks Bear to be his business partner so that he can grow food on the land. Bear agrees, but he only wants the "tops" of the vegetables. Hare and his family do all the planting and harvesting. When it's time to divide the crops, Bear comes to find that he has the worst parts of the vegetables! Hare keeps finding ways to outsmart Bear again and again. Will Bear ever figure out Hare's trick of "tops" or "bottoms"—or will he stay one step behind 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 5 and 6—Hare asks Bear to be his business partner. What question does he ask Bear in this exchange? What are the "tops" or "bottoms"? What clues in the illustrations help you with your answers?

Pages 11 and 12—Hare gave the tops to Bear and kept the bottoms for himself. How does the layout of these pages help you understand the "tops" and "bottoms" of the vegetables?

Pages 15 and 16—Bear goes back to sleep while Hare and his family get to work. Why did the author choose to have Bear sleeping on the bottom page? How does noticing this help you to be a better reader?

Pages 21 and 22—The author said that all Bear wants to do is sleep. This is an important part of the author's message. Do you think Bear deserves to have the good tops and bottoms of vegetables? Why or why not?

Pages 27 and 28—The author described the Hare as "clever." How does Hare show his cleverness on these pages? How does answering this question help you to better understand Hare's character?

Pages 31 and 32—Bear never slept through a season of planting and harvesting again. What lesson did Bear learn? What does the author want the reader to understand from this story?

Time to Reflect

Think—What types of predictions did you make while reading *Tops & Bottoms*? Did you make predictions about character, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk—Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect—Think about the reasons why some of the predictions you made while reading *Tops & Bottoms* were correct and why others were incorrect. What was easy about making predictions? What was difficult? How does making predictions 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 *Tops & Bottoms*. (Remember to include examples from the book!)

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Answer Key for Making Predictions with Tops & Bottoms

Why does it matter?

Pages 5 and 6: Hare asks Bear to be his business partner. What question does he ask Bear in this exchange? What are the "tops" or "bottoms"? What clues in the illustrations help you with your answers?

Pages 11 and 12: Hare gave the tops to Bear and kept the bottoms for himself. How does the layout of these pages help you understand the "tops" and "bottoms" of the vegetables?

Pages 15 and 16: Bear goes back to sleep while Hare and his family get to work. Why did the author choose to have Bear sleeping on the bottom page? How does noticing this help you to be a better reader?

Pages 21 and 22: The author said that all Bear wants to do is sleep. This is an important part of the author's message. Do you think Bear deserves to have the good tops and bottoms of vegetables? Why or why not?

Pages 27 and 28: The author described the Hare as "clever." How does Hare show his cleverness on these pages? How does answering this question help you to better understand Hare's character?

Pages 31 and 32: Bear never slept through a season of planting and harvesting again. What lesson did Bear learn? What does the author want the reader to understand from this story?

Answer Key for Identifying the Author's Purpose with Tops & Bottoms

Why or why not?

Pages 5 and 6: Hare asks Bear to be his business partner. What question does he ask Bear in this exchange? Is this question important? Why or why not?

Pages 11 and 12: Hare gave the tops to Bear and kept the bottoms for himself. How does the layout of these pages help you understand the "tops" and "bottoms" of the vegetables?

Pages 15 and 16: Bear goes back to sleep while Hare and his family get to work. Why did the author choose to have Bear sleeping on the bottom page? How does noticing this help you to be a better reader?

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Determining Importance

Making Predictions

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

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free Option

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

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 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	Write what really happened.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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Author's Purpose

Determining Importance

Making Predictions