

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *Watercress* by Andrea Wang

Synthesizing Lesson Plan

Watercress
By: Andrea Wang
Grade Level: 3 / Guided Reading Level: N

Synthesizing

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

Have you ever felt embarrassed by your family before? In this story, a young girl's family stops by the side of the road, because her parents are excited to see watercress growing. She feels embarrassed by her parents' love of watercress, a plant eaten as a vegetable in many parts of the world. She refuses to eat it, but she slowly changes her mind as she uncovers the story of her family's past in another country.

Link to What You Know

- What's a food you enjoy now that you didn't like when you were younger?
- Can you think of a time when you fell mad at a friend or family member? What helped you resolve the problem?

Important Words to Know and Understand

Longing – The feeling of wanting something or someone

Squelches – to make a sucking sound when walking on wet ground

2

Learn About Comprehension Strategies

- Think about the text you read when you get confused

Why Readers Synthesize While Reading

Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

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Guided Reading Level

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Synthesizing

3

Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic

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 5 – How do the illustrations on these pages work together to teach us something new about the parents? How do illustrations help you as a reader?

Page 9 – So far, how does the main character feel about collecting watercress with her family? How does the rest of the family feel so far about collecting watercress?

Page 12 – What words on the page show that the character hasn't changed her mind about collecting watercress? How do descriptions in the story help you as a reader?

Page 24 – How have the main character's feelings changed since the beginning of the story? How does paying attention to the way she's changing help you as a reader?

Page 28 – What is the old memory of watercress her family has? How is the main character making a new memory of watercress?

4

Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Reflect

Think – How did your thinking change while you read *Watercress*? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect – Think about the synthesizing work you did while reading *Watercress*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Watercress*. (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 Connections

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- Think about the text you read when you get confused

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Notice the Work You Did While Reading

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- Talk
- Write

Making Connections

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook pages.

Page 3 – Make a **text-to-text** connection. How might you feel if your parents suddenly stopped the car on the side of the road? How does this help you understand the beginning of the story?

Page 7 – This story is about family. Make a **text-to-text** connection. What other story have you read about families?

Page 14 – The girl doesn't want to try the watercress at dinner. How do you think she feels? What do you think she is thinking about?

Page 15 – How did the main character feel about the food she didn't want to try? How do you think she felt about the food she didn't want to try?

Page 21 – Make a **text-to-world** connection. The main character feels like she is the only one who doesn't want to eat watercress. How do you think she feels about other people who don't want to eat watercress? How do you think she feels about other people who do want to eat watercress?

Page 28 – How did the main character feel about the food she didn't want to try? How do you think she felt about the food she didn't want to try?

Time to Reflect

Think – What text-to-text connection did you make while reading *Watercress*? How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Watercress*. (Remember to include examples from the book)

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Making Inferences

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook pages.

Page 4 – Make an inference about how the parents feel about their watercress on the side of the road. What clues in the text helped you make that inference?

Page 7 – How do you think the main character feels about making her parents collect watercress? Which words and phrases in the text helped you make that inference? How does your inference help you understand the relationship between the main character and her parents?

Page 14 – Why might the main character refuse to eat the watercress at dinner? How do the illustrations and text help you understand the main character's feelings?

Page 15 – Make an inference about the main character's feelings. How do you think she feels about her family in China? How do you think she feels about her family in America?

Page 24 – How might the main character feel now about eating watercress? Tell your reading partner how you think she feels.

Time to Reflect

Think – What types of inferences did you make while reading *Watercress*? How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Watercress*. (Remember to include examples from the book)

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Answer Key for Identifying the Author's Purpose with Watercress

Page 1: What clues of the story in the text help you understand the setting?

Page 11: Why do you think the author will do this illustration?

Page 18: What does the illustration tell you about the main character's feelings?

Page 24: How do you think the main character feels about eating watercress?

Page 28: What words on the page show that the character hasn't changed her mind about collecting watercress?

Page 3: Make a text-to-text connection. How might you feel if your parents suddenly stopped the car on the side of the road?

Page 7: This story is about family. Make a text-to-text connection. What other story have you read about families?

Page 14: The girl doesn't want to try the watercress at dinner. How do you think she feels? What do you think she is thinking about?

Page 15: How did the main character feel about the food she didn't want to try? How do you think she felt about the food she didn't want to try?

Page 21: Make a text-to-world connection. The main character feels like she is the only one who doesn't want to eat watercress. How do you think she feels about other people who don't want to eat watercress? How do you think she feels about other people who do want to eat watercress?

Page 28: How did the main character feel about the food she didn't want to try? How do you think she felt about the food she didn't want to try?

Page 4: Make an inference about how the parents feel about their watercress on the side of the road. What clues in the text helped you make that inference?

Page 7: How do you think the main character feels about making her parents collect watercress? Which words and phrases in the text helped you make that inference? How does your inference help you understand the relationship between the main character and her parents?

Page 14: Why might the main character refuse to eat the watercress at dinner? How do the illustrations and text help you understand the main character's feelings?

Page 15: Make an inference about the main character's feelings. How do you think she feels about her family in China? How do you think she feels about her family in America?

Page 24: How might the main character feel now about eating watercress? Tell your reading partner how you think she feels.

Answer Key for Making Connections with Watercress

Page 3: Make a text-to-text connection. How might you feel if your parents suddenly stopped the car on the side of the road?

Page 7: This story is about family. Make a text-to-text connection. What other story have you read about families?

Page 14: The girl doesn't want to try the watercress at dinner. How do you think she feels? What do you think she is thinking about?

Page 15: How did the main character feel about the food she didn't want to try? How do you think she felt about the food she didn't want to try?

Page 21: Make a text-to-world connection. The main character feels like she is the only one who doesn't want to eat watercress. How do you think she feels about other people who don't want to eat watercress? How do you think she feels about other people who do want to eat watercress?

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Identifying the Author's Purpose

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- Think about the text you read when you get confused

4

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- Write

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 on your notebook pages.

Page 1 – What clues does the author give you (in the words and pictures) about the setting of the story? How does knowing the setting help you as a reader?

Page 11 – Why do you think the author will do this illustration? How do you think the author will do this illustration?

Page 18 – Study the words and illustrations on this page. What do you think the author wants you to understand about the main character on this page? How does the page help you understand the main character's feelings?

Page 24 – The author uses "tear" several times about her China grandmother. How do you think she feels about her grandmother? How do you think she feels about her grandmother?

Page 28 – The main character changes her mind about collecting watercress. How do you think she feels about collecting watercress? How do you think she feels about collecting watercress?

Time to Reflect

Think – How do you think the author of *Watercress* feels about her parents? How do you think she feels about her parents? How do you think she feels about her parents?

Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Watercress*. (Remember to include examples from the book)

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Understanding Text Structure

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

3

Understand Text Structure While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic

2

Learn About Comprehension Strategies

- Think about the text you read when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Write

Understanding Text Structure

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook pages.

Page 1 – What clues does the author give you (in the words and pictures) about the setting of the story? How does knowing the setting help you as a reader?

Page 11 – Why do you think the author will do this illustration? How do you think the author will do this illustration?

Page 18 – Study the words and illustrations on this page. What do you think the author wants you to understand about the main character on this page? How does the page help you understand the main character's feelings?

Page 24 – The author uses "tear" several times about her China grandmother. How do you think she feels about her grandmother? How do you think she feels about her grandmother?

Page 28 – The main character changes her mind about collecting watercress. How do you think she feels about collecting watercress? How do you think she feels about collecting watercress?

Time to Reflect

Think – How do you think the author of *Watercress* feels about her parents? How do you think she feels about her parents? How do you think she feels about her parents?

Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Write – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Watercress*. (Remember to include examples from the book)

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Answer Key for Understanding Text Structure with Watercress

Page 3: The author stops on the tip of a dragon's claw. What does that make you think about the moon on this page?

Page 5: How does the description help you understand the story so far?

Page 9: Compare the two illustrations of the main character's family in America and the parents in China as young children. What's similar? What's different?

Page 12: What words on the page show that the character hasn't changed her mind about collecting watercress?

Page 12: What words on the page show that the character hasn't changed her mind about collecting watercress?

Answer Key for Synthesizing with Watercress

Page 4 to 5: How do the illustrations on these pages work together to teach us something new about the parents?

Page 9: So far, how does the main character feel about collecting watercress with her family? How does the rest of the family feel so far about collecting watercress?

Page 12: What words on the page show that the character hasn't changed her mind about collecting watercress?

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Identifying the Author's Purpose

Understanding Text Structure

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

Watercress: Synthesizing

How did the mom change in the story? Give two details from the story that show how the mom changed.

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

Watercress: Synthesizing

How did the mom change in the story? Give two details from the story that show how the mom changed.

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

Watercress: Synthesizing

How did the mom change in the story? Give two details from the story that show how the mom changed.

I can ask and answer questions to show that I understand the stories that I am reading. CCSS: RL.3.1

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

Watercress: Identifying the Author's Purpose

What is a lesson that the main character learns in this story? Give two details from the text to support your answer.

Watercress: Identifying the Author's Purpose

What is a lesson that the main character learns in this story? Give two details from the text to support your answer.

Watercress: Identifying the Author's Purpose

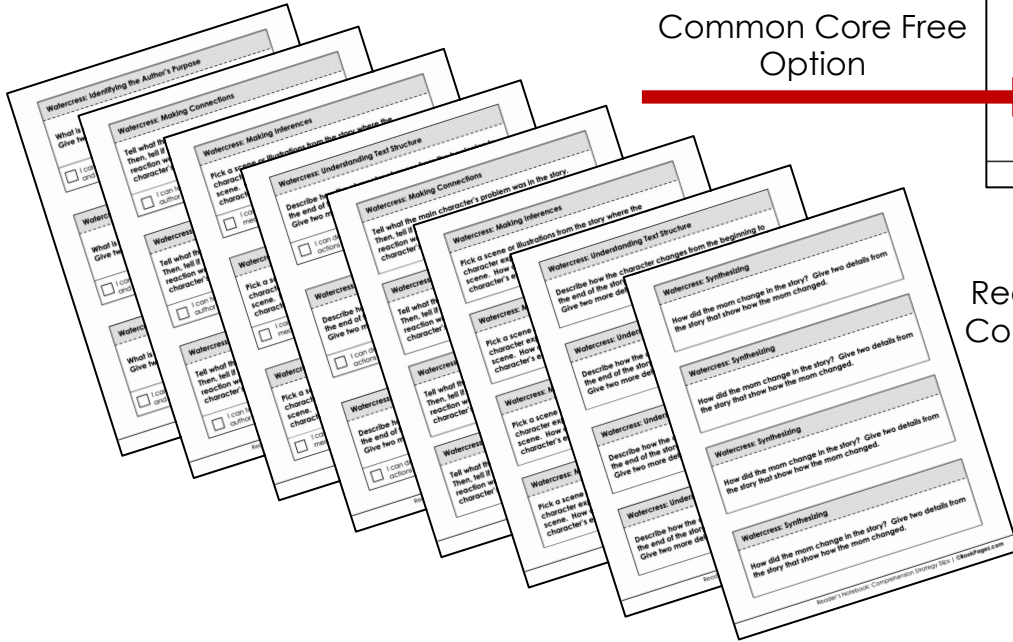
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Watercress: Identifying the Author's Purpose

What is a lesson that the main character learns in this story? Give two details from the text to support your answer.

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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 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.

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Identifying the 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 on 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
Look for clues in the text's pictures.	What do you know about the book?	Emotions, Thoughts, Clues, Setting.

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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Making Inferences

Understanding Text Structure

Title: _____

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

Text Structures You Might See While Reading

Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

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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Understanding Text Structure

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...	Now 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.

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Synthesizing