

Lesson Plans and Teaching Resources for Watercress

5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

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

2

Learn About Comprehension Strategies

- Think about the text you read when you get confused

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. The 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 felt 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

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

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

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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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Key Vocabulary

Explanation of Strategy

Turn, Talk, and Reflect

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Making Connections

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3

Make Connections 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 on your notebook.

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 is her **text-to-text** connection. Think of a time when you didn't want to try something new and how you felt. How does your experience help you understand the main character?

Page 21 – Make a **text-to-world** connection. The main family didn't want to eat watercress because it was so gross. What are some other things people need to learn to love in the world?

Page 28 – How did the main character's memory about collecting watercress change? How does this help you understand the main character's feelings about her family. Make a **text-to-text** connection. What is an experience you had about how the family or with a special friend? How does this connection help you understand the ending of the story?

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
- Reflect
- 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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Making Inferences

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Make Inferences 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 on your notebook.

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 taking her parents collect watercress? Which words and phrases do you think she uses to show her feelings? How does your thinking 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 words help you with your inference?

Page 21 – Make an inference about the main character's feelings about her family. How do the illustrations and words help you with your inference?

Page 28 – How might the main character feel now about eating watercress? Tell your inference to a partner.

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
- Reflect
- Write

Time to Reflect

Think – What types of inferences did you make while reading *Watercress*? How did you use clues to understand the text? How do you think you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the text inferences you made while reading *Watercress*. What was the most interesting inference you made? How do you think you already know about people, places, or events that helped you make inferences?

Reflect – Think about the extra information you learned while making inferences in *Watercress*. What was the most interesting inference you made? How do you think you already know about people, places, or events that helped you make inferences?

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

Page 1: What clues of the story in the text?

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

Page 18: What clues in the text help you understand the relationship between the main character and her parents?

Page 21: How do you think the main character feels about taking her parents collect watercress? Which words and phrases do you think she uses to show her feelings? How does your thinking help you understand the relationship between the main character and her parents?

Page 28: How might the main character feel now about eating watercress? Tell your inference to a partner.

Your Turn to Practice 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 is her text-to-text connection. Think of a time when you didn't want to try something new and how you felt. How does your experience help you understand the main character?

Page 21: Make a text-to-world connection. The main family didn't want to eat watercress because it was so gross. What are some other things people need to learn to love in the world?

Page 28: How did the main character's memory about collecting watercress change? How does this help you understand the main character's feelings about her family. Make a text-to-text connection. What is an experience you had about how the family or with a special friend? How does this connection help you understand the ending of the story?

Your Turn to Practice Making Inferences with Watercress

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 taking her parents collect watercress? Which words and phrases do you think she uses to show her feelings? How does your thinking 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 words help you with your inference?

Page 21: Make an inference about the main character's feelings about her family. How do the illustrations and words help you with your inference?

Page 28: How might the main character feel now about eating watercress? Tell your inference to a partner.

Making Connections

Making Inferences

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Identifying the Author's Purpose

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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

Identify the Author's Purpose 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 on your notebook.

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 understand the beginning of the story?

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

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 about her family?

Page 21 – The author uses "mean never talks about her China grandmother with the weight of all the watercress." What does this mean about her grandmother? How does this help you understand the main character's feelings about her family?

Page 28 – The main character changes her mind about collecting watercress by the end of the story. What clues in the text help you understand the main character's feelings about her family?

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
- Reflect
- 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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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

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 on your notebook.

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 understand the beginning of the story?

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Learn About Comprehension Strategies

- Think about the text you read when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- 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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Your Turn to Practice Understanding Text Structure with Watercress

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 understand the beginning of the story?

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

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 about her family?

Page 21: The author uses "mean never talks about her China grandmother with the weight of all the watercress." What does this mean about her grandmother? How does this help you understand the main character's feelings about her family?

Page 28: The main character changes her mind about collecting watercress by the end of the story. What clues in the text help you understand the main character's feelings about her family?

Your Turn to Practice Synthesizing 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 is her text-to-text connection. Think of a time when you didn't want to try something new and how you felt. How does your experience help you understand the main character?

Page 21: Make a text-to-world connection. The main family didn't want to eat watercress because it was so gross. What are some other things people need to learn to love in the world?

Page 28: How did the main character's memory about collecting watercress change? How does this help you understand the main character's feelings about her family. Make a text-to-text connection. What is an experience you had about how the family or with a special friend? How does this connection help you understand the ending of the story?

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

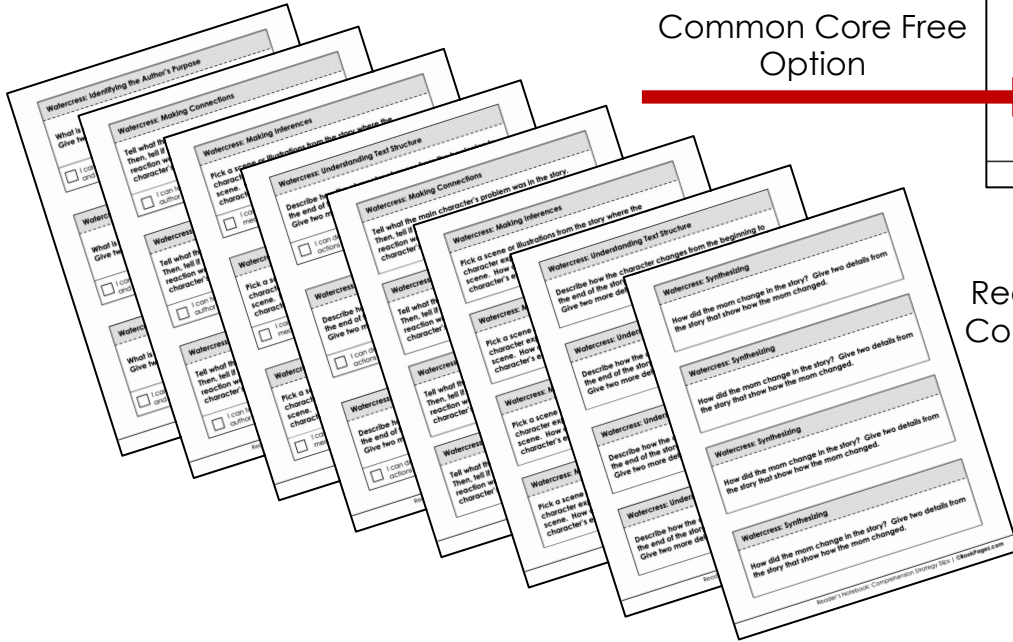
What is a lesson that the main character learns in this story? Give two details from the text to support your answer.

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.

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

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

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

Word Work

Instructional Focus:
Spelling and reading words with r-controlled vowels

Background:
In the English language, each syllable in a word contains a vowel sound. R-controlled vowels have a vowel (a,e,i,o,u) followed by the letter "r". The two letters are pronounced as one sound. Some examples of r-controlled vowels are ir, er, ar, and ur. Sometimes it's referred to as the "bossy r" because you hear the r sound more than the vowel.

Multisyllabic words are words with 2 or more syllables.

Examples:

ar	er	ir	or	ur	ear	uir
card mark	herd clerk	birth shirt				
cardstock market	sneaker minister	birthday circle				

Watercress
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Word Work

Step 2: Connect Word Work to Reading

Extend Engagement

- Play "How Many Syllables?" while standing in line, during a transition, or as a wrap-up to the lesson.
- The teacher (or a student helper) reads an r-controlled word from the anchor chart.
- Then, students hold up a number with their fingers to show the number of syllables in the word.

R-Controlled Vowels in the Text

- Tell students that today, you'll be reading a book called **Watercress** and it has a lot of examples of words with r-controlled vowels.
- Show students the cover and page 3. Read the page aloud and ask students to identify which words contain an r-controlled vowel (horizon, jerking, sharp).

R-Controlled Vowels found in the text:

(cover) wa ter cress

The tops of the combs make lines that zigzag across the horizon. (pg. 3)

horzon

The car comes to a jerking stop. (pg. 3) jerking

Mom's eyes are as sharp as the tip of a dragon's claw. (pg. 3)

sharp

They underneath a brown paper bag, rusty scissors. (pg. 3)

un derth scissors

Materials and Preparation:

- A Copy of **Watercress** by Andrea Wang
- Chart paper for anchor chart
- Markers
- Prepared a set of word cards
- "Read It, Spot It, Write It" Recording Sheet
- Personal whiteboards and dry-erase markers
- R-Controlled Vowels practice page
- Optional - Word Detective Extension Activity
- Optional - "How Many Syllables" game

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Watercress
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Grade Level: 3 / Guided Reading Level: N

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Note:** This activity can be differentiated by deciding ahead of time which students should work with one-syllable words, and which students should work with multisyllabic words.
- Divide students into pairs based on the set of words you'd like them to work with.
- Give each pair of students the correct set of cards along with two recording pages (1 page per student).
- Introduce the partner activity called "Read It, Spot It, Write It". Invite a pair of students to help you model how to play the game.
- Turn the cards face down between the two players.
- Partner 1 flips over a card. Once the card is flipped over, Partner 1 should read the word, underline the r-controlled vowel, and write it on their recording sheet.
- Next, Partner 2 flips over a card, reads the card, underlines the r-controlled vowel, and writes it on their recording sheet.
- Tell students they can help each other read the words and spot the r-controlled vowels.
- Direct students to continue playing until all the word cards are used, or until the recording sheet is filled up.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **R-Controlled Vowel practice page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Read It, Spot It, Write, It
Recording Sheet

Word 1: Draw:	Word 1: Draw:
Word 1: Draw:	Word 1: Draw:
Word 1: Draw:	Word 1: Draw:
Word 1: Draw:	Word 1: Draw:

Multisyllabic Word Cards
R-Controlled Vowels

person
doctor
forest
turnip
monster
furniture

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Word Detective: R-Controlled Vowels
Extension Activity

Directions:
Be a word detective!

Be on the lookout for r-controlled words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

R-Controlled Vowels
Word Work Practice Page

Directions: Read each phrase or sentence from **Watercress** and circle the word with the r-controlled vowel. Then, write the circled word on the chart at the bottom of the page based on which r-controlled vowel it has.

- Roots dripping dirty water
- Onto my shirt
- There are tiny snails clinging to the underside.
- The paper is soaked
- Our original destination
- Long forgotten.
- On the dinner table, that night is a dish
- I only want to eat vegetables from the grocery store.
- Returning with an old photo
- My family from before
- It bites me back with its spicy, peppery taste.
- It is delicate and slightly bitter.
- Together we eat it all

Write the circled words in this r-controlled chart:

ir	er	ur	or

Name: _____ Independent Word Work Practice | @BookPagez.com

Word Detective

ASSESSMENTS

Running Record Assessment:
Use the first 100 words from
the text to assess oral reading
fluency



Running Record				
Title: <i>Watercress</i>		Guided Reading Text Level: N	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy		
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		COUNT	INFORMATION USED	
Page		E	SC	E MSV
				SC MSV
1	We are in the old Pontiac, the red paint faded by years of glimting Ohio sun, pelling rain, and biting snow.			
3	The tops of the cornstalks make lines that zigzag across the horizon. Mom shouts, "Look!" and the car comes to			

Tested By: _____ ©BookPagez.com

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



Watercress CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Watercress</i> to answer each of the following questions.	
1. What is the setting of the story in the beginning?	
<input type="radio"/> A In a red car on the side of the road in Ohio <input type="radio"/> B In a house in Ohio <input type="radio"/> C On a summer day on a farm <input type="radio"/> D In a field in China	
2. Which sentence below best describes the lesson the main character learned from <i>Watercress</i> ?	
<input type="radio"/> A Watercress tastes good. <input type="radio"/> B Being mad at your family is unhealthy. <input type="radio"/> C When you learn about your family's past, you can move on to the future. <input type="radio"/> D When you learn to deal with your emotions, you can be happy.	
3. What caused the main character to decide to try <i>watercress</i> ?	
<input type="radio"/> A She learned about how her dad's family in China didn't have enough to eat. <input type="radio"/> B She learned about how her mom's family in China didn't have enough to eat. <input type="radio"/> C Her parents told her the <i>watercress</i> was fresh and free. <input type="radio"/> D She noticed her brother trying the <i>watercress</i> and wanted to try it.	
4. Which description below shows what the ditch felt like for the main character?	
<input type="radio"/> A Untie our sneakers <input type="radio"/> B Long string stems with leaves round as coins <input type="radio"/> C The soggy bag, my sopping shirt, our sodden selves <input type="radio"/> D Bright, beautiful, nature	

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5. Which scene happened at the end of the story? (RL.3.5)
<input type="radio"/> A The main character tries the <i>watercress</i> and makes a new memory of the food with her family. <input type="radio"/> B The main character refuses to try the <i>watercress</i> and crosses her arms at the dinner table. <input type="radio"/> C The main character's parents stop their red car by the side of the road to collect <i>watercress</i> . <input type="radio"/> D The main character's mom pulls out photos of her family to show her kids.
6. Why is <i>watercress</i> important to the main character's parents? (RL.3.6)
<input type="radio"/> A It's a food that is fresh and free, since they're trying to save money. <input checked="" type="radio"/> B It's a reminder of the food they ate in China with their family, even when they didn't have enough to eat. <input type="radio"/> C <i>Watercress</i> is healthy and nutritious. <input type="radio"/> D <i>Watercress</i> is a delicious vegetable eaten by their culture.
7. Why did the illustrator decide to include pictures of the mom and dad in China when they were young? (RL.3.7)
<input type="radio"/> A To show how beautiful the country is <input type="radio"/> B To help the main character remember life long ago <input type="radio"/> C To show how their past life is not important anymore <input checked="" type="radio"/> D To show how their memories of China were carried into their current life in Ohio
8. Which of the following big ideas from <i>Watercress</i> might NOT be found in other stories? (RL.3.9)
<input type="radio"/> A Learning about your family is important. <input checked="" type="radio"/> B <i>Watercress</i> is a hard vegetable to eat. <input type="radio"/> C Fitting in with your kids at school can be hard. <input type="radio"/> D Dealing with your emotions is a part of life.
9. What genre is <i>Watercress</i> ? (RL.3.10)
<input type="radio"/> A Fantasy <input checked="" type="radio"/> B Realistic Fiction <input type="radio"/> C Nonfiction <input type="radio"/> D Article

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Answer Key




Drawing Worksheet

Directions:
Food is an important part of the characters' lives in the book **Watercress**.
Think about some of the foods or dishes that are important to you and your family. Write your ideas on the lines below.
Then share your list with your family. Talk about the reasons why each food you listed is important to you. Work together to choose one food or dish from your list to share in a class cookbook.

Foods or dishes that are important to my family:

The food or dish that is most important to my family is:

It is important to my family because:



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Compare and Contrast Matching Game and Answer Key

Name: _____ Date: _____

Directions:

- These are cause and effect cards for *Watercress*. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

The girl squirms away because	she learned about her family's past and the famine her mom's family went through.
The brother's and sister's shoes are muddy because	there are tiny snails on the watercress roots.
The girl thought free was "bad" because	kids laughed at her second-hand clothes.
The girl finally tries a bite of watercress because	they went into the wet ditch to pull out watercress plants with their parents.

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Name: _____ Date: _____

EFFECT CARDS


1

2

3

4

REMEMBER!
Cause is why something happened.
Effect is what happened.



©BookPagez.com | Cause and Effect Sorting Mat for Watercress Answer Key

Compare and Contrast Questions Stems and Answer Key

Name: _____

Directions:
The first part of the sentences below tell what happened (the effect) in the book, *Watercress*. Complete each sentence by telling the cause.

The girl squirms away because _____

The brother's and sister's shoes are muddy because _____

The girl thought free was "bad" because _____

The girl finally tries a bite of watercress because _____

Watercress
Cause and Effect

are tiny snails on the watercress roots.

because they went into the wet ditch with their parents.

Kids laughed at her second-hand clothes.

because she learned about her family's past and the famine her mom's family went through.

g happened. The effect is what happened.

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Reading Tip!
Remember: The cause is why something happened. The effect is what happened.

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