

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *We Are Water Protectors* by Carole Lindstrom

Making Inferences Lesson Plan

We Are Water Protectors
By: Carole Lindstrom
Grade Level: 3 / Guided Reading Level: O

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

We Are Water Protectors tells the story of a young girl who learns from her grandmother that water is sacred and must be protected. When a black snake—a symbol of an oil pipeline—threatens to poison the water and harm the Earth, she takes a stand to defend the planet's most precious resource. With the support of her community, she becomes a water protector, standing up against the dangers that threaten the environment.

Link to What You Know

- What are some colors that feel like "life"? What are some colors that feel like "death"?
- Have you ever seen something that is bad for animals or the environment? Tell about it.

Important Words to Know and Understand

Courses – Paths or directions something takes, like a river or a plan

Tracks – A path or line left behind, like the trail a bear leaves as it moves down your face

2

Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences Lesson Plan

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3

Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, settings, and events?

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 4 – The text says that the river runs through the people's veins. What does this mean? How does the illustration help you with your inferences?

Pages 8 to 10 – Make an inference based on the illustrations. What is the black snake? How do you know? How will the black snake destroy the land?

Pages 14 to 16 – What colors did the illustrator use to show the snake and the girl? Why do you think she chose those colors? How do the colors help you to better understand the text?

Pages 21 to 24 – Use the illustrations to make an inference. Who are the winged ones, the crawling ones, the four-legged and two-legged? Why can't they fight for themselves?

Pages 26 to 28 – The text says "tears like waterfalls stream down." Use the illustrations and text to infer how the Ojibwe people feel. Why do you think they feel this way?

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 *We Are Water Protectors*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

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

Reflect – Think about the extra information you learned while making inferences in *We Are Water Protectors*. What was easy about making inferences? What was difficult? How does making inferences 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 *We Are Water Protectors*. (Remember to include examples from the book!)

Key Vocabulary

Explanation of Strategy

We Are Water Protectors
By: Carole Lindstrom
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1

Determining Importance

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

We Are Water Protectors tells the story of a young girl who learns from her grandmother that water is sacred and must be protected. When a black snake—a symbol of an oil pipeline—threatens to poison the water and harm the Earth, she takes a stand to defend the planet's most precious resource. With the support of her community, she becomes a water protector, standing up against the dangers that threaten the environment.

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Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

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.

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 2 to 4 – The author and illustrator show what water means to the Ojibwe people. Is water important? Why or why not?

Pages 9 and 10 – These pages tell about the black snake. What does the black snake do? Why is this important information to know?

Pages 17 and 18 – The author capitalizes the word "ONE" on these pages. Why is this important to notice? What message is the author trying to tell?

Pages 21 and 30 – What important things does Nokomis tell the girl about water? How does the illustration help you to better understand Nokomis's words?

Pages 33 and 34 – These pages have important words and detailed illustrations. What is happening on these pages? What message can you learn from the end of this story?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – What information did you learn while reading *We Are Water Protectors*? How do 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 your fact or idea. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the determining importance work you did while reading *We Are Water Protectors*. How does thinking about the most important fact and ideas make you a better reader?

Write – Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *We Are Water Protectors*. (Remember to include examples from the book!)

Determining Importance

We Are Water Protectors
By: Carole Lindstrom
Grade Level: 3 / Guided Reading Level: O

1

Identifying the Author's Purpose

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

We Are Water Protectors tells the story of a young girl who learns from her grandmother that water is sacred and must be protected. When a black snake—a symbol of an oil pipeline—threatens to poison the water and harm the Earth, she takes a stand to defend the planet's most precious resource. With the support of her community, she becomes a water protector, standing up against the dangers that threaten the environment.

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Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

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 you?

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 2 – The author begins the story by telling us that water is the first medicine. Why do you think the author began the story this way? How does this beginning help you as you continue to read the story?

Pages 13 and 14 – The author and illustrator tell more about the "black snake." What does the black snake symbolize? What is the author trying to tell you?

Page 19 – The author has repeated the same text again in the story. Why do you think she chose to do that? What is the author trying to tell you?

Pages 25 to 28 – The author says that we are all related, and that tears track down the people's faces. Why use the people's face? What message is the author trying to share?

Page 37 – The author includes an Earth Steward and Water Protector pledge at the end of the story. What important words does the use in the pledge? Why do you think the author chose to end the book this way?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – Carole Lindstrom is the author of *We Are Water Protectors*. What was her purpose for writing the book? Did she write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what the book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *We Are Water Protectors*. Think about the things you and your reading partner discussed. How does identifying the author's purpose 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 *We Are Water Protectors*. (Remember to include examples from the book!)

Author's Purpose

Answer Key for Making Inferences with We Are Water Protectors

Why do you think the author chose those colors?

I think _____ is connected. How do the colors _____ tell me _____ about _____.

Page 4: Make an inference about the story Mama tells. Where do you think this magical text says that the river runs through the people's veins. What does this mean?

How does the illustration help you with your inferences?

Pages 8 to 10: Make an inference based on the illustrations. What is the black snake? How do you know?

How will the black snake destroy the land?

Pages 14 and 16: What colors did the illustrator use to show the snake and the girl? Why do you think she chose those colors? How do the colors help you to better understand the text?

Pages 21 to 24: Use the illustrations to make an inference. Who are the winged ones, the crawling ones, the four-legged and two-legged? Why can't they fight for themselves?

Pages 26 to 28: The text says "tears like waterfalls stream down." Use the illustrations and text to infer how the Ojibwe people feel. Why do you think they feel this way?

Answer Key for Identifying the Author's Purpose with We Are Water Protectors

Pages 2 to 4: The author _____ tells us _____ about _____.

Page 2: The author begins the story by telling us that water is the first medicine. Why do you think the author began the story this way?

Page 19: The author has repeated the same text again in the story. How does this beginning help you as you continue to read the story?

Pages 13 and 14: The author and illustrator tell more about the "black snake." What does the black snake symbolize? What is the author trying to tell you?

Page 37: The author includes an Earth Steward and Water Protector pledge at the end of the story. What important words does the use in the pledge? Why do you think the author chose to end the book this way?

Answer Key for Determining Importance with We Are Water Protectors

Pages 2 to 4: The author and illustrator show what water means to the Ojibwe people. Is water important? Why or why not?

Pages 9 and 10: These pages tell about the black snake. What does the black snake do? How do you know? How will the black snake destroy the land?

Pages 17 and 18: The author capitalizes the word "ONE" on these pages. Why is this important to notice? What message is the author trying to tell?

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

We Are Water Protectors: Determining Importance

Draw a character web for the young girl in the story. Use words to describe her and her actions. Then, using your character web, write one sentence that explains why she is a good water protector.

I can describe characters in stories and explain how their actions affect the story. CCSS: RL.3.3

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We Are Water Protectors: Determining Importance

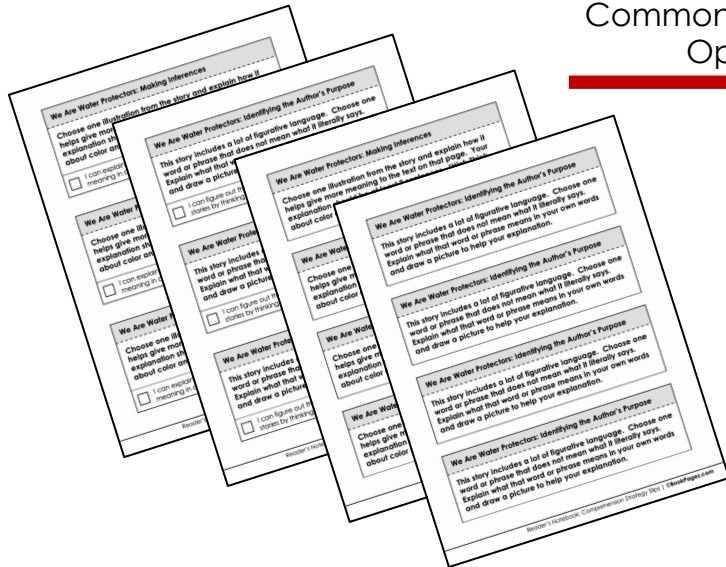
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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

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

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Determining Importance

Making Inferences

What the Text Says	What I Know	What I Can Infer
Use text clues to help you make an inference about the story.	What do you know about the story?	Emotions, thoughts, clues, setting.

Directions:
1. Remove 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

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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Author's Purpose