

# COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *Wemberly Worried* by Kevin Henkes

## Synthesizing Lesson Plan

**Wemberly Worried**  
By Kevin Henkes  
Grade Level: 2 / Guided Reading Level: L

**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
- Know what to do when you get confused

**Summary**

Wemberly is a little mouse who worries about everything. She worries about the playground, her birthday party, and her special doll, Petal. Her parents and grandmother tell Wemberly not to worry, but she can't help it, especially with her biggest worry yet: the first day of school. When Wemberly goes to school with her doll, Petal, she worries about how the day might go. Luckily, she meets a classmate who also worries a lot, and they decide to stick together. Now, Wemberly must learn to let go of her worries if she wants to enjoy the first day of school with her new friend.

**Link to What You Know**

- Do you feel the same about school as you did on the first day? Why or why not?
- Have you ever not liked something and then changed your mind about it? What is it?

**Important Words to Know and Understand**

**Bells** – A metal rod or pin for fastening objects together that usually has a head at one end and a screw thread at the other end and is secured by a nut.

**Chains** – A line of metal rings connected together.

**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

## Synthesizing Lesson Plan

**Wemberly Worried**  
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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

**4**

**Notice the Work You Did While Reading**

- 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 5** – Does Wemberly feel less worried at different times of the day? How do you know? How does answering this question help you understand more about Wemberly?

**Page 9** – Is Wemberly similar to the other kids at the playground? Why or why not? How do you think Wemberly's worries might keep her from having fun?

**Page 12** – How does Petal seem to change Wemberly's mood? Does Petal always help Wemberly? Explain your thinking.

**Pages 25 to 26** – How does Wemberly's mood change when she meets Jewel? Why does she change? How do you know?

**Page 30** – Is Wemberly different at the end of the story compared to the beginning of the story? Why or why not? What details from the text and illustration help you with your answer?

**Time to Reflect**

**Think** – How did your thinking change while you read *Wemberly Worried*? 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 *Wemberly Worried*. 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 *Wemberly Worried*. (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

**Wemberly Worried**  
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Grade Level: 2 / Guided Reading Level: L

**Making Connections**

**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 when you get confused

**3**

**Making Connections**

**4**

**Notice the Work You Did While Reading**

- 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 7** – Name some things that Wemberly worries about. How do you think she feels about these things? Write or draw about them. How does your connection help you to better understand the story?

**Page 15** – Wemberly is worried about being the only one to do something new. Does this connection help you understand how Wemberly feels?

**Page 21** – Wemberly is worried about the first day of school. Make a **link-to-what-you-know** connection. What happens on the first day of school? How does this connection help you understand how Wemberly feels?

**Page 25 to 26** – Wemberly meets a new friend. Make a **link-to-what-you-know** connection. What happens when you meet a new friend? How does this connection help you understand how Wemberly feels about meeting Jewel?

**Time to Reflect**

**Think** – When readers make connections, they look for the parts in a book that connect them to what they already know. How do you think Wemberly feels about these things? Write or draw about them. How does your connection help you to better understand the story?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you to better understand the story.

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

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**Wemberly Worried**  
By Kevin Henkes  
Grade Level: 2 / Guided Reading Level: L

**Making Inferences**

**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 when you get confused

**3**

**Making Inferences**

**4**

**Notice the Work You Did While Reading**

- 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 1** – Make an inference about Wemberly's family. Who do you think is her mother? What details from the text and illustration help you to make your inference?

**Page 13 to 14** – The children are enjoying Wemberly's birthday party. Is Wemberly enjoying her party? Why or why not? Explain your thinking.

**Page 24** – Use the text and illustration to make an inference. How does Wemberly feel about Petal? What is an important inference to make?

**Page 28** – Wemberly is worried that her teacher would be mean. Using the illustration, infer if she, Petal's, reaction is mean. How do you know? Explain your thinking.

**Time to Reflect**

**Think** – What type of inferences did you make while reading *Wemberly Worried*? Did you make inferences to understand new information? Did you infer to understand how a character feels? What do you think you learned about the text because of your inferences?

**Talk** – Tell your reading partner about the best inference you made while reading. Explain why your inference was helpful to you to read. Remember to ask your partner to make an inference about the text.

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

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**Answer Key for Making Inferences with Wemberly Worried**

**Page 1:** Make an inference about Wemberly's family. Who do you think is her mother? What details from the text and illustration help you to make your inference?

**Page 4:** Make an inference about Wemberly's family. Who do you think is her mother? What details from the text and illustration help you to make your inference?

**Page 13 to 14:** The children are enjoying Wemberly's birthday party. Is Wemberly enjoying her party? Why or why not? Explain your thinking.

**Page 24:** Use the text and illustration to make an inference. How does Wemberly feel about Petal? What is an important inference to make?

**Page 28:** Wemberly is worried that her teacher would be mean. Using the illustration, infer if she, Petal's, reaction is mean. How do you know? Explain your thinking.

**Answer Key for Identifying the Author's Purpose with Wemberly Worried**

**Pages 19 to 20:** These pages have stories written on them. What is the author's purpose for only writing these pages?

**Page 2 to 4:** In this story, Wemberly tells about a mouse that worries a lot. Why do you think she wrote a story about worry? Explain your thinking.

**Page 7 to 8:** Name some things that Wemberly worries about.

**Wemberly Worried**  
By Kevin Henkes  
Grade Level: 2 / Guided Reading Level: L

**Identifying the Author's Purpose**

**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 when you get confused

**3**

**Identifying the Author's Purpose**

**4**

**Notice the Work You Did While Reading**

- 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 3 to 4:** We learn that this story is about a mouse that worries a lot. How do you think the author chose to write it? What do you think the author's purpose for writing this story is? Write or draw about it. How does your connection help you to better understand the story?

**Page 17:** What is the main purpose for writing about the author's purpose? Write or draw about it. How does your connection help you to better understand the story?

**Page 19 to 20:** These pages have stories written on them. What is the author's purpose for only writing these pages? Write or draw about it. How does your connection help you to better understand the story?

**Page 30:** Read the words on this page. Why do you think the author chose to end the story this way? How does Wemberly feel at the end of the story? Explain your thinking.

**Time to Reflect**

**Think** – Even though the author of *Wemberly Worried* wrote this book to help you understand how Wemberly feels, you can also use it to learn about the author's purpose for writing the book. How do you think the author chose to write it? What do you think the author's purpose for writing this story is? Write or draw about it. How does your connection help you to better understand the story?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you to better understand the story.

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

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**Wemberly Worried**  
By Kevin Henkes  
Grade Level: 2 / Guided Reading Level: L

**Retelling and Summarizing**

**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 when you get confused

**3**

**Retelling and Summarizing**

**4**

**Notice the Work You Did While Reading**

- 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 3 to 4:** We learn that this story is about a mouse that worries a lot. How do you think the author chose to write it? What do you think the author's purpose for writing this story is? Write or draw about it. How does your connection help you to better understand the story?

**Page 17:** What is the main purpose for writing about the author's purpose? Write or draw about it. How does your connection help you to better understand the story?

**Page 19 to 20:** These pages have stories written on them. What is the author's purpose for only writing these pages? Write or draw about it. How does your connection help you to better understand the story?

**Page 30:** Read the words on this page. Why do you think the author chose to end the story this way? How does Wemberly feel at the end of the story? Explain your thinking.

**Time to Reflect**

**Think** – Even though the author of *Wemberly Worried* wrote this book to help you understand how Wemberly feels, you can also use it to learn about the author's purpose for writing the book. How do you think the author chose to write it? What do you think the author's purpose for writing this story is? Write or draw about it. How does your connection help you to better understand the story?

**Talk** – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you to better understand the story.

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

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**Answer Key for Synthesizing with Wemberly Worried**

**Page 5:** Does Wemberly feel less worried at different times of the day? How do you know? How does answering this question help you understand more about Wemberly?

**Page 9:** Is Wemberly similar to the other kids at the playground? Why or why not? How do you think Wemberly's worries might keep her from having fun?

**Page 12:** How does Petal seem to change Wemberly's mood? Does Petal always help Wemberly? Explain your thinking.

**Answer Key for Retelling and Summarizing with Wemberly Worried**

**Pages 19 to 20:** These pages have stories written on them. What is the author's purpose for only writing these pages?

**Page 3 to 4:** We learn that this story is about a mouse that worries a lot. How do you think the author chose to write it? What do you think the author's purpose for writing this story is? Write or draw about it. How does your connection help you to better understand the story?

**Page 17:** What is the main purpose for writing about the author's purpose? Write or draw about it. How does your connection help you to better understand the story?

**Page 19 to 20:** These pages have stories written on them. What is the author's purpose for only writing these pages? Write or draw about it. How does your connection help you to better understand the story?

**Page 30:** Read the words on this page. Why do you think the author chose to end the story this way? How does Wemberly feel at the end of the story? Explain your thinking.

## Identifying the Author's Purpose

## Retelling & Summarizing

## 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

Common Core Free Option

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

## 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 the author wanted to \_\_\_\_\_ 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.

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.

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Making Connections

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
_____	_____	_____

Draw a picture to illustrate your inference.

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

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Draw a picture or write a sentence for each box below.

First	Next
Then	Last

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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Retelling & Summarizing

**Synthesizing**

Title: \_\_\_\_\_

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
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