

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *What Do You Do With an Idea?* by Kobi Yamada

Author's Purpose Lesson Plan

Identifying the Author's Purpose

What Do You Do With an Idea?
By: Kobi Yamada
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

Summary

What Do You Do With an Idea? by Kobi Yamada tells the story of a boy who discovers he has a new idea—but he isn't sure what to do with it. At first, he feels nervous and tries to ignore it, but the idea keeps following him. Over time, he starts to care for it and believe in it, even when others don't. As his confidence grows, so does the idea, until it becomes something big and beautiful that changes the world. The story teaches readers that every great idea begins with courage, imagination, and belief in yourself.

Link to What You Know

- Think of a really good idea you have had. Tell about it.
- Tell about a time when you experienced something magical. What was it like?

Important Words to Know and Understand

- Attention** – The act of listening or watching carefully
- Burst** – To break open suddenly

2

Learn About Comprehension Strategies

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

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

Author's Purpose Lesson Plan

Identifying the Author's Purpose

What Do You Do With an Idea?
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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 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.

Pages 4 to 6 – The boy has an idea and he walks away from it. What does the idea do next? Why do you think the author chooses for this to happen? How does answering this question help you to better understand the story?

Pages 9 and 10 – There is something "magical" about the boy's idea. Look at the illustrations. How does the illustrator help the idea seem magical? How does noticing this help you to better understand the message of the story?

Pages 15 and 16 – The boy shows his idea to other people. How do they react? Why do you think they react this way? What lesson is the author trying to share?

Page 26 – The idea shows the boy how to walk on his hands. Why? What is the author trying to teach in this moment? How does answering this question help you better understand the idea?

Pages 31 to 34 – The boy's idea "went from being here to being everywhere." Based on the text and illustrations, what happens to his idea? What valuable lesson or message is the author trying to share? How does the illustrator help share the author's message?

4

You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – Kobi Yamada is the author of *What Do You Do With an Idea?* What was his purpose for writing this book? Did he 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? How did you feel about the author's message? How do you think the author would like you to respond to ask your partner to share their thoughts about the book, too.

Reflect – Think about what you learned while reading *What Do You Do With an Idea?* 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 *What Do You Do With an Idea?* (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

Making Inferences

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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 1 and 2 – One day, the boy has an idea. Use the illustrations and text to make an inference about the boy. What is he like? Why do you think so? What clues in the story help you with your answer?

Pages 5 and 6 – The idea follows the boy. Use the illustrations and text to make an inference about the idea. What is it like? Why do you think so? What clues in the text and illustrations help you with your answer?

Pages 11 to 14 – The boy and his idea become friends. Make an inference about the idea. Why do you think it is growing? How does answering this question help you to understand an important lesson in the story?

Pages 29 and 30 – Based on the text and illustrations, infer what it means that the idea "went from being here to being everywhere." Based on the text and illustrations, what happens to his idea? What valuable lesson or message is the author trying to share? How does the illustrator help share the author's message?

3

Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Use the pictures, what you notice about the characters, setting, and events?

Time to Reflect

Think – What types of inferences did you make while reading *What Do You Do With an Idea?* 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 so 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 to *What Do You Do With an Idea?* What was easy about making inferences? What was difficult? How does making inferences 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 *What Do You Do With an Idea?* (Remember to include examples from the book!)

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4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – How did your thinking change while you read *What Do You Do With an Idea?* 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 *What Do You Do With an Idea?* 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 *What Do You Do With an Idea?* (Remember to include examples from the book!)

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Synthesizing

What Do You Do With an Idea?
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Grade Level: 3 / Guided Reading Level: N

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Learn About Comprehension Strategies

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- Know what to do when you get confused

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
- Look for new words that change your understanding of the text

3

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think – How did your thinking change while you read *What Do You Do With an Idea?* 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 *What Do You Do With an Idea?* 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 *What Do You Do With an Idea?* (Remember to include examples from the book!)

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Answer Key for Identifying the Author's Purpose with What Do You Do With an Idea?

Pages 4 to 6

The boy has an idea and he walks away from it. What does the idea do next?

Answers: ...that good!

How does answering this question help you to better understand the story?

Answers: ...it is beautiful

Pages 9 and 10

There is something "magical" about the boy's idea. Look at the illustrations. How does the illustrator help the idea seem magical?

Answers: ...it helps me brighter!!

How does noticing this help you to better understand the message of the story?

Answers: ...it helps me

Answer Key for Making Inferences with What Do You Do With an Idea?

Pages 1 and 2

One day, the boy has an idea. Use the illustrations and text to make an inference about the boy. What is he like? Why do you think so?

Answers: ...I think he is ...

Pages 5 and 6

The idea follows the boy. Use the illustrations and text to make an inference about the idea. What is it like? Why do you think so? What clues in the text and illustrations help you with your answer?

Answers: ...I think the ...

Pages 11 to 14

The boy and his idea become friends. Make an inference about the idea. Why do you think it is growing? How does answering this question help you to understand an important lesson in the story?

Answers: ...I think the ...

Pages 29 and 30

Based on the text and illustrations, infer what it means that the idea "went from being here to being everywhere." Based on the text and illustrations, what happens to his idea? What valuable lesson or message is the author trying to share? How does the illustrator help share the author's message?

Answers: ...I think the ...

Making Inferences

Synthesizing

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

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:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the clues?	Emotions, thoughts, Cause, Setting

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

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Making Inferences

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:

- Answer each of the questions.
- Carefully cut on the dotted line.
- Glue, tape, or staple into your reader's notebook.

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Synthesizing