

# Lesson Plans and Teaching Resources for What Do You Do With an Idea?

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

### 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

**2**  
**Learn About Comprehension Strategies**

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

**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

**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.

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

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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 14** – 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 do you think the author would like you to share your thoughts about the book?

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

**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?

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**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.

**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." How does the author's use of color help you answer this question? How does making this inference help you to better understand the message of the story?

**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 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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**Synthesizing**

**What Do You Do With an Idea?**  
By: Kobi Yamada  
Grade Level: 3 / Guided Reading Level: N

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**2**  
**Learn About Comprehension Strategies**

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

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

**4**  
**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**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.

**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 7 to 10** – The boy keeps his idea to himself. Why does he do that? Does he change his mind about his idea? Why or why not?

**Pages 17 to 20** – People say the boy's idea is no good. How does this make him feel or act? What does the boy realize that helps his feelings change?

**Pages 23 and 24** – The boy builds a house for his idea. Why do you think he does that? How does answering this question help you to understand how the boy is changing throughout the story?

**Pages 29 and 30** – Use the text and illustrations to tell what happens to the boy's idea. How has it changed? What details help you with your answer?

**Page 33** – The story ends with a realization. According to the boy, what do you do with an idea? How does answering this question help you to better understand the message of the story?

**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. He walks away from it. The idea follows him. The boy shows his idea to other people. The idea shows the boy how to walk on his hands. The boy's idea "went from being here to being everywhere."

**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?

**Pages 15 and 14**  
The boy shows his idea to other people. How do they react? Why do you think they react this way?

**Page 26**  
The idea shows the boy how to walk on his hands. Why? What is the author trying to teach in this moment?

**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?

**Your Turn to Practice 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? Why do you think the author chooses for this to happen? How does answering this question help you to better understand the story?

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Name: \_\_\_\_\_

**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?

**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 story 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." How does the author's use of color help you answer this question? How does making this inference help you to better understand the message of the story?

**Your Turn to Practice Making Inferences with What Do You Do With an Idea?**

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Based on the text and illustrations, infer what it means that the idea "went from being here to being everywhere." How does the author's use of color help you answer this question? How does making this inference help you to better understand the message of the story?

Name: \_\_\_\_\_

Making Inferences

Synthesizing

Practice Pages and Answer Keys

# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

**What Do You Do With an Idea?: Author's Purpose**

The author ends the story with "You change the world." In 3-4 sentences, explain how an idea can change the world. Can you think of any ideas that have helped make good changes in the world? Include them in your answer.

I can tell the difference between literal and nonliteral language when I read. CCSS: RL.3.4

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

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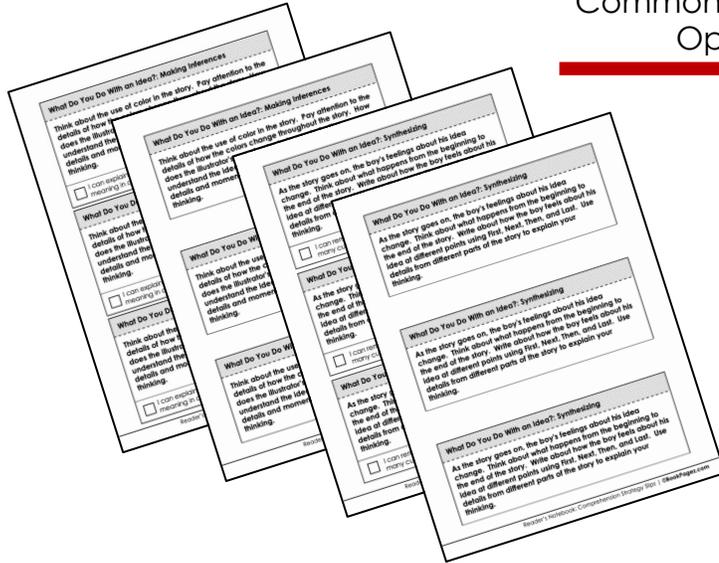
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Common Core Free Option



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:  
 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

Author's Purpose

**Making Inferences**

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

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

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

**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:  
 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

Synthesizing





# ASSESSMENT

5. How does the story build from beginning to end? (RL.3.5)

- A It starts with a big problem and ends with a small one.
- B It begins with fear and ends with an idea.
- C It begins with the boy's idea and ends with a problem.
- D It starts and ends with a problem.

6. How does the boy's point of view change?

- A The boy is embarrassed.
- B The boy and others are surprised.
- C The boy doesn't like the idea.
- D The boy believes in his idea.

7. How do the illustrations help you understand the story?

- A The idea grows bright.
- B The idea stays the same.
- C The idea becomes a problem.
- D The idea turns gray.

8. How is *What Do You Do With an Idea?* different from *What Do You Do With a Problem?*

- A Both are about eggs.
- B Both show how beliefs change.
- C Both focus on how to solve a problem.
- D Both are about learning from mistakes.

9. Why is *What Do You Do With an Idea?* a good book to read?

- A It's short and easy to read.
- B It teaches readers how to solve problems.
- C It helps readers think about their own ideas.
- D It gives step-by-step instructions.

CCSS Assessment

**What Do You Do With an Idea?**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 9

**Directions:**  
Use what you know about *What Do You Do With an Idea?* to answer each of the following questions.

1. What does the boy notice at the beginning of the story?

- A A small bird hatching out of an egg.
- B An idea, that looks like a small, golden egg.
- C A story with an idea.
- D A new friend calling his name.

2. What is the central message of *What Do You Do With an Idea?*

- A Ideas are confusing and should be ignored.
- B Every idea should be shared right away.
- C Believing in your ideas can help them grow into something amazing.
- D It's best to keep ideas hidden so no one can copy them.

3. How does the boy change from the beginning to the end of the story?

- A He becomes proud and confident in his idea.
- B He becomes less interested in his idea.
- C He becomes best friends with his idea and runs away with it.
- D He becomes tired of carrying his idea around.

4. What does the word "fragile" mean when the boy says his idea feels fragile?

- A Strong and powerful.
- B Small but unbreakable.
- C Hard to see or understand.
- D Easy to hurt or damage.

CCSS Assessment 3<sup>rd</sup> Grade Reading Standards for Literature | BookPagez.com

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

# WORKSHEET

Name: \_\_\_\_\_

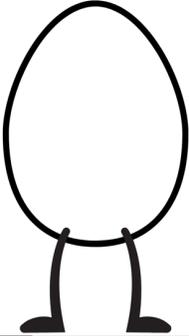
**How to Take Care of An Idea**  
Give your idea the care it needs to grow strong and shine bright!

**Directions:**  
In *What Do You Do With an Idea?*, the boy has an idea. He took care of it, believed in it, and watched it grow.  
Now it's your turn to imagine an idea of your own and tell how you will take care of it.  
If you need help finding an idea, think about something you want to make, a way to help someone, or even a fun thing to try!

My idea is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My idea needs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will take care of my idea by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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Name: \_\_\_\_\_

**How to Take Care of An Idea**  
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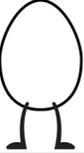
What is your idea about and why does it matter?

What inspired your idea?

What does your idea need?

How will you take care of your idea?

What will you do if someone doesn't understand your idea?



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Writing Activity