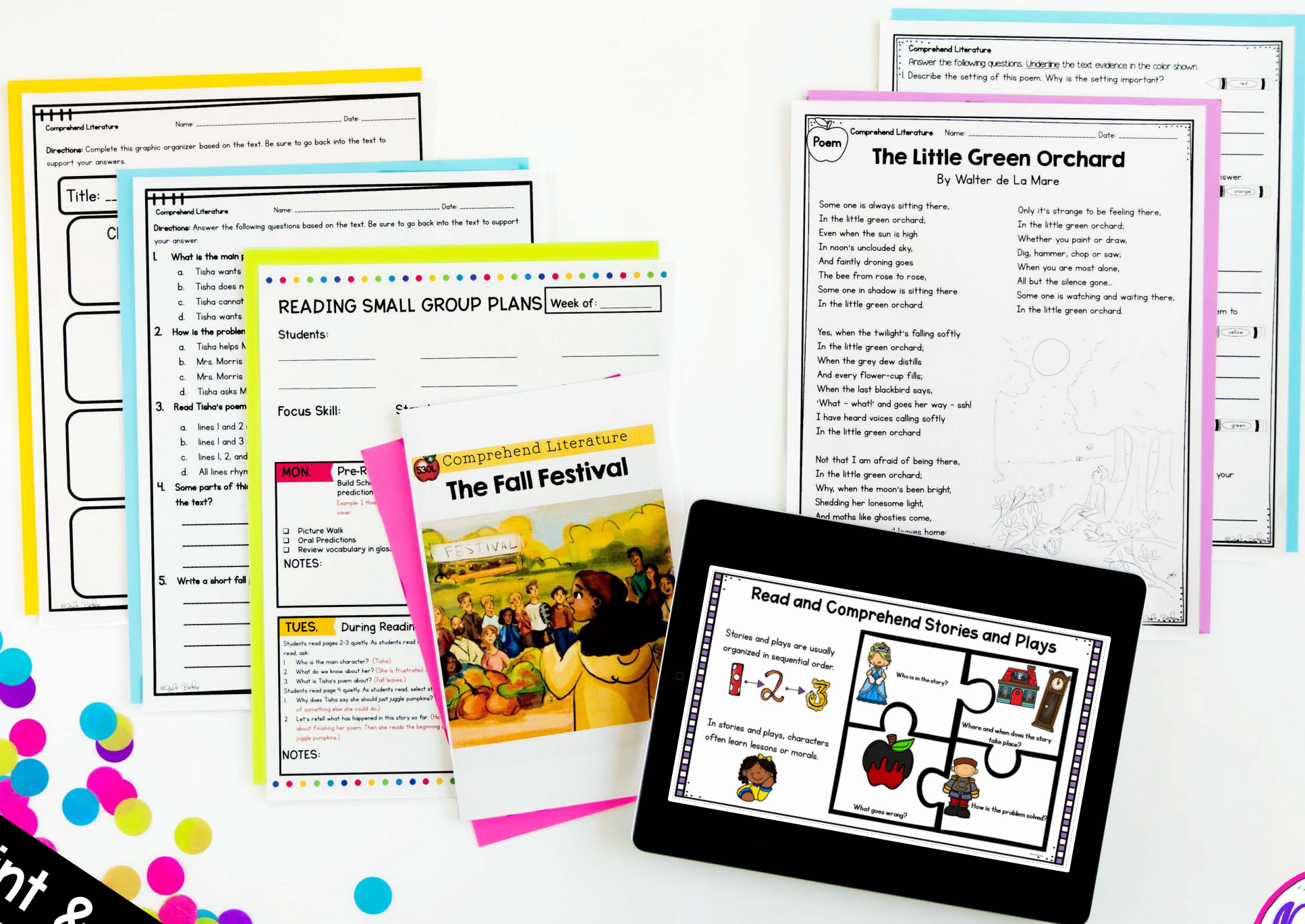


COMPREHEND LITERATURE

~ Skill Pack ~



Print & Digital

2nd & 3rd Grade



LESSON PLANS

2nd & 3rd Grade

COMPREHENSION SKILL: Comprehend Literature

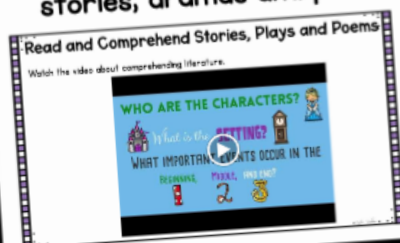


Week 1

MONDAY

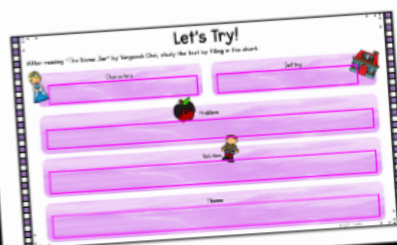
LESSON

- Introduce the skill by explaining that good readers know how to comprehend stories, dramas and poems.



PRACTICE

Work together to read a story and complete the story map.



GUIDED READING

Preview and Predict "The Fall Festival."
Meet with two groups and complete "pre-reading" activities."

CENTERS

TUESDAY

- Guided Practice Whole Class
- Practice reading a story and completing the story map.

Independent Reading

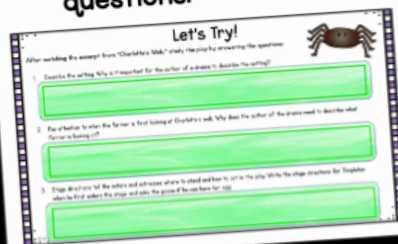
- Choice text to practice completing the story map.

Read pages 1-4 "The Fall Festival" leveled guided readers. Complete "During Reading" discussions



WEDNESDAY

- Guided Practice Whole Class
- Practice watching the play and answering questions.



Independent Reading

- Choice text to practice completing the story map.

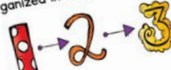
Read pages 5-8 of "The Fall Festival" leveled guided readers. Complete "During Reading" discussions.

Reread the story. While

Comprehend Literature Lesson

Read and Comprehend Stories and Plays

Stories and plays are usually organized in sequential order.



In stories and plays, characters often learn lessons or morals.



SETTING

SOLUTION



CHARACTERS

Who is in the story?



Where and when does the story take place?



PROBLEM

What goes wrong?



How is the problem solved?



2nd & 3rd
Grade

Comprehend Literature Lesson

DIGITAL Mini lessons





Read and Comprehend Stories and Plays

Stories and plays are usually organized in sequential order.



In stories and plays, characters often learn lessons or morals.



Who is in the story?



Where and when does the story take place?



What goes wrong?



How is the problem solved?





Let's Try!

After reading "Those Shoes" by Maribeth Boelts, study the text by filling in the chart:



Characters

Setting



Problem



Solution

Theme

©Julie Boelte

Read and Comprehend Poetry

Poetry **paints** a picture
in the reader's mind.



Poems are written
in

Poems use
to create a visual
picture.

Poems stir emotions
in the reader which
is called the

Poems can have a
that teaches a
moral or a lesson.

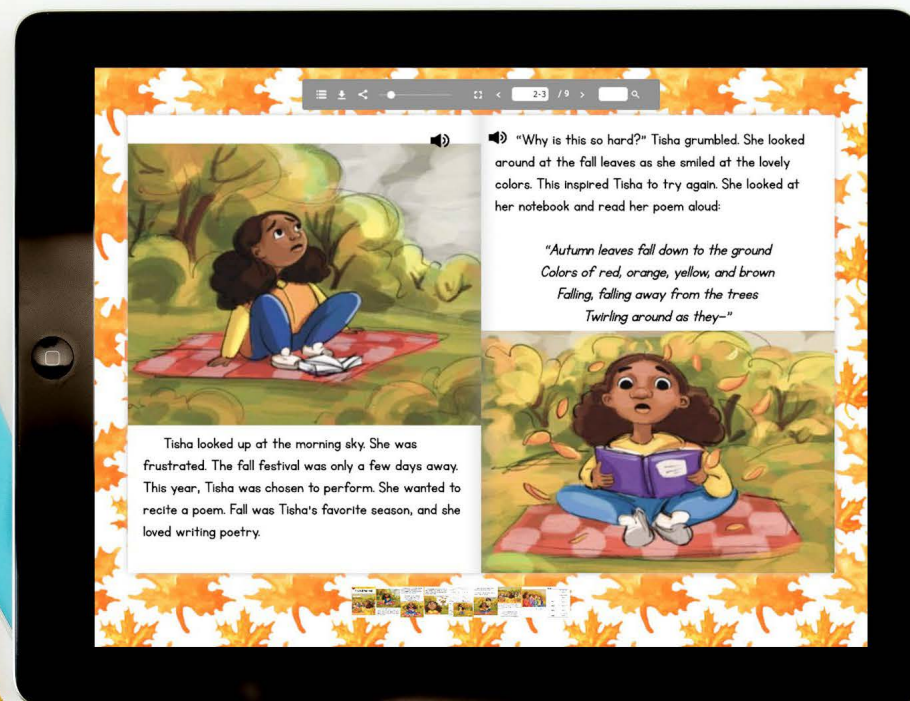


GUIDED READERS

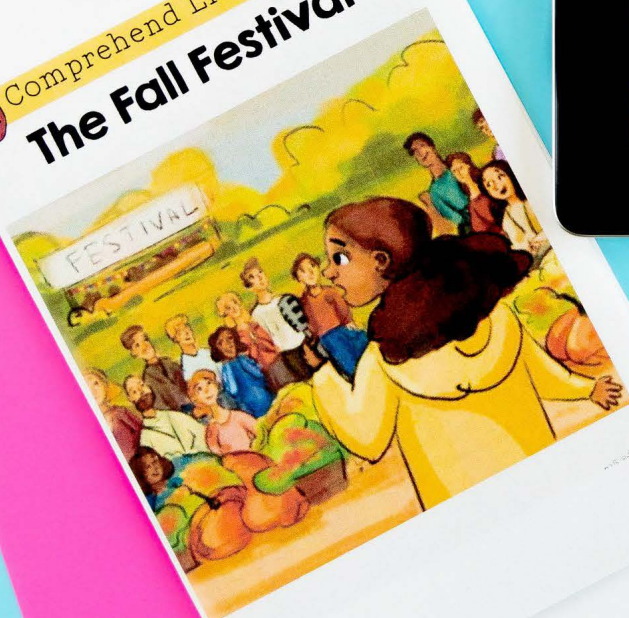
Printable & Digital



2nd - 3rd
Grade



Comprehend Literature
The Fall Festival



comprehend literature

Comprehend Literature

Name: _____ Date: _____

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Title: _____

Comprehend Literature

Name: _____ Date: _____

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

- What is the main problem?
 - Tisha wants
 - Tisha does not
 - Tisha cannot
 - Tisha wants
- How is the problem solved?
 - Tisha helps Mrs. Morris
 - Mrs. Morris
 - Mrs. Morris
 - Tisha asks Mrs. Morris
- Read Tisha's poem
 - lines 1 and 2
 - lines 1 and 3
 - lines 1, 2, and 3
 - All lines rhyme
- Some parts of this poem are different from the text?

- Write a short fall poem

READING SMALL GROUP PLANS

Week of: _____

Students: _____

Focus Skill: _____

MON. Pre-Reading

Build Schema
prediction

Example: I think the cover:

☐ Picture Walk
☐ Oral Predictions
☐ Review vocabulary in glossary

NOTES:

TUES. During Reading

Students read pages 2-3 quietly. As students read, ask:

- Who is the main character? (Tisha)
- What do we know about her? (She is frustrated)
- What is Tisha's poem about? (Fall leaves.)

Students read page 4 quietly. As students read, select:

- Why does Tisha say she should just juggle pumpkins? (of something else she could do.)
- Let's retell what has happened in this story so far. (How about finishing her poem. Then she reads the beginning of juggle pumpkins.)



Comprehend Literature

Answer the following questions. Underline the text evidence in the color shown.

1. Describe the setting of this poem. Why is the setting important?



Poem

Comprehend Literature

Name: _____

Date: _____

The Little Green Orchard

By Walter de La Mare

Some one is always sitting there,
In the little green orchard;
Even when the sun is high
In noon's unclouded sky,
And faintly droning goes
The bee from rose to rose,
Some one in shadow is sitting there
In the little green orchard.

Yes, when the twilight's falling softly
In the little green orchard;
When the grey dew distills
And every flower-cup fills;
When the last blackbird says,
'What - what!' and goes her way - ssh!
I have heard voices calling softly
In the little green orchard

Not that I am afraid of being there,
In the little green orchard;
Why, when the moon's been bright,
Shedding her lonesome light,
And moths like ghosties come,
It leaves home:

Only it's strange to be feeling there,
In the little green orchard;
Whether you paint or draw,
Dig, hammer, chop or saw;
When you are most alone,
All but the silence gone...
Some one is watching and waiting there,
In the little green orchard.



answer.

orange

yellow

green

your

Tisha was stumped. "What rhymes with trees?" she sighed. "Bees...knees...please...cheese—Oh, none of those make sense! I'll never finish this poem. I should just juggle pumpkins."



Mrs. Morris saw Tisha. She looked sad. She was concerned. "What's wrong, Tisha?" asked Mrs. Morris. "The fall festival will be here soon. I need to finish my poem. I can't think of the words."

Mrs. Morris chuckled, "Well, I'm not a writer. But I've always loved to draw. I used to come to this park. I was just a young girl. I wanted to draw the fall trees. Sometimes I couldn't get it right. I just kept watching the leaves. They seemed to dance in the breeze."



530L Comprehend Literature
The Fall Festival



Comprehend Literature

Name: _____

Directions: Complete this graphic organizer based on support your answers.

Title: _____

Characters

"That's it!" Tisha shouted. "*Breeze* rhymes with *trees*! You just helped me. Now, I can finish my poem."

"I'm glad that I could help," said Mrs. Morris. "I can't wait to hear your poem."



Days later, the fall festival began. Tisha was ready to recite her poem. She walked onto the stage. She saw Mrs. Morris in the audience. Tisha smiled. She read her poem aloud:

*"Autumn leaves fall down on the ground
Colors of red, orange, yellow, and brown
Falling, falling away from the trees
Twirling around as they dance in the breeze."*



Date: _____

the text. Be sure to go back into the text to

Comprehend Literature

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

Name: _____ Date: _____

1. What is the main problem in this story?

- a. Tisha wants to go to a festival
- b. Tisha does not want to rake
- c. Tisha cannot finish her fall poem
- d. Tisha wants to learn how to

2. How is the problem solved?

- a. Tisha helps Mrs. Morris drive
- b. Mrs. Morris helps Tisha rake
- c. Mrs. Morris tells Tisha no
- d. Tisha asks Mrs. Morris to

Read Tisha's poem again. What

- a. lines 1 and 2 rhyme (AA)
- b. lines 1 and 3 rhyme (AB)
- c. lines 1, 2, and 3 rhyme (ABC)
- d. All lines rhyme with one another

What parts of this story are

text?

short fall poem

READING SMALL GROUP PLANS

Students: _____

Focus Skill: _____

Standard: _____

Book: _____

Week of: _____

MON.

Pre-Reading

Build Schema: What do you think this story is about? What helped you make this prediction?

Example: I think this story is about a girl who performs at a festival. I think this because there is a girl on stage on the cover.

- ☐ Picture Walk
- ☐ Oral Predictions
- ☐ Review vocabulary in glossary. As you review each word, have students find the words on the page.

NOTES:

TUES.

During Reading

Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you.

- 1. Who is the main character? (Tisha)
- 2. What do we know about her? (She is frustrated about writing her poem.)
- 3. What is Tisha's poem about? (Fall leaves.)

Students read page 4 quietly. As students read, select one student to read aloud to you.

- 1. Why does Tisha say she should just keep writing?
- 2. Let's retell the story of something else she could have written.

FICTION

2ND & 3RD GRADE

RL.2.10/3.10

COMPREHEND LITERATURE



stories, plays,
& poems



Comprehend Literature

Name: Julie Bachese

Date: 5/3

My Smartphone Isn't Very Smart

By Ken Nesbitt

My smartphone isn't very smart.
In fact, it's rather dumb.
It's dumber than a doorknob
or a piece of chewing gum.

It used to be so awesome,
but now my phone is lame.

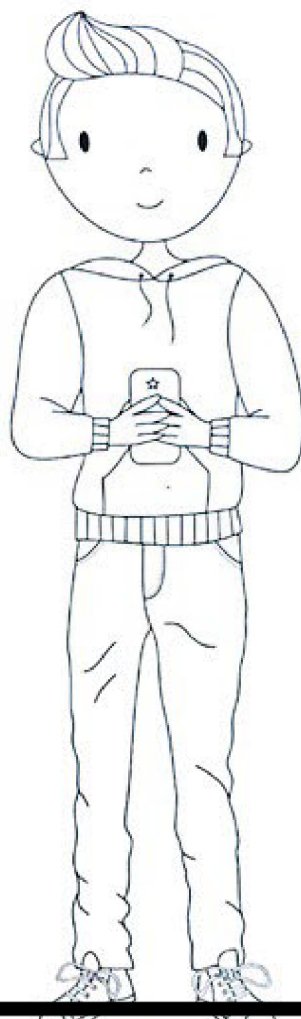
It cannot surf the Internet.
It cannot play a game.

It can't take any pictures.
It can't install an app.
It can't look up my email
or an address on a map.

It won't play any music.
It cannot calculate.
It won't bring up a calendar
to show the time or date.

It cannot send a message.
It cannot make a call.

It's safe to say my smartphone
won't do anything at all.



- a The author thinks his or her cell phone is dumb.
b The author thinks his or her cell phone is smart.
c The author thinks his or her cell phone is broken.
d The author doesn't like using his or her smartphone.

What is the main idea of stanza 1?

a) The author thinks his or her cell phone is dumb.
b) The author thinks his or her cell phone is smart.
c) The author thinks his or her cell phone is broken.
d) The author doesn't like using his or her smartphone.

What is the main idea of stanza 2?

Use details from the poem to support your answer.

cell phone isn't working
+ charged it for a week!

Use words from the poem to support your answer.

words such as "dumb"



WHAT'S INCLUDED?

TEN 2nd & 3rd Grade **DIGITAL** and
PRINTABLE PDF fiction passages &
TWO assessments!

- Aligned with 2nd & 3rd Grade Lexile Levels
- Includes a Stories & Plays Anchor Chart/Journal Page
- Students can highlight the text for easy comprehension

Created with
GOOGLE
SLIDES

COMPREHEND LITERATURE: STORIES, PLAYS, & POEMS

2nd & 3rd grade

Table of Contents

*This product includes 13 stories, plays, and poems in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420-820). Only the stories are leveled.

1. Stories & Plays Anchor Chart/Journal Page
2. Story: The Big Test- 530L
3. Story: Andrew and the Karate Class Trouble- 690L
4. Story: A History Lesson With Abraham Lincoln- 770L
5. Play: The Leg Debacle

Family Ties



NONFICTION PASSAGES

Comprehend Literature Name: _____ Date: _____

Poem **My Smartphone Isn't Very Smart**
By Ken Nesbitt

My smartphone isn't very smart.
In fact, it's rather dumb.
It's dumber than a doorknob
or a piece of chewing gum.

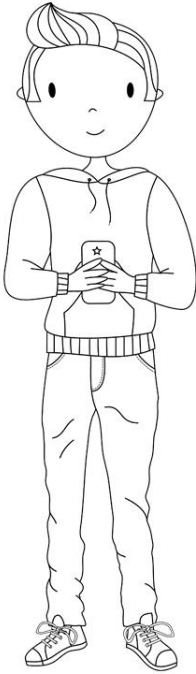
It used to be so awesome,
but now my phone is lame.
It cannot surf the Internet.
It cannot play a game.

It can't take any pictures.
It can't install an app.
It can't look up my email
or an address on a map.

It won't play any music.
It cannot calculate.
It won't bring up a calendar
to show the time or date.

It cannot send a message.
It cannot make a call.
It's safe to say my smartphone
won't do anything at all.

It wasn't always like this.
Perhaps you'll take a peek?
I don't know why it acts like this.
I charged it just last week!



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<https://www.poetry4kids.com/>

Color-coded highlighting
supports student
comprehension. In Google
Slides, students can highlight
as they read!

After reading,
students
type their answers in
the text boxes using
text evidence.

Comprehend Literature

Answer the following questions. Underline the text evidence in the color shown.

1. What is the main idea of stanza 1? 

a. The author thinks his or her cell phone is dumb.
b. The author thinks his or her cell phone is smart.
c. The author thinks his or her cell phone is broken.
d. The author doesn't like using his or her smartphone.

2. What is the main idea of stanza 2 through stanza 5? 

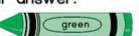
a. The smartphone used to be cool.
b. The smartphone won't play music.
c. The smartphone won't take pictures.
d. The smartphone doesn't work anymore.

3. Read these lines from the last stanza of the poem: 

I don't know why it acts like this.
I charged it just last week!

What is the meaning of these lines? Use details from the poem to support your answer.

Students type their answers right in the text box.

4. What is the mood of this poem? Use details from the poem to support your answer. 

a. serious
b. intense
c. humorous
d. thoughtful

ASSESSMENTS

Color coded highlighting
can also be done on the
assessments!

730L Comprehend Literature Name: _____ Date: _____

TEST: Bart Hamilton Gets a Hamster

Poem Comprehend Literature Name: _____ Date: _____

A Fall Song
By Ellen Robena Field

Golden and red trees
Nod to the soft breeze,
As it whispers, "Winter is near;"
And the brown nuts fall
At the wind's loud call,
For this is the Fall of the year.

Good-by, sweet flowers,
Through bright Summer hours
You have filled our hearts with cheer
We shall miss you so,
And yet you must go,
For this is the Fall of the year.

Now the days grow cold,
As the year grows old,
And the meadows are brown and
sere;
Brave robin redbreast
Has gone from his nest,
For this is the Fall of the year.

I do softly pray
At the close of day,
That the little children, so dear,
May as purely grow
As the fleecy snow
That follows the Fall of the year.

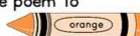


Comprehend Literature

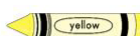
Answer the following questions. Underline the text evidence in the color shown.

6. What is the main idea of this poem? 

a. It is snowing.
b. Fall is coming.
c. Winter is coming.
d. Flowers are dying.

7. How does the author feel about the changing season? Use details from the poem to support your answer. 

Students type their answers right in the text box.

8. What is the meaning of the word "sere" as it is used in stanza 3? 

a. grass
b. growing
c. birds leaving
d. dry and dead

9. What is the mood of this poem? Use details from the poem to support your answer. 

a. blissful
b. spooky
c. comical
d. peaceful

This resource also includes TWO tests
for student assessment.