

Comprehension Skills: Picture, Question and Summarize Using Fiction Stories

Grade Level or Special Area: Kindergarten

Written by: Sarah Scheessele, Meritor Academy, Broomfield, Colorado

Length of Unit: Nine lessons (10 days, 30-45 minutes/day)

I. ABSTRACT

This unit (along with two others titled Comprehension Skills) presents an explicit approach to teaching comprehension skills so students become aware of what they are expected to do when they read stories. Students will learn skills related to Core Knowledge goals for comprehension including picturing events in a story, monitoring their understanding during reading, forming questions, and summarizing stories. The section on summarizing will include lessons on story parts such as characters, events and settings as well as beginning, middle and end. These skills are taught using Core Knowledge Fiction Stories, and knowledge of the stories is also assessed.

II. OVERVIEW

A. Concept Objectives

1. Students will understand a variety of text, both fiction and non-fiction. (adapted from Core Knowledge, page 8 and Colorado State Standard, Reading and Writing #1)
2. Students will recognize how to apply thinking skills to their reading. (adapted from Colorado State Standard, Reading and Writing #4)

B. Content from the *Core Knowledge Sequence*

1. Kindergarten Language Arts: Reading and Writing: Book and Print Awareness (page 7)
 - a. Know parts of a story (for example, title, beginning, end) and their functions.
2. Kindergarten Language Arts: Reading and Writing: Reading and Language Comprehension (page 8)
 - a. Understand and follow oral directions.
 - b. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
 - c. Distinguish fantasy from realistic text.
 - d. Listen to and understand a variety of texts, both fiction and non-fiction.
3. Kindergarten Language Arts: Fiction: Stories (page 9)
 - a. King Midas and the Golden Touch
 - b. The Ugly Duckling (Hans Christian Andersen)
 - c. The Bremen Town Musicians (Brothers Grimm)
 - d. Momotaro: Peach Boy (Japanese folk tale)
 - e. The Three Little Pigs

C. Skill Objectives

1. Students will make a picture showing how they picture part of a story in their mind.
2. Students will visually retell at least one part of King Midas and the Golden Touch.
3. Students will follow all three steps of directions given by teacher without having to ask more than one question to the teacher.
4. Students will retell one part of The Bremen Town Musicians.
5. Students will ask one question about a story.

6. Students will retell, through drawings, the story of King Midas and the Golden Touch.
7. Students will demonstrate an understanding of the beginning, middle and end of a story through their drawings of King Midas and the Golden Touch.
8. Students will retell, through drawings, the story of The Ugly Duckling.
9. Students will demonstrate an understanding of the beginning (characters/setting), middle and end of a story through their drawings of The Ugly Duckling.
10. Students will retell, through drawings, the story of The Bremen Town Musicians.
11. Students will demonstrate an understanding of the beginning (characters/setting), middle (plot problem) and end (plot solution) of a story through their drawings of The Bremen Town Musicians.
12. Students will retell, through drawings, the story of Momotaro: Peach Boy.
13. Students will demonstrate an understanding of the beginning (characters/setting), middle (plot problem) and end (plot solution) of a story through their drawings of Momotaro: Peach Boy.
14. Students will retell, through drawings, the story of The Three Little Pigs.
15. Students will demonstrate an understanding of the beginning (characters/setting), middle (plot problem) and end (plot solution) of a story through their drawings of The Three Little Pigs.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Center for the Improvement of Early Reading Achievement (CIERA). "Put Reading First: The Research Building Blocks of Good Reading Instruction." Available for free at: www.nifl.gov/partnershipforreading/publications/k-3.html
- B. For Students
 1. Kindergarten: Science: The Human Body: The five senses and associated body parts (Sight: eyes, Hearing: ears, Smell: nose, Taste: tongue, Touch: skin) (page 19)
 2. Kindergarten: Mathematics: Patterns and Classification: Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc. (page 17)
 3. Preschool: Storybook Reading and Storytelling: Attend and listen to picture books with storylines (30 minutes). (page 48)

IV. RESOURCES

Note to teacher: All resources can be substituted for other preferred or available versions of the story (poster) listed.

- A. *Think When You Read* (poster) by Really Good Stuff (catalog), you can substitute Appendix B (Lessons One through Nine)
- B. *King Midas and the Golden Touch* retold by Kathryn Hewitt (Lessons One and Five)
- C. *The Ugly Duckling* from the Now You Can Read Series (Lessons Two and Six)
- D. *The Bremen Town Musicians* by Hans Wilhelm (Lessons Three and Seven)
- E. *Momotaro: The Peach Boy* retold by Linda Shute (Lessons Four and Eight)
- F. *The Three Little Pigs* retold by Yuri Salzman (Lesson Nine)

V. LESSONS

Lesson One: Picturing King Midas' Golden World (one day, 45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand a variety of text, both fiction and non-fiction.

- b. Students will recognize how to apply thinking skills to their reading.
 - 2. Lesson Content
 - a. King Midas and the Golden Touch
 - b. Understand and follow oral directions.
 - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
 - d. Listen to and understand a variety of texts, both fiction and non-fiction.
 - 3. Skill Objective(s)
 - a. Students will make a picture showing how they picture part of a story in their mind.
 - b. Students will visually retell at least one part of King Midas and the Golden Touch.
 - c. Students will follow all three steps of directions given by teacher without having to ask more than one question to the teacher.
- B. *Materials*
 - 1. *King Midas and the Golden Touch*
 - 2. Crayons and markers, enough so that each work area can have one set to share
 - 3. Gold craft materials, suggested items include glitter glue, glitter, ribbon, paints, markers, crayons, colored pencils, colored paper, and/or tissue
 - 4. 11" x 17" blank paper, enough for each student to have one and a few extras
 - 5. *Think When You Read* poster or the word Picture and definition "thinking about seeing a story in your mind" laminated and posted on your wall (see Appendix B, page 1)
 - 6. Assessment checklists, one for each student (Appendix A)
- C. *Key Vocabulary*
 - 1. Picture – thinking about seeing a story in your mind
- D. *Procedures/Activities*
 - 1. *Note to teacher: This unit assumes that you have already covered the skills of predicting and connecting with stories. The unit also assumes that students have an understanding that the word comprehension means remembering what happens in a story.*
 - 2. *This lesson works well if you distribute materials to desks beforehand. If you cannot distribute beforehand, you may want to have an assembly line type set up where students can pick up the supplies they need on their way back to work. Have students meet at the carpet and then send them back to their seats to work. If you have already covered the concept of illustrator by the time you do this lesson, you may want to use the term and tell students that picturing is like illustrating (whether you do it in your head or put it on paper).*
 - 3. **Special Education Accommodation:** Have these students sit close to you on the carpet. This will allow you to help them maintain focus through eye contact and gently tapping them if needed. You may also want to ask these students to be your helper whenever possible. For example, when you finish with the gold (see next step), you could ask this student to hold it for you until the story is over. You may also want to have a special cue to keep students focused. For example, you can have all students make a noise or motion when you turn the page or say a certain character's name (i.e. clinking money sounds or pointed fingers for King Midas).
 - 4. Hold up something gold (a pretend gold coin, a piece of fool's gold, costume jewelry).
 - 5. Say: "Today we are going to be reading a story full of gold. What do you think of when you think of gold? What do you already know and connect with gold?"

6. Allow students to respond. Possible responses may reference money, being rich, or being royalty.
7. Then hold up the book *King Midas and the Golden Touch*.
8. Read the title but do not take students on a picture walk. Tell students that this is one time when you are not taking them on a picture walk, and they will see why in a minute. Ask students what they predict the story will be about just from the title and the cover.
9. Allow students to respond. Possible responses may reference story events such as a king who turns everything he touches to gold or responses may include more general information about a king who is very rich.
10. Tell students that today they are going to learn a new way to help them remember what happens in a story. In other words, they are going to learn a new skill to help their comprehension.
11. Explain that the new skill is called “Picture” as you point to the word hanging on your wall. Read the definition of picture, “Thinking about seeing a story in your mind.”
12. Ask students to say the new word and definition with you, and repeat the word and definition with students.
13. Explain to students that when they read a story, they should use all of their five senses (touch, hear, taste, smell, see) to imagine themselves inside the story. This will help them to create pictures in their mind of what is happening in the story.
14. Tell students that you are going to read the story *Kind Midas and the Golden Touch*, and it is their job, while you are reading, to find a comfortable place to lay back and close their eyes so that they can make pictures in their head of what is happening in the story. Remind students that you will not be showing the pictures so they do not need to be able to see the book.
15. Tell students that when you finish reading, they will be asked to choose their favorite picture from their head to put down on paper. (You may want to let them know or show them some of your gold art supplies to stimulate their imaginations of what they will be able to draw/paint/create.)
16. Read *King Midas and the Golden Touch* and stop occasionally to remind students to keep picturing in their head, especially when you read good imagery in the writing.
17. Also, stop when one of the five senses can be used to help children practice using all five senses in picturing stories. Suggested places to stop for each sense are:
 - a. touch – when Midas plays with his gold treasures
 - b. sight – when Midas turns everything to gold
 - c. hear – when Midas hears a voice ask if he is happy
 - d. taste – when Midas sits down for breakfast and bites into gold
 - e. smell – the smell of the breakfast that Midas could not eat
18. When you have finished, ask students if they have a favorite picture in their head. If some students are unsure, you can have a few students share their ideas to help others brainstorm.
19. Tell students the directions for the project:
 - a. They should go back to their desk and start working with the materials at their table (or that they choose from the supply table).
 - b. They need to fill ALL the white space in their pictures and add as much from the story as they can.
 - c. When they are finished they need to clean up their area and look at a book until everyone is finished.

- Gifted and Talented Accommodation:** Set a writing goal for these students in addition to an artwork goal.
20. Have students repeat the directions back to you. Ask if there are any questions. Re-explain if needed.
 21. Call on students to go back to their desk and start working. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also check in periodically with these students during the work time and/or encourage all of your students to seek friends' help when they do not know what to do next.
 22. If students approach you to ask questions, note it on your checklist under comments across from point three.
 23. Allow students approximately 20 minutes to work.
 24. When students are finished, you may want to have them share their pictures if you have extra time. You may also want to show the students the pictures in the book at some point, or leave the book available for them to look at during other times.
 25. To close, say the new word, Picture, and the definition together.
- E. *Assessment/Evaluation*
1. Use students' artwork to complete assessment checklist points one and two. (See Appendix A.)

Lesson Two: Picturing the Ugly Duckling's Facial Expressions (one day, 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand a variety of text, both fiction and non-fiction.
 - b. Students will recognize how to apply thinking skills to their reading.
 2. Lesson Content
 - a. The Ugly Duckling
 - b. Understand and follow oral directions.
 - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
 - d. Listen to and understand a variety of texts, both fiction and non-fiction.
 3. Skill Objective(s)
 - a. Students will make a picture showing how they picture part of a story in their mind.
 - b. Students will follow all three steps of directions given by teacher without having to ask more than one question to the teacher.
- B. *Materials*
1. *The Ugly Duckling*
 2. Assessment checklists (Appendix A), one for each student
 3. *Think When You Read* poster or laminated sign reading "Picture – thinking about seeing a story in your mind" (Appendix B, page 2)
 4. Crayons and markers, enough for each work area to have one set to share
 5. Paper plates, at least one per student
 6. Scrap paper bin with assorted colors and textures of paper
 7. Other craft items that could be used to make a face such as buttons and different colors of yarns for hair
- C. *Key Vocabulary*
1. Picture – thinking about seeing a story in your mind
 2. Feeling – the way a person or animal feels in their heart, an emotion

D. *Procedures/Activities*

1. *Note to teacher: This lesson works well if you distribute materials to desks beforehand. If you cannot distribute beforehand, you may want to have an assembly line type set up where students can pick up the supplies they need on their way back to work. Have students meet at the carpet, and then send them back to their seats to work. If you have already covered the concept of illustrator by the time you do this lesson, you may want to use the term and tell students that picturing is like illustrating (whether you do it in your head or put it on paper).*
2. Hold up the book *The Ugly Duckling*.
3. Read the title but do not take students on a picture walk. Tell students that this is another time when you are not taking them on a picture walk because they are going to have to make their own pictures in their heads again today.
4. Ask students what they connect to, or already know about the story, and what they predict the story will be about just from the title and the cover.
5. Allow students to respond. Possible responses may reference story events such as a duck who nobody likes because he is ugly until he turns into a swan or responses may include more general information about a baby animal that looks different than its family or about a family of ducks who lives by a house.
6. Tell students that today they are going to practice their new way to help them remember what happens in a story. In other words, they are going to practice picturing a story to help their comprehension.
7. Point to “Picture” on your wall, and ask students to say the new word and definition with you. Say the word and definition with students. Tell them that the hand signal for this word is putting your hands up to your eyes like pretend binoculars.
8. Tell students that yesterday they practiced using all of their five senses to picture what happened in the story, but today they are going to think about feelings to help them picture the story.
9. Tell students that when you say feelings, you mean the way a person (or animal) feels in their heart or their emotions. Ask students to name some different feelings they might have. Possible responses may include happy, sad, mad, upset, angry, and excited. If students have a hard time naming feelings, you may want to start by giving a few examples like frustrated and surprised.
10. Tell students that a lot of times you can tell what a person is feeling just by the look on their face. Practice making the facial expressions for the feelings that the students named together.
11. Tell the students that their job today is to find a comfortable spot and make pictures in their head while you read. However, today, they are going to have to stretch their imaginations even farther. Today, they have to picture what kind of face the Ugly Duckling would make if he was a little boy or girl (since ducks cannot make a lot of faces) according to what he is feeling at different points in the story.
12. Tell students that when you finish reading, they will have to pick one feeling that the duckling had and create a person’s face that shows the feeling. You can show students a paper plate and some art supplies so they know what they will have to do.
13. Read the story *The Ugly Duckling* aloud.
14. Stop when the Ugly Duckling’s emotions are described in the story, or when they might be very strong to model picturing feelings or to remind children to picture a face to go with the feeling.

15. The first stop should be when all the animals call the duckling ugly. Ask the students to make a face to show what they think the duckling is feeling. If some students are unsure, you can make the face as well to show sadness.
16. You can stop again when the duckling gets cold and hungry and lonely in the winter. Here you may just want to remind students to think about what their face would look like if they were in that situation (miserable).
17. When the duckling first flies and you read that he is surprised, you may want to stop to say, "That sounds like a feeling that I could picture a face to make for it." (surprise)
18. At the end, remind the students to think about the face the duckling might make (if he were a child) when he found out he was a swan (happy).
19. When you have finished, ask students if they have a picture in their head of a face to make that shows one of the feelings the duckling had. If some students are unsure, you can have a few students share their ideas to help others brainstorm.
20. Tell students the directions for the project:
 - a. They should go back to their desk with a paper plate and draw their face in pencil thinking hard about what someone's eyes and mouth look like for their feeling.
 - b. They need to fill ALL the white space in their faces with crayons/markers or craft supplies.
 - c. When they are finished they need to clean up their area and look at a book until everyone is finished.

Gifted and Talented Accommodation: Set a writing goal for these students in addition to an artwork goal.
21. Have students repeat the directions back to you. Ask if there are any questions. Re-explain if needed.
22. Call on students to go back to their desk and start working. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also check in periodically with these students during the work time and/or encourage all of your students to seek friends' help when they do not know what to do next.
23. Allow students approximately 15 minutes to work. If students approach you to ask questions, note it on your checklist under comments across from point six.
24. When students are finished, you may want to have them share their paper plate faces if you have extra time. You may also want to show the students the pictures in the book at some point, or leave the book available for them to look at during other times.
25. To close, say the new word, Picture, and the definition together. Congratulate students for their hard work picturing and let them know that tomorrow you will start a new skill. Tell them that now that they know how to picture stories in their own heads, they can compare their pictures to the pictures (or illustrations) in the stories they read.

E. *Assessment/Evaluation*

1. Use assessment checklists and complete points three and four. (See Appendix A.)

Lesson Three: Introduction to Questioning While You Read (one day, 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety of text, both fiction and non-fiction.

- b. Students will recognize how to apply thinking skills to their reading.
 - 2. Lesson Content
 - a. The Bremen Town Musicians
 - b. Understand and follow oral directions.
 - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
 - d. Distinguish fantasy from realistic text.
 - e. Listen to and understand a variety of texts, both fiction and non-fiction.
 - 3. Skill Objective(s)
 - a. Students will retell one part of *The Bremen Town Musicians*.
 - b. Students will ask one question about a story.
- B. *Materials*
 - 1. *The Bremen Town Musicians*
 - 2. *Think When You Read* poster or laminated sign reading “Question - stopping to figure out what is happening when words or sentences do not make sense” (Appendix B, page 2)
 - 3. Assessment checklists (Appendix A), one for each student
- C. *Key Vocabulary*
 - 1. Question – stopping to figure out what is happening when words or sentences do not make sense
- D. *Procedures/Activities*
 - 1. *Note to teacher: This lesson assumes everyone is seated and ready to start at the carpet.*
 - 2. Hold up the book *The Bremen Town Musicians*.
 - 3. Read the title and take students on a picture walk.
 - 4. Ask students what they connect with in the story and what they predict the story will be about.
 - 5. Allow students to respond. Possible responses may include ideas about this being about a group of animals who go on a trip somewhere. Students may connect or relate to the types of animals in the story or the idea of going on a trip.
 - 6. Next, ask students if there is anything that they have seen or heard so far that they are not sure about what it means. If no answers are volunteered, you should say some things that you are not sure about. For example, “Why does the title say musicians when you never see the animals playing instruments in the story?” and “Where is Bremen?”
 - 7. Tell students that the things that you are not sure about in a story are the things that you Question. Tell them that question is the new skill they are learning about today to help their comprehension, to help them remember what happens in a story.
 - 8. Point to the word question on the wall and say, “Question means stopping to figure out what is happening when words or sentences do not make sense.”
 - 9. Tell students that it is important if you want to be a good reader that you stop and figure out things that don’t make sense right away when you are reading. For example, before you start reading a book about Bremen, you should find out what that means because it might help you understand the story more if you know about Bremen.
 - 10. Tell students that when you figure out things you are not sure of you definitely know more about what happens in a story and that this skill is VERY important for comprehension. Ask students what they might do to answer the question, “Where is Bremen?” See what their answers are and supply any strategies that you think are important. Possible strategies you may want to include are: ask a

- friend, ask an adult, look at a map, look in a book, look on the internet, look in the story and look in a dictionary or encyclopedia.
11. Tell the students that you had the same question when you first saw this book, so you looked up Bremen on the internet (or in a book...) and found out the Bremen is a city in Germany.
 12. Tell the students that this story and many other fairy tales like Snow White and the Seven Dwarfs, Hansel and Gretel, Rapunzel and many others were all written by the Brothers Grimm.
 13. Show the students Kassel, Germany on the map. Tell the students that this is where the brothers lived. Point to Bremen, and tell the students that this makes sense as a place in the story because it the story is about a journey from Kassel to Bremen.
 14. Tell students now they know two new things; they know where Bremen is and they know a reason that Bremen made sense as a town to choose in this story.
 15. Now, remind the students of the other question you had, "Why does the title say musicians when no one plays music in the pictures?"
 16. Ask the students how they think you should answer this question and take a few responses. If they answer, "Read the story," congratulate them. If not, provide this possible answer and see if they agree.
 17. Explain, "Sometimes when we can't figure out something right away, we have to read more of the story to see if our question gets answered but sometimes when we have a question we can look outside of the story by asking someone or finding a different book to answer our question right away."
 18. Tell the students that you are going to read the story aloud, and it is their job to raise their hand if they notice anything that they cannot figure out right away. Tell them to listen for big words, sentences that don't make sense or things in the picture that do not match with the pictures they are making in their own heads.
 19. Read *The Bremen Town Musicians* aloud, stopping whenever a student raises their hand.
 20. While you are reading, keep a post-it note list of students who ask questions about what you are reading. This will help you complete your assessment of students after the lesson is over.
 21. Also, stop and quiz them on vocabulary occasionally. If students cannot tell you what a word means, tell them that they should have raised their hands to ask for what that word meant.
 22. When you are finished, ask if the students have any more questions left now that the story is finished that are unanswered. Ask them if they know why the title had "musicians" in it (because the animals were going to be musicians when they found the nice place to stay along the way).
 23. Also, ask students if they think the things that happened in the story were real or pretend. Allow them to respond and guide them to see that the story must have been pretend for reasons such as because the animals talked.
 24. Tell them that this is an important question to ask when you read a story because pretend stories you can believe when weird things happen, but if you are reading something that you think is a true story, you might not believe weird things as much.
 25. To close, review both of the words they have learned. Point to Picture first and then Question. Ask students to say the words and definitions with you. Remind them to make binoculars for Picture, and tell students that a good way to remember question is by shrugging their shoulders.

- E. *Assessment/Evaluation*
1. See step 20 and Appendix A. Complete point five on the checklist. Do not worry if all the students did not ask a question the first day. You can leave the checklist blank for them for the next few days as they will have more opportunities to show that they can do this skill.

Lesson Four: Questions and Momotaro: Peach Boy (one day, 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety of text, both fiction and non-fiction.
 - b. Students will recognize how to apply thinking skills to their reading.
2. Lesson Content
 - a. Momotaro: Peach Boy
 - b. Understand and follow oral directions.
 - c. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
 - d. Distinguish fantasy from realistic text.
 - e. Listen to and understand a variety of texts, both fiction and non-fiction.
3. Skill Objective(s)
 - a. Students will ask one question about the story.

B. *Materials*

1. *Momotaro: Peach Boy*
2. *Think When You Read* poster or laminated sign reading “Question - stopping to figure out what is happening when words or sentences do not make sense” (Appendix B, page 2)
3. Assessment checklists (Appendix A), one for each student

C. *Key Vocabulary*

1. Question - stopping to figure out what is happening when words or sentences do not make sense

D. *Procedures/Activities*

1. *Note to teacher: This lesson assumes everyone is seated and ready to start at the carpet.*
2. Hold up the book *Momotaro: The Peach Boy*.
3. Read the title and take students on a picture walk.
4. Ask students what they connect with in the story and what they predict the story will be about.
5. Allow students to respond. Possible responses may include this story being about people in another country who get a baby from a peach and about a man who goes on a long journey to fight monsters. Students may connect to older people that they know, peaches, farming, going on a trip and/or other stories about monsters (for example: *Where the Wild Things Are*).
6. Next, ask students if there is anything that they have seen or heard so far where they were not sure about what it meant or how to connect with it. If no responses are volunteered, you should say some things that you are not sure about. For example, “What does Momotaro mean?” and “How does the baby come out of a peach?” and “Where is this story taking place?”
7. Remind students that the things that you are not sure about in a story are the things that you Question. Tell them that question is the skill they are practicing to help their comprehension, to help them remember what happens in a story.
8. Point to the word question on the wall and say, “Question means stopping to figure out what is happening when words or sentences do not make sense.”

9. Tell students that it is important if you want to be a good reader that you stop and figure out things that don't make sense right away when you are reading.
10. Ask students what they might do to answer the question, "What does Momotaro mean?" See what their answers are and supply any strategies that you think are important. Possible strategies you may want to include are: guess from the other words in the story, ask a friend, ask an adult and look in the story.
11. Tell students that you think looking in the story is a very good idea. Ask them if they can guess from the title what Momotaro might mean.
12. Ask students what they might do to answer the question, "Where is this story taking place?" See what their answers are and supply any strategies that you think are important. Possible strategies you may want to include are: ask a friend, ask an adult and look in the story.
13. Tell them that again, looking in the story sounds like a great idea.
14. Ask students what they might do to answer the question, "How does a baby come out of a peach?" See what their answers are and supply any strategies that you think are important. Possible strategies you may want to include are: ask a friend, ask an adult and look in the story.
15. Tell students that many, many times, the answers to the questions they have can be found right in the stories. Inform them that it is important to ask these questions before reading so that they can look for answers as they read. Also, it is important for them to watch out and make sure that not knowing what something means is not making the story hard to understand because if that is the case, they might need to stop and figure more out before they keep reading.
16. Tell students that you will now read *Momotaro: The Peach Boy* aloud and that it is their job to raise their hand if they hear the answer to any of the questions they have asked already OR if they have any new questions.
17. Read the story. Stop when you hear the answer to any of the questions above even if students do not raise their hands. Point out which question was just answered.
18. You should also stop after the first lines of the story when you hear that the story happens in Japan to point out on a globe or map of the world where Japan is.
19. Also, stop even if students do not raise their hands for all of the Japanese vocabulary and see what students think you should do to find out what the word means. Hopefully, students will catch on to the fact that all the answers to their questions are right inside the story. Words to discuss include: obaasan, ojjiisan, oni, Onigashima, kibi dango, furoshiki, Sayonara, "Enyara, enyara, enyara ya." (Also see definitions at back of the book for more detailed information.)
20. While you are reading, keep a post-it note list of students who ask questions about what you are reading. This will help you complete your assessment of students after the lesson is over.
21. When you are finished, read the notes at the end of the story to point out that sometimes people who write stories give you information you need to understand the story better.
22. Also, ask students if they think the things that happened in the story were real or pretend. Allow them to respond and guide them to see that the story must have been pretend for reasons such as: because the boy was born in a peach and there were monsters.
23. Remind students that this is an important question to ask when you read a story because pretend stories you can believe when weird things happen, but if you are reading something that you think is a true story, you might not believe weird things as much.

24. To close, review both of the words they have learned. Point to Picture first and then Question. Ask students to say the words and definitions with you. Remind them to make binoculars for Picture and shrug their shoulders for Question. Tell students that tomorrow they will learn another new skill.
- E. *Assessment/Evaluation*
1. See step 20 and assessment checklists for each student (Appendix A). Complete assessment checklist point five. By now, most students should have had the opportunity to ask a question. If some have not, you may want to work with them individually or continue to watch to see if they ask a question in the next four lessons.

Lesson Five: Introduction to Summarizing: Beginning, Middle and End (one day, 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety of text, both fiction and non-fiction.
 - b. Students will recognize how to apply thinking skills to their reading.
2. Lesson Content
 - a. King Midas and the Golden Touch
 - b. Know parts of a story (for example, title, beginning, end) and their functions
 - c. Understand and follow oral directions.
 - d. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories.
 - e. Listen to and understand a variety of texts, both fiction and non-fiction.
3. Skill Objective(s)
 - a. Students will retell, through drawings, the story of King Midas and the Golden Touch.
 - b. Students will demonstrate an understanding of the beginning, middle and end of a story through their drawings of King Midas and the Golden Touch.

B. *Materials*

1. *King Midas and the Golden Touch*
2. *Think When You Read* poster or laminated sign reading “Summarize – sorting the information you read” (Appendix B, page 4)
3. Assessment checklists (Appendix A), one for each student
4. Beginning, Middle and End Worksheet for summarizing stories (Appendix C, page 1), one for each student and a few extras (one for teacher’s example)
5. Markers and crayons, each work area should have at least one set and one marker for teacher’s writing

C. *Key Vocabulary*

1. Summarize – sorting the information you read
2. Beginning – the start of a story (first)
3. Middle – the part of the story that happens second, after the beginning but before the end (second)
4. End – the last part of a story (third)

D. *Procedures/Activities*

1. *Note to teacher: This lesson assumes everyone is seated and ready to start at the carpet.*
2. Hold up the book *King Midas and the Golden Touch* and read the title.

3. Ask students if they remember this story. Hopefully, the answer is yes and you can ask students to tell you what happens in the story. Take a few responses which should include information about the story being about a king who wishes for a golden touch but then finds out it is not so great when he cannot eat breakfast and turns his daughter to gold so he wishes the golden touch to go away.
4. Tell students that clearly the skills that you have been teaching them must be helping them remember what happens in stories (comprehension).
5. Tell them that the new skill you want to teach them is called Summarize. Point to the word and read the definition, “sorting the information you read.” Tell students that the hand signal to help them remember this is by putting up one finger, then two, then three.
6. Explain that sorting the information in a story means putting things in the order they happened, one, two, three or beginning, middle, end or first, second, third.
7. Tell them that for the next five days they get to practice sorting the information in the stories they have read so far.
8. Hold up the summarizing worksheet (Appendix C) and show them how there is one box for the beginning, one for the middle and one for the end.
9. Explain that today, since it is their first try, you will all work together to decide what should be in box one for the beginning, two for the middle, and three for the end. Once you have decided each box together and filled it in on the teacher’s example worksheet, then the students will get a chance to fill in their own worksheet.
10. Tell students that often in stories, the beginning is when you meet important people in the story and when you find out where the story happens.
11. Ask them who they meet in the beginning of *King Midas and the Golden Touch* and where the story is happening. (Show the students pages one to three.)
12. Students should respond that they meet King Midas and his daughter Marigold and that the story happens at a castle.
13. Tell students that usually when you meet the characters in a story, you find out some really important information about them.
14. Ask them what they find out about King Midas at the beginning. (Show the students pages one to four.)
15. Students should respond that he loves gold and his daughter Marigold. If they do not, provide this information.
16. Tell students that now they have all the information they need to do box one on their worksheet. Write (on your example worksheet) the sentence, “King Midas loves gold and Marigold.” Read the sentence aloud, and tell the students that your picture will have the king, the daughter, the gold and the castle in it. Sketch in as much as you have time for while you are talking.
17. Next, tell students that the middle of the story is where someone usually gets into trouble and has a problem.
18. Ask the students if they can think of the problem from the story of King Midas. (Show pages five to eleven.)
19. Students should respond that the problem is that everything turns to gold after Midas gets his wish. He cannot eat and his little daughter turns to gold too! If students have trouble coming up with this answer, you may want to tell the first part and see if they can add to it by asking, “What is the problem when King Midas turns everything to gold? Why is he unhappy?”
20. Tell students, now we have enough information to do box two, the middle of the story.

21. Write (on your example worksheet) the sentence, “He turns everything to gold.” Read it aloud, and tell the students that your picture would show his golden breakfast and his gold daughter. Sketch in as much as you have time for while you are talking.
 22. Last, tell students that the end of the story is when the problem gets solved.
 23. Ask students how the problem in the story gets solved. (Show the rest of the pages in the book.)
 24. Students should respond that the stranger tells King Midas how to bring everything back to normal and King Midas follows his advice by putting the water from the river on everything that is gold.
 25. Tell students that now they can complete part three of their worksheet and tell what happens in the end.
 26. Write the sentence, “He finds out how to turn everything back.” Read it aloud, and tell the students that your picture would show King Midas putting river water on everything gold. Sketch in as much as you have time for while you are talking.
 27. Now tell the students it is their turn to complete their own work. Tell them the directions:
 - a. When you are called, get your materials and go to your desk to start working.
 - b. Write and color in all three boxes looking at the teacher’s example if you forget what to do.
 - c. When you are finished clean up your area and look at a book until everyone else finishes.
- Gifted and Talented Accommodation:** Set a writing goal for these students such as complete sentences or correct spelling for sight words.
28. Ask students to repeat the directions. Ask if there are any questions. Re-explain if needed.
 29. Call students to go back and start working. Quickly finish sketching in some pictures in your example. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also check in periodically with these students during the work time and/or encourage all of your students to seek friends’ help when they do not know what to do next.
 30. Allow approximately 20 minutes for working.
 31. Collect completed work and use it to assess students at a later time.
 32. To close, if you have time, repeat the words and definitions on your wall together.

E. *Assessment/Evaluation*

1. See step 30 and Appendix A. Complete checklist point six for each student using their completed work. If students do not get one part of the checklist point six, check off no (and/or write the date under the no column). They should have a beginning, middle and end of the story – note in comments which section they had trouble with and be sure to follow up in Lesson Six while they are working to be sure they understand the part they missed last time.

Lesson Six: Summarizing The Ugly Duckling: Characters and Setting as Beginning (one day, 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety of text, both fiction and non-fiction.

- b. Students will recognize how to apply thinking skills to their reading.
 - 2. Lesson Content
 - a. The Ugly Duckling
 - b. Know parts of a story (for example, title, beginning, end) and their functions
 - c. Understand and follow oral directions.
 - d. Tell in his or her own words what happened in stories or parts of stories,
 - e. Listen to and understand a variety of texts, both fiction and non-fiction.
 - 3. Skill Objective(s)
 - a. Students will retell, through drawings, the story of The Ugly Duckling.
 - b. Students will demonstrate an understanding of the beginning (characters/setting), middle and end of a story through their drawings of The Ugly Duckling.
- B. *Materials*
 - 1. *The Ugly Duckling* (at least one copy)
 - 2. *King Midas and the Golden Touch*
 - 3. *Think When You Read* poster or laminated sign reading “Summarize – sorting the information you read” (Appendix B, page 3)
 - 4. Assessment checklists (Appendix A), one for each student
 - 5. Beginning, Middle and End Worksheet for summarizing stories (Appendix C, page 2), one for each student and a few extras
 - 6. Markers and crayons, each work area should have at least one set
- C. *Key Vocabulary*
 - 1. Summarize – sorting the information you read
 - 2. Beginning – the start of a story (first)
 - 3. Middle – the part of the story that happens second, after the beginning but before the end (second)
 - 4. End – the last part of a story (third)
 - 5. Character – a person or animal in a story (who)
 - 6. Setting – where the story takes place (where)
- D. *Procedures/Activities*
 - 1. *Note to teacher: This lesson assumes that everyone is seated on the carpet and ready to start.*
 - 2. Hold up the book *The Ugly Duckling*.
 - 3. Ask students if they remember this story. Turn through the pages of the story to help them remember all the different events.
 - 4. Tell students that today they are going to practice their new skill – summarizing again. Point to the word and read the definition together.
 - 5. Remind students that yesterday they learned that they need to determine the beginning, middle and end of the story.
 - 6. Tell them that today they are going to learn two new words for what happens at the beginning of the story when you meet who the story is about and find out where the story happens.
 - 7. Tell students that the first word is character and tell them this means WHO the story is about, the people or animals. Have students say characters.
 - 8. Then tell the students the other new word is setting which means WHERE the story takes place.
 - 9. Ask students to raise their hand if they can tell you what character means and take a few responses. Do the same for setting.

10. Next, tell them that they are going to practice their two new words by looking at King Midas again. Ask students who are the characters and what the setting is (the king, Marigold (the daughter), the stranger, the pets and the castle).
11. Tell students that today they have to decide with their groups who the characters were in *The Ugly Duckling* and what the setting was in *The Ugly Duckling* and put all of that information in the first box of their worksheet.
12. Next, tell students they should fill in boxes two and three that tell what the problem was in the story and how the problem was solved.
13. Tell students the directions for the project:
 - a. They should discuss their ideas with the others at their table until they all agree on what goes in boxes one, two and three.
 - b. Once they have decided on all three boxes they can raise their hand to share with the teacher and get their worksheets.
 - c. They fill in all three boxes with words and drawings.
 - d. When finished they should clean up their area and look at a book until everyone finishes. Tell students that if they are having trouble, they can look at the pictures in the book for help.

Gifted and Talented Accommodation: Set a writing goal for these students such as complete sentences or correct spelling for sight words.
14. Have students repeat the directions to you. Ask if there are questions. Re-explain if needed.
15. Call students to go back and start discussing with their group. Allow students three to five minutes to brainstorm and then go to their table and help them if they are having trouble figuring out what should be in each box. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also check in periodically with these students during the work time and/or encourage all of your students to seek friends' help when they do not know what to do next.
16. Once students have their worksheets to fill in, allow 15 to 20 minutes to work. Check in with any students who have "No" marked on their checklist for point six to re-explain the parts they are missing. (See Appendix A.)
17. When everyone has finished, collect the papers and show the students at least one example of a student who did their worksheet correctly (Beginning – meet Ugly Duckling and it's family who call duckling ugly, all living in a nest/on a farm/near a house, Middle – duckling runs away and feels sad, End – duckling finds out it is a swan and is happy).
18. Review the terms character and setting by asking students to tell you what they mean again. You may want to ask students what these words mean throughout the day to help them learn the new terms.

E. *Assessment/Evaluation*

1. Use collected papers and complete point seven on the assessment checklist (Appendix A). If student does not get one part of checklist point seven, check off no (and/or write the date under the no column). They should have beginning (with characters and setting), middle and end of the story – note in comments which section they had trouble with and be sure to follow up in Lesson Seven while they are working to be sure they understand the part they missed last time.

Lesson Seven: Summarizing Bremen Town Musicians: Plot as Middle and End (one day, 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety of text, both fiction and non-fiction.
 - b. Students will recognize how to apply thinking skills to their reading.
2. Lesson Content
 - a. The Bremen Town Musicians
 - b. Know parts of a story (for example, title, beginning, end) and their functions
 - c. Understand and follow oral directions.
 - d. Tell in his or her own words what happened in stories or parts of stories,
 - e. Listen to and understand a variety of texts, both fiction and non-fiction.
3. Skill Objective(s)
 - a. Students will retell, through drawings, the story of The Bremen Town Musicians.
 - b. Students will demonstrate an understanding of the beginning (characters/setting), middle (plot problem) and end (plot solution) of a story through their drawings of The Bremen Town Musicians.

B. *Materials*

1. *The Bremen Town Musicians* (at least one copy)
2. *Think When You Read* poster or laminated sign reading “Summarize – sorting the information you read” (Appendix B, page 3)
3. Assessment checklists (Appendix A), one for each student
4. Beginning, Middle and End Worksheet for summarizing stories (Appendix C, page 3), one for each student and a few extras
5. Markers and crayons, each work area should have at least one set

C. *Key Vocabulary*

1. Summarize – sorting the information you read
2. Beginning – the start of a story (first)
3. Middle – the part of the story that happens second, after the beginning but before the end (second)
4. End – the last part of a story (third)
5. Character – a person or animal in a story (who)
6. Setting – where the story takes place (where)
7. Plot – the problem (middle) and solution (end) in the story

D. *Procedures/Activities*

1. *Note to teacher: This lesson assumes that everyone is seated on the carpet and ready to start.*
2. Hold up the book *The Bremen Town Musicians*.
3. Ask students if they remember this story. Turn through the pages of the story to help them remember all the different events.
4. Tell students that today they are going to practice their new skill, summarizing, again. Point to the word and read the definition together.
5. Remind students that yesterday they learned that they need to determine the beginning (characters and setting), middle and end of the story.
6. Tell them that today they are going to learn one more new word for what happens in the middle and end of the story.
7. Tell students that when you put together the problem in the middle and the solution at the end, you call that the PLOT. Ask students to say plot with you.

8. Ask students to raise their hand if they can tell you what plot means and take a few responses. Do the same for characters and setting.
9. Next, tell them that they are going to practice all three of their new words by looking at *The Bremen Town Musicians* today.
10. Tell students that today, they have to decide with their groups who the characters were in *The Bremen Town Musicians* and what the setting was in *The Bremen Town Musicians* and put all of that information in the first box of their worksheet.
11. Next, tell students they should fill in boxes two and three with the PLOT, what problem was in the story for box two, the middle, and how the problem was solved for box three, the end.
12. Tell students the directions for the project:
 - a. They should discuss their ideas with the others at their table until they all agree on what goes in boxes one, two and three.
 - b. Once they have decided on all three boxes they can raise their hand to share with the teacher and get their worksheets.
 - c. They fill in all three boxes with words and drawings.
 - d. When finished they should clean up their area and look at a book until everyone finishes. Tell students that if they are having trouble, they can look at the pictures in the book for help.

Gifted and Talented Accommodation: Set a writing goal for these students such as complete sentences or correct spelling for sight words.
13. Have students repeat the directions to you. Ask if there are questions. Re-explain if needed.
14. Call students to go back and start discussing with their group. Allow students three to five minutes to brainstorm and then go to their table and help them if they are having trouble figuring out what should be in each box. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also check in periodically with these students during the work time and/or encourage all of your students to seek friends' help when they do not know what to do next.
15. Once students have their worksheets to fill in, allow 15 to 20 minutes to work. Check in with any students who have "No" marked under checklist point seven to re-explain whatever part they were missing. (See Appendix A.)
16. When everyone has finished, collect the papers and show the students at least one example of a student who did their worksheet correctly (Beginning – meet the different animals and find out they are all running away, setting is on the road, Middle – they want to stop for the night because they are tired and find the robbers house, End – they scare the robbers away and lives happily ever after).
17. Review the terms plot, character and setting by asking students to tell you what they mean again. You may want to ask students what these words mean throughout the day to help them learn the new terms. Tell them that now they know all the words they need for summarizing.
18. Remind students that they are practicing summarizing to help their comprehension, to help them remember what happens in a story.

E. *Assessment/Evaluation*

1. Use collected papers and complete point eight on the assessment checklist (Appendix A). If a student does not get one part of the checklist point eight, check off no (and/or write the date under the no column). They should have beginning (with characters and setting), middle (problem) and end of the story (solution) – note in comments which section they had trouble with and be sure to

follow up in Lesson Eight while they are working to be sure they understand the part they missed last time.

Lesson Eight: Summarizing Momotaro Using All Skills (one day, 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety of text, both fiction and non-fiction.
 - b. Students will recognize how to apply thinking skills to their reading.
2. Lesson Content
 - a. Momotaro: Peach Boy
 - b. Know parts of a story (for example, title, beginning, end) and their functions
 - c. Understand and follow oral directions.
 - d. Tell in his or her own words what happened in stories or parts of stories,
 - e. Listen to and understand a variety of texts, both fiction and non-fiction.
3. Skill Objective(s)
 - a. Students will retell, through drawings, the story of Momotaro: Peach Boy.
 - b. Students will demonstrate an understanding of the beginning (characters/setting), middle (plot problem) and end (plot solution) of a story through their drawings of Momotaro: Peach Boy.

B. *Materials*

1. *Momotaro: Peach Boy* (at least one copy)
2. *Think When You Read* poster or laminated sign reading “Summarize – sorting the information you read” (Appendix B, page 3)
3. Assessment checklists (Appendix A), one for each student
4. Beginning, Middle and End Worksheet for summarizing stories (Appendix C, page 3), one for each student and a few extras
5. Markers and crayons, each work area should have at least one set

C. *Key Vocabulary*

1. Summarize – sorting the information you read
2. Beginning – the start of a story (first)
3. Middle – the part of the story that happens second, after the beginning but before the end (second)
4. End – the last part of a story (third)
5. Character – a person or animal in a story (who)
6. Setting – where the story takes place (where)
7. Plot – the problem (middle) and solution (end) in the story

D. *Procedures/Activities*

1. *Note to teacher: This lesson assumes that everyone is seated on the carpet and ready to start.*
2. Hold up the book *Momotaro: Peach Boy*.
3. Ask students if they remember this story. Turn through the pages of the story to help them remember all the different events.
4. Tell students that today they are going to practice their new skill – summarizing again. Point to the word and read the definition together.
5. Remind students that yesterday they learned that they need to determine the beginning (characters and setting), middle (plot’s problem) and end (plot’s solution) of the story.
6. Ask students to raise their hand if they can tell you what plot means and take a few responses. Do the same for characters and setting.

7. Next, tell them that they are going to practice all three of their new words by looking at *Momotaro: Peach Boy* today.
8. Tell students that today they have to decide with their groups who the characters were in *Momotaro: Peach Boy* and what the setting was in *Momotaro: Peach Boy* and put all of that information in the first box of their worksheet.
9. Next, tell students they should fill in boxes two and three with the PLOT, what problem was in the story for box two, the middle, and how the problem was solved for box three, the end.
10. Tell students the directions for the project:
 - a. They should discuss their ideas with the others at their table until they all agree on what goes in boxes one, two and three.
 - b. Once they have decided on all three boxes they can raise their hand to share with the teacher and get their worksheets.
 - c. They fill in all three boxes with words and drawings.
 - d. When finished they should clean up their area and look at a book until everyone finishes. Tell students that if they are having trouble, they can look at the pictures in the book for help.

Gifted and Talented Accommodation: Set a writing goal for these students such as complete sentences or correct spelling for sight words.

11. Have students repeat the directions to you. Ask if there are questions. Re-explain if needed.
12. Call students to go back and start discussing with their group. Allow students three to five minutes to brainstorm and then go to their table and help them if they are having trouble figuring out what should be in each box. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also check in periodically with these students during the work time and/or encourage all of your students to seek friends' help when they do not know what to do next.
13. Once students have their worksheets to fill in, allow 15 to 20 minutes to work. Check in with any students who have "No" marked under checklist point eight to re-explain whatever part they were missing. (See Appendix A.)
14. When everyone has finished, collect the papers and show the students at least one example of a student who did their worksheet correctly (Beginning – old man and woman find baby inside a peach, Middle – boy grows up and goes to fight oni who are terrorizing people, End – the boy and his newfound friends defeat the oni).
15. Review the terms plot, character and setting by asking students to tell you what they mean again. You may want to ask students what these words mean throughout the day to help them learn the new terms.
16. Remind students that they are practicing summarizing to help their comprehension, to help them remember what happens in a story. Congratulate them on their hard work to learn all the new words that go along with summarizing!

E. *Assessment/Evaluation*

1. Use collected papers and complete point nine on the assessment checklist (Appendix A). If a student does not get one part of the checklist point nine, check off no (and/or write the date under the no column). They should have beginning (with characters and setting), middle (plot problem) and end of the story (plot solution) – note in comments which section they had trouble with and be sure to follow up in Lesson Nine while students are working to re-explain the part the student is not demonstrating.

Lesson Nine: Reading The Three Little Pigs Using Five Skills for Comprehension (two days, 30 minutes/day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand a variety of text, both fiction and non-fiction.
 - b. Students will recognize how to apply thinking skills to their reading.
2. Lesson Content
 - a. The Three Little Pigs
 - b. Know parts of a story (for example, title, beginning, end) and their functions
 - c. Understand and follow oral directions.
 - d. Tell in his or her own words what happened in stories or parts of stories,
 - e. Distinguish fantasy from realistic text.
 - f. Listen to and understand a variety of texts, both fiction and non-fiction.
3. Skill Objective(s)
 - a. Students will retell, through drawings, the story of The Three Little Pigs.
 - b. Students will demonstrate an understanding of the beginning (characters/setting), middle (plot problem) and end (plot solution) of a story through their drawings of The Three Little Pigs.

B. *Materials*

1. *The Three Little Pigs* (at least one copy)
2. *Think When You Read* poster or laminated signs for (Connect, Predict) Picture, Question and Summarize (Appendix B, page 3)
3. Assessment checklists (Appendix A), one for each student
4. Beginning, Middle and End Worksheet for summarizing stories (Appendix C, page 3), one for each student and a few extras
5. Markers and crayons, each work area should have at least one set

C. *Key Vocabulary*

1. Comprehension – remembering what happens in a story
2. Summarize – sorting the information you read
3. Question - stopping to figure out what is happening when words or sentences do not make sense
4. Picture – thinking about seeing a story in your mind
5. Predict – thinking about what will happen next in the story
6. Connect – thinking about what you already know about a story

D. *Procedures/Activities*

Day One

1. *Note to teacher: This lesson assumes that everyone is seated on the carpet and ready to start.*
2. Congratulate students for knowing five ways to improve their comprehension!
3. Tell students that today and tomorrow they will get to practice all of their new skills on a book called *The Three Little Pigs*.
4. Ask students what they think you should do first when you pick up *The Three Little Pigs* (picture walk to connect and predict).
5. Take the students on a picture walk and allow them to raise their hands to suggest connections (I have read this story before, in the story I read before, the pig with the brick house beat the wolf) and predictions (the story is about three pigs and a wolf, the three pigs build their houses out of different materials and the brick house is the only one that the wolf cannot blow down). Have each student say either one prediction OR one connection and write their responses on chart paper.

6. Ask students what they should think about while you read the story (more connections, changing prediction, questions, and picture in their heads). Tell students to raise their hands if they have any of those things to share during the story.
7. Read the story *The Three Little Pigs* out loud.
8. Stop whenever students raise their hands.
9. Also stop after you see the little pigs mother and say, I have a question, “Was there a mother pig in the story you read before about the Three Little Pigs?”
10. Tell the students that in the story you read before, there was no mother, so now you are wondering if this story will be the same or different from the one that you know. Tell the students that you will keep reading to find the answer to that question. Ask if anyone wants to change their predictions.
11. Stop when you see the first little pig’s straw house. Ask students if they can connect with or relate to a straw house (No, they have never seen a straw house or yes, they saw them in pictures of houses in other countries). Also, ask them if the picture of this straw house looks like the one they pictured in their heads.
12. Stop when the wolf blows the first house down and ask students, “Do you think this story is fantasy or reality, real or pretend?” (Pretend because wolfs and pigs do not talk or wear clothes and a wolf could not really blow a house down).
13. Stop at other points of your choosing or when students raise their hands to comment.
14. When you are finished reading, go through the chart paper list to see whose predictions came true. You can have kids make a thumbs up for true, thumbs down for did not happen and thumbs sideways for unsure. Discuss any where students are unsure or disagree.
15. After your discussion, remind students that the reason they are practicing all these skills is to help them remember what happens in a story, to help their comprehension.
16. Tell students that tomorrow you will see how well they remember this story when you ask them to do a summary of the story.

Day Two

17. *Note to teacher: This lesson can be started at students’ desks or on the carpet. The procedures assume that students start at the carpet.*
18. Hold up the book *The Three Little Pigs*. Ask students if they think they remember what happens in the story.
19. Hold up a summarizing worksheet (Appendix C, Page Three). Ask students to tell you what they will put in the beginning of the worksheet, box one (characters and setting). Ask students what they will put in the middle (Plot: Problem). Ask students what they will put in the last box, the end (Plot: Solution).
20. Tell them the directions for their project:
 - a. Get a worksheet and markers/crayons and take it to their desk to work quietly NOT with their whole group.
 - b. Draw and/or write to complete all three boxes on the worksheet. Take their time, and do their very best work because we will all share when we are finished.
 - c. Clean up their area and look at a book until everyone else is finished.
21. Call students to get materials and go back to start working. **Gifted and Talented Accommodation:** Set a writing goal for these students such as complete sentences or correct spelling for sight words. **Special Education Accommodation:** Check in as soon as students start working to be sure that these students heard and understood your directions. Also check in periodically

- with these students during the work time and/or encourage all of your students to seek friends' help when they do not know what to do next.
22. Allow 20 minutes to work. Check in with any students who are still having trouble with the concept of summarizing.
 23. When everyone has finished, call on each student to bring their work up and share what they did with the class. Collect the papers after students share.
- E. *Assessment/Evaluation*
1. Use collected papers and complete point ten on the assessment checklist (Appendix A). If a student does not get one part of the checklist point ten, check off no (and/or write the date under the no column). They should have beginning (with characters and setting), middle (problem) and end of the story (solution) – note in comments which section they had trouble with and be sure to follow up at a later date to re-teach the skills and reassess the student.

VI. CULMINATING ACTIVITY

- A. If your students are reading their own easy books, the culminating activity can be for them to go through the three (or five) steps for helping comprehension when reading with you.
- B. If there are any plays on any of the stories you read, that would be a fabulous culminating activity. You could have the three (or all five) steps that they knew for comprehension skills on a worksheet with spaces for them to write. (Before you left they could predict and connect.) When they returned they could do picture, question, summarize.
- C. You could also put on your own classroom play for one of the stories that you read. When another class came to see your play, you could have the kids walk them through the three (five) steps for understanding the story. (They could have the class give predictions and something they connected to before starting.) They could take questions, have the students draw pictures and summarize the story.
- D. Students could also teach someone else the three (five) skills they have learned in reading a book together with another student, perhaps a reading buddy.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Assessment Checklist for Comprehension Skills
- B. Appendix B: Definitions of Key Vocabulary
- C. Appendix C: Summarizing Worksheet

VIII. BIBLIOGRAPHY

- A. Brothers Grimm, Introduction by Colum, Padraic and Commentary by Campbell, Joseph. *The Complete Grimm's Fairy Tales*. New York: Random House, Inc., 1972.
- B. Center for the Improvement for Early Reading Achievement (CIERA), "Put Reading First: The Research Building Blocks of Good Reading Instruction" Publication Number: EXR0007B. The Partnership for Reading, June 2003. Available for free at: www.nifl.gov/partnershipforreading/publications/k-3.html
- C. Core Knowledge Foundation. *The Core Knowledge Sequence*. Canada: Core Knowledge Foundation, 1999. 1-890517-20-8.
- D. Hewitt, Kathryn. *King Midas and the Golden Touch*. Orlando: Harcourt Brace Jovanivich Publishers, Inc., 1987. 0-15-242800-3.
- E. Moore, Lilian. *The Ugly Duckling*. New York: Scholastic, Inc., 1987. 0-590-40524-1.
- F. *Think When You Read* (poster). Really Good Stuff (catalog). Botsford, Connecticut: Really Good Stuff, 2004.
- G. *The Ugly Duckling*. Now You Can Read Series. Newmarket, England: Brimax Books, 1989. 0-86112-110-4.

- H. Salzman, Yuri. *The Three Little*. New York: Golden Books, 1988. 0-307-10099-5.
- I. Shute, Linda. *Momotaro: The Peach Boy*. New York: Lothrop, Lee and Shepard Books, 1986. 0-688-05863-9.
- J. Wilhelm, Hans. *The Bremen Town Musicians*. New York: Scholastic, Inc., 1992. 0-590-44796-3.

Appendix A
Assessment Checklist for Comprehension Skills

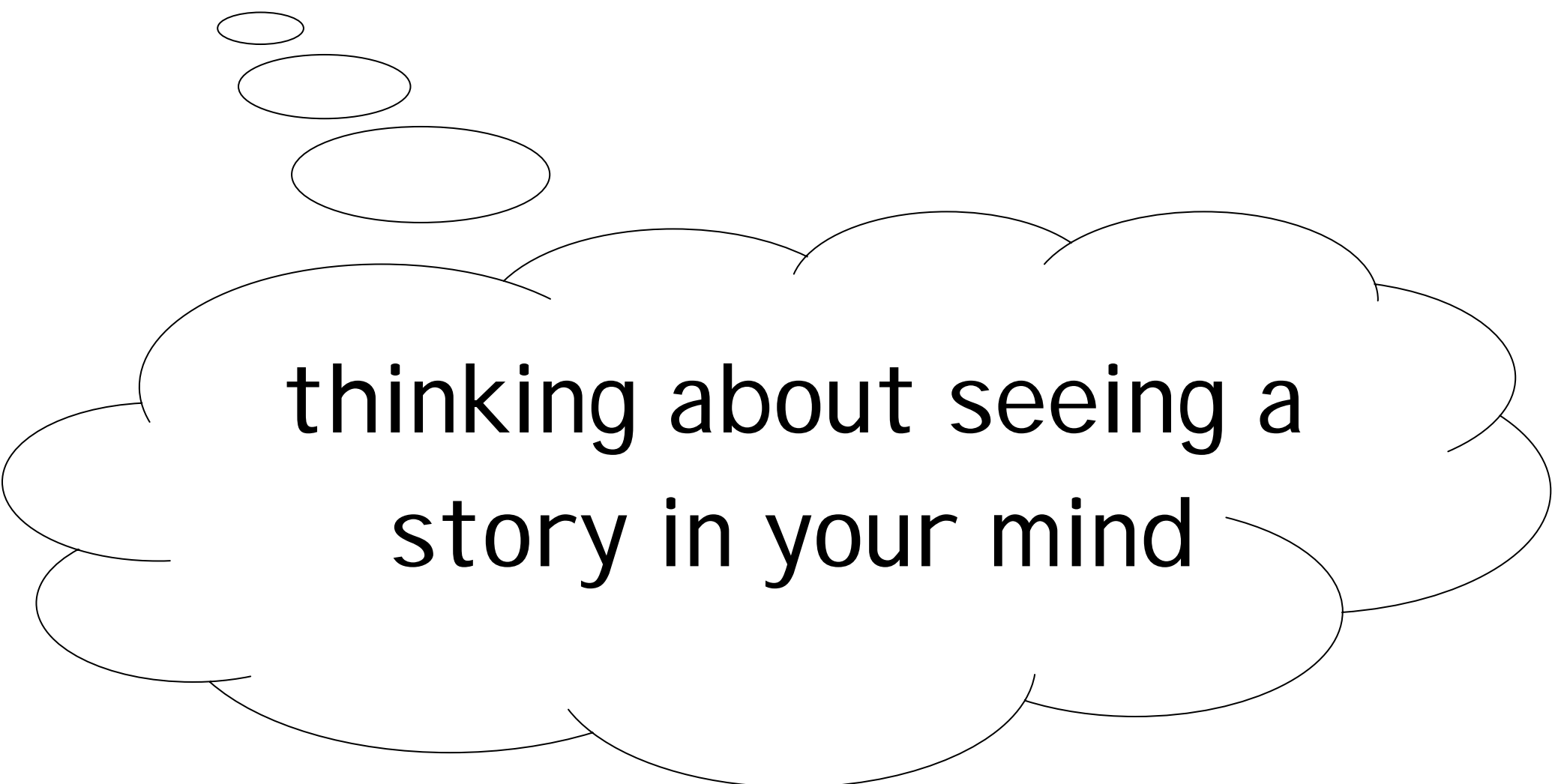
Checklist for Comprehension Skills

Student Name: _____

	Yes	No	Comments
PICTURE			
1. Student made a picture related to King Midas and the Golden Touch.			
2. Student followed all three steps of directions without asking more than one question to teacher.			
3. Student made a face that pictured a feeling of the duckling's.			
4. Student followed all three steps of directions without asking more than one question to teacher.			
QUESTION			
5. Student asked a question about a story.			
SUMMARIZE			
6. Student retold (drew) beginning/middle/end of King Midas and the Golden Touch.			
7. Student retold (drew) beginning (characters/setting)/ middle/end of The Ugly Duckling.			
8. Student retold (drew) beginning/middle (problem)/end (solution) of The Bremen Town Musicians.			
9. Student retold (drew) beginning (characters/setting)/ middle (problem)/end (solution) of Momotaro: Peach Boy.			
10. Students retold (drew) beginning (characters/setting)/ middle (problem)/end (solution) of The Three Little Pigs.			

Appendix B, page 1
Definitions of Key Vocabulary

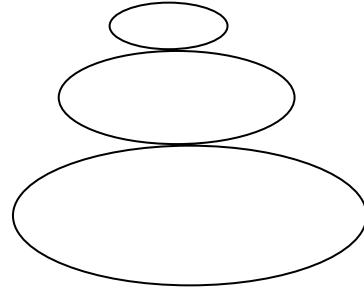
Picture



thinking about seeing a
story in your mind

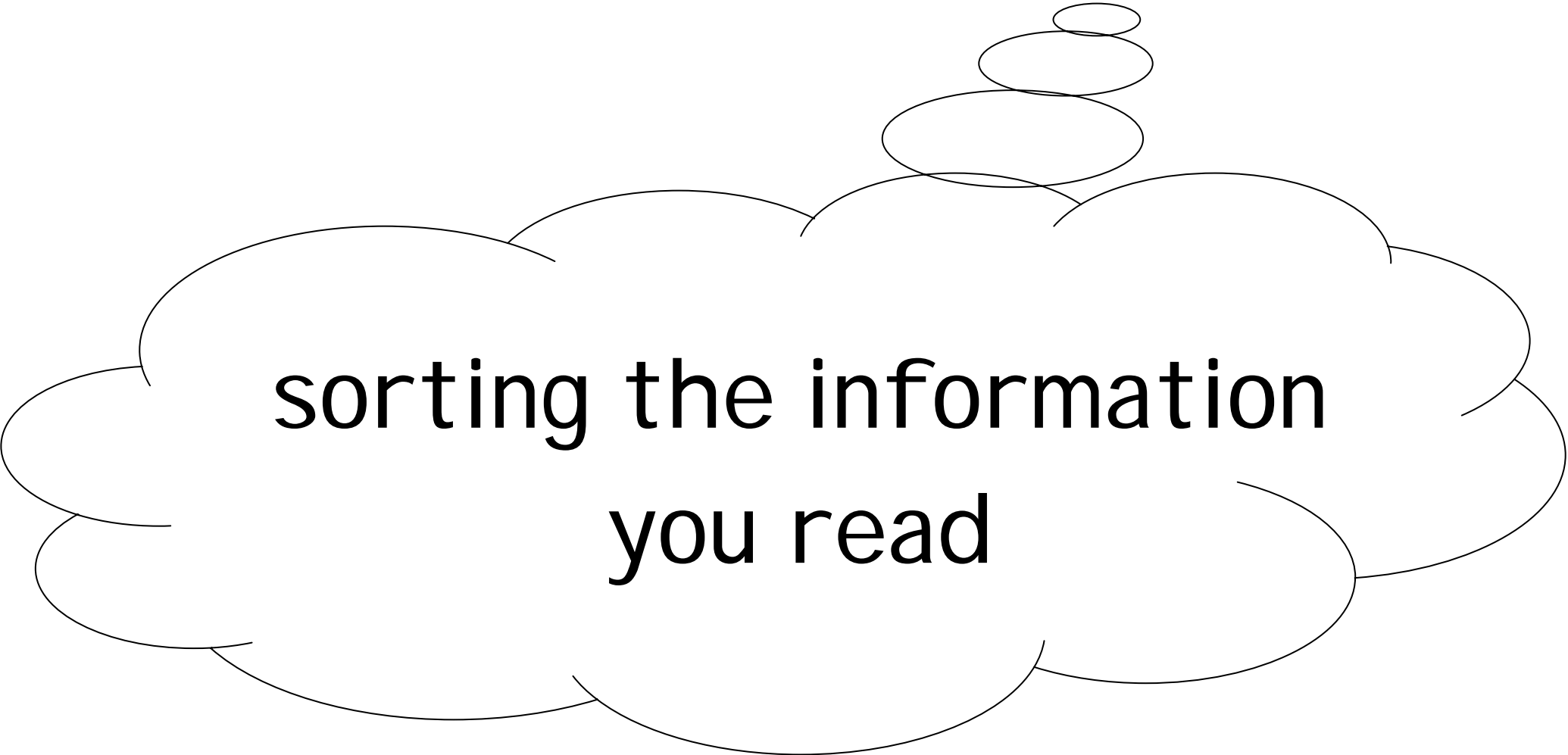
Definitions of Key Vocabulary

Question



stopping to figure out what
is happening when words or
sentences do not make sense

Summarize



sorting the information
you read

Appendix C, page 1
Summarizing Worksheet

Name: _____

1 - Beginning	2 - Middle	3 - End
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>
<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>	<hr style="border-top: 1px dashed black;"/>

Appendix C, page 2
Summarizing Worksheet

Name: _____

1 - Beginning Characters and Setting	2 - Middle	3 - End
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----

Appendix C, page 3
Summarizing Worksheet

Name: _____

1 - Beginning Characters and Setting	2 - Middle Plot: Problem	3 - End Plot: Solution