

Indicator #9
Text Analysis

Student demonstrates comprehension of text, both informational and literature.

Research

A child's ability to decode print and focus on word meanings without sounding out words is essential to their ability to comprehend text. Along with this ability a student's level of listening comprehension is a great predictor of reading comprehension. Effective comprehenders can not only make sense of the text they are reading but they can also use the information that is contains. Students benefit from teacher lead instruction on different comprehension strategies. As children get older reading comprehension becomes a critical part of the learning process. Children need the skills to be able to understand what they have read to be able to learn as they move through their schooling. A major goal of reading is the ability to comprehend what you have read, therefore, children must develop the knowledge, skills, and experiences necessary to become strong comprehenders.

Reading Comprehension: Strategies that Work. (n.d.). Retrieved June 02, 2016, from https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf

Key Ideas and Details- Text Analysis
1.2.PK.B

Answer questions about a text.

The learner will:

- Recall details of a text (informational or story) by answering questions about a text

Effective Practices:

- Provide purposeful and playful exposure to a variety of informational text (e.g. non-fiction text, recipes, web pages, menus, phone books, maps, etc.)
- Ask children to identify facts from text
- Ask "who," "what," "how," and "why questions
- Provide verbal prompts and picture cues to assist in recall

ACTIVITIES

Activity:

Materials

The Kissing Hand by Audrey Penn

Encourage students to talk about their emotions and the emotions of the character in the text.

Anchor chart similar to this.



Adaptations: you can have students draw their faces, use photographs, emoji stickers, clip art

Activity Prompt:

- Teacher reads book to the whole class.
- Class discussion about how Chester felt going to school for the first time, making sure to identify emotions.
- Students think about how they feel on their first day of school, making a text to self-connection
- Students place visual card in the appropriate column on the anchor chart

5. Student uses sentence frame : “Chester felt _____, I feel _____”

Evidence Collection Strategies:

- During step 2, teacher will take anecdotal observation data on students able to identify complex (exceeds expectations) emotions
- During step 4/5, teacher will take yes/no data on sheet, including students’ names, identifying if students were able to place the card appropriately/if they were correct on how Chester felt.

Home School Connection:

- Teacher can send home paper with facial cards (those covered in class) for the parent to ask the child to discuss the faces and situations that make them feel that way.

Activity:

Students will complete a story map of characters, setting, beginning, middle, and end. They will use drawings and or text to convey understanding of the story.

Activity Prompts:

Review beginning, middle, and end and review definition of characters and setting. Ex, “Who are the characters?” Encourage the children to use as many details in their drawing or writing as possible. The drawings should reflect what actually happened in the story.

Evidence Collection Strategies:

Completed story map (attached)

<http://www.hasdk12.org/cms/lib3/PA01001366/Centricity/Domain/5/Graphic%20Organizers.docx>

Home School Connection:

To reinforce the skill taught at school, teacher prints out “The Rainbow Fish” (free copy can be found online and below). Parents then have students color and sequence the attached cards found on lakeshore’s website (http://www.lakeshorelearning.com/media/images/free_resources/teachers_corner/lesson_plans/pre_k/lessonStorySequencingFull.pdf?ASSORTMENT%3C%3East_id=1408474395181113&bmUID=1466688280400). They cut and glue in correct order onto another sheet of paper of construction paper. Parents should encourage children to retell the story in their own words.



The Rainbow Fish
By Marcus Pfister (1992)
Phonemic Awareness Activity

Story:

A long way out in the deep blue sea there lived a fish. Not just an ordinary fish, but the most beautiful fish in the entire ocean. His scales were every shade of blue and green and purple, with sparkling silver scales among them.

The other fish were amazed at his beauty. They called him Rainbow Fish. "Come on, Rainbow Fish," they would call. "Come and play with us!" But the Rainbow Fish would just glide past, proud and silent, letting his scales shimmer.

One day, a little blue fish followed after him. "Rainbow Fish," he called, "wait for me! Please give me one of your shiny scales. They are so wonderful, and you have so many."

"You want me to give you one of my special scales? Who do you think you are?" cried the Rainbow Fish. "Get away from me!" Shocked, the little blue fish swam away. He was so upset, he told all his friends what had happened. From then on, no one would have anything to do with the Rainbow Fish. They turned away when he swam by.

What good were the dazzling, shimmering scales with no one to admire them? Now he was the loneliest fish in the entire ocean.

One day he poured out his troubles to the starfish. "I really am beautiful. Why doesn't anybody like me?" "I can't answer that for you," said the starfish. "But if you go beyond the coral reef to a deep cave you will find the wise octopus. Maybe she can help you."

The Rainbow Fish found the cave. It was very dark inside and he couldn't see anything. Then suddenly two eyes caught him in their glare and the octopus emerged from the darkness. "I have been waiting for you," said the octopus with a deep voice. "The waves have told me your story. This is my advice. Give a glittering scale to each of the other fish. You will no longer be the most beautiful fish in the sea, but you will discover how to be happy."

"I can't..." the Rainbow Fish started to say, but the octopus had already disappeared into a dark cloud of ink. Give away my scales? My beautiful shining scales? Never. How could I ever be happy without them? Suddenly he felt the light touch of a fin. The little blue fish was back! "Rainbow Fish, please, don't be angry. I just want one little scale." The Rainbow Fish wavered. Only one very very small shimmery scale, he thought. Well maybe I wouldn't miss just one.

Carefully the Rainbow Fish pulled out the smallest scale and gave it to the little fish. "Thank you! Thank you very much!" The little blue fish bubbled playfully, as he tucked the shiny scale in among his blue ones. A rather peculiar feeling came over the Rainbow Fish. For a long time he watched the little blue fish swim back and forth with his new scale glittering in the water.

The little blue fish whizzed through the ocean with his scale flashing, so it didn't take long before the Rainbow Fish was surrounded by the other fish. Everyone wanted a glittering scale. The Rainbow Fish shared his scales left and right. And the more he gave away, the more delighted he became. When the water around him filled with glimmering scales, he at last felt at home among the other fish.

Finally the Rainbow Fish had only one shining scale left. His most prized possessions had been given away, yet he was very happy. "Come on Rainbow Fish," they called. "Come and play with us!" "Here I come," said the Rainbow Fish and happy as a splash, he swam off to join his friends.

Story Sequencing

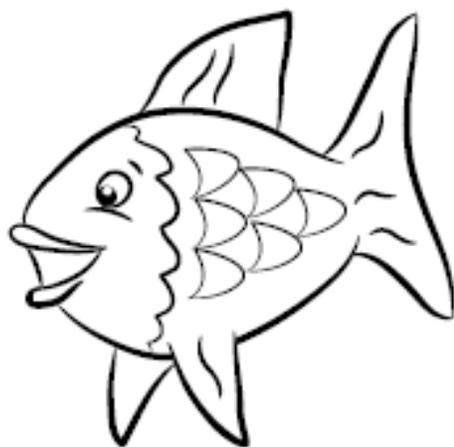
Preschool – Kindergarten

Objectives

- Students will identify the beginning, middle and end of a story.
- Students will recall events of a story in the correct order.

Materials Needed

- The book *The Rainbow Fish* by Marcus Pfister
- Chart paper and marker (or chalkboard and chalk)
- Construction Paper 12" x 18" • Scissors
- Crayons • Aluminum Foil
- The Rainbow Fish reproducible • Glue



Introduction

Ask students to raise their hands if they like it when their friends share things with them. Then ask them to raise their hands if they have ever owned something so special that they didn't want to share it with others. Invite a few volunteers to talk about their prized possession. Finally, ask students, "How do you think your friends would feel if you never shared with them?" and, "How do you think you would feel if your friends didn't share with you?"

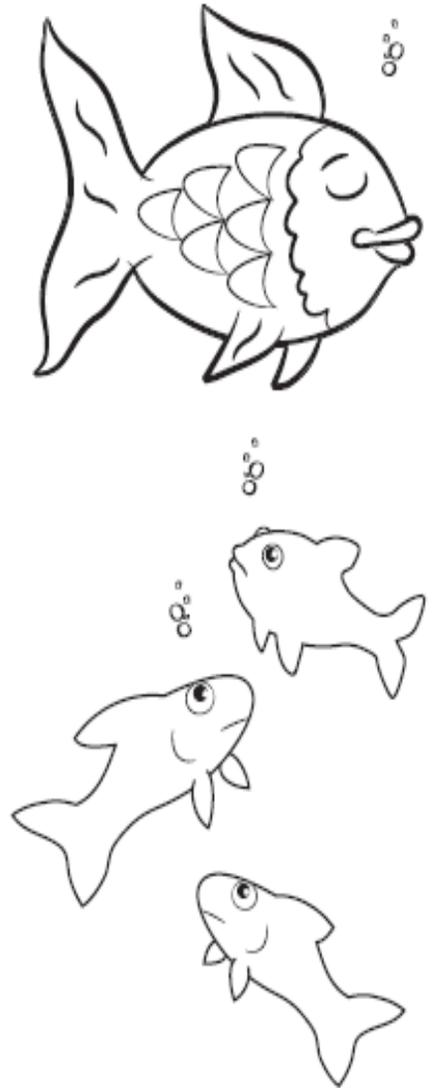
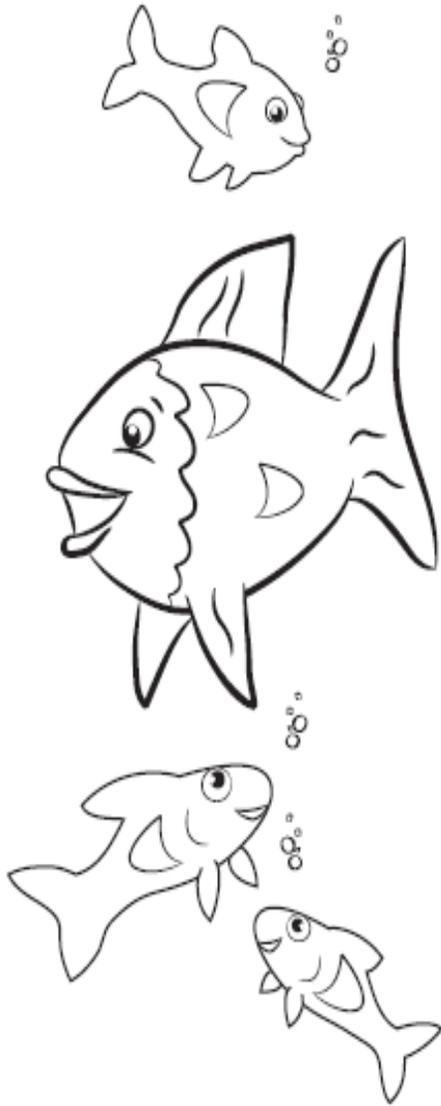
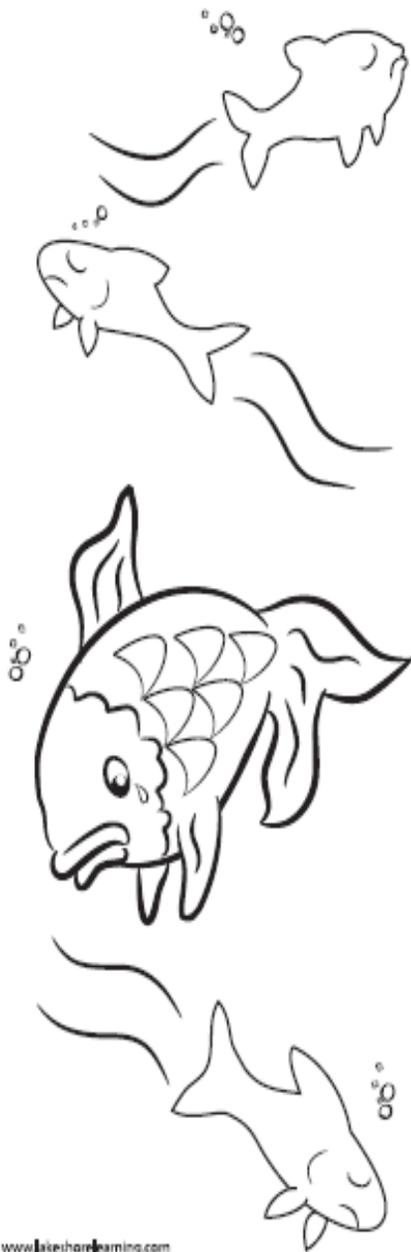
Tell students that you are going to read a book called *The Rainbow Fish*. Explain how the Rainbow Fish in the story has something special that he is not sure he wants to share. Invite students to pay close attention to the sequence of events in the story as you read it aloud. Ask them to think about what happens in the beginning, in the middle and at the end of the story.

Procedure

1. Read *The Rainbow Fish* by Marcus Pfister aloud to the class.
2. As you read, emphasize the different stages of the story. For example, at the beginning of the story, explain that the Rainbow Fish has many silver scales that he loves to show off to the other fish. As the story progresses, explain that none of the other fish will play with the Rainbow Fish because he won't share any of his scales with them. Finally, point out that once the Rainbow Fish decides to share his beautiful scales with his friends, he becomes happy because his friends want to play with him again.
3. After reading the book, divide a sheet of chart paper into three columns and label them: Beginning, Middle and End.
4. Invite students to share the events that they recall from the story and ask them to tell you when they occurred in the story. Write the events in the appropriate column.
5. Review the order of the events and emphasize that stories always have a beginning, middle and end.

Guided/Independent Practice

1. Provide each student with a strip of construction paper and a copy of The Rainbow Fish printable.
2. Have students color the pictures on the printable. Then instruct them to cut out the pictures along the dotted lines using scissors. Next, have them sequence the pictures on the construction paper to represent the beginning, middle and end of the story. Write Beginning, Middle and End under each picture.
3. Cut out small "scale-like" pieces of aluminum foil. Encourage students to glue the foil pieces onto the Rainbow Fish in their pictures to represent shiny scales. (**Hint:** Before they cover the Rainbow Fish with shiny scales in every picture, remind them that the Rainbow Fish changes his appearance throughout the story.)

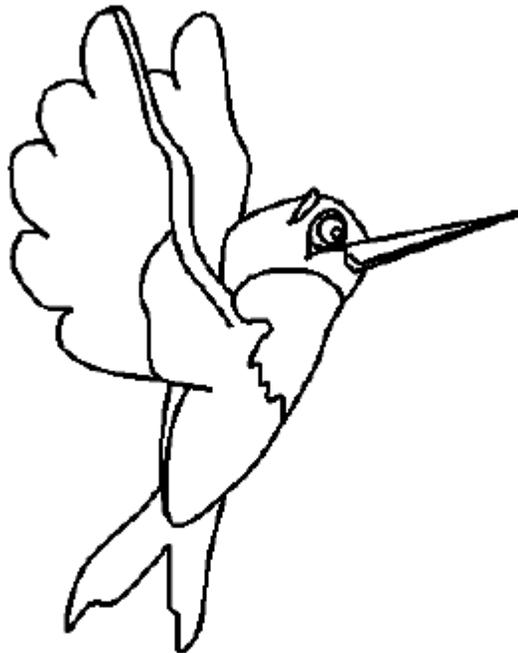




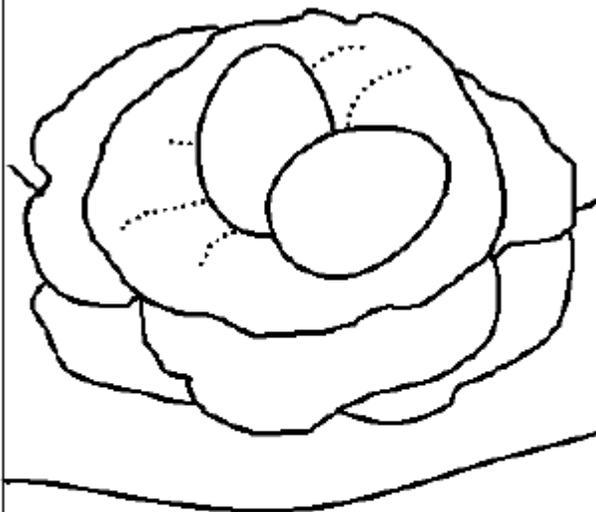
A storm blew all the
twigs and straw away.



The hummingbird blew
a big bubble.



The hummingbird asked
for a favor.



There were two little
eggs in a nest made of
bubblegum.