

APPENDIX F COMPREHENSION MINI LESSONS

MAKING INFERENCES

Grade(s)	2-3
Kid Friendly Definition	When you infer you are taking clues from the text or pictures to figure out something that the author doesn't tell you.
Example	<p>Write "Guess What" poem on board or chart paper:</p> <p style="text-align: center;">The Cold Hard Facts Sometimes I'm <u>very square</u> And sometimes I'm <u>very hard</u>. But heat me up and soon I've <u>melted</u> like a tub of lard. I look excellent in glasses, I look lovely in a tray. And <u>with me inside your cooler</u> <u>You can picnic all day</u>. When kids fall down in football I make sure their wounds don't swell. And when someone has a bloody lip I comfort them as well. <u>You can eat me when I'm sold.</u> <u>You can drink me when I'm not.</u> And although I suffer freeze burn, I'm not what you'd call hot. What am I? ICE CUBE</p> <p>Demonstrate underlining some clues for group. Invite students to come up and underline more clues.</p>
Extend	<p>Divide class into three groups. Give each group a new "Guess What?" poem and sentence strips. Instruct group to read poem aloud, identify the object, underline clues, and write them on sentence strips.</p> <p>When class is back together, each group presents their sentence strips (not the whole poem) to the class to see if they can guess the mystery object. Can read whole poem aloud if desired.</p>

Guess Who? Poems: <http://www.angelfire.com/md/byme/guesswho/guesswho.html>

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POEMS FOR GROUP EXTEND ACTIVITY

Power Hungry

Without me and my energy
Your radio wouldn't play.
Your flashlight would be useless,
It could never light the way.

Many of your favorite toys
Would sit there like a rock.
And you'd never know what time it is
Without me in your clock.

Your tape recorder wouldn't keep
A word that you had said.
Your parent's car would never start
(just like when I play dead.)

I don't usually like to gamble,
But I would be big money,
That without me there would not have been
An energizer bunny.

What am I? BATTERY

It All Adds Up!

People are always pushing my buttons
Which is actually quite a plus,
Because if I didn't have so much time to divide
I'd probably make quite a fuss.

Everything adds up perfectly
When I'm brought on the scene,
Especially if you're well aware
What all my buttons mean

Because not all buttons are equal, you know;
The x is a sign of the times,
The check's the square root of all my problems
And the dot is the cent sign for dimes.

I can sit on your desk, or fit in your pocket,
You can use me at home or at school.
But the best thing about me is I'm always right
Even when in the hands of a fool.

What am I? CALCULATOR

The Dating Scene

You can sit me on a desk
Or you can hang me on a wall.
Sometimes I'm big and colorful,
Sometimes I'm plain and small.

People always want to change me.
I get flipped and ripped a lot,
Just 'cause I keep such good track of
Appointments that they've got.

But though my days are numbered
My future's not so bleak. Some things I can count on to never change,
Like my months and my days of the week.

My popularity has always been
A subject of many debates.
Because no matter how good or bad I look,
I always have hundreds of dates.

What am I? CALENDAR

Presto Chango!

I'm a powerful stick,
I'm a masterful thing.
I go "poof" and a flower
Turns into a ring.

I go "zap" and a bunny's
A small, yellow bird.
I can change anything
With just one magic word.

Being magic is grand
And the crowd loves my work.
They say "ooooh" and sigh "aaaah"
And the kids go berserk!

It's a wonderful gig
And I'll never regret it,
But that silly magician
Takes all of the credit!

What am I? MAGIC WAND

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Grade(s)	1-2
Kid Friendly Definition	When you infer you are taking clues from the text (or pictures) and what you know from your experiences to figure out something that the author doesn't tell you.
Example	<p>Read sentences and have on board/chart paper:</p> <p>Sue blew out the candles and got presents. (birthday)</p> <p>We bought tickets and some popcorn. (movie)</p> <p>Yesterday we cleaned out our desks and took everything home. (summer)</p> <p>For each sentence, ask the girls if they can make an inference about what the sentence is about. Ask: how do you know it was Sue's birthday? what clues told you this person is at the movies? Why did you think that the school year was over?</p> <p>Reinforce that the writer of these sentences did NOT include the words birthday, movies, or summer. Instead, the girls were "detectives" and followed the clues to make inferences.</p>
Extend	<p>Divide girls into groups of 3. Give each group a sentences strip. Ask them to underline key words (clues) and make one or more inference about the sentence. They can then draw a picture of their scenario trying to show the clues with pictures.</p> <p>Mary plays her flute for 2 hours every day (band, instrument, practicing)</p> <p>The boat drifted in the middle of the lake (asleep, empty)</p> <p>Diana was the star pitcher but she had a broken finger (can't play, is disappointed)</p> <p>I forgot to set my alarm clock last night (over slept)</p> <p>Everyone stopped when the referee blew the whistle (playing a game, some one was hurt)</p>

APPENDIX F COMPREHENSION MINI LESSONS

ASKING QUESTIONS

Grade(s)	2-3
Kid Friendly Definition	You ask questions to understand and get information about what you are reading. It makes reading more enjoyable. You can ask: <i>Who, What, Where, When, How and Why.</i>
Example	When a character does something in a book that I would never do I ask myself “why is she doing this?” I use the text and pictures to find my answer. This makes me able to relate more to the girl and to understand the story better.
Extend	<p>Surprise in a box activity: Have an object in a box or a bag. Have the girls go around and ask questions to try and guess what is in the bag. Encourage How and Why questions: Why did you choose the object you did? How do you use this object? etc...</p> <p>If time: Show a picture and have the girls figure out what is happening in the picture by asking questions. Start with literal (who, what, where, when) move to interpretive (how, why).</p>

Grade(s)	K-1
Kid Friendly Definition	You ask questions to understand and get information about what you are reading. It makes reading more enjoyable. You can ask: <i>Who, What, Where, When, How and Why.</i>
Example	<p>We use questions to help us in our every day lives. When you ask questions, it keeps you thinking about the words and ideas in a book. It makes you want to read on. Asking questions helps you when you are confused. You use the text to help you find answers to your questions.</p> <p>If you don't know someone's name, what should you do? Ask them their name. It is the same in books. When we don't know what's going on or are confused about something, what should we do? Ask questions!</p>
Extend	<p>Play a game of 20 questions. Think of an animal and the girls take turn asking questions to figure out what I am thinking of. The questions should be in yes or no so explain and demonstrate what that means. When they guess the animal ask “how did the questions help you figure out my animal?”</p> <p>If they guess your animal quickly and/or need more practice, have a girl think of an animal and respond to questions. Have them whisper their animal to you so that you know they are answering correctly. Keep playing until times up.</p>

APPENDIX F COMPREHENSION MINI LESSONS

MAKING CONNECTIONS

Grade(s)	2-3
Kid Friendly Definition	<p>Text to Self: Making connections between your own life and the book you are reading.</p> <p>Text to Text: Making connections between the book that you are reading and books that you have already read.</p> <p>Text to World: Making connections between the book that you are reading and events that are happening in the world and your community. (should be taught separately)</p>
Example	<p>Text to Self: In the story <i>Miss Nelson is Missing</i> you can relate to having a substitute teacher because you have all had one at one point. <i>What does this remind me of in my life?</i> <i>What is this similar to in my life?</i> <i>How is this different from my life?</i> <i>Has something like this ever happened to me?</i> <i>How does this relate to my life?</i> <i>What were my feelings when I read this?</i></p> <p>Text to Text: You could compare the books “Polar Express” and “The Night Before Christmas” because they are both about Christmas. <i>What does this remind me of in another book I’ve read?</i> <i>How is this text similar to other things I’ve read?</i> <i>How is this different from other books I’ve read?</i> <i>Have I read about something like this before?</i></p> <p>Text to World: When you read a story about pollution or trash you can think of somewhere you have seen/heard this same problem. <i>What does this remind me of in the real world?</i> <i>How is this text similar to things that happen in the real world?</i> <i>How is this different from things that happen in the real world?</i> <i>How did that part relate to the world around me?</i></p>
Extend	<p>Yarn activity:</p> <p>Have the girls stand in a circle.</p> <p>Self: Give the girls a topic. For example: balloons. Have the girls toss a ball of yarn around, when the yarn gets to you, make a text to self connection, hold onto part of the yarn, and toss it to the next person.</p> <p>Text: Hold two books that you have read or think that girls are familiar with that have obvious connections. Do the same activity with the yarn, but have the girls say why the texts are connected.</p> <p>World: Pick a book that is related to a current event that most girls are familiar with. Read a paragraph or page from the book and repeat the activity with the yarn.</p>

APPENDIX F COMPREHENSION MINI LESSONS

MAKING CONNECTIONS

Grade(s)	K-1
Kid Friendly Definition	<p>Making connections is when we hear something in a story and it makes us think “Me Too!”</p> <p>Text to Self: Making connections between your own life and the book you are reading.</p> <p>Text to Text: Making connections between the book that you are reading and books that you have already read.</p> <p>Text to World: Making connections between the book that you are reading and events that are happening in the world and your community. (should be taught separately)</p>
Example	<p>When I read a story about a teacher I might think “she is like me because...” If I read a book that takes place in Oakland I might think “I live there too!” If I read a book about a girl who likes spaghetti I might think, “I love to eat spaghetti!”</p> <p>Read p. 17-19 from <i>Wemberly Worried</i>.</p> <p>Think a-loud - “Wow I can make a connection with this because Wemberly is very worried for her first day of school and I was also really worried about my first day of pre-school. Can you girls make any connections with this? I can also make a text-to-text connection. Chrysanthemum didn’t want to go to school because the other girls in her class were making fun of her name, and Wemberly is worried that the other kids will make fun of her name.</p>
Extend	<p>Yarn activity:</p> <p>Have the girls stand in a circle.</p> <p>Self: Give the girls a topic. For example: balloons. Have the girls toss a ball of yarn around, when the yarn gets to you, make a text to self connection, hold onto part of the yarn, and toss it to the next person.</p> <p>Text: Hold two books that you have read or think that girls are familiar with that have obvious connections. Do the same activity with the yarn, but have the girls say why the texts are connected.</p> <p>World: Pick a book that is related to a current event that most of your girls are familiar with. Read a paragraph or page from the book and repeat the activity with the yarn.</p>

APPENDIX F COMPREHENSION MINI LESSONS

VISUALIZING

Grade(s)	2-3
Kid Friendly Definition	You visualize when you create pictures in your mind based on a story. Your imagination helps you to enjoy and understand a story even when there are no pictures.
Example	When you are reading a chapter book with little to no pictures you can use the adjectives and descriptions in the book to paint your own pictures.
Extend	<p>Creating a Comic Strip:</p> <p>Read a page of a story or make up a story that has a clear sequence of events and is descriptive. Stop between descriptions and have the girls sketch the scene on a 3-part comic strip. Encourage the girls to put thought bubbles to make their drawings more descriptive.</p> <p>Example:</p> <p>On Cicilaly's fist day of school she was very nervous. She came wearing her favorite top with yellow and green polka dots and she carried her favorite blue backpack, but still no one greeted her when she got to the playground.</p> <p>(Pause for the girls to sketch)</p> <p>When the school bell rang all the children ran to their classrooms to meet their teacher and pick a seat next to their friends. Cicilaly ran too. When they got into the classroom their seats were assigned for them. Cicilaly sat next to the window at the front of the class. A girl wearing glasses and a bright orange shirt sat next to her. Cicilaly wondered if they were going to be friends.</p> <p>(Pause for the girls to sketch)</p> <p>During journal time Cicilaly dropped her pencil. The girl in the orange shirt and glasses tried to pick up her pencil at the same time as Cicilaly. They hit heads. They looked at each other and started laughing. They knew that they would be best friends.</p> <p>(Pause for the girls to sketch)</p> <p>Note: If some of the girls are uncomfortable with their drawing abilities do not ask them to share out. Also, depending on the girls' abilities read a more basic story that would be easier to sketch.</p> <p>Ask for volunteers to come to the front of the room and share their drawings.</p>

APPENDIX F COMPREHENSION MINI LESSONS

VISUALIZING

Grade(s)	K – 1
Kid Friendly Definition	You visualize when you create pictures in your mind based on a story. Your imagination helps you to enjoy and understand a story even when there are no pictures.
Example	When you are reading a book that doesn't have a lot of pictures, how do you know what is going on? Visualizing helps you pretend that you are the characters in the book, so that you don't need to look at pictures-you have them in your head.
Extend	<p>Visualization is using your brain to create pictures or movies inside your head. I want you all to put your heads down (lie down) and close your eyes. We're going to use the next few minutes to use our imaginations and creativity to make a picture in our minds</p> <p>Describe a picture of shapes with different characteristics. (i.e. there is a square in the middle of a page. It has a circle inside it. There is a triangle on top of the square.)</p> <p>Instruct girls to close their eyes and create a picture in their minds. Read the description several times. Send girls back to desks/tables and have them draw the picture they created in their minds.</p> <p>Share pictures. Ask: Is there more than one correct way to visualize the shapes? For instance, the description doesn't specify whether the square is large or small, whether the circle takes up the entire inside of the square, or whether the triangle is touching the square. (Have the girls briefly compare and contrast their pictures).</p> <p>Divide girls into pairs. Both girls draw "secret" pictures individually. Then each takes a turn describing her picture to her partner while she tries to reproduce it without looking at the original. When they finish they can compare and see how well they visualized.</p> <p>How were you able to create similar pictures without seeing the first one?</p> <p>How did you know what colors to use, shapes, etc? (They visualized it in their minds.)</p>

APPENDIX F COMPREHENSION MINI LESSONS

VISUALIZING

Grade(s)	K
Kid Friendly Definition	Visualizing is when we hear something and we can picture it in our minds or we can even create a picture on paper.
Example	When someone tells you what they did over the weekend you can imagine them doing it. You can a picture in your mind that is so clear that you could even draw a picture of it.
Extend	Have the girls sit at their tables. Pick a story that has a lot of descriptive words. Read the story to them but do not show them the pictures (this might need to be a short text). At the end of the text ask them to draw out what they saw in their mind. They can choose to draw their favorite part of the story or draw a picture of the whole story. Let girls who are willing to share their pictures to the group. Remind them that we all see things differently so it's okay if our pictures look different.