Thank you to all that attended the New Milford Early Childhood Council March 2018 Meeting

Early Childhood Council Meeting March 2018

Strategies for Improving Reading Comprehension with Preschoolers

Kindergarten Registration Update

- Registration process changed this year

- Each school offered multiple dates on with no appointment needed

- Orientation Night was replaced by Kindergarten Experience Visits

- During the registration process parents signed up to visit school with their child for Kindergarten Experience visits. Children participated in four stations within a Kindergarten room or similar early childhood room. The principal read the children a story, *Miss Bindergarten Gets Ready for Kindergarten*. All the students received the same book autographed by the principal as well as a literacy goodie bag. Additionally, the children took a short bus ride with their parents.
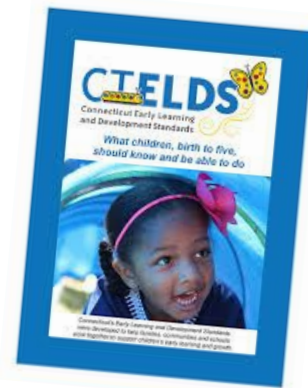
Please encourage any parents who have not registered for Kindergarten to call their school and do so as soon as possible~

Focus CT ELDS for 2017-18

Strand D:
Early learning experiences will support children to gain book appreciation and knowledge

3 to 4 years
- L.48.13 Demonstrate comprehension through retelling with the use of pictures and props, acting out main events or sharing information learned from nonfiction text

- L.48.14 Ask and answer simple who, what, where and why questions related to story or text

- L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, and pictures.

Focus CT ELDS for 2017-18

Strand D:
Early learning experiences will support children to gain book appreciation and knowledge

4 to 5 years

- L.60.12 With prompting and support, retell familiar stories, including story elements (eg., setting, characters, events) and/or share key details from informational text

- L.60.13 Identify main components of a story or text (with major plot points of a story or the main topic of an informational text)

- L.60.14 Use connections between self and character, experience and emotions to increase comprehension

Checking Preschoolers Comprehension of a Narrative Story

Story Title:
Story Author:

Child: Age: Date: Preschool:

(Check one)
<u>Retelling with adult help:</u>
<u>Retelling by child independently:</u>

(Circle yes or no)   1 point for every child's answer that is a "Yes", 0 points for every "No"

The child told you the character's names: Yes   No   Point: ___
                                                    Teacher notes:

The child told you the setting of the book: Yes   No   Point: ___
                                                    Teacher notes:

The child told you the problem: Yes   No   Point: ___
                                                    Teacher notes:

The child told you the solution: Yes   No   Point: ___
                                                    Teacher notes:

continued

The child told you
 Beginning: Yes   No   Point:
Middle: Yes   No   Point: ___
 End: Yes No   Point: ___

   Overall student's knowledge of comprehension: Total: ___

                 The child is giving a strong understanding of the book: 6-7
                 The child is making progress towards understanding the book: 4-5
             The child needs continued reading and teaching to be able to understand a book: 0-3

Assessing Children on Comprehension -1

Three Types of Retelling

Simple retelling 0-3 points

The student can:

● retell with use of pictures and props, acting out main events or sharing information learned from the text. ELDS L.48.13

Assessing Children on Comprehension -2

More complete retelling 4-5 points

The student can:

- Ask and answer simple who, what, where and why questions related to story or text. ELDS L48.14
 - In addition to the "simple retelling"

Assessing Children on Comprehension -3

Most complete retelling 6-7 points

The student can:

- make predictions and / or ask questions about the text by examining the title, cover, pictures. ELDS L48.15
- With prompting and support, include characters, setting, and events. ELDS L60.12
- In addition to the "simple retelling" and "more complete" retelling.

Choosing a book that has the "right stuff" for teaching comprehension
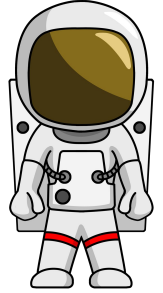
- **Interesting topic** (Please look to the Suggestions for Book Titles.) Detailed pictures that help tell the story
- **Characters** that are easy to remember
- A **setting that children can identify**
- A **strong beginning**
- A **clear problem** and then **solution**
- A **clear ending**
- A book **you truly enjoy** reading!

Reading a Book Across a Week

Working on comprehension ~

Every day read the same book with a different focus:

Predicting-What will the story be about?

Characters- Who are the characters?
What are some describing words that tell about the characters?

Setting- Where did the story take place?

Problem/Solution- What was the problem? How was it solved?

Ending

Steps for Working on Comprehension

Choose a focus. (characters, setting, problem/solution, BME Beginning, Middle, End)

Share and compare thinking. "What do you think? I think so too because…."

Read the story.

Confirm or disconfirm predictions. "I was right because in the story it said… In the picture it had…"

Think deeply about the story. "This story is like…..because...."

Retell the story.

"What makes you say that?"

Questions to ask children to help them explain their thinking.

- "What makes you say that?"

- "Say more about that"

- "What did you see/hear in the book that makes you think that?"

- "That's interesting - tell me more"

Predicting- Book Topic

Read the book title.

 Ask the students these questions:

 "What do you think this book will be about?"

Show the children the book cover.

Let them have a nice long look.

 "Looking at the cover of the book, what do you think this book will be about now?"

After a child answers, ask the child **"why?"** to explain their thinking.
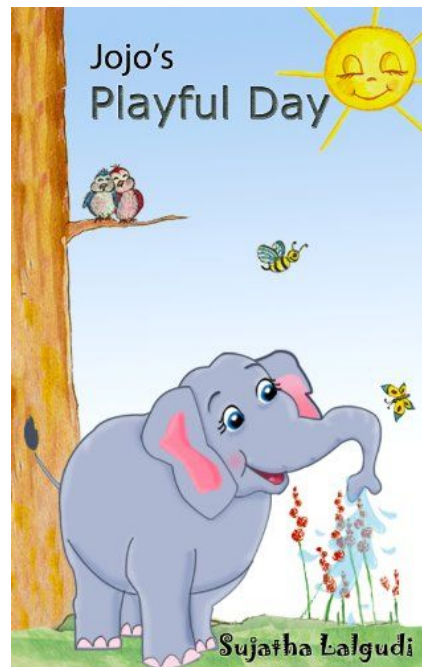
Predicting- What are some of the words that we might find that are special just to this book?

What makes you think that word might be in this story?

What clues made you think -------?

Looking at the picture on the cover, what are some words that might talk about the where the story takes place (setting)?

Predicting - Characters

Let's try it!

Predicting- Setting

Let's try it!

Beginning

Let's try it!

Middle

Let's try it!

Problem:

Solution:

Ending

How is the ending connected to the story?

Let's try it!

Teach ~

- Place sticky notes at places within the book reminding you to stop and ask questions or to "think aloud"

- Pull the children in nice and close to you so everyone can see the illustrations.

- Think beforehand about why you chose this book. Does it connect to a topic you are learning about right now? Does it have a meaning you want children to learn? (i.e. be nice to others)

- Vary your voice while reading. (Loud, soft, faster, slower, read with exaggerated expression)

Expand~ Next Meeting

- Create art projects such as puppets so children can retell the story.
- Role-play the book.
- Put post-its over the text and create new text for each page
- Use wordless picture books and create a story together, adding post-its to each page. (Marney)
- Create your **own class version of the book** with a similar story (using the children's names). The children can do the illustrations. Examples: *Goodnight, Classroom* (take off on Goodnight Moon) or *The Hungry Caterpillar* (Children draw a food that caterpillar a would eat)

Story Frames

Sometimes children need a structure to help them begin.

The character is_____.

The problem in the story is _____.

This is a problem because _____.

The problem is solved when _____.

In the end _____.

Visual Help for Retell ~

A triangle = Beginning (character, setting, problem)

A rectangle= Middle - (first, next, then, last)

The circle= Ending "What goes around comes around", how the story connects back to the beginning
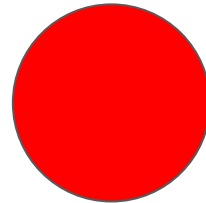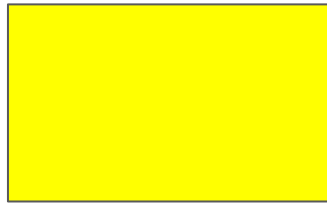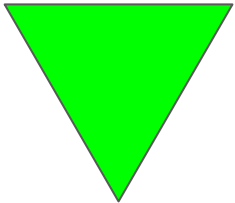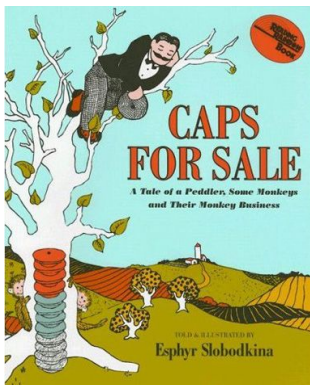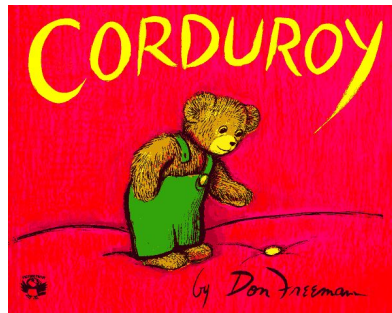
Reminders of Books

- Make a photocopy of the book cover and tape it to a wall under the caption~

  "Look at what we have read!"

- Place the books in a special place where all children can "reread" it.
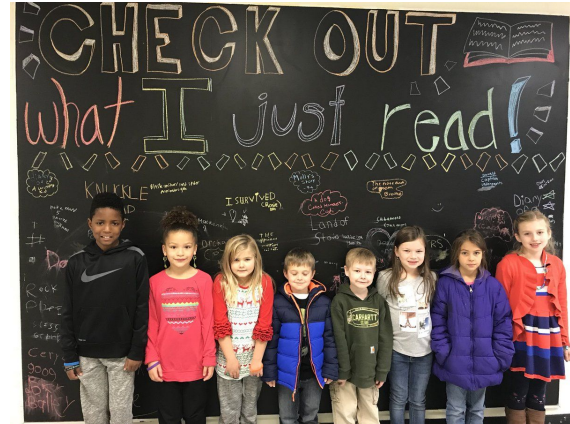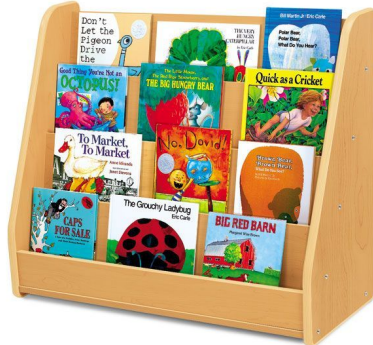
Suggested Books

Storybook Reading Collection based on *Sulzby Classification*

A Week of Raccoons	Whelan
Alexander and the Horrible, No Good, Very Bad Day	Viorst
Caps for Sale	Slobodkina
Chickens Aren't the Only Ones	Heller
Corduroy	Freeman
Ira Sleeps Over	Waber
It's Too Noisy	Cole
Make Way for Ducklings	McCloskey
Mean Soup	Everitt
Mouse Count	Walsh
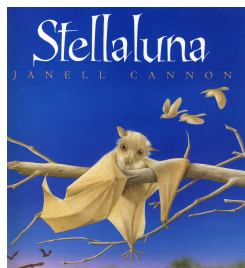
Suggested Books

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Peter's Chair	Keats
Pumpkin, Pumpkin	Titherington
Stellaluna	Cannon
Stone Soup	McGovern
The Big Sneeze	Brown
The Carrot Seed	Krauss
The Little Old Lady Who Was Not Afraid of Anything	Williams
The Napping House	Wood
The Three Billy Goats Gruff	Galdone
The Wolf's Chicken Stew	Kasza
Two Terrible Frights	Aylesworth
Where the Wild Things Are	Sendak
Whistle for Willie	Keats
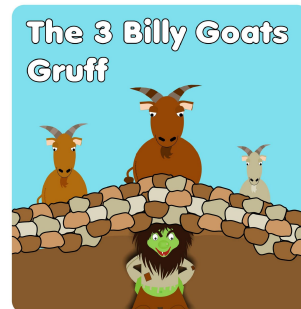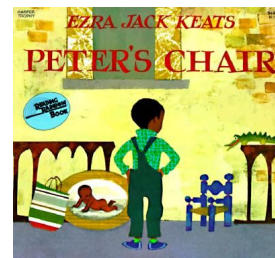
Resources

CT ELDS (Connecticut Early Learning and Development Standards, April 2014
The Power of Retelling, Carrice Cummins and Vicki Benson

Literacy Beginnings: A Prekindergarten Handbook, Gay Su Pinnell and Irene C. Fountas

The Continuum of Literacy Learning: Grades Pre-K -2, Gay Su Pinnell and Irene C. Fountas

Reading Strategies Book; Your Everything Guide to Developing Skilled Readers, Jennifer Serravallo

Resources

Reading Rockets, http://www.readingrockets.org/article/strategies-promote-comprehension

Google images - story retelling activities for preschoolers https://www.google.com/search?q=story+retelling+activities+for+preschool&safe=active&sa=X&tbm=isch&tbo=u&source=univ&ved=0ahUKEwj2t8zpuIvaAhVSz1MKHbTDAokQsAQIMw&biw=1536&bih=760#imgrc=S5NyXS-nfQNqaM:

Alison Huntington's Pinterest: https://www.pinterest.com/educatoramh/

Resources to Celebrities Reading Books

Storylineonline   http://www.storylineonline.net/

Tumblebooks
http://asp.tumblebooks.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryID%3d13&categoryID=13

(Tumblebooks is a site that you need to pay for; you use your free New Milford Public Library card as your password for free access.)