

# Primary Reading Thinking Maps



# WORKSHOP NORMS



Tweet us your thoughts

@AISDProfDev or

@Holland\_Poulsen



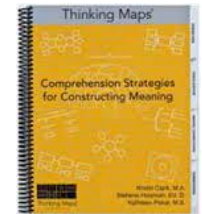
1. Be present.
2. Ask questions.
3. Share ideas and offer feedback.
4. Make connections and plan for implementation.
5. Be respectful and support your colleagues.

# CONTENT AND LANGUAGE OBJECTIVES

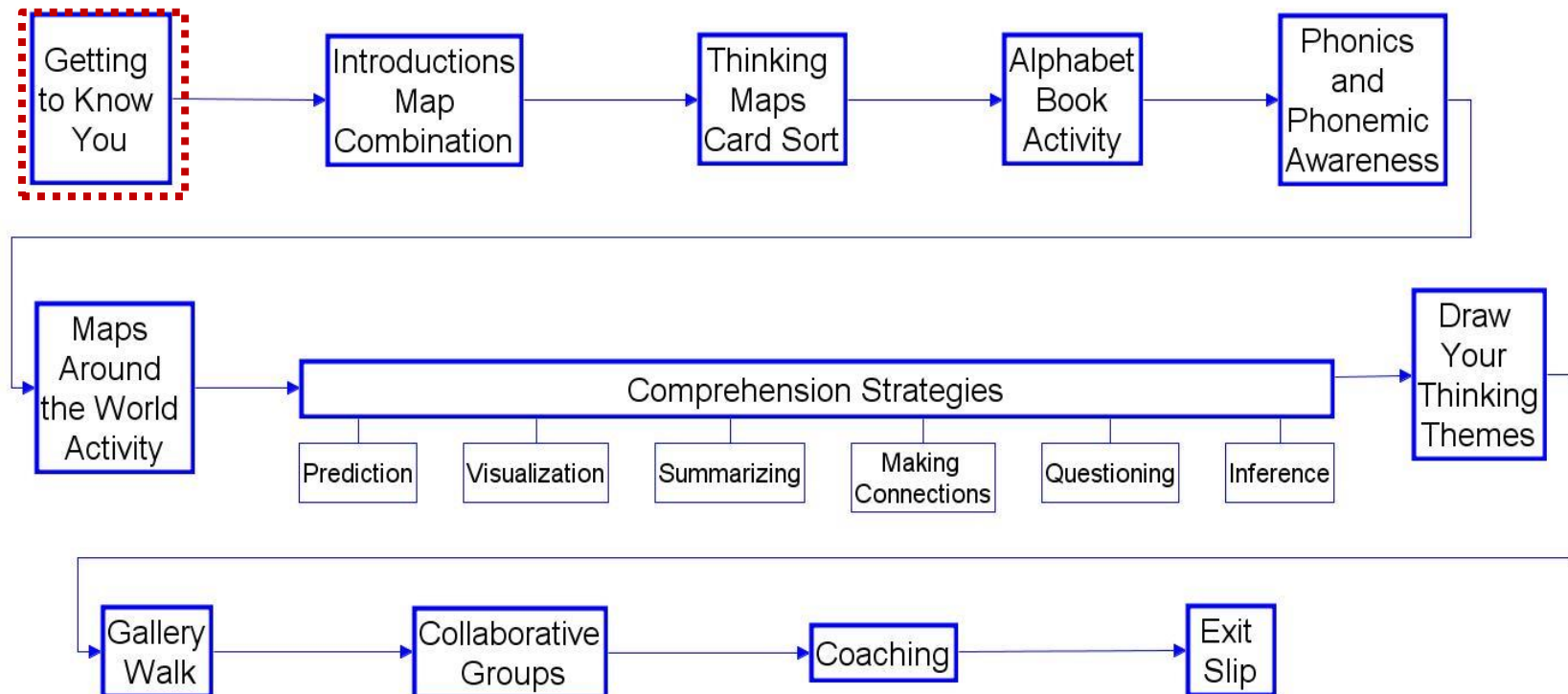
**Content:** Today I will review and extend what I know about reading comprehension instruction as well as plan for using it in my classroom.

**Language:** Today I will speak with my colleagues, read journal articles, write about my plans, and listen to a variety of ideas all related to the practical implementation of reading comprehension strategies in my classroom.

# TODAY'S AGENDA



## Primary Reading Thinking Maps





# Find Your Match

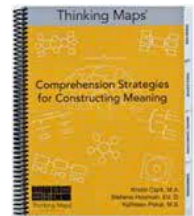
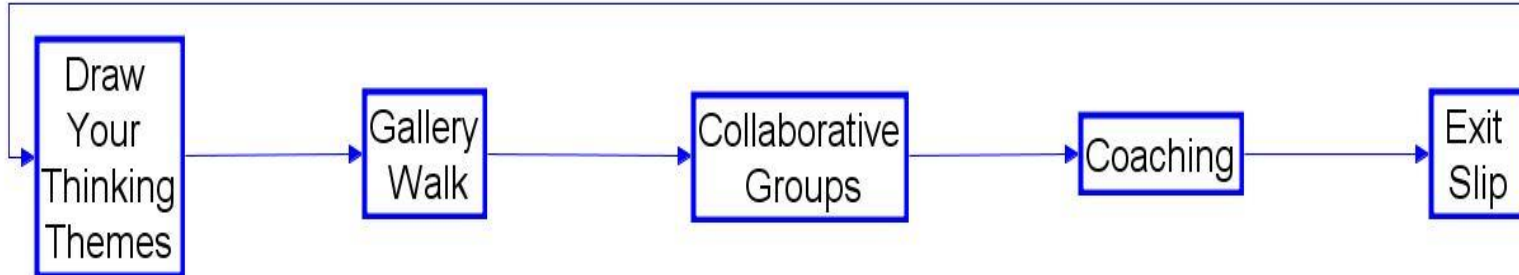
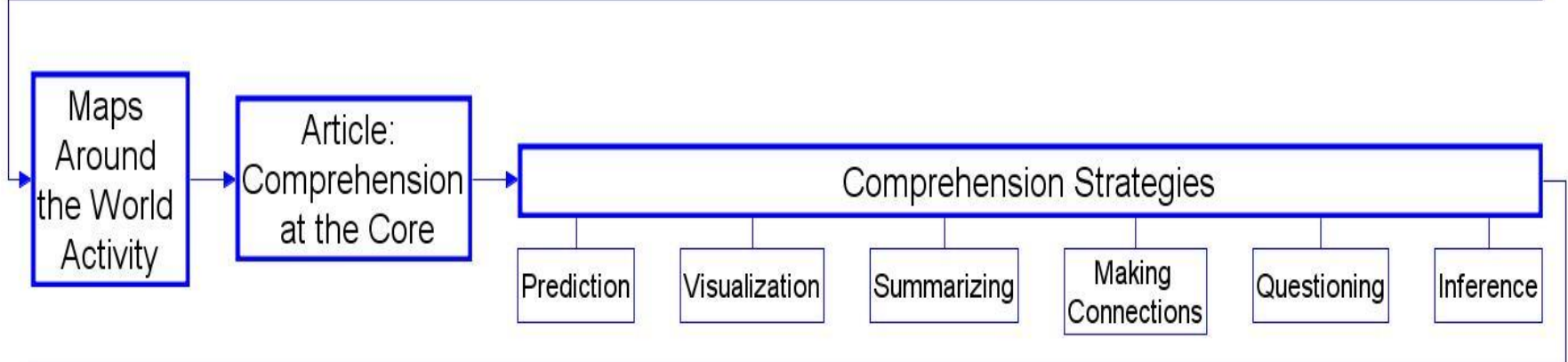
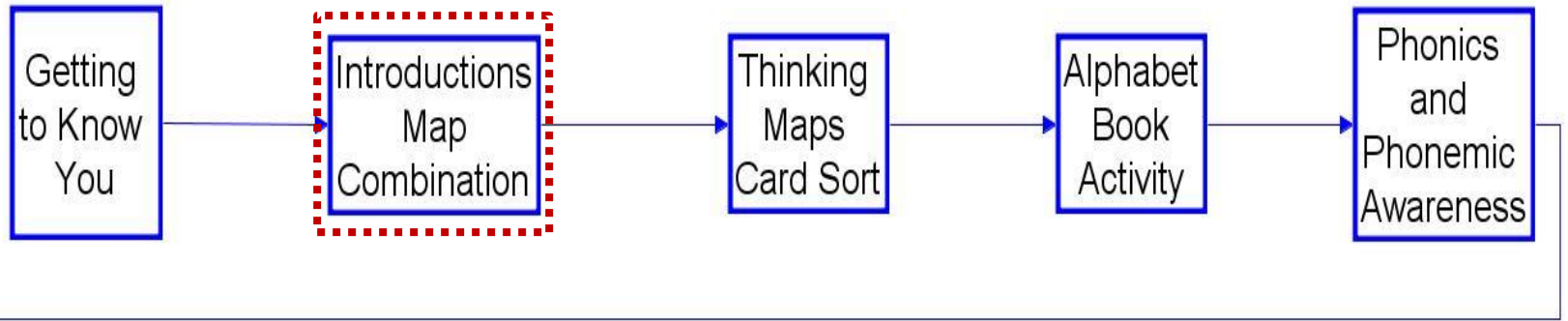
Brightly

“But the children knew,  
as I’m sure you know,  
that the worst surroundings  
in the world can be  
tolerated if the people  
in them are interesting  
and kind.”

– *The Bad Beginning*  
LEMONY SNICKET



# Primary Reading Thinking Maps



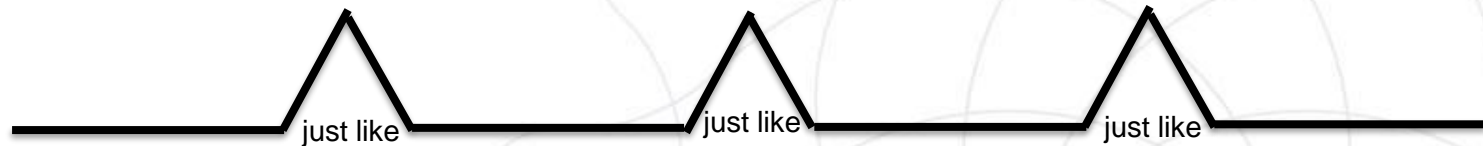
# Introductions: Book Characters

Write down the titles  
of a few of your  
favorite books in the  
frame of reference.



**Book  
Characters**

# Introductions: Bridge Map



RF: is a character in the book

# Introductions: Book Characters

Highlight at least  
3 characters that  
you would like to  
switch places  
with for one day.



**Book  
Characters**

# Introductions: Sentence Frame

## Sentence Frames

\_\_\_\_\_ is a character  
in the book \_\_\_\_\_. I  
would like to switch places  
with him/her for one day  
because...



# Introductions: Taking It Off the Map

\_\_\_\_\_ is a character in the book \_\_\_\_\_. I would like to switch places with him/her one day because...



Get up and read your sentence to someone who was NOT sitting at your table.



Read your sentence to one more person who was NOT at your table.



Have a seat back at your table.



What happens when you encourage students to add “because” to their thinking?



# Debriefing the Introductions Activity

We used a **circle map** to brainstorm characters in books. We also listed a few of our favorite books in the **frame of reference**.

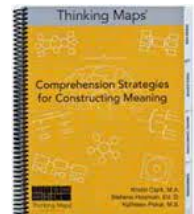
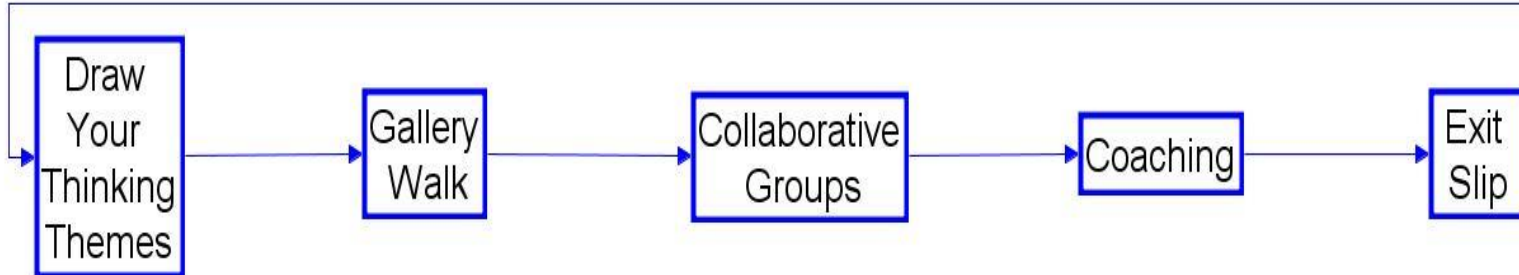
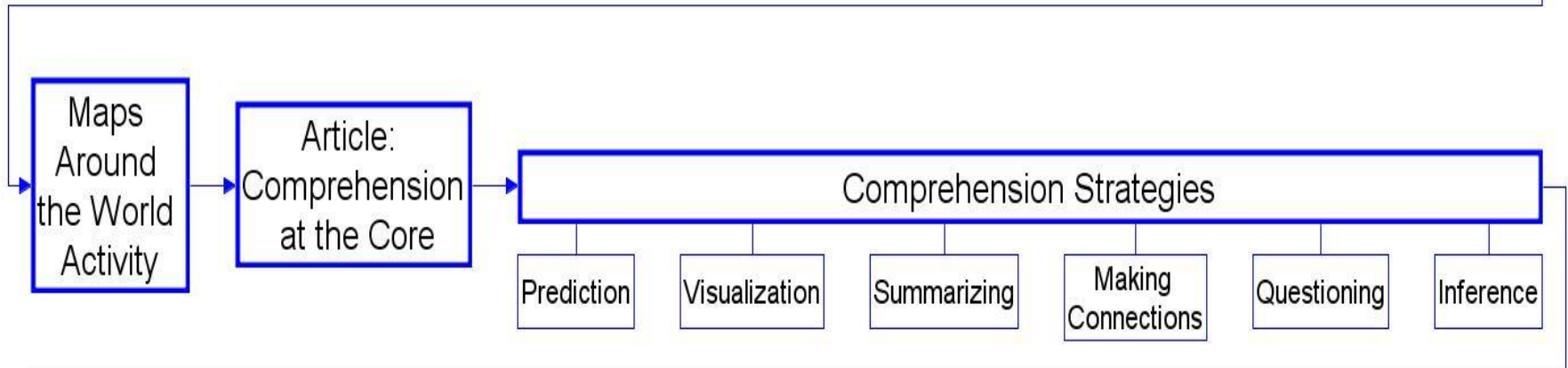
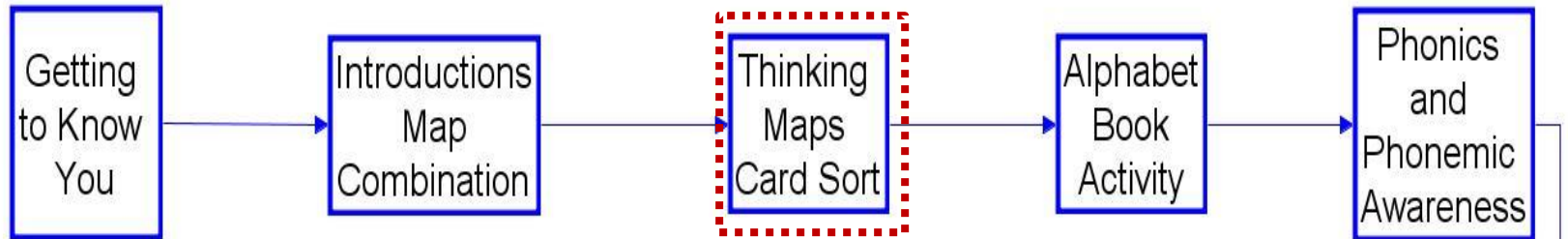
We restructured and extended our thinking using a **bridge map** and that created a **map combo**.

We increased the level of our thinking to **analysis** by adding "**because**" to our **sentence frame**.

We took our thinking **off the map** by **writing** a sentence and **saying** it to others. We **listened** to others read their sentences to us.

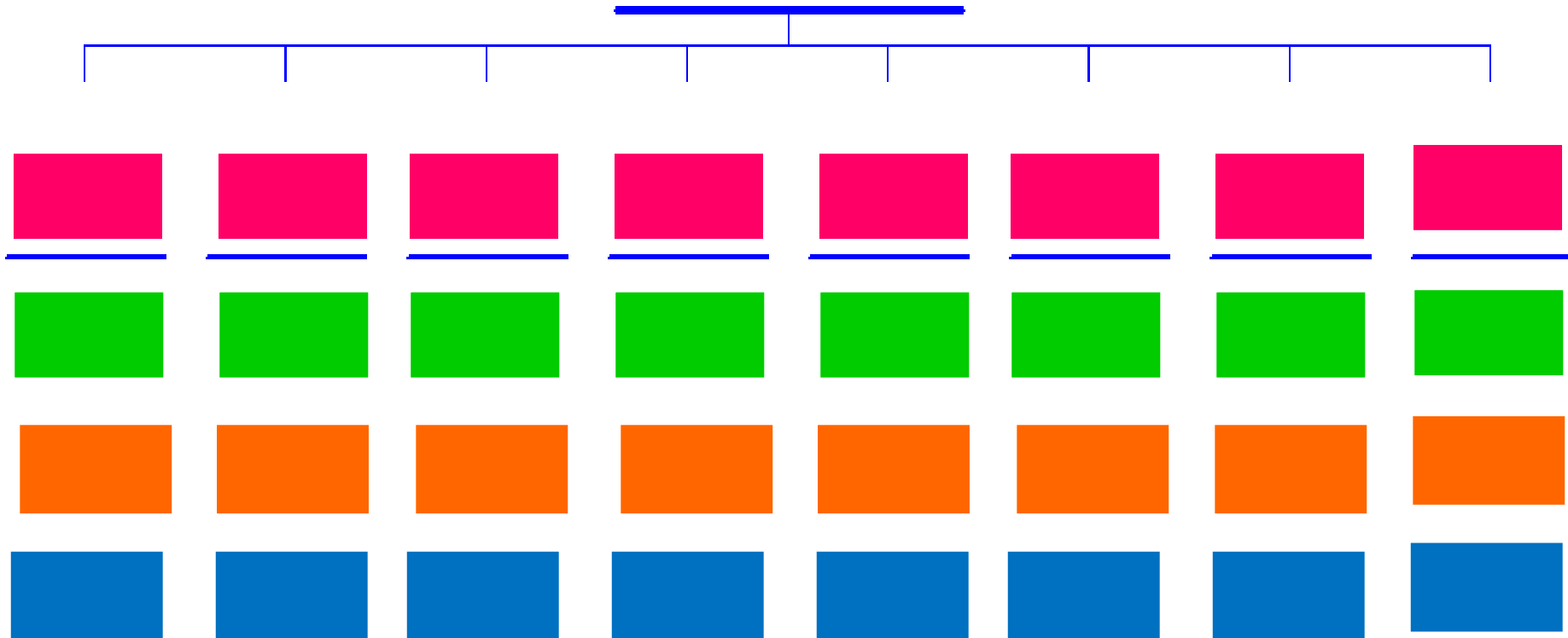


# Primary Reading Thinking Maps



Use the cards on your table to “build” a group Tree Map.  
First line up the guiding questions, then classify the rest of  
the cards under the correct category.

## Thinking Maps





# Overview

## Questions from Texts, Teachers and Texts

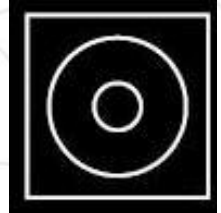
## Thinking Process

## Thinking Maps as Tools

How are you defining this thing or idea? What is the context? What is your frame of reference?

**Brainstorming or  
Defining in Context**

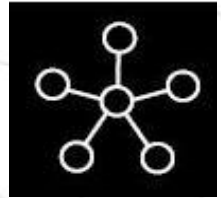
**Circle  
Map**



How are you describing this thing? Which adjectives would best describe this thing?

**Describing**

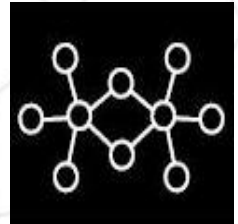
**Bubble  
Map**



What are the similarities and differences of these two things? Which qualities do you value most? Why?

**Comparing and  
Contrasting**

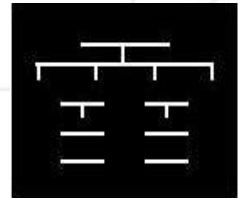
**Double  
Bubble  
Map**



What are the main idea, supporting ideas and details in this information?

**Classifying**

**Tree Map**





# Overview

**Questions from Texts,  
Teachers and Texts**

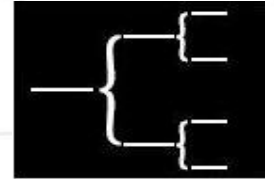
**Thinking Processes**

**Thinking Maps as  
Tools**

What are the parts of this thing? What is the anatomy of this whole physical object?

**Part-Whole**

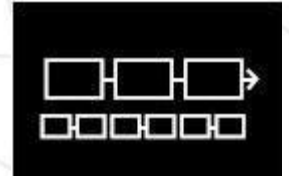
**Brace  
Map**



What happened? What is the sequence of events? What are the substages?

**Sequencing**

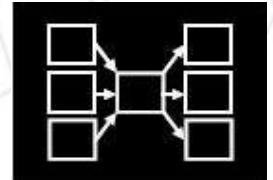
**Flow Map**



What are the causes and effects of this event? What might happen next?

**Cause and  
Effect**

**Multi-Flow  
Map**



How are these things related?  
What is analogy being used?  
What is the guiding metaphor?

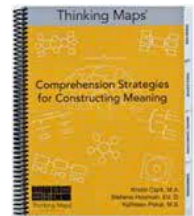
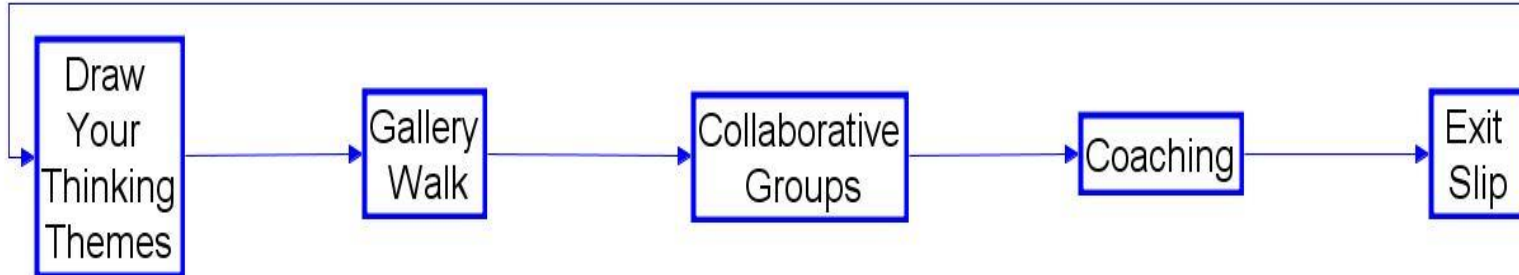
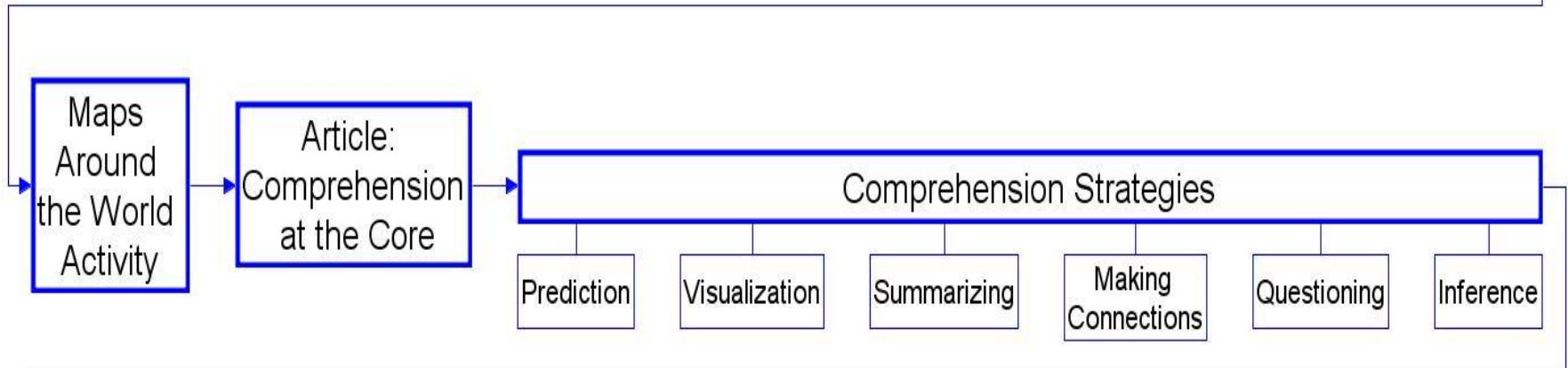
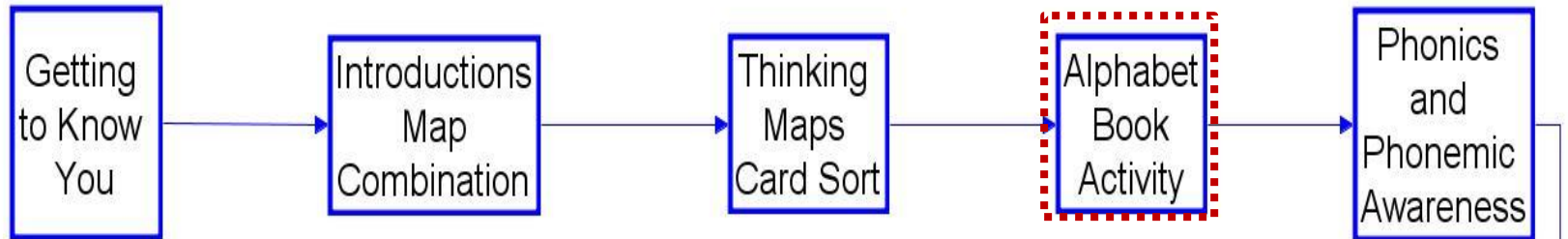
**Seeing  
~~Analogies~~  
relationships**

**Bridge  
Map**





## Primary Reading Thinking Maps



# Phonics and Phonemic Awareness

## Alphabet Book Activity

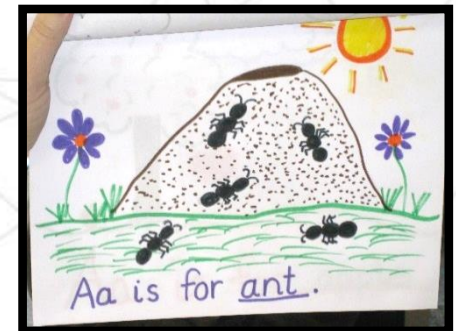
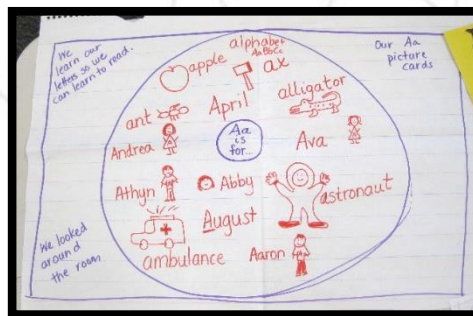
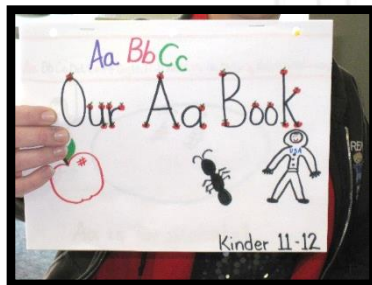
With your table group, choose a letter from the alphabet.



Then, create a Circle Map on a piece of newsprint and brainstorm words that begin with the letter you chose. Use words and pictures.



Next, each person in the group chooses one word from the Circle Map and creates a page for an alphabet book focusing on that particular letter.

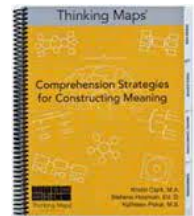
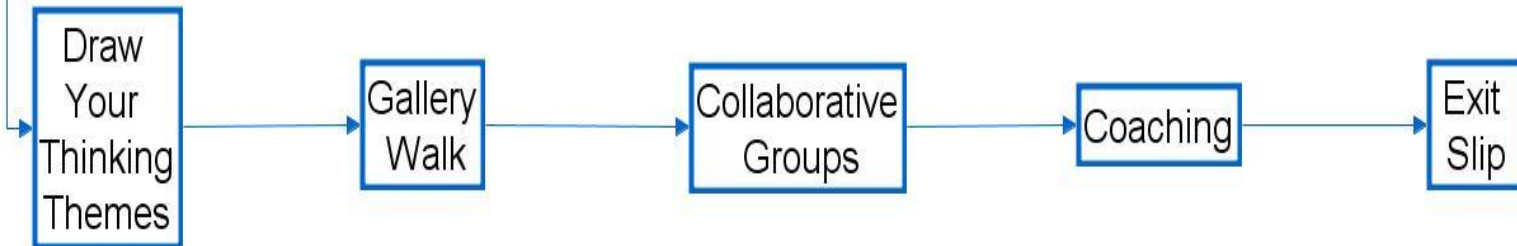
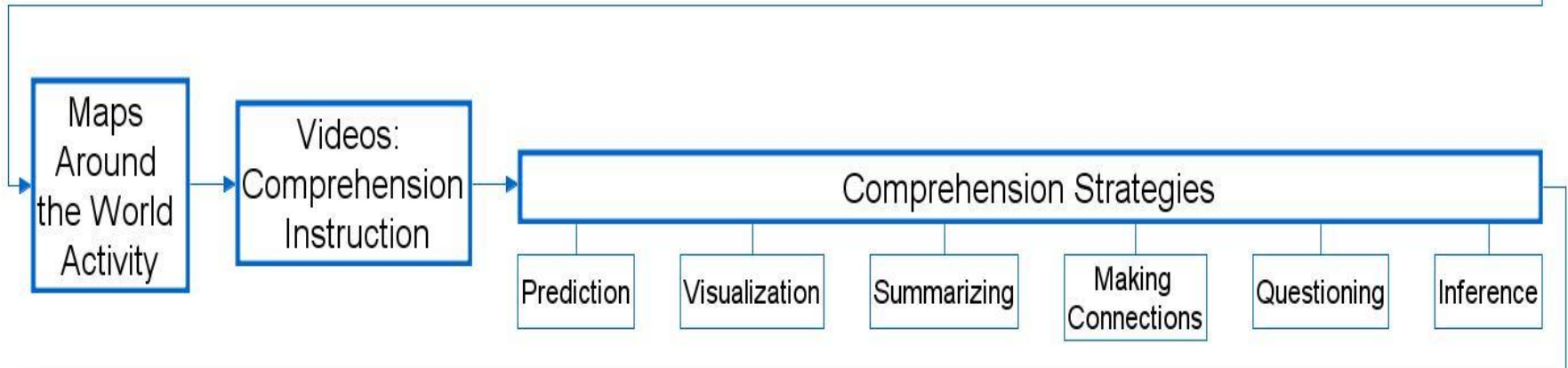
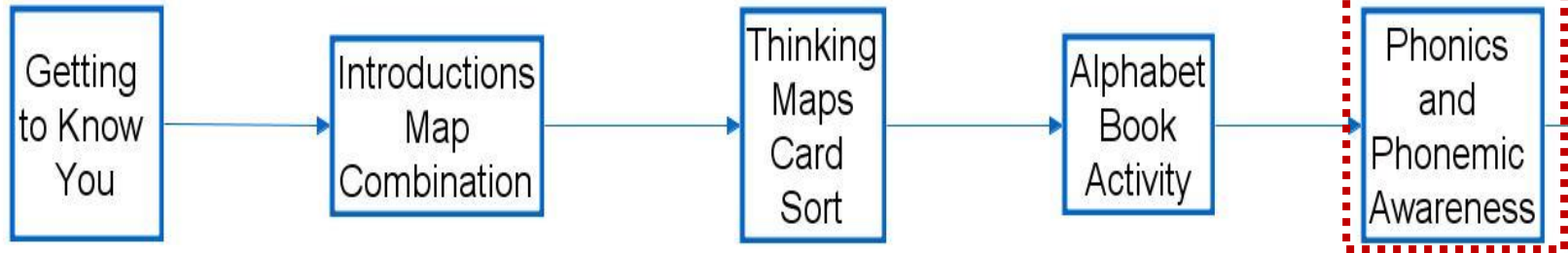




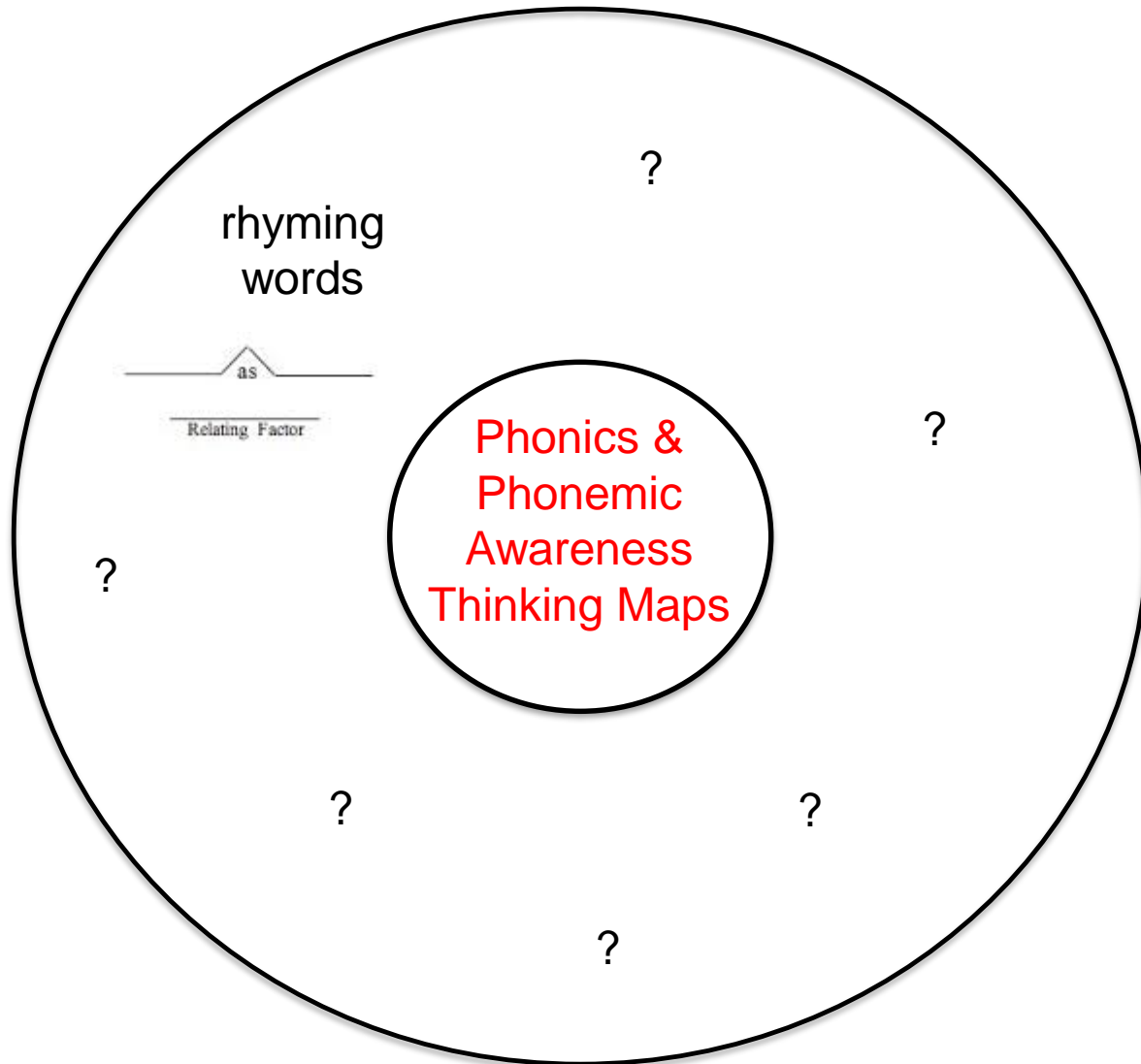




## Primary Reading Thinking Maps

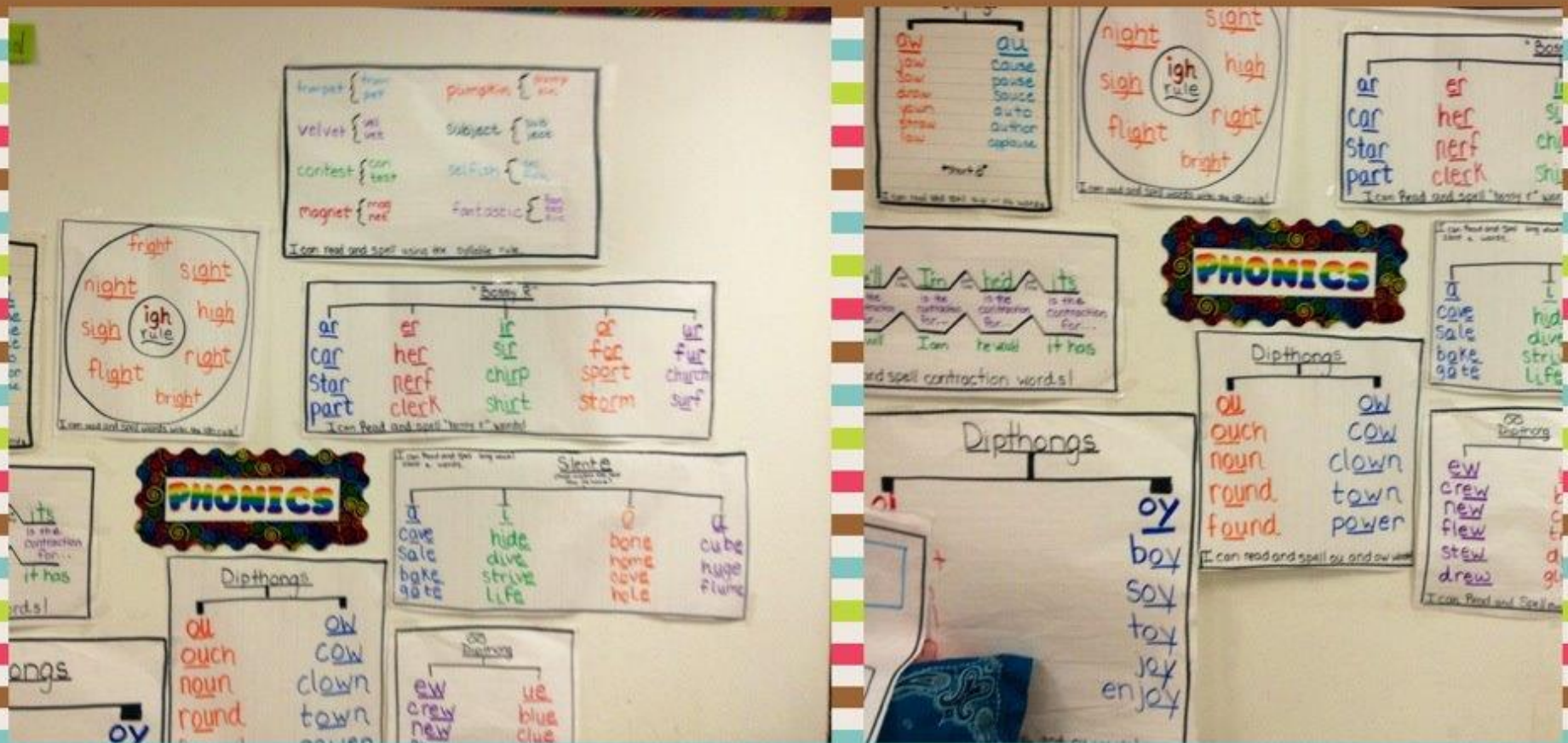


# Phonics and Phonemic Awareness



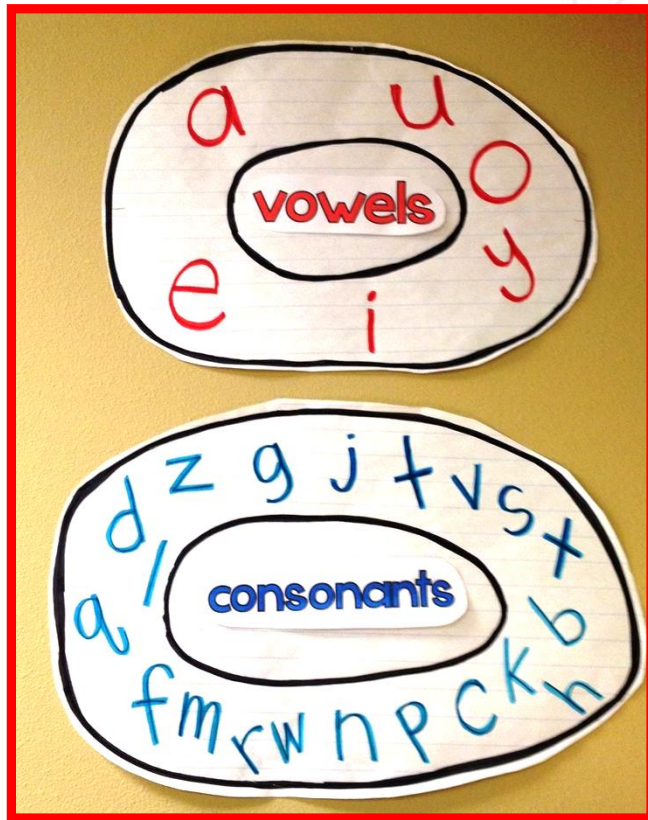


# Phonics and Phonemic Awareness



# Phonics and Phonemic Awareness

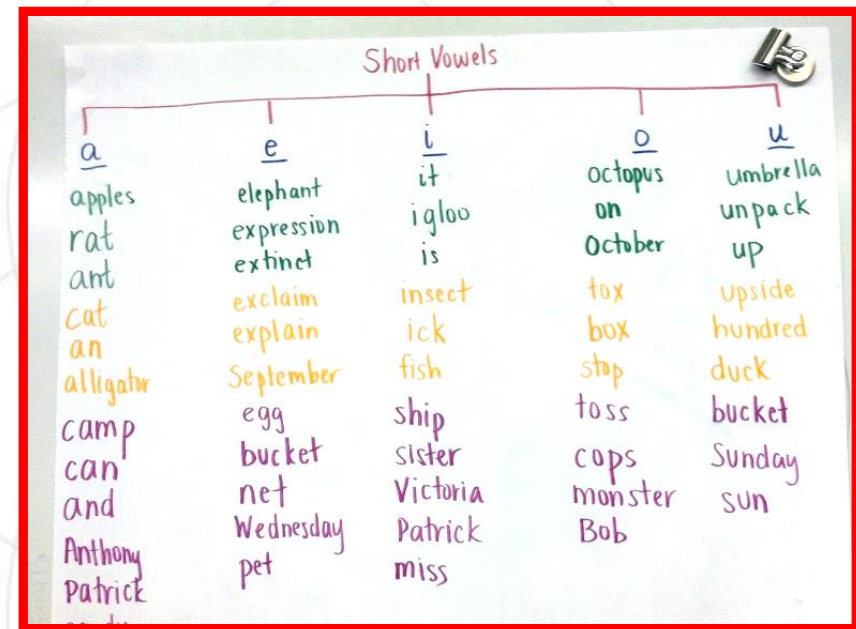
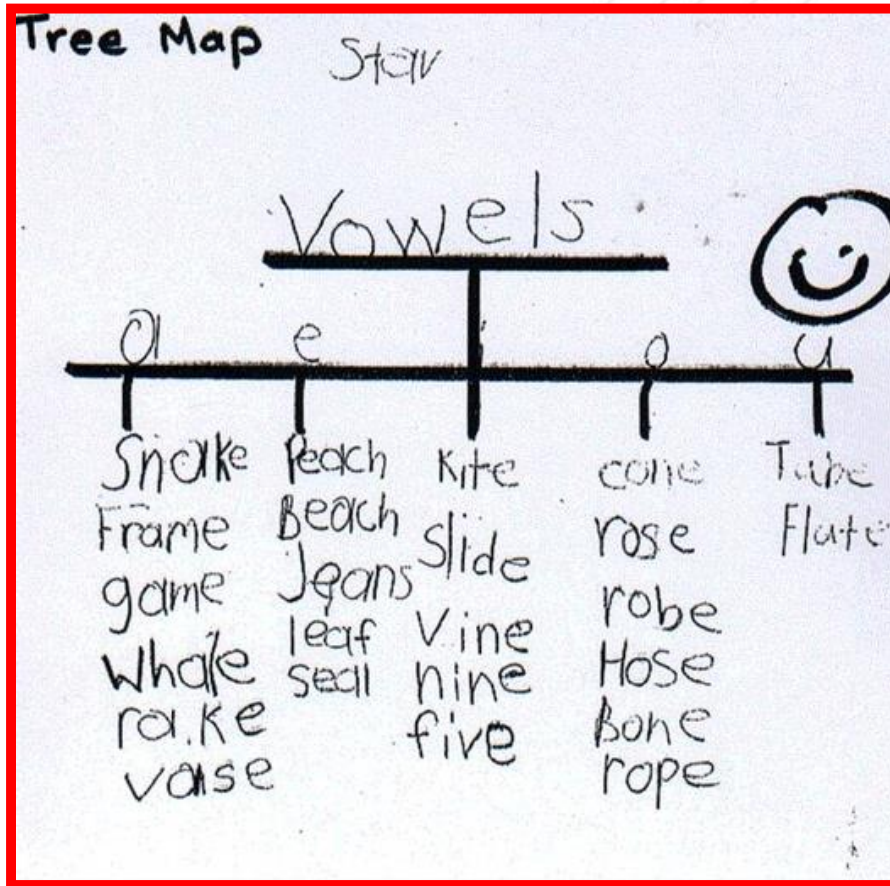
## Vowels and Consonants





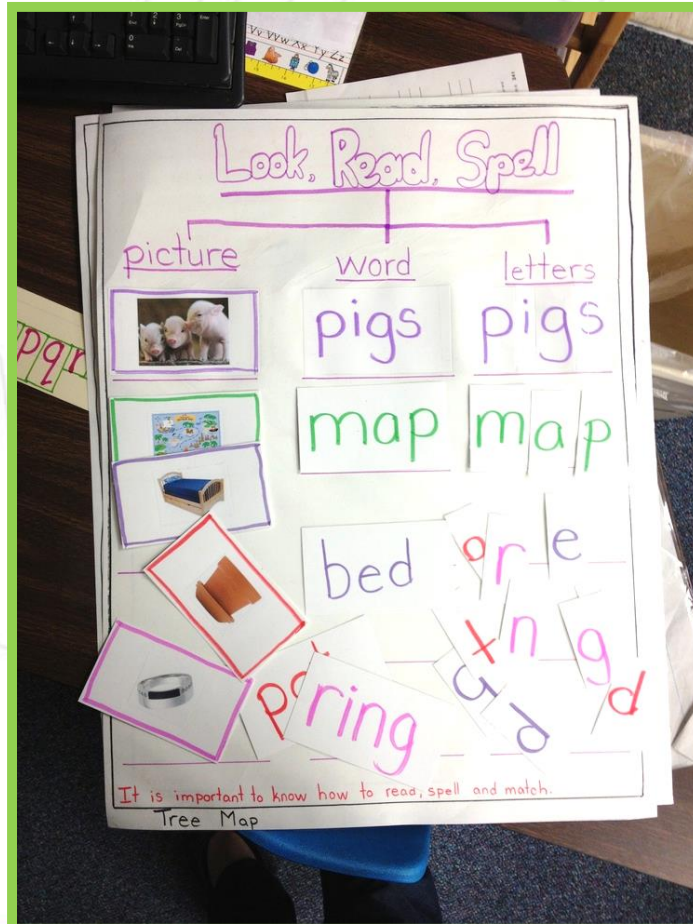
# Phonics and Phonemic Awareness

## Vowels and Consonants



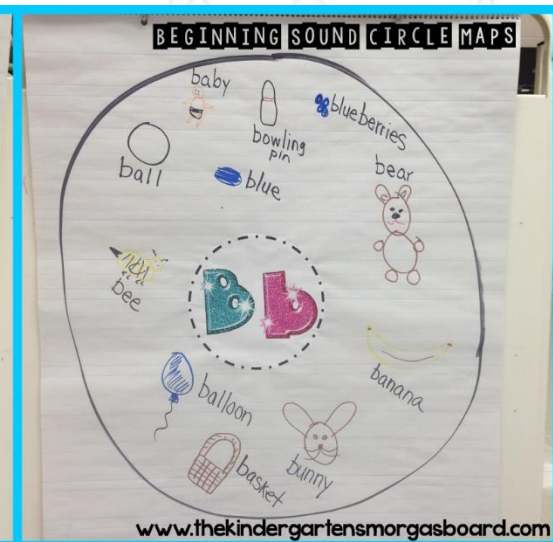
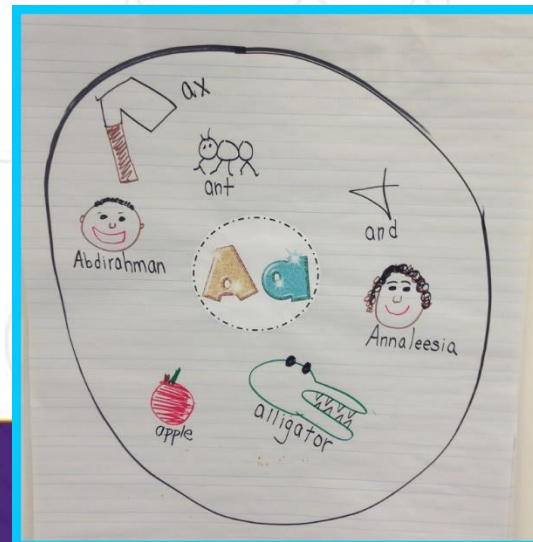
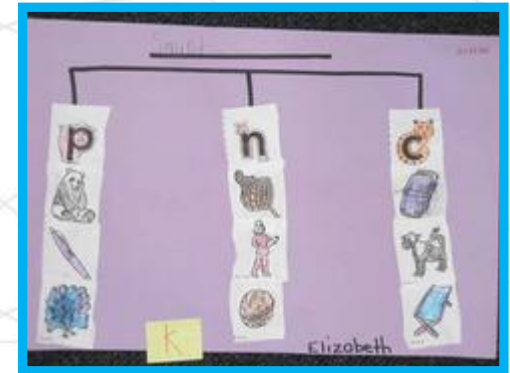
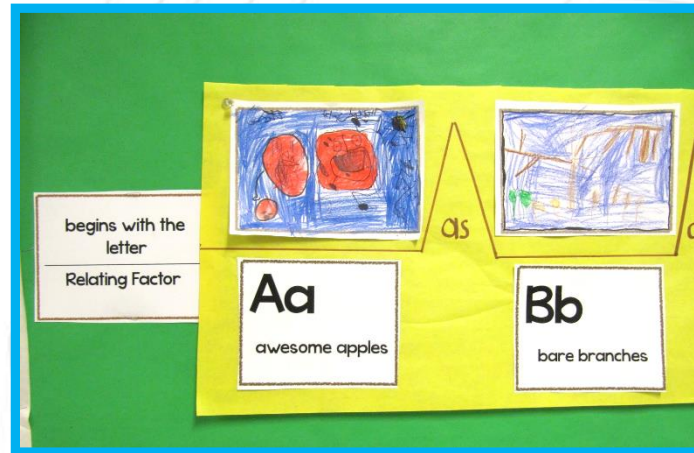
# Phonics and Phonemic Awareness

## Letters & Words



# Phonics and Phonemic Awareness

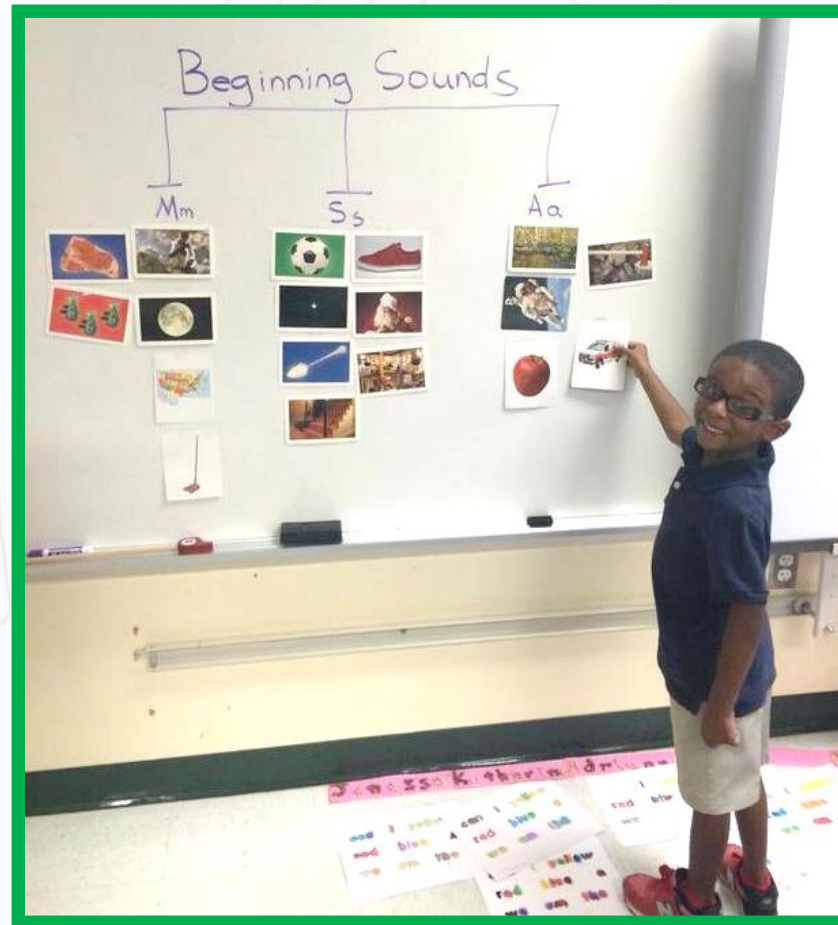
## Beginning Sounds





# Phonics and Phonemic Awareness

## Beginning Sounds





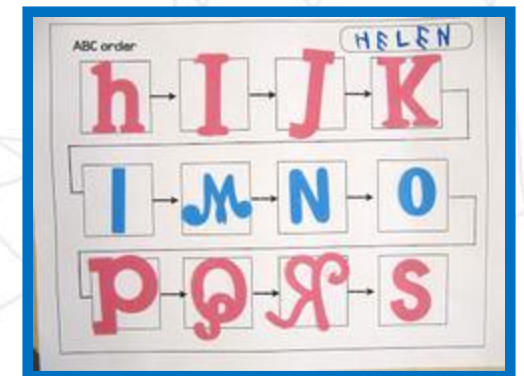
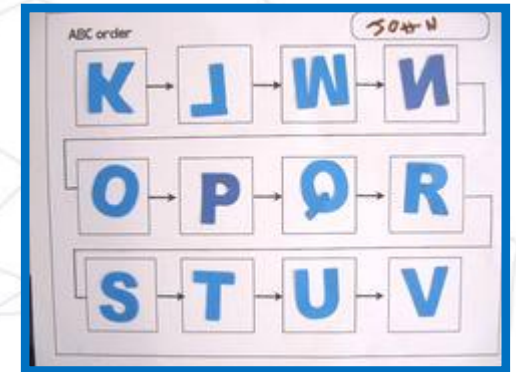
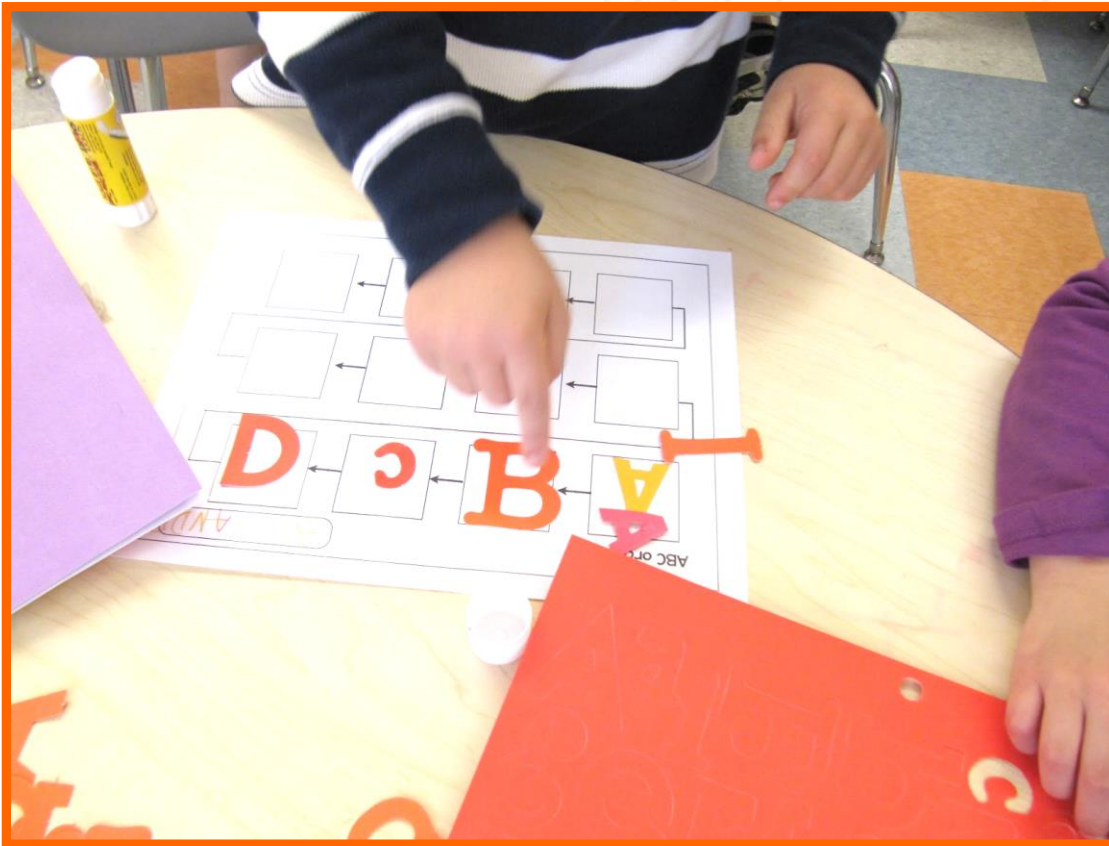
# Phonics and Phonemic Awareness

## Blends



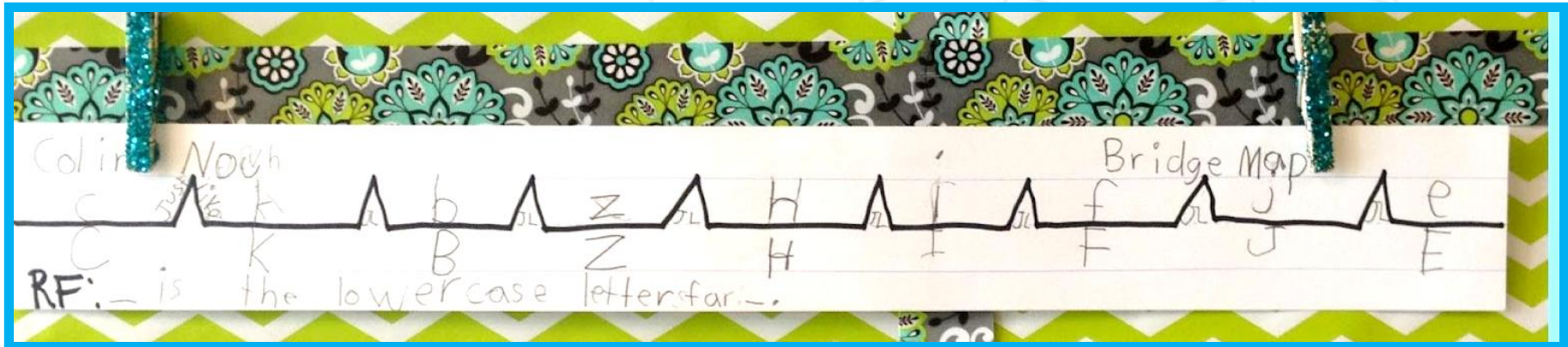
# Phonics and Phonemic Awareness

## Alphabetical Order



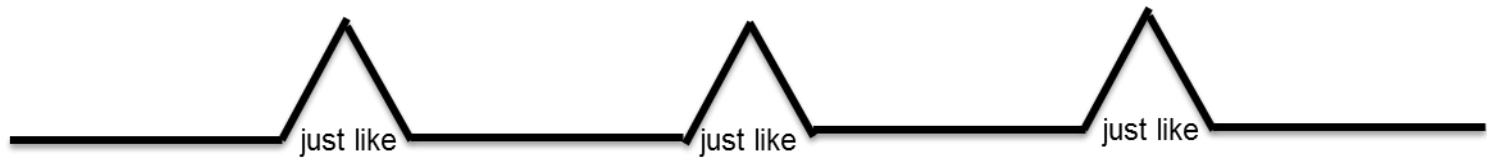
# Phonics and Phonemic Awareness

## Upper & Lower Case



# Phonics and Phonemic Awareness

## Nursery Rhymes and Songs

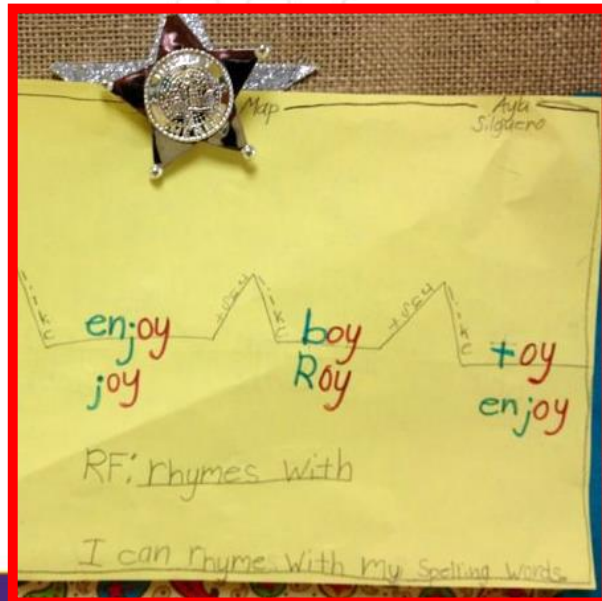
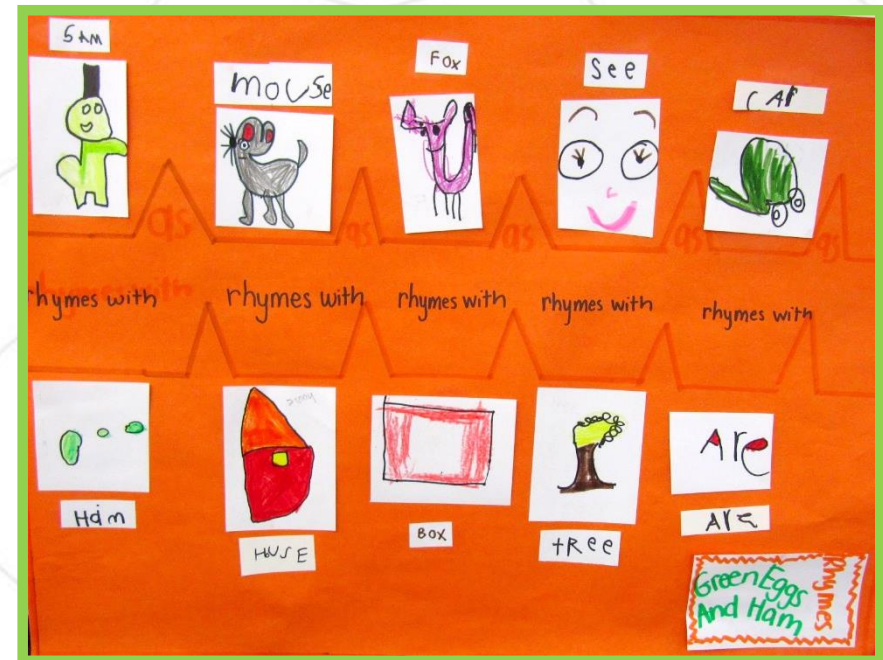
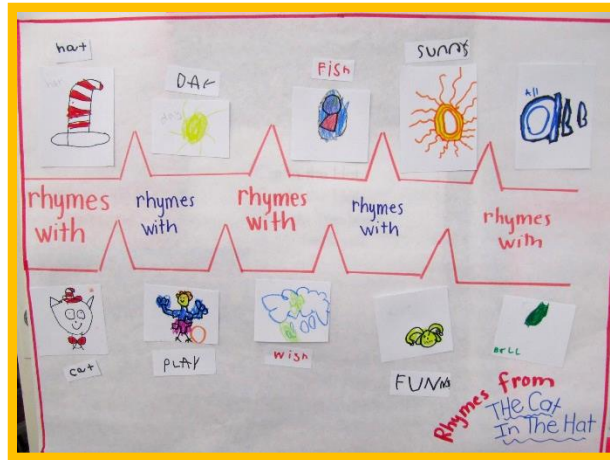


RF: rhymes with



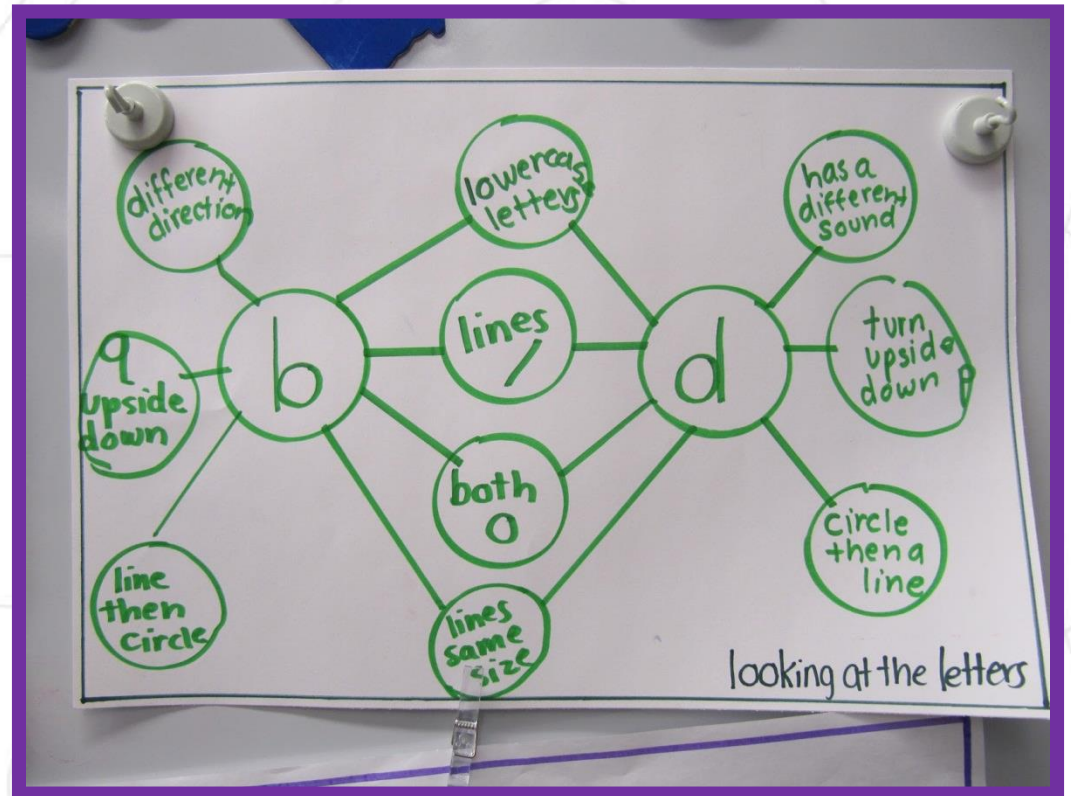
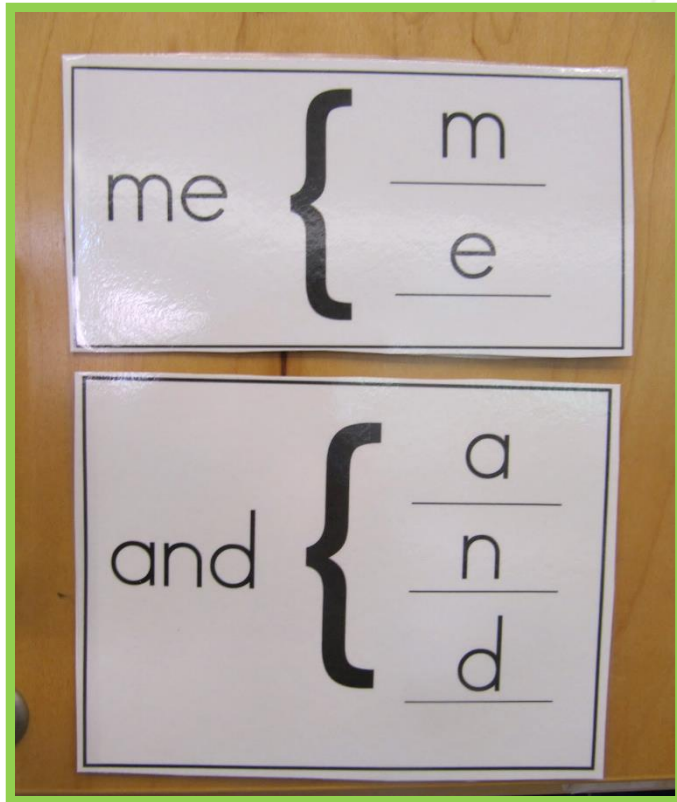
# Phonics and Phonemic Awareness

## Rhymes



# Phonics and Phonemic Awareness

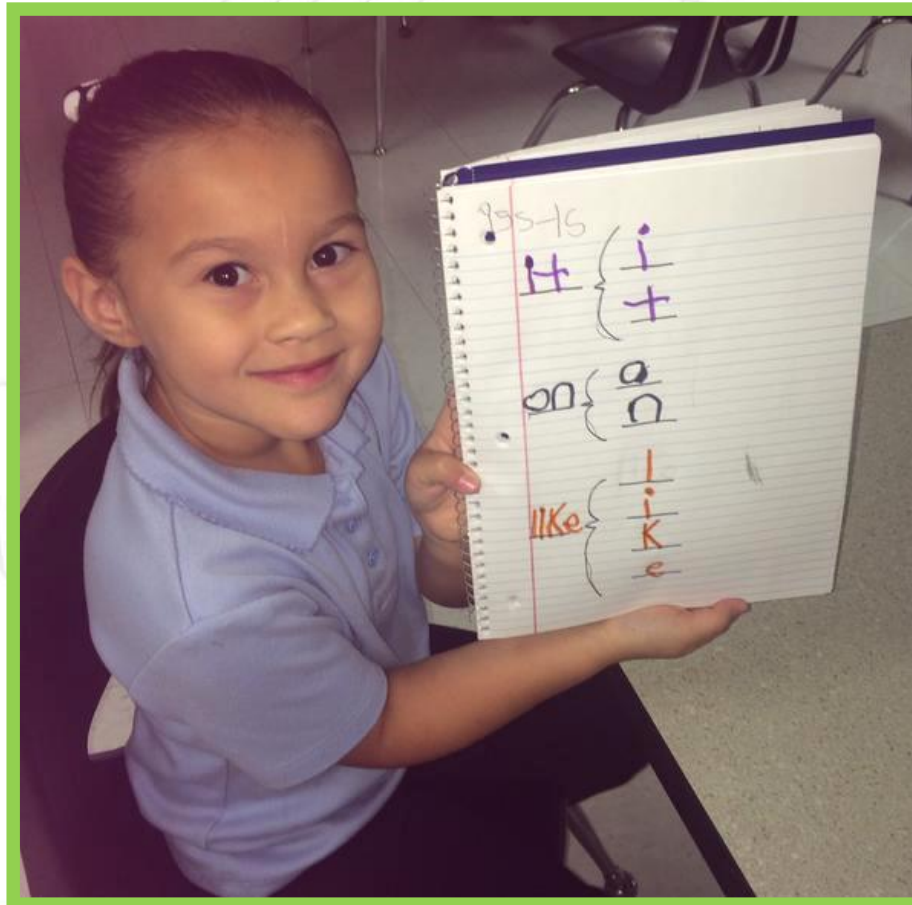
## Word Parts





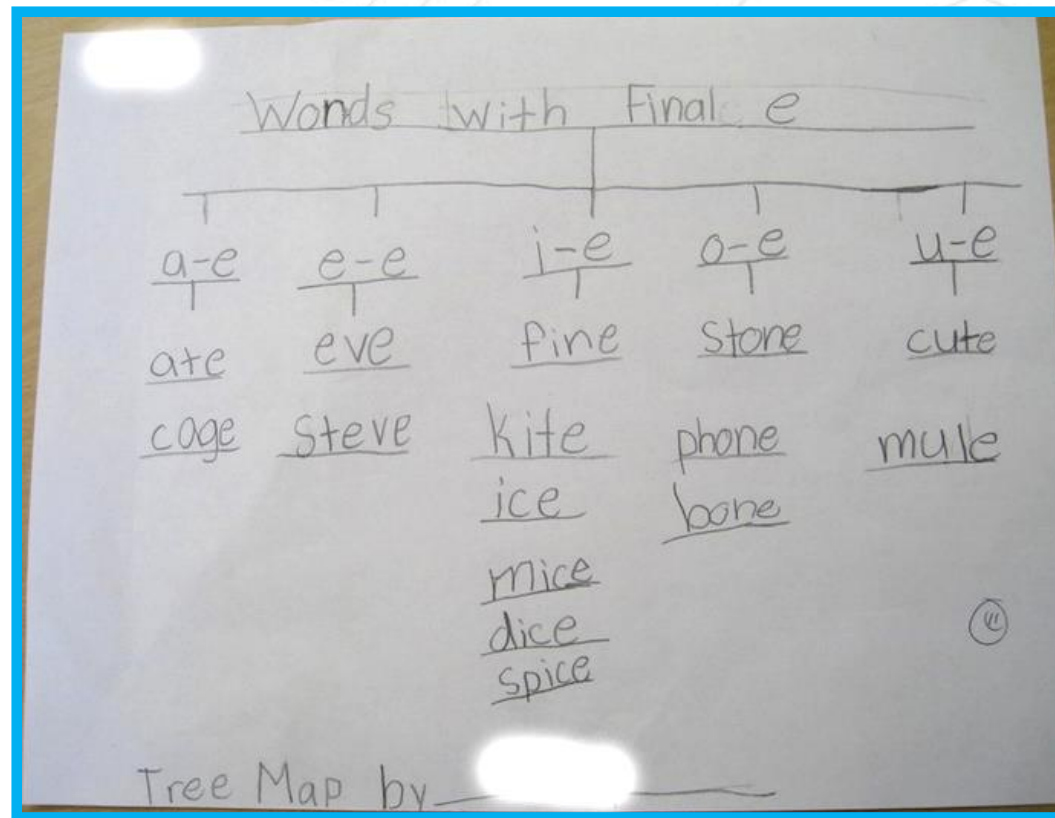
# Phonics and Phonemic Awareness

## Word Parts



# Phonics and Phonemic Awareness

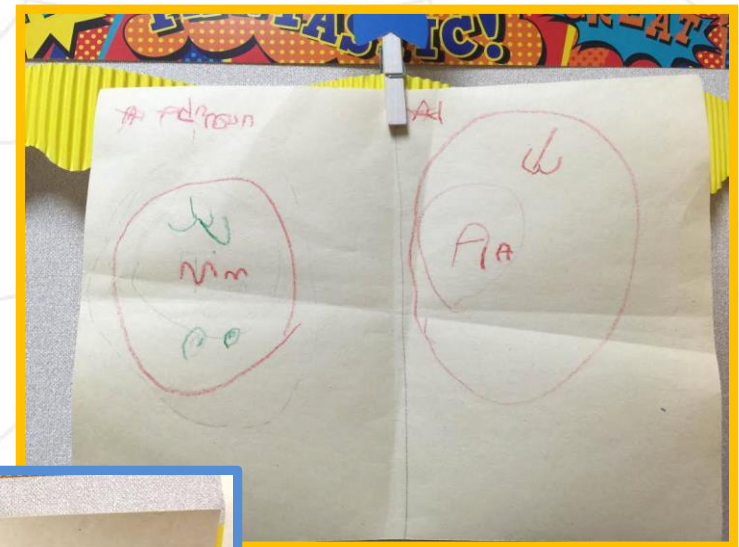
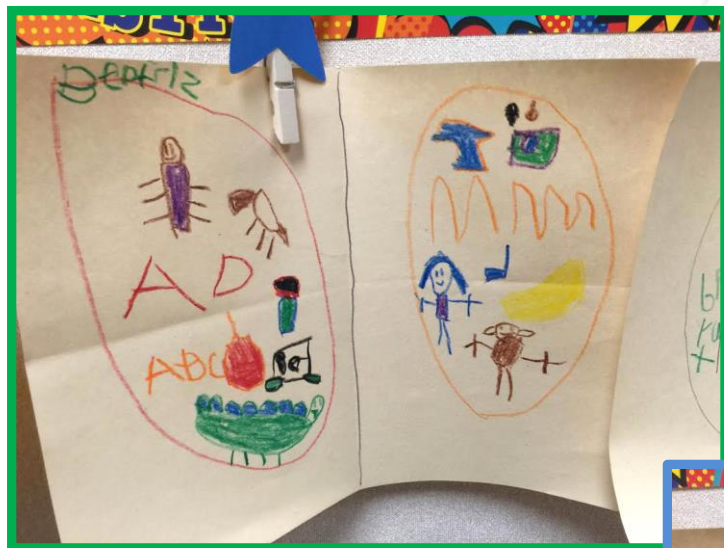
## Final -e



# Initial Phonemes

# Phonics and Phonemic Awareness

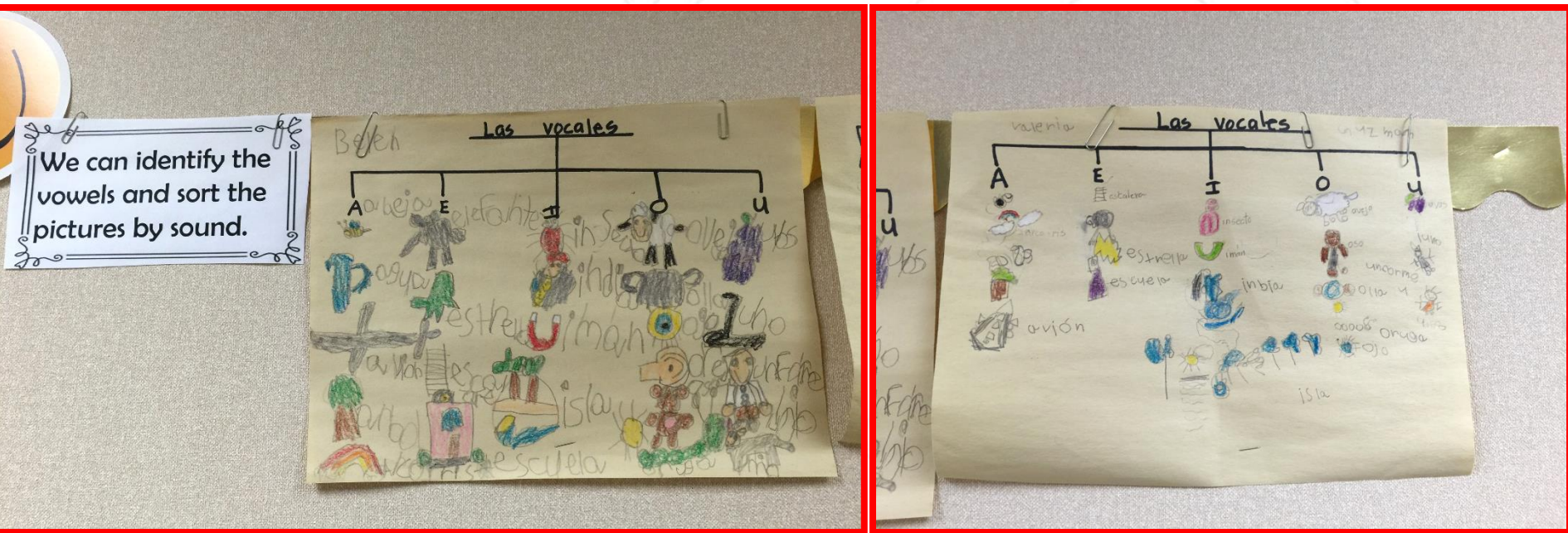
## Formative Assessment





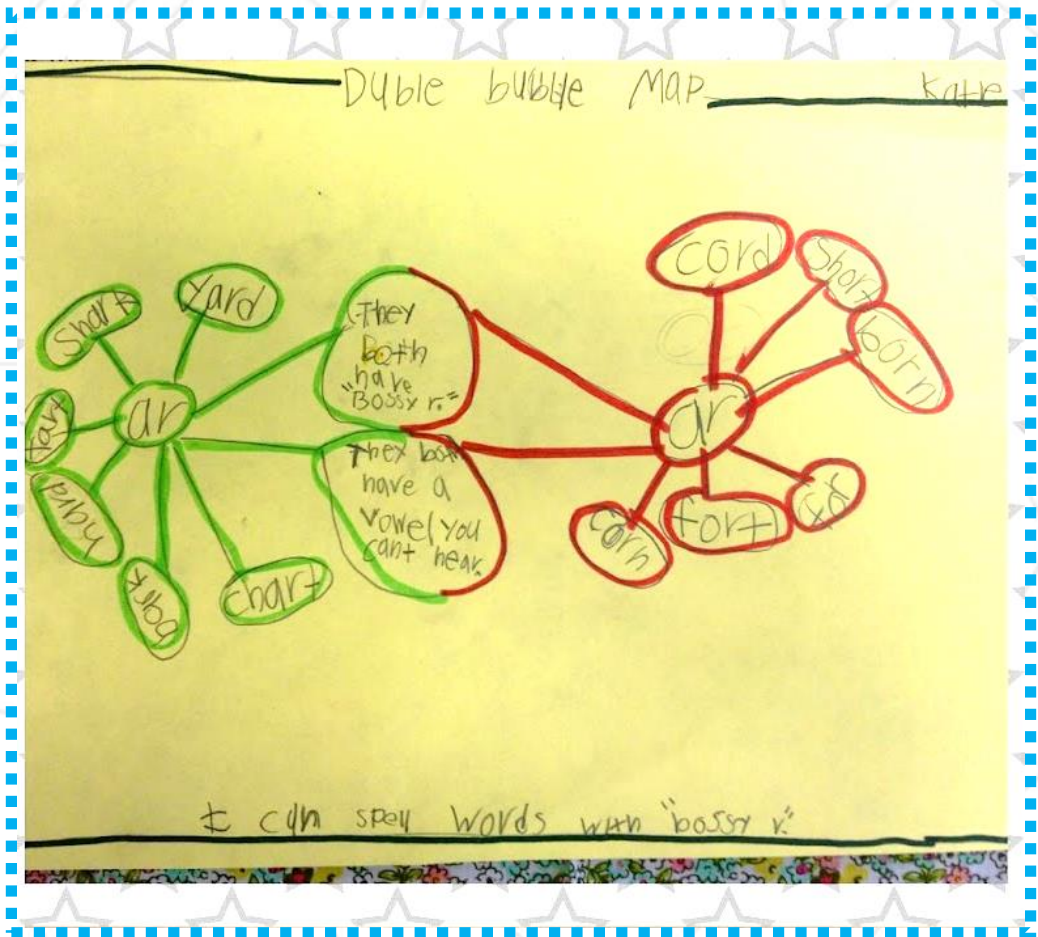
# Phonics and Phonemic Awareness

## Formative Assessment



# Phonics and Phonemic Awareness

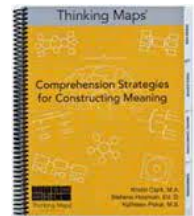
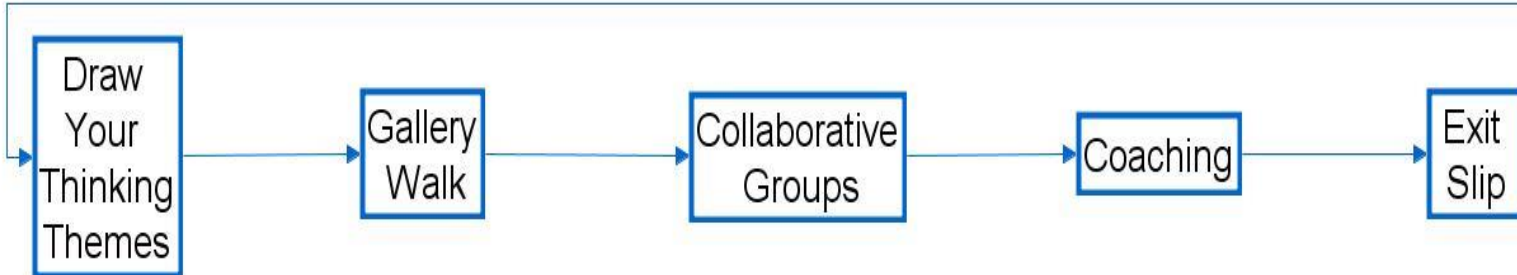
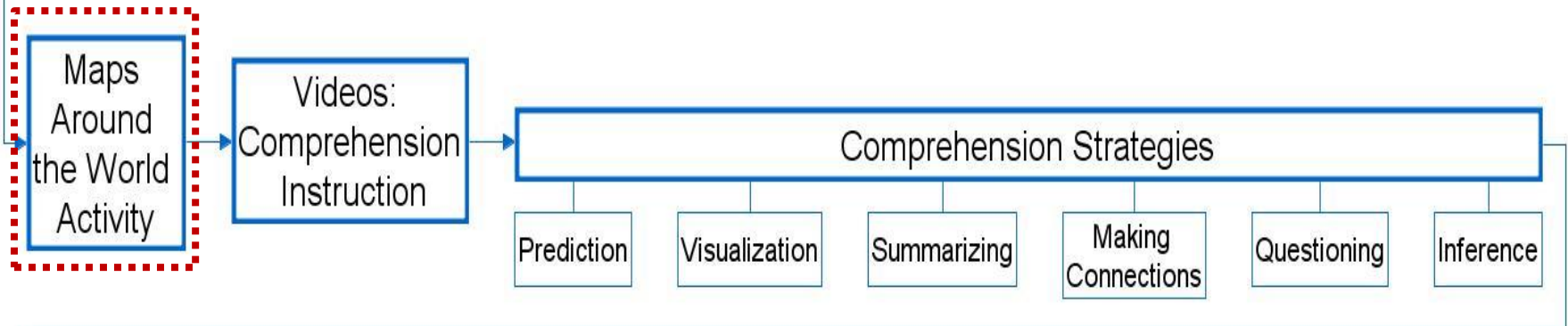
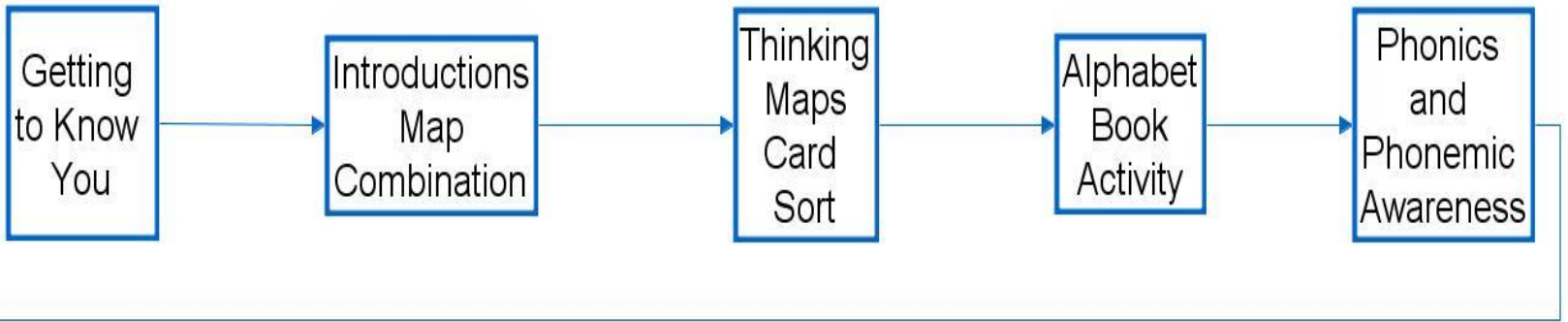
## Spelling





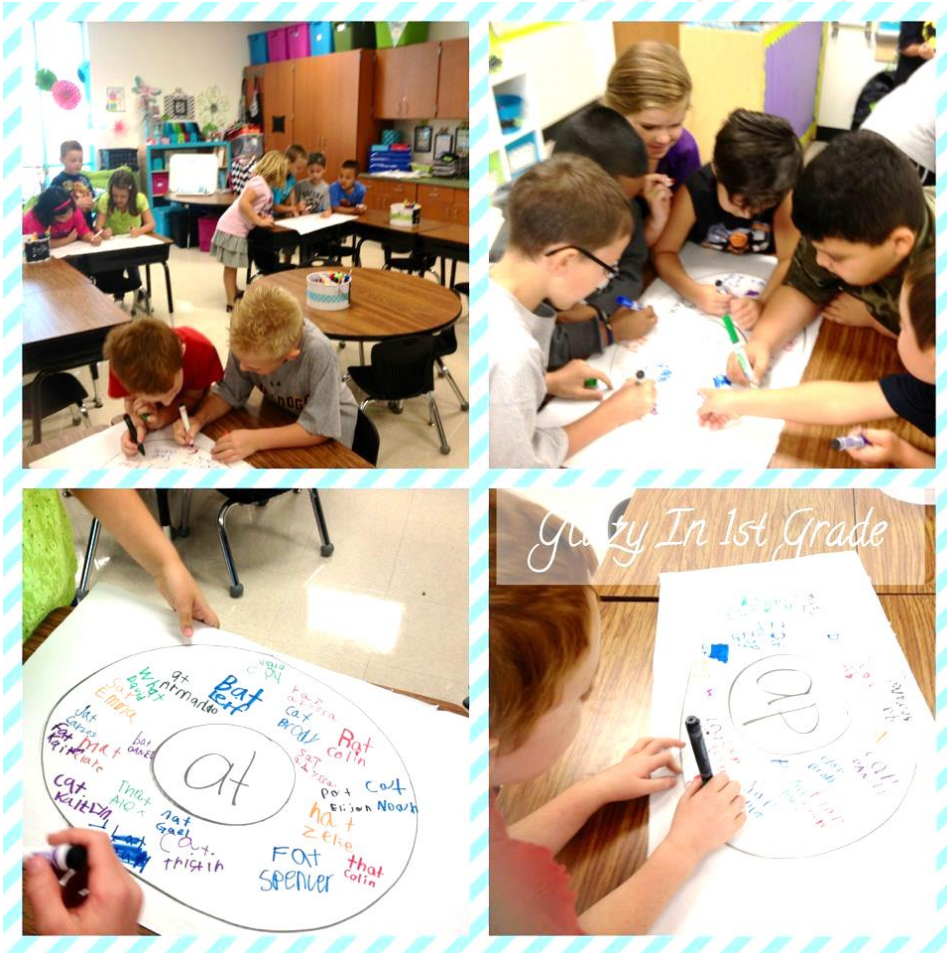


## Primary Reading Thinking Maps



# Phonics and Phonemic Awareness

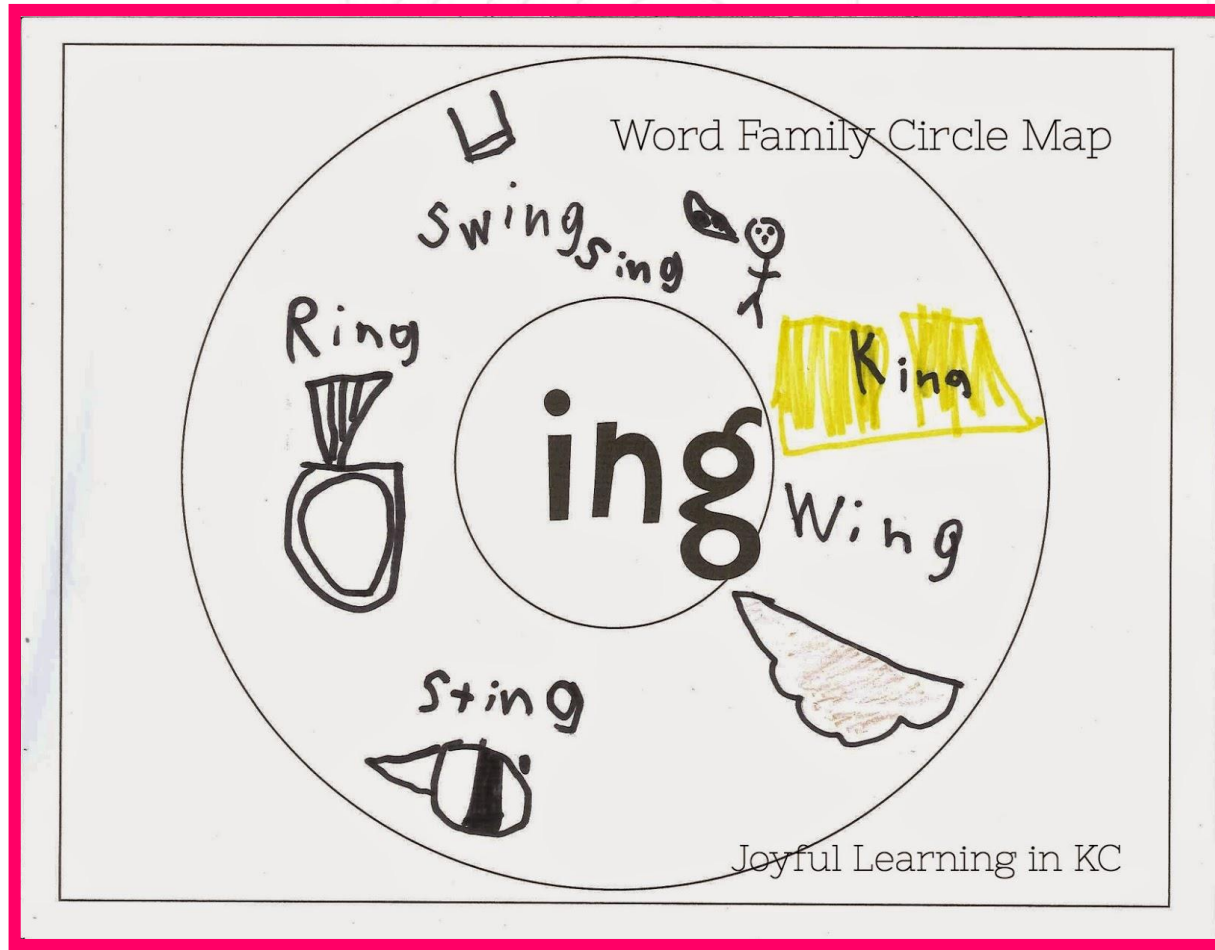
## Maps Around the World Activity



-un  
-ut  
-in  
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# Phonics and Phonemic Awareness

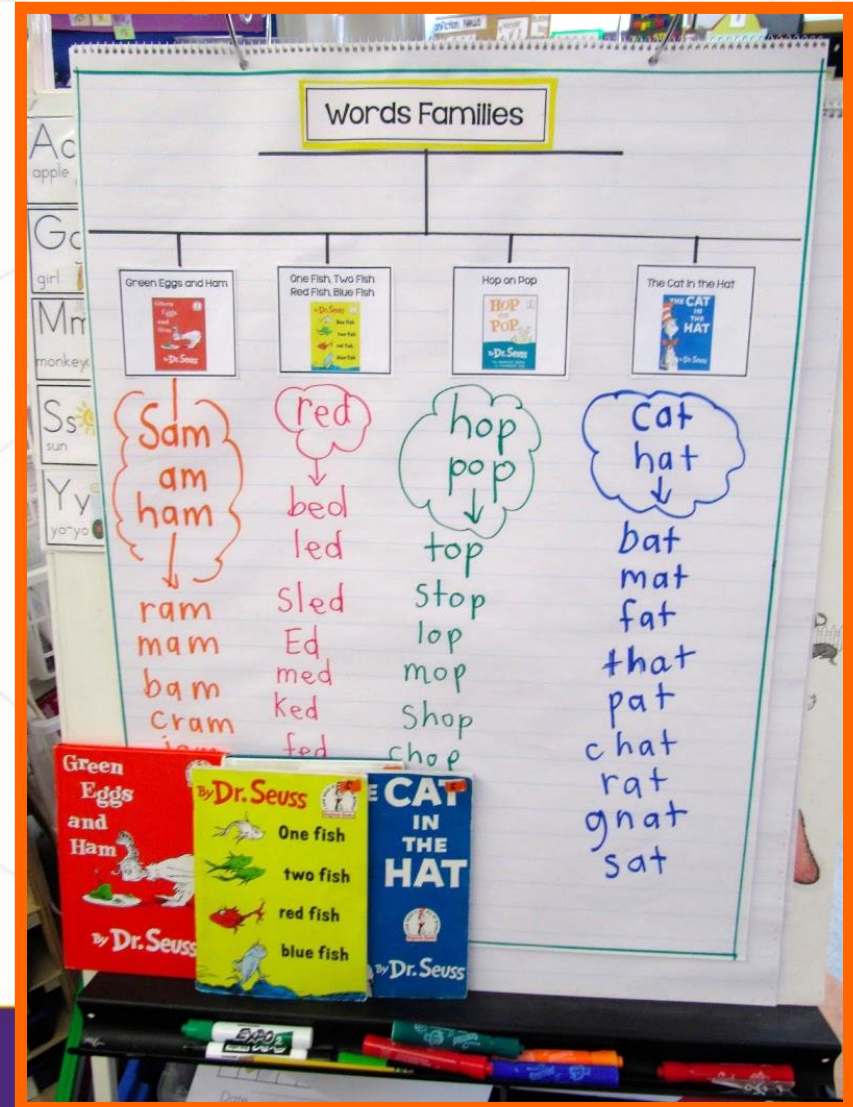
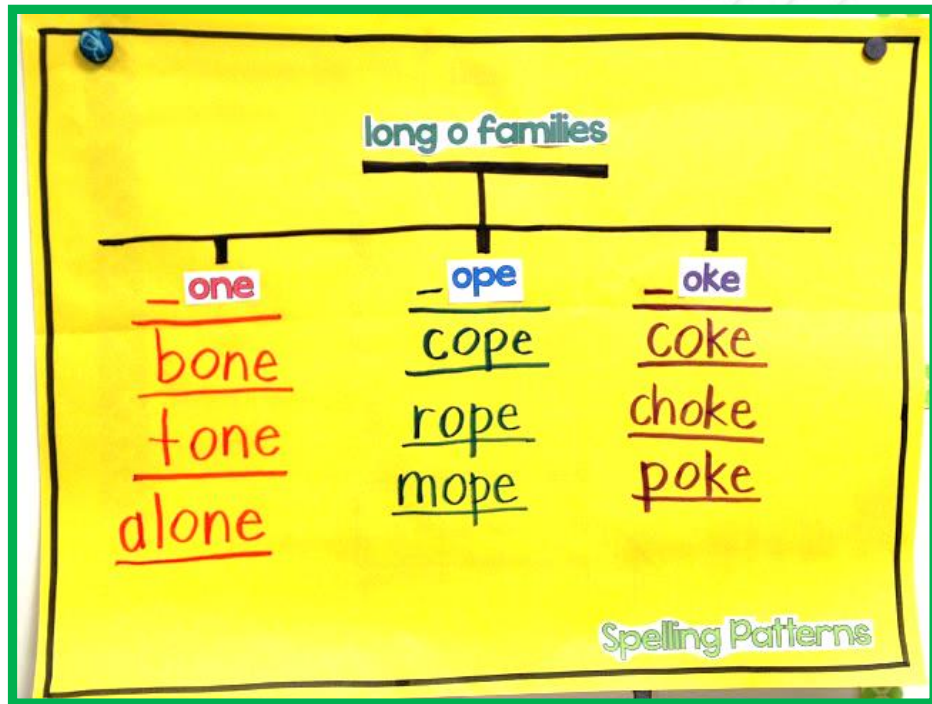
## Word Families





# Phonics and Phonemic Awareness

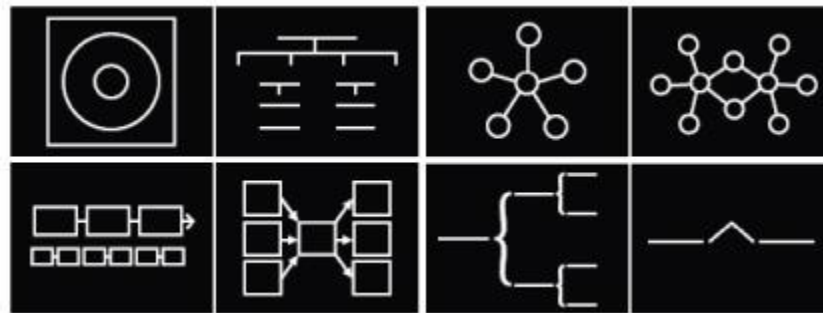
## Word Families



# Phonics and Phonemic Awareness



**Discuss with your table group other ways you could use Thinking Maps with phonics and/or phonemic awareness?**



# Processing Time



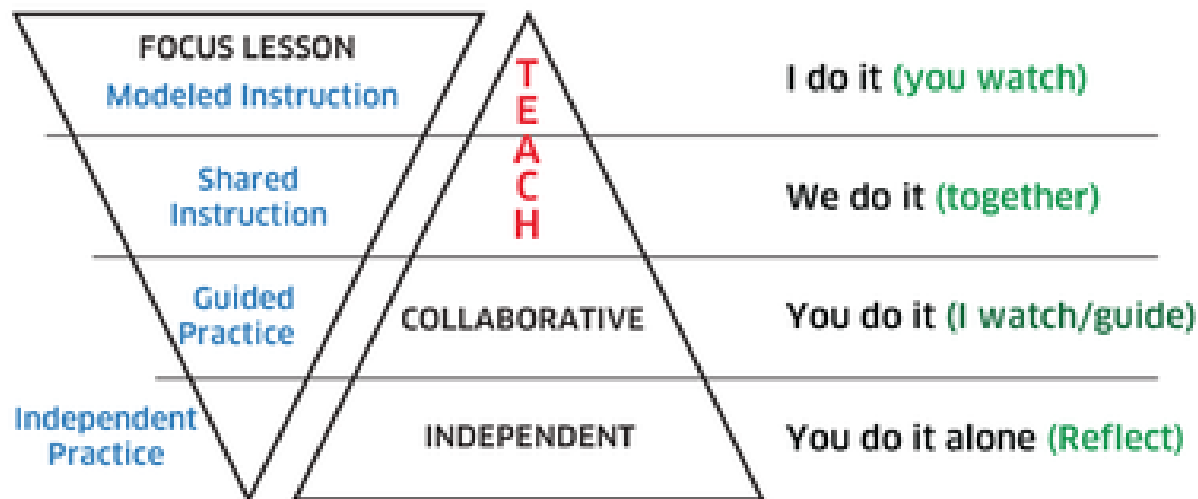


# Teaching

To ensure that students are successful users of the Thinking Map strategies for comprehension, it is important to scaffold student learning using the gradual release of responsibility.

## The Gradual Release Model

### TEACHER RESPONSIBILITY

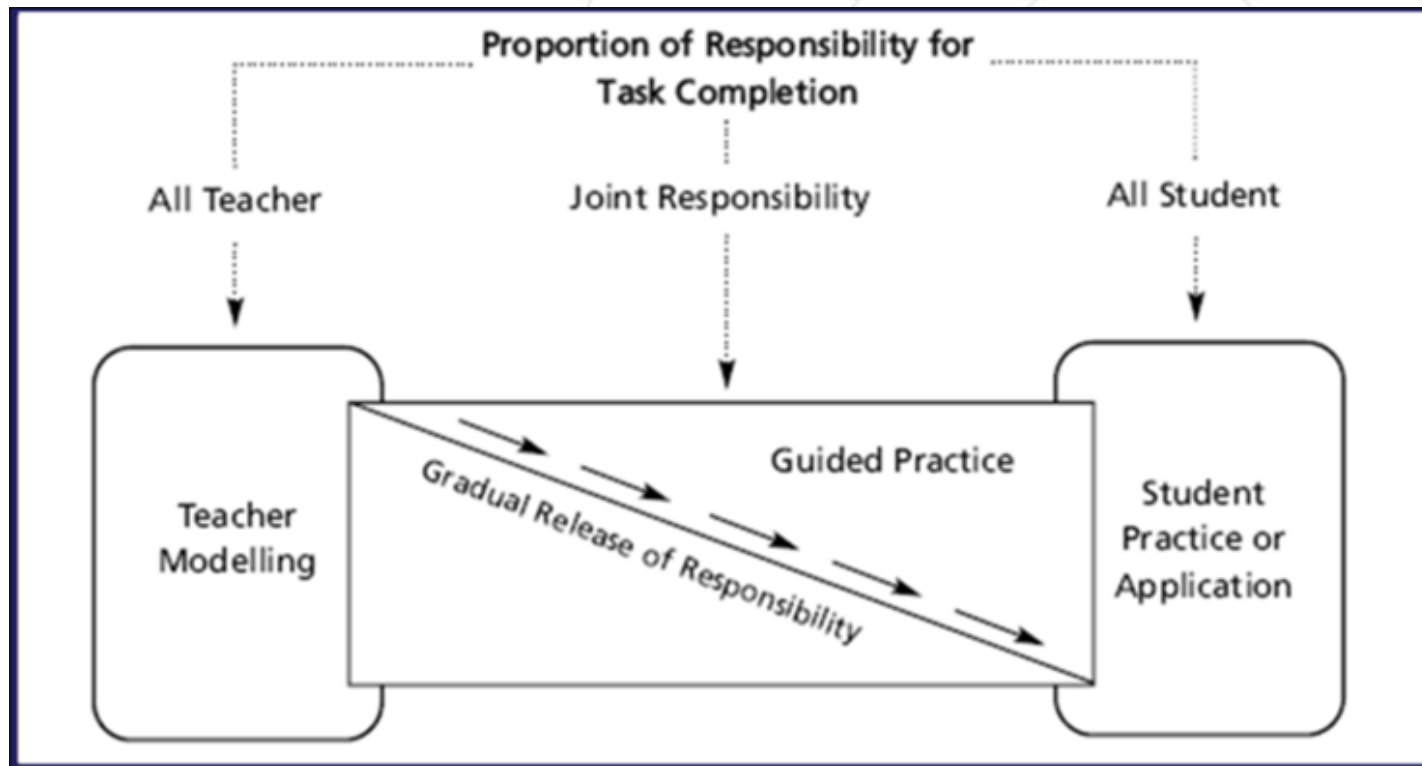


### STUDENT RESPONSIBILITY

# Teaching

To ensure that students are successful users of the Thinking Map strategies for comprehension, it is important to scaffold student learning using the gradual release of responsibility.

## The Gradual Release Model

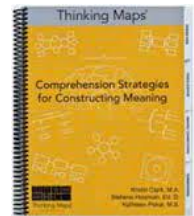
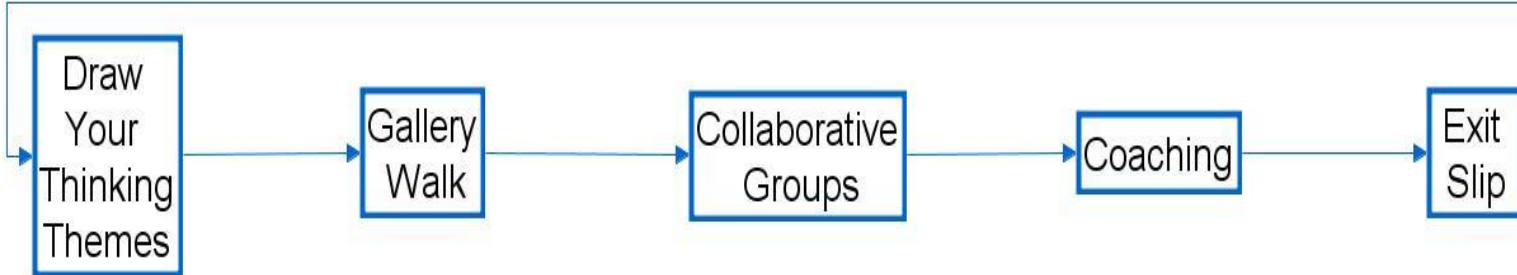
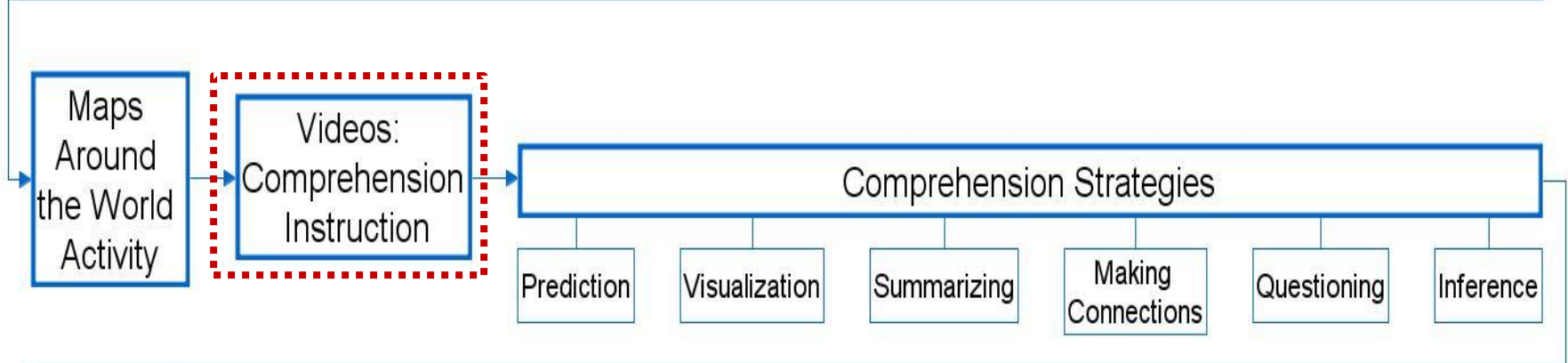
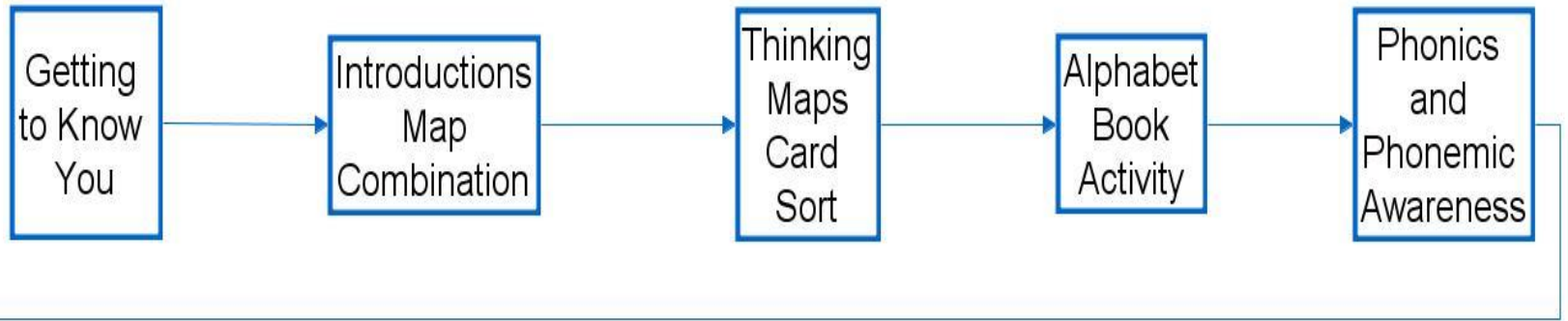


Complete and discuss one of the following sentence stems with a partner.

- We think aloud while reading to our students because \_\_\_\_\_.
- It is important to teach students how to use comprehension strategies because \_\_\_\_\_.
- I can tell my students really understand when they \_\_\_\_\_.
- One of my favorite questions to ask students during our reading time is \_\_\_\_\_.



# Primary Reading Thinking Maps



# Videos

We will watch a few videos throughout the workshop related to comprehension instruction.

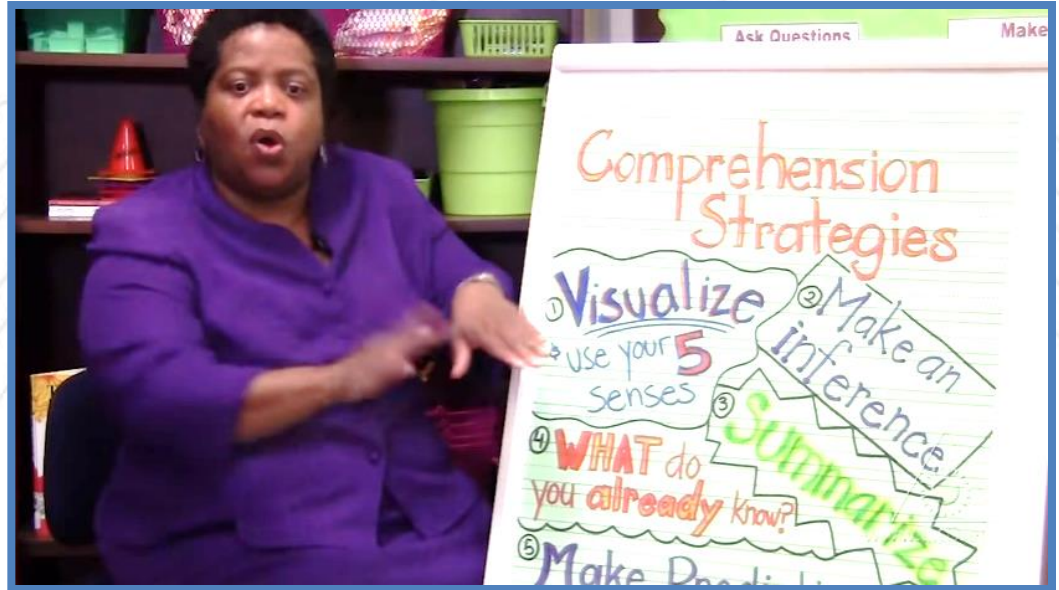
Think about the following questions and your responses while we watch:

- What is effective in this video? Why?
- What modifications would you make in your own classroom?



# Video #1

## Sing Those Strategies



# Article

## COMPREHENSION AT THE CORE

*Stephanie Harvey ■ Anne Goudvis*

Highlight and/or mark three places in the text that you responded to with any of the following-

- What? Huh? That doesn't make any sense!
- Whoa! That made me think differently than I had before.
- Wow! That makes so much sense! Let me reread it!

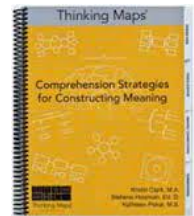
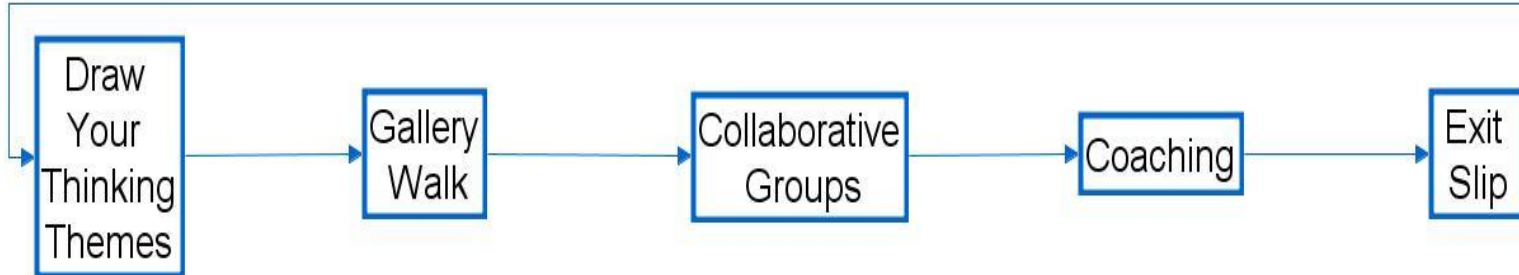
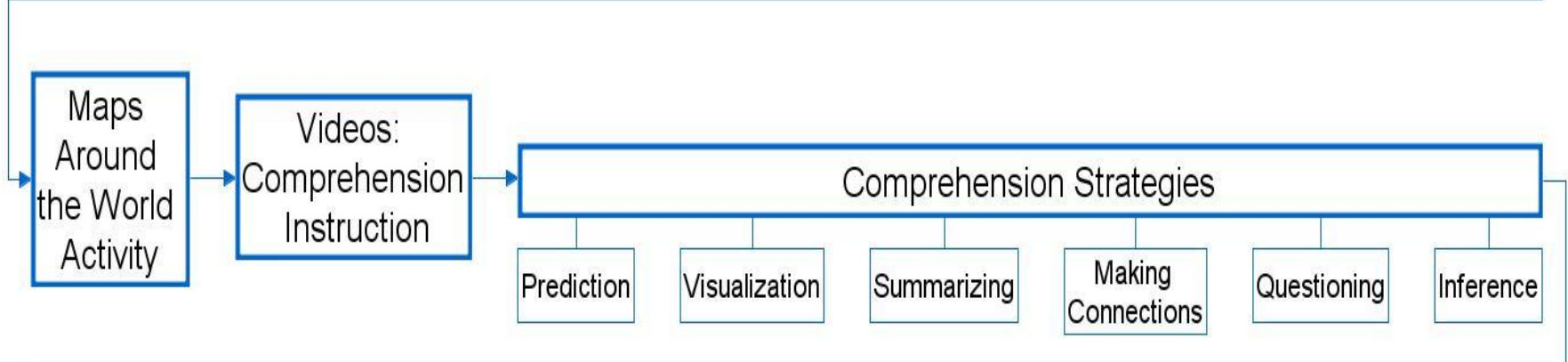
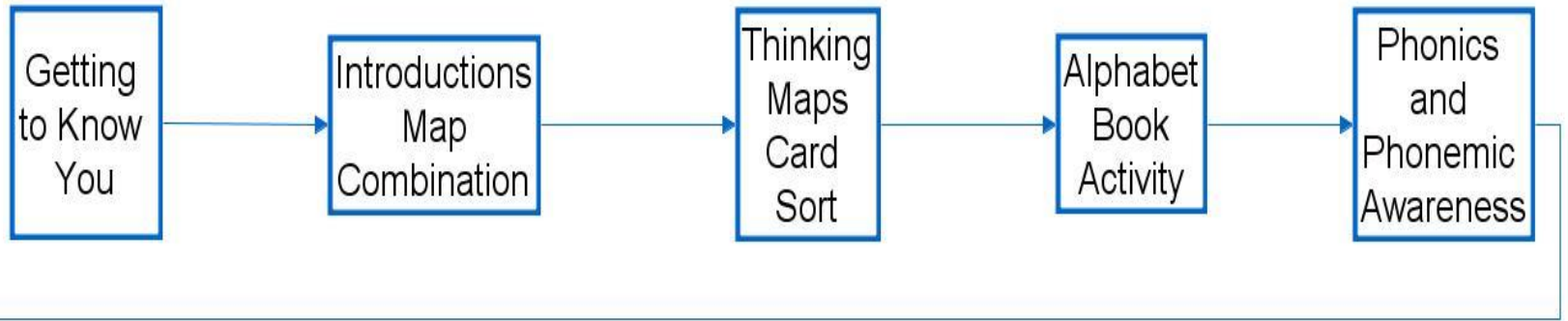
# Processing Time



- What is effective in this video? Why?
- What modifications would you make in your own classroom?

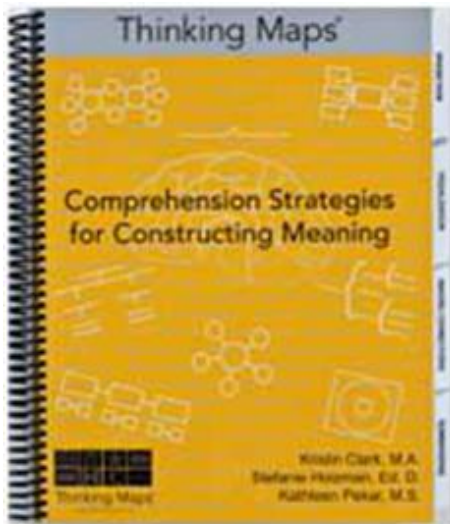


# Primary Reading Thinking Maps





# Comprehension Strategies for Constructing Meaning



We are going to be discussing six of the comprehension strategies.

Discuss comprehension strategies with your table partners and how you have used them in your classroom.

# Visualize

to create mental pictures while you read. These will change as you read.



# Make Connections

to connect what you read to your life. It may have happened to you, a friend, or you may have read about it somewhere else.



# Predict & Infer

the wolf blew down the first house, so I think he will try to blow down the second...



to use what we've read and know to learn more than what the author tells us

# Summarize

to tell, in your own words, what has happened in the story



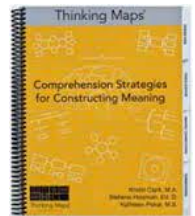
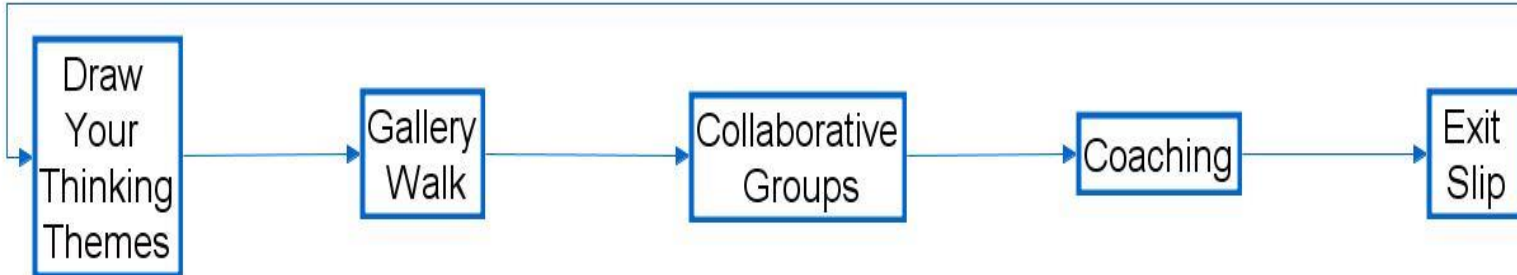
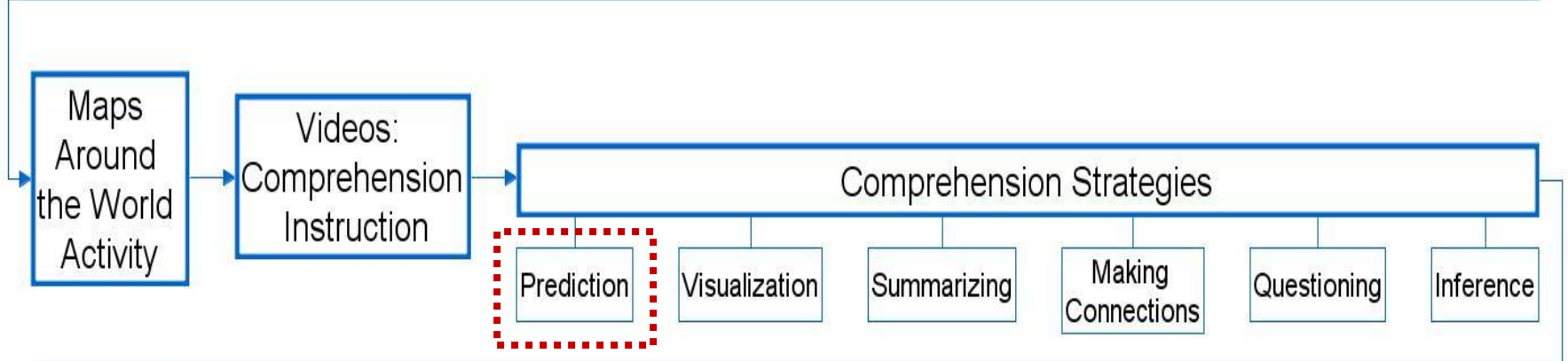
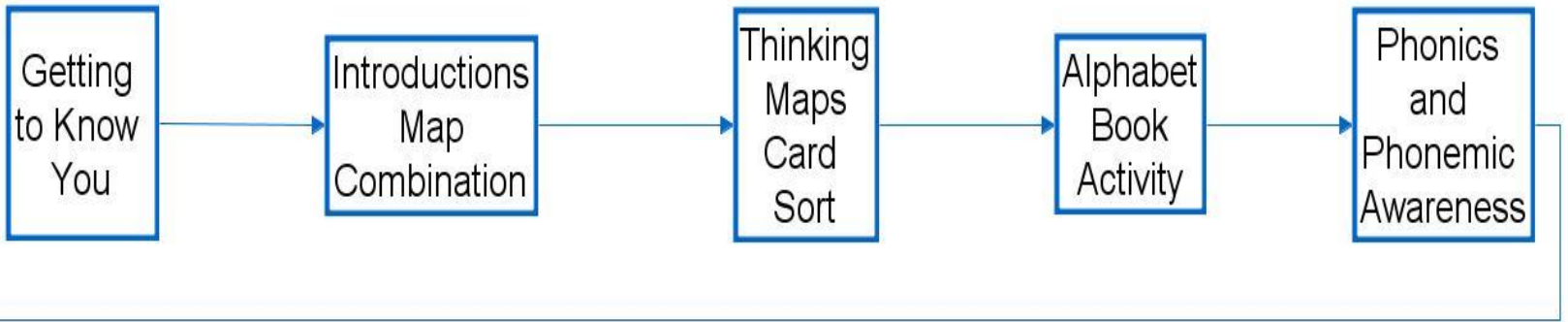
# Question

to figure out a part of the story you did not understand





# Primary Reading Thinking Maps



# Comprehension Strategies

## Prediction



### What is prediction?

Prediction is a comprehension strategy good readers use to actively engage with a text. As defined by Keene & Zimmerman (1997), “Prediction is inference. It is the play of imagination as we mentally expand the text.” Readers make informed guesses about what they think will happen next. In nonfiction text, readers make predictions not about the kinds of things they think will happen but the kinds of things they think they will learn (Miller, 2002).

Prediction is one of the most involved comprehension strategies because further reading requires the readers to confirm or deny their predictions, making their initial understanding more concrete.





# Comprehension Strategies

## Prediction

### What to Predict

#### *In Fiction:*

- Events in a story
- The causes of a story
- The effects of a story
- A character's actions/behavior
- A character's feelings
- A character's decision/choice
- Story elements
- What the story will be about

#### *In Non-Fiction:*

- What a reader expects to learn
- Events
- Feelings
- Actions/Behavior
- The causes of an event
- The effects of an event



# Comprehension Strategies

## Prediction

### How To Predict

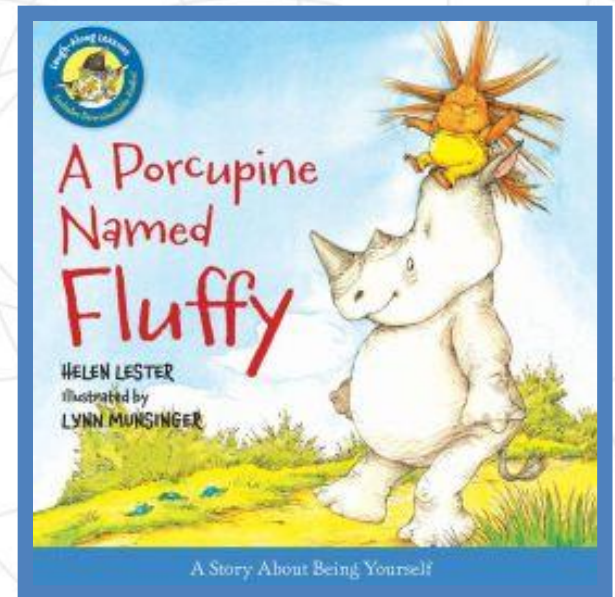
*Readers predict by:*

- Activating schema about a topic/story
- Activating schema about the type of text to be read
- Using evidence stated in the text
- Looking at the title of the book, cover picture, summary on the back, schema about the author, table of contents during reading
- Using key events that happen in the book



# Comprehension Strategies

## Prediction

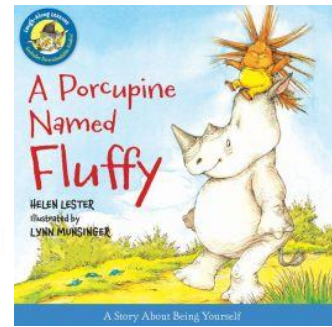




# Comprehension Strategies

## Prediction

### Cause and Effect



Cause

Event

led to...

led to...

led to...

**Fluffy doubted  
that he was  
really fluffy.**

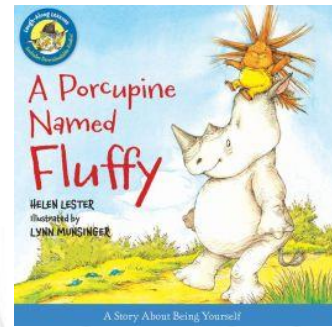






# Comprehension Strategies

## Prediction



What could Fluffy do to become fluffier?

Fluffy's parents picked his name because they thought it was a pretty name.

Fluffy realized he wasn't really fluffy and decided to try some things to become fluffier.

A large, empty red rectangular box intended for a student's prediction.

A large, empty red rectangular box intended for a student's prediction.

A large, empty red rectangular box intended for a student's prediction.

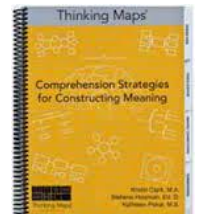
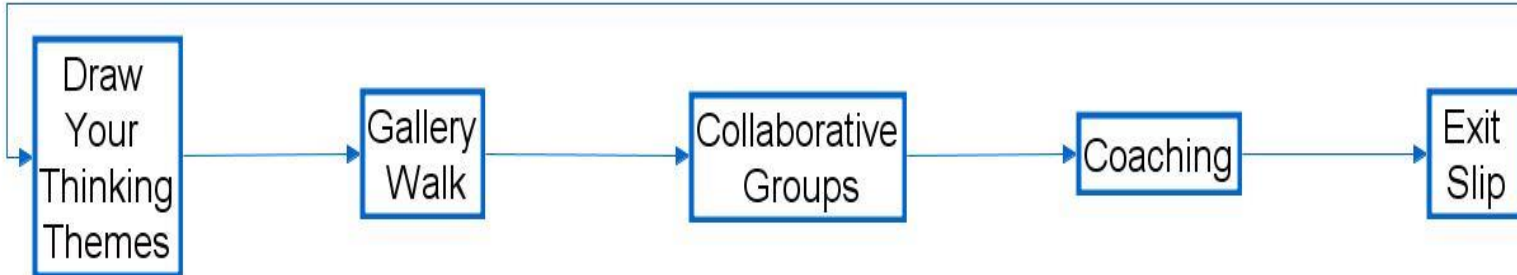
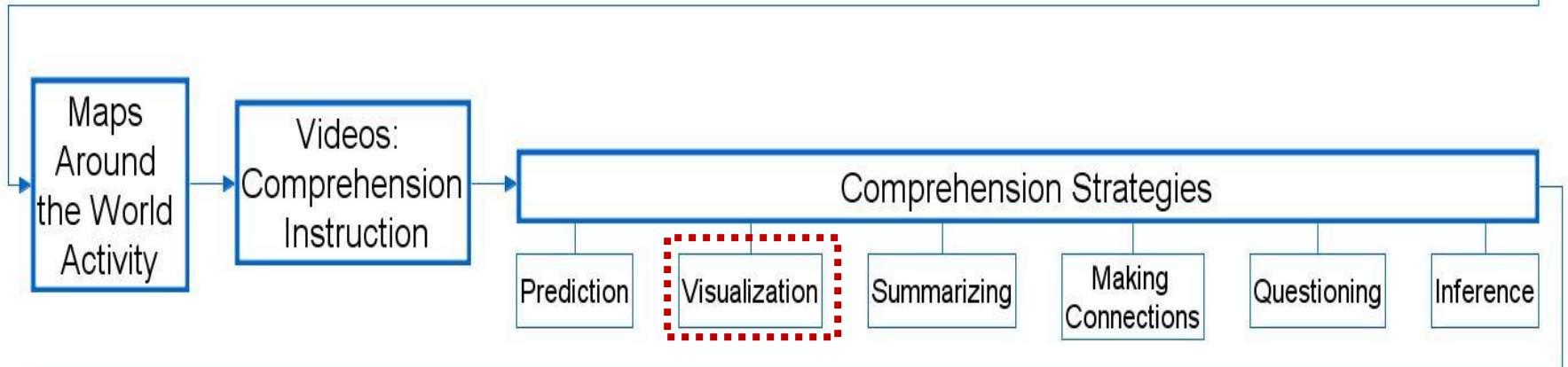
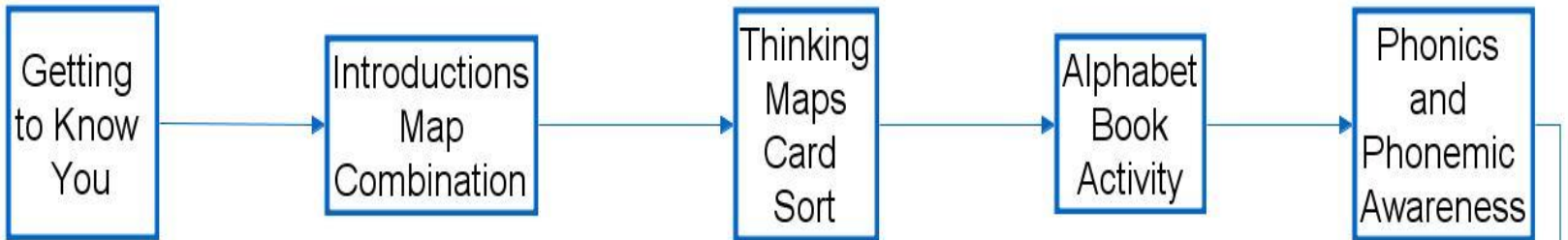


# Processing Time





# Primary Reading Thinking Maps



# Comprehension Strategies

## Visualization

### What is visualization?

Visualization is a strategy good readers use to make mental pictures in their minds about what is happening in the text. In fiction, readers may visualize many different literary elements such as characters, setting, and a sequence of actions/events. In non-fiction, readers may visualize events or complex processes.





# Comprehension Strategies

## Visualization

### What to Visualize

#### *In Fiction:*

- Characters
- Setting
- Actions/Events

#### *In Non-Fiction:*

- Processes
- Action/Events



# Comprehension Strategies

## Visualization

### How To Visualize

*Readers visualize by:*

- Creating a mental picture in their minds from key words or passages in the text
- Drawing a picture of their visualization
- Creating a series of visualizations as an on-going mental “movie”



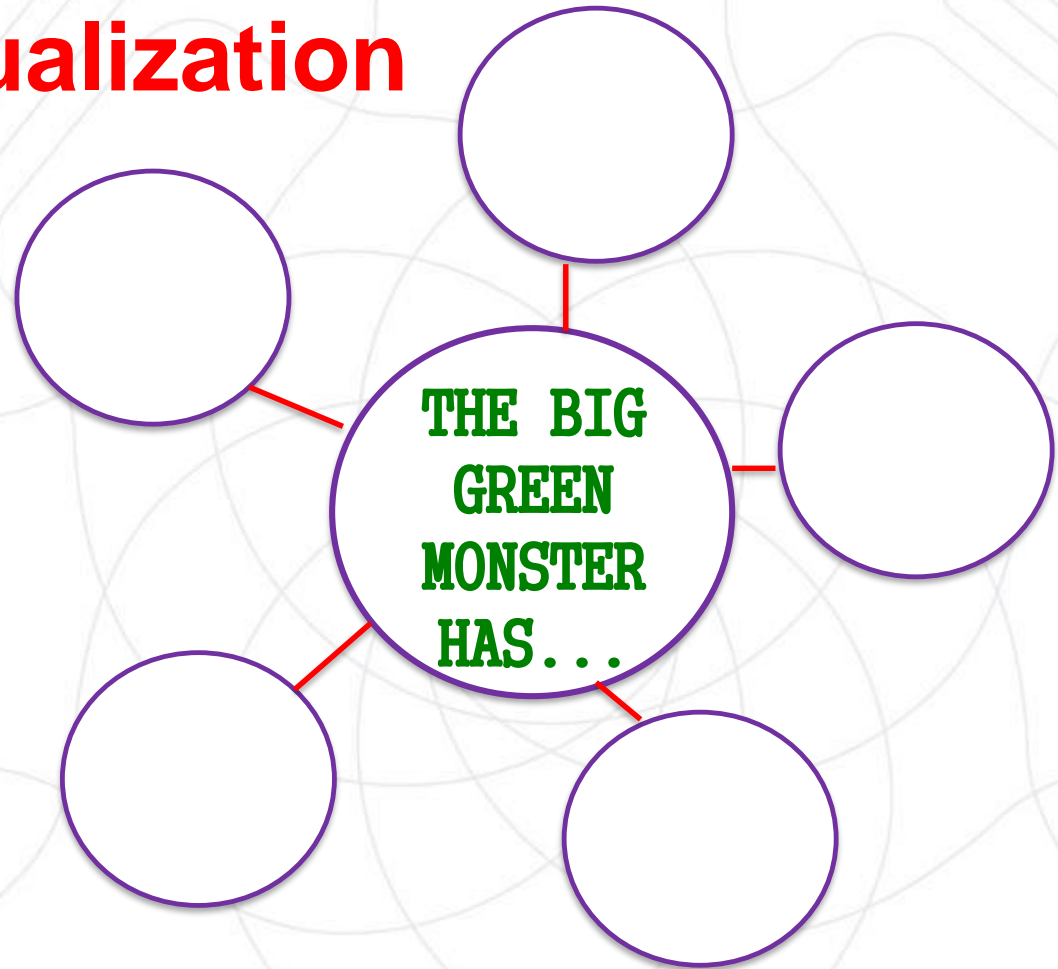
# Comprehension Strategies

**GO AWAY,  
BIG GREEN  
MONSTER!**

by Ed Emberley

## Visualization

Fold a piece of paper in half. Create and fill in a Bubble Map on the left side of your paper as the story is read aloud.



THE BIG  
GREEN  
MONSTER  
HAS...



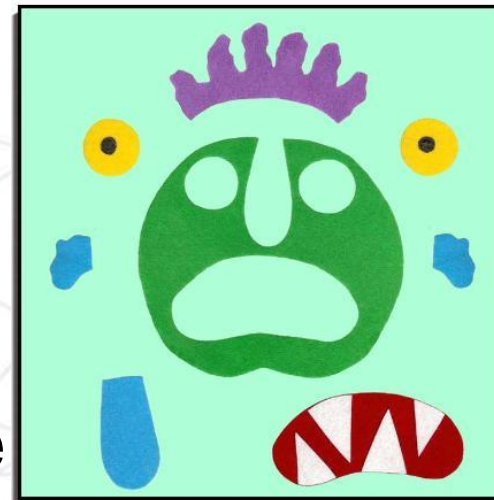


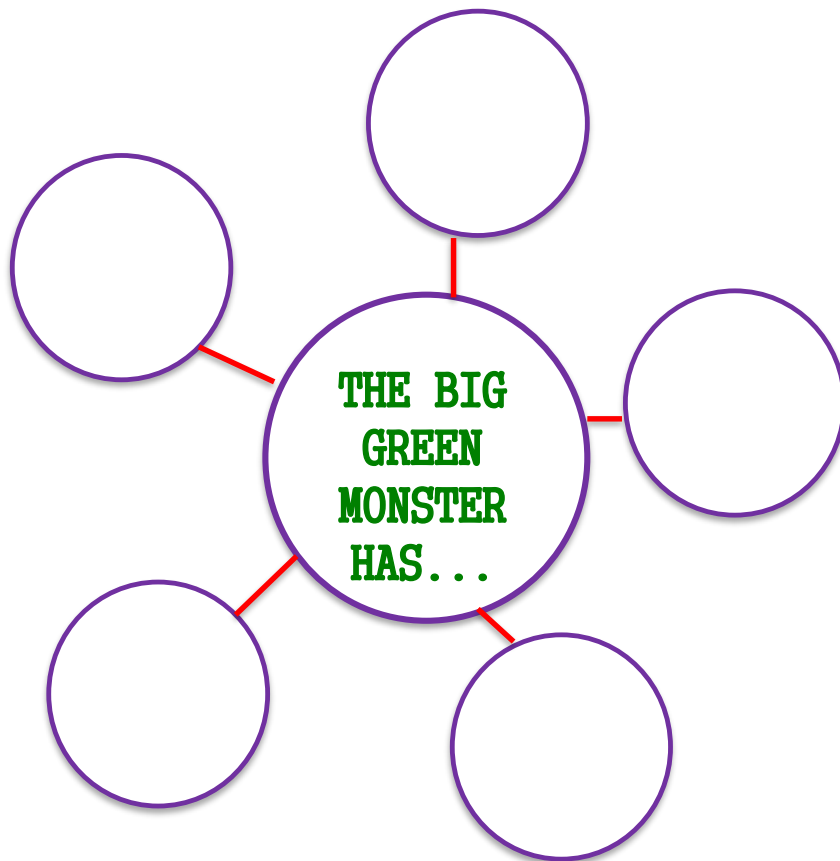
# Comprehension Strategies

## Visualization

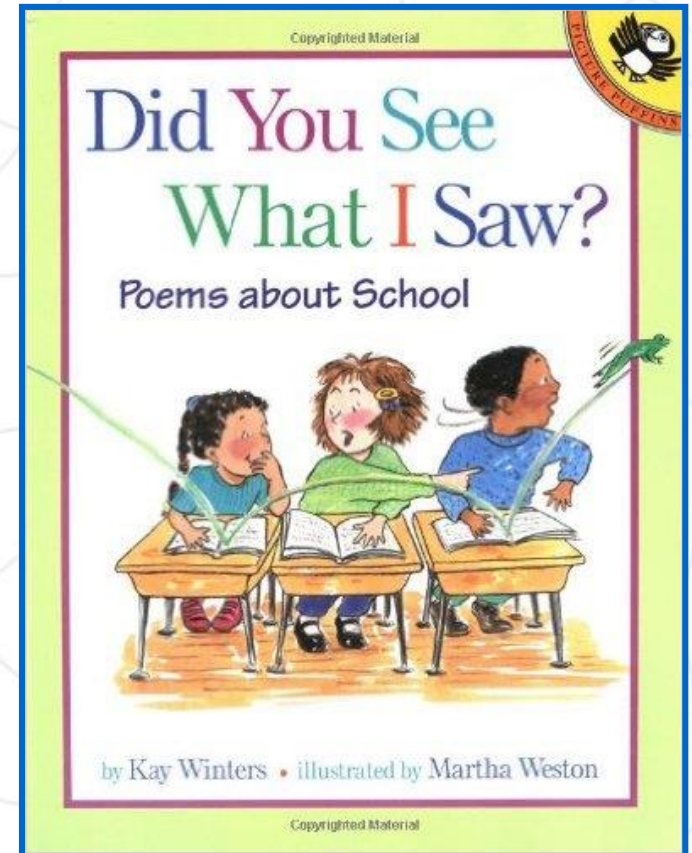


the paper  
u visualize  
read the story again.





# Video #2



# Processing Time

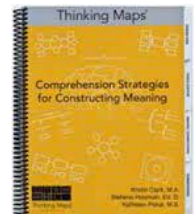
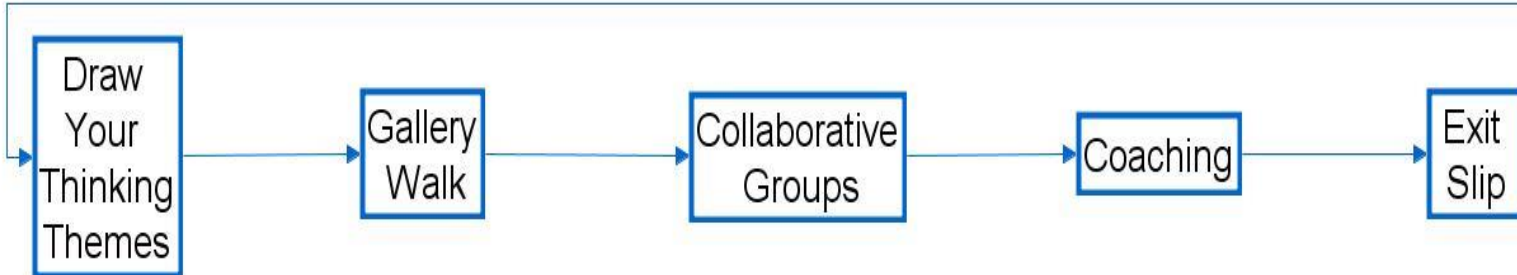
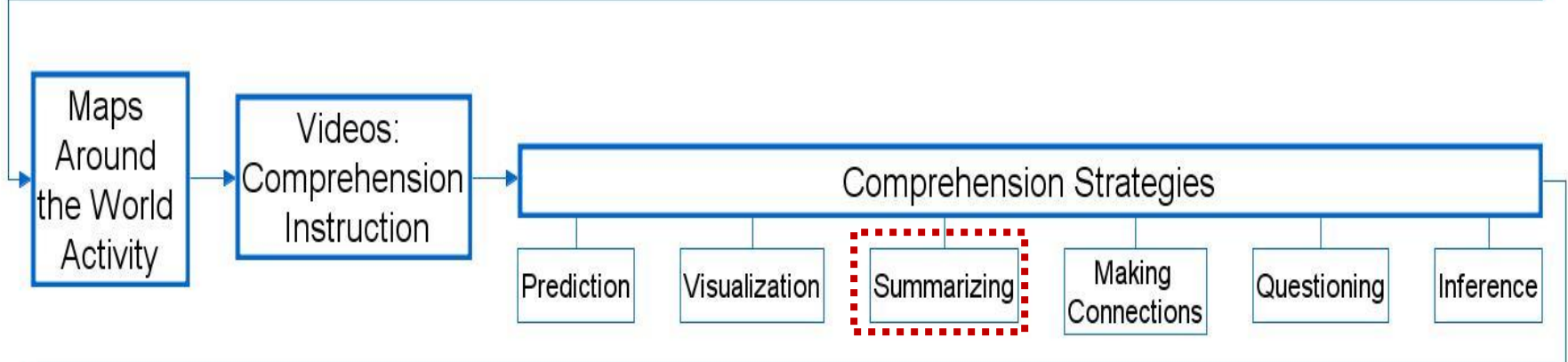
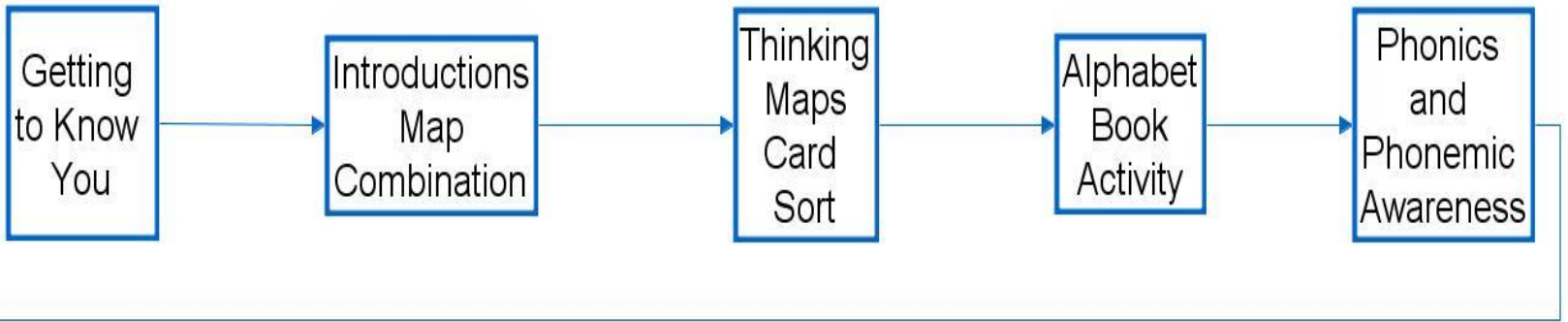


- What is effective in this video? Why?
- What modifications would you make in your own classroom?





# Primary Reading Thinking Maps



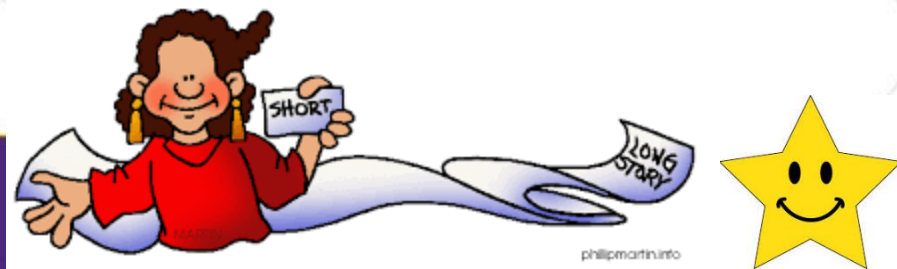
# Comprehension Strategies

## Summarizing

### What is summarizing?

Summarizing is a comprehension strategy good readers use to better understand a text by retelling in their own words or using inner dialogue. When summarizing, it is important for readers to tell only what is important to make sense, and not include too much information (Harvey & Goudvis, 2007).

There are different approaches to summarizing depending on text structure. When summarizing a fiction text, a sequence of key events seems most appropriate. For non-fiction, summarizing by text structure seems most direct. These might include cause and effect, categorizing, compare and contrast, and process sequencing.



# Comprehension Strategies

## Summarization

### How To Summarize

*Readers summarize by:*

- Determining the most important information in one's own words
- Using key words or phrases
- Only including important information
- Weeding out extraneous details
- Getting to the essence of the text in as little words as possible



# Comprehension Strategies

## Summarizing

### When to Summarize

Readers summarize at different points depending on text type.

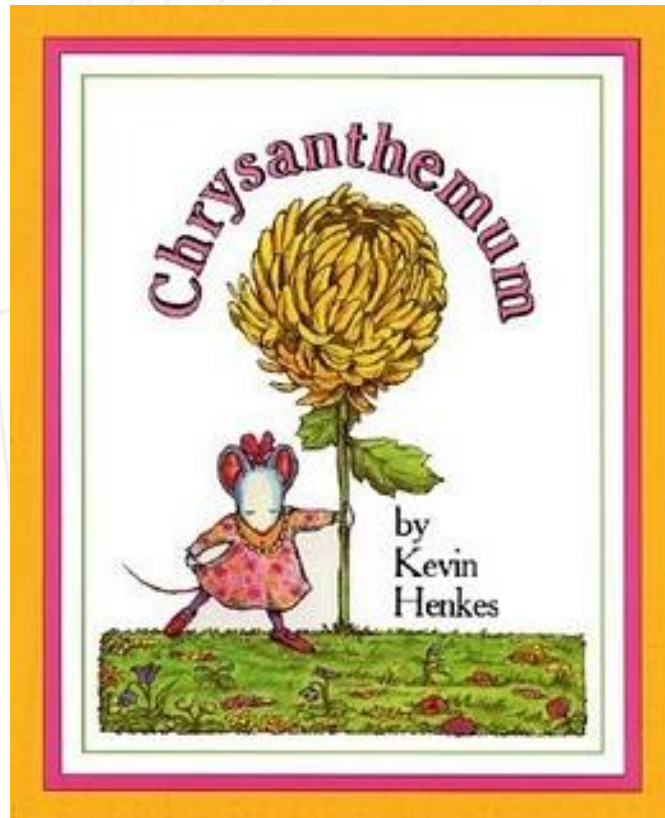
- At the end of a paragraph
- At the end of a chapter
- At the end of a book
- By the following story elements: characters, setting, problem, attempts to solve problem, and solution
- When significant to the plot
- When a process has occurred
- When a theme or main idea is presented
- Based on a text structure
- A timeline of events
- Based on text features

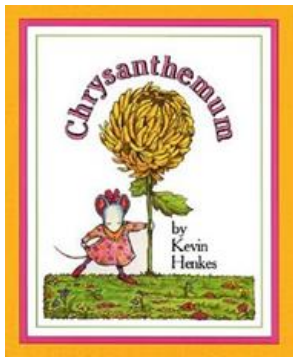


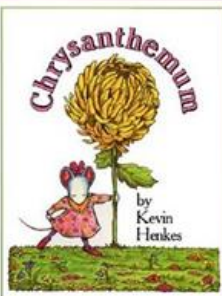


# Comprehension Strategies

## Summarizing

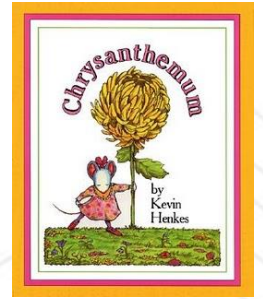






# Comprehension Strategies

## Summarizing



Work together.

Lay down the colored pieces of paper on the ground to make a Flow Map.



Each of you will give an oral retelling of the story summary using the Flow Map.



Use the sentence stems below to begin each part of the retelling.

This story is about...



In the beginning...



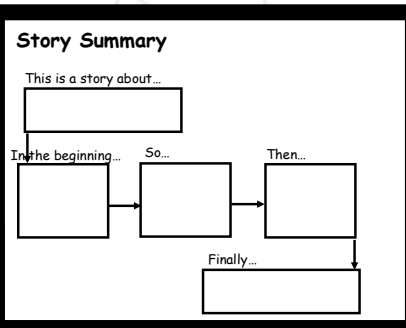
So...



Then...



Finally...



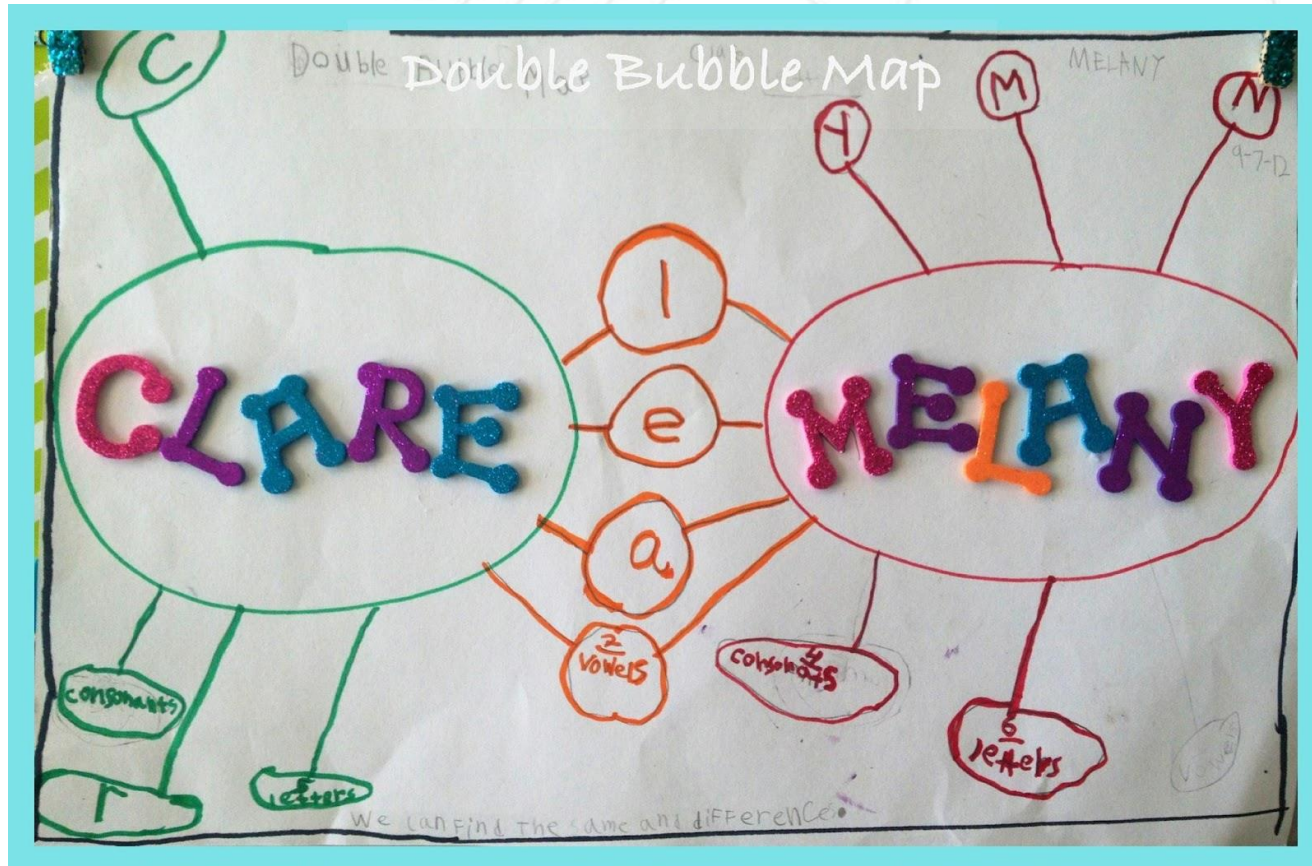


# Processing Time



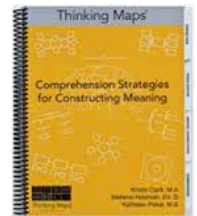
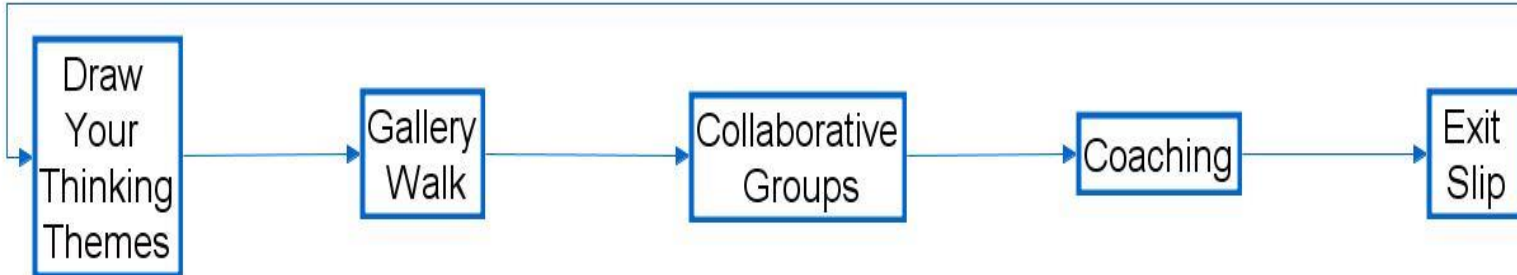
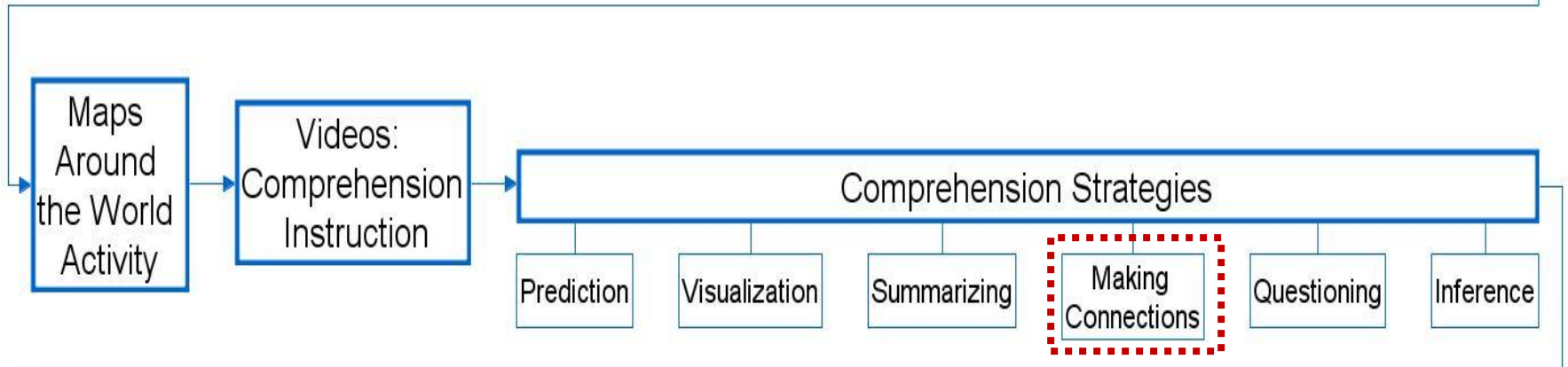
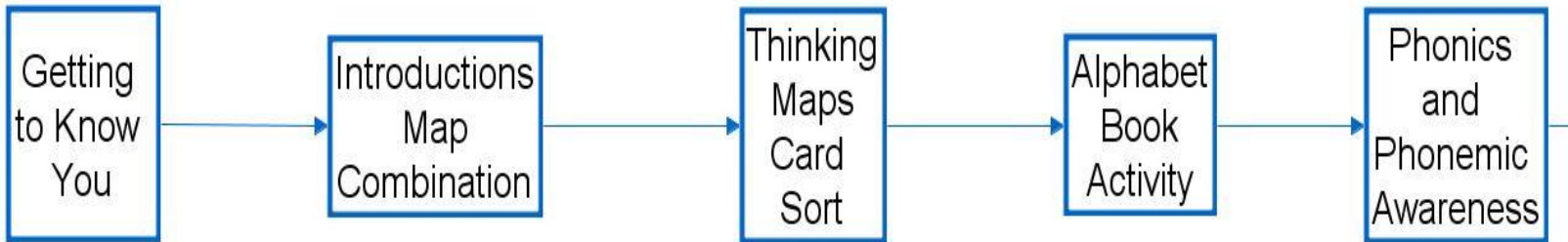
# Phonics and Phonemic Awareness

## Name Double Bubble Activity





# Primary Reading Thinking Maps



# Comprehension Strategies

## Making Connections

### What is making connections?

Making connections is a strategy used by good readers to interact with a text. The best way to get readers to interact with a text is to show them that they have something in common with it. There are three specific types of text-to-readers connections: text-to-self, text-to-text and text-to-world.

Teaching reader's to actively make connections can be facilitated by modeling a teacher's inner dialogue by a think-out-loud process. Later, after teaching the three types of connections, teacher modeling should be done to show readers the difference between making connections and making meaningful connections.





# Comprehension Strategies

## Making Connections

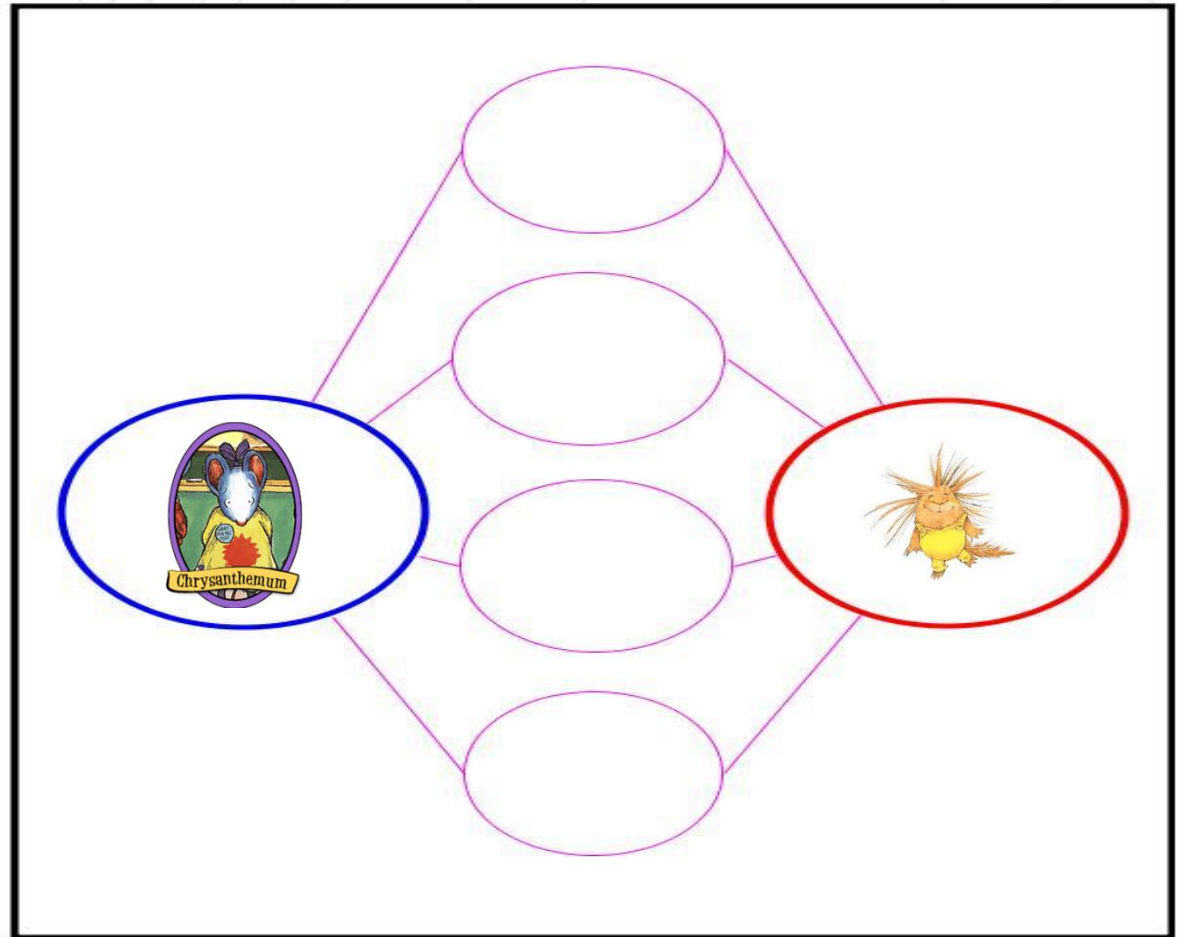
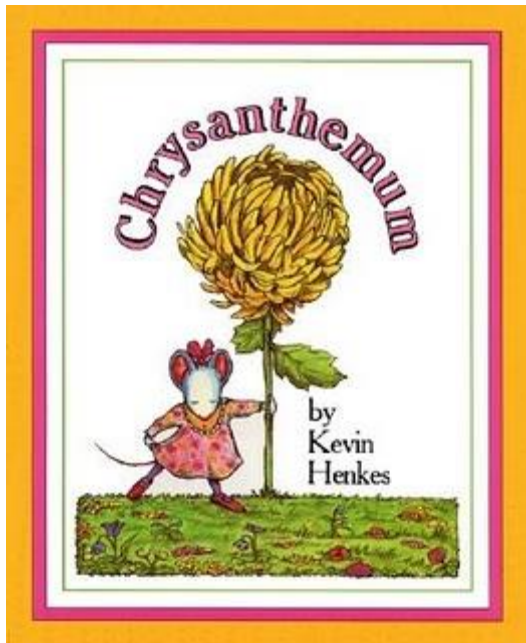
Readers make connections:

- Between prior knowledge and experiences to text passages (text-to-self connections)
- Between one specific text passage and another text passage or audiovisual clip (text-to-text connections)
- Between world facts or information and a text passage (text-to-world connections)
- Using specificity for **meaningful** connections



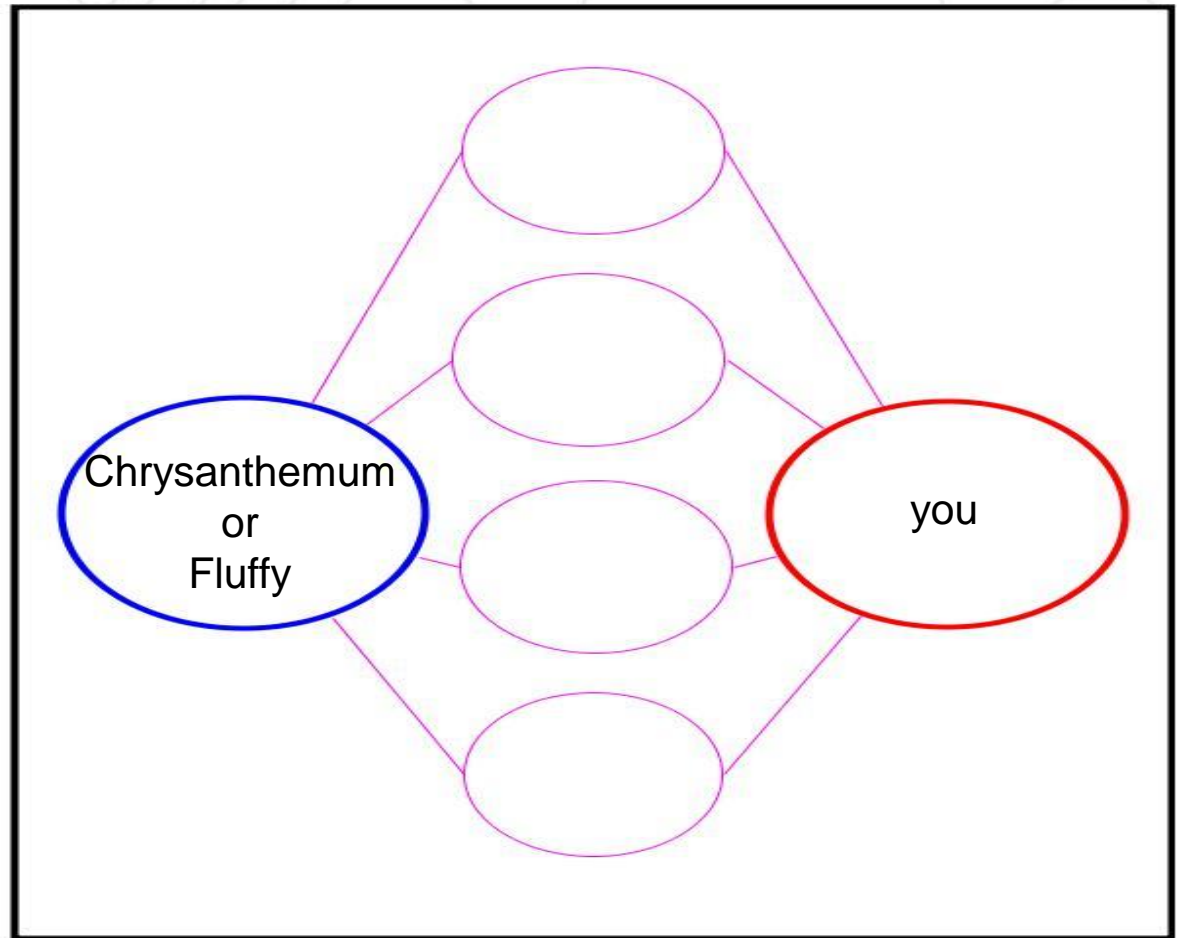
# Comprehension Strategies

## Making Connections



# Comprehension Strategies

## Making Connections



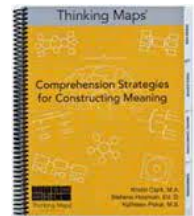
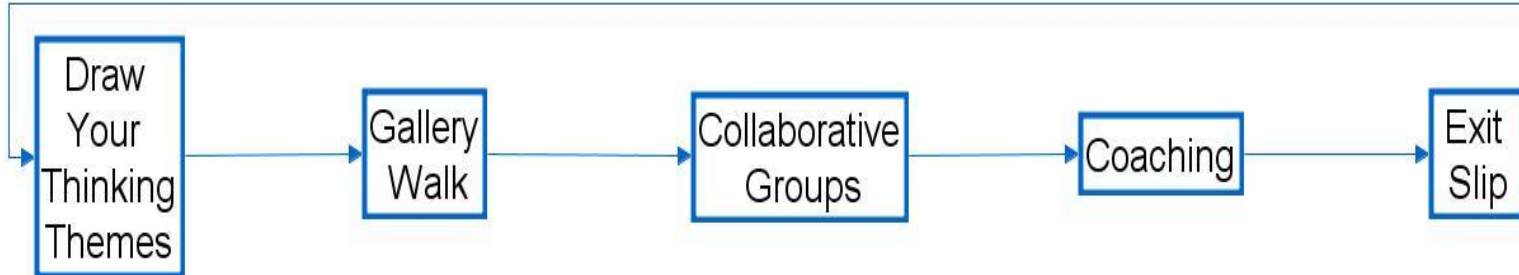
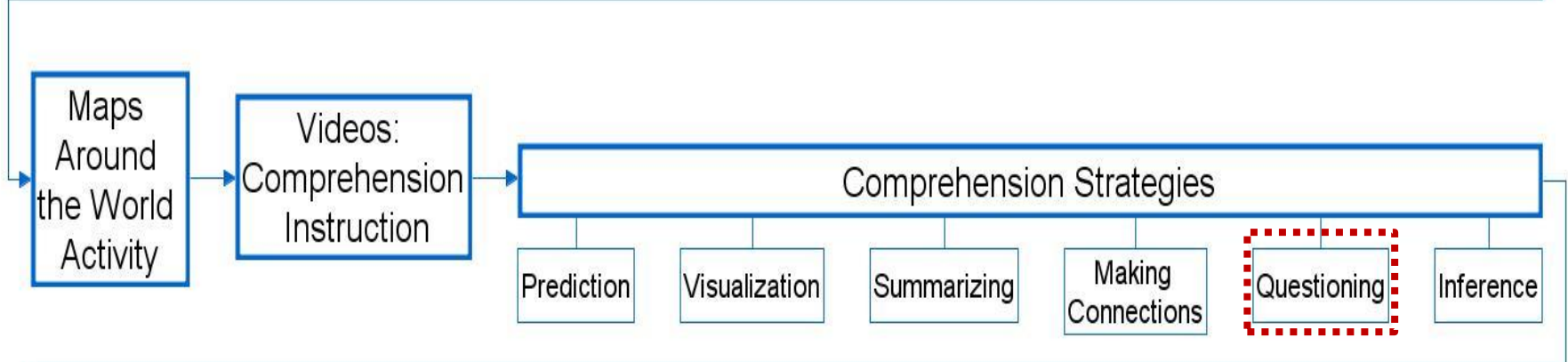
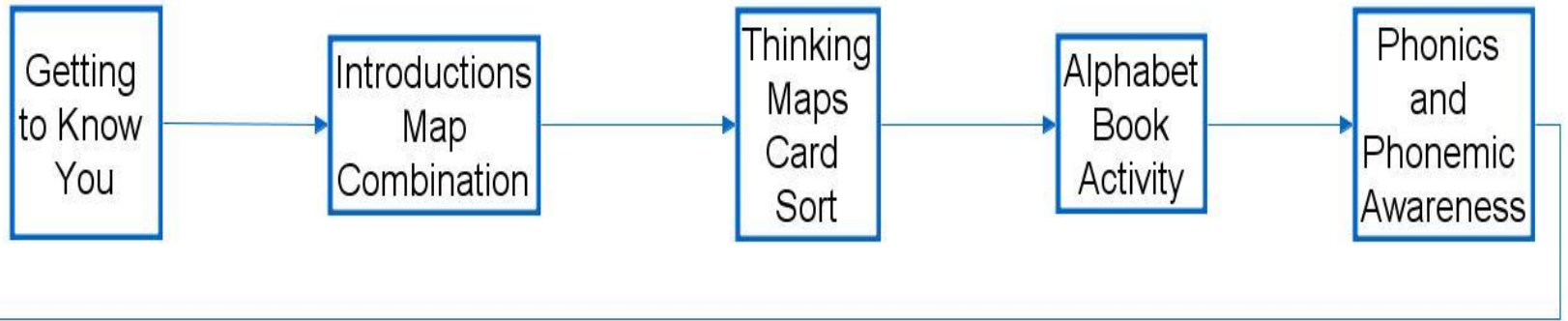
# Processing Time







# Primary Reading Thinking Maps



# Comprehension Strategies

## Questioning



### What is questioning?

Readers not only need to be able to answer questions after reading, but they need to be asking them internally for active text engagement. Question generation should increase awareness in readers' minds as to whether or not they understand a text (Chhabra & McCardle, 2004). Readers need to be able to determine if answers to their questions can be found in the text or if they will need to use the skill of inference to answer their questions (Miller, 2002).

Asking questions happens before, during and after reading. Sometimes questions get answered during the reading and sometimes they do not. In fact, often readers' questions are unanswered. In non-fiction texts, unanswered questions open the door for research. With the questioning strategy, teachers want two things out of their students:

- They want students to ask questions on their own as readers.
- They also want students to be able to answer comprehension questions after reading a text or on a standardized test.



# Comprehension Strategies

## Questioning

### When to Ask Questions

- Readers ask questions before, during, and after a reading
- Readers ask questions in their mind while engaging with a text and are asked in the school setting to answer questions about a text after reading it.
- Readers have an on-going wonderment about why something is happening.



# Comprehension Strategies

## Questioning

### What Type of Questions Should Be Asked

#### *Asking Questions*

- Questioning words: Who, What, When, Where, Why, How
- Answered versus Unanswered Questions
- Questions Before, During and After Reading
- On-GOING Wonderment Questions

#### *Answering Questions*

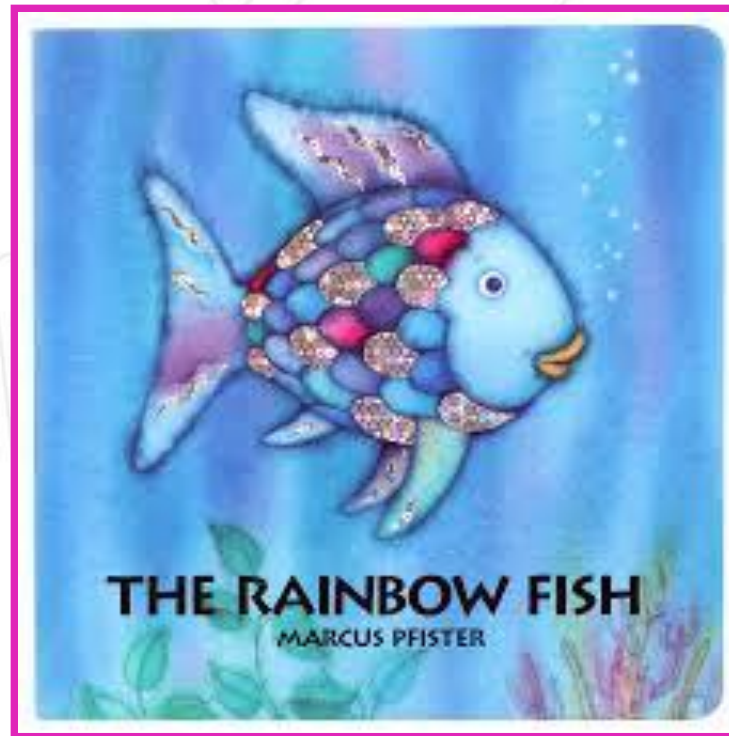
- Text versus Inference (Book versus Brain) Questions





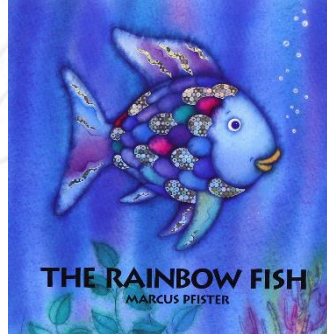
# Comprehension Strategies

## Questioning



# Comprehension Strategies

## Questioning

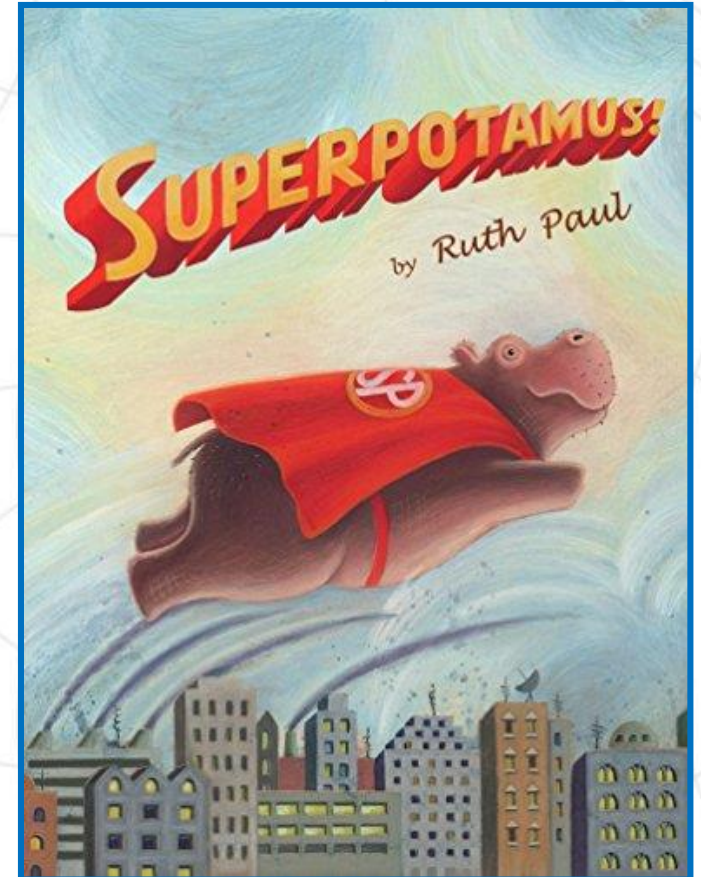
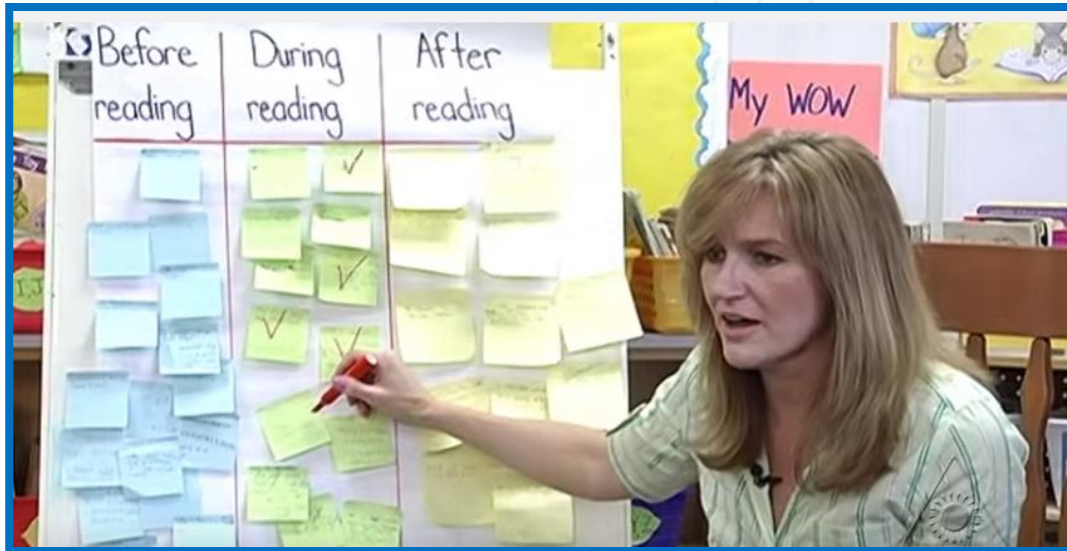


Before Reading

During Reading

After Reading

# Video #3



# Processing Time

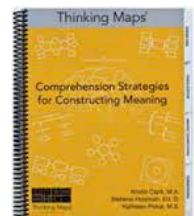
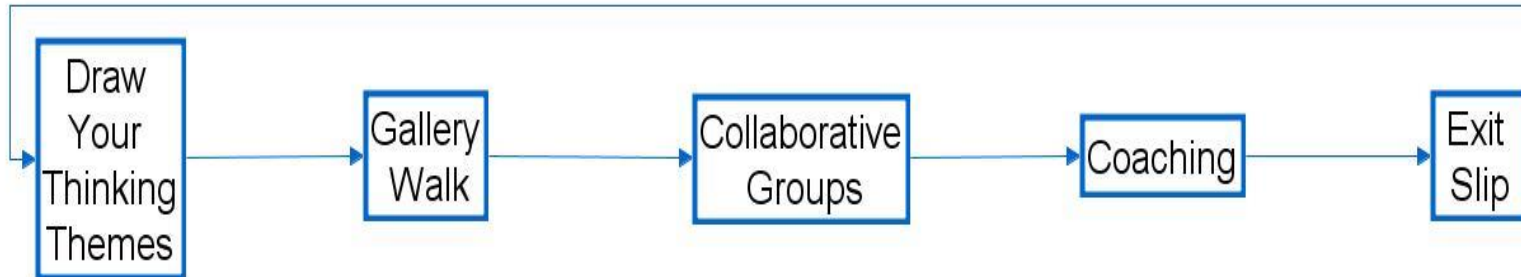
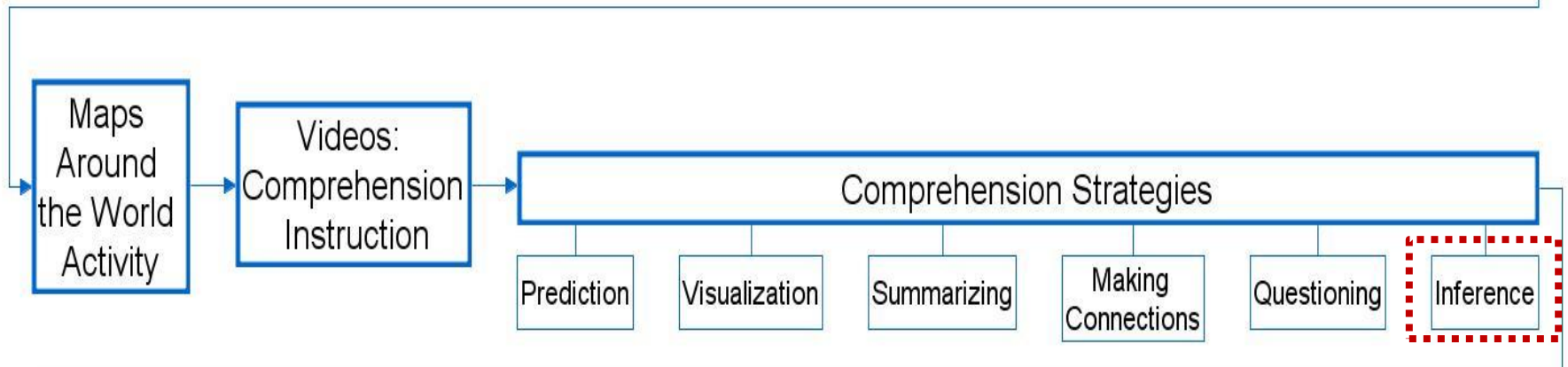
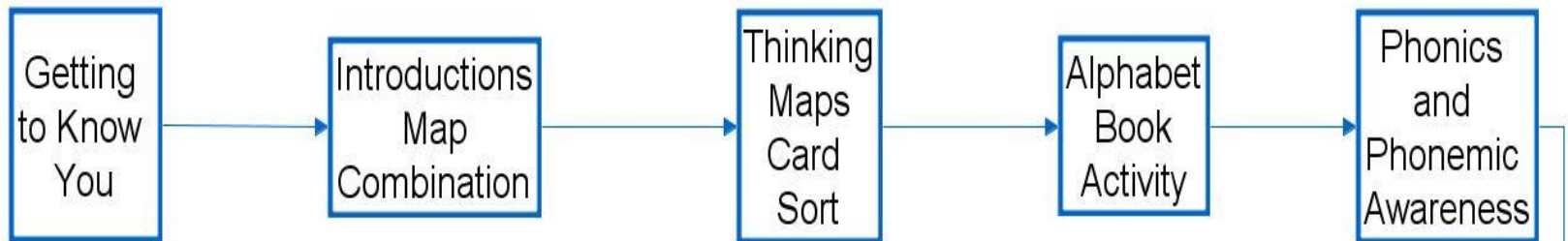


- What is effective in this video? Why?
- What modifications would you make in your own classroom?





## Primary Reading Thinking Maps



# Comprehension Strategies

## Inference



### What is inference?

Inference is the ability to figure something out when it is not explicitly written in the text. In other words, inferring is being able to “read between the lines,” to go beyond the literal meaning of a text (Keene & Zimmermen, 1997). Good readers are able to make inferences based on textual clues and schema (prior knowledge and personal experiences.) No two readers will infer the same exact way because inference is based on an individual’s life experience, knowledge, and creativity combined with the text being read. In fiction, readers can infer about literary elements such as characters, setting or problem/solution. In non-fiction texts, readers can infer content.

One of the best ways to teach inference with Thinking Maps is to use reverse mapping because reverse mapping works inductively, from specific to general.



# Comprehension Strategies

## Inference

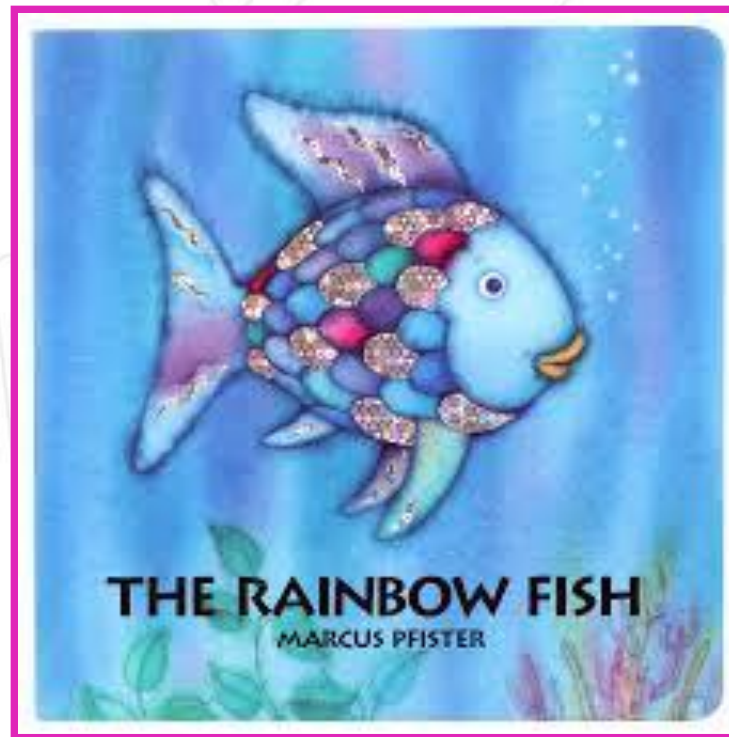
### When to Use Inference

- When using any of the other reading comprehension strategies
- When analyzing story elements such as characters, setting, problem, solution
- When looking for cause and effect relationships in both fiction and non-fiction texts



# Comprehension Strategies

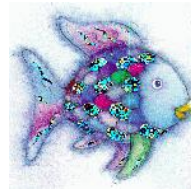
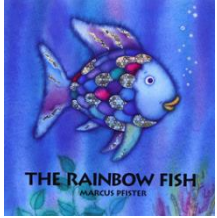
## Inference





# Comprehension Strategies

## Inference



Rainbow Fish  
is...

Why do you  
think that?

Why do you  
think that?

# Comprehension Strategies

## Inference

**makes  
me  
think  
that**

Relating Factor

Evidence  
from  
Text

as

Evidence  
from  
Text

as

Evidence  
from  
Text

as

Evidence  
from  
Text

Inference

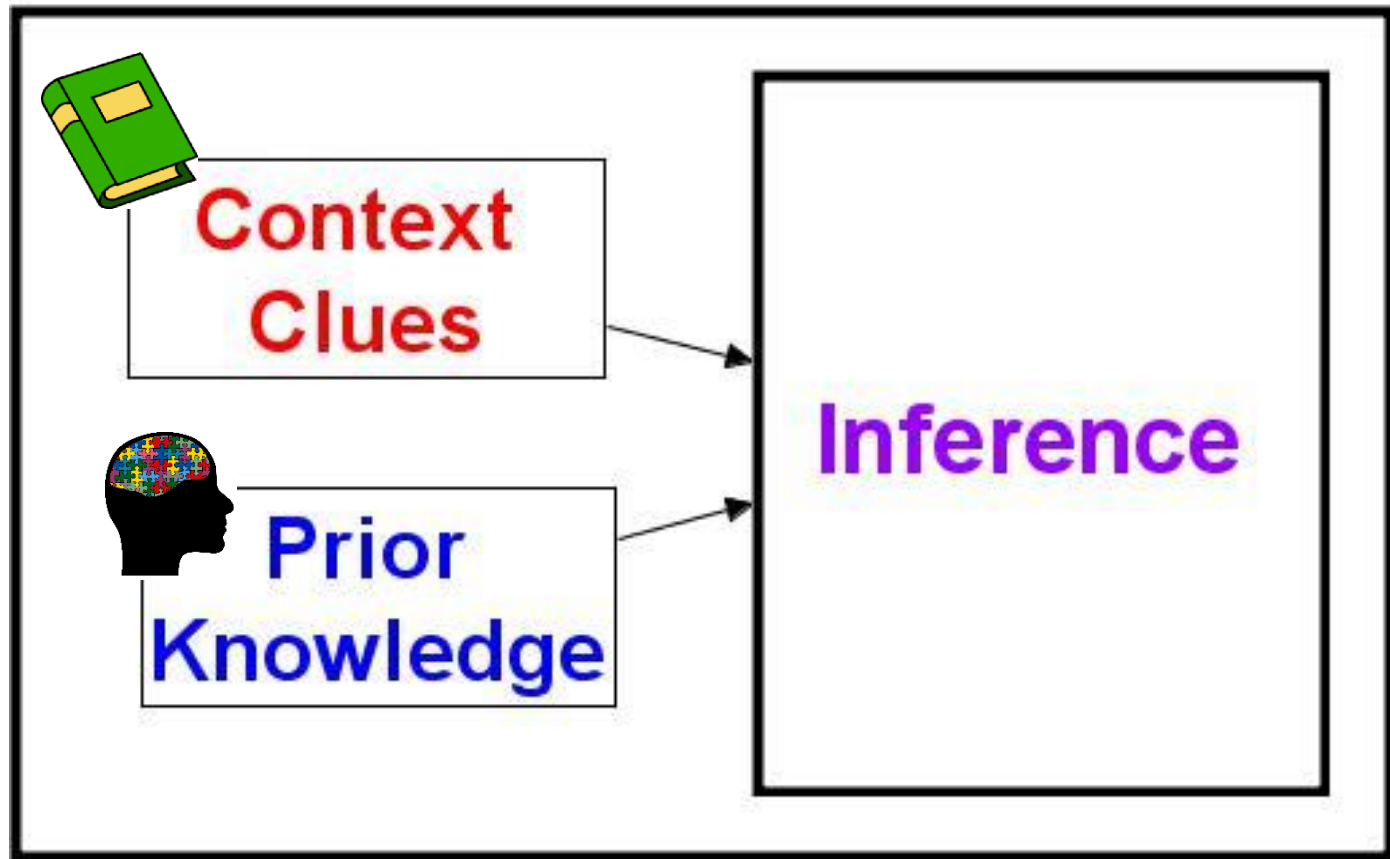
Inference

Inference

Inference

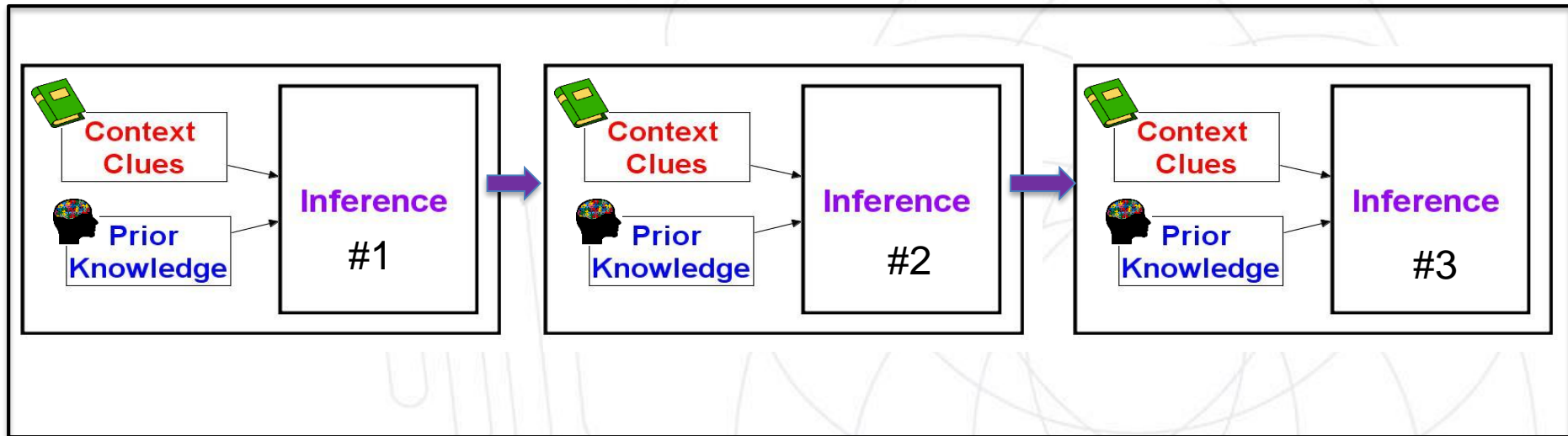
# Comprehension Strategies

## Inference



# Comprehension Strategies

## Inference



# Processing Time



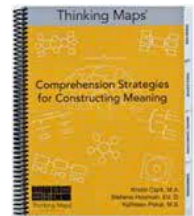
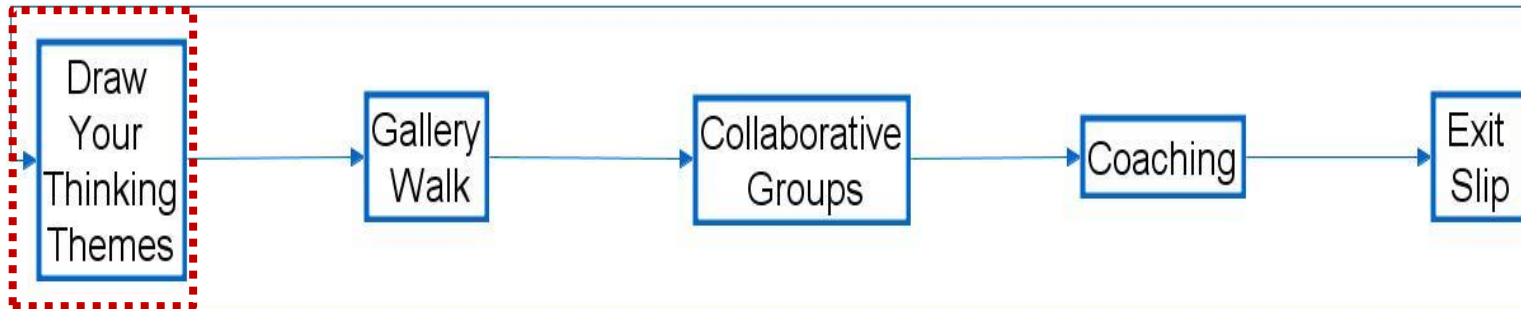
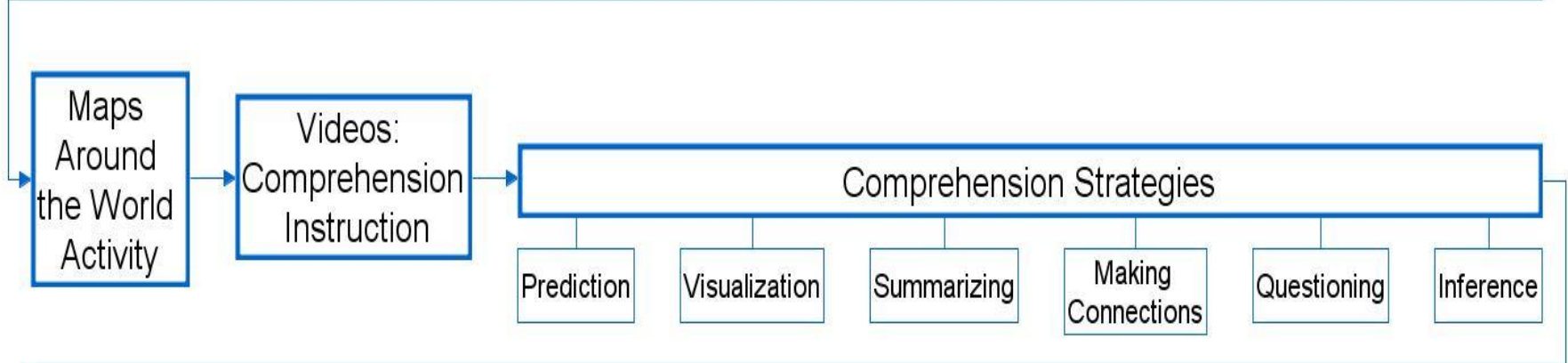
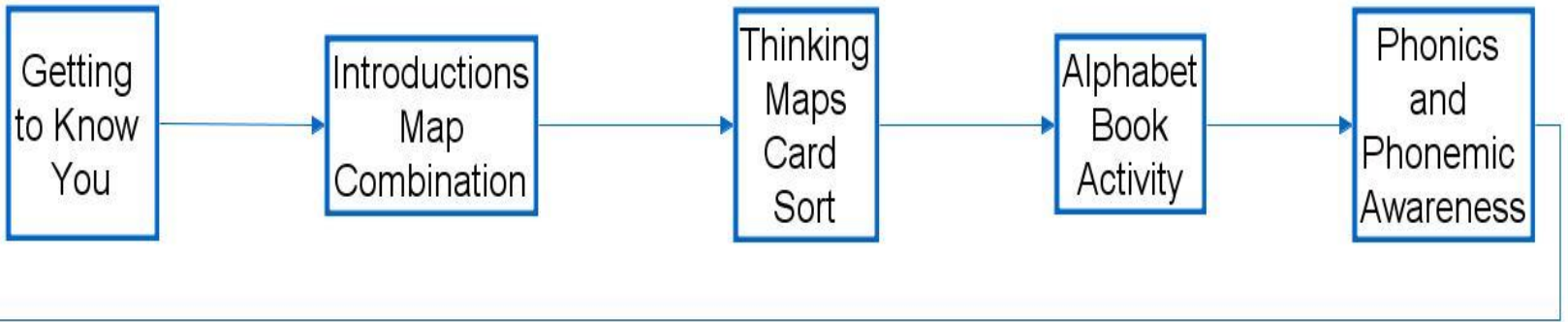




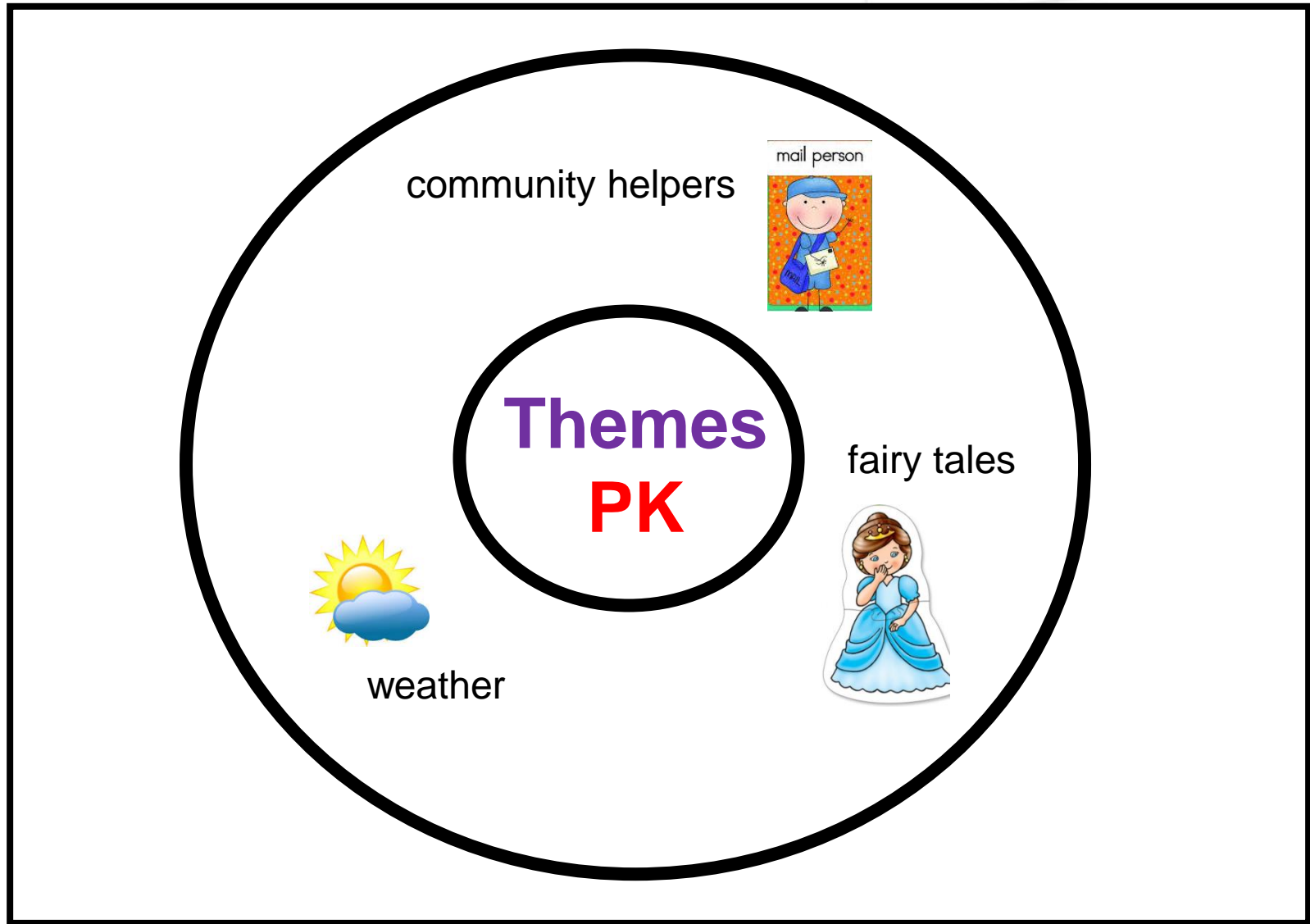
Ms. Carlson's PK Classroom



# Primary Reading Thinking Maps

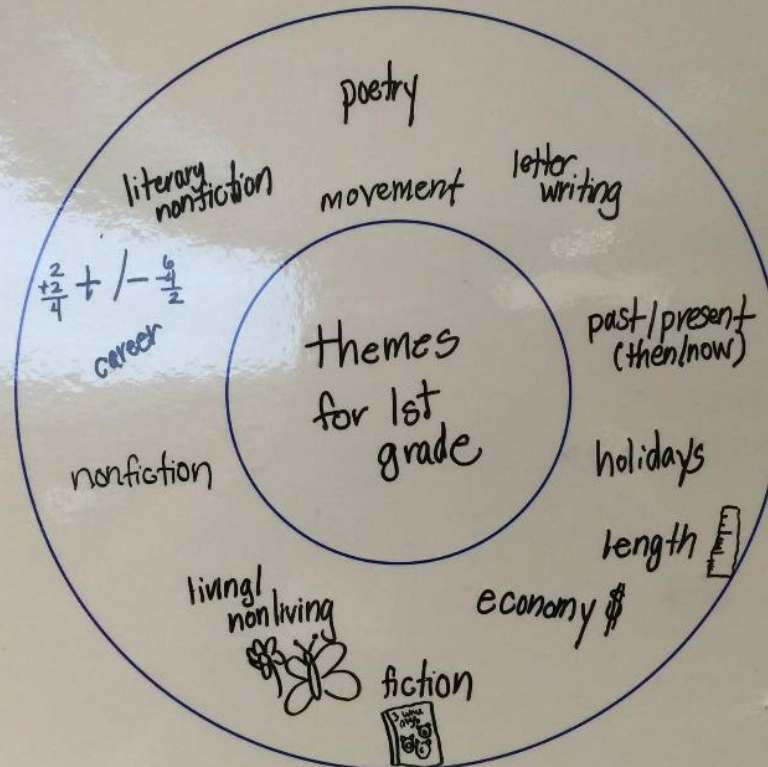


Work in grade level groups to brainstorm what themes will be included during the upcoming year. Include general themes, themes in ELA, science & social studies.



## CIRCLE MAP

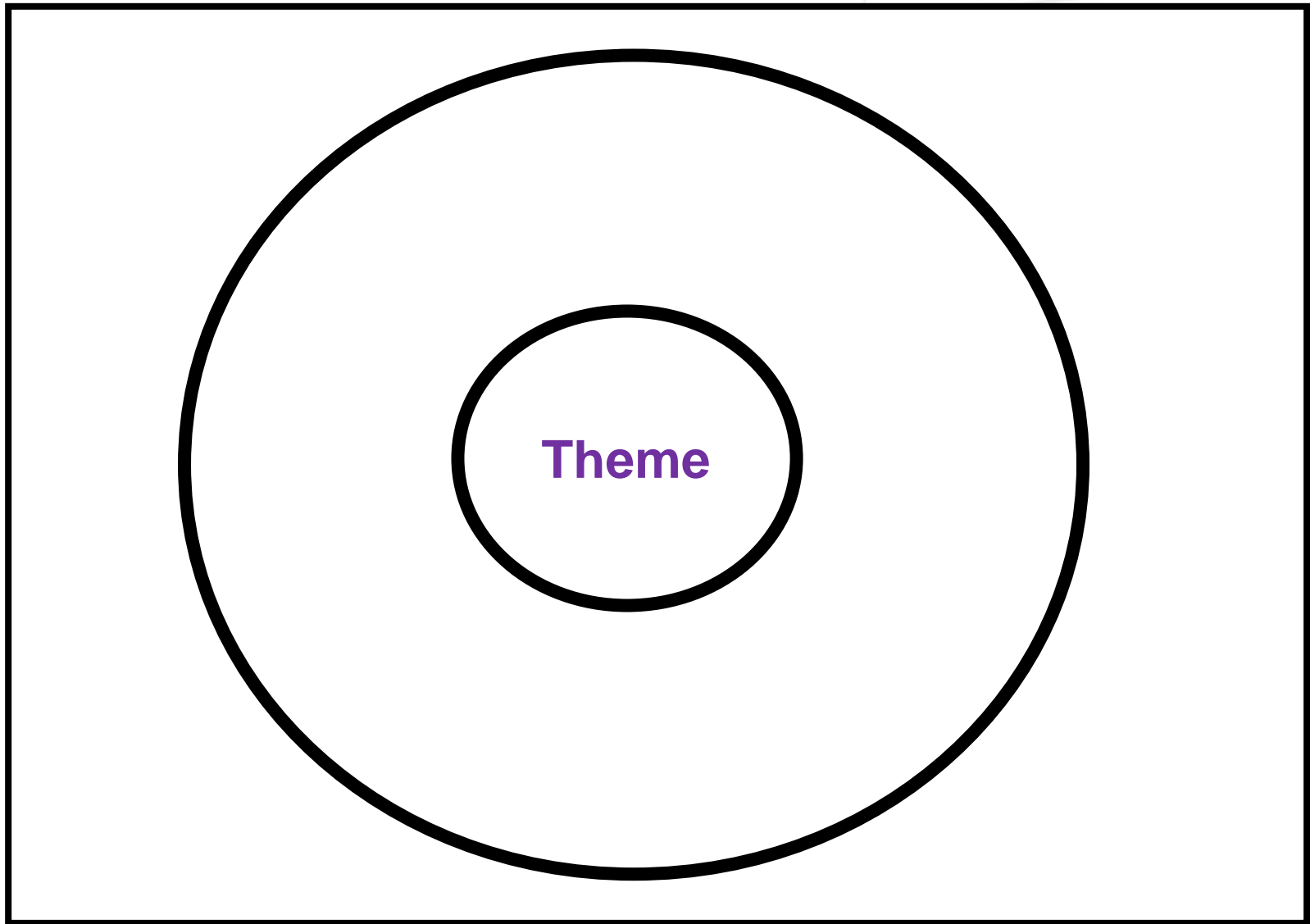
Defining in Context with Frame(s) of Reference



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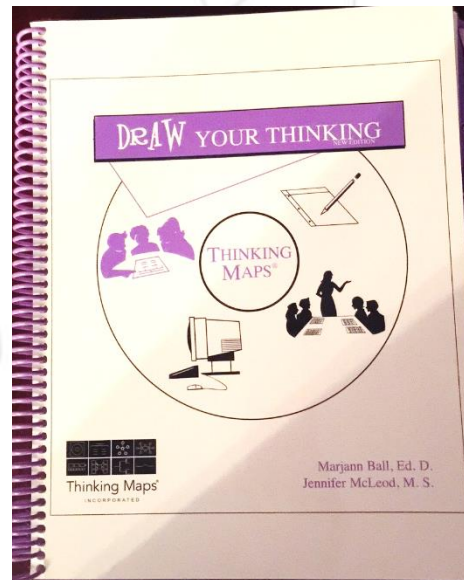
Choose ONE theme and create a new Circle Map. Brainstorm all the ideas for various Thinking Maps that could be used in the classroom with that particular theme.





# DRAW YOUR THINKING

Take some time to look through the Literacy and Theme Units sections in the **DRAW YOUR THINKING** manual. Take notes on ideas for use in your classroom.

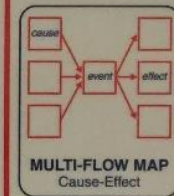
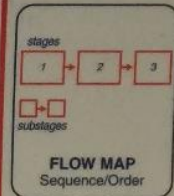
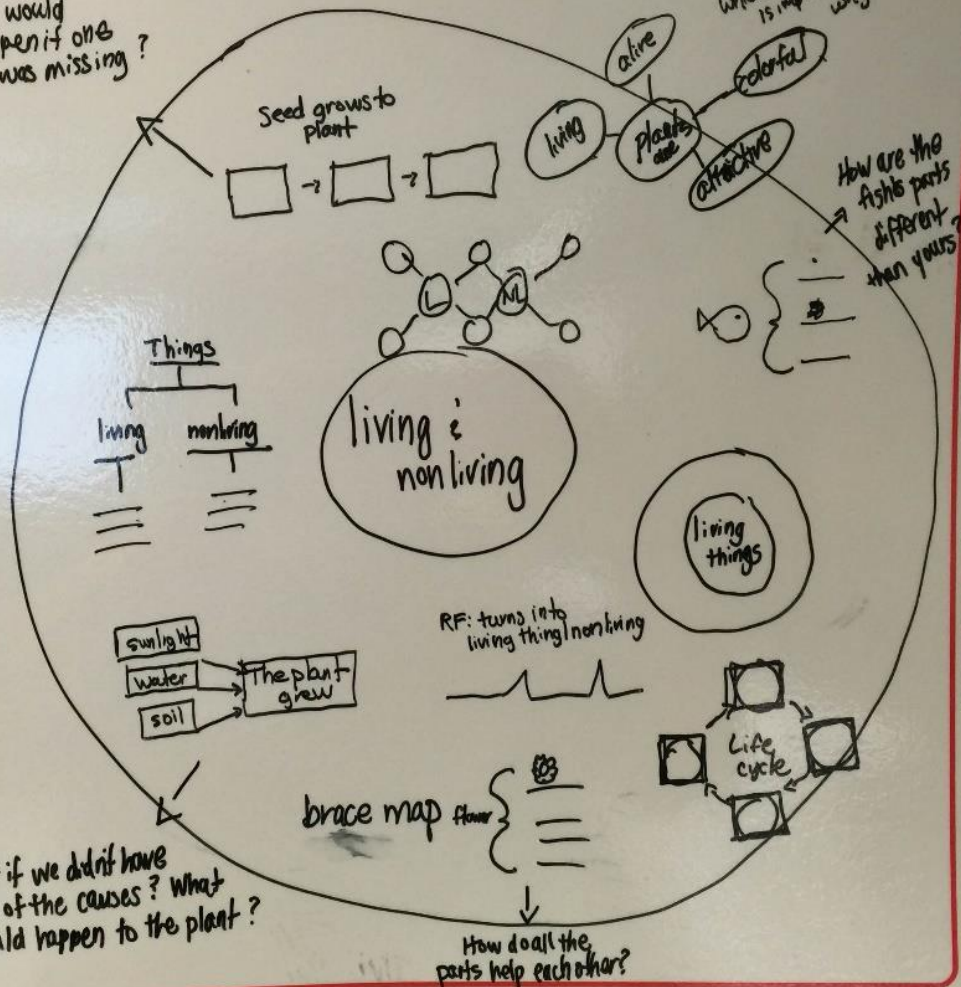


# COOPERATIVE Thinking Maps® WORKSPACE

1st grade

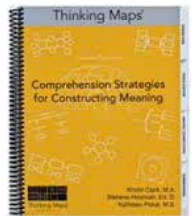
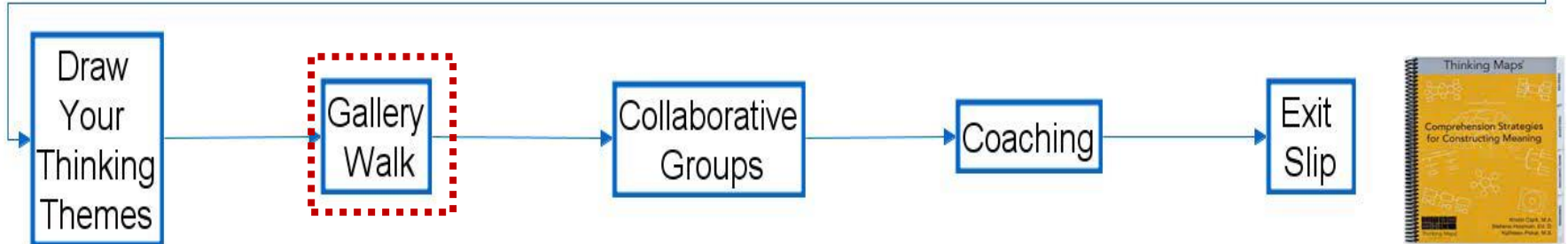
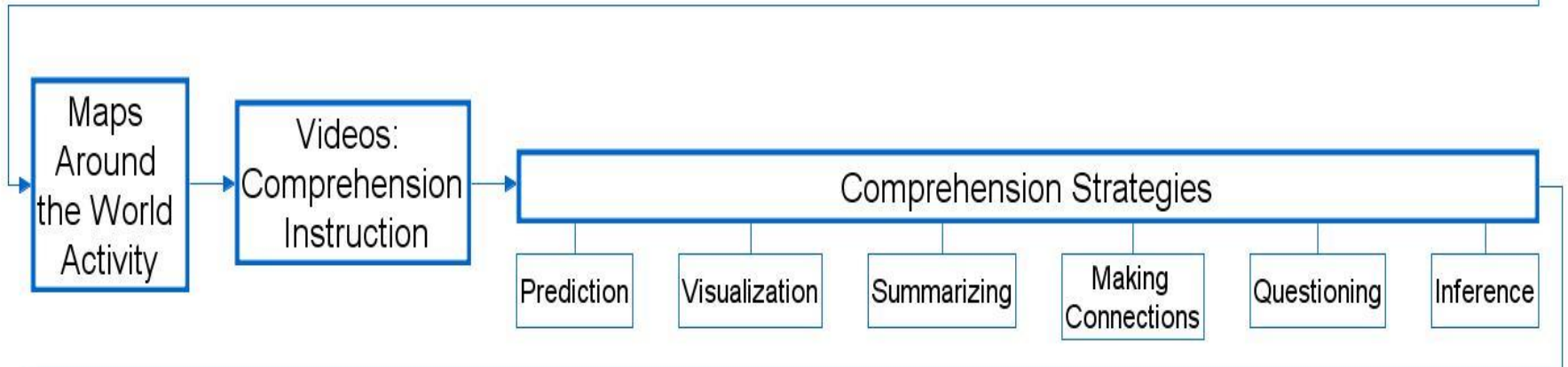
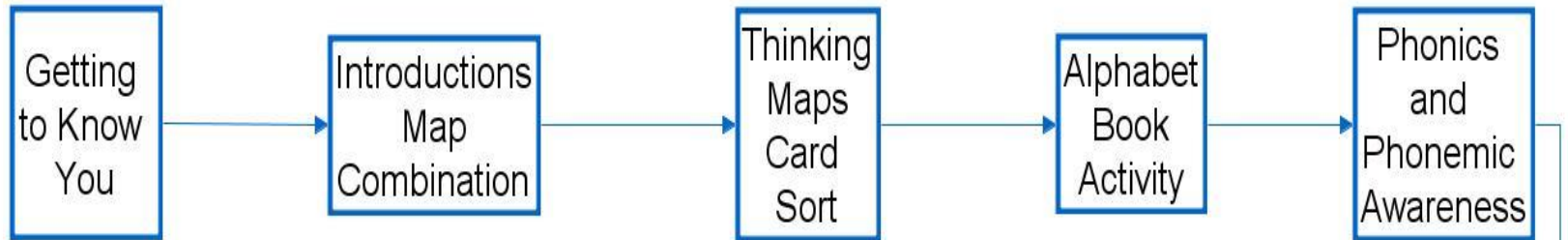


What would happen if one step was missing?





# Primary Reading Thinking Maps





# Gallery Walk



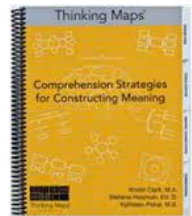
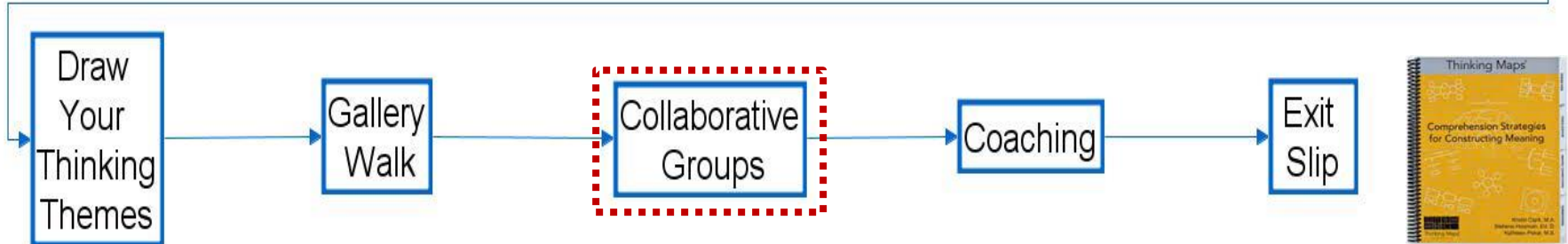
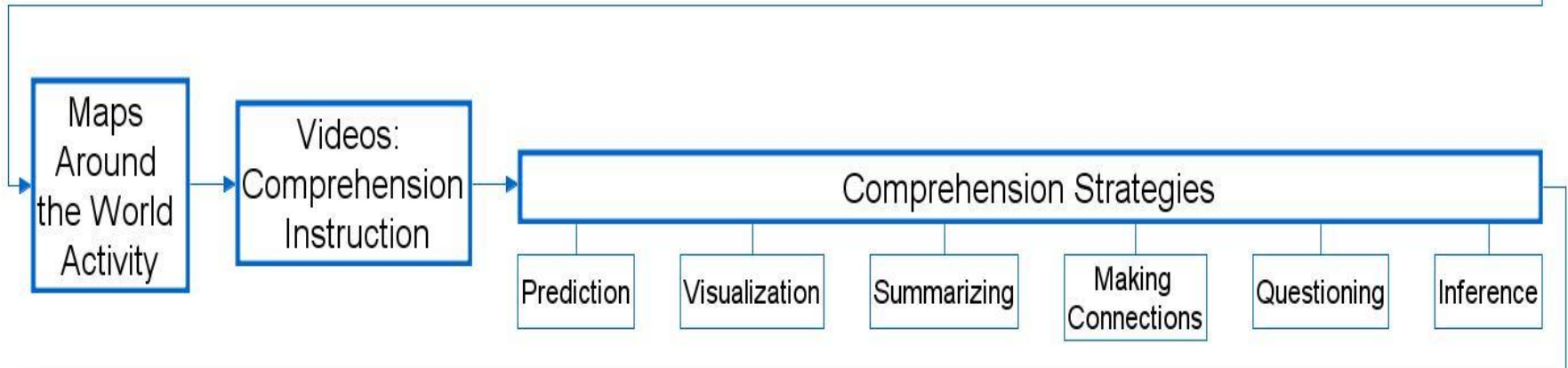
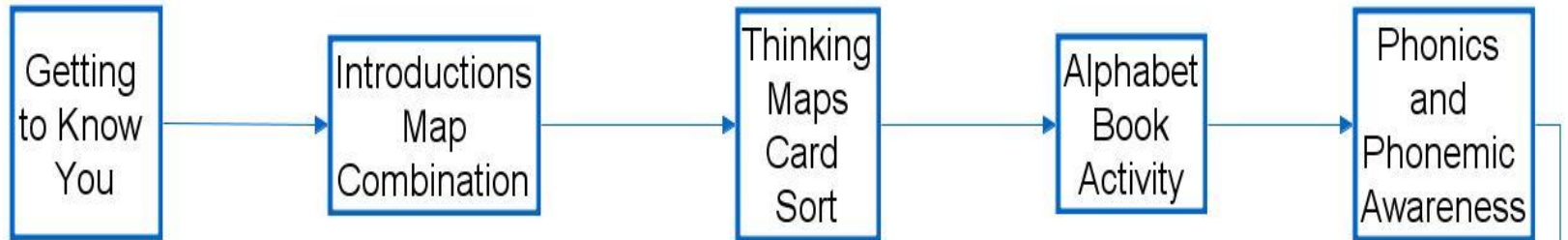
# Processing Time







# Primary Reading Thinking Maps



# Collaborative Groups

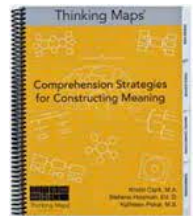
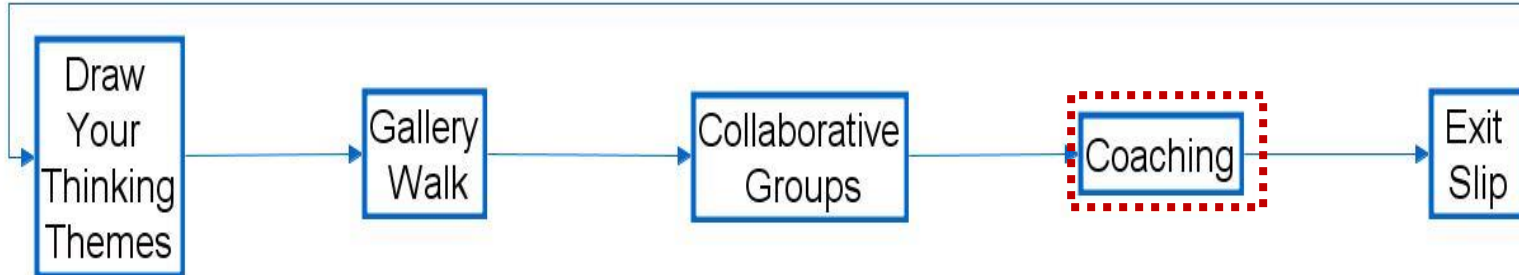
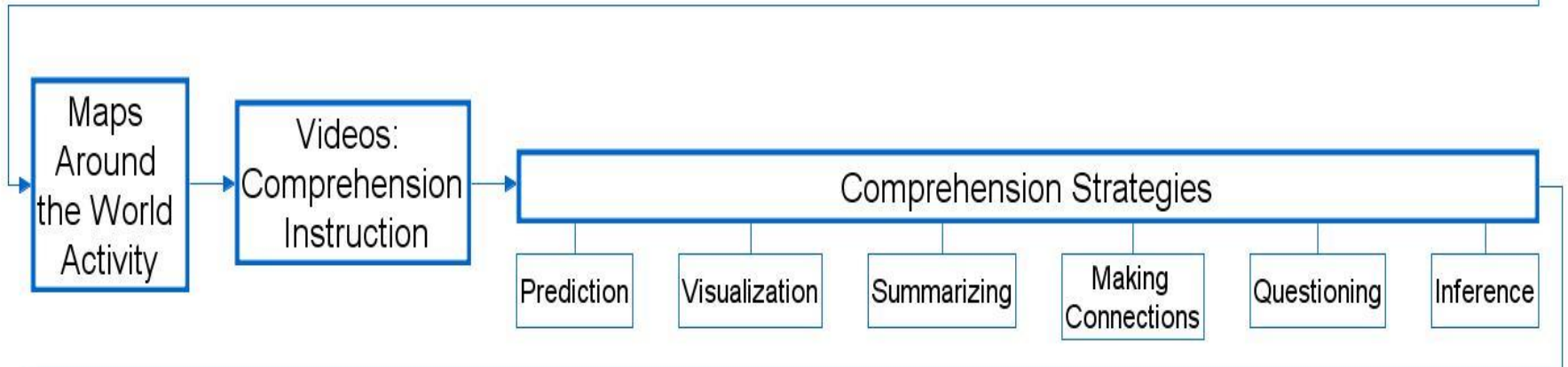
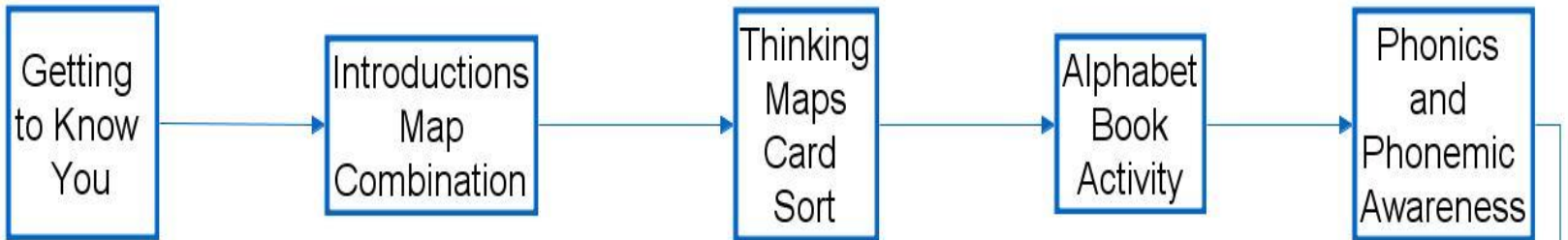
Work in collaborative groups to brainstorm ideas based on a book that you might use in your classroom.

## Circle Map

You can use a book you brought with you or borrow one from the back table.



## Primary Reading Thinking Maps



# Coaching

When you think about the ideas you have heard here today what is one idea you feel like you want to take back and implement in your classroom?

What are some of the specifics about how and when you will implement the idea?

In what ways might using this idea in your classroom benefit your students?

What are your first steps in planning for implementing your idea?

What are some of the things you will look for to tell you the implementation was successful?

How did this conversation support your thinking about implementing your new idea?





Your Brain  
without  
Thinking Maps



Your Brain  
with  
Thinking Maps



Visit [www.thinkingmaps.com](http://www.thinkingmaps.com)

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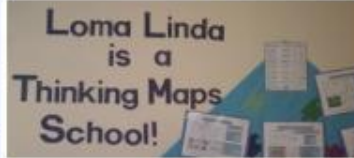
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#### MODEL MAP



#### SCHOOL OF THE MONTH



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[hollandpoulsen@gmail.com](mailto:hollandpoulsen@gmail.com)

**Join the conversation, share ideas, and collaborate!**



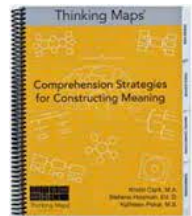
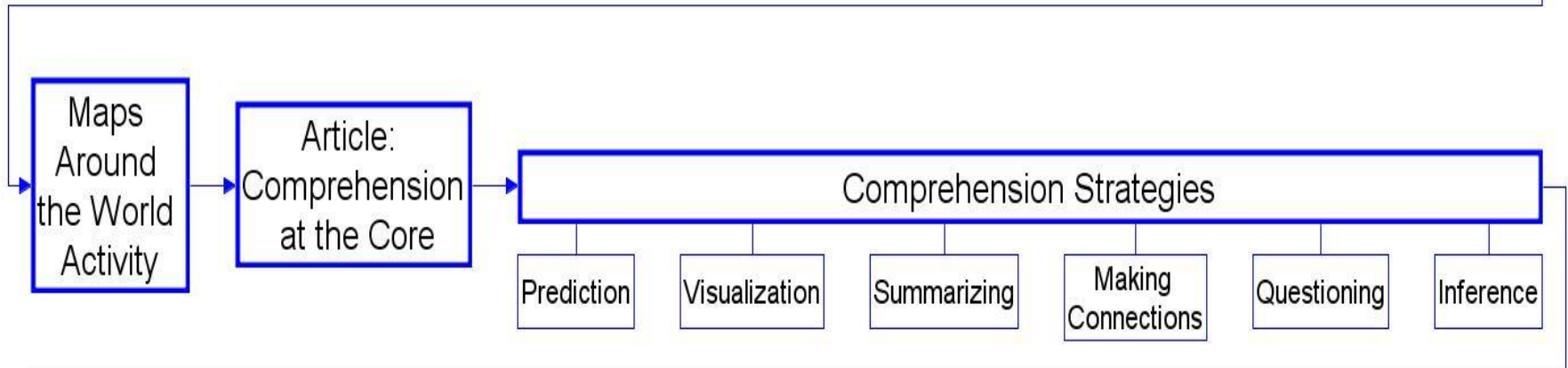
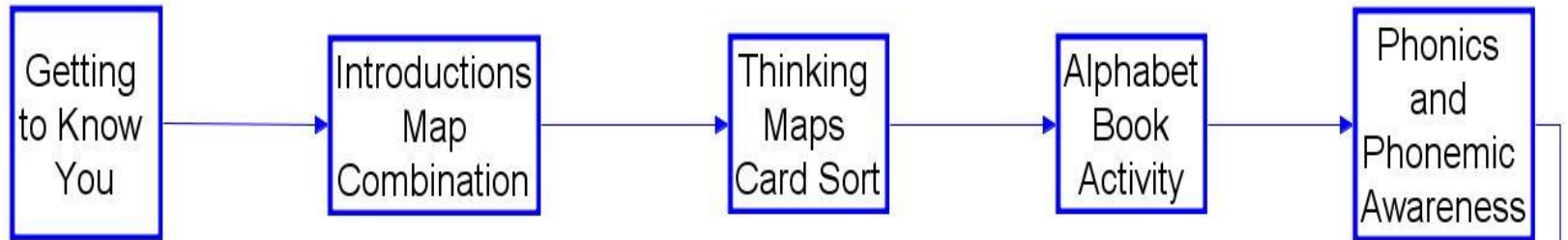
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# Primary Reading Thinking Maps





# Exit Slip

Please respond to the following two questions on an index card.

1. Tell us about one a-ha you had today whether it was new learning or just a refresher of something you had heard before.
2. Give us one suggestion to improve this session. Is there something that might be added, deleted or changed?

thank you!

# Materials

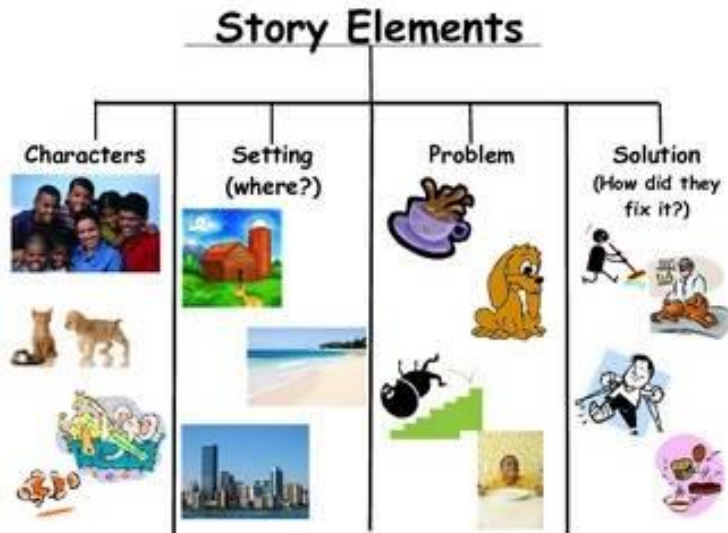
- speakers
- stuffed animals
- find your relatives cards
- blue, pink, green paper

# Find Your Relative Matches

Human Being	Food
Flashlight	Batteries
Refrigerator	Electricity
Automobile	Gas
Plant	Sunlight
Guitar	Strings
Piano	Keys
Clouds	Water Droplets
Mirror	Reflection
Lamp	Light Bulb
Glasses	Lenses
Computer	Monitor
Foot	Sock



# Story Elements and Other Ideas





# Birthday Soup

Name Katie

First,



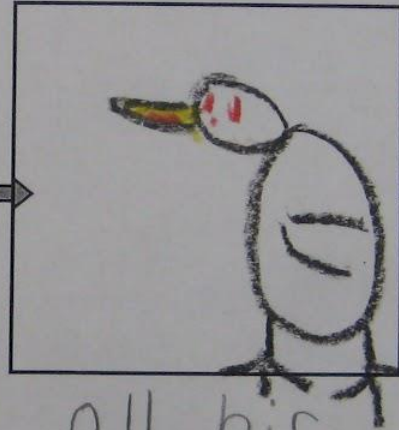
Little Bear  
could not  
find his  
mother.

Next,



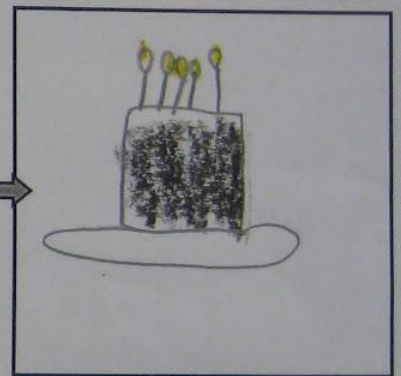
he stated  
making  
birthday soup.

Then



all his  
friends  
came over

Last,



Little Bear's  
mother came  
with a birthday  
cake instead.





This student just wrote 2 separate sentences.

beautiful

sleepy

tired

small

hungry

curious

gold hair

noisy

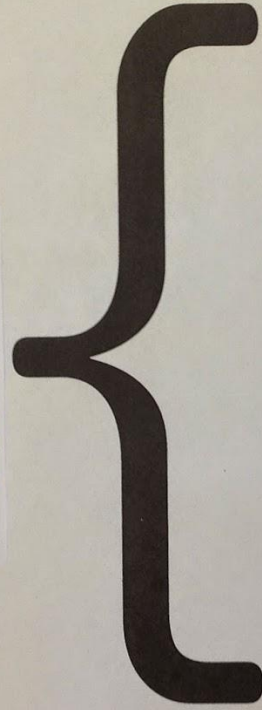
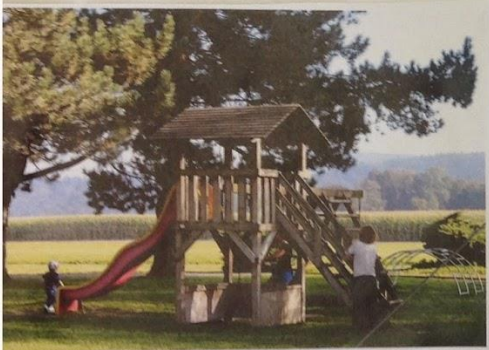
Goldilocks

Goldilocks is tired.

She has gold hair.

Name: Daniel Sagor

# Identifying the Parts of the Setting



mountains

kids

grass

slide

house

play structure

stairs

trees

leaves

sky



## Parts of the Character



pink cheeks

mad eye brows

big ears

pointy nose  
triangle

black spiky hair

black eyes

Sharp teeth

Joyful Learning in KC



# Parts of the Character



blue feathers

beak

eye

long neck

collar

scared face

mad flapping feather

# that NAUGHTY GIRL





# Response to Literature

## First Day Feelings

