

Making Meaning Through Reading

During our year in kindergarten reading was an integral part of everyday, woven seamlessly through all areas of our curriculum. Making Meaning specifically helped to develop comprehension skills as well as teaching specific strategies students need to become effective readers.

Below we have listed the strategies along with questions that you can use this summer to continue building reading comprehension.

Making Connections

The focus here is to identify key details and important ideas in a story. Making text-to-self connections and using text to support their answers to questions.

- *Stop part way through a story and ask; What has happened so far in the story?
- *How does (the character) feel now? How do you know?
- *Was there a time you felt this way? What happened?
- *What do you think (the character) may do next? What makes you think that?
- *Ask what happens to different characters in the story. What is the same for both? What is different?

Retelling

The focus in retelling is to recall the sequence of events to retell stories. It is important as well to continue to make text-to-self connections and identify the key details in the stories.

- *Stop part way through and ask; What has happened so far in the story? What do you think (they) will do?
- *What happened next? Last?
- *At the end of a story have them tell you what happened; first, next, and last.
- *What is the problem in the story? How do (they) solve it?
- *What happened in this part of the story?
- *What happens at the end?
- *What did you learn in this story?

Visualizing

Students create pictures in their minds to help make sense of texts they are reading or listening to. We used this technique with poetry and stories with few words.

- *Picture this... What do you see? What is in the sky?
- *What does it feel like?
- *What did you picture in your mind when you heard that?
- *What do you think this (poem, story) is about?
- *Do you like it? Why? or Why not?
- *What part do you especially (like/not like)?
- *Does this remind you of something?
- *What does it mean to visualize a story?

Wondering

Students use the sequence of events to retell parts of stories, and they continue to answer questions to understand the key details. With this strategy we used the question, what do you wonder when you (see/hear) this? This strategy is used also with nonfiction books.

- *Look at the (cover/picture), what do you wonder? (They might start by saying, "I wonder if...")
- *What has happened so far in the story? What do you wonder now?
- *When the story is over ask, what do you wonder might happen next if the author continued the story?
- *What did you wonder about as you listened to the story?

Making Connections

The focus here is to explore fiction and nonfiction books and identify what they learned from the nonfiction books. They make text-to-self connections, compare books on the same topics, and explore the different features of nonfiction books.

- *What is a...?
- *Why are (they) important to a community?
- *What are some important things (they) do?
- *What is something new you learned from this book?
- *Look at the cover and think what the book might be about.
- *Have you ever seen this? What did it look like to you?
- *Make comparisons after reading 2 similar books.
- *What is the main topic?
- *How does this help...?
- *How might these help you at (home/school)?
- *What did you hear in the first part of the story?
- *If you were...? What would you do?

- * What is something surprising you heard in this book?

Using Text Features

In this unit we continued to explore nonfiction books with a focus on retelling key details in texts by identifying and discussing what they learn from the texts. They explore text features, use wondering, and make connections.

- *What did you learn about... from the words and the photographs?
- *According to the book, What, Where, When, How?
- *What else did you learn?
- *Have you ever...? What was it like?
- *How might you explain how this works to someone?
- *What do you wonder about this book?
- *What did you hear that got you interested in this book?
- *What is a diagram? How does it help us learn? (for books that have diagrams)
- *What is an index?
- *What is a glossary?
- *What information is included on the title page?
- *Look at the index, which of these do you want to hear about? Why is that important to you?