

Appendix E

Anchor Charts
for the
Comprehension
Strategies

MONITORING COMPREHENSION



When we monitor our comprehension we listen to the voice in our head speaking to us. We read Robin Cruise's Little Mama Forgets, the story of Lucy, a little girl who lives with her mom, dad, baby brother and her beloved grandmother. As her grandmother gets older, she forgets more and more things every day. But she never forgets how much she loves her little Lucy and the rest of the family.

After we read it, we wrote down what the story made us think about.

What the story makes us think about...

- It reminds me of my favorite uncle who is really old but still loves to have fun.
- It makes me think of my grandpa who forgets lots of stuff.
- It makes me hungry when they eat all those tortillas for breakfast.
- I don't like to take a nap either.
- Why did she forget the stop light? That's dangerous.
- I wonder why some people forget so much when they get old.

MAKING CONNECTIONS

OLIVER BUTTON IS A SISSY by Tomie de Paola

When we read stories we make connections to our own experiences = TEXT-TO-SELF CONNECTIONS (t-s) = and to other books we've read = TEXT-TO-TEXT CONNECTIONS (t-t). These are some connections we made while reading Oliver Button is a Sissy:

- (t-t) Oliver Button is a Sissy reminds me of Amazing Grace because they both liked to dress up. (Rosa)
- (t-t) Oliver Button reminds me of when I tried out for Little League and couldn't hit the ball and kids teased me. (Ann)
- (t-s) It reminds me of playing soccer because there are only two girls on our team. (Claire)
- (t-s) In preschool there were some 5th graders who would pick on a little boy, just like the boys who picked on Oliver. (Lucas)
- (t-s) It reminds me of when this boy took my sweater and ran away with it and passed it to his friends and wouldn't give it back to me. (Jacob)
- (t-t) Oliver keeps practicing dance even though the boys teased him, just like in Amazing Grace when Grace kept practicing to be Peter Pan even though kids told her she couldn't. (McKenna)
- (t-s) Kids teased me when I was little. (Jonathan)
- (t-s) In my sister's dance class there is only one boy and he gets to be the main character in her recitals. (Claire)

Questioning



We read the story
ELISABETH, by Claire Nivola.

As we listened, we wondered about things that were happening in the story and asked lots of questions.

- Is that turtle real?
- Why did the soldiers watch their house?
- Why did they have to leave everything behind?
- Couldn't she have grabbed her doll?
- Why did they have to leave so fast?
- Did this really happen?
- Was the doll really Elisabeth?
- Why couldn't they ever go back?
- Why, if the family was German, did they have to leave Germany?

NEXT, we checked to see if we had answered some of our questions. We could answer some of them, but we needed more information to answer others.

Question

- | | <u>Yes</u> | <u>No</u> | <u>We need more information</u> |
|---|------------|-----------|---------------------------------|
| <ul style="list-style-type: none"> • Why did they have to leave so fast?
The story didn't tell us - maybe because of a war because there were soldiers. | | | ✓ |
| <ul style="list-style-type: none"> • Did this really happen?
We noticed on the front flap that there was a photograph of Ruth (the author's mother) with Elisabeth. That means it <u>did</u> happen. | ✓ | | |
| <ul style="list-style-type: none"> • Was that doll really Elisabeth?
The teeth marks from where the dog dragged it told us it was the same doll. | ✓ | | |

VISUALIZING

We read poetry out loud together. We listened to the words and created pictures in our minds to go with the words. Then we drew our pictures — and some of us wrote our own poem!

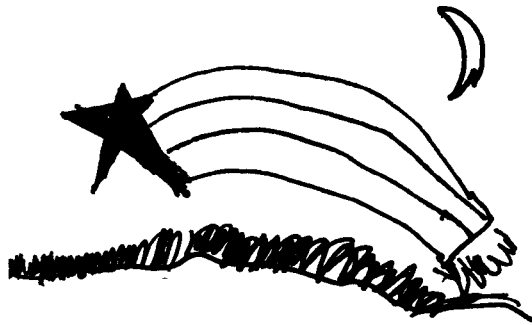
The white clouds
and dark clouds are
coming together.
They all rain.

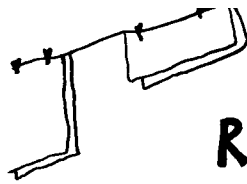
by Brayden



A shooting star
Flies through
The sky.
Over the world.
And it's gone
In a minute.

by McKenna





Inferring

REDCOATS AND PETTICOATS

by Katherine Kirkpatrick

Facts

- The mother is acting funny - washing laundry all the time.
- Father in prison
- The mother went to her parents with a letter.
- Mother took a letter to the prison ship.
- The father was let go from the prison ship.

Questions

- Why? What's going on?
- What did the letter say?
What was it for?
- Was father still OK?
- Did they really trade vegetables for the father?
- What would happen to a spy if she was caught?

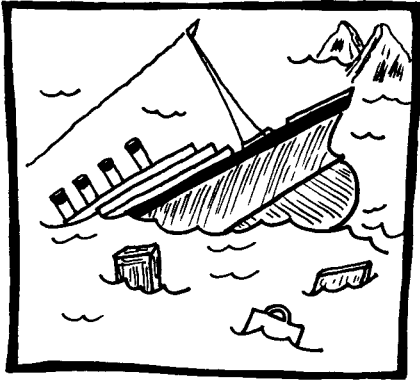
Inferences

- Maybe the laundry
- Maybe the letter was a message to the British.
- At the end of the story we thought the letter from the mother's parents (Tories) probably helped save the father from prison.

Important things we learned from this book...

- Some families were Loyalist and Patriots.
- Spies had to be careful - mother kept the signals a secret.
- Kids like Thomas could help win the Revolutionary War.
- The British had prison ships for keeping prisoners.
- The father had to hide, even though he got out of prison.

DETERMINING IMPORTANCE



As we read Dr. Robert Ballard's Exploring the Titanic we couldn't help but wonder what caused this "unsinkable" ship to sink. So we read to find an answer to that question. We had to pick out important information to help us understand.

Some things we noticed were:

- Iceberg warnings kept coming but they were ignored.
- The radio operators were tired and inexperienced.
- The sea was calm. It looked like clear sailing.
- The sky was clear and the sun was out.
- The captain was unconcerned.
- The captain knew that floating ice was not unusual at this time of year.
- "What danger could a few pieces of ice present to an unsinkable ship?"

★ All of this information combined can help us better understand why the ship sank. The people believed it was unsinkable and thus ignored all these danger signs.

Synthesizing

When we finished reading See the Ocean by Estelle Condra we looked back at some of our post its. We put them in order (sort of) and we noticed that our thinking changed. It really changed when we finally figured out that Nellie was blind.

At first we asked questions...

(Josh)
Why does she spend so much time in the sand?

(Marnie)
Why didn't she complain that they got it first?

(Bobbie)
Why didn't she get car sick looking down?

Then we were confused...

(Silva)
When she asked, "What color is the ocean?" I thought why did she ask that question — couldn't she see for herself?

(Elisabeth)
In the pictures she covers her eyes. She does not look out the window. She does not play the games. Why?

Then we understood... but still wondered...

(Patricio)
I think the mom and dad raised her on the beach so that she could feel and touch the things on the beach.

(Tod)
She's a good imaginer — maybe because her mom and dad and brother told her about the ocean and that's what it looks like to her.

(Meg)
Was she blind her whole life?

(Jon)
How did she become blind?