

Demonstrate comprehension of fictional texts

Overview: Comprehension of fictional texts can be achieved using a variety of picture books, e-books and printable books. Starting with one particular book will allow for multiple concepts to be assessed including retelling, identifying characters and setting, answering “wh” questions.

Procedure: Below are examples of using the book *The Jacket I Wear in the Snow* by Shirley Neitzel to address a variety of ASOLs. Begin by reading a selected book aloud during shared reading. Provide pictures from Boardmaker or clipart to assist in building vocabulary, making connections, sequencing and answering questions.

ASOL Covered in this Activity

3E--CF 1a: The student will identify the adventures or experiences of a character(s) in a familiar story.

Extension Idea: Create a story sack with objects and/or pictures that represent the setting and characters in the story. Allow the students to identify adventures and/or experiences by selecting from the items in the story sack and matching them with scanned or color copied pictures from the book sorted into categories. (Story sack for *The Jacket I Wear in the snow* might include winter clothing, doll house figurines, toy sled, and a hot chocolate packet.)

3E--CF 1b: The student will identify character and setting in a familiar story.

Extension Idea: During shared reading or guided reading use familiar prompt cards incorporating Boardmaker symbols for who (character) and where (setting). Provide students with a choice board or voice output device with story pictures to allow students to select picture cards to identify a stories setting and characters.

3E--CF 1c: The student will independently engage in exploring a book or navigating pages in a multimedia book.

Extension Idea: Provide copies of the book in student(s) book bins or a library nook to explore. Scan the book into a PowerPoint to allow a student to access it using the computer with a mouse, switch or button. To make it more engaging a class book can be created using pictures of classmates in their jackets. Making Learning Fun has a template that can be printed and used to create a class book. Making multiple copies with laminated pages will allow the book to be added to individual book bins or the library nook.

(<http://www.makinglearningfun.com/themepages/JacketintheSnowClassBook.htm>)

3E--CF 1e: The student will be able to identify the actions and feelings of the characters in a familiar story.

Extension Idea: Use cardstock circles to create happy and sad faces or printed Boardmaker symbols to make choices for how the character(s) are feeling during different parts of the story. Put pictures or phrases on sentence strips in a pocket chart and have students match appropriate emotion pictures with the phrase. Using two buttons labeled with the faces can also be incorporated as well as photographs of people who are happy and sad.

3E--CF 1f: The student will be able to determine the beginning and ending of a story.

Extension Idea: Consider using three pocket charts or colored poster board with Velcro to sort pictures to show when each event happened in the story. Kiz Club (<http://kizclub.com/stories.htm>) is a website that has many picture patterns, in black and white or color, for picture books that can be found in the school library. Backing the pictures on different colored paper for each section of the story and fading the color-coding can be done to help build understanding.

3E--CF 1g: The student will be able to use illustrations in print or digital text to identify characters and setting.

Extension Idea: Place illustrations from the text on a spinner, working with a partner spin the spinner. Using prompt cards for character (Who? symbol) and setting (Where? symbol) have the students identify if the picture is of a character or setting. These symbols can be added to an appropriate form of communication picture exchange, voice output device, switch or buttons.

3E--CF 1i: The student will be able to identify parts of illustrations that depict a particular mood, setting or character.

Extension Idea: Scan or make a color copy of the pages of a selected text. Present one page at time either laminated or in a page protector that shows the character. Using emotion pictures for happy and sad have the students label the pictures with the icons. Velcro can be used to attach the icons to the pictures if laminated.

3E--CF 1j: The student will be able to ask and answer questions about details from a fictional text read aloud of information presented orally or through other media.

Extension Idea: Using a choice board with a Velcro sentence strip make selections to answer “wh” questions about the story read aloud during shared reading. Use a Step-by-Step™ or other voice output device with preset questions to ask a peer or adult reading partner questions about a story read aloud during small group or partner reading.

4E--CF 1a: The student will use details from the text to retell what the text says.

Extension Idea: Pair the students with a typically developing peer with a means of communication (pictures, voice output, and voice) to tell the peer story details. Provide pictures on a communication board to have student select story events to retell the story details.

5E--CF 1a: The student will identify words in the text to answer a question about explicit information in fictional text.

Extension Idea: Using books written in a rebus style such as *The Jacket I Wear in the Snow* allows opportunities for students to connect pictures and words. Ms. Seward's classroom blog (<http://varner.typepad.com/seward/page/11/>) has many books with vocabulary and essential questions that incorporate printable Boardmaker pictures. The pages for *The Jacket I Wear in the Snow* can be printed and laminated to allow students to make selection from a selected field of pictures to answer questions about the story.

Materials Needed:

- Picture book *The Jacket I Wear in the Snow* by Shirley Neitzel
- Boardmaker symbols
- Story pattern pictures available from posted sites
- Book scanned in electronic format
- Pocket charts or poster board for sorting
- Pictures of students in their winter clothing
- Sentence strips

Instructional Setting:

- Special Education classroom
- Regular Education classroom
- Library Resource class

Community Connections and/or Peer Interaction:

- Ask typically developing peers to partner read with students in a variety of settings to provide multiple readings of the picture book.
- Pair students with typically developing peers to ask and answer questions using appropriate means of communication.
- Place a copy of the class book in the school library to be shared during library resource class.

Functional Activity/Routine:

- Getting dressed for outside activities can be used to reinforce story vocabulary as well as sequencing order in which clothing is put on and taken off.

- Use classroom or individual student schedules for daily vocabulary review for sequencing.
- Sort clothing.
- Placing books in class library nook and/or individual book bins during independent reading or leisure.

Strategies to Collect Evidence:

- Student work samples with date of completion and accuracy score
- Video taping of student responding using augmentative communication
- Data collection of student responses over time
- Anecdotal record with photograph of student completing activity and level of independence

Specific Options for Differentiating this Activity:

- Use of objects, pictures, or text to answer questions based on individual student needs
- Individual communication needs of students should be used to differentiate the activities providing access to augmentative communication when needed.
- Provide page-turners to help students explore text on their own or with least amount of adult support.
- Enlarge pictures for retelling
- Back pictures on hard surfaces to allow for manipulation
- Add page turners to allow students to independently turn the pages of a book. Adding a large paperclip can do this or craft sticks to each page to allow students to independently turn the book pages.