



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1-3

Brainstorm-Reflect-Reformulate (1-2-3)

Comprehension / Literacy Skills



Materials

1. A word from a book or selection that represents the content



Virginia SOLs

K.2, K.8, 1.2, 1.7, 1.9, 2.2, 2.8

Procedure

1. Before reading, write a word from the book or selection that represents the content well.
2. Ask students to brainstorm their initial associations with the word or concept. What comes to mind when they read the word? Write down students' responses.
3. Read the selection. Then ask students to reflect on their initial associations.
4. Students may then reformulate their initial list, providing reasons based on the content of the story and the word's intended meaning in the selection. Students may weigh, reject, accept, revise and integrate any new ideas at this time.

Submitted by:



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Graphic Organizers

Phonological Awareness / Comprehension



Materials

The following templates:

1. Before-During-After
2. 3-2-1
3. Story Map

Procedure

Graphic organizers help students organize their understanding of a text. Teach students how to use basic graphic organizers and allow them to choose which helps them best comprehend the story and/or non-fiction selection.

Submitted by:

Graphic Organizer

Before, During, and After

Name _____

Title _____

Before	During	After

Graphic Organizer

Name _____

Title _____

3 things I discovered...

2 interesting facts...

1 question I have...

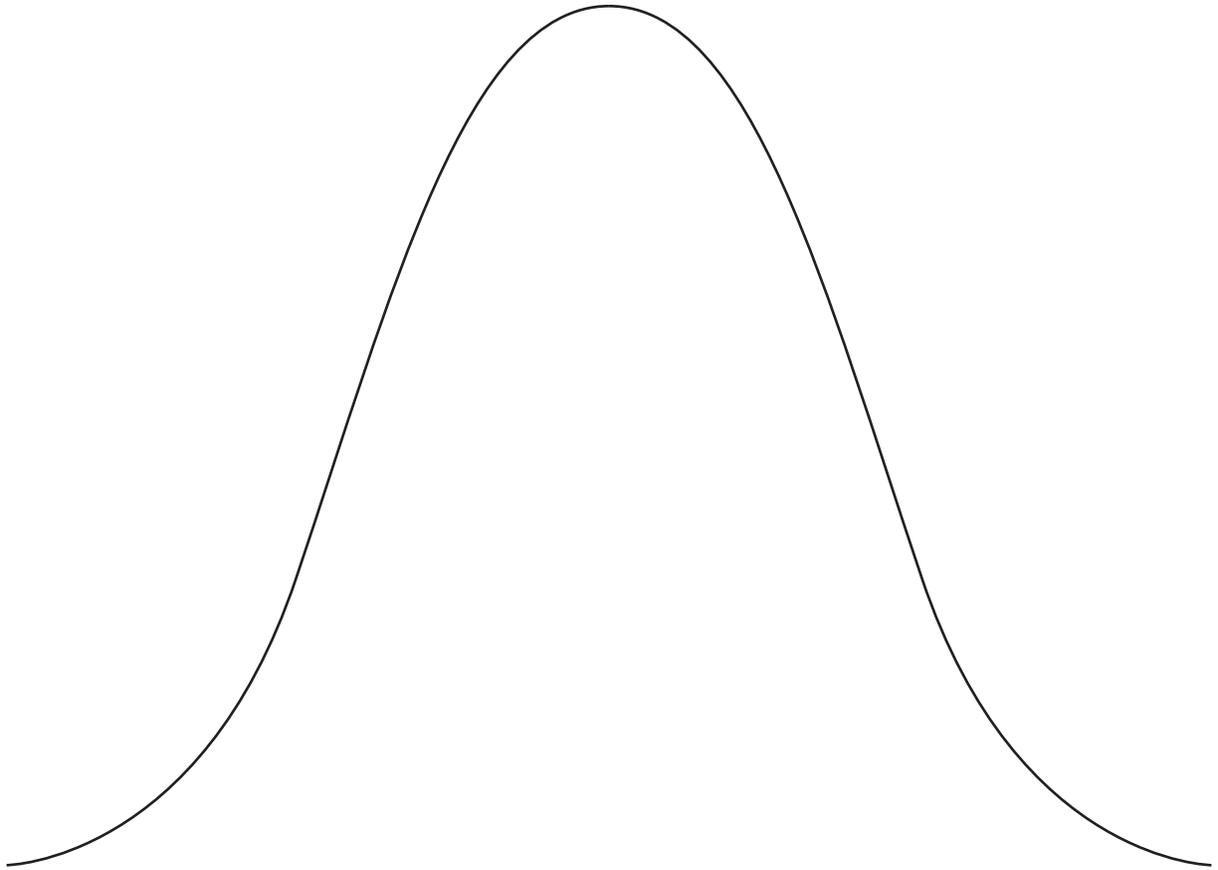
Graphic Organizer

Story Map

Name _____

Title _____

Middle/Conflict



Beginning

End/Solution

Extra! Extra! Newspaper Book Review

Literacy Skills / Comprehension



Materials

1. Newspapers for children to preview

2. Sample book reviews

Deadline from News to Newspaper by Gail Gibbons

The Furry News: How to make a newspaper by Loreen Leedy

► Virginia SOLs

1.9, 1.12, 2.8, 2.11

Procedure

1. In this activity, children act as reporters and write a newspaper book review.
2. Review with students how a reporter writes and how newspapers are formatted. Discuss how reporters choose intriguing words. Students will want to choose words that make their book sound so exciting others will want to read it, too.
3. Integrate the books' covers when formatting the students' newspaper articles. You may photocopy the covers of the books, find images of the covers online, or take a picture of the student reading the book.
4. Work with students to develop a snazzy headline for their article. A good way to begin the brainstorming process is to have students think of what is most exciting about their book and make that the focus. In the sample you provide, you may choose not to reveal how the story ends - a common convention of book reviews.



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Information Hunt

Literacy Skills / Comprehension



Materials

1. Index cards
2. Covered shoebox or magic hat



Virginia SOLs

1.11, 2.8, 3.5

Procedure

1. Write questions about a story the class will read on index cards. The questions can be specific to the story or more general. Place the questions in a box.
2. Explain to the small group/class that after they read they will be asked to “hunt” for information. You may refer to the students as “Super Sleuths” or “Book Detectives,” searching for clues in the text.
3. Allow students to read the story silently.
4. Pick a question from the box and read it aloud.
5. Allow time for the information hunt. The students can do this individually or in groups.
6. Have students share their findings with the rest of the small group or class.



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Paired Questions

Literacy Skills / Comprehension



Materials

1. Sentence strips and pocket chart
2. Yes and no (smile/frown) cards for each pair of questions



Virginia SOLs

1.7, 1.9, 2.8

Procedure

1. Identify new vocabulary in a selected text.
2. Using these words, develop paired questions. One question should yield an affirmative answer, the other a negative answer. Write the questions on the board or sentence strips (sentence strips allow for easy transfer to a literacy work station). For example, using a book about the rainforest, you might pose the following paired questions that help define the habitat's characteristics, "Is the rainforest a Coatis' habitat? Is the rainforest a raccoons' habitat?" As you can see, these questions use important vocabulary from the text that aides in comprehension. A Coatis is related to a raccoon, but is unique to the rainforest. In this example, the word habitat is also emphasized.
3. Students read the selected text.
4. Write the paired sentences on the board.
5. Read the sentences aloud. Allow students time to think independently and even look back in the text. Select a student to place the yes and no cards with the correct sentence.



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Venn Diagram

Literacy Skills / Comprehension



Materials

1. Venn Diagram template



Virginia SOLs

1.9, 2.8

Procedure

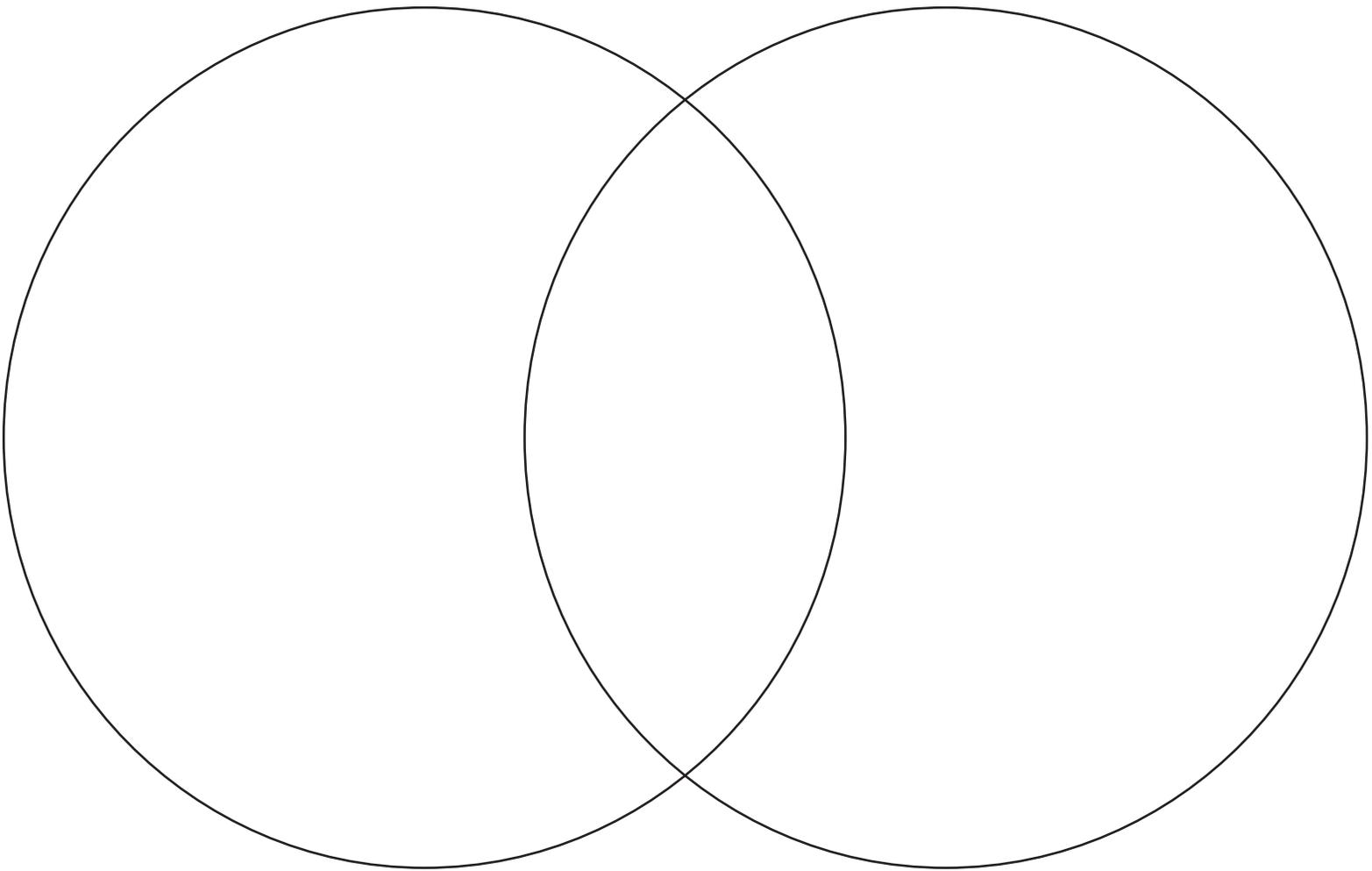
1. This activity can be used to compare two things (e.g., characters from a book, two books by the same author, two versions of a fairy tale, etc.)
2. Children can work independently or in a small group. Children begin by picking what they will compare in the diagram. Provide children individual Venn diagrams or work collectively on a large poster-sized Venn diagram.
3. Children should label each side of the diagram with an appropriate heading. In the two non-shared spaces, children list things about the topics that are unique and in the shared, middle space they write what the two topics have in common.
4. Children may illustrate and share their Venn diagram.

Graphic Organizer

Venn Diagram

Name _____

Title _____





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You've Got Mail!

Literacy Skills / Comprehension



Materials

1. Paper and pencil (or a computer)
2. Sample e-mails



Virginia SOLs

1.9, 1.12, 2.8, 2.11

Procedure

1. Students will write an e-mail exchange between two characters from a book, a book character and themselves, or an author and themselves.
2. Review with students how to write an e-mail. It should include a subject, greeting, and closing. You may also note that e-mails are typically less formal than a letter.
3. Provide students with samples. You may extend this exercise by having students compose the e-mails on a computer.

Sample

To: bbw@fairytale.com
From: 3oinks@fairytale.com
Subject: Please pay for damages

Hey Wolf:

We are still waiting on a check from you to replace the straw and twigs you blew down. We're tired of living all together in this brick house. Please mail the check as soon as possible. Do not come in person!

Thank you,
The Pigs

To: 3oinks@fairytale.com
From: bbw@fairytale.com
Subject: No way

Pigs:

It is not my fault you built your houses out of flimsy twigs and hay. I'm not paying. You are probably safest in your brother's brick house anyway.

Later,
The Big Bad Wolf