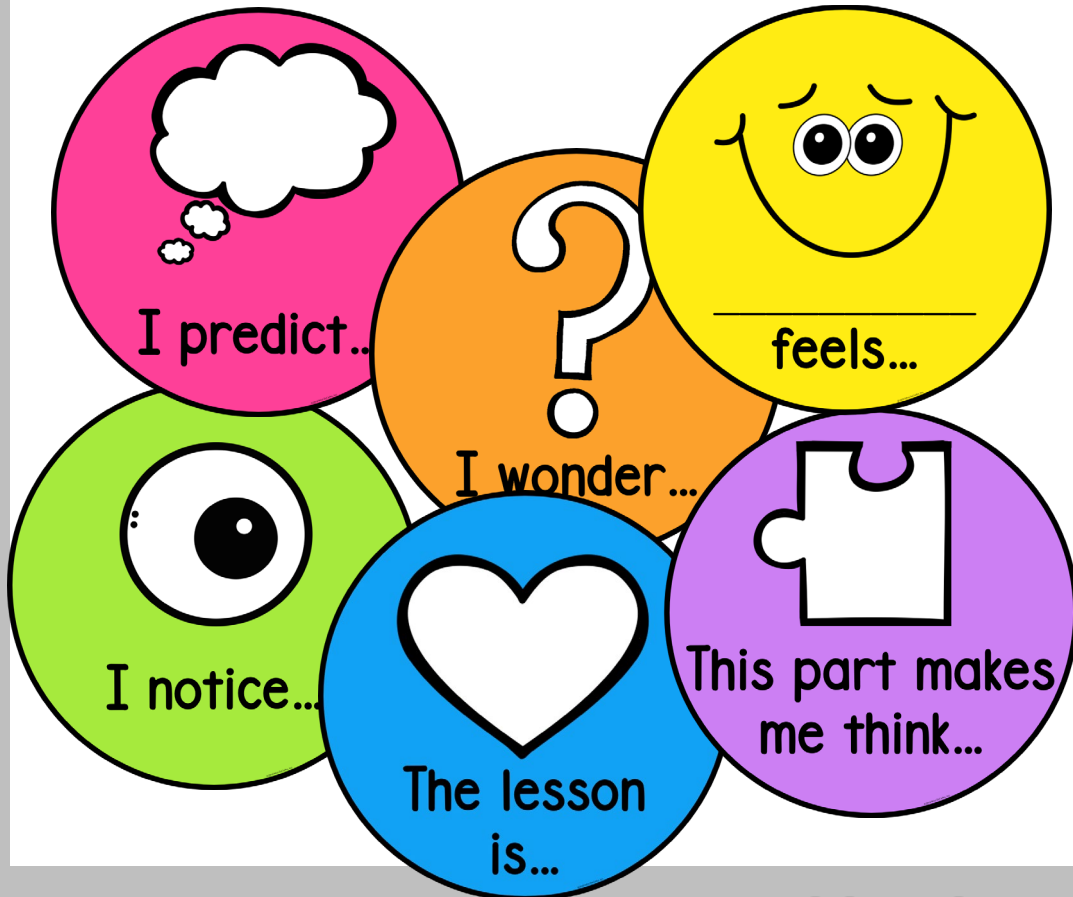


READ & THINK COMPREHENSION PACK



lessons, posters,
sticky notes, and
response sheets
for deeper
comprehension
and independent
reading



THANK YOU



for choosing a Miss DeCarbo™ educational resource.



CONNECT WITH ME



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ABOUT MISS DECARBO

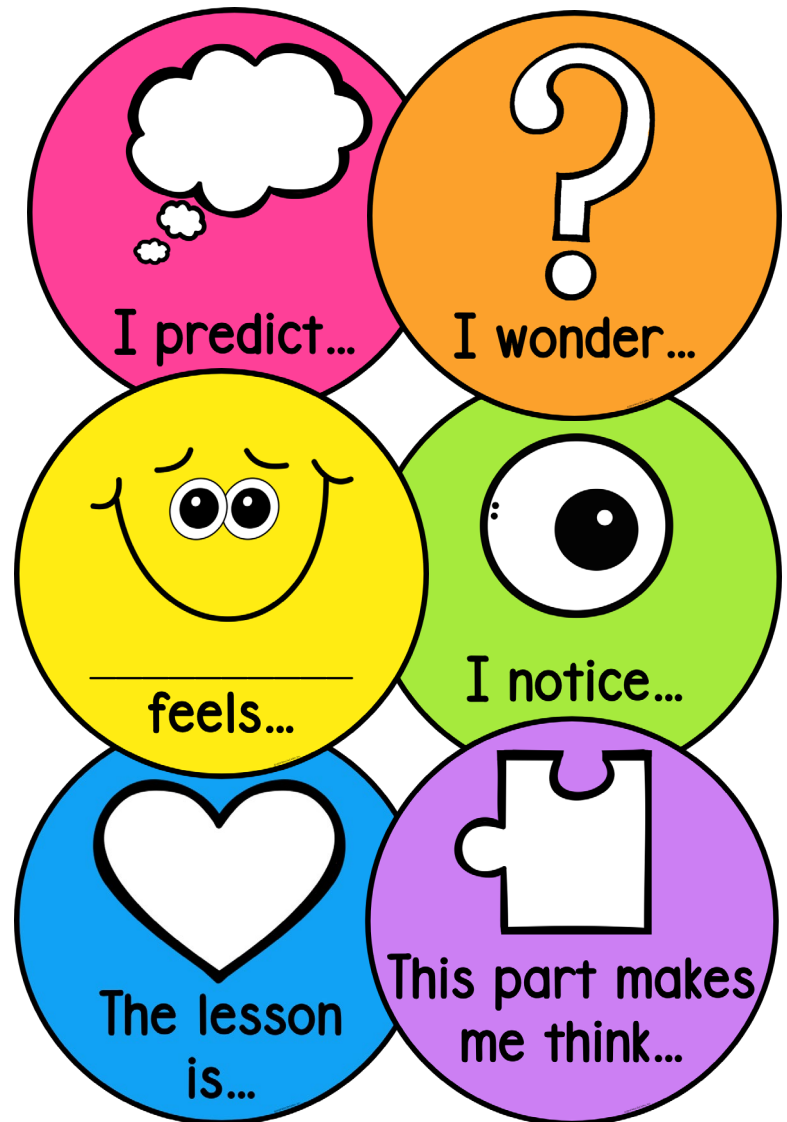
Christina DeCarbo-Wagers is an elementary teacher from Northeast Ohio. She holds a Bachelor's degree in Early Childhood Education, a Master's degree in Elementary Literacy, and a specialized K-12 reading endorsement. Christina has experience in instructional consulting, literacy coaching, and professional development services. Over the course of her career, she has presented literacy workshops and professional development sessions for Staff Development of Educators, ASCD, and state and local educational conferences. Christina has also provided extensive services and trainings for school districts and educational service centers across the state of Ohio.

Christina is passionate about helping students reach their greatest potential as readers and writers. Her engaging resources are based on developmentally-appropriate research and are founded in the importance of critical thinking, creativity, and problem-solving skills for young learners. Her educational company, Miss DeCarbo, Inc., was founded in 2012 and provides educators with curriculum, ideas, research-based advice, and inspiration. You can learn more about Miss DeCarbo by visiting her website, www.missdecarbo.com.










ABOUT THIS RESOURCE

I created this resource to help my students monitor their reading comprehension. I wanted to create a way for them to respond to their books and texts in a way that is developmentally appropriate for beginning readers and writers. After teaching each read and think symbol through a class read-aloud and practicing during small-group sessions, my students now draw the symbols and jot down their thinking about the text during independent reading. The templates provided help to scaffold their understanding of when and how to stop and jot about what they are reading. This resource will help readers think, respond, and monitor their understanding while they read.



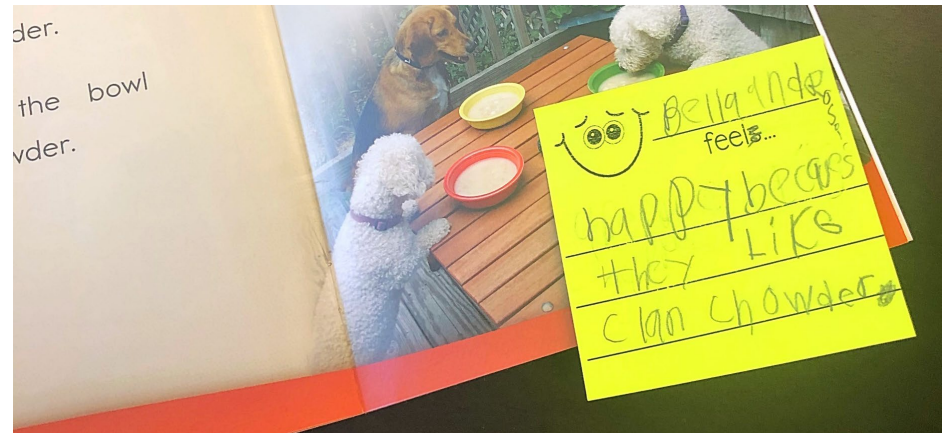
WHAT IS INCLUDED IN THIS PACK?

-  Read & Think ideas, benefits, and pictures
-  Read & Think posters – color
-  Read & Think posters – black and white
-  Read & Think model lessons for read-alouds
-  Read & Think bookmarks
-  Read & Think differentiated response sheets
-  Read & Think differentiated sticky notes

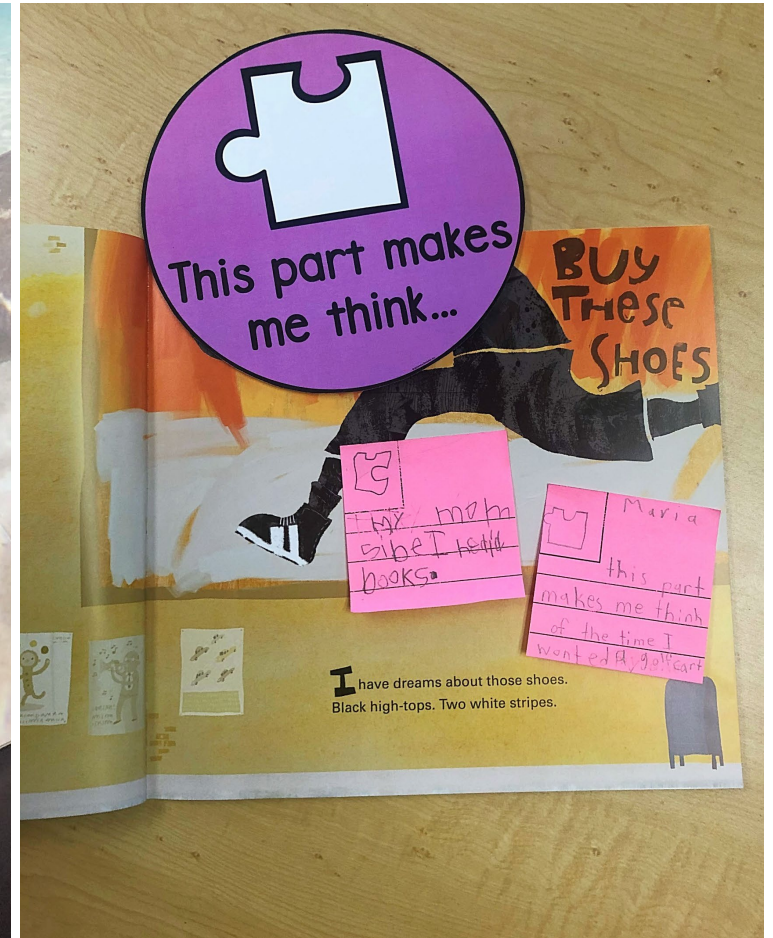
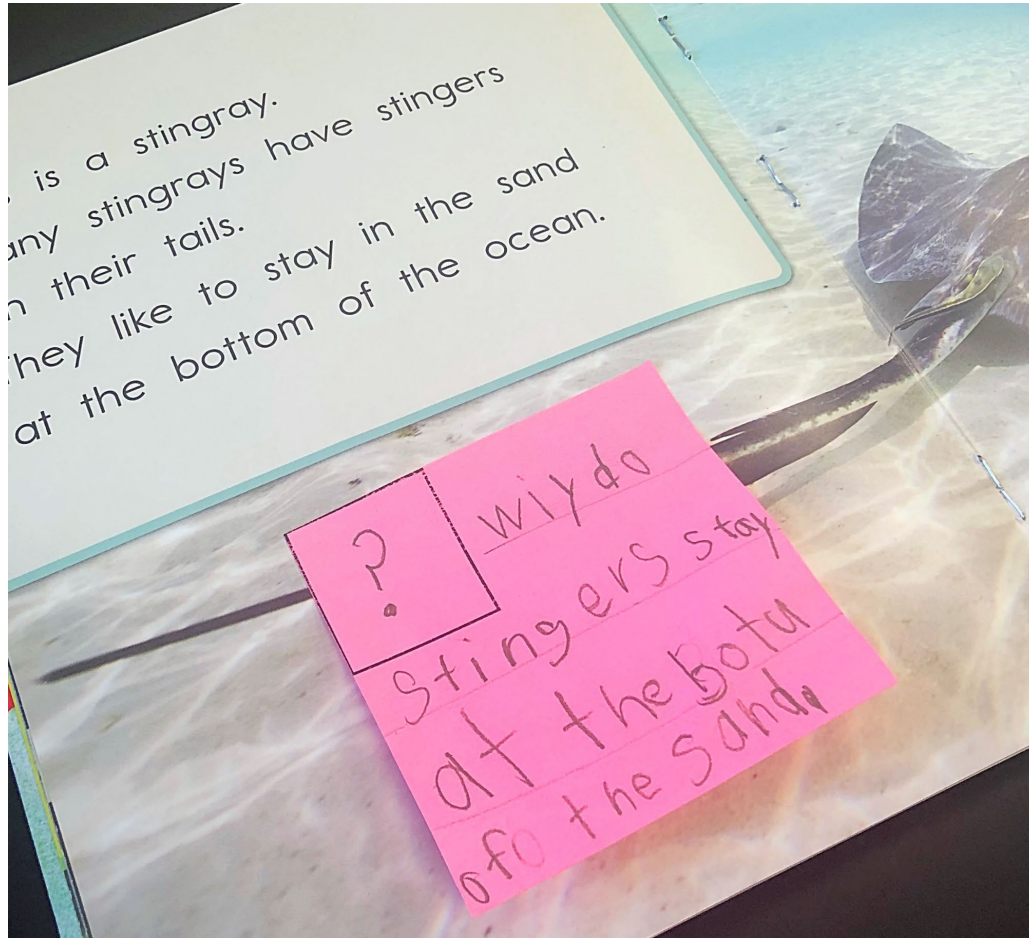
IDEAS FOR USE

- Whole-class read-aloud sessions
- Small-group reading
- Independent reading
- Partner reading
- For use with reading notebooks
- To help students stop and jot while reading
- For use while reading at home

SEE IT IN ACTION



MORE PHOTOGRAPHS AND EXAMPLES OF STUDENT THINKING



GREAT FOR SMALL GROUPS, WHOLE CLASS READ ALOUDS, AND INDEPENDENT READING!

Two examples of a reading response worksheet for the book "The Last Valentines".








Worksheet 1 (Left):

- Name: [Handwritten Name]
- Title of Book: Frog and Toad
- I predict...** (Thought bubble icon): Frog is going to rush and he will drop it.
- I wonder...** (Question mark icon): Is spring going to come back?
- feels...** (Smiley face icon): Frog and Toad are going to be sad.
- I notice...** (Eye icon): Frog and Toad did not meet each other.
- The lesson is...** (Heart icon): Friends take care of each other.
- This part makes me think...** (Puzzle piece icon): When my dog jumps on me and got me covered.

Worksheet 2 (Right):

- Name: [Handwritten Name]
- Title of Book: The Last Valentines
- I predict...** (Thought bubble icon): He will find them in the snow after.
- I wonder...** (Question mark icon): if he will feel better.
- feels...** (Smiley face icon): I think he is going to make more.
- I notice...** (Eye icon): Mikael did not get heart.
- The lesson is...** (Heart icon): to help others.
- This part makes me think...** (Puzzle piece icon): How I lost my first spinner.

WHAT ARE THE BENEFITS WHEN READERS STOP, THINK, AND JOT?

-  Improved comprehension
-  Increased self-monitoring skills during independent reading
-  Promotes retention and collaborative discussion
-  Improved ability to check for understanding
-  Boost critical thinking skills
-  Strengthens written response skills
-  Helps students apply learned strategies

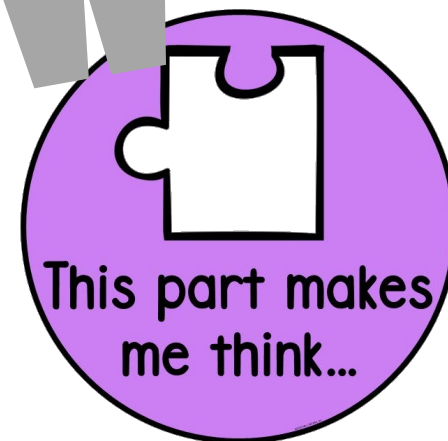
READ & THINK SYMBOL POSTERS

Each read and think symbol represents a comprehension focus for your readers. The posters provide visual reminders for students to stop and jot down their thoughts as they read their books. Students will respond to the books they read by:

- making predictions (I predict...)
- asking questions (I wonder...)
- noticing details in the illustrations or photographs (I notice...)
- identifying character feelings and emotions (___ feels...)
- thinking about the lesson of the story (The lesson is...)
- making connections to their own lives and other books they've read (This part makes me think...)

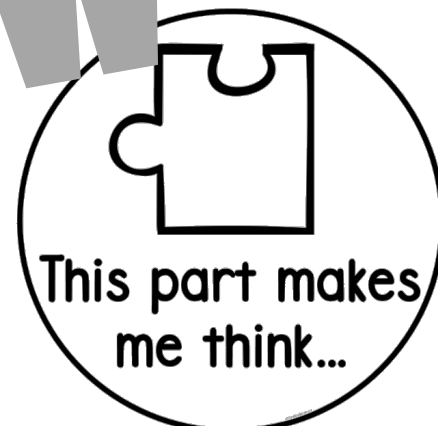
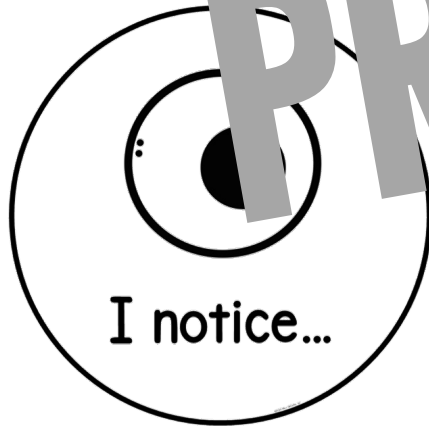
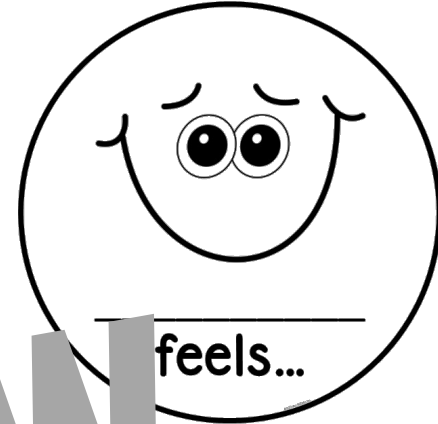
Each poster includes a simple symbol that students can draw in their reading notebooks, on sticky notes, or on the included response sheets to identify the type of thinking they will be jotting down and writing responses to. The posters also contain sentence stems to help students start their thoughts as they write (or draw). I recommend hanging these posters in your whole-class meeting area where you hold read-aloud lessons and by your small-group reading area. The posters are available in both color and black and white versions. I've included pages within this pack that share optional model read-aloud titles and stopping points that you can use to initially introduce each poster's read and think symbol.

READ & THINK SYMBOL POSTERS



PREVIEW

READ & THINK SYMBOL POSTERS



PREVIEW

MODEL READ-ALOUD LESSONS TO INTRODUCE THE READ & THINK SYMBOLS

In order to introduce each read and think symbol to my students, I modeled how to stop and jot during a read-aloud to the class. Before reading the book, I introduced the read and think poster and symbol and explained its purpose for our reading. (Example: "During today's read-aloud, we will focus on making predictions while we read. Readers always think about what might happen next. This helps them think about and understand the book better. Listen and watch as I read. You will see me stop and think about what will happen next. I will then jot down my prediction on my sticky note.")

After I model how to stop and jot a couple of times during the read-aloud, I invite my students to join me in practicing with each read and think symbol. You can use any book you would like as you introduce and teach each of the read and think posters. For your convenience, I have included a model text for each read and think symbol that you can use, if you desire. You can use *any* book for these introductions. *The following lessons are optional.* For each book, I share the dialogue I use to introduce the read and think symbol. I also included some optional stopping points throughout the book that you can use as you stop and think about the comprehension skill with your class and jot down your thoughts and responses on sticky notes or the response sheets.

OPTIONAL LINKS TO THE BOOKS I INCLUDED IN MY INTRODUCTION LESSONS:



[Elmer by David McKee](#)



[Grandfather Twilight by Barbara Berger](#)



[Frog and Toad Are Friends by Arnold Lobel](#)



[This Is Not My Hat by Jon Klassen](#)



[Aesop's Fables](#) (These can be found online.)




[Those Shoes by Maribeth Boelts](#)

OPTIONAL MODEL LESSONS TO INTRODUCE EACH READ AND THINK SYMBOL

MODEL INTRO LESSON:

PICTURE BOOK:
Elmer
by David McKee

INTRODUCTION & STOPPING POINT

 I predict...


During today's read-aloud, we will focus on making predictions while we read. Readers always think about what might happen before, during, and after they read. This helps them think about and understand the story. To make a prediction, we use the clues in the text and in the illustrations to guess what might happen next. Listen and watch as I read. You will see me stop and think about what will happen next. I will then jot down what I predict on my response sheet. (Note: This book does not have page numbers. I started counting on the first full spread.)

Pages 7 & 8: "Hmm, Elmer won't be happy being patchwork. The author told us that he slipped away. I predict he is going to get lost. I wonder if he will find his way home. I'm going to write down my prediction on my response sheet. I will then jot down what I predict before I keep reading."

MODEL INTRO LESSON:

PICTURE BOOK:
Grandfather
By Barbara

INTRODUCTION & STOPPING POINT

 I wonder...

During today's read-aloud, we will focus on asking questions about what we wonder about before, during, and after they read. This helps them think about and understand the story. To make a prediction, we use the clues in the text and in the illustrations to guess what might happen next. Listen and watch as I read. You will see me stop and think about what will happen next. I will then jot down what I predict on my response sheet. (Note: This book does not have page numbers. I started counting on the first full spread.)

Before Reading: "I'm looking at the cover page and I already have a question! I wonder if he lives in the woods. I'm going to jot down what I wonder on my response sheet. I will then jot down what I wonder before I keep reading."

Pages 5 & 6: "Wow! He has a key to that chest, so it must be important. Look at all the things in the chest. I wonder about all these things. I'm going to jot down what I wonder about on my response sheet. I will then jot down what I wonder before I keep reading."


Pages 11 & 12: "Readers, I'm looking carefully at these pictures. It looks like Grandfather is looking at the chest. I wonder what he is thinking about. I'm going to jot down what I wonder about on my response sheet. I will then jot down what I wonder before I keep reading."

Page 15: "On this page it looks like he is letting the pearl go. On page 16 the pearl is gone. I wonder what happened. Write down what you are wondering about on your response sheet. I will then jot down what I wonder before I keep reading."

MODEL INTRO LESSON:

PICTURE BOOK:
Frog and Toad Are Friends: The Letter
by Arnold Lobel

INTRODUCTION & STOPPING POINTS:

 feels...


During today's read-aloud, we will focus on thinking about and identifying how the characters in our books are feeling. Characters have lots of feelings, just like we do. Sometimes things happen that cause characters' feelings to change throughout the story. Listen and watch as I read. You will see me stop and think about how the characters in the story are feeling. I will then jot down how they feel and why on my response sheet. (Note: This book does not have page numbers. I started counting on the first full spread.)

Pages 1 & 2: "I can see in the picture that Toad is sad. After I read, I realized that Toad is sad because he never gets any mail. I'm going to jot down what I notice on my response sheet. I will then jot down what I notice before I keep reading."

MODEL INTRO LESSON:

PICTURE BOOK:
This Is Not My Book
by Jon

INTRODUCTION & STOPPING POINT

 I notice...

During today's read-aloud, we will focus on noticing details in the illustrations (or photos) and always study the pictures in a book carefully. Sometimes the author leaves clues and does not tell us about in the text. Noticing details helps us understand the book better. Listen and watch as I read. You will see me stop and think about what I notice in the pictures. I will then jot down what I notice on my response sheet. (Note: This book does not have page numbers. I started counting on the first full spread.)

Pages 9 & 10: "I just noticed that the big fish is looking up at his head. Uh oh! I think he's angry. I think he knows it was the little fish that took it and he's watching him swim away. I'm going to jot down what I notice on my response sheet. I will then jot down what I notice before I keep reading."


Pages 17 & 18: "Readers, look closely at this picture. Something important is happening. I notice that the little fish is looking up at the big fish. I think he should definitely be worried now!"

Page 23 & 24: "Readers, look at the big fish's eyes! What do you notice? Jot down what you notice on your response sheet. I will then jot down what I notice before I keep reading."

MODEL INTRO LESSON:

PICTURE BOOK:
I Used Aesop's Stories for Little Children
by Susan

INTRODUCTION & STOPPING POINT

 The lesson is...

During today's read-aloud, we will focus on figuring out what the lesson of the story is. The lesson of a story is what we learn from the story or the book. Lessons teach us something that we can use in our own lives and live better lives. Readers always think about what the lesson of a story is because it teaches them something about their own lives. We can learn what the lesson is by paying attention to what the characters learn. Many times the lesson is learned at the end of a book or story. Listen and watch as I read. You will see me stop and think about the lesson of the story. I will then jot down the lesson on my response sheet (or sticky note). Then, you will find the lesson to some of these stories on your response sheet. (Note: The conversations below take place during the read-aloud.)

The Lion and the Mouse: "Wow! Even though that mouse was so small, he was able to help the lion. I think it is even if you're small, you can be a big help. I'm going to jot that lesson down on my response sheet. I will then jot down what I notice on my response sheet (or sticky note)."


The Hare and the Tortoise: "Do you think it was responsible or careless when the hare took a nap during the race? The tortoise worked hard during the entire race. I think the lesson of this story is that hard work pays off. I'm going to jot that lesson down on my response sheet. I will then jot down what I notice on my response sheet (or sticky note)."

The Ant and the Grasshopper: "Readers, did the grasshopper want to work or play? Right, he wanted to play. What happened after he spent all of his time playing instead of working? Yes, he ran out of time to store food for the winter. Think about what the grasshopper learned at the end of the story. What do you think the lesson is that the author wanted to teach? Stop and jot down what you think the lesson is on your response sheet (or sticky note)."

MODEL INTRO LESSON:

PICTURE BOOK:
Those Shoes
by Maribeth Boelts

INTRODUCTION & STOPPING POINTS:

 This part makes me think...

During today's read-aloud, we will focus on making connections while we read. Readers always think about how the book reminds them of their own lives and other books they have read. These are called text-to-self connections and text-to-text connections. Sometimes a part of a story reminds us of something that has happened to us. Sometimes it reminds us of another book we've read. When we stop and make connections while we read, it helps us think about and understand the book better. Listen and watch as I read. You will see me stop and think about how the characters in the story are feeling. I will then jot down how they feel and why on my response sheet. (Note: This book does not have page numbers. I started counting on the first full spread.)

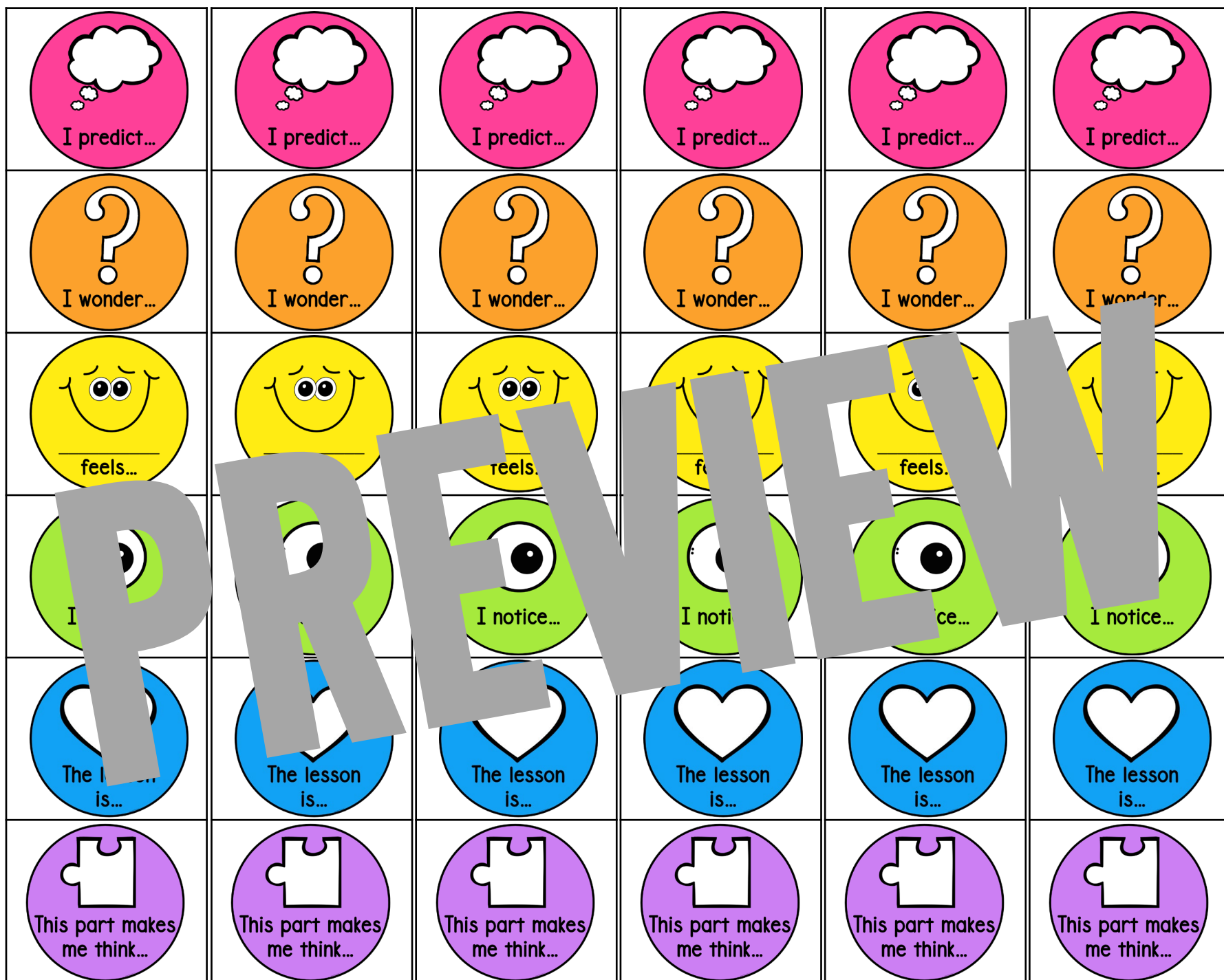
Pages 1 & 2: "This little boy really wants those shoes. He even has dreams about them! This part makes me think of when I was in the fourth grade. I really wanted a jean jacket just like my best friend. I'm going to jot down my text-to-self connection because it helps me understand how this little boy feels. Can you think of something you have really wanted? Jot it down on your response sheet. (Write students to share their connections with partners or with the class.)"














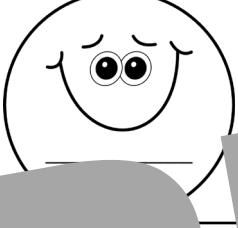


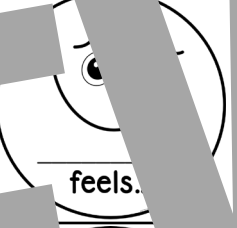
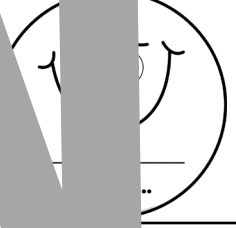
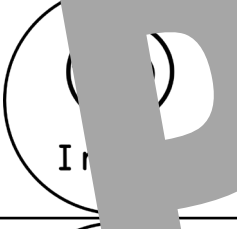
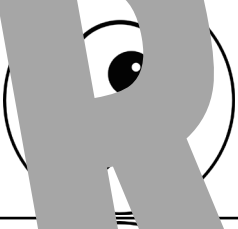
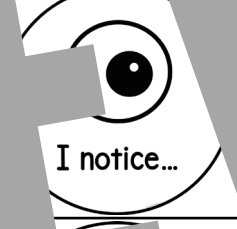
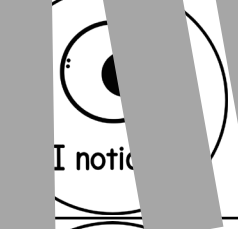
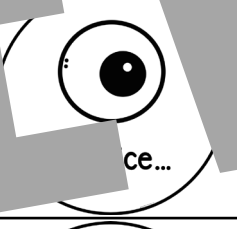
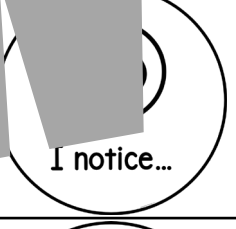
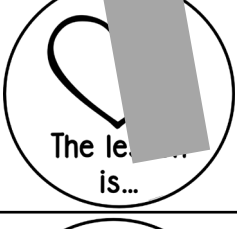
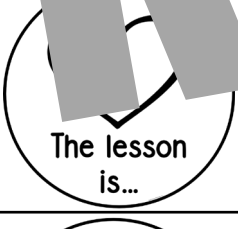
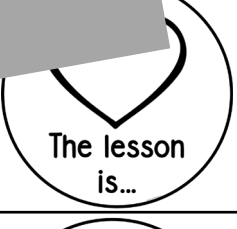

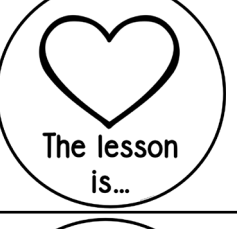
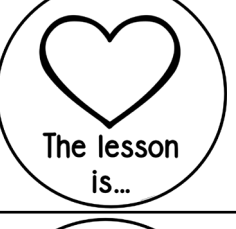




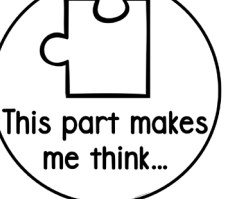

Pages 3 & 4: "His Grandma said he needed new boots. I bet the boots he has right now are too small for him. This part makes me think about the time I wanted to buy a new purse, even though I really needed new socks! A lot of my socks had holes in them! I had to make a choice. I could buy the new purse that I wanted or the socks that I needed. Does this part make you think of a time when you wanted something but needed something more important? Stop and jot down your connection."

Pages 25 & 26: "Jeremy wants to help Antonio. He can't stop thinking about him. How you ever worried about a friend and wanted to help him or her? Stop and jot about a time when you wanted to help a friend, so you couldn't stop thinking about him or her."

READ & THINK BOOKMARKS

The bookmarks on the following pages can be printed on cardstock and cut out for students to use during independent reading, partner reading time, small-group time, and more! The symbols will remind them of the many ways they can respond and think about what they are reading. These bookmarks are also great to use when students are stopping and jotting on plain sticky notes or on reading logs. It will help them remember how to draw each symbol. You can print them out on white paper and allow students to color each symbol, or print on colored cardstock for a “just print” resource. They make a great tool to send home.



 I predict...	 I predict...	 I predict...	 I predict...	 I predict...	 I predict...
 I wonder...	 I wonder...	 I wonder...	 I wonder...	 I wonder...	 I wonder...
 feels...	 feels...	 feels...	 feels...	 feels...	 feels...
 I notice...	 I notice...	 I notice...	 I notice...	 I notice...	 I notice...
 The lesson is...	 The lesson is...	 The lesson is...	 The lesson is...	 The lesson is...	 The lesson is...
 This part makes me think...	 This part makes me think...	 This part makes me think...	 This part makes me think...	 This part makes me think...	 This part makes me think...

READ & THINK RESPONSE SHEETS

The following pages are response sheets that students can use during your read-alouds, as they read independently, or during small-group reading lessons. They mimic the feel of sticky notes, but they are grouped onto one page for easier management and offer more organization for younger students. Response sheets are included for each read and think symbol. As I introduce each symbol, my students practice using the response sheet that only includes that symbol. After all symbols have been introduced, students can use the sheet that includes all the symbols or the blank response sheets.

Our goal is to move students away from the preprinted response sheets and toward the blank sheets. We want students to eventually stop and respond to their reading based on a book's purpose and their own thinking, with the freedom to use as many or as little of each symbol as they need. (For example, a student may need to record three different times a character's feelings change or read a nonfiction book and have no use for the lesson symbol.) Our goal is to help students learn how to independently stop and respond to their reading, use the symbols as visual reminders, and offer a way to help them begin their thinking. There are many options included. Unlined sheets can be used with kindergarten students by allowing them to draw pictures of their thinking as they read!

Name: _____ Title of Book: _____



I predict...



I predict...



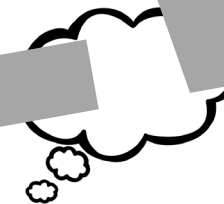
I predict...



I predict...



I predict...



I predict...

Name: _____ Title of Book: _____



I wonder...



I wonder...



I wonder...



I wonder...



I wonder...



I wonder...

PREVIEW

Name: _____ Title of Book: _____



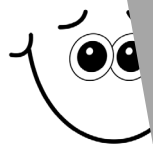
_____ feels...



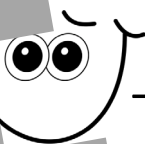
_____ feels...



_____ feels...



_____ feels...

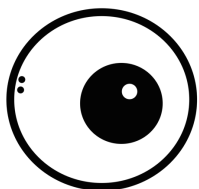


_____ s...

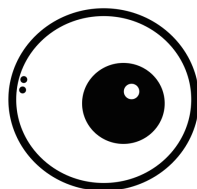


_____ feels...

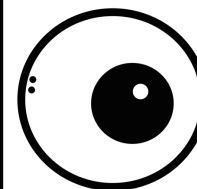
Name: _____ Title of Book: _____



I notice...



I notice...



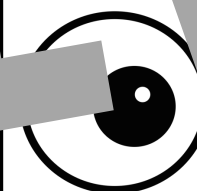
I notice...



I notice...

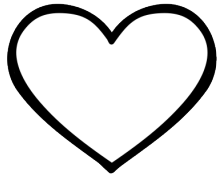


I notice...

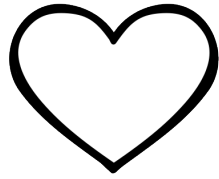


I notice...

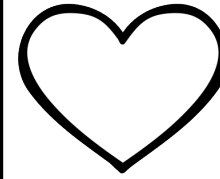
Name: _____ Title of Book: _____



The lesson is...



The lesson is...



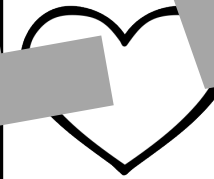
The lesson is...



The lesson is...



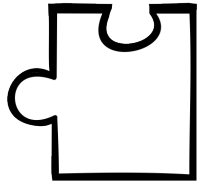
The lesson is...



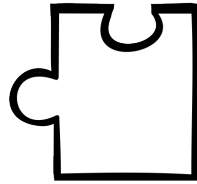
The lesson is...

PREVIEW

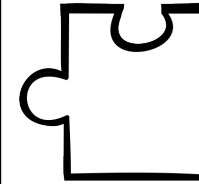
Name: _____ Title of Book: _____



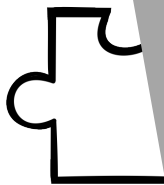
This part
makes me
think...



This part
makes me
think...



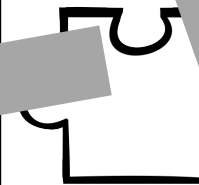
This part
makes me
think...



This part
makes me
think...



This part
makes me
think...



This part
makes me
think...

PREVIEW

Name: _____ Title of Book: _____



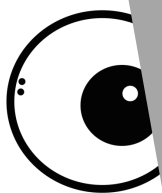
I predict...



I wonder...



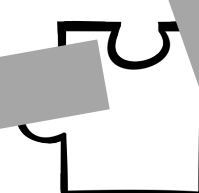
_____ feels...



oti



ssor



This part
makes me
think...

READ & THINK RESPONSE SHEETS

LINED VERSION

Each response sheet includes the following sections:

- Name:** _____
- Title of Book:** _____
- I predict...** (with a thought bubble icon)
- I notice...** (with an eye icon)
- I wonder...** (with a question mark icon)
- The lesson is...** (with a heart icon)
- feels...** (with a face icon)
- This part makes me think...** (with a puzzle piece icon)

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BLANK RESPONSE SHEETS

As mentioned earlier in the pack: *Our goal is to move students away from the preprinted response sheets and toward the blank sheets.* We want students to eventually stop and respond to their reading based on a book's purpose and their own thinking, with the freedom to use as many or as little of each symbol as they need. (For example, a student may need to record three different times a character's feelings change or read a nonfiction book and have no use for the lesson symbol.)

On the following response sheets, students will draw the symbols themselves in the upper left-hand square of each response square. Students can then write or draw their responses to the text and/or their reading. You can also require students to add the page numbers on which they stopped and jotted about either in the picture area or the upper-right hand corner of each response square.

As a reminder, students can do the same work in reading journals or notebooks. These response sheets are included as one option for students to record their thoughts and keep track of their reading and thinking notes.

Name: _____ Title of Book: _____

PREVIEW

Name: _____ Title of Book: _____

PREVIEW

READ & THINK STICKY NOTES

The following response sheets are the same templates that are available in the previous sections, but these are without spaces for the students' name and the titles of the books. These pages provide templates for you to put actual sticky notes on and run through a printer. Students can then use the sticky notes as they read, think, and jot. They can place their sticky notes directly into their books on the pages on which they stop and jot or into reading notebooks or journals. See the following page for directions on how to print on sticky notes.

HOW TO PRINT ON STICKY NOTES

Step One: Print the sticky note template first. Stick 3-inch by 3-inch sticky notes onto the template. Line them up to match the squares on the template. Place the adhesive sticky side of each sticky note at the top of the template.

Step Two: Feed or put the paper into your printer's manual feed tray, slot, or option. Be sure that the adhesive ends of the sticky notes are going into the printer first. If you don't know which side of the paper it will print on, run a test print first.

Step Three: Print one page at a time of the printable or sticky note design that you want.

Quick Tip: If you google "how to print on sticky notes", there are tons of video tutorials, blog posts, and pictures for these steps.

STICKY NOTE TEMPLATE: Place a 3-inch by 3-inch sticky note on each square with the adhesive end of each sticky note at the top.

Place a 3-inch by 3-inch sticky note here.

Place a 3-inch by 3-inch sticky note here.

Place a 3-inch by 3-inch sticky note here.

Place a 3-inch by 3-inch sticky note here.

Place a 3-inch by 3-inch sticky note here.

Place a 3-inch by 3-inch sticky note here.

Place a 3-inch by 3-inch sticky note here.

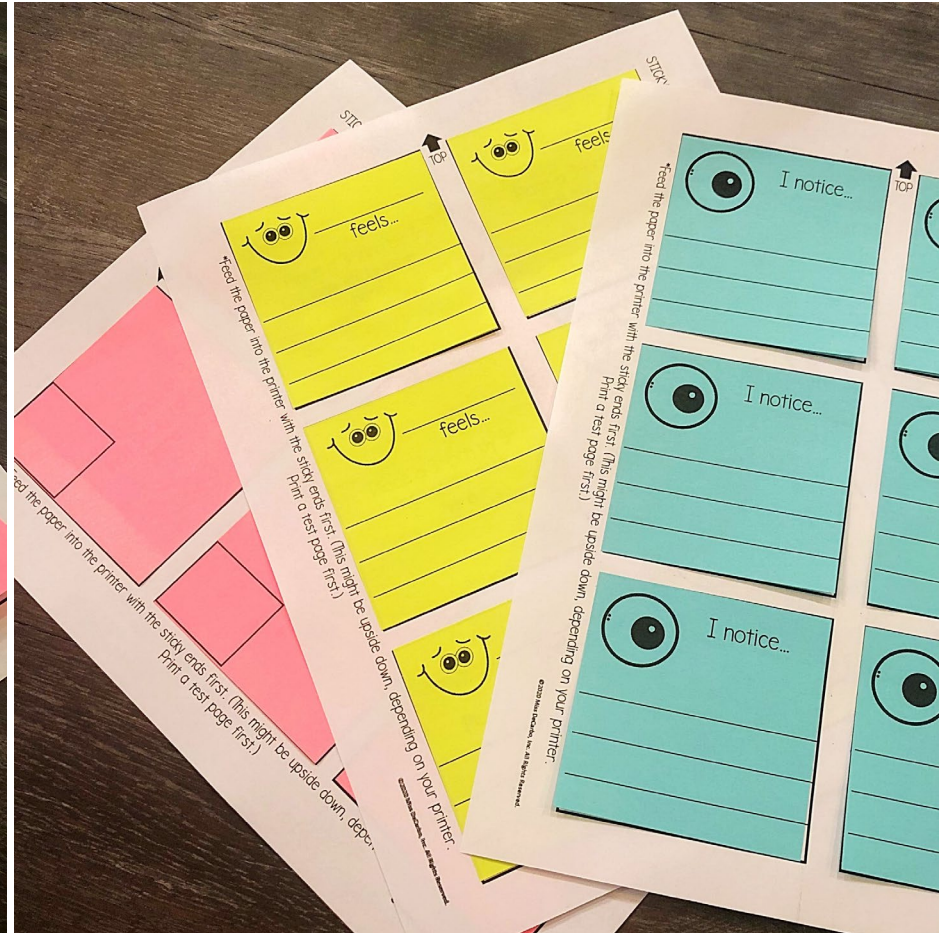
Place a 3-inch by 3-inch sticky note here.

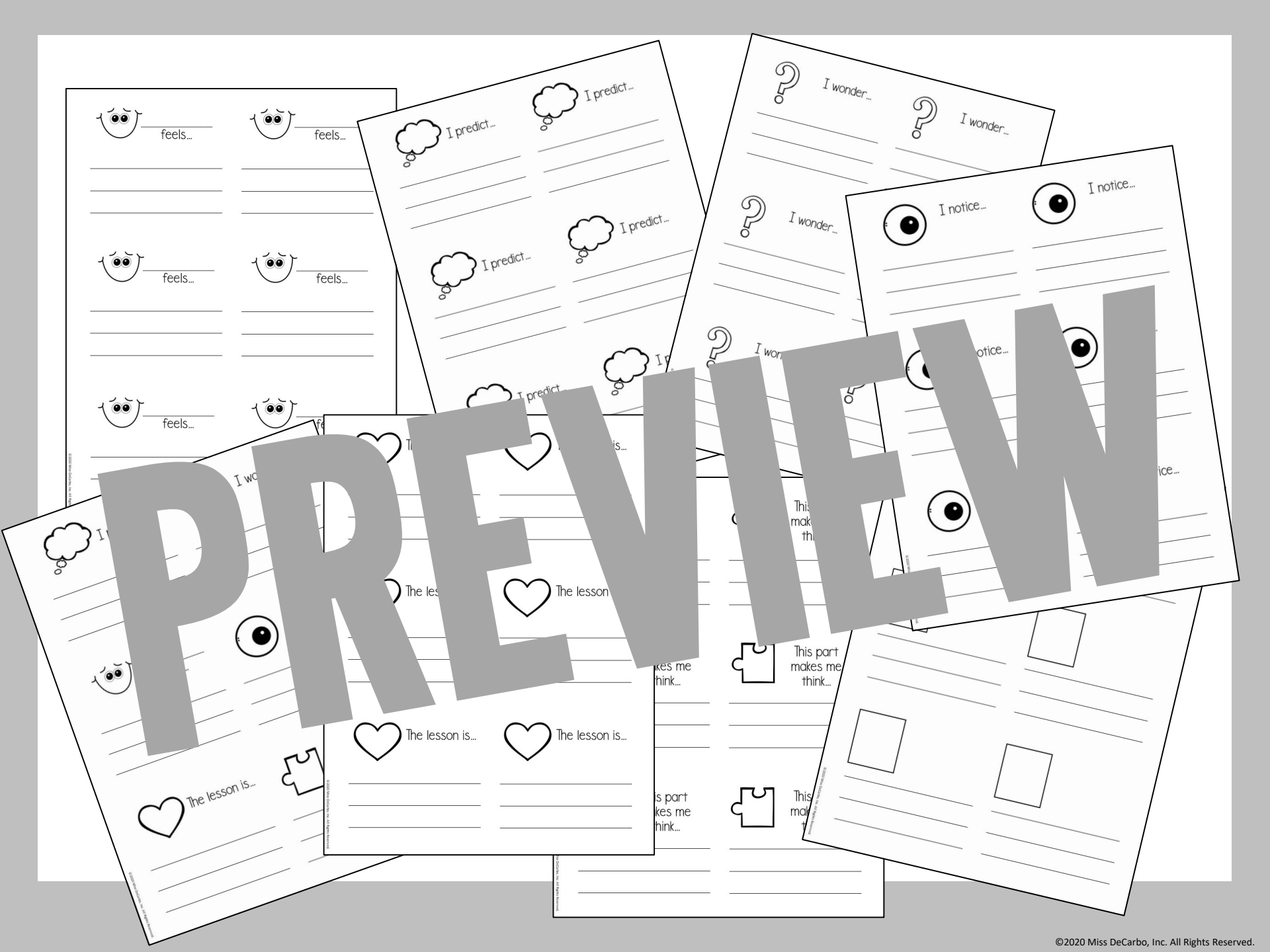
Place a 3-inch by 3-inch sticky note here.

*Feed the paper into the printer with the sticky ends first. (This might be upside down, depending on your printer. Print a test page first.)

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APPLY 3 X 3 STICKY NOTES TO THE TEMPLATE AND FEED INTO PRINTER





READ & THINK STICKY NOTES

LINED VERSION

PREVIEW

♥ The lesson is...

♥ The lesson is...

👁 I notice...

👁 I notice...

😊 feels...

♥ The lesson is...

💭 I predict...

? I wonder...

? I wonder...

🧩 This part makes me think...


🧩 This part makes me think...

♥ The lesson is...

🧩 This part makes me think...

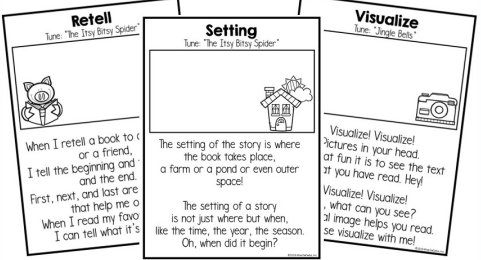
SHOP FOR ADDITIONAL COMPREHENSION RESOURCES BY CLICKING BELOW:

skill based
READING LOGS



MISS DECARBO™

READING COMPREHENSION SONGS
for poetry binders, reading notebooks, and fluency fun!



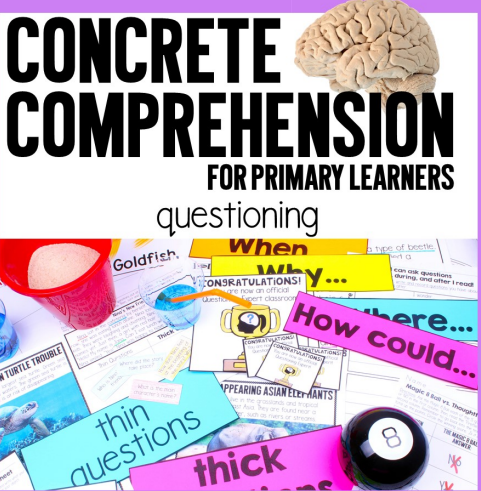
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questioning



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CLIP ART & FONT CREDITS:

