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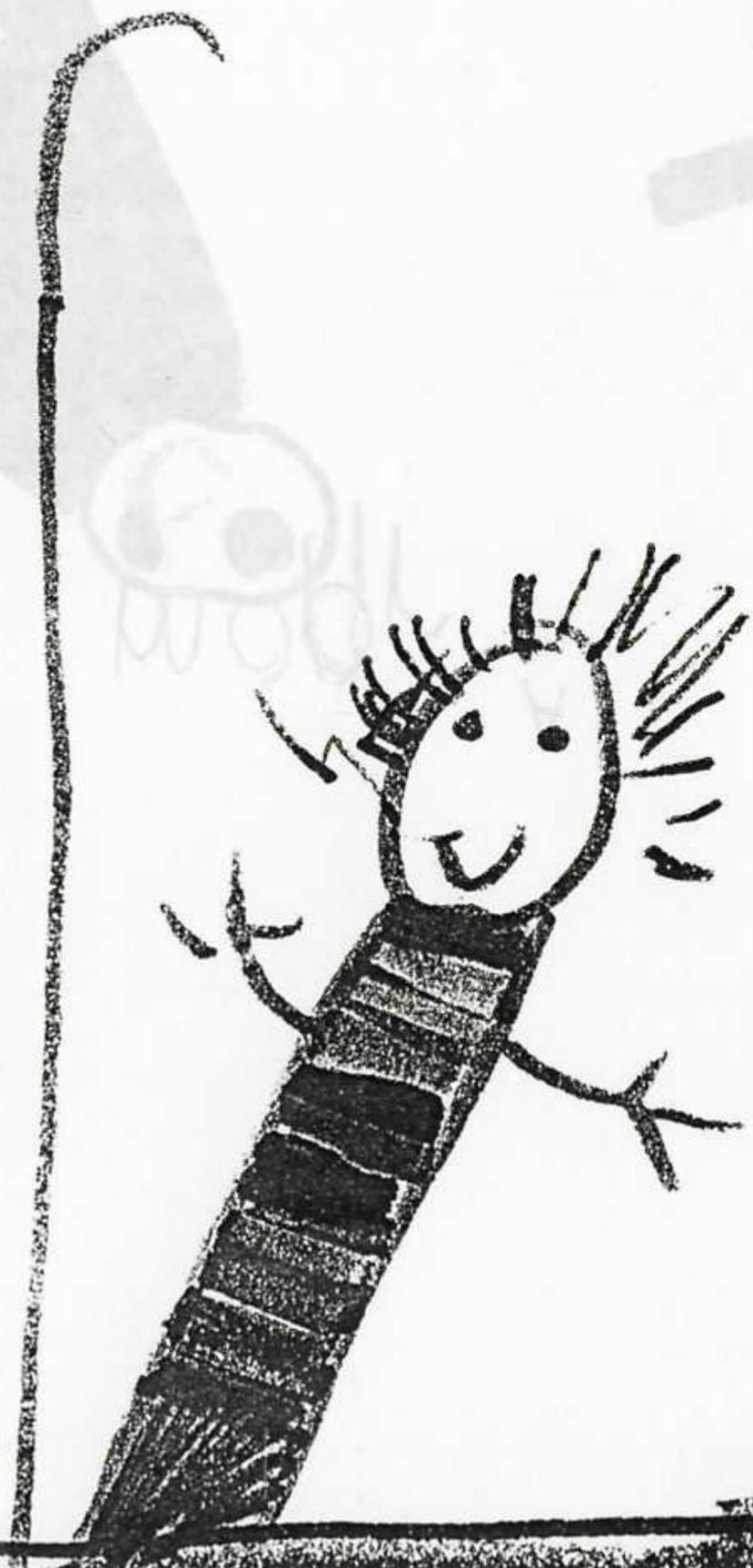
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**The task**

*The teacher and students use shared reading with the book, The Empty Pot by Demi which is in Unit 5 of Literacy Place. After a discussion of the story, the students illustrate and record the three parts of the story: 1) What is the problem in the story? 2) Who are the main characters in the story? And 3) How the problem was solved?*

**Circumstances of Performance**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Alone                 | <input type="checkbox"/> In a group                          |
| <input checked="" type="checkbox"/> In class              | <input type="checkbox"/> As a homework                       |
| <input checked="" type="checkbox"/> With teacher feedback | <input type="checkbox"/> With peer feedback                  |
| <input checked="" type="checkbox"/> Timed                 | <input type="checkbox"/> Extended project                    |
| <input type="checkbox"/> No opportunity for revision      | <input checked="" type="checkbox"/> Opportunity for revision |

**What the work shows**

**E1a Reading Words:**

By the end of the year, we expect kindergarten students to be able to:

- Use their knowledge of letter sounds to figure out a few simple, regularly spelled, single syllable words: (A)
- Read simple texts containing familiar letter-sound correspondences and high frequency words. (B)

A. The student uses his knowledge of sounds and letters to write phonetically with consonant sounds with single letters in the correct sequence. Emperor is written as "Mopr" and told the truth is written as "tol the toth".

B. Teacher comments indicate that the student was able to read his own composition to a partner.

**Elb.3 - Comprehension:**

By the end of the year, we expect kindergarten students to be able to:

- Give evidence that they are following the meaning of what they are reading: (C)
- Retell the story in their own words or re-enact it, getting the events in the correct sequence: (D)
- Respond to simple questions about the book's content.

- C. Student created artwork and a written response that shows comprehension of the story that was read. The problem was correctly identified - "The ipr is pikng the kide. The two main characters are identified - Ping and the Emperor. The solution to the problem was stated - Ping is selected emperor because he tod the toth".
- D. The story is retold in the correct sequence and words and/or text indicate main ideas.

#### E2a - Habits and Processes:

By the end of the year, we expect kindergarten students to:

- Use whatever means are at hand to communicate and make meaning: drawings, (letter strings, scribbles, letter approximation and other graphic representations as well as gestures, intonation and role-played voices. (E)
- E. The student was able to correctly communicate and make meaning of the story through his drawings and written words. The first page shows the people bringing flowers that could not be grown from the seeds. Ping has no flowers.

#### Ee2b.3 Informing Others: report or Information Writing

- By the end of the year, we expect kindergarten students:
  - Maintain a focus - stay on topic; (F)
  - Exclude extraneous information when prompted. (G)
- F. Student is able to collect the information from the story and share it through pictures and words.
- G. A central focus is maintained with no extraneous information. The student stays with the problem, characters, and the solution to the problem. The people need a new emperor, Ping and the emperor are the two main characters, and Ping is chosen for the emperor because he told the truth about being able to grow the seeds.

DoDEA Rubric Bank Traits used: Conceptual Understandings, Conventions of Print