

You've read the book. "What do you think?"

Think? What am I supposed to think about? ...

Abstract

The aim of teaching question strategies to year 4 students is to develop their active participation in the process and deepen their comprehension of Reading.

When students actively participate in their reading they show a deeper understanding of text. Students learn when teaching is made explicitly clear. They develop a stronger sense of themselves as learners and move from being supported learners to more autonomous learners. In reading they become more critical thinkers through thinking aloud, questioning and discussing with others.

Post test results provided evidence that the students who received intervention have developed their more active reading comprehension. Evidence of this has been shown in their improved scanning and questioning skills. Further more their independent ability to analyse their responses in relation to comprehension levels was empowering.

Introduction

A definition of literacy

Literacy involves the integration of listening speaking, reading, writing and critical thinking ...It includes the cultural knowledge which enables the speaker, writer or reader to recognize and use language appropriate to different social situations. For an advanced technological society such as Australia our goal must be **active** literacy, which allows people to use language to enhance their capacity to think, create, and question that helps them become more aware of the world and empowers them to participate more effectively in society. (Secretariat 1990 pg 7 Gill 1991 pg 9.)

Thinking /questioning

Teaching students who struggle how to think is as important as teaching them what to think, including students to improve self-control and awareness of learning process by developing skill in self-regulation (Harris 1982) Self- regulation typically includes four domains; Self –instruction, goal setting, self- monitoring and self- reinforcement.

In this study, I would like to foster and promote students’ ability to obtain meaning from interpreting text independently. Students will be taught to integrate and self-regulate questioning strategies throughout the reading process.

“The important thing is not to stop questioning”

- Albert Einstein

Curiosity spawns questions. They are the master key to understanding. Questions clarify confusion. Questions stimulate research efforts and propel us forward and take us deeper into reading. When we are young we ask questions all the time to make sense of our environment/ experiences. As adult readers, we question all the time, often without even thinking about it. However when we do pay attention as we read, we are amazed at the amount questions we do have. Many students do not grow up knowing that good readers ask questions. Schools often appear more interested in answers than in questions. In an effort to give my students everything, I have offered them so much that they can’t identify specific learning and hence have been involved in the text answers via the answering of only teacher generated questions.

My students need to know that their own questions matter. They need to see me asking questions as well as answering them. Questions engage students in the text and help them to comprehend the text messages. By asking questions and searching for answers, we know that they are monitoring, comprehending and interacting with the text to construct meaning. This leads to a deepening of comprehension and thus empowers them by giving purpose and meaning to their reading.

Comprehension can be described as an active process that involves the reading in making meaning from visual information (eg: print, punctuation, illustrations) and non-visual information (eg. background knowledge based on past experiences with the language and the world). The construction of meaning cannot be a passive or receptive activity. Readers are required to predict, confirm, think and reflect on information as they read.

A very simple and effective instructional strategy for teaching children to recognize relationships that exist between different question types and where answers can be found in text (Raphael, 1982. Questioning and Answering Strategies for children.) Here students will be making connections from text-to-self, text to world, asking questions, through; scanning, inferring judging and evaluating the text.

This instructional strategy requires explicit teaching

Literal questions: words we can see. The answer is stated in the text is easy to find because the words in the question match the words in the text. For example in the text “60 Teeth” which students read their response was most literal for one they could not make connections and for the text used word they were unfamiliar with. Literal text comprehension is likely to be a consequence of the construction of local propositions which is a recognition of detail main idea , sequence and comparisons hence they use the words of text to respond

Inferential understanding: The words give me other ideas....

Inferring supporting detail eg. defending your belief about the character. This is the strategic process of generating assumptions, making predictions, and coming to conclusions based upon given information in text, for example in the story “The camper and the Whistling kettle” he took all sorts of modern appliances into the bush camping. Hence we infer he did not really enjoy the bush and definitely did not blend with the environment.

Inferences can be made as two types. Casual inferences infer consequence for action.

Eg: Dan was delicate because earlier in the year he had mumps. Readers must conclude that mum was keen to build him up with nourishing food because he was delicate as he had been ill.

“Cally thought that this was a load of old boots” here readers must deduce that she is jealous or feels left out.

The other important inference in the “The lightning changes” extract when the author explains that she scampered into the house with her tail between her legs, readers conclude that she had changed into the dog scruffy.

Critical Understanding: I make judgments about how the author has written the text.

Judgment of reality and fantasy facts and opinion, reactions to the authors' use of language eg: style and imagery. Example:

Creative Understanding: I make or say my own ideas/ thoughts about the text.

The answer is not explicitly in the text but inside the reader's head (background knowledge) Here readers bring to the text their experience for example 'scruff couldn't talk because he is a dog' or EEW! I couldn't live with fleas. This was a response to Georgia being the dog and scratching at school and not answering any questions the teacher had asked. Showing an emotional personal response to content identification with characters and incident

In our work with students we often do not wait for students to question or contribute to the text. We usually deduce information from teacher questioning and students answering. Often emergent readers experience problems because of over dependence of the teacher or prior knowledge causes them to be inaccurate and thus create barriers.

Readers can improve their abilities a) by making connections between given and implied information and b) examine their thinking and reasoning and understand the purpose for them.

Method

Design

This study seeks to investigate the influence of questioning strategies through the active participation of students in their reading. Here students will scan for words, infer meaning, be critical in thinking and bring their own experience to the text in evaluating and judging the text. This will involve in looking at the number of questions and the quality of questions they ask. Next also observing the levels of comprehension questions.

Participants

Four grade 4 students in Primary school from the Western Suburbs. All these students showed a reading score on the PROBE reading comprehension (literal, inference, vocabulary, evaluation reorganization and reaction) between 40 to 60 percent. Their fluency was 75 percent. These were all girls of the same age level 9 years. These students received training in questioning strategies for ten sessions. Started by making

connections and questions response next sorting and categorizing levels of comprehension was introduced.

Materials

Before introducing this questioning strategy, teachers should carefully preview quality children's literature to identify what type of connections can and should be made. For example when I chose "68 Teeth" – Aussie bite book. This text was chosen because it was at their level of reading and students were enjoying these books. However the text lent itself to very literal questions. (What is a boarding school?) for here students could not relate to the text. However the following text "My best mate I've Ever had" was more challenging and had a variety of questions. For example "Frankie had to keep sharing his room with half of Italy" Inferring that he was from a large Italian family.

Texts used for teaching

The texts chosen have to be an instructional level. The narrative texts used for instruction had the grade level index (Fry, 1977). Each text used for the sessions was about 112 – 300 word. Each text had an accompanying set of questions relating to literal. Inferential, critical, and creative understanding number of questions.

Texts used for assessment

Each student completed 2 assessment tasks pre and post-tests.

1. Comprehension test of PROBE - identified the comprehension of the student.
Pre test – Kevin level 9.5 – 10.5 yrs; **post** test Thomas 10 – 11yrs
2. A text of their level of reading (Fry Test level 4).
 - a) This was to record the number questions asked to show active participation of text
 - b) To monitor the type of questions asked. (literal, inferential, critical, creative)

Pre text used :

The 27th Annual African Hippopotamus race

Extract from the book by Morris Lurie (Puffin)

Word count 374

Post text used :

Willie Tell or Wont' He?

By Margaret Clark, illustrated by Terry Denton

Word count 201

Procedure

The instructional procedure was done within a guided reading session. This was carried out in ten teaching sessions, time limit being 35 to 45 minutes duration.

At each session they were taught to predict, scan, question, connect and later to sort out their questions in the 4 levels.

LITERAL UNDERSTANDING:

I can see the words...

INFERENTIAL UNDERSTANDING:

The words give me other ideas.

CRITICAL UNDERSTANDING:

I make judgements about how the author has written the text

CREATIVE UNDERSTANDING:

I make or say my own ideas/ thoughts about the text, I think about my life....

To begin the questioning strategy, students were told that they were going to learn a new way to participate in the understanding of reading. An explanation of a good reader for the student was described, as one who constantly thought about and questioned the text during reading.

Lesson Plan**Purpose:**

To explain the reason for the lesson and the procedure of the session

Text: text chosen

PREREADING STAGE***Orientation of text –***

1. Oral discussion about the topic eg 'mates'/ being friends/
2. Identify the author.

DURING READING:

3. Read the story and respond with reflections and questions to the story.
4. Underline the words and phrases that connect to the questions/reflections

POST READING:

5. From the story read recall the story and answer the questions.
6. Which information in the text do you think is REAL/UNREAL?
Give reasons for your answer...
7. Further inferences/ Predictions....

What do you think you are going to find out in the next part of the story or next story?

The ten sessions were as follows:-

No	<u>Lessons and purpose</u>
	<p>The 27th Annual African Hippopotamus race Extract from the book by Morris Lurie (Puffin)</p> <ul style="list-style-type: none"> • Assessment to show students active participation in reading.
1	<p><u>Callie's Castle</u> Extract from Callie's Castle by Ruth Park</p> <p><i>Purpose: - Model lesson in asking questions</i></p> <p>Teacher has prepared questions and as she reads, she stops and places her questions near the passage/ sentence where she has a question</p> <p>After the extract is read – she reads the questions again and highlights or marks a part of the text or picture where the question was asked.</p> <p>Recap story at the end and follow lesson plan.</p> <p>* they were observers at this point, not active participants.</p>
2	<p><u>Callie's Family</u> Extract from Callie's Family</p> <p><i>Purpose: Model asking questions / making connections</i></p> <p><i>With students sharing the highlighting of the text that prompts questions.</i></p> <p>Teacher read prepared questions as she reads, and stops at appropriate places where her questions are. Using sticky notes places questions as she reads along.</p> <p>After reading the text invite students to share in highlighting the text that instigated these questions. As I have 4 students I gave them each a different colour to monitor their involvement/ participation in the reading of the text.</p> <p>Post reading: procedure</p> <p>* students invited to scan for connections</p>
3	<p><u>The Camper and the Whistling Kettle</u> Extract _____</p> <p><i>Purpose: In this session students share the questioning process</i></p> <p>Teacher reads the story ask questions which is written and placed beside the paragraph. And reading continues.</p> <p>After reading the text the questions are read and words/ sentences are highlighted as before.</p> <p>In this session as there are 4 students I asked them to write their initials besides the questions to again monitor their participation.</p> <p>Post reading: follow up as plan</p> <p>* student involvement in forming questions and making connections</p>

<p>4</p>	<p>The Camper and the Whistling Kettle: Extract from _____</p> <p><i>Purpose: to use the questions from “the Camper and the Whistling Kettle”</i></p> <p><i>To introduce the <u>levels of Comprehension</u></i></p> <p>Teacher explains the four levels of comprehensions</p> <p>LITERAL UNDERSTANDING - I can see the words...</p> <p>INFERENTIAL UNDERSTANDING - The words give me other ideas.</p> <p>CRITICAL UNDERSTANDING: I make judgements about how the author Has written the text</p> <p>CREATIVE UNDERSTANDING: I make or say my own ideas/ thoughts about the Text I think about my life....</p> <p>Next read the questions and teacher sort/ categorize the questions under the four headings of comprehension.</p>
<p>5</p>	<p><u>68 Teeth by James Moloney (extract)</u></p> <p><i>Purpose: Shared responses – before/ during/after reading – finally sorting of the question</i></p> <p><i>into the levels of comprehension.</i></p> <p>Students share the reading and responses before/ while and after reading responses.</p> <p>Highlight the text that instigates their questions and finally students as <u>a group with teacher</u> sort the levels of comprehension.</p> <p>Recap story and answer questions and make other predictions.</p> <p>Findings- most of the questions were literal – for the text lent it to mostly literal and students couldn’t bring a lot of their experience to the text.</p>
<p>6</p>	<p><u>My Best Mate I’ve Ever Had</u></p> <p>By Ruby Jenson Year 5 (first part of the story)</p> <p><i>Purpose: Independent of teacher _ as a group students are invited to read together and write questions sharing their responses. (However students instead of interacting worked individually – before sorting as a group)</i></p>
<p>7</p>	<p><u>My Best Mate I’ve Ever Had</u></p> <p>By Ruby Jenson Year 5 (Second part of the story)</p> <p><i>Purpose: Independent of teacher _ as a group students are invited to read together and write questions sharing their responses – this time they were given</i></p> <p>Cooperative group responsibilities. As leader to allot who is to read next, encourager, scribe and someone as a timekeeper to keep things moving.</p> <ul style="list-style-type: none"> - Same format as before questions, highlighting words and sorting and finally recapping

8	<p><u>Lightening Changes</u></p> <p>By Georgia Hicks Year 6</p> <p><i>Purpose: Working in pairs so the students can support each other in their learning</i></p> <p>Teacher lead.</p> <p>In this lesson there is a bit of a change for the title does not really lend itself to predicting what the text is about. Hence the Pre reading discussion was introduced as a question – “I want you to think of this scenario. Has there ever been a time or could you think about what you would be if you weren’t what you are now?”</p> <p>After discussion of what the advantages and disadvantages it is to be something else.</p> <p>Introduce the topic and predict what the text is about.</p> <ul style="list-style-type: none"> • Read the first part and students respond in questions and opinions orally which is not recorded however words and statements will be highlighted. • The second part of the story student’s work in pairs to read discuss and record questions they have. • As a whole group again with teacher support again sort/ categorize questions under the four headings. <p>Post Reading about the questions in the categories - evaluating as a group what is needed - discussed as the critical evaluation was not touched – looked as what is critical evaluation.</p>
9	<p>What goes around comes around. By Jacqui Roots</p> <p>Teacher leads the session before reading the text</p> <p>Next while reading the first part of the text all student just respond, as they want.</p> <p>The second part of the text students worked in pairs to read and questions as the need arises</p> <p>Finally students sort their questions into categories of comprehension</p> <p>And answer their questions as they go along.</p> <p>Post reading; discuss the author’s message and what they got out of the text.</p>
10	<p><i>Willie he wont He</i></p> <p>This is an assessment - students will follow the same format</p> <p>Of pre, during and post reading questioning</p> <p>Finally discuss how does questions help them when reading a text.</p>

Results

Observations of Teaching Sessions

To begin with students needed to be encouraged to participate. However after the first two sessions students showed enthusiasm and eagerly participated in the lessons and needed to be reminded to wait their turn as teaching was carried out as a group. In session 3 students were invited to be involved in the questioning process through their own active involvement in forming questions themselves. These questions in a later session was discussed, sorted and categorized under the four headings of comprehension. When these emergent readers were familiar with think-aloud questioning strategy, they demonstrated increased responses over varying levels of comprehension which were:

LITERAL UNDERSTANDING:

I can see the words...

INFERENTIAL UNDERSTANDING:

The words give me other ideas.

CRITICAL UNDERSTANDING:

I make judgements about how the author as written the text

CREATIVE UNDERSTANDING:

I make or say my own ideas/ thoughts about the text, I think about my life....

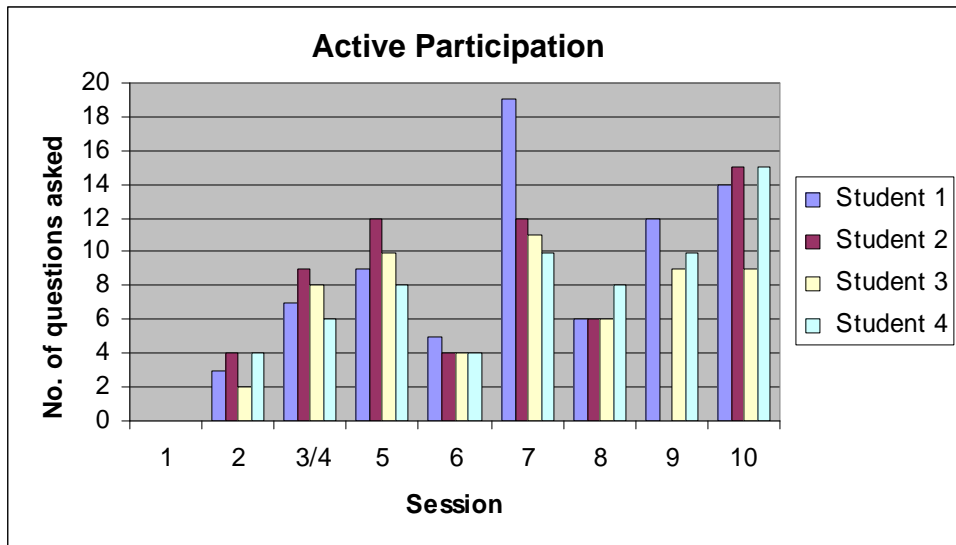
This strategy was used as a group, followed by working in pairs and then individuals. I found that this promoted student's interactions and discussions, after that cooperative group work was encouraged. They grew in confidence and participated actively in all sessions. When working in groups students needed to review cooperative group work strategies, even when working in pairs modelling of discussion strategy needed to be reinforced.

Lesson results

The pre and post instructions scores for use of comprehension and number of questions were recorded and examined. This showed that they are active participants in their reading by the number of questions asked. For example questions asked showed improving active participation and deepening of their comprehension. (Appendix 3).

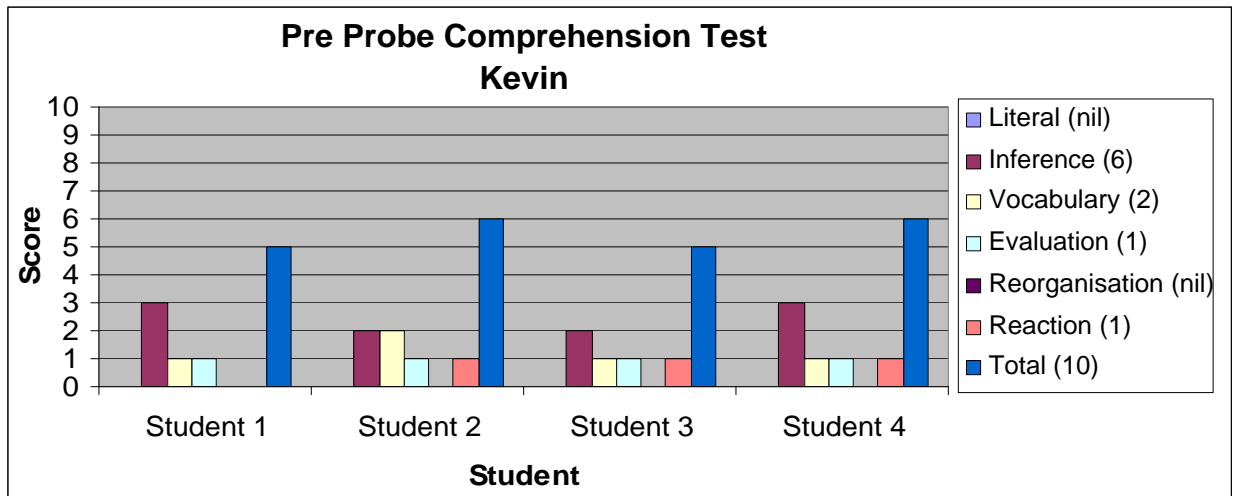
From figure 1, the number of questions asked by the students increased over the ten sessions, from an average of 3 to 13 questions per student.

Figure 1. No of questions asked – lessons 2 - 10



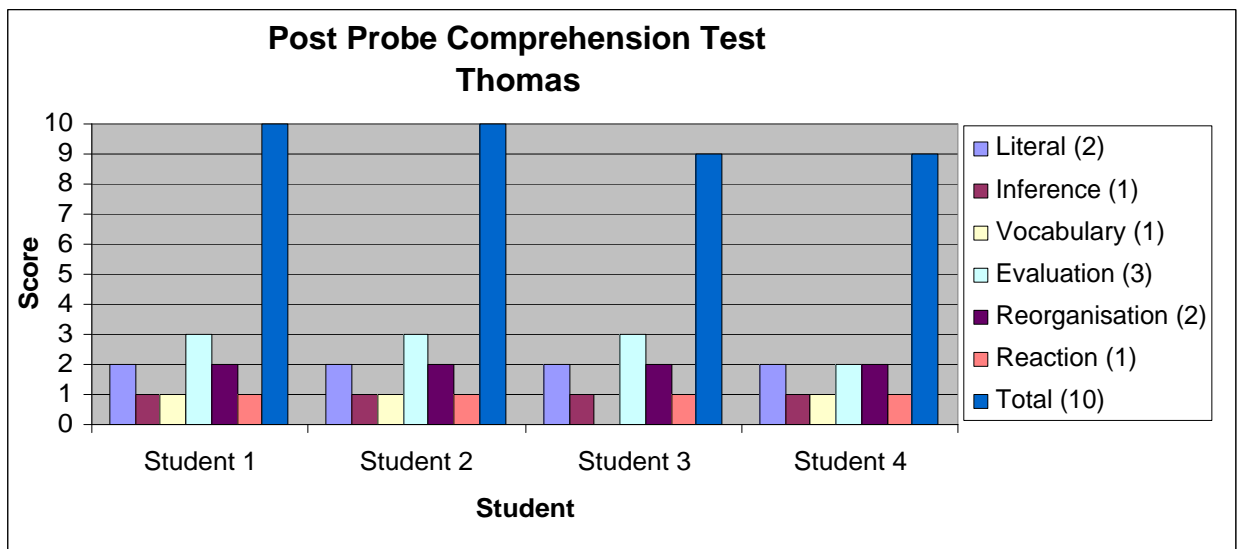
In figure 1 of active participation this shows the number of questions asked by students from session 2 to 10. In the first lesson even though students were invited to participate, they only responded to questions the teacher asked post reading of text. From session 2 on, the grid shows their increased participation in all sessions. However session 6 shows a decrease in questions. The reason for this was students were asked to do this as a group with no prompts or support from the teacher for the first time. Here they did not work as a group but tried doing it independently. In Sessions 7, 8, students worked as a group with some the reminders of how groups work, with each one taking on a task. In session 9 students worked in pairs to read the text, by scanning, questioning and discussing the text. The final session students were instructed to work independently. By the 10th session we can see the how students interacted with the text with no prompting and worked successfully.

Figure 2.



The Pre test (fig 2) of Probe Comprehension test “Kevin” shows students comprehension were between 40 to 60 % of the comprehension scores. Their inferential level was midway 50 %. In the running records students read fluently and decode confidently. However they did not use the while reading strategies of re-reading or self-correcting strategies (Ref Appendix 2).

Figure 3.



In figure 3 the post probe comprehension test “Thomas” they reached all maximum scores except student 3 who lost the point for vocabulary. This shows their deepening of their comprehension. This was overall not just one category.

Figure 4.

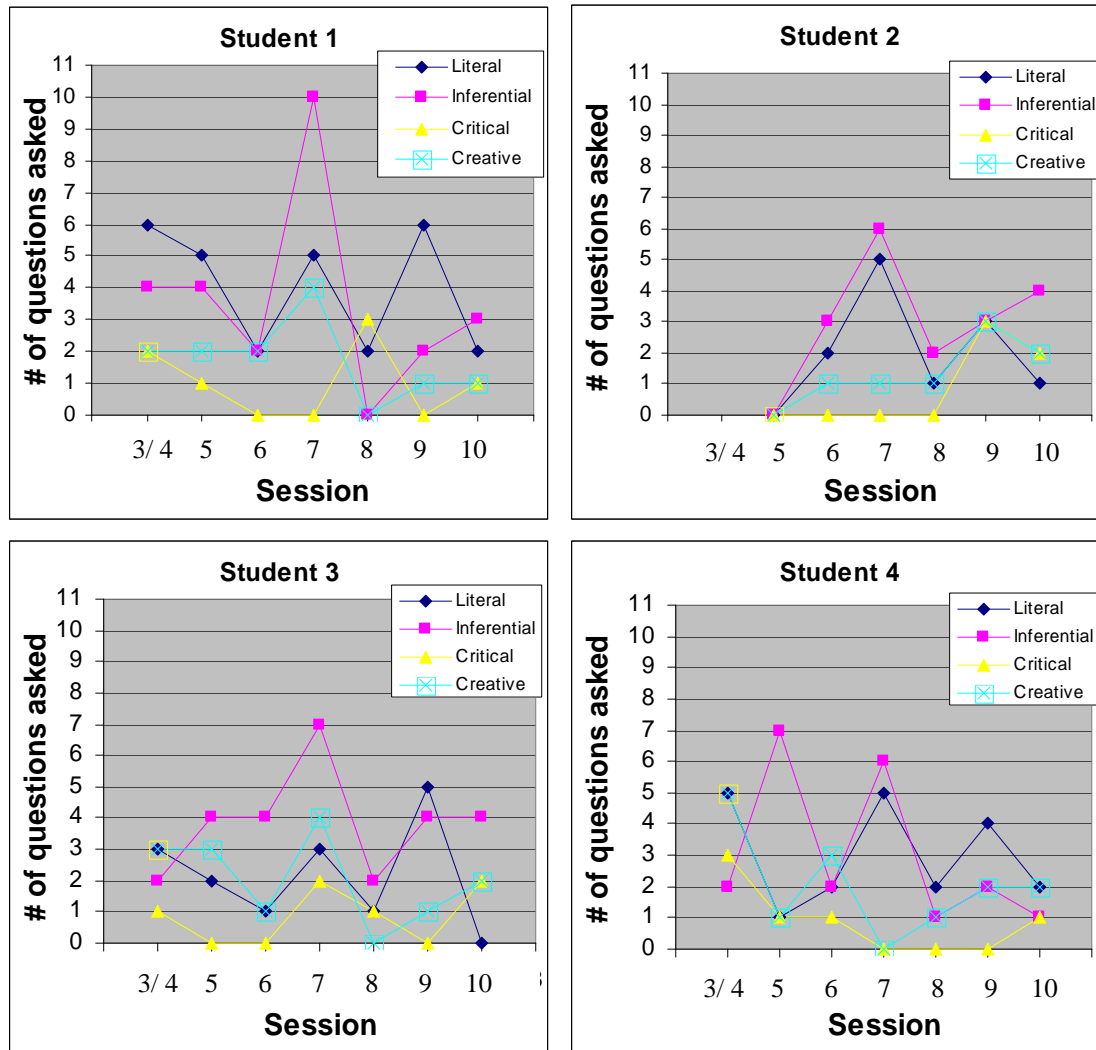


Figure 4 shows comprehension levels of questioning. The four students are able to identify levels of comprehension and justify their questions. (Ref to Appendix 3) However in the critical understanding, the number of questions are low. This shows that this level of comprehension needs to be reviewed and targeted more specifically in future teaching.

Discussion

Smith(1985) asserts “reading is asking questions of printed text. And reading with comprehension become a matter of getting your questions answered”(96). Further, he states, “The ability to ask relevant questions and to know where to find answers in text depends on the familiarity with the type of material involved and particular purpose of the reading”(Teacher questions and schema activation –W. David Le Noir).

During these sessions questions were encouraged and valued. Students participated by making connections at word, sentence, conceptual and topic level. This generated other ideas and students asked more questions.

The ability to question is vital to emergent readers' for it propels them forward from decoding to making meaning of their learning. Thinking aloud questioning strategy helps readers to learn how to make connections between text – text, text to self and to implied information.

With thinking tools to assist them, students began to ask more focused and clarifying questions. They developed skills in sorting and organising ideas in the levels of comprehension. They learn to question the validity of their ideas, communicate and record their questions, responses and thoughts, and give reasons for conclusions

Students gave reasons for changes that may occurred in their thinking. They began to recognise that others may have different opinions and understood that reasoning can be influenced by strong feelings..

To view responses I received form the 4 students in answer to the question, “How has this strategy helped you in your reading of the stories?” Appendix 4

Student in their response indicated clearly how questions assisted them in their comprehension skills. In teaching them to question and become involved in text, they became more passionate and excited in their learning.

Findings Recommendations

Text selection

From this study text selection should be guided by

- Content that relates to the students social and cultural experiences
- Language structures/sentence length and concepts that are accessible to the students' comprehension.
- Key interests of the students
- Appropriate overall text length
- A variety of authors/ writing styles

Explicit teaching always needs to be

- Planned and targeted for specific students.
- Monitored constantly
- Text well orientated
- Time given for students to think and work through their thoughts (wait time)
- Closure given - Feed back to students of what is learnt and achieved

Implications for further teachings – for these student

- Continued practice, encouragement to question text – pre, during and after reading
- Continue explicit teaching of metacognitive practices
- Model oral questions at different levels of comprehension. This can be embedded in different text types
- Literal and reorganization understandings to be further explained.
- Critical understanding should be gradually immersed in questions comments that prompt critical comprehension
- Explore other methods of teaching comprehension eg Luke and Freebody's code of comprehension.

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Appendix 1

Pre reading: This text is not the whole story it is an extract. The title of the book is Callie's Castle. I will invite you to borrow the book soon, for I will not be reading the whole story.

Instructions: I am going to read to you now and as I go along I will show you what my mind is thinking about while I read.

I have prepared some questions what I first thought of as I read this. When I was first reading I stopped and thought of what I am reading . Callie's castle

Lesson1

Callie's Castle

By Rut Park from Callie's castle

As I came out of the school gate, I almost turned left along the way I used to walk to my old home. But when I heard Frances calling me, I ran off quickly in the right direction. Until a week ago, Frances and I had been best friends. What had we quarreled about? It had been something so small, so silly, that I couldn't remember it. I didn't want to, either, for the fight had ended with me blurting out such cruel things that now my face scorched at the thought of them.

To say such things to Frances! Callie nearly groaned aloud. And yet, as Frances came pounding along behind her, she turned in silence, putting on a hostile face.

"Oh, it's all right!" bristled Frances. "I don't want to talk to you. Mrs Wheeler said you were to give this to your mother."

Callie looked at the envelope, on which was written,

Mrs Beck, per courtesy of Callie.

"Take it yourself!" she said.

Frances glowered. "No I won't, you pig."

She threw the letter on the ground and walked away.

Callie waited until Frances had disappeared around the corner. Then she picked up the letter and dawdled down the hill. She was worried. What was Mrs Wheeler writing to her mother about?

On the way home Callie had a daydream about pushing that letter down a storm water drain and saying nothing about it. But Mrs Wheeler would be sure to ask about it. All right then, stand up and say boldly, "My mother says you're a nutsy old lady. Teachers ought to stick to teaching and not write letters home about their pupils, my mother says."

Callie could just see Mrs Wheelers's face going red as everyone roared. That would fix her.

9. I wonder who the author wants me to think about. I feel sorry for Francis and the teacher! I get the feeling that Callie's problem might have something to do with her shifting to

Word count 304

a) Questions....

b) After reading, the questions are read again

Teacher highlights the words in the text that prompted the questions.

Post reading:

a) Now I'd hope when I read the rest of the story I would get the answers to my questions

b) How I came up with these questions.

1) Callie's castle - princes live in castles I am wondering if she is a princess

2) Does the right direction mean the right way? It was answered I think she was talking about the direction she had to go.

1. Princesses live in castles, I wonder if Callie is a princess ?

2. I think Callie must have just shifted to a new house

3. I wonder if Callie is running towards Francis or away from her?

4. Callie seems upset. I wonder why the author has used the words " _____ now my face is scorched at the thought of those words?"

5. More hostile words ...a hostile face... 'Oh, it's alright! bristled Francis. I wonder what has happened to change the friendship between the two girls?

6. The closer the girls have got together the angrier they have become. I wonder how Callie feels now after Francis has said to her "No I won't you pig."?

7. Callie's problems are increasing. She's fighting with Francis, her best friend, and now she has to give her mother a letter from her teacher. Could the teacher be worried about her behaviour?

8. Callie is so angry.

I wonder if she knows why she's feeling like this?

10. I'm wondering if Callie wants to escape to a place where no-one can find her- like a castle hidden in the woods? And if she does who is going to rescue her?

Appendix 2

Student1

Text word or phrase	What was read (Include hesitations)	Text re-read?	Error corrected?	Meaning retained?	Fits with grammar	Sentence sensible?	Looks like text?	Sounds like text/	Additional
It really wasn't	It wasn't really/Sc	/π	/π	π	π	π	π	π	
Friends had swum across	Friends has swun across	/x	/x	X	x	x	p	P	
Lying in the nearby	Lying near undergrowth	/x	/x	π	x	π			Left the words out completely
Holding tightly	Hold tightly/sc	/π	/π	π	x	x	π	π	
Summary of data	Hesitations: none	2 π 2 X	2 π 2 X	3 P 1 X	1π 3 X	2 π 2 X	2 π 1 P	2 π 1 p	

This showed the student was reading fluently making self corrections as she went. For she only made 4 errors and self corrected 2. In the second she may have lost meaning or it could have been a simple mistake. However in her comprehension part of the assessment she got 40 percent of the answers correct.

Student 2

4 re-reading of phrases, 2 hesitations and read the whole text very quickly.

The comprehension score was 60 percent

Student 3

Text word or phrase	What was read (Include hesitations)	Text re-read?	Error corrected?	Meaning retained?	Fits with grammar	Sentence sensible?	Looks like text?	Sounds like text/	Additional
On the shore	On the store/H	/X	/X	P	X	π	π	π	Has lost meaning
Had some great adventures	Had gone great adventures	/x	/x	P	x	x	p	x	
As he scrambled	So he sgrumbled	/x	/x	x	x	x	x	p	Has lost meaning
launched	lunched	/x	/x	x	x	x	π	π	Has lost meaning
triumphantly	The trim family	/x	/x	x	x	x	x	x	She used the initial blend to begin with eg tri
Summary of data	Hesitations: 1	0 π 5 X	0 π 5 X	2 P 3 X	5 X	1 π 4 X	2 π 1 P 2 X	2 π 1 p 2 X	

In this analysis it shows student 3 is not using self correction strategies. She lost meaning 3 times and when she did the comprehension task her score was 50 percent.

Student 4

Text word or phrase	What was read (Include hesitations)	Text re-read?	Error corrected?	Meaning retained?	Fits with grammar	Sentence sensible?	Looks like text?	Sounds like text/	Additional
North and South poles	North and south poles / H /Sc	π	/ π	π	π	π	π	π	
sieve	Se sev seeve	/ x	/ π	P	π	x	p	x	Stressed on the word sound
sqyeezed	Sq squized	/ x	/ x	x	x	x	π	p	
Has oil in its body	Has oil its body	/ x	/ π	π	π	π	π	π	
Hunted	haunted	/ x	/ x	x	x	x	x	x	
Summary of data	Hesitations: none	1π 4 X	3π 2 X	2 π 1 P 2 X	3 π 2 X	2π 3 X	3 π 1 P 1X	2 π 1 p 2 X	

In students 4 data she did not loose meaning of text however her stress patterns and decoding skills need to be further studied.

Appendix 3

Lesson 7

The Best Mate I 've Ever Had (contd)

By Ruby Jensen year 5 Discussion while reading the text:

Frankie and I were hanging around in the sunroom at home.

I don't know why it's called a sunroom, there's been no sun in there since the tree was planted. The Honorable Mayor Thomas decided to place a dead-ugly palm tree right in front of his house, which blocked the light on one side of our property. As Frankie looked out the window, the sight of the palm tree reminded him that his family had their own trouble with Mayor Thomas. You see, recently the Espositos had their house plans rejected for the third time. That meant that Frankie had to keep sharing his room with half of Italy.

Right then, Frankie jumped up, ran out

of the house and through the backyard, grabbing a saw. "Frankie, where ya going?" I shouted, "Just gonna get some light for ya mate!" Frankie said, running down the street and disappearing into Mayor Thomas's garden. I tried to jump over the fence after him, but my extra large undies (for some unknown reason my mum thinks my bottom is the size of a watermelon,) got caught and it took me good minute to get myself un-stuck.

Frankie stopped right in front of the tree and started sawing. After a while he realised he couldn't do this alone.

Suddenly, there were footsteps behind us. It was Mr Rodrigues with a large saw in his hand. We both looked up at he trunk of the tree, grinning, and Frankie said, "It all ends today buddy," as he continued cutting.

More people from the street were eager to help, including old Mrs Ling who didn't have a saw so came with a kitchen knife. Joining them as well was Mr Toufa, who coached football, and while sawing started saying things like "You call that sawing!" and "Come on, move those arms!" Soon after, Mr Theodoridis arrived carrying a chainsaw. All the people who helped us had their own very good reasons for disliking Mayor Thomas, except Mr Theodoridis, who just hated palm trees.

By the end of the day the tree had been removed. Neighbours walked home smiling and feeling satisfied, especially Frankie. He is definitely a hero to all, but to me he is more, he's the best mate I've ever had.

Teacher explains to students what is group sharing. This is conservation as a group, thinking aloud and someone writing down questions and ideas. Cooperatively working as a group is each one taking up a task. Catherine took on the leadership role of assigning roles to each person eg reading, recording , another underlining words being scanned. Each person was allotted a passage to read by Catherine. Simone to be the recorder and Chelsea to underline words.

Discussion as a group :

- St. 4 I don't understand why they called it a sunroom if there was no sun.
- St 3 Well the tree was blocking the sun.
- St. 2 Why is it dead? Isn't he meant to be taking care of it?
- St. 1 Why is it called ugly?
- St. 2 It is called ugly because it is dead.
But why would he place it in front of his house?
- St 3 The honorable Mayor placed it there.
Why would the author call him honorable?
- St. 2. He was mean to plant a dead tree.
- St. 4 I wonder what recently means
- St 2 Recently it means not long ago.
- St 1. They must have really wanted to make the house bigger.
Their plans were rejected 3 times.
- St 2 They must be feeling upset.
- St 3 Half of what?
- St 4 Italy – does this mean they are Italians
- St 3. May be it could be little Italy
- St. 4 Does this mean they are Italians?
- St. 3 Maybe it could be little Italy?
- St 1. How can they build a town n a bedroom?
- St 2 its their family.
- St 2 Why would a child grab a saw and run down the street?
- St 1. He could get hurt.
- St 3 No he went through the back yard.
- St 1 I wonder how old he is? If he is picking up a saw.
It is bendy.
- St 2 Ha ha his undies got stuck on the gate because it was large
- St 4 a fence.
- St 1 why would he be wearing extra large undies?
- St 2 I wonder why his mum thought his size was a watermelon.
- St 3 Well he must be fat.
- St 4 I wonder why he couldn't do it alone.
- St 3 well he was young.
- St 2 Mr Rodrigues was helping him who is the adult.
- St 1 Frankie was grinning he was happy.
- St 3 He is grinning because they were cutting it.
- St 2 Mrs ling is using a kitchen knife may be it is easy to cut with the knife because it is dry.
- St 3 No the drier the stronger
- St 1 the knife can be still sharp
- St 3 it could be a butcher's knife.
- St 2 its not foot ball
- St 1 just because he coaches foot ball
- St 3 what kind of foot ball? It could be soccer or normal football.
- St 1 because he is a coach he was training them
- St 2 Now there's another person coming along
- St 3 wow!! A chain saw
- St 4 Mr Theodoridis must really hate palm trees
- St 2 a chain saw shows how he is feeling.
- St 1 it could be the tree must be big and hard to cut.
- St 3 the town people wanted revenge because they did not like the mayor.
- St 2 feeling satisfied they were all happy they did it together.

Post reading teacher recapped the story asking questions and clarifying the questions asked. Next as a group sorted the questions written. – again with discussion an reasons given students placed questions and thoughts in the four groups.

	Literal Understanding: - I can see the words	Critical Understanding: I make judgments about how the author has written the text.....
St 1	St. 1 Why is it called ugly? How can they build a town in a bedroom why would he be wearing extra large undies? just because he coaches foot ball the honorable Mayor Thomas wanted to plant the tree.	
St 2	Why is it dead? Isn't he meant to be taking care of it? It is called ugly because it is dead. But why would he place it in front of his house Why would a child grab a saw and run down the street? I wonder why his mum thought his size was a watermelon its not foot ball	
St 3	Well the tree was blocking the sun. Half of what? No he went through the back yard.	The honorable Mayor placed it there. Why would the author call him honorable?
St4	I don't understand why they called it a sunroom if there was no sun. I wonder what recendly means a fence. I wonder why he couldn't do it alone The Espositors wanted t change things in their house.	
	Inferential understanding: The words give me other ideas....	Creative Understanding : I make or say my own ideas/ thoughts about the text
St 1	They must have really wanted to make the house bigger. Their plans were rejected 3 times Why would he keep on cutting if someone was watching? He could get hurt. Frankie was grinning he was happy. Why have a sunroom if there is no sun? it could be the tree must be big and hard to cut. feeling satisfied they were all happy they did it together. Frankie did not ask for help Frankie was an Italian	He was meant to plant a dead tree. I wonder how old he is? If he is picking up a saw. It is bendy. the knife can be still sharp because he is a coach he was training them
St 2	They must be feeling upset. its their family. Ha ha his undies got stuck on the gate because it was large Mrs ling is using a kitchen knife may be it is easy to cut with the knife because it is dry. Frankie was angry with the Mayor.	Mr Rodrigues was helping him who is the adult.
St 3	Well he must be fat. well he was young. He is grinning because they were cutting it the town people wanted revenge because they did not like the mayor. I think the neighbours wanted to help him I think the ugly tree was reminding him of his own family had troubles with the Mayor. Yeah they sent in the plans 3 times The town people were trying to tell the mayor something.	No the drier the stronger it could be a butcher's knife. what kind of foot ball? It could be soccer or normal football wow!! A chain saw some one who gets you into that much of trouble I would not like to be their friend.
St 4	Italy – does this mean they are Italians Mr Theodoridis must really hate palm trees The Espositors wanted to change things in their house I think they were all upset with the mayor Frankie was just probably sharing his room with half his family. Or many of his brothers and sisters.	I think the neighbours were satisfied because they removed the tree.

Appendix 4

Quote:

Student 1

I can ask questions

I enjoy the story

I am not bored

I understand the meaning of the story

Student 2

I have enjoyed the stories especially the ones that are funny

Questions helped me to enjoy it more

Talking with my friends was good

Questions helped me to give the answers

Questions help me to think of what the author is saying.

Student 3

Questions give me answers

I can get to the heart of the story

When I get the picture of the story in my mind, I start asking myself How when who and why

I can scan for words to give me clues.

Student 4

Now I can read properly.

I can ask questions and understand what the author is trying to say

I know what type of questions I am asking

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