

Teaching Year Three students to predict before reading will improve comprehension of a text.

Abstract

This study explores the effects of explicitly teaching readers to predict before reading in order to improve comprehension. The students identified for this study had experienced difficulties with inferential comprehension despite having very good decoding skills. It was surmised that teaching students to predict would help them in this key area of text understanding. Each of the teaching sessions used in this research reinforced the skill of prediction, focusing on character, setting and plot. The students were withdrawn from their regular literacy lessons for a period of between 30 and 40 minutes.

This study found that there was some measurable improvement in comprehension after teaching students to predict, however, it was not conclusive. This study shows that there are implications for teaching practice in the area of comprehension in Year Three specifically; however, the implications have an impact on higher year levels as well.

Introduction

The purpose of reading is to gain meaning from the text being read. Over the last decade, Catholic primary schools have been focusing on literacy in the Prep, One and Two area of the school. As a result of this emphasis, by the time a child reaches Year Three, theoretically they have developed decoding skills that are well honed, however, in the area

of comprehension they falter. The focus has been on learning to read and they now need to read to learn, thus requiring an ability to understand what they read. While many children do pick up these comprehension skills in the early years of schooling, what has been discovered at my school is that the majority of students do not and while they read accurately, they do not fully comprehend what they read. Comprehension is an area that poses problems for teaching. Teachers are not able to assume that reading accuracy and comprehension are linked. Comprehension skills need to be explicitly taught, hence the purpose of this research.

Comprehension is an activity done mentally in a fluid cycle (Zygouris-Coe and Glass, 2004; Duffy, 2003). At the beginning of the cycle a reader anticipates what will be in the text and the meaning that they will get from it. Predicting involves thinking about the text to make plausible guesses about what will happen next (Block, Rodgers and Johnson, 2004). Prediction is believed to be a key part of the reading process as it gives a reader a purpose for reading, to prove or disprove the guesses they make regarding the text to be read. When predicting readers need to use the information in the text, or about the text, such as title, front cover or blurb to make plausible predictions, however, this is not enough. Readers must also rely on their previously acquired knowledge.

Giving readers the skills to predict using text features and their own knowledge of the topic or text being read allows them to tune their thinking to assist with vocabulary or concepts that may appear in the text. There have been several strategies developed by researchers to aid in the teaching of skills in the area of prediction to improve comprehension. One of these strategies is the Imagine, Elaborate, Predict and Confirm strategy devised by Wood and Endres. This strategy is designed to help students understand new information using prior knowledge. Even though there are children who have some difficulty creating mental images before or while reading, research has shown that no matter what ability level a

student has, they can be taught this strategy to help improve their comprehension (Wood, 2002; Finch, 1982; Gambrell and Bales, 1986; Gambrell and Koskinen, 1982).

This study aims to further research the concept of teaching prediction to improve the comprehension levels of Year Three students. Having children think beyond 'What will happen in this text?' and develop detailed predictions about character, plot and setting based on the title of the text, pictures, key words and possibly the blurb.

Prediction

Teaching Year Three students to predict before reading a text will improve comprehension of a text.

Method

Design

An OXO design will be utilized to explicitly teach the students to predict before reading a text. The prediction will focus on characters, setting and plot. Through the sequence of nine lessons (see Appendix 1), the students' ability to make predictions based on text title, pictures and key words will be monitored.

Participants

The two students chosen for this study were both in Year Three, however, from different classrooms. The selection of these students was based on their pre-test data. A group of children was presented based on teacher recommendations and after assessing their oral language skills and their prose reading and comprehension skills, these students were deemed most at risk and they were given the nine lessons. Neither of these children had qualified to participate in Reading Recovery when in Year One.

Participants	Learning Difficulties
Student A	Is 8 years and 4 months of age. She was born in Australia, however, her family heritage is Iraqi and the language spoken at home is Chaldean. She is the second of three children. Her oral language abilities are very poor, only speaking when directly spoken to and she presents as a shy, inhibited child who lacks confidence when speaking to others. When reading prose, her accuracy level is quite good, however, her level of comprehension is low as she is unable to infer or re-organise texts to ascertain the intended message within the text.
Student B	Is 8 years and 2 months of age. She was born in Australia and the language spoken at home is English. She is an only child, her parents are separated and she spends the majority of her time in the company of adults. Despite her experiences with the English language her oral language abilities are poor, her thought processes are slow and this impedes her ability to clearly express her ideas. When reading prose, her accuracy level is good, however, she has a low level of comprehension, unable to infer or re-organise texts to determine the message within the text.

Materials

Materials included:

- *Record of Oral Language* to determine the students' oral language abilities. Pre-test sentences taken from ROL text. Post-test sentences compiled by Catholic Education Office staff, following the same structural patterns as those in the ROL book (refer to Appendix 2).
- *Synonyms test*. As there are no commercial tests available to assess the students' abilities to name synonyms, a test was devised comprising 9 common words and the students were asked to provide a plausible synonym when each word was presented in a sentence (refer to Appendix 3).

- *PROBE Reading and Comprehension Assessment* was used to determine the students' reading age and comprehension skills. The PROBE determiner was administered to ascertain the students' reading age and the appropriate text was administered.
- *Commercially produced texts for students to read in each teaching session.* The following text titles were used (complete details listed in bibliography):
 - *Zoltan the Magnificent* by Bob Graham
 - *Going Home* by Eve Bunting
 - *Iva Dunnit and the Big Wind* by Carol Purdy
 - *Cinderboy* (big book) by Lauren Anholt and Arthur Robins
 - *Lights Out!* (big book) by Stephen Gard
 - *Uncle Ollie's Farm* (pgs 30 – 34 Rigby Literacy Collections 2 Middle Primary) by Kerri Lane
 - *Why You'll Never Find a Lion in the Rainforest* (pgs 30 – 35 Rigby Literacy Collections 3 Middle Primary)
 - *Giant of the World* (pgs 302 – 309 The School Magazine Oct 2002 [Vol. 87 No. 9] Countdown) by Dianne Bates
 - Texts taken from *Good to Read 3* by Libby Hathorn
 - *Ironhead and the Ants* by Gerald Rose
 - *Nurse Matilda Arrives* by Christianna Brand
 - *Rabbit and Elephant* by Leila Berg
 - *Babka's House* by Edith Brill
 - *A Pancake Party* by Hazel Edwards
 - *Lisbet and the Pea* by Astrid Lindgren

Procedure

Pre and post tests were administered to students A and B. The Record of Oral Language was administered first, followed by the Synonyms test, then the PROBE Determiner and finally the PROBE prose reading and comprehension.

As the teaching sessions required various amounts of discussion it was deemed appropriate and necessary that the teaching group be expanded to six students. The four students chosen to join students A and B were chosen because they required similar development of their comprehension skills, however, their oral language abilities were more developed thus making them good models for the two participants in this project.

The students were withdrawn from their classrooms for the sessions. Each session was conducted at times that did not clash with specialist classes and were convenient for the classroom teachers. As much as possible, sessions were conducted at the same time as the literacy block. An area of the library, usually used by teachers for planning was the allocated venue for each session. It is an area that can be closed off from the library which meant that the students were able to work in relative quiet.

Each teaching session involved oral language, prediction and literal and inferential comprehension. Each session began with a recap of the information developed in the previous session and they concluded with a reflection of each session's focus. The prediction of the texts being read in each session centred around three main elements; characters, setting and plot.

The teaching sequence consisted of

- a) Explicit teaching/recap of concepts from previous session
- b) Prediction of text for the session

- c) Reading the text
- d) Comprehension of text
- e) Reflection – express the learning done in the session

Refer to Appendix 1 for complete session outlines.

Results

The participants' involvement in all sessions demonstrated an improvement in their ability to predict. All six participants were enthusiastic about the activities and each of them willingly took part in the tasks. In each lesson the participants were able to demonstrate that learning had taken place. This was evident in the students' predictions and subsequently their answers to questions given to ascertain their comprehension of the texts read. Students A and B worked effectively in the small group environment, however, student A was less willing to speak to the group. Her oral skills were better presented in a one-to-one situation and when conducting the post-test her ability to predict was more evident than in the small group setting.

All students showed improvement in their ability to comprehend the texts read in each of the sessions. This was evident as the students answered questions in the sessions. The answers the students provided became more detailed and insightful as the sessions progressed. The improvement continued even when the texts became more complex or whether the students read them independently or listened to them. As the sessions developed, the texts became more difficult and detailed and the students were expected to keep up with this increase. All of the students demonstrated that as the text length increased and the content became more involved, if they predicted before reading then they were better able to comprehend them.

By asking the students to predict the characters, setting and plot within a text it was intended that this would help them to not only read the text with greater accuracy, but to also assist them with their comprehension. The students demonstrated that when they predicted what a text may be about, whether they used only the title of the text or other elements, they were able to recall facts and make simple inferences. One of the key concepts that the students fully grasped (demonstrated by their constant reference to it in each session) was that a prediction was a guess that they made and that by being a guess it did not have to be correct. This also meant that they were able to change their mind as they read, continually predicting, confirming or changing ideas.

Results for Students A and B

Student A

	Record of Oral Language	PROBE Reading Age	Comprehension raw score	Synonyms
Pre-Test	52% (22/42)	6.5 – 7.5	14% (1/7)	55% (5/9)
Post-Test	54% (23/42)	8.5 – 9.5	50% (4/8)	44% (4/9)

Student B

	Record of Oral Language	PROBE Reading Age	Comprehension raw score	Synonyms

Pre-Test	61% (26/42)	6.5 – 7.5	57% (4/7)	44% (4/9)
Post-Test	76% (32/42)	7.0 – 8.0	37.5% (3/8)	44% (4/9)

Student A's low oral language skills and her general shyness, made it difficult for her to fully participate in the initial sessions of this research. As the sessions progressed, she became more comfortable with the other participants and the facilitator. She never volunteered her ideas or predictions, however, when she was called upon, she was able to do so. Student A's post-test results indicated that she had improved her PROBE reading age and her ability to comprehend had also improved. The predictions she gave for the post-test were very detailed, however, she had appeared to have misinterpreted the title *High Dive*. This misinterpretation may have caused her difficulties; however, as the results show her ability to comprehend this text was not adversely affected. Although her participation in sessions was not always evident, the results of her post-tests indicate an improvement in her comprehension skills. When completing the pre-test, Student A had difficulty answering inferential questions, however, in the post-test she was able to successfully answer two out of three inferential questions.

Student B's pre-test data shows that she had reasonable oral language skills, however, her ability to participate in the teaching sessions was hampered slightly by her lack of confidence. As she became more comfortable in the small group she was able to contribute her ideas more freely. The improvements that Student B made in reading accuracy were good, however, substantially less than those made by Student A. The results show that her ability to comprehend a text decreased when the text level increased. Student B's ability to predict using the title of a text is very good. She was able to make reasonable assumptions about the content of a text using the title only. She included predictions about character,

setting and plot. These predictions whilst plausible did not help her with the inferential comprehension questions related to this text. She was able to correctly answer only one out of four inferential questions, however, she was able to re-organise information in the text to answer other questions accurately.

It was expected that the students' ability to identify and recall synonyms may assist them with their comprehension or recall of texts. This research did not set out to prove that this would definitely happen, however, it is noted that both Students A and B ability to recall synonyms may be considered underdeveloped. The test devised to assess this knowledge was developed because a commercial test is not available. Upon analysis of the students' results with this test, it is clear that the test needs further development. Despite the words being presented in sentences and the students being asked to replace them with plausible substitutes, some of the words proved quite difficult and they were not easily replaced. When replicating this assessment it would be advised that words and synonyms be appropriate to the year level being assessed.

Discussion

It was anticipated that during the teaching sessions for this research that all of the children involved would improve their comprehension skills. It was observed that Student A had made improvements in the areas of reading accuracy and comprehension, however, Student B's progress was not apparent. Based on the pre-test data it was expected that Student B would make greater improvements than Student A, however, despite her lack of willing participation in the teaching sessions, Student A has demonstrated the greater improvement.

Whether explicitly teaching students to predict is effective or not is undecided. The results have shown that it can make some difference or none at all. Student B's ability to predict assisted her when reading the text used in her post-test, however, she still struggled with the inferential questions resulting in a low comprehension score. Conversely, Student A, who increased her PROBE reading age by 2 years, was able to comprehend the text read in her post-test more easily because she predicted before reading. These results were interesting because Student B has more developed oral language skills than Student A. Both students made some progress with their oral language abilities, however, Student A's progress was minimal. These results indicate that a student's oral language development may not directly affect their ability to comprehend a text as much as having the opportunity to discuss the text and create some ideas that may be present in it.

As Wood and Endres describe in their *Imagine, Elaborate, Predict and Confirm* strategy, giving students the opportunity to activate their prior knowledge, make predictions and develop an interest in a text they may be about to read, will improve their ability to better comprehend the meaning of the text, not just recall main events and character names. Comprehending beyond the literal level is important for the reader to understand the author's message, therefore being able to infer and identify a message that is implied is also important. By having the students in this study predict before reading, it was hoped that they would be able to infer with greater accuracy. The results have shown that in the case of Student A this was achievable, however, Student B was not able to do this as easily.

Further teaching for Student B in this area may further develop her ability to infer, however, it should be made more explicit to her, perhaps then she may fully understand the concept of implied or imbedded messages in a text. It is suggested that all students, particularly at a Year Three level be instructed in the area of prediction and that a great deal of time be

dedicated to this practice in order for students to develop the ability to do it intrinsically and automatically each time they read.

Future research into the impact of oral language development on comprehension would be of interest. It would also be worthwhile to research in detail which specific areas of comprehension would benefit most from teaching students to predict. One of the main areas of difficulty both students in this study had was re-organising information in a text to create a single idea. Would teaching this comprehension skill explicitly, help with overall comprehension of a text?

During the execution of the teaching sessions for this research various problems arose and in order for this research to be replicated these problems would need to be avoided in the future. Two main issues presented themselves; the ineffective synonyms test and the fact that the facilitator of this research holds a position in the school that affected the consistency of the teaching sessions. At one point the students missed two weeks of lessons due to public holidays and year six camp. It is recommended that a facilitator undertaking these teaching sessions in the future ensures a consistent time line.

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Appendices

1. Teaching Sessions
2. Synonyms Test
3. Alternative Record of Oral Language sentences

Lesson One: Focus on oral language

Activity	Task Description	Time
Discussion about what good readers do	Discuss with the students what they do when they read and create a list to display during each lesson. List ideas for word, sentence and text level.	5 min
Discuss the concept of 'prediction'	What is predicting? Why should we predict when we read? When should we predict? (Write on a chart to refer to later)	5 min
Picture Prediction	Look at a picture and predict what might be happening (the plot), who the characters might be and their relationship to each other. Pictures used: pg 24 <i>Zoltan the Magnificent</i> by Bob Graham, pg 6 <i>Going Home</i> by Eve Bunting and pg 2 <i>Iva Dunit and the Big Wind</i> by Carol Purdy.	10 min
Using the story title to gain information about the text	Present titles of stories and have the children predict what the story may be about from the title. Titles used: <i>Why You'll Never Find a Lion in the Rainforest</i> and <i>Uncle Ollie's Farm</i> . Record the students' predictions to clarify or change when reading these texts in following lessons.	10 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Lesson Two: Focus on oral language, using imagination and verbalizing their thoughts

Activity	Task Description	Time
Draw pictures to show thinking	Give each student a sheet of paper with an imaginary story title on it and ask them to draw what they think the main character/s look like and the setting for the story	15 min
Share Pictures	Each child shares their picture describing their prediction of the plot using their character and setting pictures to help.	10 min
Recap 'Prediction' – What is it? How do we do it? and so on.	Revisit the chart created in first lesson. Create a new chart listing the features of a text that can be used to assist with predictions. E.g. title, front cover, pictures, blurb and so on.	5 min
Key Words	Introduce students to the concept of key words. What they are and how they can be used to assist in prediction.	5 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Lesson Three: Focus on oral language, make predictions and discuss reasons for the predictions

Activity	Task Description	Time
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Recap 'Prediction' – What is it? How do we do it? and so on.	Revisit the chart listing the features of a text that can be used to assist with predictions. E.g. title, front cover, pictures, blurb and so on.	5 min
Using the features of a text to create a prediction	Using the features discussed above have children make predictions about <i>Cinderboy</i> by Laurence Anholt and Arthur Robins. List predictions on a sheet of paper to be referred to later when checking predictions.	10 min
Read the book	Read <i>Cinderboy</i> . While reading, stop at appropriate places and confirm or change predictions using new information given in the text.	15 min
Discuss why we change predictions	After reading look at predictions made at the beginning and those made while reading. Have a discussion about why some predictions were accurate and why some had to be changed.	5 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

N.B: *Cinderboy* – big book by Lauren Anholt and Arthur Robins

Lesson Four: Focus on oral language, make predictions, using text title and key words (no pictures) and discuss reasons for the predictions

Activity	Task Description	Time
Discuss what we have done so far and why we have done it.	Have a discussion about what we have done in the first three lessons (what we do when we get a book or piece of prose to read, what prediction is and how we do it, etc.) Ask students to express why they think that prediction is so important when reading. Pose the question does predicting help us understand a text better?	5 min
Prediction	Using the book title only (<i>Lights Out!</i>) students discuss in pairs what they think the story will be about. Then using some basic key words taken from the text they will refine their predictions.	5 min
Read the book	Read <i>Lights Out!</i> While reading, stop at appropriate places and confirm or change predictions using new information given in the text.	15 min
Comprehension	Assess student's comprehension of the text by asking some questions that are both literal and inferential. Ask them to explain their answers by referring to the text to show how they arrived at their answer.	10 min
Refer to question posed at the start	Ask the students the question again: Does predicting help us to understand a text better? Discuss their reasons and list them	5 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

N.B: *Lights Out!* – big book by Stephen Gard

Lesson Five: Focus on making individual predictions, using text title and key words (no pictures) and giving reasons for the predictions. Confirm predictions by reading text in sections.

Activity	Task Description	Time
Discuss what we have done so far and why we have done it.	Have a discussion about what we have done in the first four lessons (what we do when we get a book or piece of prose to read, what prediction is and how we do it, etc.) Ask students to express why they think that prediction is so important when reading.	5 min
Prediction	Refer back to the predictions made in lesson 1 for text <i>Uncle Ollie's Farm</i> . Ask the students to elaborate a little further on these predictions independently. Use the headings, setting, characters and plot to guide their predictions. (Show the students the first picture to help them refine their predictions)	5 min
Read the text	Read <i>Uncle Ollie's Farm</i> . Remind the students to think about their predictions as they read and to make changes or confirm as they go. (Read silently)	15 min
Comprehension	After reading assess student's comprehension of the text by asking some questions that are both literal and inferential. Ask them to explain their answers by referring to the text to show how they arrived at their answer. (Completed orally)	10 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Questions used to assess comprehension:

Literal

1. Who owns the farm?
2. What was Uncle Ollie doing on Tom and Becky's first day at the farm?
3. Why couldn't Becky and Tom go with him?

Inferential

1. Do you think Becky and Tom were pleased about being at Uncle Ollie's farm? How do you know that?
2. Who was older Becky or Tom? Why do you think that?
3. Had Tom and Becky been to Uncle Ollie's farm before? How do you know that?
4. Why did Becky and Tom climb the tree when they came to the bull?
5. Was Uncle Ollie mad at Becky and Tom for not following the correct map? How do you know?

N.B: *Uncle Ollie's Farm* by Kerri Lane (pgs 30 – 34 *Rigby Literacy Collections 2 Middle Primary*)

Lesson Six: Focus on making individual predictions, using text title and key words (no pictures) and giving reasons for the predictions. Confirm predictions by reading text.

Activity	Task Description	Time
Revise the	Ask students to express why they think that prediction is so important	10 min

purpose of predicting.	when reading. Explain how they use it and how it helps them to better understand a text.	
Prediction	Write <i>Why You'll Never Find a Lion in the Rainforest</i> on the whiteboard and ask the students to record their predictions (<i>also predict what genre the text may be</i>). Use the headings, setting, characters and plot to guide their predictions. (Show the students the picture of the lion with the title to help them refine their predictions) Give the students the following words and their meanings to help them when reading: adviser, viper, poisonous, gnashed, piranha, jaguars, ocelots, sloth, Characters' names: Archimedes, Bernard, Marcello, Tania, Serge, Sebastian	15 min
Read the text	Read <i>Why You'll Never Find a Lion in the Rainforest</i> . Remind the students to think about their predictions as they read and to make changes or confirm as they go. (Read silently)	15 min

Lesson Seven: Focus on using information gained in text to answer literal and inferential questions.

Activity	Task Description	Time
Revisit predictions	Refer back to the predictions made in lesson six. Why did the students predict these things? Etc.	5 min
Re-read text	Re-read <i>Why You'll Never Find a Lion in the Rainforest</i> . (Read silently)	10 min
Comprehension	After reading assess student's comprehension of the text by having them answer some questions that are both literal and inferential. They write down their answers then share them with the group. Ask them to explain their answers by referring to the text to show how they arrived at their answer. (Completed orally)	15 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Questions used to assess comprehension:

Literal

1. Where did this story take place?
2. Why was Bernard bored?
3. Name three characters mentioned in the story and explain what sorts of animals they are.

Inferential

1. Is Bernard a brave lion? How do you know?
2. Do you think the animals in the rainforest wanted him to be their king? Why do you say that?
3. Do you think all lions would be scared in the rainforest or just Bernard? Why do you say that?

N.B: *Why You'll Never Find a Lion in the Rainforest* (pgs 30 – 35 *Rigby Literacy Collections 3 Middle Primary*)

Lesson Eight: Focus on making predictions, using text title and key words (no pictures) and giving reasons for the predictions prior to listening to a story that has no pictures.

Activity	Task Description	Time
Revise the purpose of predicting.	Explain how they use it and how it helps them to better understand a text. Discuss that predicting can be done even when only listening to a story.	5 min
Prediction	Write <i>Giant of the World</i> on the whiteboard and ask the students to record their predictions (<i>also predict what genre the text may be</i>). Use the headings, setting, characters and plot to guide their predictions. (Explain that there are now pictures for this text)	5 min
Read the text to the students	Read <i>Giant of the World</i> to the students. Remind the students to think about their predictions as you read and to make changes or confirm as they go.	15 min
Comprehension	After reading assess student's comprehension of the text by having them answer some questions that are both literal and inferential. They write down their answers then share them with the group. Ask them to explain their answers by referring to the text to show how they arrived at their answer. (Completed orally)	10 min
Reflection time	Each student describes what new knowledge they have acquired during the lesson.	5 min

Questions used to assess comprehension:

Literal

1. Where did this story take place?
2. Name three things that Derek did the night he was a giant?
3. What was Derek's dad doing the morning he woke up as a giant?

Inferential

1. Who was older Derek or his sister Yasmin? How do you know that?
2. Derek said his hands were as big as bath tubs? What did this mean?
3. Derek said he put his finger into the volcano's 'fierce mouth'. What does this mean?
4. Do you think what happened to Derek was real? Why do you say that?

N.B: *Giant of the World* by Dianne Bates (pgs 302 – 309 *The School Magazine* October 2002 [Vol. 87 No. 9] Countdown)

Lesson Nine: Focus on using all the skills learnt and practiced in previous lessons to read a text and retell it to the group in detail.

Activity	Task Description	Time
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Revise the purpose of predicting.	Explain how they use it and how it helps them to better understand a text. Discuss when predicting is done. Explain task to be completed.	5 min
Prediction	Each student will be given a different text. They will be given a card that has the title of the text they will read written on it. Using this card they give brief predictions using the headings characters, setting and plot. Record on the white board each student's predictions to refer to later.	10 min
Read the text	Each student reads their text	15 min
Comprehension	After reading each student will retell their story in detail. From this you will determine if they have comprehended the text. Ask some inferential questions to ascertain their full level of comprehension, as a retell may only show literal comprehension.	15 min
Reflection time	Each student describes what new knowledge they have acquired during the series of lessons conducted and ask them to explain how they will use their acquired skills in class from now on.	5 min

TEXTS USED:

All texts were taken from *Good to Read 3* by Libby Hathorn

Ironhead and the Ants by Gerald Rose

Nurse Matilda Arrives by Christianna Brand

Rabbit and Elephant by Leila Berg

Babka's House by Edith Brill

A Pancake Party by Hazel Edwards

Lisbet and the Pea by Astrid Lindgren

Synonyms Assessment

Appendix 2(a)

Student Name:

Date:

Words given:

Synonym given:

happy

strong

bad

fast

untidy

old

clean

difficult

damp

Sentences used for Synonyms Test

Appendix 2(b)

1. I was happy when I won the race.
2. The man was able to lift the tree because he was strong.
3. That was a bad thing that you did.
4. He ran the race fast.
5. Your room is very untidy.
6. The old building is going to be destroyed.
7. Please keep your work area tidy.
8. I couldn't do my homework because it was too difficult.
9. I spilt my drink in my bag and now it is damp.

NAME: _____ GRADE: _____ RECORDER: _____
 DATE: _____ STUDENT'S AGE: _____ years _____ months

**RECORD OF ORAL LANGUAGE
 ALTERNATIVE LEVELLED SENTENCES**

LEVEL 1 – PART 1	LEVEL 1 – PART 2
A. <i>My mother's arms are cuddly.</i> []	A. <i>My brother's television is noisy.</i> []
A. <i>Kitty is eating some food.</i> []	B. <i>Mummy is pushing her pram.</i> []
B. <i>Jessie is playing at school.</i> []	C. <i>David is going to soccer.</i> []
C. <i>Dad is giving me a book.</i> []	D. <i>Sally is making me a cake.</i> []
D. <i>I bet she's in there.</i> []	E. <i>I know she's here.</i> []
E. <i>There's another chapter book.</i> []	F. <i>There are some other toys.</i> []
F. <i>He's eating his lunch slowly.</i> []	G. <i>She's riding her skateboard very fast.</i> []

Total for Level 1

**RECORD OF ORAL LANGUAGE
ALTERNATIVE LEVELLED SENTENCES**

LEVEL 2 – PART 1	LEVEL 2 – PART 2
A. <i>That small car over there is going to be my mother's.</i> []	A. <i>The old bike in here used to be my sister's.</i> []
B. <i>The girl near the park was walking her dog.</i> []	B. <i>The boy from over there was calling a dog.</i> []
C. <i>The car drove to the edge of the road.</i> []	C. <i>The cat went under the chair in the house.</i> []
D. <i>For the holidays Kerry got her a kite.</i> []	D. <i>For the wedding Aunty gave us a vase.</i> []
E. <i>Will you buy what is sitting on the shelf?</i> []	E. <i>The lady heard what the man was saying to the boy.</i> []
F. <i>There goes a small animal with feathers sticking out its tail.</i> []	F. <i>Here is my sister driving in her motorcar.</i> []
G. <i>My sister cooked the eggs up very slowly.</i> []	G. <i>The boy hit the ball far across the field.</i> []

Total for Level 2

**RECORD OF ORAL LANGUAGE
ALTERNATIVE LEVELLED SENTENCES**

LEVEL 3 – PART 1	LEVEL 3 – PART 2
A. <i>Be as alert as you can</i> when your mother's alone. []	A. Be very careful diving where there's a deep pool. []
B. <i>My nanna and pa</i> want to start going <i>to the shops</i> . []	B. <i>That man and the one over there</i> like to read <i>the paper</i> . []
C. <i>The three boys</i> ran across the park <i>in a fast time</i> . []	C. Some of the people spoke quickly to each other [] at the football.
B. <i>The greengrocer</i> gave my daddy <i>some big plums</i> . []	D. The old teacher told his class a funny story. []
C. <i>The girl heard</i> who her brother <i>was taking the toys to</i> . []	E. The mother knows how much milk we will need for [] the cake.
D. <i>Here are the games</i> that you were playing <i>in my class</i> . []	E. <i>There goes the policeman</i> who caught out the thief [] <i>at the bakery</i> .
F. <i>My father often puts the bike behind the shed at night</i> . []	G. <i>My sister</i> usually puts some meat outside <i>for the dog</i> . []

Total for Level 3
Level 1
Level 2

Grand Total

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