

Explicitly teaching Grade 5/6 students who have reading comprehension difficulties to formulate questions, create self talk and speculate relevant answers before, whilst and after reading increases their level of comprehension of factual texts.

Lessons and necessary stimulus activities

Introductory lesson

30 minutes

Questioning:

- Remind students of words that start questions
- Show posters cues-who, what, when, where why, how,-display
- Talk about how to answer questions in written form-student should know this...use words from question to start answer
- Talk about how to do this well orally---we sometimes don't we just complete answer rather than giving full answer orally
- **Visual for daily stimulus on blackboard-words & answer starting hints**

First impressions/predicting:

- Remind students of how to do this well....
(Look @ –title, diagrams, context (part of series))
- By predicting we can create a feel for the text ...subject, fact/fiction, if of interest to us etc.
- **Visual for daily stimulus on blackboard-reminders of how to create a first impression of a text**

Vocab:

- Discuss with students what to do if come across unknown words in text-read on, re-read, predict via context clues
- **Visual for daily stimulus on blackboard-hints of what to do if stuck on a word**

Questioning strategy work 'books'

Using last 6 pages of English book & cover-

- page 1 heading 'Questioning Strategy practice work':

- page 2 into 4 sections-lessons 1-4:
- page 3 into 4 lessons 5-8:
- page 4 into 4 lessons 9-10:
- page 5 is Reflection page:
- page 6: RAT graphic-student paste in & label sections
- back cover has question worksheet-for tallying-students to paste this in & label various sections

RAT

- **Teacher introduce RAT cue:**

Read

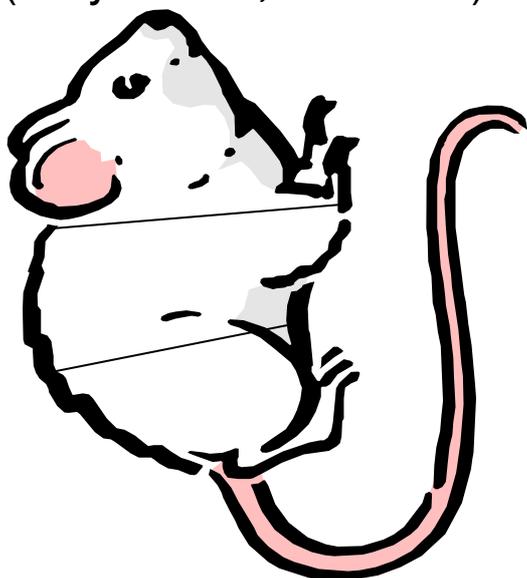
(Read title, text, maps, , pictures, captions)

Ask

(Ask to self questions –who, what, when, where, why, how)

Think/talk

(To yourself, to others)



- Students label their 'RAT' with labels and descriptors
- **Visual for daily stimulus on blackboard**
- Teacher models **RAT** reading via a text.....

Question mark cue:

- Students label space beside each sector-who, what, when, where, why and how.
- Teacher explains that each time make up a certain question tally off in that sector
- Used to encourage variety of questions

Questions

**Answering
questions well in
written and
spoken form.**

**Use as many
words from the
question to begin
your answer.**

First impressions /Predicting

**First impressions
of a text tell us a
lot.**

Refer to the title
and diagrams. This
gives us a feel for
the text & possible
content

Vocab

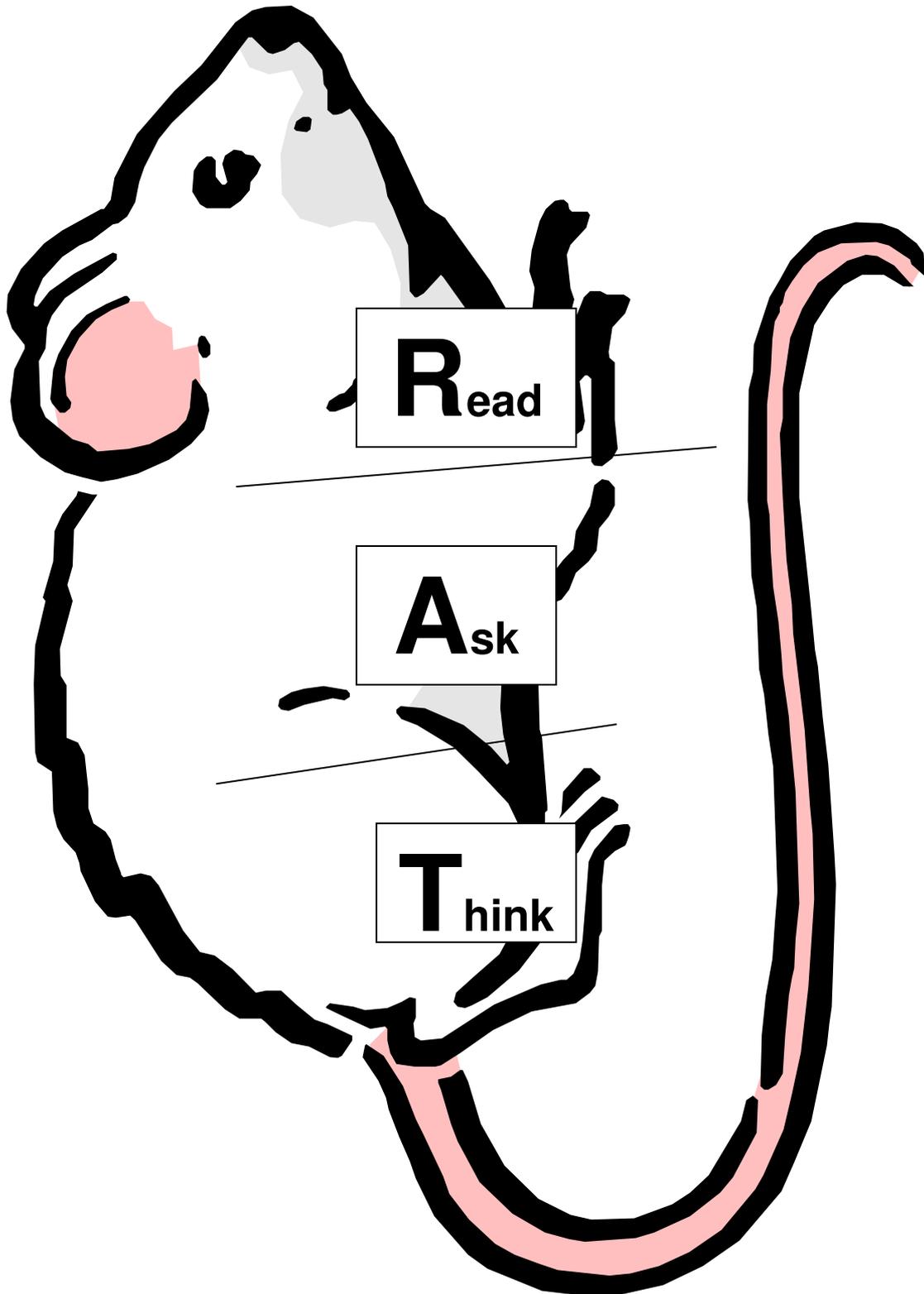
Unknown words

Read on, re-read,
predict using
content clues



Question Tally Sheet

RAT Reading Prompt



HOW

Wno

Women

What

Wnere

www

Wmich

Lesson 1: *Text: General statements*

20 minutes

- Review Questioning strategies-words & hints poster
First impressions/ predictions poster
RAT readers do.....
From Introductory session
- Teacher reads a statement aloud & asks students 'What questions would you have asked if I had said this?' (On Overhead)
- Tell me a Who question, How question, that this text definitely answers Etc
- Teacher models reading a statement aloud & verbalising questions & thought process
'has words...so must be about....' Etc
Repeat several times using different examples
- Debrief: 'What did I do before, during and after reading each statement'
'What actions did I use?'
'What was my thought process?'
'Was I a 'RAT' reader?'

Lesson Reflection:

At end of the lesson make time for:

Personal reflection: students complete in books ...what they learnt, practised in lesson, what self scripts they are developing....

Share time: Students verbalise to the group their learnings, achievements, queries etc..., discuss vocab –make synonym chart for constant referral, update each lesson

Recording responses: Teacher to make point of interacting with each student & make specific notes re their reflection & 'sharings':

Ask students what they did & how this helped them

Statements for Lesson 1: On Overhead

A soccer ball is round and usually made of leather.

*(What shape is a soccer ball?
What is it usually made of?)*

It can be kicked, or played with the head, the legs, or the chest.

*(How is a soccer ball used?
What parts of the body touch the soccer ball?)*

The goalkeepers are the only players who are permitted to touch the ball with their hands.

(What players are allowed to touch the ball with their hands?)

Adult beavers can be over a metre long.

(How long do adult beavers grow?)

Beavers have enormous front teeth for gnawing tree trunks.

*(What do beavers use their teeth for?
Are beaver's teeth large?)*

Beavers teeth are strong and sharp, and keep growing throughout their lives.

*(Do beavers teeth stop growing?
Are beavers teeth sharp and strong?)*

Beavers live in dams and waterways.

(Where do beavers live?)

- Review Questioning strategies-words & hints poster
First impressions/ predictions poster
RAT readers do.....
From Introductory session
- Teacher models reading a statement aloud & verbalising questions & thought process
'has words...so must be about....' Etc
Repeat several times using different examples (overhead copy)
- Debrief and discuss process ensuring to interact with all with students:
'What did I do before, during and after reading each statement?'
'What actions did I use?'
'What was my thought process?'
'Was I a 'RAT' reader?'
- Students read sentences aloud in unison and take turns to make up questions- orally that the text explicitly answers. (pages 6 7,8,9)
Repeat until all students had chance to do at least one lot of questions
- Students read sentences aloud in unison and each makes up their own questions-orally that the text explicitly answers. (pages 12 & 13)
- Then as a group decide on best question for each sentence , eliciting reasons why
from students

Lesson Reflection:

At end of the lesson make time for:

Personal reflection: students complete in books ...what they learnt, practised in lesson, what self scripts they are developing....

Tallying question starters: Students complete on their own sheet question starters they used during the session

Share time: verbalise to group or class learnings, achievements, queries etc..., discuss vocab –make synonym chart for constant referral, update each lesson

Recording responses: Teacher to make point of interacting with each student & make specific notes re their reflection & sharings: ***Ask students what they did & how this helped them***

Statements for Lesson 2: On Overhead

When Cyclone Tracey struck at about 1a.m., the winds were blowing from the north-east.

(What time did Cyclone Tracey occur?)

(What direction were the winds blowing from at about 1pm?)

Many people tried to find shelter in bathrooms and basements, under beds, or inside cupboards.

(Where did people try to find shelter?)

(Why do you think they tried to find shelter under beds etc?)

Warning sirens had been blaring every 15 minutes since noon on Tuesday.

(How frequently were the warning sirens?)

(Since noon on Tuesday what had been happening?)

The hospital has no roof, and the airport buildings have been destroyed.

(Describe some of the damage done by Cyclone Tracey)

Lessons 3: *Text ‘The Planets’*

30 minutes

(Hard copy of Text for each student)

- Review Questioning strategies-words & hints poster
First impressions/ predictions poster
RAT readers do.....
from Introductory session
- Teacher models reading a statement aloud & verbalising questions & thought process
‘ has words...so must be about....’ Etc
Repeat several times using different examples (pages 22, 23)
- Students observe teacher reading aloud and write their own questions that the text answers.
- Students read sentences aloud individually and take turns to make up questions
Repeat until all students had chance to do at least one lot of questions(pages 24,25)
- Students read sentences aloud & make up own questions and record, write it.(pages 26,27)
- Then as a group decide on best question for each sentence , eliciting reasons why
from students

Lesson Reflection:

At end of the lesson make time for:

Personal reflection: students complete in books ...what they learnt, practised in lesson, what self scripts they are developing....

Tallying question starters: Students complete on their own sheet question starters they used during the session

Share time: verbalise to group or class learnings, achievements, queries etc..., discuss vocab –make synonym chart for constant referral, update each lesson

Recording responses: Teacher to make point of interacting with each student & make specific notes re their reflection & sharings: ***Ask students what they did & how this helped them***

(Hard copy of Text for each student)

- Review previous lesson, students recall what questions they made for specific sentences(refer to their question tally sheet).
- Teacher dialogue: 'Why did you make those questions?'
(hopefully students can say to help understand the text, if we can make questions we can make links in the text, etc)
- Review Questioning strategies-words & hints poster
First impressions/ predictions poster
RAT readers do.....
from Introductory session
- Teacher models reading a statement silently & verbalising questions & thought process
' has words...so must be about....' Etc
Repeat several times using different examples,(paragraph 1).
- Students read sentences silently individually and take turns to make up questions-share orally with group.
Repeat until all students had chance to do at least one lot of questions(paragraph 2,3)
- Students read sentences silently & make up own questions and record, write it.(paragraph 4,5)
- Students share their question(teacher writes on butcher paper for display)Then as a group decide on best question for each sentence , eliciting reasons why
from students.

Lesson Reflection:

At end of the lesson make time for:

Personal reflection: students complete in books ...what they learnt, practised in lesson, what self scripts they are developing....

Tallying question starters: Students complete on their own sheet question starters they used during the session

Share time: verbalise to group or class learnings, achievements, queries etc..., discuss vocab –make synonym chart for constant referral, update each lesson

Recording responses: Teacher to make point of interacting with each student & make specific notes re their reflection & sharings: ***Ask students what they did & how this helped them***

Statements for Lesson 4: On Overhead

People have been cutting down trees for thousands of years.

1. what have people been doing for thousands of years?
2. who has been cutting down trees?
3. what have the people been doing to the trees?

Wood can be used to make tables and chairs and other furniture.

1. what can wood be used for?
2. Name the uses of wood?
3. why do you think wood is used for furniture making?

Trees wide branches help stop the rain from washing the topsoil away.

1. why are trees branches so wide?
2. what 'job' do the wide branches do?
3. what damage can the rain cause to the soil?

People are now growing forest trees to replace the ones that have been cut down.

1. why are people growing forest trees?
2. why have forest trees been cut down?

Lesson 5:

Text: ANZAC

40 minutes

(Hard copy of Text for each student)

- Review previous lesson, students recall what questions they made for specific sentences(refer to their question tally sheet).
- Teacher dialogue: 'Why did you make those questions?'
(hopefully students can say to help understand the text, if we can make questions we can make links in the text, etc)
- Review Questioning strategies-words & hints poster
First impressions/ predictions poster
RAT readers do..... from Introductory session
- Teacher models reading a statement silently & verbalising questions & thought process
' has words...so must be about....' Etc
Repeat several times using different statements(overhead)
- Students read sentences silently individually and take turns to make up questions and links-share orally with group.
Repeat until all students had chance to do at least one lot of questions
- Students read sentences silently & make up own questions and record, write it.(paragraph 4,5)
- Students share their question(teacher writes on butcher paper for display)Then as a group decide on best question for each sentence , eliciting reasons why
from students.
- Individual activity : Students match questions with specific statements
- Students take turns to read matched statements and questions , other students think of links and verbalise these

Lesson Reflection:

At end of the lesson make time for:

Personal reflection: students complete in books ...what they learnt, practised in lesson, what self scripts they are developing....

Tallying question starters: Students complete on their own sheet question starters they used during the session

Share time: verbalise to group or class learnings, achievements, queries etc..., discuss vocab –make synonym chart for constant referral, update each lesson

Recording responses: Teacher to make point of interacting with each student & make specific notes re their reflection & sharings: ***Ask students what they did & how this helped them***

Statements/question matching activity

'ANZAC' Lesson 5

Match each question to two statements

1. What does ANZAC stand for?
2. Where did the troops land in 1915?
3. Who do we remember on ANZAC Day?
4. Why is the campaign (fighting) at Gallipoli significant?
5. When is Anzac day commemorated (celebrated) each year?
6. How is Anzac Day remembered now, 92 years after the event?
7. What happens during the ceremonies on Anzac Day?
8. Why do you think the Government provides aid (money and assistance) to those who fought in wars and their families?
9. Why did John Simpson Kirkpatrick become famous during the Gallipoli campaign?
10. What was Simpson's job during the war?

- a) ANZAC stands for Australian and New Zealand Army Corps.
- b) The countries included in ANZAC are Australia and New Zealand.
- c) Australian and New Zealand troops landed on the beaches at Gallipoli.
- d) Gallipoli is a town in Turkey which is a country in Europe.
- e) On Anzac Day we remember the bravery of all people killed in wars and give thanks for peace.
- f) We remember especially the Australian and New Zealand military personnel.
- g) The campaign fought at Gallipoli in 1915 is remembered especially because it was the first fighting by Australian and New Zealand soldiers in an international war.
- h) The campaign also earned the Anzacs a great reputation for bravery.
- i) Every year on the 25th of April, Australians commemorate Anzac Day.
- j) Anzac Day marks the anniversary of the Anzac landing at Gallipoli on the 25th April in 1915.
- k) This special day is a public holiday. Schools and work places close as an act of remembrance and respect.

- l) Memorial services are held throughout Australia at War Memorials. Ex- servicemen and families and the general public attend.
- m) Some ex-servicemen march in parades on this day.
- n) People and officials lay down wreaths and speeches are made.
- o) Many families no longer have a father to help provide money to run the home because he died in the war.
- p) Some ex-servicemen suffer from ill health because of war injuries and because they got the injury fighting for Australia the government pays their medical bills
- q) Simpson became famous as a stretcher bearer with a donkey.
- r) The hills and cliffs Simpson had to travel up and down were steep and dangerous. Often he and his donkey walked through heavy gunfire as the enemy fired all around him.
- s) Simpson's job was to pick up wounded soldiers and bring them to safety.
- t) Simpson used two donkeys to carry wounded men from the fighting to the beach at Anzac Cove. The wounded men received medical treatment on the beach or were taken to ships anchored off the coast.

(Hard copy of Text for each student)

- Review previous lesson, students recall what questions they made for specific sentences(refer to their question tally sheet).
- Teacher dialogue: 'Why did you make those questions?'
(hopefully students can say to help understand the text, if we can make questions we can make links in the text, etc)
- Teacher models reading a paragraph aloud & verbalising questions & thought process
' has words...so must be about....' Etc
Repeat several times using different paragraphs (pages 5,6, 7)
- Teacher asks students 'What questions might the next paragraph answer?'
Students write their suggestions.
- Teacher asks students what they will do in their mind before, whilst and after reading text,(read it, ask questions, make links so content makes sense).
Students write this down, to revisit at end of lesson.
- In pairs students read a paragraph aloud sentence by sentence. Students take turns to make up questions.
Repeat until all students have done at least one lot of questions(pg8,9,10)
- Students share their question(teacher writes on butcher paper for display)Then as a group decide on best question for each sentence , eliciting reasons why
from students.
- Students discuss the notion of reading on in order to gain information to answer questions, as well as making links with ideas in text.

Lesson Reflection:

At end of the lesson make time for:

Personal reflection: students complete in books ...what they learnt, practised in lesson, what self scripts they are developing....

Tallying question starters: Students complete on their own sheet question starters they used during the session

Share time: verbalise to group or class learnings, achievements, queries etc..., discuss vocab –make synonym chart for constant referral, update each lesson

Recording responses: Teacher to make point of interacting with each student & make specific notes re their reflection & sharings: ***Ask students what they did & how this helped them***

(Hard copy of Text for each student)

- Review previous lesson, students recall what questions they made for specific sentences(refer to their question tally sheet).
- Students write reflective statements about the variety of question starters they have been using in previous lessons and set 'goal' for today's lesson. Goal can be about using specific question starter, or 'RAT' reading strategy.
- Teacher models reading a paragraph aloud & verbalising questions
Repeat several times using different paragraphs (pages 2,3,4)
- Teacher asks students what they will do in their mind before, whilst and after reading text,(read it, ask questions, make links so content makes sense).
Students encouraged to verbalise their response "As I read the text I will....."
- Students read a paragraph aloud. Other students take turns to make up questions and state links in text.
Repeat until all students had chance to do at least one lot of questions/links(pages 5,6,7)
- Discuss the possibility of 'unanswered' questions and the need to read on at times to gather all information/answers. (Encouraging students to see reading in bigger scale rather than paragraph by paragraph).
- Specific reflection: students refer to their 'goal' of the lesson noting whether they fulfilled it, attempted it.
- Students discuss the notion of reading on in order to gain information to answer questions, as well as making links with ideas in text.

Lesson Reflection:

At end of the lesson make time for:

Personal reflection: students complete in books ...what they learnt, practised in lesson, what self scripts they are developing....

Tallying question starters: Students complete on their own sheet question starters they used during the session

Share time: verbalise to group or class learnings, achievements, queries etc..., discuss vocab –make synonym chart for constant referral, update each lesson

Recording responses: Teacher to make point of interacting with each student & make specific notes re their reflection & sharings: ***Ask students what they did & how this helped them***

Lesson 8:
minutes

Text Asian Elephants

30

(Hard copy of Text for each student)

- Review previous lesson, students recall what questions they made for specific paragraphs(refer to their question tally sheet).
- Students create a 'flow chart' of their understanding of the reading process for both reading and understanding the text.
- Teacher models reading a paragraph silently & verbalising questions
Repeat several times using different paragraphs (pages 1,2,3,)
- Teacher asks students what they will do in their mind before, whilst and after reading text,(read it, ask questions, make links so content makes sense).
Students encouraged to verbalise their response "As I read the text I will....."
- Students read a paragraph silently and write links regarding content as well as answerable and unanswerable questions. (pages 6,7,8)
- Students share their links and answerable questions(to build confidence in knowing others have similar)
- Students read on from their previous paragraph in an attempt to answer 'unanswerable' questions.
- Group discussion 'What does knowing how to question during reading help me to do ?' (understand the text better, make links about the content)

Lesson Reflection:

At end of the lesson make time for:

Personal reflection: students complete in books ...what they learnt, practised in lesson, what self scripts they are developing....

Tallying question starters: Students complete on their own sheet question starters they used during the session

Share time: verbalise to group or class learnings, achievements, queries etc..., discuss vocab –make synonym chart for constant referral, update each lesson

Recording responses: Teacher to make point of interacting with each student & make specific notes re their reflection & sharings: ***Ask students what they did & how this helped them***

Lesson 9:

Text Antarctica

30 minutes

(Hard copy of Text for each student)

- Review previous lesson, students recall what questions they made for specific paragraphs(refer to their question tally sheet).
- Revisit, discuss process of reading(make links, answer questions, gain knowledge)
- Teacher models reading a paragraph silently & verbalising questions
Repeat several times using different paragraphs (paragraphs 1,2,3,)
- Students read a paragraph silently and write links regarding content as well as answerable and unanswerable questions. (paragraphs 6,7,8)
- Students share their links and answerable questions(to build confidence in knowing others have similar)
- Students read on from their previous paragraph in an attempt to answer 'unanswerable' questions.
- Students write knowledge facts that they have gained from today's reading
- Group discussion 'What does knowing how to question during reading help me to do ?' (understand the text better, make links about the content, gain knowledge)

Lesson Reflection:

At end of the lesson make time for:

Personal reflection: students complete in books ...what they learnt, practised in lesson, what self scripts they are developing....

Tallying question starters: Students complete on their own sheet question starters they used during the session

Share time: verbalise to group or class learnings, achievements, queries etc..., discuss vocab –make synonym chart for constant referral, update each lesson

Recording responses: Teacher to make point of interacting with each student & make specific notes re their reflection & sharings: ***Ask students what they did & how this helped them***

Lesson 10:
minutes

Text Animal Weapons

30

(Hard copy of Text for each student)

- Review previous lesson, students recall what questions they made for specific paragraphs(refer to their bookwork).
- Revisit, discuss process of reading(make links, answer questions, gain knowledge)
- Teacher models reading a paragraph silently & verbalising questions, links and facts
Repeat several times using different paragraphs (pages ,2,3,4)
- Students read a paragraph/page silently and write related questions, links and facts. (paragraphs 6,7,8)
- Students read their section to group, pose their questions and allow other students to answer their questions.
- Students read on from their previous paragraph in an attempt to answer 'unanswerable' questions.
- Students write knowledge facts that they have gained from today's reading

Lesson Reflection:

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- Discuss what type of words are usually question starters for factual texts...students tally up their question starters page-majority of would be 'What' questions. And how this could differ from fiction texts.
- Students score themselves out of ten for: their ability to read and understand texts now; their current confidence level in being able to do this; their confidence level prior to having intensive explicit teaching
- Group discussion , praise for gains in confidence and skill development in being able to understand a read text.