

Explicitly teaching one and two-event sentences through oral language, will improve children's listening comprehension.

The teaching procedure was based on John Munro's teaching strategies (2006), with an emphasis on one and two event sentences. As the requirement of this study was to teach to the whole class, some restructuring of the class' Literacy block was necessary. As a requirement of the school's literacy program (ClASS: Children's Literacy Success Strategy), the expectation is that children are exposed to shared reading and writing every day. Instead of having a separate reading and writing time, this time was put together in between the reading and writing blocks, with each session having a strong emphasis on oral language that incorporated both reading and writing.

The ten lessons were based on the following big books:

1. Come on Daisy
2. We're going on a bear hunt
3. Lester and Clyde
4. Clive eats alligators (Alison Lester)

Each text was introduced to the class in order of use but was not included in the ten lessons, to ensure the children were familiar with the story. Before the teaching began, it was explained to the children that they were going to think of other ways of saying sentences as this would help them to:

1. Remember the story
2. Check that the story makes sense

This was revised at the beginning of each lesson and revisited during the reading of text to help children make this link to reading as this skill developed. Although the underlying strategy was to explicitly teach one and two event sentences, there was also the inclusion of paraphrasing and vocabulary development. Each lesson took on a similar format:

1. Teacher modeled the text on the page and talked to the children about what was happening in the pictures
2. Children repeated the phrase and thought about what it meant
3. Children talked to a friend about the meaning of the phrase or acted it out
4. Children formulate different ways of phrasing the text
5. Various ways of phrasing the text were recorded on a large sheet of paper to enable children to see patterns in the text, make connections and links with various vocabulary used.

The children involved in the study scored a relatively low ROL score, compared to their peers. The class was asked to repeat each grammatically correct sentence, as this is the skill involved in the test. As each lesson progressed the children were introduced to more advanced skills: interchanging tense, nouns, pronouns, verbs, adjectives and phrases.

Lesson 1 & 2: Rephrasing using one idea

Lesson 3 & 4: Focusing on an action and thinking of a sentence to describe the action

Lesson 4, 5 & 6: Moving from one-event sentences to two-event sentences. Linking sentences with the word *because*.

Lesson 7, 8 & 9: Linking sentences with the word *but* & *and*

Teaching Unit on One and Two event Sentences

(The teaching procedure was based on John Munro's Teaching Strategies 2006)

Session 1

Choosing the text

Choose a text that the children are already familiar with and have read as a class prior to teaching.

This model will use the text "Come on Daisy!"

Introduce the strategy

"Today we are going to learn something that is going to help us with our reading. We are going to think of different ways of retelling the story we are reading. This will help you to remember the story and check to see if the story makes sense.

Teaching the strategy

1. Using the picture cues, talk about what is happening on the first page.
2. Read the sentence *Mama duck says, "You must stay close, Daisy."*
3. Ask the children "What des that mean? What would it mean if your mum said that to you?"
4. Children suggest what the phrase might mean.
5. Children suggest different ways of saying this phrase. Model for and encourage the children to give a complete sentence.
6. Talk about the meaning of this sentence and ask the children if this matches the original text.
7. As each sentence is suggested, model it to the class to ensure it is grammatically correct (the tenses are consistent.)

8. Write the correct phrasing of each sentence given on the board and read them together with the class.
9. When a child becomes confused and starts to give a lengthy explanation, encourage him/her to think of one idea and put that in a sentence.
10. Continue this procedure for the next three pages:
 - a. Daisy is watching the fish.
 - b. Daisy is catching dragonflies.
 - c. Daisy is talking to a frog.
11. Each time a new sentence is read, teacher models a rephrasing of the sentence to show what the expectation is: e.g. interchanging nouns, pronouns, verbs, adjectives, tenses & phrases

Sequence of Lesson

Text	Activity (In each lesson, the purpose is revisited and revised)
Come on Daisy!	Introduce the strategy
Come on Daisy!	Revise the strategy and continue with model given in Session 1
Going on a Bear Hunt	Talk about the pictures and what is happening on each page. Talk about the action words on each page. Children suggest various words to replace the action words: climb, went, stumble, tumble, roll
Going on a Bear Hunt	
Lester and Clyde	Moving from one-event sentences to two-event sentences. Linking sentences with the word <i>because</i> . As the story progresses, children think about the cause and effect of the frogs' behaviour: e.g. Lester left the pond because he had a fight with Clyde.
Lester and Clyde	
Lester and Clyde	
Clive Eats Alligators	Introducing additional linking words such as <i>and</i> , <i>but</i> , Children link the text to their personal lives: <i>Clive eats alligators but Claire eats toast. Tessa wears a tutu and Luca wears a t-shirt.</i>
Clive Eats Alligators	
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