

TEACHING STRATEGIES

Teaching Unit for teaching children to use the reading strategy of mind mapping to aid comprehension.

The lessons will take place in the classroom as part of the daily literacy block sessions. The lessons will be taken in the context of guided reading and so last up to forty-five minutes.

The reading groupings established within the class are according to the common need using the principal of zone of proximal development devised by Vygotsky. The “zone of proximal development” was the culmination of Vygotsky’s research and study into a theory of teaching-learning process. Veresov [1996] used Vygotsky’s [1978, p.86] later definition of ZPD as, “... the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or on collaboration with more capable peers.” Renshaw [1998, p.87] paraphrased this by writing, “... the distance between what a child can achieve alone and what a child can achieve with the assistance of a more advanced partner.”

The short term goal for the sessions is to have the mind mapping used as a scaffolding process then leading the children to use visualisation as the scaffolding is gradually withdrawn over the course of the instruction.

Lesson One:

Aim:

- To introduce an information strategy recount planner to recall text comprehension using key question words.

Materials:

Story book: Jack and the Beanstalk by Elizabeth Laird, Mammoth, 200

Western Australian First Steps - Writing Resource Book, Recount Planner, p. 53

1. Explain to students that we are going to concentrate on how our brain can help us to remember many things.
2. What does the term comprehension mean to the group?
3. Provide positive feedback to each child. Link the reading process with the ability to comprehend the text in relation to a better understanding of the book itself through recall of various parts of the story.
4. Introduce and read the well known fairy tale Jack and the Beanstalk.
5. Have children listen with own copy of the story to follow.
6. Recall the key literal comprehension points using the Recount Planner using the question words Who? Where? When? What? Why?
7. Discuss the responses to these question words and record on the planner.
8. Children to develop questions and answers to these question words.
9. Each child asks questions and others respond.
10. Discuss why this planner assists in recalling the text.

Lesson 2:

Aim:

- To introduce the graphic organizer or mind map strategy to the students whilst reading another well known fairy tale.

Materials: Enlarged mind map for teacher.

Mind map planner for each child-Appendix 5 [a]

Fairy tale: Princess and the Pea by Elizabeth Laird, Mammoth, 2000.

1. Revise the previous session. Review what we learnt in the previous session. Ask students: "How does it help us to be better readers?" What questions do we ask ourselves when we are reading a story?
2. In this session we will learn how to record information we hear and remember to help us further with our reading and understanding. Introduce the mind map and explain that is organized to help us record information sequentially.
3. Read: "The Princess and the Pea" to students. Students read along with their own copies to the text. Pause at selected points in the text. Ask students to recall the main ideas read in that section of the text. The teacher will record information, modeling the use to the mind map with student. At the completion of the reading procedure, read through the information map together and then ask each student to retell the story in their own words, then completing their own the mind map.
4. Students ask each other questions from the text.

Lesson 3:

Aim:

- To revise the mind map strategies introduced in the previous sessions.
- To practise the application of these strategies, given teacher support.

Materials:

Enlarged mind map format.

Story: Jack and the Beanstalk.

1. Review what has been learnt so far in the previous two sessions. Review the value of the mind map
2. Explain the objective of this session.
3. Have the children retell the Jack and the Beanstalk fairy tale from memory.
4. Select key question words [Who? What? When? Where? Why?] to add information or phrases that would be appropriate to record on the mind maps taken from Jack and the Beanstalk.
5. Write together. Teacher will record on an enlarged copy of the map; students will copy onto their own.
6. Now demonstrate how to form links between each question word using verbs to form a web effect. At the end of the session. Ask each student to refer to the mind map and retell the story now and vocalise what they know about the story.
7. Students ask each other questions from the text.

Lesson 4:

Aims:

- To revise the information map strategies introduced in the previous sessions.
- To practise the application of these, providing teacher support as needed.
- Have students reflect upon what they have learned.

Materials

Individual mind maps.

Enlarged copy of the information map, which will be used by the teacher, to scaffold learning.

Text: "The Fire Sticks" by anonymous an edited extract taken from Australian Legendary Tales- Folklore of the Noongahburras collected by Mrs K L Parker, P.23 Living Geography: Australia- 2002 Hawker Brownlow. Australia.

Pencils / Textas

1. Review what has been learnt so far in the previous sessions, i.e. How can we help our brain to remember what we have read? What questions words do we ask ourselves while we are reading? What do we record on the mind map?
2. Explain the objective of this session.
2. Before reading ask students to explain what they are going to do while reading And after reading each section.
4. Read together, each section of "The Fire Sticks".
5. At the end of each section, pause and discuss what they can record on the mind map eg. key words or phrases.
6. Write together. Teacher will record on an enlarged copy of the map; students will copy onto their own.
7. At the end of the session. Ask each student to refer to the information map and retell the story.
8. Devise questions to ask one another.
9. Reflect upon what has been learned using the mind map to help recall story details.

Lesson 5

Aims:

- Introduce visualisation technique.
- To consolidate the use of the mind map strategies introduced in the previous sessions.

1. Review what has been learnt so far in the previous sessions. Each student explains what he or she has learned so far in this unit of work.
2. Discuss the objective of this session. Prior to reading ask students to explain what they are going to do while reading and after reading each section.
3. Explain to students that we are going to concentrate on how our brain can help us to remember many things. "When you are reading, use your brain as a camera. Take a photo of the text and then you can remember all the important things that happened."
4. Ask students to scan over today's text, "Pwanga, The Spider Woman", before reading think about the question words used on the mind map.
5. At the end of each section, pause. Ask students what they will do now? (Students should be able to recall that they need to take a photo of the text and record information on the map) Allow students time to record their key words or phrases. Allow students to complete this task independently. Provide assistance with spelling if necessary.
6. At the end of the session. Ask each student to refer to the information map and retell the story then answer questions for text.
7. Reflect upon what has been learned using the mind map.

Materials:

Individual information maps.

Text " Pwanga, The Spider Woman" by Leah Kerinaiaua, p.74

Pencils / Textas

Lesson 6-7

Aims:

- To revise the information map and visualisation strategies introduced in the previous sessions.
- To practise the application of these independently.
- Introduce an inferential layer onto the mind map.

Activity	Task description
Review	Today you are going to show me what you have learnt together during the past lessons. You will be expected to work on your own but you may ask for help with any words you do not understand. You do not need to wait for each other to complete today's work, just work at your own pace.
Text Reading	Students to read over today's text, [6]"The Sun Woman and the Moon Man", [7]"The Hunter and the Brolga"
Cue Students To Visualisation.	Discuss what they have visualized using the mind map format.
Mind Mapping	Students complete mind map Appendix 5 [b], make links using verbs.
Literal Questioning	Answer literal questions .
Inferential Questions To Explain Cause And Effect.	Introduce questions such as: <ul style="list-style-type: none">• Why do you think ... happened?• How do you think... ?• How do you know...?
Reflection	Students comment on what has been learned in this session.

Materials:

Individual mind maps.

Munroe. J - Literacy Intervention Strategies p. 19

"The Sun Woman and the Moon Man" by Charles P. Mountford

"The Hunter and the Brolga" by Dianna Merrkiyawuy

Lesson 8

Aims:

- To consolidate the use of the visualisation and information map strategies introduced in the previous sessions.
 - To practise the application of these independently withdrawing the teacher support [scaffolding].
1. Explain the aim of this lesson. Today you are going to show me what you have learnt together during the past two weeks. You will be expected to work on your own but you may ask for help with any words you do not understand. You do not need to wait for each other to complete today's work, just work at your own pace.
 2. Each student explains what he or she has learned so far in this unit of work.
 3. Prior to reading ask students to explain what they are going to do while reading and after reading each section
 4. Ask students to scan over today's text, "Goolagya and the White Dingo" and
 5. At the end of each section, pause. Ask students what they will do now? (Students

should be able to recall that they need to photo and record information on the map) Allow students time to record their key words or phrases. Allow students to complete this task independently.

6. At the end of the session. Ask each student to refer to the information map answer questions.

7. Reflect upon what has been learned using the mind map.

Materials:

Individual information maps.

Text "Goolagya and the White Dingo" by Charles P. Mountford, Page 72

Appendix 1

Fry Readability Graph:

Lesson	Text Name	Number of sentences in each 100 word passage	Number of syllables in each 100 word sample	Estimated grade level
1-	Jack and the Beanstalk	7.3	108	3
2-	Princess and the Pea.	7.3	107	3
3-	Jack and the Beanstalk	7	108	3
4-	The Fire Sticks	7.5	110	3
5-	Pwanga, The Spider Woman	6	113	5
6-	The Sun Woman and the Moon Man	5.5	122	6
7-	The Hunter and the Brolga.	7.1	132	6
8-	Goolagya and the White Dingo	5.5	124	6

Appendix 2

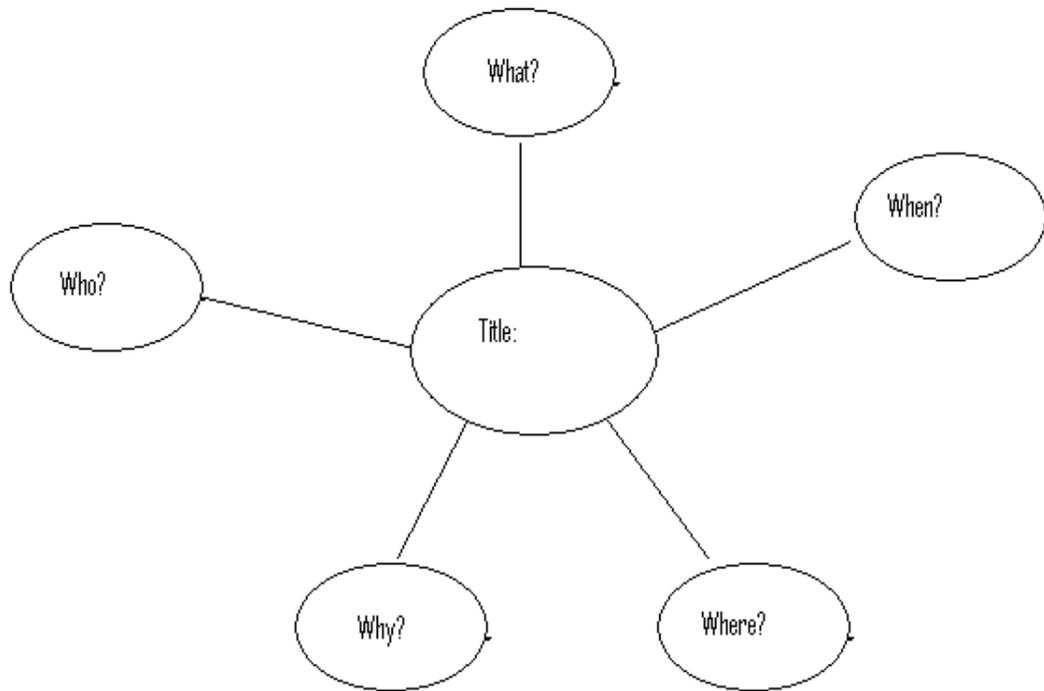
Resources Used In Lessons:

- ❖ Jack and the Beanstalk by Elizabeth Laird, Mammoth, 2000.
- ❖ Princess and the Pea by Elizabeth Laird, Mammoth, 2000.
- ❖ “The Fire Sticks” by anonymous an edited extract taken from Australian Legendary Tales- Folklore of the Noongahburras collected by Mrs K L Parker, P.23 Living Geography: Australia- 2002 Hawker Brownlow. Australia.
- ❖ “Goolagya and the White Dingo” by Charles P. Mountford, taken from Read About Thinks About 2, p.72- Horwitz Martin , 1999.
- ❖ “ The Sum Woman and the Moon Man” by Charles P. Mountford, taken from Read About Thinks About 2, p.12- Horwitz Martin , 1999.
- ❖ “The Hunter and the Brolga.” by Dianna Merrkiyawuy. An extract taken from “The Aboriginal Children’s History of Australia”, P.12-13 Rigby, Australia, 1977.
- ❖ “Pwanga , The Spider Woman” by Leah Kerinauia. An extract taken from “The Aboriginal Children’s History of Australia”, P.74-75 Rigby, Australia, 1977.

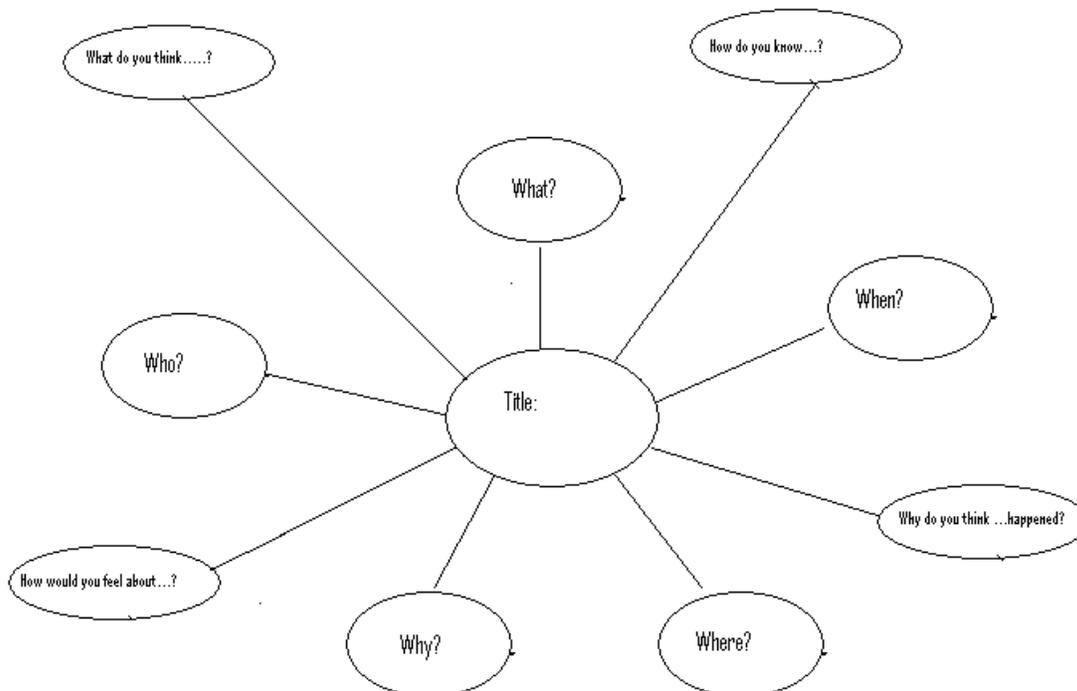
Appendix 3

Mind Map Planner

[a]



[b]



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