

Teaching question strategies to year 4 students to develop their active participation will deepen their comprehension of reading.

Teaching Sessions

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>Purpose: - Model lesson in asking questions 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>Purpose: Model asking questions / making connections <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 * students invited to scan for connections</p>
3	<p><u>The Camper and the Whistling Kettle</u> Extract _____</p> <p>Purpose: In this session students share the questioning process 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</p>

	<p>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>
4	<p>The Camper and the Whistling Kettle: Extract from _____</p> <p>Purpose: to use the questions from “the Camper and the Whistling Kettle”</p> <p>To introduce the <u>levels of Comprehension</u></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>
5	<p><u>68 Teeth by James Moloney (extract)</u></p> <p>Purpose: Shared responses – before/ during/after reading – finally sorting of the question</p> <p>into the levels of comprehension.</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>
6	<p><u>My Best Mate I’ve Ever Had</u></p> <p>By Ruby Jenson Year 5 (first part of the story)</p> <p>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)</p>
7	<p><u>My Best Mate I’ve Ever Had</u></p> <p>By Ruby Jenson Year 5 (Second part of the story)</p> <p>Purpose: Independent of teacher _ as a group students are invited to read together and write questions sharing their responses – this time they were given</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>

	<p>- Same format as before questions, highlighting words and sorting and finally recapping</p>
8	<p><u>Lightening Changes</u> By Georgia Hicks Year 6 <i>Purpose: Working in pairs so the students can support each other in their learning</i> Teacher lead. 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? After discussion of what the advantages and disadvantages it is to be something else. 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 Teacher leads the session before reading the text Next while reading the first part of the text all student just respond, as they want. The second part of the text students worked in pairs to read and questions as the need arises Finally students sort their questions into categories of comprehension And answer their questions as they go along. Post reading; discuss the author’s message and what they got out of the text.</p>
10	<p><i>Willie he wont He</i> This is an assessment - students will follow the same format Of pre, during and post reading questioning Finally discuss how does questions help them when reading a text.</p>

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