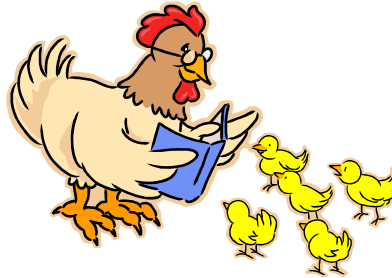


COMPREHENSION: Predicting

TEACHER/PARENT

Help young children prepare to read by:

- encouraging them to activate what they already know about situations, events, characters, and ideas in the text. (This can be done by looking at the title and illustrations to gain an idea of what the text might be about.)
- providing important background information relevant to the selection in order to expand their knowledge
- explaining any vocabulary employed by the writer that might be unfamiliar to the child
- helping them set purpose(s) for reading. For example, are you reading an informational book that will teach about a particular topic? Perhaps the book is intended for pure fun and silliness! Some books are written to teach a moral or lesson. Books are written for a variety of purposes and children need to have an understanding of this.



COMPREHENSION: Sequencing Fun

TEACHER/PARENT

Directions:

1. Read a short story to your child(ren) or have the child read orally to you.
2. In advance type up key events to the story and cut them out into strips.
3. Have the child(ren) read the strips out loud.
4. Have the child(ren) place the strips in correct order and glue on to paper. (comprehension at the text level)

Variation: Take one of the sentence strips and cut each word into its own individual strip. Have the child put the sentence back together in correct order. (Comprehension at the sentence level)

COMPREHENSION: Questioning: 5 W's and an H

TEACHER/PARENT

Directions:

1. After your child/student has completed the reading of a text (fiction or nonfiction) ask questions that will prompt deeper thinking answers. All questions should begin with: **Who, What, Where, When, Why, or How.**

COMPREHENSION: 4 Square

TEACHER/PARENT

Directions:

1. This strategy is very useful for learning new vocabulary terms, particularly in science and social studies (nonfiction) kinds of texts.
2. Divide an index card into 4 squares.
3. Write the targeted word in the top left hand square.
Write the definition in the bottom left hand square.
Write a personal association for the word in the top right hand square. It should be a word that helps you remember the new word.
Draw a picture to help you remember the word.

Example:

cottage	Cabin at the lake
A small house	(draw a picture here)

COMPREHENSION: Chunking the Text TEACHER/PARENT

Directions:

1. Before reading, adult and child(ren) divide the text up into smaller "chunks". For example, by paragraphs or by dividing the page into halves or thirds.
2. Child or adult reads the first "chunk" and then stops to summarize what has just been read. This is a great opportunity for the adult to model how to express a good summary, telling only the key points, in correct order, and in his/her own words. Keep this very short!
3. Child or adult reads the second "chunk" and follows with a short summary by the child again.

Variation: Adult writes down the child's summaries. These are then cut up into strips, mixed up, and the child is directed to put them back in correct order. Child then reads his/her own complete retelling!

COMPREHENSION: Comprehension Levels TEACHER/PARENT

Students need to respond to questions from all levels of comprehension: literal, interpretative, inferential, and evaluative. Here are some frames for each type:

RECALL

- What is . . .
- Define . . .
- Identify the . . .
- What happens after . . .

ANALYSIS

- What is the main idea . . .
- What are the parts of . . .

COMPARE/CONTRAST

- What is the difference between . . . and . . .
- . . . and . . . are similar because they both . . .

INFERENCE

- The main conclusion from . . . is . . .
- What would happen if . . .

EVALUATION

- What is your opinion of . . .
 - What is the best solution to the problem of . . .
- Defend your opinion about . . .

COMPREHENSION: Preview the Text

TEACHER/PARENT

Directions:

1. Have students compose very short narratives (stories) based upon a list of key words from an upcoming story you plan to read to them. For example, loose tooth, string, pain, baseball game, tie score, and home run. These words might serve as key words for an upcoming story about a girl who has a loose tooth that will not come out but falls out naturally when she is engrossed in a close baseball game.
2. After students have written their short stories:
 - ☺ Several students may share their writings
 - ☺ The teacher should read the book to the class.
3. After completing the book, discussion will focus on how their stories were like the original and different (compare and contrast).

NOTE: Interestingly, the accuracy of the "prediction" stories prove relatively unimportant in explaining subsequent comprehension of the real stories; apparently, it is the engagement per se that triggers the deeper story comprehension.

Source: www.abc-read.com

COMPREHENSION: Teacher Think Aloud:

TEACHER/PARENT

Teacher think aloud is typically conceived of as a form of teacher modeling. By thinking aloud, teachers demonstrate effective comprehension strategies and, at least as importantly, when and when not to apply them. For example, in this teacher think aloud the teacher demonstrates the use of visualization and prediction strategies:

TEXT: That night Max wore his wolf suit and made mischief of one kind and another . . .

ADULT: *Boy, I can really visualize Max. He's in this monster suit and he's chasing after his dog with a fork in his hand. I think he's really starting to act crazy. I wonder what made Max act like that. . . Hm-m-m . . . I bet he was getting a little bored and wanted to go on an adventure. I think that's my prediction.* (Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi, & Brown, 1992, p. 518)

Source: www.abc-read.com

COMPREHENSION: Student Think Aloud

TEACHER/PARENT

Instruction that entails students themselves thinking aloud has also proven effective at improving comprehension.

Directions:

1. Have your child read a short piece of text.
2. Prompt the child to verbalize what they are thinking. For example:
 - ☺ Do they have any ideas about motives of a character?
 - ☺ Are there any pictures being created in their mind about what is happening?
 - ☺ Do they have any hunches about what might happen next? If so, what is happening that makes them think this?
 - ☺ Are they wondering about anything? Is there anything confusing them? If they cleared up something confusing, how did they do so in their mind?

NOTE: Repeated teacher modeling of the think aloud strategy is crucial before students should be expected to independently use this strategy.

Source: www.abc-read.com



COMPREHENSION: Make a Book

PARENT

Turn your child's writing into a homemade book. The effect will be powerful! Suddenly books become a lot more human and understandable. Making books is a multi-step process from planning to writing to producing a final product.

Directions:

What You'll Need: Construction paper; Yarn or ribbon; Heavy paper or cardboard; Colorful cloth or wrapping paper; Paste; Safety scissors

1. Paste pages of your child's writings onto pieces of construction paper.
2. Discuss the order the writings should go in. Should all the writings about animals go in one section and the writings about holidays in another? Which writings are the most important and where should they be placed in the book?
3. Number the pages.
4. Make a table of contents.
5. Make covers for the book with heavy paper or cardboard. You might want to paste colorful cloth or wrapping paper onto the covers.
6. Punch holes in the pages and the covers.
7. Bind the book together by lacing the yarn or ribbon through the holes. Make knots in the loose ends or tie them in a bow, so that the yarn or ribbon won't slip out.
8. Add pages to this book as more writings are completed or start a new book.

Source: www.abc-read.com



COMPREHENSION: Story Dictations PARENT

All children have stories to tell so use this natural inclination to put their thoughts down on paper!

Directions:

1. Sit down with your child at the computer or with pen and paper. Explain to him/her that you want them to tell you a story and you will write it down. They are going to be an author!
 2. As your child dictates the story, you type or write. Remember, this is their story so don't add your words!
 3. When the child is finished, you read back their story. Ask them if this is what they wanted to say or if they would like to make any changes.
 4. Print off the final copy and encourage your child to draw a picture to compliment the writing. Post it proudly where other family members can read, enjoy, and complement your budding author!
- NOTE: Even children as young as three years old can engage in this activity! Make it fun and don't get caught up in expecting perfection!

COMPREHENSION: Flannel Board Stories PARENT/TEACHER

Directions:

1. After reading a story with your child(ren), discuss the following: (This is called a retelling.)
 - ☺ Main characters
 - ☺ Setting (when and where the story took place)
 - ☺ Problem (the main problem of the story)
 - ☺ Key events
 - ☺ Conclusion (what happened in the end to solve the problem)
 - ☺ Lesson Learned (was there a moral to the story?)
 2. Using coloring books or your own artistic talent, draw pictures of the main characters, cut them out, and color them.
 3. Using a flannel board, have the child retell the story using the cut-out "paper dolls" to assist in the reenactment.
- NOTE: Learning to give a good retelling takes time and practice. Lots of teacher or parent modeling of quality retellings is important!