

Sample COMPREHENSION Instructional Activities

What	Who	Why	How	Where
Overview	Students who are struggling to comprehend in LISTENING or READING activities	Teach comprehension STRATEGIES, not just FACTOIDS. It is crucial to teach strategies (predicting, listening for story parts) rather than being constantly tested	Crucial factors: <ul style="list-style-type: none"> • only ONE purpose for each reading • BEFORE: activate background knowledge; set one clear purpose • DURING: read, and just remind 1 or 2 x • AFTER: perform a task; accept all answers; then go back to the book to check answers 	Reading Comp Handout and Slide show National Reading Panel report: www.nationalreadingpanel.org

Activity	Before	Sample Purpose	During	After
Predicting	Explain that predicting means guessing. Ask for predictions about the story. <i>Looking Great:</i> Where going <i>Good Day:</i> Why a good/bad day <i>What's Cooking:</i> what is cooking? Make a chart to list predictions	Listen so you can tell me: <ul style="list-style-type: none"> • where they are going. • why it was a good or bad day • what is cooking 	Remember, we're listening to find out where they are going (etc.) Only 1 or 2 x during the story Don't give clues!	Fill in the chart (ex: were they going to a park? To church? To a dance?) Accept all answers, marking on the chart Go back to the book to check answers
Build or Activate Background Knowledge	Support students by pre-teaching vocabulary, connecting to prior learning, or supporting students in learning new concepts.	Listen for the words: (ex: lava, ashes, volcano) Or, Listen to tell me three facts about a volcano	Remember, we're listening for these words: lava, ashes Remember, we're listening for 3 facts about a volcano	Use a chart with the new vocab – have students tell their connections Make a chart with facts about the new concept

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<p>Listen for Story Parts</p>	<p>Explain about the story part you're listening for. <i>Do It:</i> This story is about ACTIONS, or things the guy does <i>Too Much:</i> This story is about words that describe foods <i>Don't Bug Me:</i> CHARACTERS are usually people, but in this story, bugs are the characters. Let's make a list of bugs. <i>Where's the Remote?</i> SETTINGS mean places in the story. Help me think of 5 places where the remote might be hiding. <i>Good Day/ Bad Day:</i> Let's think about FEELINGS you might have at work.</p>	<p>Re-read the list you made. Then say: Listen so you can tell me: Which of the <u>actions</u> (<u>characters, places, describing words, feelings</u>) on this list are in our story</p>	<p>Remember, we're listening for: <u>Actions</u> (like running), <u>characters</u> (like bugs, or people at school), <u>settings</u> (like places where the remote is hiding) <u>Feelings</u> (like mad, scared, or excited)</p>	<p>Go back to the chart you made, and ask students to tell if those elements were in the story (ex: Did you hear a spider in the story?) Accept all answers, marking them on the chart Go back to the book to check answers</p>
<p>Sequencing</p>	<p>Help students understand about sequencing, by talking about a sequence in their life (ex: getting ready for school, playing a board game). Tell students that you are going to listen for the ORDER or SEQUENCE of events in the story. Show a list of 3 – 5 events.</p>	<p>Tell students: Listen so you can tell me the <u>order</u> or <u>sequence</u> of events, from our list. (Note: you may use a list of sentences, or photos).</p>	<p>Remind students 1 time. HEY, there's one of the events I told you would happen! Listen for all of the events on our list.</p>	<p>Put the events in order – get students to agree to the order. Then have them re-read the story to see if their order was correct.</p>

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Retelling	<ul style="list-style-type: none"> • Explain the task, what you're looking / listening for: first, next, end • Build background knowledge by using an example of a story that they know; Ex: In the 3 Little Pigs, first the pigs build houses. In the middle, the wolf blows down the houses of straw and sticks. At the end, he can't blow down the house made of bricks, and the pigs are safe. 	<ul style="list-style-type: none"> • Listen so you can tell me what you heard first, next, and last (or beginning, middle, end). 	<ul style="list-style-type: none"> • Remind them what they are listening for. Pause and ask what happened first, next, last. 	<ul style="list-style-type: none"> • For beginning readers, use pictures on the train (first, next, last). • Do a group re-telling • Then have individual students retell

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<p>Clarify (inferring information from story)</p>	<p>Explain that they are listening for details about story parts (setting, characters); give several options, and have students make a vote (ex: do you think this story is in a park or on a farm)</p>	<ul style="list-style-type: none"> • Listen to tell me if the story happened in <u>Place A</u> or <u>B</u> • Listen to learn about the characters 	<p>Remind students what they are listening for (ex: where the story happened; details about the character</p>	<ul style="list-style-type: none"> • Answer the question, such as: where did the story take place • Have students play a game to guess the characters
<p>Clarify (asking clarifying questions)</p>	<ul style="list-style-type: none"> • Build background knowledge for asking clarifying questions by saying: I'm going to give you one clue about something, and you have to ask me questions. Okay, we're doing something fun this afternoon. Ask your questions now! • Put question words on the board to give ideas (who, what, where, when, why, how) • Have the aide model questions such as 'Where will it be?' 'What will we use?' 'When do we do it?' 	<ul style="list-style-type: none"> • Listen to (or read) this story so you can ask me two questions about things you don't understand. • You can ask questions about who, what, where, or anything else you want to know. 	<p>Remind students: 'Remember, you're listening so you can ask me questions about things in the story you don't understand.'</p>	<ul style="list-style-type: none"> • Ask, does anyone have a question about this story? • Use the question words to prompt for questions. Does anyone have a who question??

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<p>Main Idea</p>	<ul style="list-style-type: none"> • Build background knowledge by helping students to tell you the main idea of events that they know. One Word Wonders! 1) Boo. Trick-or-treating wearing costumes Going from house to house. (Halloween) 2) Walking in the cafeteria; paying; getting your food; eating; cleaning up (lunch) 3) Outside at recess; bang bang; bad guys; good guys Name that game in 3 words (cops and robbers) 	<ul style="list-style-type: none"> • Listen (read) so you can tell me the main idea of this story in ___ word(s) 	<ul style="list-style-type: none"> • Remind them 1 or 2 times that they're listening for the main idea • Remember, you're listening so you can tell me the main idea in ___ word(s)! 	<ul style="list-style-type: none"> • Have students write their ideas on whiteboards • Have everyone show you the ideas * Word together to choose the best main idea <p><i>Note:</i> for beginning readers, you might give three sample topics, and let them pick; only do this until it seems easy, then have them generate their own main ideas</p>
<p>Summarizing</p>	<ul style="list-style-type: none"> • Build background knowledge by having students summarize a familiar activity in one sentence. Sample activities: • Lunch • Cops & robbers • Halloween • Brushing your teeth 	<ul style="list-style-type: none"> • Listen (read) so you can tell me summarize this story on one sentence 	<ul style="list-style-type: none"> • Remind them 1 -2 times that they're listening to summarize the story in 1 sentence • Remember, you're listening so you can summarize this story in one sentence 	<ul style="list-style-type: none"> • Have students write their summary sentences • Read a few of the sentences • Work together to write a sentence that has enough information, but not too much <p><i>Note:</i> for beginning readers, you might give three sample summaries, and let them pick; only do this until it seems easy, then have them generate their own summaries</p>