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Comprehension

Where Is It?

When giving students comprehension questions, provide the page number where they can locate the answer. Take this a step further by placing a colored dot after the question and the same colored dot next to the paragraph where the answer can be found.

Prereading Strategies

Allow children time to picture read. Guidance from the teacher might include:

Look at the picture.

- When does this story take place? What time of day is it? Year?
- Can you tell who some of the main characters of the story might be from the picture?
- How does this picture make you feel? How might the people in the story be feeling?

Look at a given page.

- Find the word “little.” Find a period. Count the question marks. What was the first word on the page? The last?
- Find a word that starts with p. Find one that means the same as short. Find a boy’s name.

Now, read the story.

King/Queen of the Hill

Have a student sit on a designated “throne.” Other students attempt to knock the king/queen off the seat with questions about content or comprehension. If questions are not answered, the person is dethroned and the challenger becomes the king/queen.

Focusing



Focusing
Organization



Oral language



Comprehension



Artistic expression
Focusing
Oral language
Self-assessment
Written expression

Comprehension Strategies

1. Have students use a telephone to call the main character from the book to discuss the story's outcome or a possible new plot.

2. Develop a letter to the main character of the story supporting an action that took place.

3. After reading a book, have the student compose a telegram stating the main events or beginning, middle, ending events in the story. Limit the size of the telegram.

4. Encourage students to understand why they are reading something before they begin to read.

5. Encourage predictions during the story. Write down the predictions and place them in a hat. Choose a few to discuss after reading.

6. Allow for self-discussion during reading — “What did I learn and how will I use this new material?”

7. When provided with specific questions from a peer or teacher about a story:

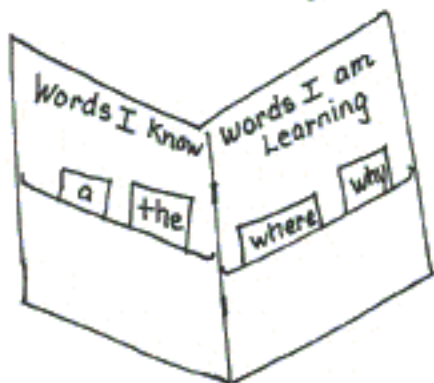
- read the question to yourself or a peer tutor;
- turn the question into part of your oral or written answer;
- find the answer in the material; and
- complete the answer.

8. Provide multiple choice comprehension questions. (Often it may be necessary for the teacher to provide one correct answer for every two obviously incorrect answers until the student becomes comfortable with the process.) Provide comprehension hints to less obvious questions if needed.

Sight Words

Pocket Folders

Using a pocket folder, students can write on the left-hand pocket "Words I know" and on the right-hand pocket "Words I am learning." Individual word cards are then transferred from one side to another.



Organization
Self-assessment



Word Rings

Give students silver notebook rings. The words they need to review can be slipped on the ring. Stars are affixed to the upper left-hand corner each time the student reads the word correctly. Three stars and the word comes off the ring.



Word Necklaces

Students wear the word of the day around their necks on a large string. Each day a new word is attached to the word necklace. At the end of the week the necklace is worn home.



Word Banks

Take a photo of your town or city bank. Make copies for each child on card stock. Glue these real photos onto a 6" x 9" manila envelope. As children learn to read or write new words, they can deposit the word cards in their banks for future reference.



Sight Words



Oral language
Sentence structure
Vocabulary

Sandwiching Flash Cards

Many students are required to learn words by using flash cards. When giving students cards to work with, begin by working with only 10. Sandwich the known with the unknown words to ensure success in the following manner: three known words, one unknown, two known, one unknown, two known, and one unknown. Share this stacking technique with parents and aides. Have the student say each word, define it, and use it in a sentence.

For other sight word activities, see:

- Film Flam Film, p. 30
- Screen Boards, p. 41
- Water Painting, p. 42
- Overhead Math, p. 42
- Word Pockets, p. 51
- Oral Comprehension Bingo, p. 62
- Multisensory Reading, p. 72
- I Can Read!, p. 73
- Cereal Books, p. 73
- Folder Books, p. 73
- Sewing Letters and Words, p. 76
- Alphabet Cereal, p. 78
- Connecting Letters and Sounds, p. 80
- Paint Bags, p. 81
- Shaping Letters, p. 128
- Label Spacers, p. 130
- Toothbrush Spelling, p. 135