

Explicitly teaching 'early years' students to ask questions, before, during and after read aloud experiences to enhance inferential comprehension.

TEACHING OUTLINE

Session 1 (40min)

- Initial discussion (3min)

Define a question – Ask a question to find out information?

Eg. I might ask “What is your name?” so that I can find out what to call you.

Can you think of a question?

- Create a list of asking words (10min) eg.

When	Where	What	Can
Why	Who	Is	Will
Are	How	Do	Could

(Introduce visual cue to represent asking word.)

Discuss when these words are used in questions: (for example)

We ask a ‘who’ question when we want to know something about a person.

We ask a ‘when’ question when we want to know about time.

We ask a ‘where’ question when we want to know about location.

- Find the asking word. (5min)

Read a list of questions and each child identifies the question word. Discuss how the ‘asking word’ is at the start.

- Is this a question? (5min)

Provide a variety of questions/statements. Each child in the group decides if it is a good question. (Use visual cards of smiley/sad face, smiley=good question, sad = not a question)

- Introduce text and model questions before/during/after text. (10min)

Picture story book, read aloud, students able to see pictures

- Each child answers:(3min)

‘What have you learnt?’

‘What question did you ask today?’

Session 2 (40min)

- Review discussion (5min)

What did we learn in our last session?

What are asking words? –link to visual cue

Where is the asking word when we ask a question?

- Find the asking word. (5min)

Read a list of questions and each child identifies the question word. Discuss how the 'asking word' is at the start.

- Is this a question? (10min)

Provide a variety of questions/statements. Each child in the group decides if it is a good question.

- If yes, name the asking word.

- If no, model how to change statement to question by finding the asking word and moving it to the start.

- Introduce text (15min)

Picture story book, read aloud, students able to see pictures

Discuss how asking question can help our understanding of a story.

Model one question before reading the text and then ask students to try and generate another question. If students find it difficult to pose their own questions, continue to model questions before/during/after text.

- Each child to answer: (5min)

'What have you learnt?

What question did you ask today?'

Session 3 (40min)

- Review discussion (5min)

What did we learn in our last session?

Name some of our 'asking words'? –link to visual cue

How do we change a statement into a question?

When can we ask questions when read a story.

- Change a statement into a question? (10min)

Provide a variety of statements. Each child takes it in turn to find the asking word and then try to turn it into a question by moving it to the front. Continue to provide visual cues of asking words.

- If this is difficult, model how to change the statement into a question by finding the asking word and moving it to the start.

- Introduce visual chart (before/during/after) (2min)

Shows when questions are being asked.

- Introduce first half of text (10min) (*continue with same text session 4*)

Picture story book, read aloud, students able to see pictures

Ask students what questions they can ask about the text before/during reading starts. Model questions if this is difficult for students.

Ask students what questions they can ask about the text after every 1-2 pages.

- Each child to answer: (3min)

'What have you learnt?

What question did you ask today?'

Session 4 (30min)

- Review discussion (5min)

What did we learn in our last session?

When can we ask questions when read a story? (show visual chart)

- Re-introduce text from session 3 (20min)

Picture story book, read aloud, students able to see pictures

(Model questions and answers when required)

- Who can remember what questions we asked about this text before we started reading?
Did we find the answers to the questions in the first part of our story?
- Who can remember what questions we asked about the text while we were reading?
Did we find the answers to these questions in what we have read so far?

- Continue reading text asking students to pose questions after 1-2 pages.

Have visual cues of asking words present.

- Each child to answer: (5min)

'What have you learnt?

What question did you ask today?'

Session 5 (30min)

- Review discussion (5min)

What did we learn in our last session?

When can we ask questions when read a story? (phase out use of visual chart)

Why do we ask questions at story time?

- Review questions created from previous text (5min)

Locate asking word.

Change into a statement.

- Introduce text: (15min)

Picture story book, read aloud, students able to see pictures

Encourage students to ask questions before/during/after text is read.

(phase out use of visual cues)

- Each child to answer: (5min)

'What have you learnt?

What question did you ask today?'

- **INTRIM TESTING (individual assessment)**

Orally presented one paragraph (1 picture relating to text was shown during the reading of the text)

Ask student to pose questions before, during (at a consistent point for all students) and after text.

Ask student to answer a range of comprehension questions.

Session 6 (30min)

- Review discussion (5min)

What did we learn in our last session?

When can we ask questions when read a story?

Why do we ask questions at story time?

- Introduce text: (20min) *(continue with same text session 7)*

Picture story book, text covered, students able to see pictures

Today we are only looking at the pictures to help us generate questions.

Encourage students to ask questions before/during/after text.

Discuss possible answers and how asking questions can help us to understand the story.

Explain that in the next session we will try to find the answers to today's questions.

- Each child to answer: (5min)

'What have you learnt?'

What question did you ask today?'

Session 7 (30min)

- Review discussion (5min)

Review questions and possible answers posed about text during previous session.

- Re-Introduce text from session 6: (20min)

Read text. Discuss the answers that are found and determine which question is being answered.

- Each child to answer: (5min)

'What have you learnt?'

Session 8 (30min)

- Review discussion (5min)

When can we ask questions at story time?

Why do we ask questions at story time?

- Introduce text: (20min)

Picture story book, read aloud, students able to see pictures

Read text. Encourage students to ask and answer each others questions before/during/after text?

- Ask comprehension questions:

Ask literal/inference/prediction questions about the text.

Discuss answers and questions posed during reading the text that helped answer these questions.

- Each child to answer: (5min)

'What have you learnt?

What question did you ask today?

Session 9 (30min)

- Review discussion (5min)

When can we ask questions at story time?

Why do we ask questions at story time?

- Introduce text: (20min)

2 x Short stories -2 paragraphs, read aloud, no pictures available

Read text. Encourage students to ask and answer each others questions before/during/after text?

- Ask comprehension questions:

Ask literal/inference/prediction questions about the text.

Discuss answers and questions posed during reading the text that helped answer these questions.

- Each child to answer: (5min)

'What have you learnt? / What question did you ask today?

Session 10 (30min)

- Review discussion (5min)

When can we ask questions at story time?

Why do we ask questions at story time?

- Introduce texts: (20min)

2 x Short stories -2 paragraphs, read aloud, no pictures available

Read text. Encourage students to ask and answer each others questions before/during/after text?

- Ask comprehension questions:

Ask literal/inference/prediction questions about the text.

Discuss answers and questions posed during reading the text that helped answer these questions.

- Each child to answer: (5min)

'What have you learnt?

What question did you ask today?