

YEAR 3-6 MODULE 6 DOWNLOADS

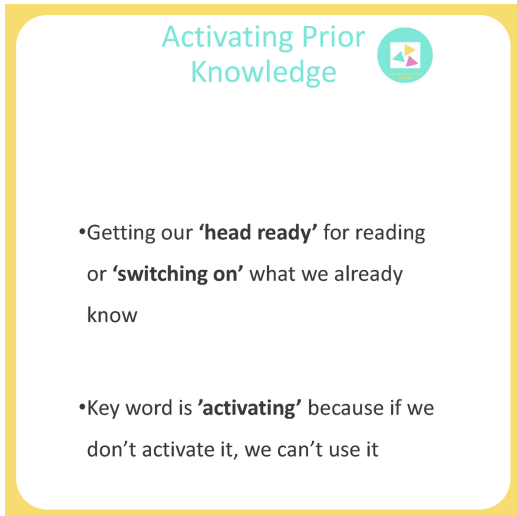


Teaching Prior Knowledge

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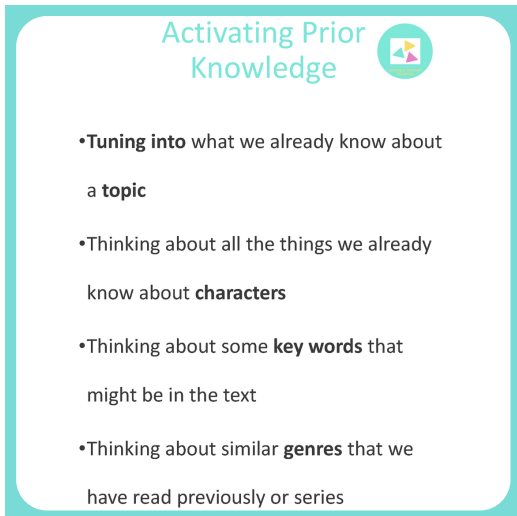
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Activating Prior Knowledge

- Getting our **'head ready'** for reading or **'switching on'** what we already know
- Key word is **'activating'** because if we don't activate it, we can't use it

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Activating Prior Knowledge

- Tuning into** what we already know about a **topic**
- Thinking about all the things we already know about **characters**
- Thinking about some **key words** that might be in the text
- Thinking about similar **genres** that we have read previously or series

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Prediction



Guessing what will happen in a text based on:

- Our prior knowledge about **topic, genre & characters**
- What we see on the front cover or blurb
- What we have read

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Activating Prior Knowledge



•A **nutshell statement** about the text can set the scene for correct **tuning in**

•You may need to **frontload** students with information if they don't know very much about the topic

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Shared Reading



•Document Camera



IPEVO IPEVO V4K IPEVO



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Shared Reading

• You will need:

- iDocCam Ap
- IPEVO Visualizer software
- Smart phone or iPad stand

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Smart Phone to Visualiser




iDocCam
Turn an iPhone into a doc cam

[OPEN](#)

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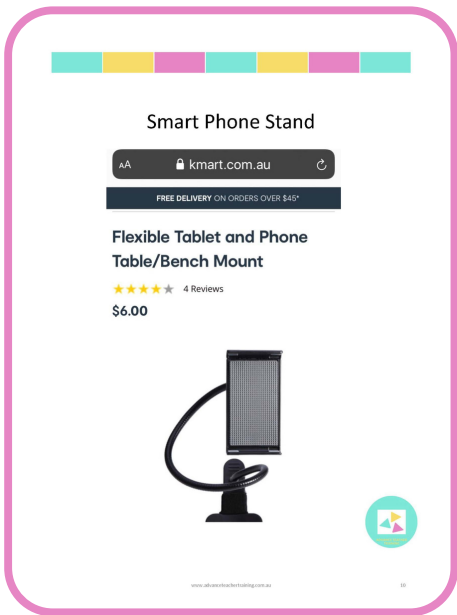
Smart Phone to Visualiser



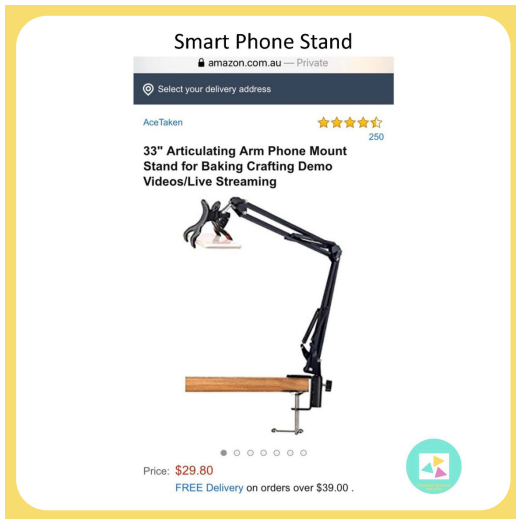
Visualize Things in a New Way.

Enhance your IPEVO document camera experience with IPEVO Visualizer software. IPEVO Visualizer comes with an intuitive

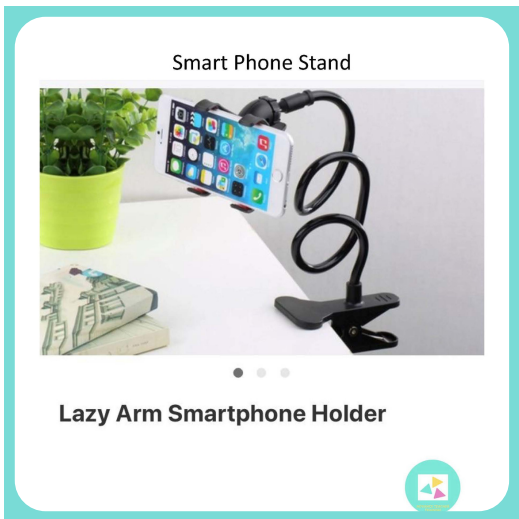
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Shared Reading



- 'Turn and Talk'
- Size of text
- Repeated reading of a text
- Planning Shared Reading

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Shared Reading Planning Sheet

Text: _____ Date: _____

Monday		Strategy	
Tuesday		Strategy	
Wednesday		Strategy	
Thursday		Strategy	
Friday		Strategy	

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Shared Reading Planning Sheet

Text: Greedy Cat - Joy Cowley Date: _____

Monday		Strategy: Activating Prior Knowledge	
What do you know about cats? What do cats eat? [sausages]	What do your parents say if you are hungry all the time? [No]	How do cats speak? [Meow]	What do you know about what happens when animals are hungry?
There is a little girl called Katie in this story. How do you think she will react to the cat being hungry? How would you react?			
What do you know about being Greedy? Have you ever been hungry?	Where do you go in your house if you are hungry?	Who lives in your house? Who might live in this house? [aunt, uncle, mum, dad]	What noise do cats make when they are happy? [purr purr]
What do you say when something tastes really nice? [Yum]			
Tuesday		Strategy	
Wednesday		Strategy	
Thursday		Strategy	
Friday		Strategy	

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Next Steps - Teaching Prior Knowledge

- Plan out a shared reading lesson on Activating Prior Knowledge
- Use an enlarged text via document camera, scanned text or big book
- Include 'Turn and Talk' time to keep your lesson interactive



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Teaching Summarising


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Sequencing → Summarising



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Summarising



- Identifying the important parts of a text after reading
- Being able say the most important parts of a text succinctly

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Sequencing



- The ability to retell a text after reading in the correct order
- Being able retell the text succinctly

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Shared Reading Planning Sheet

Text: Hooway for Wodney Wat Date: _____

Monday		Strategy		
Tuesday		Strategy: Inference		
7. Can you infer why they winked at each other?	9. What do you infer about how Wodney was feeling?	11. What do you infer about what sort of person Camilla is?	12. What is your inference on why the author wrote 'accidentally on-purpose'?	15. What are you inferring about what the other animals think about Camilla? Why?
21. What is your inference about why the other rodents started to smile?	22. Do you have an inference about why the other rodents were giggling?	26. Why do you infer the author wrote 'how Wodney's voice was stronger...?'	28. What is your inference about Camilla now?	32. What is your inference about Wodney being a hero?
Wednesday		Strategy		
Thursday		Strategy		
Friday		Strategy: Summarising		
Title:	Introduction	Problem	Solution	Resolution or Conclusion
	Wodney teased because of lip	Camilla was scary and bossy	Wodney's lip confused her and she didn't like the boys laughing at her so she left.	Wodney was a hero and the other rodents started using a lip

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Shared Reading Planning Sheet

Text: _____ Date: _____

Monday		Strategy		
Tuesday		Strategy		
Wednesday		Strategy		
Thursday		Strategy		
Friday		Strategy		

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Next Steps - Teaching Summaring

- Plan a shared reading lesson on a known text focussing on summaring
- Teach the shared reading lesson
- Remember to include 'Turn and Talk'



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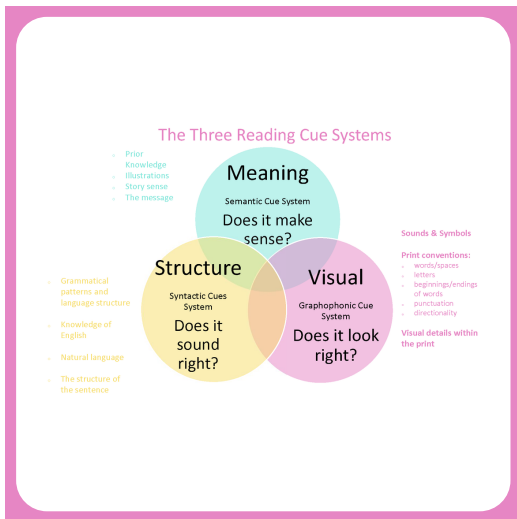


Teaching Grammar

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Structure [Syntactic]

- relating to the grammatical arrangement of words in a sentence

- The set of rules that govern the structure of sentences

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Structure [Syntactic]

An easy way to teach this is to ask students:

- Does that sound right?
- Can we say it that way in school?
- Can we say it that way in books?

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Structure [Syntactic]



When students first learn about structure the first stage is hearing what sounds right:

- Give students two examples and ask them what sounds right
- Repeat giving two examples on each error until you think they are ready to contribute
- The final stage is when they can monitor what is grammatically incorrect in a sentence and 'fix it up'

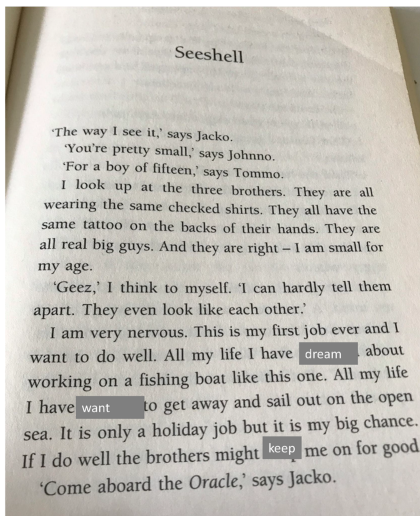
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Structure [Syntactic] Tips

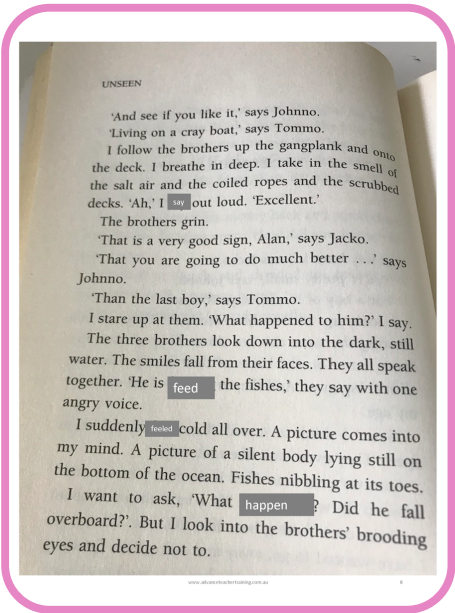


If you ask a student 'Does that sound right?' and they say yes even if it is grammatically incorrect, respond with: 'In books we say it this way'

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Next Steps - Teaching Grammar

- Choose either a Big Book or Picture Book
- Plan a structure [syntax] lesson
- Teach the structure lesson
- Start by giving several examples for students to choose
- Include 'Turn & Talk'
- Invite students to contribute to the lesson

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Shared Reading Planning Sheet

Text: Unseen – Paul Jennings - Seeshell Date: _____

Monday				
Strategy				
Tuesday				
1. Cover some words in a text	2. Write grammatically incorrect words over the covered words	3. Think of grammatically mistakes student make and try to repeat those types of errors	4. Ensure some of the replaced words are correct so students don't assume it is incorrect because it is covered	5. Also, try covering up words and leaving it blank so students can learn how missing out words changes the grammar
dream/dreamed	want/wanted	keep/keep	feed/feeding	feeled/feel
happen/happened	paint/painting	—/his	allow/allowed	knowed/Know
Wednesday				
Strategy				
Thursday				
Strategy				
Friday				
Strategy				

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Shared Reading Planning Sheet

Text: _____ Date: _____

Monday		Strategy	
Tuesday		Strategy	
Wednesday		Strategy	
Thursday		Strategy	
Friday		Strategy	

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Grammar Definition List	
Abstract Noun	A feeling or concept that you can't touch such as happiness or education
Adjective	A word that modifies a noun. It describes the quantity, state or action that the noun refers to: <ul style="list-style-type: none"> A huge dog. A red apple. A fantastic, encouraging, smart teacher.
Adjectival Phrase	A group of words that modify a noun. It describes the quantity, state or action that the noun refers to: <ul style="list-style-type: none"> A fantastic, beautiful, smart teacher.
Adverb	An adverb modifies a verb, adjective or another adverb. It tells you more about the verb. In English, many adverbs are formed by adding -ly <ul style="list-style-type: none"> rapidly, quickly, really
<p>Some words can be either adverbs or adjectives depending on what they do in the sentence:</p> <p>Adjectives will answer the question: What is it like?</p> <p>Adverbs will answer the questions: How? When? Why? or Where</p> <p>School is hard. [Adjective] The Teacher works hard. [Adverb]</p> <p>We took the early class at school. [Adjective]</p> <p>The student was early for school. [Adverb]</p>	

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Grammar Definition List	
Article	A determiner that introduces a noun phrase as definite or indefinite: the: definite a/an/some: indefinite
Adverbial Phrase	A group of words beginning with a preposition to tell more about the verb such as: how, why, where, when, & with whom. The teacher was shouting very loudly .
Clause	A group of words that contain a verb or verb group and a subject: Roger bought some new shoes.
Complex Sentence	A complex sentence contains an independent clause and one or more dependent clauses: We stood in the shallow water to keep cool.. We stood in the shallow water [Independent clause] to keep cool. [Dependent clause]
Compound Sentence	Two or more independent clauses joined by conjunction or connective.
Conjunction	A word which connects words, phrases and clauses: because, although, and, but, so, therefore, or, so

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Grammar Definition List

Noun	A naming word for things, animals, people, places, concepts and feelings: Noun: Teacher Proper noun: Mrs Brown Collective noun: Staff
Phrase	A small group of words that doesn't contain a verb.
Preposition	A word that links nouns, pronouns or phrases to other words in a sentence. It usually gives information about time, place and direction: The cat is <u>under</u> the table. The cat is <u>behind</u> the table. after, across, inside, to, into, by, before, below
Preposition Phrases	A small group of words that does not contain a word: at the end, on the bed, by chance, at one time
Pronoun	A word which can replace a noun. I, you, she, they, me, them, we, us, something, nothing, anything, everything, someone

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Grammar Definition List

Quantifier	A word that indicates the quantity: some, many, all
Relative Adverb	An adverb that introduces a relative clause: where, when, wherever, whenever
Relative Clause	A clause that modifies the noun in a sentence: The university, where my sister goes to school, is in Sydney. where my sister goes to school: relative clause
Relative Pronoun	Relate groups of words to nouns or other pronouns: Who, whom, whose, which, that
Simple Sentence	Contains a subject and a verb and expresses a complete thought. She wants to be a dentist. My cat runs very fast.
Subject	The subject of a sentence is the main noun about which something is said: <u>Mary</u> is beautiful.
Superlative & Superlative Adjective	Adjectives or adverbs that describe the extreme degree of something: happiness, quickly
Syntax [Structure]	A knowledge of the grammatical structure of sentences

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Grammar Definition List

Tense	The form of the verb that shows when the action or state happens [past, present, future]
Verb	A word, or group of words, that tells what a person or thing is doing: jump, kiss, teach, clean, write, adore, want, stop

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Punctuation Definitions	
Apostrophe '	To signal a contraction: Can not = can't To signal singular possessive: This is Mary's dog. To signal the plural possessive: This is the children's dog.
Brackets [Parenthesis]	To show additional explanation or information.
Bullet Points [Dot Points] •	A way of listing information in points • red • blue • yellow
Capital Letter	Used to denote the beginning of a sentence or a proper noun [name of place, thing or people] Mary, Adelaide, Poodle
Colon :	To signal that something is about to follow in a sentence. I want three things from the bakery: a pie, a bun and a drink.
Comma ,	To indicate a short break in a sentence. To separate items on a list. To define clauses. Before introducing direct speech.
Ellipsis ...	Three dots that show missing words, create suspense or to create a pause effect. 'So...is he hot?'

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Punctuation Definitions	
Exclamation Mark !	Used at the end of a statement, command or exclamation to show something has been said with emotion.
Full Stop/Period .	A punctuation mark to denote the end of a sentence.
Hyphen Dash -	To set information apart: My girlfriends – Mary, Jo and Sam – are great tennis players.
Inverted Comma Speech Marks Quotation Marks “ ”	To indicate direct speech. To indicate a quote. To indicate a certain meaning to a word or phrase.
Question Mark ?	To show a question and the question mark comes at the end of a sentence in the place of a full stop.
Semi-colon ;	To link separate sentences that are closely related. The parents arrived home from Europe; they had been away 2 months.

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Exit Teaching Summarising and Prior Knowledge

Advance Teacher Training

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In this Module I....

Check me off once completed...

- Taught my class how to activate prior knowledge in a Shared Reading lesson
- Taught my class summarising in a shared reading lesson
- Taught my class the structure of language in a grammar lesson through shared reading

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