

# Ohio Literacy Conference for K-3rd Grade Teachers

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## **D-9** Catching ALL Thinkers: Breathing Life into Comprehension (Gr. K-3)

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# Verbal Prompts during Read-alouds

## **Prompt Type**

## **Example**

*\*Completion*

*When the 3 bears saw Goldilocks sleeping, they . . .*



*\*Recall*

*What did Goldilocks do after she ate Mama Bear's porridge?*

*\*Open ended*

*Why do you think Goldilocks went inside the 3 bears' house?*

*\*Distancing*

*In an interview, what would you ask Baby Bear? Goldilock's Mom? Papa Bear?*

*Completion:*

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*Recall:*

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*Open-ended:*

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*Distancing:*

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## Offering a Variety of Focus Sheets

*A focus sheet does for kids what a calendar does for adults while also increasing comprehension in new and different ways.*

A focus sheet is another tool to use with writers to help them focus their ideas, thoughts, and purposes for writing. It is short and sweet! It is most often attached to a clipboard so that kids can write on it as they read. While it is a way to 'get started' on a writing assignment, it also serves as a tool for bridging reading, writing, and thinking in a small group setting.

Focus sheets are similar to graphic organizers, but they tend to be more creative and less structured. Quite simply, I think of a focus sheet as a way to help me build critical thinking skills in my students without requiring a lot of writing from them. Remember, focus sheets are short and sweet!

You will want to create your own focus sheets depending on your unique purposes for using them, but here are a few to get you started, especially with falling writers:



## Focus Sheet: Predictions

**Write down one idea you'd like to investigate after you read:**

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**As you read, jot down 1 or 2 questions that come to your mind:**

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## Vocabulary

**List any words that are unusual or 'tricky' for you:**

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## Focus Sheet: Rate the Text

<b>Too Easy?</b>	<b>YES</b>	<b>NO</b>
<b>Too Hard?</b>	<b>YES</b>	<b>NO</b>
<b>Interesting?</b>	<b>YES</b>	<b>NO</b>
<b>Boring?</b>	<b>YES</b>	<b>NO</b>
<b>Well Written?</b>	<b>YES</b>	<b>NO</b>

## Focus Sheet: Visualizing



**Write or draw about something you could feel, taste, smell, see, or touch, in your mind, as you were reading...**

## Focus Sheet: Sequencing



**What happened?**

**First:**

**Next:**

**Then:**

**Last:**



## Focus Sheet: Synthesis

**Change the title of the story:**

**Change the setting of the story:**

**Change 2 things that happened in the story:**

**What else could you change?**

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# Focus Sheet: Story Frame



This story took place \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_ is a character in the story  
who likes to \_\_\_\_\_, but doesn't like  
to \_\_\_\_\_. The problem was that

\_\_\_\_\_ and then \_\_\_\_\_.

After that, \_\_\_\_\_

and the problem was solved when

\_\_\_\_\_.

# Using a Variety of GOOD Questions

Here are six different questions to ask yourself when you are asking questions! If you practice all six of them daily, you won't need to ask yourself them any longer because you will automatically be asking a variety of questions while 'on the run' with your falling writers:

1. Am I asking questions that require kids to SOLVE a problem?
2. Am I asking questions that make kids CONNECT one thing to another?
3. Am I asking questions that utilize the SENSES?
4. Am I asking questions that require INFERENCE?
5. Am I asking questions that force an EVALUATION of some kind?
6. Am I asking questions that tap into a child's MEMORY bank?

Here are key words from all 6 reflective questions:

(Suggestion: Write them in the palm of your hand or on an index card!)

- ✓ SOLVE
- ✓ CONNECT
- ✓ SENSE
- ✓ INFER
- ✓ EVALUATE
- ✓ REMEMBER

Below are sample questions I might ask kids while in line for physical education class:

What could we do if we wanted to score more baskets in a basketball game?  
(SOLVE)

Can anyone tell us what the volleyball and soccer have in common?  
(CONNECT)

If you had to describe what a baseball game is like to someone who is blind, what would you tell them? (SENSE)

Who can tell us why a basketball might get stuck in the hoop? (INFER)



What is the worst thing you can do if you are a player on a team?  
(EVALUATE)

How do you count points if you are bowling? (REMEMBER)

These questions not only lead your students to higher levels of thinking, they also provide a springboard of ideas for your next journal writing assignment!

If asking 'good' questions produces better writers and thinkers, then why not get good at it and see what happens? ALL kids deserve more than YES/NO questions. Yes?!

C. Hebert. *Catch a Falling Writer*. (2010). Corwin Press.

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*Reflections . . .*