

# Teaching Reading for Comprehension Toolkit

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# Last Time...

## HIAS Teaching Reading for Comprehension Toolkit

## The 13 HIAS Reading strategies

From comprehension strategies → comprehension skills

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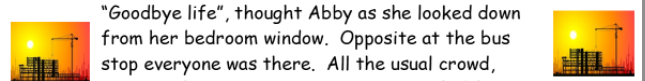
It is crucial that we give children the tools they need to enjoy challenging texts

Hampshire County Council

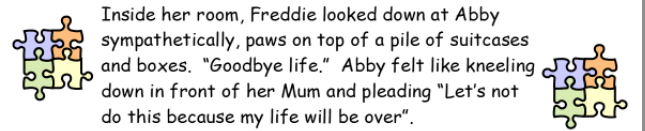
It is crucial that we give children the tools they need to enjoy challenging texts

**ACTIVITY** Identify the 4 most important parts and connect together (GIST)

### All Change



"Goodbye life", thought Abby as she looked down from her bedroom window. Opposite at the bus stop everyone was there. All the usual crowd, messing about. An inner voice screamed, "This isn't right! You should be with them, waiting for the bus". Abby felt a sharp pang as she saw Becky, her best friend laughing and joking with Chloe.



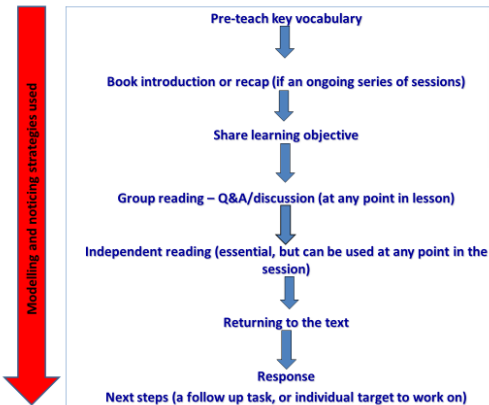
Inside her room, Freddie looked down at Abby sympathetically, paws on top of a pile of suitcases and boxes. "Goodbye life." Abby felt like kneeling down in front of her Mum and pleading "Let's not do this because my life will be over".

Obviously Mum had no human feelings in her.

## Planning & Record Keeping

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## The three levels of questioning

**Exposition** – literal questioning (looking questions)

**Exploration** – inference/deduction based on the text. (clue questions)

**Expansion** – evaluative/opinion questions, often linked to experience of the wider world. (thinking questions)

# GAP Task – How are you getting on?

- Have a go at modelling a range of reading strategies to pupils within your teaching.
- Increase pupils' familiarity with the range of reading strategies.
- Share the strategies with other adults who support in your class.

## What next?



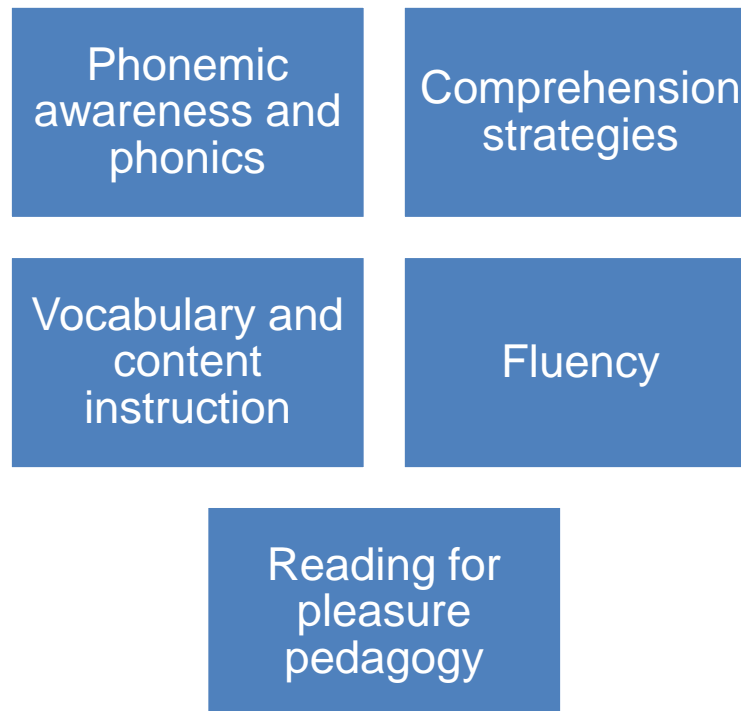
# AGENDA

- Understand the ‘Read Aloud, Think Aloud’ approach and text marking for pre reads
- Develop the use of dialogic talk within reading lessons
- Share a range of effective task design to support rich responses to reading



# The reading diet in schools

A balanced reading curriculum will take account of different layers of instruction and application:



***Fluency instruction is increasingly recognised as a key component in reading teaching.***



# Reading is complex...

Effective adult readers use a range of flexible reading comprehension strategies **so quickly and automatically...we hardly notice they are taking place!!**

Pressley



# Billy's Tower

Billy was howling because his whole day had been spoilt. All his work had been broken by the wave. His mum came over to help but she accidentally stepped on the one tower that was left. "Never mind", she said. "Let's go back for tea. You can build some more towers tomorrow."



inference

Probably.. a boy  
aged 3 -5

How???? I will read  
on...

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Predict/ask questions

Billy was **howling** because his whole day had been **spoiled**.  
All his **work** had been **broken by the wave**

Not on  
purpose

vocabulary

spoiled/work/wave??  
?I'm starting to build  
meaning!

Link sentences to build meaning/working memory

His Mum came over to help but she **accidentally** stood on  
the **one tower** that was left.

Tower + work + wave =  
BEACH/SANDCASTLES/TID  
E IS IN

Link clues together like a  
detective and background  
knowledge

“Never mind,” she said. “Lets go back for tea. You can build  
some more towers tomorrow.”

I'm getting a clear picture of  
the scene

Waves once  
ruined my  
sandcastles too!


Background knowledge **visualise**



### Jo and the Package

Jo crept along to Grandma's room. It was in darkness. She edged the door open and peeped inside the empty room. On the bedside table stood the package, covered with strange stamps.


Jo held her breath and tiptoed to the table. The package was like a magnet. It seemed to draw her in. Her fingers itched. She just had to know what was inside. The paper at the edge of the packet was loose...


PREDICT  
It will be about a present 


It should say pushed, edged doesn't make sense

  
peeped is a good word

PREDICT  
Grandma will catch Jo! 

Stamps are strange??  
Why?  


Why do we need to know this now?  


~~PREDICT~~  
Jo is going to open it 

PREDICT  
It might be a Xmas present   
I like cliff hangers




# Text marking to support 'clarify'



Text marking can be used in many ways e.g. during pre read, to demonstrate understanding, for ensuring clarification.

*Some schools develop their own symbols- consistent throughout the school*

Close Reading  Mill Rythe JUNIOR SCHOOL	
Symbol	Code
	Unfamiliar word What does this part mean?
	I have a question. I don't understand.
	Thoughts
	Love this
	Surprising!
	Important
<b>C</b>	Make a connection
<b>P</b>	Predict
<b>S</b>	Summarise



The HIAS 'Text Marking for Pre-reads' document provides ideas and suggestions.

### Text Marking for Pre-reads

*Your teacher will tell you which number to focus on. Always bring your text marking to the guided session.*

1. Mark any **vocabulary** you are unsure of. Record the meaning of your chosen words using a dictionary.
2. Use thought bubbles to record **predictions** as you read. *What do you think will happen next? How will the story end?*
3. Use thought bubbles to make **inferences** as you read. *Why is a character acting in particular way? When is the story set?*
4. Record **questions** you would like answered as you read. These can be discussed with your guided reading group.
5. Mark any points where the author has used **figurative language**, such as metaphors or similes. *What effect do they have on you as a reader? What image do they create in your mind?*
6. Make **connections to your background knowledge**. *Does a section remind you of a book you have read, a film you have seen, a poem you have heard or somewhere you have been?*
7. Record the **references** to each person, place or thing in the text. Use a different colour for each. For example, **the knight** was referred to as **Sir John/he/the brave knight** and **the castle** was referred to as **Sir John's home/the grand building/it**.
8. Identify **fact and opinion** in the text, using a different colour for each. **Justify** why you have identified each as fact or opinion.
9. Identify the **topic or subject** of each paragraph in the non-fiction text you are using.
10. Mark the **genre features** of the text you are looking at.

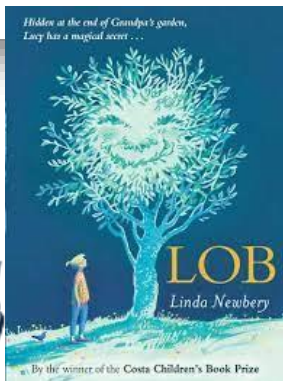
# TASK: Complete a Read Aloud, Think Aloud & Text Mark

## Lob, by Linda Newberry

I was chopping wood one evening, when all of a sudden I knew I was being watched. So I stopped chopping and turned round. In the corner of my eye I saw him. There he stood – he turned round to look – just there, by the bench. But I could only see him side-long. When I stared straight at him, he faded away.

Still, I knew who he was, knew at once. I'd heard about Lob from my grandfather, and he'd heard from *his grandfather*, and so on, back and back and back.

There's always been Lob. He walks the roads, that's what he does. He walks and he walks, and he looks for the right person. When he finds that person, he stays around for a very long time. So I hoped he'd stay with me, and when he did I knew how lucky I was.



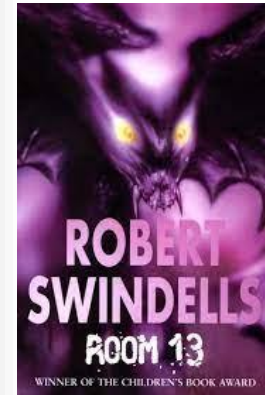
## Room 13 by Robert Swindells

Fliss is on a school trip.

Fliss pressed the buttons in the armrest and tipped her seat back. But then the boy in the seat behind her yelled out that she was crushing his knees and demanded that she return it to its upright position.

When she refused, settling back and closing her eyes, the boy, Grant Cooper, began rhythmically kicking the back of the seat, like somebody beading on a drum. Fliss sighed but kept her eyes closed, saying nothing.

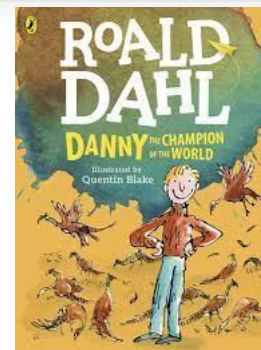
As she had anticipated, Mrs Evans soon noticed what the boy was up to. A hand came snaking through the headrests and grabbed a fistful of hair.



## Danny, The Champion of the World by Roald Dahl

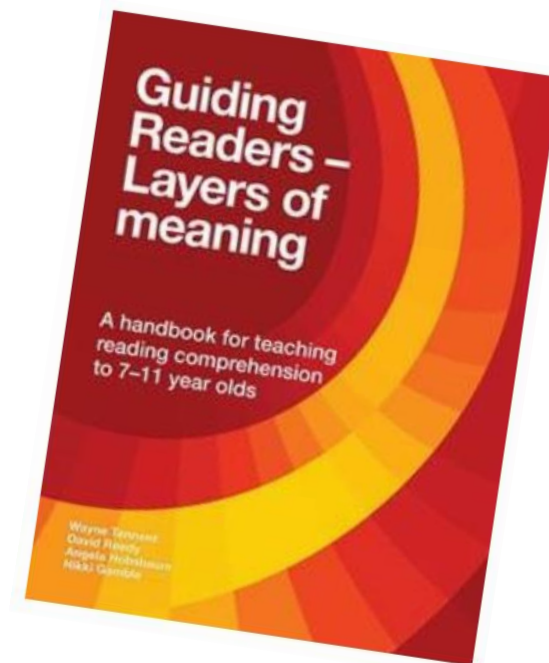
We walked on up the cart-track and when we reached the crest of the hill we could see the wood ahead of us huge and dark, with the sun going down behind the trees and little sparks of gold shining through.

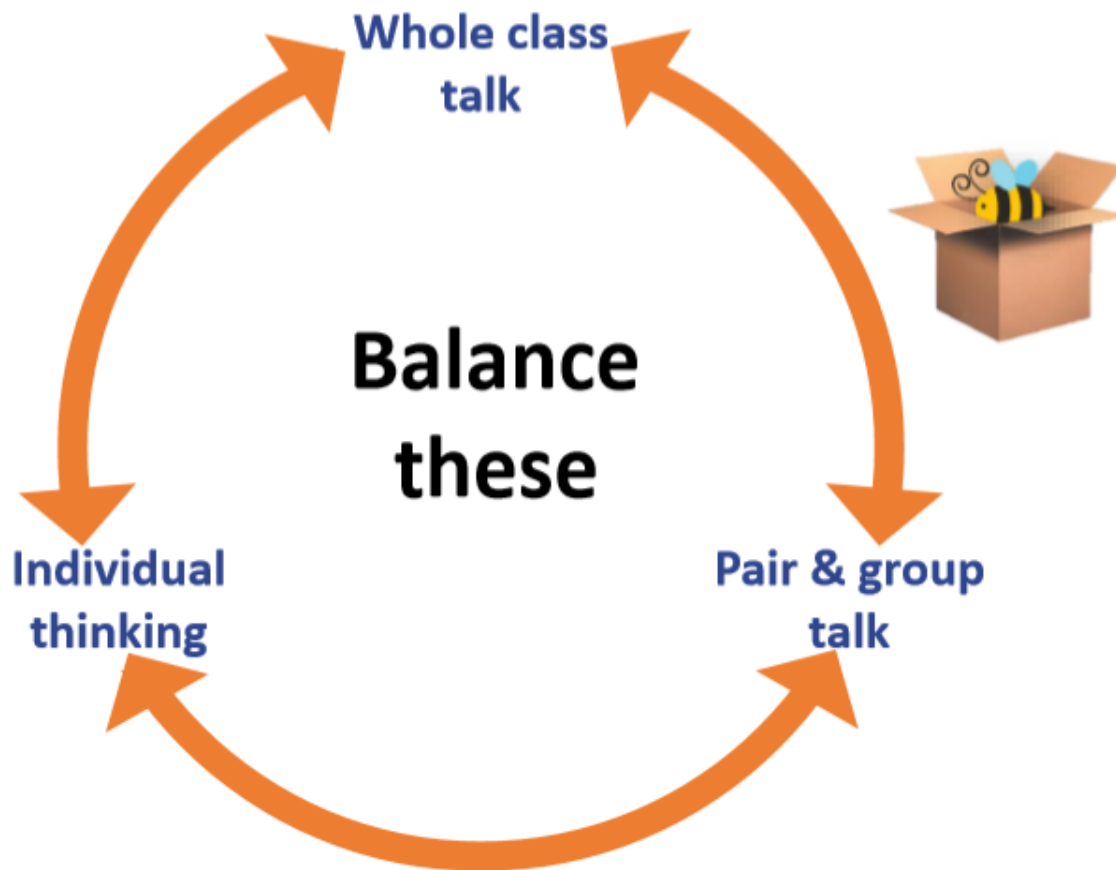
"No talking Danny, once we're inside," my father said. "Keep very close to me, and try not to go snapping any branches."



# Developing a deeper understanding of a text through rich discussion and talk

*‘Discussions, and particularly dialogue, present the greatest cognitive challenge to pupils: they are the kinds of interaction most likely to develop children’s thinking. [...] The challenge for the thoughtful teacher, therefore, is to **ensure that discussion and dialogue become an integral part of the talk repertoire of every guided reading session.**’*





Prefix meaning:  
through, across,  
by

Logic meaning:  
sense, reasoning,  
coherency

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## Dialogic Talk

(communicating through dialogue)

Sustained stretches of talk which enable speakers and listeners to **explore** and **build on** their **own** and **others'** ideas to develop coherent **thinking**.

The aim is to achieve a common understanding through structured cumulative questioning and discussion.





# Setting Ground Rules

Pupils need to learn how to allow talk to happen and to take full advantage of its possibilities. They should:

- Listen
- Think about what they hear
- Give others time to think
- Respect alternative viewpoints

# Supporting Group Work

- Many children, perhaps most, **need to be taught how to talk and work together**, but are rarely offered that guidance. Just giving them opportunities to collaborate is not enough.
- When students are helped to understand how to use talk as a problem-solving and learning tool, **the quality of their talk and group work improves and so do their *individual* learning outcomes.**

Open University – Thinking Together Project



## Facilitate and guide the dialogic talk

*Prompts that propel a discussion that is lagging often need to come from the teacher. Over time, students incorporate these moves into their conversations with peers. These conversational teacher moves are intended to organise ideas and ensure productive discussion.*

(Michaels, O'Connor, Hall, St Resnick, 2010, pp. 27-32)



# Discussion & Questioning

- **I**nitiate
- **R**espond
- **E**valuate

The teacher asks the questions, evaluates the response given, then asks another question (Cazden, 1998)

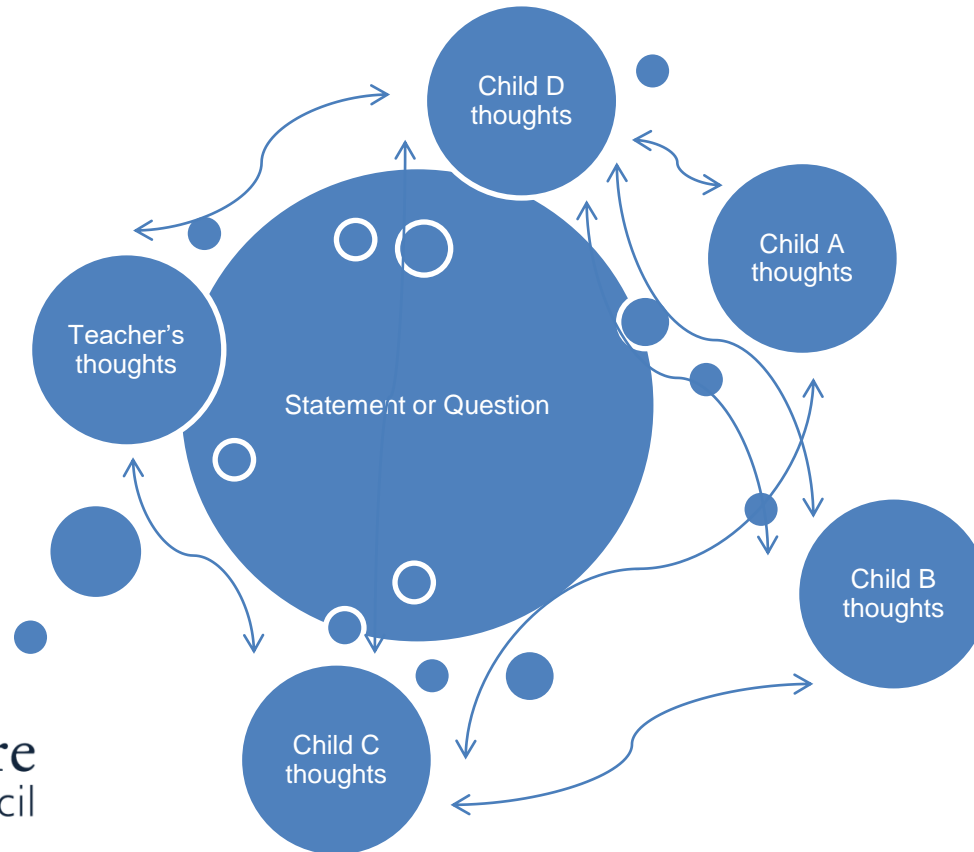
The **IRE** pattern encourages recital of the text  
(*surface learning*)

***Deep discussion takes place when the teacher stops being the intermediary.***



# Class Discussion: Knowing the rules...

True discussion takes place when the teacher **stops** being the go-between.



# Facilitate, rather than monopolise, learning conversations

**Wait** before offering statements, prompts or thoughts

**Support** and encourage pupils to ask their own questions and lead the discussion

**Use paired talk** as a strategy to give pupils time to think and formulate better answers

**Encourage** children to respond directly to what others in a group say



# FACILITATE AND GUIDE DISCUSSION

- **Marking conversation:** “That’s an important point.”
- **Keeping the channels open:** “Did everyone hear what she just said?”
- **Keeping everyone together:** “Who can repeat . . . ?”
- **Challenging students:** “That’s a great question, Rebecca. What do the rest of you think?”
- **Revoicing:** “So are you saying that . . . ?”
- **Asking students to explain or restate:** “Who disagrees or agrees, and why?”
- **Linking contributions:** “Who can add on to what he said?”
- **Pressing for accuracy:** “Where can we find that?”
- **Building on prior knowledge:** “How does this connect . . . ?”
- **Pressing for reasoning:** “Why do you think that?”
- **Expanding reasoning:** “Take your time. Say more.”
- **Recapping:** “What have we discovered?”

# Dialogic talk using the domain cards

Year R/1

## Deepen your talk:

I like ...  
I think ...  
I want to know ...  
What if ... ?

Year 2/3

## Deepen your talk:

I think ...  
I agree because ...  
I do not agree because ...  
\_\_\_ said \_\_\_ and I think ...  
This is the same as ...  
It says \_\_\_ so that means ...  
What if ... ?

Year 4/5/6

## Deepen the discussion:

In my opinion ...  
I agree and would like to add that ...  
Could you explain ...?  
Building on what \_\_\_ said ...  
Is there evidence that ...?  
Another point of view could be ...  
I disagree because ...  
Have you considered ...?  
Do you think that ...?  
Is that similar to ...?  
What if ... ?

### Respond and explain Justify an idea or opinion



scan



infer



think aloud



form opinions



connect to prior knowledge



skim



get the gist



## Follow-up questions to deepen thinking

To refine answers, change direction, gain clarity, increase depth, etc

### Probing

Questions which push for more clarity or more depth.

*What do you mean by ...?*

*Can you say more about ...?*

*In what way ...? How exactly ...?*

### Challenging

Questions which require re-evaluation or justification of thinking.

*But how do you know ...?*

*Why do you think that ...?*

*Are you sure that ...? But what if ...?*

### Bridging

Questions which move thinking across to another example or topic.

*So is it the same as/for/when ...?*

*How does it/that compare to ...?*

*Can you think of other/a different ...? When else ...?*

### Reflecting

Questions which ask about the thinking or learning process behind an idea or point.

*When/how/what did you discover ...?*

*How did you find/work out ...?*

*What made you think of ...? Why did you decide ...?*

### Extending

Questions which move the pupil towards greater complexity or difficulty.

*Could you explain ...?*

*What would happen if ...?*

*Does that suggest any other ...?*

*What might be the problem with ...?*

### Personalising

Questions which ask for a more personal angle or an evaluative response.

*What do you, personally, think ...?*

*What's your own view about ...?*

*How well ...? In your opinion, why ...?*

<https://jamesdurran.blog/2017/06/17/follow-up-questions/>



# Dialogic teaching is...

## Collective:

- teachers and children address learning tasks together, whether as a group or as a class

## Reciprocal:

- teachers and children listen to each other, share ideas and consider alternative viewpoints

## Supportive:

- children articulate their ideas freely, without fear of embarrassment over "wrong" answers; and they help each other to reach common understandings

## Cumulative:

- teachers and children build on their own and each others' ideas and chain them into coherent lines of thinking and enquiry;

## Purposeful:

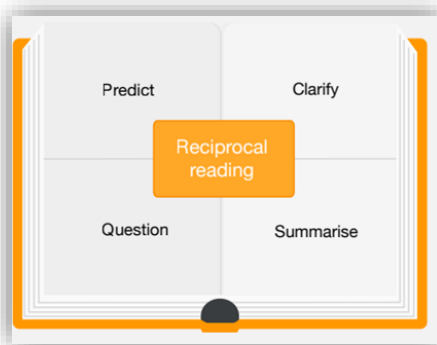
- teachers plan and steer classroom talk with specific educational goals in view.

(Alexander, 2008)

# Strategies to foster group dialogue

When pupils work in groups, effective dialogue can be harder to achieve, because pupils often need to be taught how to work together in a way that is mutually supportive.

...could ...	...makes the reader feel ...
...might ...	...represent ...
...maybe ...	...suggest ...
...seem as if ...	...symbolise ...



# What is Reciprocal Reading?

Reciprocal teaching refers to an activity in which pupils become the teacher in small group reading sessions.

Teachers model, then help students learn to guide group discussions using four strategies:

- summarising
- questioning
- Clarifying
- predicting

Once pupils have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.

## The Summariser

The Summariser will highlight the key ideas up to this point in the reading.

Tell the group what you have read in your own words

Only tell them of the important information  
Keep your summary short



## The Questioner

Ask questions to help your group understand what has been read.

Question starters:

Who?  
Where?  
When?  
Why?  
What?  
How?  
What if?



## The Clarifier

Clarifies when something doesn't seem to make sense.

Clarifies when a word has been read wrongly.

Asks for help if the group can't work it out between them.

May use a dictionary to find out meanings.



## The Predictor

Use clues from what you have read or illustrations to work out what might happen next.

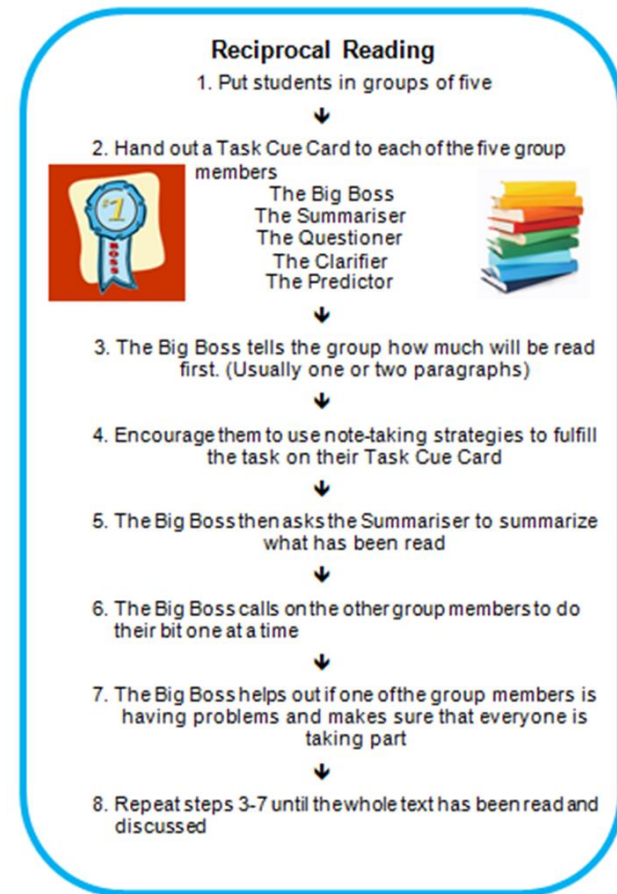
You can change your predictions as you read on through the text.

I think ....  
Maybe.....  
It might be that.....  
I wonder if .....  
I'll bet.....  
This may be about.....



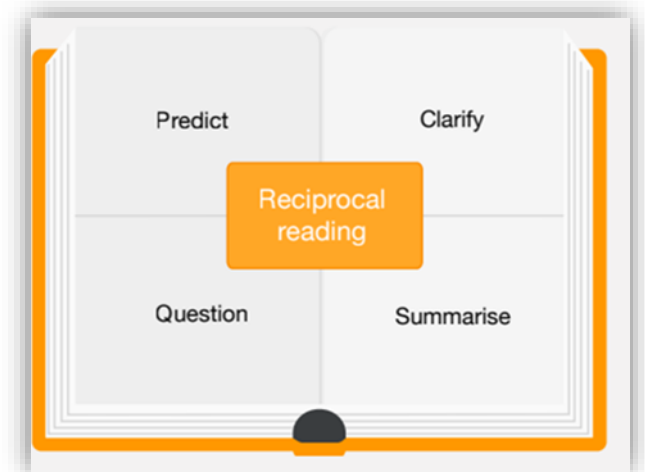
# Why use Reciprocal Reading?

- It encourages pupils to think about their own thought process during reading.
- It helps pupils to learn to be actively involved and monitor their comprehension as they read.
- It teaches pupils to ask questions during reading and helps to make the text more comprehensible.




# Reciprocal reading

<p><b><u>Questioner</u></b></p> <p>Why is she saying this? What does this mean? How would this make Macbeth feel?</p>	<p><b><u>Predictor</u></b></p> <p>I think this word will make Macbeth feel... I think she says this to make him... Next, I think she will try to...</p>
<p><b><u>Clarifier</u></b></p> <p>I think that... This word shows that... The meaning of this could be...</p>	<p><b><u>Summariser</u></b></p> <p>Overall, Lady Macbeth manipulates Macbeth. In general she makes him feel... The audience think that she is a ... character because...</p>



# Talk stems

**Taking the talk to the text**



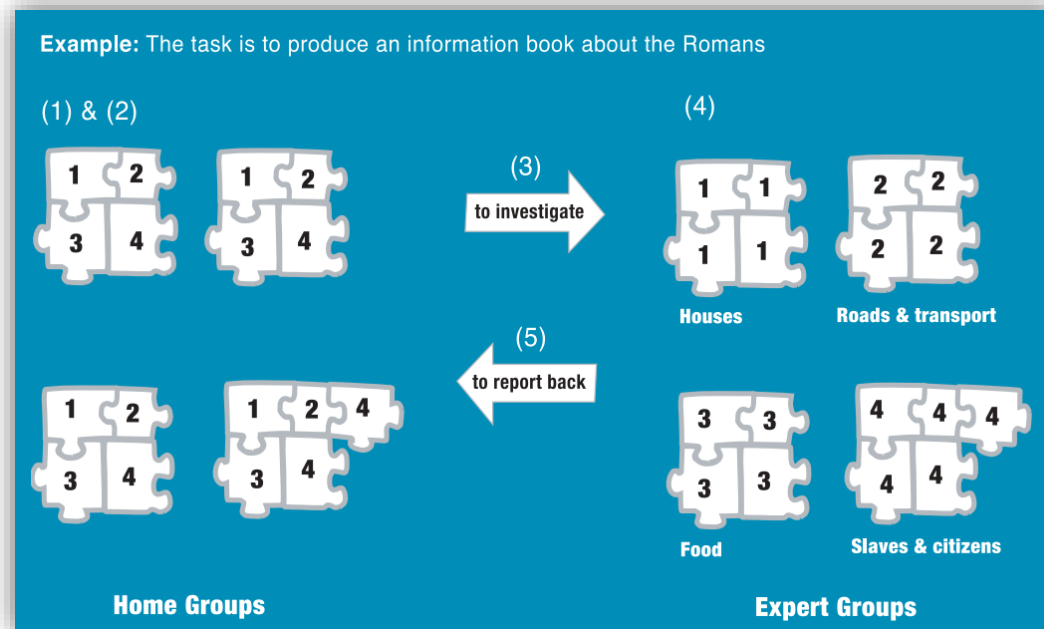
...could ...	...makes the reader feel ...
...might ...	...represent ...
...maybe ...	...suggest ...
...seem as if....	...symbolise ...

- Talk stems should be taught and modelled.
- Prompts work best when printed onto cards, with pupils encouraged to take a card and to try to use the word or phrase when they speak.
- Talk stems can also function well as prompts for writing about texts.



# Jigsaw

- Organise the class into home groups, preferably of equal numbers.
- Number each child in the home group: 1, 2, 3 or 4. (If the numbers in a group are uneven, two children can be set the same individual task: 1, 2, 3, 4, 4.)
- Assign each child with the same number (i.e. all the number 3s) to one area for investigation.
- The children now rearrange themselves to form expert groups (i.e. all the number 1s together, etc.) to undertake investigations, discuss their work and agree on the main points to report back to the home group.
- Children re-form into their home groups and each individual member reports back on the findings of the expert group.





for 30 seconds

for 1 minute

during class

before class

turn to your neighbor

walk across the room

group size = 2

group size = 3 or 4

with the whole class

with another group

verbally

in writing

# THINK - PAIR - SHARE

Ask students to respond to a question independently.

with pen and paper

or a laptop

in writing

as you doodle

Have students compare answers in small groups.

come to consensus

agree to disagree

explain your reasoning

share your opinion


Ask students to share their work with the class.

via polling software

via whiteboard

class discussion

time for telling

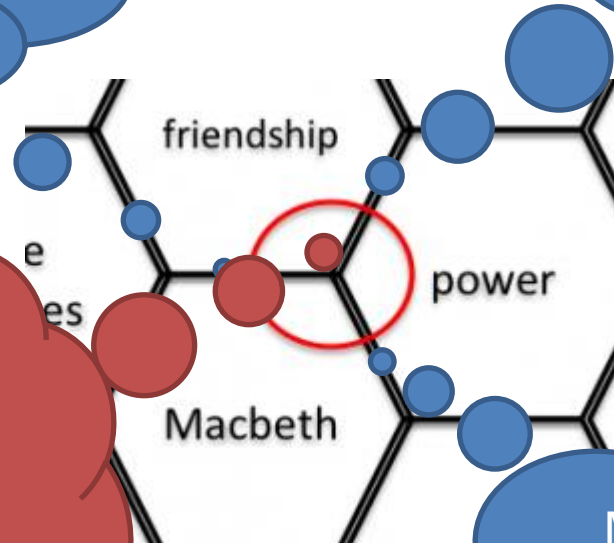
@derekbruff 



# Hexominos – 3 way connections

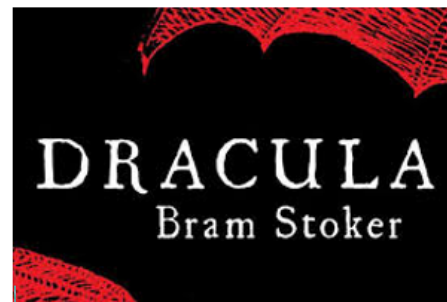
Macbeth is friends with Duncan and Banquo

Duncan shows friendship to Macbeth but it can't be an equal friendship because Duncan has all the power



Macbeth's desire for power leads him to turn his back on friendship – he kills both his friends in his drive to become and stay king. By the end of the play, Macbeth is totally alone, bringing out the message that the desire for power is destructive.

Macbeth wants power and is prepared to do anything to get it



## Harker meets the Count

By this time I had finished my supper, and by my host's desire had drawn up a chair by the fire and begun to smoke a cigar which he offered me, at the same time excusing himself that he did not smoke. I now had an opportunity of observing him, and found him of a very marked physiognomy.

His face was a strong – a very strong – aquiline, with high bridge of the thin nose and peculiarly arched nostrils; with lofty domed forehead, and hair growing scantily round the temples, but profusely elsewhere. His eyebrows were very massive, almost meeting over the nose, and with bushy hair which seemed to curl in its own profusion. The mouth, so far as I could see it under the heavy moustache, was fixed and rather cruel looking, with peculiarly sharp white teeth; these protruded over the lips, whose remarkable ruddiness showed astonishing vitality in a man of his years. For the rest, his ears were pale and at the tops extremely pointed; the chin was broad and strong, and the cheeks firm though thin. The general effect was one of extraordinary pallor.

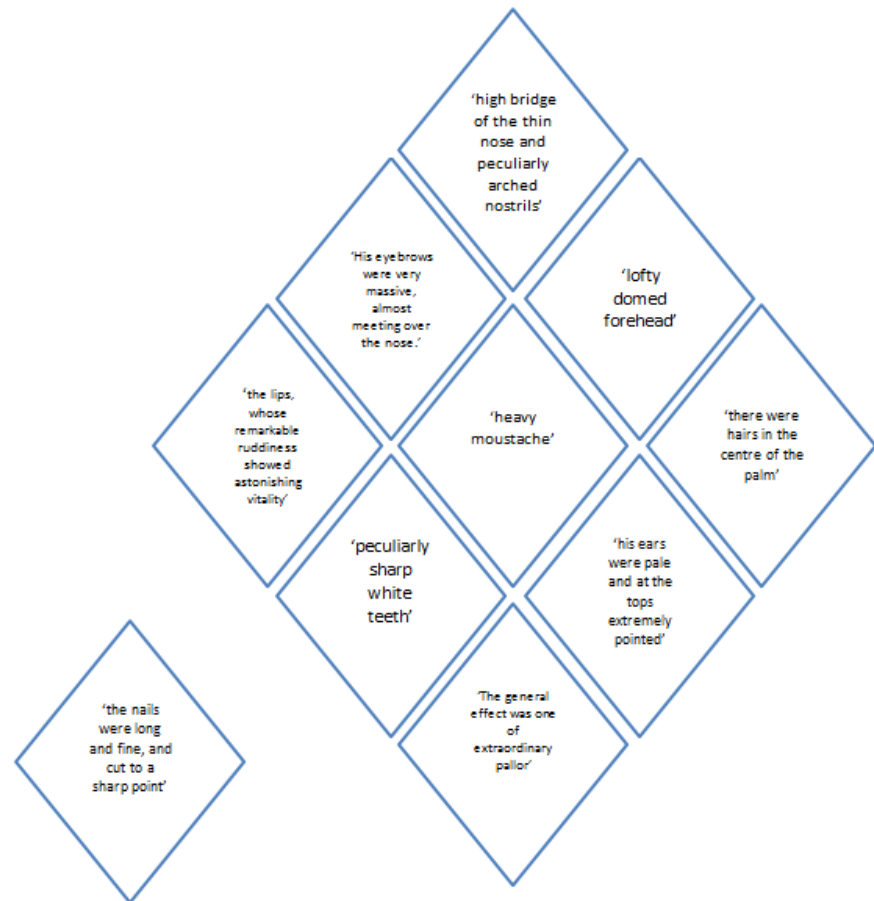
Hitherto I had noticed the backs of his hands as they lay on his knees in the firelight, and they had seemed rather white and fine; but seeing them now close to me, I could not but notice that they were rather coarse – broad, with squat fingers. Strange to say, there were hairs in the centre of the palm. The nails were long and fine, and cut to a sharp point. As the Count leaned over me and his hands touched me, I could not repress a shudder. It may have been that his breath was rank, but a horrible feeling of nausea came over me, which, do what I would, I could not conceal. The Count, evidently noticing it, drew back; and with a grim sort of smile, which showed more than he had yet done his protuberant teeth, sat himself down again on his own side of the fireplace.





# Diamond 9 – discard, defend, challenge decisions

- Sort the cards into a diamond shape, leaving one out
- Put the card you rank the most highly at the top and the one you place lowest at the bottom





# Pre teaching vocabulary



fearful



valley

score



gallops

hump

leathery

hide





L1: I can visualise a poem




# The Hippocrump

Along the valley of the Ump  
Gallops the fearful Hippocrump.



## The Hippocrump

Along the valley of the Ump  
Gallops the fearful Hippocrump.  
His hide is leathery and thick;  
His eyelids open with a “CLICK!”



## The Hippocrump

Along the valley of the Ump  
Gallops the fearful Hippocrump.  
His hide is leathery and thick;  
His eyelids open with a “CLICK!”  
His mouth he closes with a “CLACK!”  
He has three humps upon his back;



## The Hippocrump

Along the valley of the Ump  
Gallops the fearful Hippocrump.  
His hide is leathery and thick;  
His eyelids open with a “CLICK!”  
His mouth he closes with a “CLACK!”  
He has three humps upon his back;  
On each of these there grows a score  
Of horny spikes and sometimes more.



## The Hippocrump

Along the valley of the Ump  
Gallops the fearful Hippocrump.  
His hide is leathery and thick;  
His eyelids open with a “CLICK!”  
His mouth he closes with a “CLACK!”  
He has three humps upon his back;  
On each of these there grows a score  
Of horny spikes and sometimes more.  
His hair is curly, thick and brown;  
Beneath his chin a beard hangs down.



## The Hippocrump

Along the valley of the Ump  
Gallops the fearful Hippocrump.  
His hide is leathery and thick;  
His eyelids open with a “CLICK!”  
His mouth he closes with a “CLACK!”  
He has three humps upon his back;  
On each of these there grows a score  
Of horny spikes and sometimes more.  
His hair is curly, thick and brown;  
Beneath his chin a beard hangs down.  
He has eight feet with hideous claws;  
His neck is long – and Oh his jaws!



# What does your Hippocrump look like?





# Task: Inference Sums

Helping children to piece together clues from the text in order to infer deeper meaning



**Enrich:** Provide the inference in the final box and ask the children to hunt for the clues in the text that led to that inference. Sums can be of different length and the complexity of the text can also be varied.

**Core:** identify moments in the text where there is opportunity to read deeper meaning, piece the clues together to make an inference.

Date Monday 2nd December 2019

Can you draw inferences such as inferring characters' feelings, thoughts and motives from their actions?

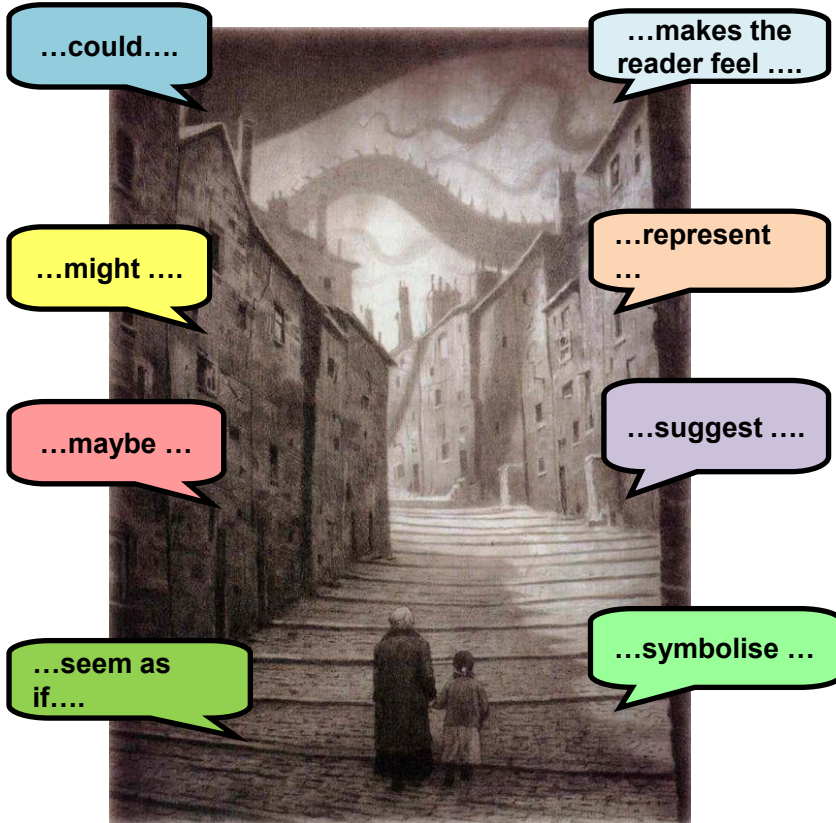
**Inference sums**

The bear yawned.	+	It is starting to snow.	=	The bear is ready to hibernates.
The animals are preparing the Christmas tree.	+	The hare is jumping around.	=	It is Christmas.
The bear is walking away.	+	The hare's ears droop.	=	The hare is disappointed that the bear is missing Christmas.
The hare delivers a gift.	+	The bear sees the Christmas tree and appears to smile.	=	The bear sees Christmas.

**Foundation:** Provide partially completed inference sums, where the clues from the text have been identified, signposting the children to opportunities to read greater meaning, and the children must then independently drawn an inference from the clues, completing the final box. A simplified version of the text, or an alternative, stage-appropriate text could also provide variation. Pre-reading and discussion of the text with an adult may also provide the essential first steps for children to access the inference sums more independently.



# Task: Going Deeper with Image



Enrich: Vary the complexity of the language used to scaffold and support questioning and discussion. Children discuss their thoughts, responses and inferences as a class or group before writing some of their ideas down using the key language that has been modelled.

Core: Use the given vocabulary as a thinking frame to structure questions, discussions and thoughts about the focus image. Teacher to model the use of the language within sentences, *e.g. the way the man in the long coat is paused to look up, **suggests** fear or concern over the shadows overhead.*

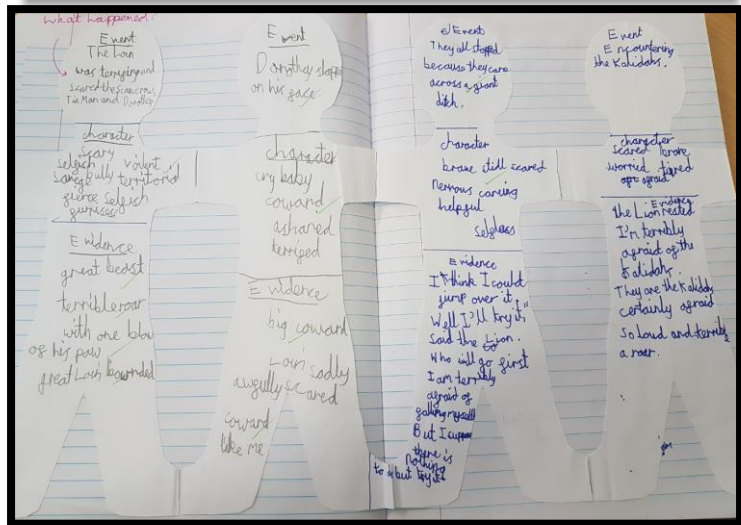
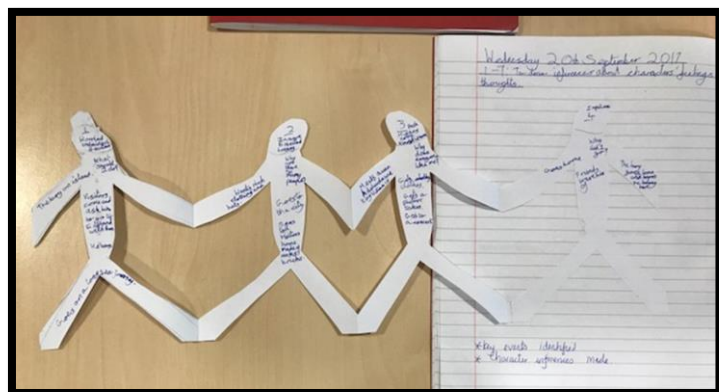
Foundation: Begin with an initial discussion about the image: what they can see, what they notice, what they think might be happening and why. Then introduce the key language that you want to support the children's discussions. Have preprepared questions to ask the children about the image, using the language that you'd like them to use, *eg What **might** they be thinking? **Maybe** they should leave.* The level of difficulty of the language you choose could be varied, or it could focus on modal verbs for example





# Task: Paper Chain People:

A good way to explore a character over time



**Enrich:** Further challenge children to explore different viewpoints of a character: how the character is perceived by others. The paper chain could reflect a collation of different viewpoints about one particular character.

**Core:** Character's can be complex, and they change and behave differently in different situations. All of this can be added together over time to draw inferences and reach conclusions or form opinions about a character. Make a paperchain using the outline of a character. Identify key moments in the text when a character behaved in a certain way or said something of significance, and fill the outline of the character with your thoughts and inferences at that particular moment in the text.

**Foundation:** Support children through discussion and by identifying key moments from the text that indicate how a character changes or evolves. What do they do or say in those moments to show us that the character is changing and what can we infer about them each time?







Date Monday 2<sup>nd</sup> December 2019  
 Can you become more familiar with a text?

**Characters**

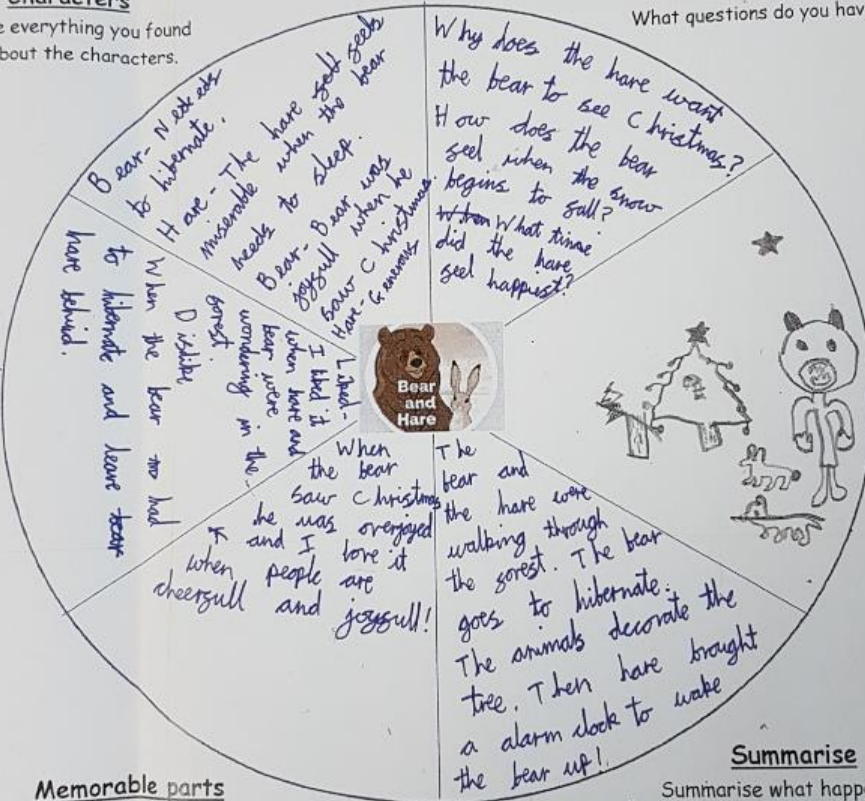
Tell me everything you found out about the characters.

**Questions**

What questions do you have?

**Likes and Dislikes**

What did you like and dislike about the clip?



Draw what you saw.

visualise

Literature Circle 24

**Illustrator**

Your job is to draw a picture related to the text. It can be a character, setting, exciting part or anything that comes into your mind.



**Summariser**

Your job is to summarise the main points of the text in no more than three sentences.

Thousands in the labyrinth, on his mission to stop the minotaur to stop it from being fed chiklops. to find his way the tree. Some string to the entrance. When he found his way through he grabbed the sword and ran out.

**Word Finder**

Your job is to look for special words in the text. Any word that you find: interesting, different, new, strange, funny, important, difficult.


Musk penetrated  
 gobbets  
 Sympathetic  
 Shaft  
 hairy  
 Marmoset ✓











# Task: Book Talk Grid/Tell Me Square

w/b 06/02/23  
 LO: To form opinions on what I have read  
 Book: The Goose that Laid Golden Eggs



<p><b>Likes</b> </p> <p>golden egg        posh dress        posh house</p> 	<p><b>Dislikes</b> </p> <p>cut open the goose</p> 
<p><b>Puzzles</b> </p> <p>What did you like about the story?</p> <p>Do golden eggs exist?        Would you have a goose for a pet?        cutting the gooses tummy open was a bit strange.        the goose laid a golden age.</p> <p>Was there anything that puzzled you or you thought was strange?        Did anything take you by surprise? Are there any parts you didn't understand?</p>	<p><b>Connections and Patterns</b> </p> <p>What did you dislike about the story?</p> <p>Connections and Patterns</p> <p>Jack and the Beanstalk.</p> <p>Does it remind you of anything else you have read? Do you notice any pattern? Can you make links between parts of the book and your own life?</p>





# Reflections

