

Shared Reading and HOTS

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**Sutherland
Dianella**
Primary

Reading at home with your child is a great way to help improve their reading abilities.

It reinforces letter identification and sound recognition, word recognition, vocabulary and comprehension skills.

Research indicates that children who struggle to read using basic skills become more disengaged when reading skills increase in complexity.

Shared Reading helps to teach reading skills.

Ways to increase time reading

- 1. Home readers
- 2. Newspapers (Kids section)
- 3. Cartoons
- 4. Magazines
- 5. Cook books
- 6. Pen pals or letters to Gran
- 7. Leave Post it notes around the house
- 8. Mathematics questions
- 9. Scrap books
- 10. Lego instructional booklets
- 11. Art and Craft activity books and games
- 12. Monopoly

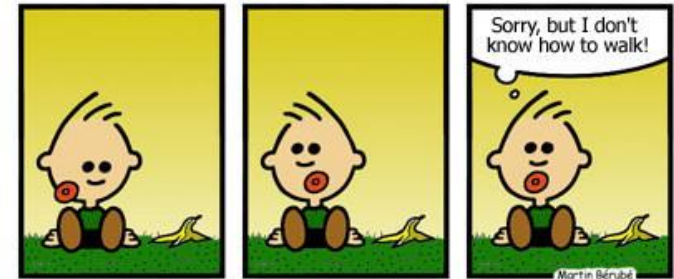


The should do's of successful reading



Sutherland
Dianella Primary

- 1. Read together!
- 2. Read alone.
- 3. Read for fun.
- 4. Read with siblings.
- 5. Read with friends.
- 6. Read for a purpose.
- 7. Read different text types



The big ideas of reading

Comprehension

Vocabulary

Reading Fluency

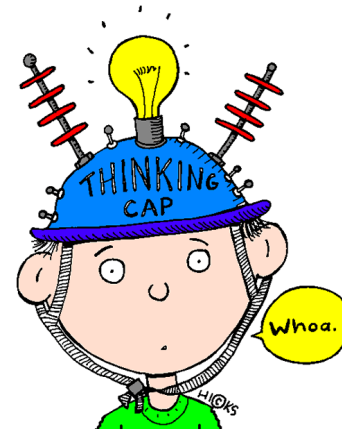
Phonic Knowledge

Phonemic Awareness



Why read a text more than once?

- Fluency – Your child needs to be able to read a text with 95% oral fluency in order to gain beneficial comprehension from a text.
- Engagement – Your child needs to understand, explain and carry into new contexts the vocabulary they have been exposed to.





- Understanding – Your child needs the opportunity to show understanding of what they have read.
 - **But my child will get bored if they have to repeat the same thing all the time!**
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Differentiation

- Predict what the story might be about
- You read to them and have them listen for enjoyment!
- Take turns being different characters in the story.
- Get as many family members involved in the story as possible when discussing the book.
- Value the story and model how it is important to you.
- You read the sentence and they repeat it with expression
- You read a sentence and then they read a sentence to teach how to track.



Now let's talk about HOTS

- HOTS = Higher Order Thinking Skills
 - Higher order thinking is more than just restating information or facts that you have just read.
 - HOTS requires your child to do something with the information they have processed.
 - HOTS requires your child to engage with ideas and use them for a purpose.
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- We call this critical thinking!
- **When we think critically about what we have read we:**
- understand
- infer
- connect new information to known ideas
- sort and categorise information
- form opinions
- apply new ideas
- create different solutions

Bloom's Taxonomy



Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
duplicate	classify	apply	break down	assemble	argue
identify	describe	construct	classify	categorize	conclude
know	discuss	dramatize	differentiate	compose	criticize
list	explain	interpret	compare	design	defend
match	give examples	practice	contrast	modify	estimate
memorize	paraphrase	produce	distinguish	reconstruct	justify
recite	restate	solve	outline	revise	predict
repeat	reword	use	separate	summarize	support

Oral questioning

- As children develop their ability to answer questions about a text, HOTS develop.
- Shared reading helps to scaffold their responses.
- We will look at the different levels children can go through when responding to questions and how you can help to get them using HOTS

- Level 1
 - Why did the elephants have to move?
 - Knowledge from memory and beginning to recite from the book
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- Level 2
 - What journey did the elephants take?
 - Basic comprehension - Recite, restate, give examples
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- Level 3
 - What were the steps involved in moving the elephants?
 - Apply what you know with what you think?
In the book it says But I think ...
 - Recite, repeat, restate, reword and a personal idea
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- Level 4
 - Why do you think the elephants needed to be moved?
 - Brainstorm all the possible reasons we can think of (construct and generate together)
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Consider alternate explanations

- Level 5
 - How do you think the elephants felt?
 - Think of 3 different reasons of how the elephants felt. Is one reason better than the others? What makes it better? (Compare and contrast ideas, classify ideas)
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- Level 6
 - Do you think other African animals might have to be moved like this?
 - Think of 3 different animals that might be moved and reasons why. (Create a detailed response by summarising known information and arguing which is the best)
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Taking it a step further!

- Parent: Did you like the book?
 - Child – “Yes, I liked the book it made me sad because I don’t think the elephants would like to be moved like that”
 - Parent: Let’s try and find out what elephants do like.
Where could we look?
 - Child – “We could look on the internet”
 - <http://animals.mom.me/elephants-fun-4089.html>
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- Parent: Let's try and find out what elephants do like. What do you think they like? **Let's brainstorm ideas.**
 - **Research it – What do elephants like**
 - <https://www.youtube.com/watch?v=isQiWqbpk5I>
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No worksheets!

- Kids go to school to learn to read in a formal way.
 - Keep what you do at home informal! The power of conversation and short quick activities is a great tool.
 - Set them up for success by doing the foundation work
 - Working memory is the key to success. Build up the capacity of the brain to activate both information stored in short and long term memory.
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