


## LESSON CHARTS:

**Learning Intention**

I am learning to answer questions which have answers in the words and pictures.




**1**

Literacy Solutions Learning Intention Chart

**Success Criteria**

I will answer 'Yes' or 'No' questions by placing my thumbs up to show 'Yes' and my thumbs down to show 'No'.

I will find the clues in the words or pictures which prove I am right.




**2**

Literacy Solutions Success Criteria Chart

**Questions**

A question is what someone asks if they do not know something. Great readers will find the answers to some questions by searching the words and pictures with their eyes.




**3**

Literacy Solutions Comprehension Poster

**Questions:**

**Right there or In the text**

The answer to some questions is **right there** in the words or pictures. It is **in the text** and the reader will see the it if they look carefully. This means the reader does not need to work out the answer on their own.




**4**

Literacy Solutions Comprehension Poster

**Learning Checklist**

Check these off as you go.

Did I:	✓
give Yes or No answers?	<input type="checkbox"/>
find clues in any words?	<input type="checkbox"/>
find clues in any pictures?	<input type="checkbox"/>



**5**

Literacy Solutions Lesson Checklist

## TEXT MODELS:

**Dugongs**


Dugongs are gentle sea creatures. They are found in warm coastal waters including around Australia.

Dugongs are large, gray-brown animals with flat tails, flippers and rounded heads. The part of a dugong's face with the nose and mouth is called a snout or muzzle. Near the top of the muzzle are two nostrils which are used for breathing air. A dugong's body is the perfect shape for gliding slowly through the water.

Dugongs have excellent hearing and can communicate with their offspring by squeaking and making pip-like noises. The offspring stay with their mothers for up to two years until they can survive on their own.

Dugongs have poor eyesight. On the muzzle, dugongs have long bristles which are very sensitive and help dugongs to locate food. These milk-mommed herbivores feed on seaweeds which grow from the seabed. Dugongs can hold their breath for 50 minutes at a time to graze.

Dugongs are mammals and are sometimes called sea cows.



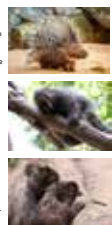
Literacy Solutions Text Model

**Porcupines**

Porcupines are large rodents. The largest porcupine can grow to almost one metre long. The smallest is a type of dwarf porcupine which grows up to 28 centimetres. Their relatives include rats, mice, squirrels, beavers and guinea pigs. Unlike the other rodents, porcupines have sharp quills on their backs. The quills on large porcupines can grow to 30 centimetres and on small porcupines grow only to 10 centimetres. The quills are good protection from predators. When frightened, porcupines shake the quills. This makes a rattling sound. If this does not scare away a predator, porcupines may charge backwards into the predator.

Porcupines are nocturnal and forage for food at night. They are mostly vegetation but occasionally eat bugs and small lizards. Unlike other plant eaters, porcupines like to eat most of the plant. They eat wood, bark, stems, nuts, seeds, grass, leaves and fruit. To keep their teeth sharp, porcupines chew on bones, even though they don't usually eat meat.


Porcupines live in many countries but are not found in Australia.



Literacy Solutions Text Model




View all text models, resources and BLMs on the:

**'Comprehension Toolkit' Digital File Repository**



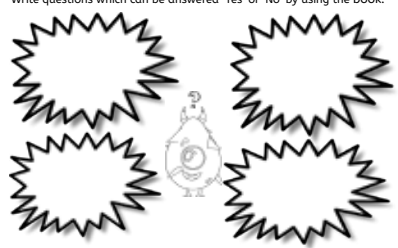
## ADDITIONAL RESOURCES:

Make some questions that have answers in the text.

	Questions	Answers
Before		
During		
After		

BLM 18 THE COMPREHENSION TOOLKIT (AGES 5-8) © 2020 Literacy Solutions Pty Ltd


Write questions which can be answered 'Yes' or 'No' by using the book.



BLM 59 THE COMPREHENSION TOOLKIT (AGES 5-8) © 2020 Literacy Solutions Pty Ltd

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**STRATEGY:** Answering literal questions

## PROCEDURE

1. Explain that the answers to some questions are found in the words and pictures. If you search with your eyes you will see the answer.
2. Tell students that today after reading you will play a game called '*Thumbs Up, Thumbs Down*'.
3. Introduce Chart 1, 2, 3 & 4.
  - \* Option: Instead of putting thumbs up or thumbs down, a wobbly hand may be used to indicate 'unsure'.
4. Introduce the text model you wish to use and briefly discuss.
5. Read the whole text. You may read the text a second time to make students more familiar with the ideas.

## APPLYING

- After reading, use the matching **Question Guide (pages 174 & 175)** to ask literal questions about the topic. As you ask each question, allow students time to confer with a partner, using the text to check if needed. After the partner chat and check, instruct students to give a 'thumbs up' or 'thumbs down' response. Confirm the answer by finding the evidence in the text.

## CHECKING FOR UNDERSTANDING

- Discuss why it is important to check your answers and know how to find clues or evidence to prove your thinking.
- Have students share all the places they might find clues on a page.

## LEARNING REFLECTION

- Introduce Chart 5. Prompt for reflection using the learning checklist.

### TEACHING NOTE

Answers to literal questions can be found in the text. Answers to these questions are also referred to as:

- *here*
- *on the lines*
- *in the text*
- *right there*

