

TESSA: Teaching Early Reading with African Storybook

Part 1: Getting children ready to start reading

INTRODUCTION: Working on this course

Welcome to *Teaching early reading in Africa – with African Storybook*, a short course for educators working with children of junior or secondary-school age, in or out of school. This course will help you deepen your understanding of effective methods for teaching early reading skills with older children. The emphasis is on *active* approaches to teaching and learning reading. Over the coming parts, you will learn about:

- multi-sensory approaches and the print-rich environment
- how children learn to read and enabling teaching approaches
- using readable stories and questioning skills
- using home languages and effective teachers of reading
- planning for reading and strengthening comprehension

You can study on your own or better yet, form a study group. We recommend keeping a notebook. In it, you can make notes on:

- ideas that come to you when you are studying, or at any other time
- your responses to the activities
- notes about discussions you have with colleagues
- questions you have while you are studying
- your reflections on what you think or feel about your learning.

Preparing to learn and teach early reading skills

Listening and speaking are the foundation for developing literacy skills. In order to develop their reading and writing skills, children need to develop their listening and speaking skills. They need plenty of opportunities to talk with each other, as well as with you.

How can children's everyday activities and experiences help with your teaching of early reading?

Discuss these questions In your WhatsApp group

For young children:

- What everyday experiences can children talk about?
- How can you use these experiences to help children to start learning to read?

For older children:

- What opportunities do they have in their daily lives to read printed material? Think of at least three examples.
- If older children are not yet able to read, how can these things help them start learning to read?

Using physical movement to support early reading

In order to become readers, children first need to be ready to read. Things that are part of being ready to read include:

- feeling interested in becoming a reader
- listening carefully to what other people say
- repeating and imitating things that other people say
- practising holding and using a pen or pencil
- developing the ability to move and use their bodies in general
- controlling how they move their eyes (i.e. to follow words on a page).

Before they can start writing, children need to learn how to make very small movements with their hands and fingers to control a pen or pencil. This is called 'developing fine motor skills'.

Classroom example 1: Developing fine motor skills

For the non-writers in his class, Mr Makopo draws circles, triangles, squares and wavy lines on the board. The children copy them onto paper. At first, their shapes are not well drawn. He gets them to do it again and again until their shapes are similar to the ones on the board. Then he asks them to make the shapes again, but getting smaller each time. Of course, this does not all happen in one lesson – the process takes several weeks. It helps the non-writers to develop to the fine motor skills they need to start writing.

Action songs are a really good way to help learners to become ready to read. You can ask colleague for ideas, and also search online for 'action rhymes' and 'action songs'.

Classroom example 2: Using an action song

Mrs Ndlovu uses the song *Head, shoulders, knees and toes*. In this song, the learners have to touch different parts of their bodies while they sing the song. This helps the whole class to learn the words in English, and it also helps the non-readers to develop their ability to control their body movements. This may not seem to have much to do with reading and writing, but it can help improve their ability to do things like hold a book, turn a page, move their eyes to read text and hold a pen or pencil.

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose
Head, shoulders, knees and toes, knees and toes

In your WhatsApp group share:

- comments about the classroom examples, and why you think they could be useful
- other songs with actions that could be useful
- another activity that helps children to develop 'fine motor skills'.

In your notebook, write a plan for two or more classroom activities to try with a group of learners. Try to include some ideas or suggestions from the WhatsApp group.

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Part 2: Creating a print-rich learning environment

What is a print-rich learning environment?

A print-rich learning environment encourages children to learn. The children need to:

- feel that they can make mistakes and take risks without being punished
- feel that their ideas and feelings are valued
- be encouraged to talk, listen and actively participate
- be allowed to be noisy as well as quiet
- have chances to learn with their minds (thinking), bodies (moving) and hearts (feelings).

Imagine two learning environments. The first has nothing on the walls and no books. The second has walls full of posters and pictures with words, and a 'reading corner' with books. The second is a print-rich environment. Here are two examples of print-rich environments:



These photos show you some different types of resources that can make up a print-rich learning environment. Remember that the teacher should change the displays regularly. New curriculum topics can be good opportunities to do this.

A print-rich environment with pictures, posters and other written things helps children to develop their reading by giving them things to read. It also makes them feel safe, comfortable, and supported to learn. Their learning environment *should be* 'print-rich'.

What is *in* a print-rich environment?

A good print-rich learning environment has lots of different types of language in written form. These resources should interest the children and support them in developing a range of different literacy skills. As well as books, these things can include posters, food packaging, pictures from old magazines or newspapers, labels on things and things that you have written on pieces of manila.

What is in a print-rich environment?

Look at the photos again. Write your answers in your study notebook and share them with your colleagues on WhatsApp.

1. What examples of 'a print-rich learning environment' can you see in the environments? Describe them. How did the teacher produce them?
2. Find two examples of print material in the photographs that you already have in your environment. Alternatively, find two examples that give your ideas for your environment.
3. Which environment needs a little more development to create a really good print-rich environment? What ideas could you suggest to this teacher?
4. Think about your environment. Would a visitor would describe it as a print-rich learning environment? If not, what can you do to change that?

Making your environment more 'print-rich'

What things can be part of a print-rich environment?

Write your answers in your study notebook and share them with your colleagues on WhatsApp.

A. Match these print-rich environment ideas with the ways they can most help children learn to read and write.

- | | |
|---|---|
| 1. Puzzles with dotted lines for children to draw | a. Matching familiar places with place names |
| 2. Picture storybooks | b. Learning the sounds of letters |
| 3. Maps on the wall | c. Practising 'fine motor skills' (for using a pen or pencil) |
| 4. Labels on things around the environment | d. Understanding a story though pictures and words |
| 5. Alphabet chart on the wall | e. Doing role-play games and activities |
| 6. Empty food and drink containers | f. Matching words with everyday objects |

B. What other examples of print-rich environment resources can you think of? How can they help children to develop their reading and writing skills?

C. Where can you get the resources for creating a print-rich environment? Could you share resources with your colleagues? How could you do this?

D. Could you get the children to help you collect and make resources for a print-rich environment? How could they do this?

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Part 3: How children learn to read: A

You will explore two of three different methods for teaching reading: Method 1 - *Sounds, letters and syllables* and Method 2 – Look-and-say.

Method 1: Sounds, letters and syllables

The phonics method is based on the relationship between individual letters and sounds. Children learn to match letters and sounds e.g. c-a-t cat (English); u-b-a-b-a ubaba (father – isiZulu). This method is important because it enables young children to ‘sound out’ written words they don’t recognise – even if they don’t understand the meaning of the word. As an educator you need to know which sounds are represented by the letters in the language you are teaching. These combinations are not the same in all languages.

This approach can be useful – and fun – when it is embedded in rhyming. Hearing and predicting rhyming words and syllables is a strong predictor of reading ability.

Many African languages have long words (some can be almost like sentences) which are made up from syllables. (e.g. Siyahamba.) Children can learn to clap out the syllables of any language to help them distinguish the individual sounds and hear how the word is put together. In African languages, words of many syllables occur often. Children can learn to recognise and read syllables and put them together to make words

Activity 3.1: Thinking about using sounds, letters and syllables (30 minutes)

Read the case study and answer the questions that follow.

Case Study 1

Mrs Mogale is teaching Grade 1, in a school in an urban township of Soweto, South Africa. English has been chosen as the medium of instruction because the class is made up of children from many different home language groups.

Mrs Mogale teaches them a rhyme. She reads the poem aloud once and then asks two children to come to the front and act the parts. Once the children are familiar with the rhythm of the rhyme, she writes it on the board.

*A fat cat sat on the mat.
The fat cat saw a rat.
The fat cat jumped for the rat.
The rat ran away.*

Pointing to the ‘c’, she asks what sound it makes. One child sounds out the rest of the word: ‘**c-a-t cat**’. Another child sounds out ‘**f-a-t fat**’. She then asks if anyone can tell her what the next word says. A child volunteers: **sat**. She then points to **mat** and **rat**, and different children read the words. She asks the class what is the same about these

words, writing them in a column on the board, one under the other. Children respond that they all end with 'at'.

She points to the word '**saw**' and helps them to sound it out (s-aw) and mime its meaning (hand above eyes, looking at something). Then she does the same with '**jumped**' and asks someone to mime its meaning.

Mrs Mogale then reads the rhyme with the whole class, in chorus. They do this a few times. Now she asks two children to dramatize the rhyme while a volunteer recites it. One plays the part of the cat, the other the rat. In this way the able readers get the chance to read it on their own. She allows several pairs of children to do this.

Questions to discuss

Discuss the following questions on your WhatsApp group, or with a colleague or friend. Write your ideas in your notebook.

1. Why did Mrs Mogale use sounds, letters and syllables to help her class to read the rhyme?
2. How did she use the similarities between some of the word-sounds to help the children sound out the word more quickly?
3. Are there similar word families in your language?
4. How could you use this idea in your class?
5. Did the children in Mrs Mogale's class learn with bodies as well as minds? How do you think this helped them?

Method 2: Look-and-say (30 minutes)

The look-and-say method is very useful for the many, many words whose spellings do not match their sounds, e.g. in the English language words like '*the*', '*said*', '*when*'. Most African languages are regular in the way in which the sounds and letters are linked, which makes it easier for children to learn to read using phonics. When you are teaching a language which has more regular sound-symbol correspondence, it is easier to match letters to sounds.

Activity 3.2

Read the case study and answer the questions which follow.

Case Study 2

Mrs Mapuru is teaching Grade 3, in a school situated in a rural area of Mutare, Zimbabwe. Her children have been learning to read in home language and are now building reading skills in English.

She has collected pictures of fruits and pasted them on to cards. Each card has the English name of the fruit under the picture. She has also made sets of 4 cards, each of which has

only the name of a fruit (no picture).

She holds the picture cards up one by one and makes sure that the learners know the names of the different fruits: **banana, apple, pear, peach, mango**, etc. Mrs Mapuru asks the children questions about different kinds of fruits: 'What other kinds of fruits do you know?' 'What colour is a banana?' 'How do you eat a banana, do you eat it with the cover on or do you need to peel it?' etc.

Now she shuffles the cards and holds them up in a different order, letting the children chorus the names of the fruits. She repeats the name, and spells out the words (**mango, m-a-n-g-o, mango**). She does this a few times and encourages the class to say it with her.

Now she uses a set of cards without pictures and lets children put up their hands and try to read the words. She does not break down the names of the fruits into sounds; children have to read words as a whole. Then she sticks the cards with pictures and words on her English Word Wall.

Now she divides the class into pairs. Each pair has a set of four cards. They try to read them, turning them over one by one and reading them to each other. They try to read without looking at the word wall first, but if they are stuck they can get help by looking at the wall.

She lets them talk in pairs about the fruits that they know and the ones they like the best. Then they report back to the class about their favourite fruits, using a sentence she gives them: 'I like to eat (bananas).' Later, she reads a story about fruit to the children.

Questions to discuss

Discuss the following questions on your WhatsApp group, or with a colleague or friend. Write your ideas in your notebook.

1. How does Mrs Mapuru make sure that each child was actively involved in the lesson?
2. How does she make sure that the children understand the meaning of the words they read?
3. How do you think Mrs Mapuru made her picture cards? Where could she have found pictures to cut out? Could she or her children have drawn the pictures of fruit? Can you think of other ways she could have collected the pictures? Where could Mrs Mapuru have found cardboard to stick the pictures onto?
4. What other kinds of objects could you use to teach a lesson similar to Mrs Mapuru's?

TESSA: Teaching Early Reading with African Storybook Part 3: How children learn to read: A

You will explore the final method for teaching reading in the *Language Experience Approach*. You will also learn about two essential components of reading: word reading and reading for meaning (comprehension), and how different learners need different methods to read.

Method 3: Language Experience Approach (30 minutes)

This method of teaching reading focuses on learners' experience and enables them to read about their own lives, in their own words. Skills for reading are based on their knowledge of the language they are using and on their home and community backgrounds, the people they know and the experiences they have. Learners work with whole words and sentences rather than letters and parts of words. It allows learners to speak before they read and write.

The approach consists of the following 4 steps:

1. **Experience:** Learners do many things at home and at school, usually with other people.
2. **Description:** Learners talk about what has happened to them, to each other and/or to the educator or the class.
3. **Transcription:** Learners write about the experiences they have described. Before their writing skills have developed, they can draw or try out writing, or the educator can write down what they want to say.
4. **Reading:** The learners read what they have written to the whole class, or to a part of the class.

Activity 4.1: The language experience approach (30 minutes)

Read the case study and answer the questions which follow.

Case Study 3

Mrs Tekiso is teaching Grade 1 in a school situated in a rural area of Zambia. The language spoken by her learners is Icibemba. It is the second half of the school year.

Step 1: One morning, in the 'News' slot of the timetable, she asks her learners to talk about what they did the day before. Each child is given a chance to talk. She then asks them to draw a picture of what they have told the class, and to write a sentence under the picture.

Step 2: When they have finished, each child shows their picture to their partner and reads the sentence they have written. Then two pairs exchange pictures. Each pair 'reads' the two pictures in front of them and the words written on the two pages.

Step 3: Now Mrs Tekiso asks the learners to return the pictures to their owners. Each child comes to the front, shows his or her picture and 'reads' their pictures and sentences to the class. The class applauds each child's work. Without criticizing any child's picture or writing, Mrs Tekiso writes correctly, on the board, the key words the learners have written. She and the class read the words on the board together.

After the lesson, Mrs Tekiso pins the drawings up on the classroom wall. She also puts some of the new words they have used on the word wall.

Questions to discuss

Discuss the following questions on your WhatsApp group, or with a colleague or friend. Write your ideas in your notebook.

1. How does Mrs Tekiso use this method to help the learners to read?
2. How does the approach ensure that each child is actively involved in the lesson?
3. Are there other ways in which Mrs Tekiso could enable her learners to write down their story?
4. Can you think of a way in which a story book could be used as a starting point for a lesson using the language experience approach to reading?

Word reading and reading for meaning

An effective educator will draw on all the three methods to help learners learn to read. No one of the methods that will be introduced is the 'right' one. People learn to read in different ways; one method may work with one child but not with another. If the method you are using is not working with a particular learner, try another.

Figure 4.1 shows that to be a good reader, you need to have **good word reading** and **good reading for meaning**. Some learners may understand more easily than others what they read, but may have difficulty sounding out words and working out what they are. Others may be able to work out and recognise words, but have difficulty in understanding what they have read.

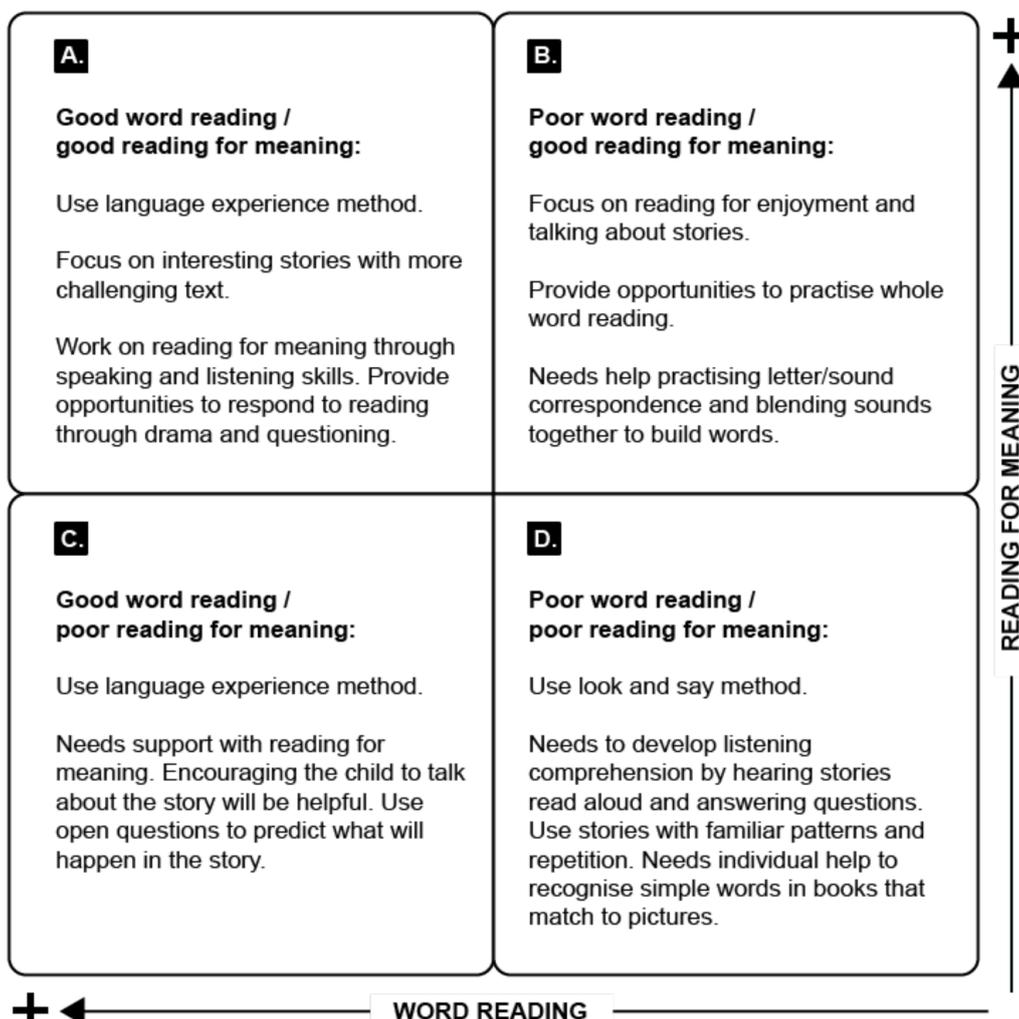


Figure 4.1: Word reading and reading for meaning

Activity 4.2: Which method to use? (30 minutes)

Discuss on your WhatsApp group or with a colleague or friend—what does the diagram above tell you about how to help learners with different strengths and weaknesses in reading? Write your ideas in your notebook

The first quadrant (in the top left of the diagram) tells you about learners who have good word reading and good reading for meaning skills. These learners do not need extra help, but you should give them some more difficult and challenging stories so that they can improve still further.

The second quadrant (in the top right of the diagram) tells you about learners who have poor word reading but good reading for meaning skills. They understand quite easily but battle to work out what certain words say. You can support them by emphasising reading for pleasure by choosing stories that will motivate them. You can also provide extra help, by helping them to recognise the different sounds in a word.

The third quadrant (in the bottom left of the diagram) tells you about learners who have good word reading but poor reading for meaning skills. They can tell you what the words are but don't know what the words and sentences mean. This can sometimes indicate other developmental problems which an educator should monitor. They should benefit from writing and reading about their own lives and experiences. This will mean that what they read has meaning to them.

The fourth quadrant (in the bottom right of the diagram) tells you about learners who have poor word reading and poor reading for meaning skills. These learners may never have been to school. They need texts that will motivate and enthuse them, and are related to their everyday lives. They will benefit from a lot of extra work with the look-and-say method.

The three different methods

An effective educator will draw on all the three methods to help learners learn to read. No one of the methods that will be introduced is the 'right' one. People learn to read in different ways; one method may work with one child but not with another. If the method you are using is not working with a particular learner, try another.

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Part 5: Resources for reading

1. What resources do you need to support early literacy and reading?

In Part 2 of this course you thought about how to create a print-rich environment. Anything with writing on it – food packets, pamphlets, magazines, newspapers – can be a resource in this context, and hopefully you have thought about how to collect materials that will support the development of your ‘print-rich’ environment.

The main resource, however, that you need to support reading is access to storybooks. Storybooks include the following:

- picture books – the reader makes up the story based on the pictures
- word-books – pictures with one word per picture
- graded readers – books written in simple language for learners of that language
- ‘decodable’ readers – specifically created to teach reading through simple, repeated words and sentence forms.

Good storybooks have interesting and enjoyable pictures and stories. They have a structure that supports learners, and makes them want to turn the page to find out ‘what happens next’. They are available in English and in African languages (see 3. *Finding suitable storybooks* below) and/or you can make your own.

Activity: Thinking about storybooks

Make a list in your study notebook of the first books you remember reading yourself or that someone read to you – in school, at home or in another place, such as church. Even if you do not remember the titles of the books, try to remember what they were about.

- What are the main features of the books you remember when you were an early reader?
- Why did you like them?
- Why do you think you can still remember them?

Share your thoughts and memories in your WhatsApp group.

2. Reasons to use storybooks

When children read storybooks, they:

- learn to understand what books are, and how to handle them
- understand the power of stories and reading
- gain confidence as readers
- expand their knowledge and understanding of the world around them
- develop understanding of dilemmas and problems

- learn word and sentence patterns which they can apply to other reading
- learn to use images to interpret words
- learn new words and phrases
- learn to recognise common words and phrases that occur regularly in reading.
- learn words with irregular spellings that cannot be taught with the phonics method. For example: *she, water, people, where, because*.

Which of the above things do your learners need to do? Share you ideas in your WhatsApp group.

3. Finding suitable storybooks

This can be a challenge. Perhaps there are some available in your school's book collection, or in other resources that you have been given. Perhaps you can download some from the internet. A good internet source is www.africanstorybook.org. It has books at various levels of reading difficulty in English and many African languages (and some in English *and* an African language). Then you can print them out or copy them by hand.

When choosing a storybook, make sure you choose one that is suitable for your learners. Look for these things.

- The level of reading difficulty is right for your learners. If it is too easy, it won't develop their reading skills. If it is too difficult, they may not be able to read it at all, and they may then feel discouraged.
- It is about familiar situations, places and events, so learners will be able to understand what it is about.
- Alternatively, it is about something that will be new and interesting for the learners, but they will be able to understand it easily.
- It is fun to read. Learners especially like stories with humour and/or drama in them. It is also good if the book is interactive – for example, it asks the reader questions about the story, or their opinion of the story.
- It has attractive pictures, and there is a good link between the pictures and the words.
- It repeats words and phrases with variations. This helps make the story easier to follow and is especially useful for developing reading skills at lower levels.

Creating your own storybooks

Many educators make their own storybooks by writing out stories on chart paper or old cardboard. They can also invite people from the local community to come and tell the learners stories which are rooted in the local culture. They can write these stories down, and use the written versions as storybooks.

Later in this course you will look in more detail at using storybooks and other materials to develop reading skills. In the meantime, what ideas do you have for ways that you could use storybooks with your learners?

Look at the examples which follow. Could you write stories like this, and then add very simple pictures? Share your ideas in your WhatsApp group.

Age approved



You are free to download, copy, translate or adapt this story and use the illustrations as long as you attribute in the following way:

Cilandikonda - I Enjoy
 Author - Ursula Nafusa
 Translation - Room to Read
 Illustration - Wiehan de Jager
 Language - English ChiTonga
 Level - First paragraphs
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Cilandikonda - I Enjoy
 Room to Read
 Wiehan de Jager

English ChiTonga

African Storybook

Saide

ChiTonga is spoken in Zambia and Zimbabwe.



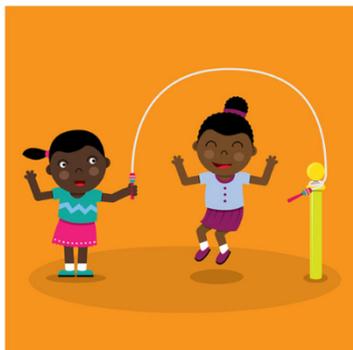
I enjoy skipping.

Cilandikonda kusotooka a mukalo.



Alone.

Endikke.



I enjoy skipping with my friend too.

Cilandikonda kusotooka mukalo abeenzuma.



I enjoy reading interesting stories.

Cilandikonda kubala twaano tubotu.



I enjoy walking in the field with my friends.

Cilandikonda kwendeenda mumbewu abeenzuma.



I enjoy washing utensils for my mother.

Cilandikonda kusanzya mitiba yaba maama.



I enjoy writing big letters which I can read easily.

Cilandikonda kulemba mabala aabalika kabotu mapati.



I enjoy eating different fruits.

Cilandikonda kulya michelo yindene-yindene.



I enjoy sleeping on a big bed.

Cilandikonda koona abulo bupati.



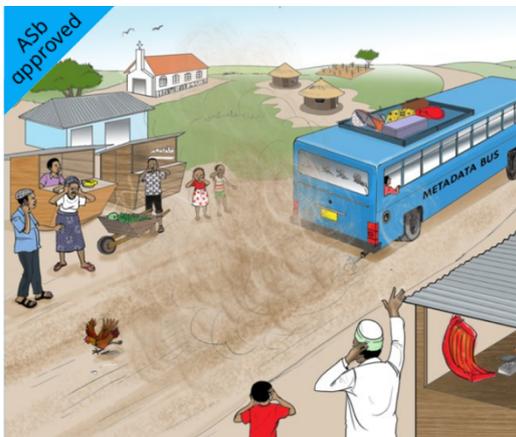
I enjoy listening to my mother's interesting stories.

Cilandikonda kuteelela twaano tubotu twabamaama.



I enjoy doing all these things!

Cilandikonda kucita zyoonse ezi!



Big blue bus
Mecelin Kakoro
Mango Tree

English



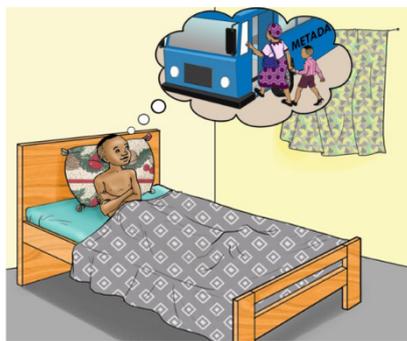
There was only one bus in Ebei's village. It was big and blue. It was very noisy.

1



"Tomorrow we will go to town," said Ebei's mother. "We will buy your school uniform."

2



Ebei was very excited. They would travel in the big blue bus. He could not sleep that night.

3



When his mother came to wake him, Ebei was already dressed.

4



Ebei and his mother walked to the bus stop. They waited for the big blue bus. But the bus did not come.

5



Other people arrived at the bus stop. They complained because the bus was late. "Where is the bus?" they asked.

6



Ebei was worried. "We will not be able to go to town," he thought. "I will not be able to get my uniform."

7



Some people gave up and went home. Ebei cried. He did not want to go. "We will wait a bit longer," said his mother.

8



Suddenly, they heard a noise. They saw dust in the air. The bus was coming!

9



But this bus was not blue. It was not big. It was red and small. The people did not want to get in this bus.

10



"Get in! Get in!" shouted the driver. "We are very late today," he called.

11



Ebei and his mother got in first. Soon everyone else got in the small red bus.

12



Ebei looked out the window. He saw more people at the bus stop.

13



Even more people were running to catch the bus. But they were too late. The red bus was full. It left for town.

14



"Where is the big blue bus?" asked Ebei's mother. "It broke down," replied the driver. "We are fixing it. It will come tomorrow."

15



Ebei did not care about the colour of the bus. He did not care about the size. This bus was going to town!

16

You are free to download, copy, translate or adapt this story and use the illustrations as long as you attribute in the following way:

Big blue bus

Author - Mecelin Kakoro
Illustration - Mango Tree
Language - English
Level - First sentences

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Source www.africanstorybook.org

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Part 6: Reading comprehension questions

When children are learning to read, asking questions helps them to understand the general characteristics of the text they are reading (e.g. it's a story about animals) and the information in the text (e.g. Why was the lion sad? What did the zebra say to the lion?) It also helps the teacher to know how successfully learners have been able to read the text.

Of course, the purpose of reading is to understand what has been read. A good way for children to start doing this is by listening to the educator read, and joining in with familiar words and phrases. Then can they answer questions about what has happened in the story. For example, 'Who knocked on the farmer's door?' or 'What animal do you think has eaten all the maize?' As children learn to read independently, they can also ask and answer questions with each other.

Questions about what has happened in the story are not the only type of question you can ask. Here are some other types:

- You can ask the learners questions *before* they hear or read the story. For example, 'Look at the pictures. What do you think the story is about?'
- You can ask questions that encourage the learners to relate the story to their personal experience. For example, if a story is about a bus journey, ask 'Have you ever been on a bus journey? Where did you go? Why did you go there?'
- You can ask learners for their feelings and opinions about a story. For example, if it is a traditional story about some animals, 'Did you like the story? Which animal did you like best?'

Closed and open comprehension questions

A. Closed questions

Closed questions can test children's knowledge, memory or understanding of what they have read. For example:

- What game are the three girls playing? Where are they playing this game?
- Why did the monkey want to cross the river? Why was he afraid of the crocodile?

Closed questions are useful because they:

- have just one answer or a small number of possible answers
- develop children's confidence that they may know the correct answer
- can tell the teacher how much each child understands – this is especially important when children move from learning in their home language to learning in English
- can show a teacher when a child is seriously behind the rest of the class, and needs extra teaching
- can be asked to individual children, pairs or groups – or the whole class can chorus the answer together.

Activity 1: Make closed questions

Look again at the examples of storybooks that came with Part 5. Make closed questions.

B. Open questions

Open questions encourage thinking, imaginative and reasoning skills. For example:

- Why do you think the girl in the picture is smiling?
- How would you feel if *you* were the frog in the story?
- What do you think will happen next?

Open questions are useful because they:

- have many possible answers
- allow children to be imaginative with their answers, and to use their personal or cultural knowledge to answer
- encourage a wide use of vocabulary
- encourage children to give reasons for their answers (using the word ‘because’) and to think about causes and effects
- ask children to return to what they have read to give reasons for their answers
- can challenge the most able children
- are a good opportunity for children to work together in pairs or small groups in order to think of answers.

This table contrasts the two types of question.

Closed questions	Open questions
Is it raining? <i>Answer:</i> Yes, it's raining.	How do you know it's raining in the story? What did we have to do when there was a lot of rain here?
What is the boy in the picture doing? <i>Answer:</i> He is running to school.	What will happen if the boy is late for school? What will the teacher say to him?
Where is the girl hiding? <i>Answer:</i> She is hiding behind a tree.	Why is the girl hiding? How do you think the girl feels now?

Activity 2: Make open questions

Look again at the examples of storybooks that came with Part 5. Make open questions.

Discussion questions

- Now you have thought about using comprehension questions with storybooks. What other types of reading text can you use with comprehension questions?
- How often do you ask your learners comprehension questions about things they have read?
- What types of comprehension question do you ask?
- Look again all the various types of question described above. Which types **don't** you use? Would they be useful? How could you use them with your learners?
- It is best to avoid using ‘hands up’ for reading comprehension questions. Why?
- The educator should never ask ‘Do you understand?’ Why not?