

# Ants in the Apple

## *Clues to Comprehension*

### In-service Outline

Time	Content
9.00 am – 9.45 am	<p><b>Session 1</b></p> <ul style="list-style-type: none"> <li>• What does the research say about comprehension?               <ul style="list-style-type: none"> <li>• What can cause comprehension problems?</li> <li>• What makes comprehension difficult? (student and text variables)</li> <li>• Relationship between visual, auditory, meaning and context processors</li> </ul> </li> <li>• Pre-requisite skills               <ul style="list-style-type: none"> <li>• Decoding rate, fluency and accuracy</li> <li>• Vocabulary</li> <li>• General Knowledge</li> <li>• Imaging Skills</li> <li>• Text conventions (punctuation, etc.)</li> </ul> </li> </ul>
9.45 am – 10.45 am	<p><b>Session 2</b></p> <ul style="list-style-type: none"> <li>• A comprehension scope and sequence</li> <li>• Comprehension assessment</li> </ul>
10.45 am – 11.15 am	<i>Morning Break</i>
11.15 am - 11.45 pm	<p><b>Session 3</b></p> <ul style="list-style-type: none"> <li>• Dual coding: imaging skills</li> <li>• Dual coding: lexicon</li> </ul>
11.45 am – 12.15 pm	<p><b>Session 4</b></p> <ul style="list-style-type: none"> <li>• Some self-monitoring strategies               <ul style="list-style-type: none"> <li>• Active reading</li> <li>• Here, head, hidden</li> <li>• Cognitive mapping</li> </ul> </li> </ul>
12.15 pm – 1.00 pm	<p><b>Session 5</b></p> <ul style="list-style-type: none"> <li>• Main Idea               <ul style="list-style-type: none"> <li>• Classification activities</li> <li>• Topic words in sentences</li> <li>• Topic sentences in paragraphs</li> </ul> </li> </ul>
1.00 pm – 1.30 pm	<i>Lunch</i>
1.30 pm – 3.00 pm	<p><b>Session 6</b></p> <ul style="list-style-type: none"> <li>• Some ideas for teaching comprehension               <ul style="list-style-type: none"> <li>• Language: word study; sayings and expressions; the –nyms; grammar; punctuation markers</li> <li>• Activating prior and general knowledge</li> <li>• Sequencing</li> <li>• Semantic webs; note-taking</li> <li>• Problem Solving (de Bono, Bloom’s Cognitive Taxonomy, etc.)</li> <li>• Answering questions</li> </ul> </li> </ul>