

Questioning and Book Reading



A handbook for parents to use with their child, with Question Skills YouTubes

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Handbook Contents

1. Introduction
2. Playing Yes/No Game
3. YouTube Learning Guides
4. Using YouTube learning with book reading

1. Introduction to oral comprehension, questioning and book reading

This handbook is about using talking and listening, with YouTubes and then with book reading with your child. Please discuss this with your teacher and they will support your reading with your child.

Parents are the first “teachers” of their children, possibly along with grandparents, carers and older siblings. We teach our children to talk by talking with them, to them and by listening to what they say. This is the beginnings of oral comprehension – understanding what we are saying and listening to what others say. Children learn words orally before they learn sounds and how to read. Research clearly shows that oral language and vocabulary are a strong foundation to learning to read.

The YouTubes present Clue Words – all those WH- words that we all use in questions, mostly to start simple questions. Following some simple ideas for using the YouTubes, suggestions for using these Clue Words for questioning in games and book reading are outlined.

Please subscribe to my YouTube channel for Designing Learning, as more content will be uploaded soon. And give videos a “Thumbs Up” if you enjoy and learn! YouTube Playlist links:

Playlist 1 – Book 1 & 2 = Lessons 1 - 12

<https://youtube.com/playlist?list=PLnAXEy7ejSqZ8VYezJX5RdezD7KNaNdRE>

Playlist 2 – Book 3 & 4 = Lesson 13 to 24 -

<https://youtube.com/playlist?list=PLnAXEy7ejSqYKXqQ6RgKtx7pkrko8eZ9->

I hope these simple games and all your book reading are fun for you and your child or children. I also hope this handbook helps your child to learn more about reading and learning how to learn.

Enjoy, have fun and keep reading to and with you children!

2. Playing a simple Yes / No game

Purpose: The Yes/No game is a fun way to improve your child’s thinking, understanding and oral language.

Number of players: 2 or more players, start by teaching children individually (if young) or together if you think that will be more fun!

Where to play: Anywhere you can both talk and listen to each other: At home, on a walk, in the car, at school...

Rules of the Yes/No Game:

1. Person 1 asks Person 2 a simple question.
2. Person 2 must NOT say yes or no, must answer in a full sentence:
 - a. If they say yes or no, they “lose” the game!
 - b. If they answer in a part sentence, Person 1 tells them the full sentence answer.
3. If Person 2 answers correctly, then they ask Person 1 a question.
4. The game continues at a fast pace, until someone loses.

How to win the Yes/No Game

- a. Listen carefully to the question
- b. Use the words in the question to start your answer
- c. Always think of an answer that’s easy!

Winning & Losing Examples:

Losing Example	Winning example...
Person 1: Do you have purple hair? Person 2: “No” OR “I don’t” Person 1: You lose! OR You need to answer “I don’t have purple hair.”	Person 1: Do you have purple hair? Person 2: I don’t have purple hair? Person 2: Do you have a green hat? Person 1: I do have a green hat. Person 1: Do you like chocolate cake?

3. Youtube Learning Guides

The YouTube Learning Guides present Clue Words in questions, then later in simple, short sentences and texts. Multiple examples are provided for each Clue Word with images. These need parents, teachers or older siblings to pause the video to give the child time to think and then give an oral response.

Once the child has said their answer, then press play and the correct answer will be shown, with a positive statement. Hopefully, this confirms what the child has said.

If the child has said something different, the parent, teacher or older sibling needs to explain what the correct answer was, and the difference between the child's incorrect answer and the correct answer.

There are many similar examples that are trying to teach the many ways that these Clue Words in questions can be used.

For example, Who and What seem like a simple word to most adults. The Youtubes start with these two words, and learners need to decide whether an image is a "Who" or a "What". Rhymes for this are:

Who is just like me or you What is just like this or that

As well, for Who, the concept includes both one person, and also more than one person, like a family, a class or a sporting team. Many young children have a partial understanding that Who is always referring to ONE person.

At first, What is presented as a thing, or things, an object or objects, so a noun. You will notice that this presents both singular and plural versions, in the same way that Who is presented.

What Question Example: What are you reading?

What Answer: I am reading a magazine. (A noun, a thing)

To avoid confusing children, a second meaning for What is presented much later in the sequence of sessions. This is because What can also refer to an action rather than just a noun. This is presented as “What with do”, as in this example:

“What with do” Question Example: What are you doing?

“What with do” Answer: I am walking. (A verb, an action)

Other examples for other Clue Words will be seen as you progress through the YouTubes.

Suggestions for viewing Youtubes with your child:

1. View one Learning Guide YouTube each day: This should usually take less than 10 minutes, maybe longer if you pause and chat.
2. View Learning Guides for 3 days each week: Less than 3 per week means your child might forget what they have learned?
3. After viewing one Learning Guide: Ask your child to choose a book and read with them for as long as you want.
4. As you read with your child: Ask questions using the Clue Words that you have just viewed with your child.
5. Try to limit questions to ONLY those Clue Words: You are practising exactly what your child has just learned, and this is important for making sure that learning is in long term memory.

For specific question examples using Learning Guides, see the next section on Using YouTube learning with book reading

4. Using YouTube learning with book reading

a. General book reading with your child

Always be positive with your child when reading with or to them. Try to ensure all texts are at instructional or independent reading levels. This means your child should be reading with 90% or higher accuracy.

Use Pause Prompt and Praise if your child is reading aloud to you, especially praise:

Pause: If your child makes an error, wait a few seconds or until the end of the sentence, to give your child time to self-correct.

Prompt: Prompt your child, using the letter-sounds, or some clue about the error word. Using something like: What's the first sound, next sound, next sound...

Praise: Praise correct reading and/or reading expression. Frequent specific praise is most effective: "Great reading that sentence!"; "I like that self-correcting, well done"; "Wonderful sentence!".

See this 5 minute YouTube for more details on Pause, Prompt Praise from Queensland Department of Education:

https://www.youtube.com/watch?v=XoUHs_wdcGo

Here is a second Youtube (about 3 minutes) about Pause Prompt Praise from Mr Lam's classroom, that a teacher is presenting for parents:

<https://www.youtube.com/watch?v=ZOYTFevd-cE>

Alternatively, Google "Pause Prompt Praise" to find out more details about reading with your child.

b. Oral comprehension after YouTube Learning Guides.

After viewing YouTube Learning Guides each day, book reading with your child is an opportunity for you to strengthen what your child has learned about oral comprehension.

Asking your child questions about their book, using the Clue Words that you've just viewed, is likely to be powerful practice to ensure your child remembers what they have learned.

These examples use simple texts, to give you an idea of the questions you might ask.

You can see that, as new Clue Words are viewed in Learning Guides, you can ask more and more questions. I hope you will have fun and help your child learn more with these simple strategies!

Examples:

Learning Guide	Book Text	Questions to ask
Learning Guide 1 Who & What	John had a big dog. John threw the ball. The dog got the ball.	Who threw the ball? What did the dog get? What did John have?
Learning Guide 2 Who & What	Ben lived in Sydney. Ben liked to read books.	Who lived in Sydney? What did Ben like to read?
Learning Guide 3 Who, What, How many	Tom was 8 years old. Tom liked to write stories. Tom wrote 5 stories.	How many years old was Tom? What did Tom like to write? Who liked to write stories? How many stories did Tom write?

Have fun and enjoy reading and learning with your child!

Best wishes, Gail