

Sample Lessons 1 & 94



understanding
words

Comprehension Program

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Understanding Minds Press

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ISBN 978-0-9871568-0-8

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Lesson 1

A. Oral sentence comprehension

1. Listen. **Jane ran.**
What did Jane do? (Ran).
Who ran? (Jane).
2. Next. **Dad drove.**
What did Dad do? (Drove).
Who drove? (Dad).
3. Next. **The dog barked.**
What did the dog do? (Barked).
Who barked? (The dog).

B. Vocabulary

1. New word meaning.
2. Our new word is **repair**. Say repair. Repeat until firm.
3. I'll use repair in a sentence. Think about what it means.
4. **Jack's bike is broken and he has to repair it.**
What does repair mean? (Fix).
5. Ask students to provide their own examples of things they have repaired. Prompt with: Tell me about something you have fixed but use the word repair (or an inflection¹ of repair) when you tell about it. For example, you could say "I will repair my bike this weekend."
6. Next. **Jack has to repair his bike.**
Listen as I say that with a different word for repair. Jack has to repair his bike becomes...Jack has to fix his bike.

7. Your turn. **Jack has to repair his bike.**
Say that with a different word for repair. (Jack has to fix his bike).
8. Next. **Jack is repairing his bike.**
Listen as I say that with a different word for repairing. Jack is repairing his bike becomes...Jack is fixing his bike.
9. Your turn. **Jack is repairing his bike.**
Say that with a different word for repairing. (Jack is fixing his bike).
10. Next. **Jack has repaired his bike.**
Listen as I say that with a different word for repaired. Jack has repaired his bike becomes... Jack has fixed his bike.
11. Your turn. **Jack has repaired his bike.**
Say that with a different word for repaired. (Jack has fixed his bike).

C. Opposites

1. Listen. The opposite of up is down.
2. Next. The opposite of day is night.
3. Your turn. The opposite of **in** is ...(Out).
4. Next. The opposite of **hard** is ...(Soft).
5. Next. The opposite of **big** is ...(Little).
6. Next. The opposite of **happy** is ...(Sad).

D. Predictions

1. Ask students to predict what will occur following a particular event. For example: **What will happen if you fly a kite in a lightning storm?**

1. An inflection alters the word, usually by adding an affix, but sometimes by changing the base (speak – spoke). Inflections change word meaning but not their form (e.g., produce, produced, produces and producing are all verbs).

E. Cloze sentences

1. Listen. I'll say a sentence that has a word missing. Where the word is missing I will say "blank".
2. Listen. **The moon shines in the sky at blank.**
The missing word is **night**.
3. Listen to the whole sentence. **The moon shines in the sky at** (pause) **night**.
4. Your turn. Say the word that should be where the "blank" is.
5. **Rabbits have big blank.** (Ears). Now say the whole sentence. Rabbits have big blank becomes (Rabbits have big ears).
6. Next. Say the word that should be where the "blank" is.
7. **Jack put on a blank because he was cold.** (Jumper). Now say the whole sentence.

F. Barrier

Materials: Various objects, book or folder to hide object behind

1. Hide an object behind the screen.
2. Let's play a guessing game. I am going to give you clues. I want you to guess what I have behind this screen.
3. Example for an orange: It is sweet, it grows on a tree, it has seeds, it has fairly smooth skin, it is a fruit, it can be made into a drink, it is orange in colour.
4. Model several items. Ensure all are nouns (things). Next, ask individual students to select an object without showing the group. Help them give clues to the group. Note that this step should be done with teacher help. Do not assume the student will be able to do it alone.

■ END OF LESSON 1

Lesson 94

A. Vocabulary

1. Listen. **Joe was reluctant to help.**
Say that with different words for reluctant. (Joe didn't want to help).
2. Next. **Kate was reluctant to eat the meat.**
Say that with different words for reluctant. (Kate didn't want to eat the meat).

B. Categories

1. Tell me why our skull can be a container.
2. Tell me why a bath without a plug isn't a container.
3. Tell me why a phone can be a container.
4. Tell me why a tube can be a container.
5. Tell me why a bag can be a container.
6. Tell me why a fence can be a container.

C. Vocabulary

1. Listen. **Kate announced her engagement.**
Say that with different words for announced. (Kate told of her engagement).
2. Next. **Joe assisted the old lady with her shopping.**
Say that with a different word for assisted. (Joe helped the old lady with her shopping).
3. Next. **Joe was reluctant to help.**
Say that with different words for reluctant. (Joe didn't want to help).
4. Next. **Kate was reluctant to eat the meat.**
Say that with different words for reluctant. (Kate didn't want to eat the meat).

D. Vocabulary

1. Something that stinks is a.. (Stinker).
2. Something that sparkles is a.. (Sparkler).
3. Someone who rows is a .. (Rower).
4. Someone who moves is a.. (Mover).
5. Someone who shops is a.. (Shopper).
6. Something that contains is a.. (Container).
7. Someone who announces is an.. (Announcer).

E. Vocabulary

Materials: *Student Booklets Level B Lesson 116H*

1. New word meaning.
2. Our new word is **rapidly**. Say rapidly. Repeat until firm.
3. Read the last story in Lesson 116H. Listen as I read a story that has the word rapidly in it. As I read I want you to think about what rapidly means.
4. Think about our story. What do you think rapidly means? (Quickly).
Why would the player be running rapidly? (To avoid getting out).
Listen as I read the first sentence again. (The player who hit the ball ran rapidly to first base).
What is a different way of saying that sentence? (The player who hit the ball ran quickly to first base).
5. Provide additional examples of things one might do rapidly (e.g., swim through a shark tank, eat dinner when you're in a hurry). Ask children to provide their own examples of things they would do quickly. Prompt with: Tell me about something you do quickly but use the word *rapidly* instead of *quickly* when you tell about it.

F. Vocabulary

1. Listen. **Kate announced her engagement.** Say that with different words for announced. (Kate told of her engagement).
2. Next. **Joe assisted the old lady with her shopping.** Say that with a different word for assisted. (Joe helped the old lady with her shopping).
3. Next. **Kate was reluctant to eat the meat.** Say that with different words for reluctant. (Kate didn't want to eat the meat).
4. Next. **Kate ate so rapidly she felt sick.** Say that with a different word for rapidly. (Kate ate so quickly she felt sick).

4. After reading the story, help students understand that determined means that you've made a decision and you're going to make sure something happens no matter what.
5. Think about our story. What was Trent determined to do? (Find a cheap present for his Mum). If he's determined do you think he will give up easily? (No). Will he keep looking until he finds the right present? (Yes).
6. Ask children to provide their own examples of things they are determined to do. Prompt with: Tell me about something you really want to do and you're going to work at it until it happens but use the word *determined* when you tell about it.

■ END OF LESSON 94

G. Vocabulary

1. Tell me how a fence can be used to contain an animal. (A fence holds the animal in; stops it from running away).
2. The containers most people think of are pretty small things like jars, cups, buckets and Tupperware that you use to hold your lunch. Tell me why a big thing like a dam is also a container. (It holds back water).
3. Tell me how a pen can also be a container. (It holds ink).
4. Tell me about some things you would be reluctant to do. Try to use the word reluctant when you're telling me. Make sure the students give a range of examples.
5. Tell me about some things you would do rapidly. Try to use the word rapidly when you're telling me. Make sure the students give a range of examples.

H. Vocabulary

Materials: Student Booklets Level B Lesson 117J

1. New word meaning.
2. Our new word is **determined**. Say determined. Repeat until firm.
3. Read paragraph 2 from Lesson 117J. Listen as I read part of a story. As I read I want you to think about what determined means.