

Suggested activities

- Oral discussion—children share their understandings
- Discussion about children's experiences
- Questioning—ask: Have you ever ...?
- Facts chart—children write facts they know about a topic
- Brainstorm words about the topic
- Act out—children act out their experiences
- Five senses (BLM 65)
- Prediction tree—children complete BLMs 42 and 43 related to a subject/topic
- Prediction wheel (BLM 45)
- Thinking grid—children complete a thinking grid detailing topic/subject (BLM 55)
- Double-entry journal—children record thoughts about the text in table form or on a T-chart: what happened? what could happen? (BLMs 53 and 54)
- What I know (BLM 64)
- Brainstorm predictions—children brainstorm predictions about the text (BLM 44)
- Wonder clouds (BLM 56)
- Story maps/drawing—children draw what they know about a topic
- Main events—list/discuss previous experiences/predictions
- Timelines—make up timelines to represent significant events that children have experienced
- Inference wheel—related to experiences (BLM 58)
- PMI—children complete a PMI (Pluses, Minuses, new Ideas) based on inferring from prior experiences (BLM 52)

(See pages 17–21 in TRB for additional activities.)

Assess

Does the child:

- have a bank of experiences about the topic that they can draw on?
- actively participate in discussion by bringing their prior knowledge into the discussion:
 - before reading?
 - during reading?
 - after reading?
- make meaningful contributions to the discussion?
- share relevant vocabulary related to the topic?

PRIOR KNOWLEDGE

The child uses their own experiences to help them understand the meaning of the text.

MODEL PRIOR KNOWLEDGE

- 1 Introduce the strategy. Say: Before we read, we think to ourselves, 'What is this text about? What do we already know about it?' When we think about what we already know, it helps us understand the text better.
- 2 Connect the strategy to the poster. Say: When we think about what we already know, we are using prior knowledge. Let's take a look at the poster. What does the picture show us about using prior knowledge? Turn and talk about it with a partner.
- 3 Model the strategy with a text such as Comprehension Card 13. Say: Looking at this card, I can see a picture of a boy with boots. I know that boots are a type of footwear that can be used to stop your feet getting wet. This is going to help me understand the importance of Gordon wearing boots on a rainy day to school. Turn and talk with a partner. Explain how your prior knowledge about the use of boots might help you better understand the text.
- 4 Discuss the strategy. For example, say:
 - How can you use prior knowledge to help you read a text?
 - Before you start reading a text what can you do to work out what prior knowledge might help you read the text. (e.g look at illustration, title etc)
 - When you read the sentence that said: 'It rained and rained all the way', did you use your prior knowledge about boots to help you work out what might happen when Gordon got to school?



Teacher prompts

- What do you know about ...?
- Where/when have you experienced ...?
- What does ... remind you of?
- What does this make you think of?
- Do you know what a ...?
- Have you seen a ... before? If so, when and where?
- Have you been to the/a ...? What did you see? What was it like?
- What do you do when it is ...?
- Have you ever heard about a ...? What have you heard about a ...?
- Does this word/topic sound familiar? Why?
- Do you know any words to do with/about ...?
- What did you do when ...?
- What do ... do?
- What do ... say?
- When you go to the ... what do you do?
- When you make a ... what things do you need?
- When did you see/hear/smell/touch/taste ...?



Expected responses

