More Comprehension Questions For 4 Year Olds

A school-based and home-based program.

- Designed by Speech Pathologists for teachers and parents.
- Provides a list of recommended books.
- Provides scripted questions for each recommended book.
- Provides a sample of 4 year old answers that are age appropriate plus examples of immature answers.

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A school-based and home-based program.


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12 x Comprehension Questions Cards 13 - 36
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In today’s busy technological society, the skill of oral language is often overlooked. However, given that oral language is a strong predictor of academic and literacy achievement, it is necessary for parents and teachers to be in a position to understand and facilitate oral language development.

From the age of two, children should have a vocabulary of approximately 50 words and a sentence length of 2 to 3 words. From this platform, a child’s vocabulary, sentence length and ability to express themselves rapidly expand. Put simply, from a young age children should be very verbal. They should love to engage with their peers and adults. It is not “normal” or typical for children to present as shy and reluctant to communicate.

The next level of language acquisition is language for learning. However, parents and teachers commonly misunderstand the difference between social communication and the language required for learning and literacy. In social communication, children largely communicate on the topic they have selected. There is a difference when it comes to the language for learning. Children must focus on the requirements of the task, instruction or question, rather than present information that they would like to talk about.

The aim of this program is to train parents and teachers to ask developmentally appropriate questions and to evaluate the quality and content of a child’s oral answer. If an insufficient answer is provided by a child, there are examples of how to assist the child to answer the question specifically and with sufficient information. This program provides parents and teachers of 4 year olds with:

- Lists of developmentally appropriate picture books and comprehension questions.
- Samples of 4 year old age appropriate answers and samples of inadequate 4 year old answers.
- Techniques and strategies to implement when a child provides an inadequate answer.

Best wishes with the program,

Diana Rigg, Alice Luns, Michelle Renton and Vanessa Van Ballegoojen
Overview Of Comprehension Questions Programs

The Comprehensive Questions Range Provides Full Year Programs

The programs have been designed by Speech Pathologists for use in schools, day care and in the home. Each, full year, program presents the following:

- A comprehension question pre-test and post-test which can be administered in under 5 minutes.
- A list of recommended picture books specific to each target/age range.
- A set of 33+ comprehension question cards designed to accompany each recommended picture book. Each question card outlines a sample of typical answers so that teachers and parents are clear on what constitutes age appropriate responses.
- An instruction booklet that outlines how the comprehension question card sets can be presented to a whole class, small group or individual home setting.

<table>
<thead>
<tr>
<th>No. of Questions</th>
<th>Complexity of Questions</th>
<th>No. Question and Response Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Year Old Program</td>
<td>Up to 10 questions</td>
<td>35 cards</td>
</tr>
<tr>
<td>4 Year Old Program</td>
<td>Up to 12 questions</td>
<td>37 cards</td>
</tr>
<tr>
<td>5 Year Old Program</td>
<td>Up to 15 questions</td>
<td>37 cards</td>
</tr>
<tr>
<td>6 and 7 Year Old Program</td>
<td>Up to 18 questions</td>
<td>40 cards</td>
</tr>
<tr>
<td>8 and 9 Year Old Program</td>
<td>Up to 14 questions</td>
<td>33 cards</td>
</tr>
</tbody>
</table>

The above table information is for the full year program packs.

*More Comprehension Questions... (containing approx. 12 Question and Response cards) are available for both the 4 and 5 year old programs.
The picture books are characterised by:

- Short stories or sequences.
- Simple repetitious sentences and repetitious events.
- Short stories that can be memorised and retold.
- Often have no introduction and conclusion.
- Use of simple cohesive ties (e.g.) and, then.
- Recommended for students with a language delay.

### Recommended Books For 4 Year Olds

<table>
<thead>
<tr>
<th>Title Of Picture Book</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bear Hunt</td>
<td>Anthony Browne</td>
</tr>
<tr>
<td>Big Bear Hug</td>
<td>Nicholas Oldland</td>
</tr>
<tr>
<td>Chatterbox</td>
<td>Margaret Wild</td>
</tr>
<tr>
<td>How Do Dinosaurs Say I Love You</td>
<td>Jane Yolen &amp; Mark Teague</td>
</tr>
<tr>
<td>Kip</td>
<td>Christina Booth</td>
</tr>
<tr>
<td>Peely Wally</td>
<td>Kali Stileman</td>
</tr>
<tr>
<td>Rattle And Rap</td>
<td>Susan Steggall</td>
</tr>
<tr>
<td>Rosie’s Walk</td>
<td>Pat Hutchins</td>
</tr>
<tr>
<td>The Very Hungry Caterpillar</td>
<td>Eric Carle</td>
</tr>
<tr>
<td>There Is A Hippopotamus On Our Roof Eating Cake</td>
<td>Hazel Edwards</td>
</tr>
<tr>
<td>Too Many Pears</td>
<td>Jackie French &amp; Bruce Whatley</td>
</tr>
<tr>
<td>Who Sank The Boat?</td>
<td>Pamela Allen</td>
</tr>
</tbody>
</table>

Please Note: At the time of print, all books on the booklist were in print. Due to the nature of book publishing, sometimes books go out of print. PLD Learning Resources takes no responsibility for book availability.
Day 1 - Story Reading
An adult reads the story book.

Day 2 - Story Retelling
The adult explains that this time, rather than reading the picture book he/she will look at the pictures, remember the story line (from yesterday) and tell the story in his/her own words.

Day 3 - Joint Retelling
Together adult and children retell the story. For example the adult retells a page, the child retells the next until the picture book is retold in full.

Day 4 - Child Retells Independently
The child retells the entire picture book ideally without much adult support. Following the retell, present the comprehension questions.

Why is the skill of narrating so important?
Narrative is highly correlated with literacy success.

Over the 10 week period, story retelling and the ability to answer comprehension questions should greatly improve. Children should speak more confidently, provide more information, use more complex sentences and more complex vocabulary.
<table>
<thead>
<tr>
<th>Page</th>
<th>Questions and Responses</th>
<th>Question Level</th>
</tr>
</thead>
</table>
| 1-2  | Where does Peely Wally live?  
Adequate response | High up in a tree; in a tree. | 2 |
|      | Inadequate response | (Points) up there; tree; I don’t know. | |
| 3-4  | Show me something with spots, but not the egg.  
Adequate response | Child points to the butterfly. | 3 |
|      | Inadequate response | Child does not point to the butterfly. | |
| 5-6  | What might happen to the egg when it rolls off the branch?  
Adequate response | The egg might break; someone might catch it; it might roll away. | 3 |
|      | Inadequate response | It fall down; break it; crack; I don’t know. | |
| 7-8  | Show me Jemima Giraffe’s neck.  
Adequate response | Child points to the giraffe’s neck. | 2 |
|      | Inadequate response | Child does not point to the giraffe’s neck. | |
| 9-10 | How many zebras are there?  
Adequate response | Two. | 2 |
|      | Inadequate response | Child says an incorrect number. | |
| 11-12| What is Colin Crocodile waiting for?  
Adequate response | He’s waiting for the egg to go in his mouth; he’s waiting to eat the egg; for the egg to roll into his mouth. | 3 |
|      | Inadequate response | The egg; he wants to eat it; roll down; I don’t know. | |
| 13-14| Point to something that is big and has sharp teeth.  
Adequate response | Child points to the crocodile. | 2 |
|      | Inadequate response | Child does not point to the crocodile. | |
| 15-16| What do we usually throw and catch?  
Adequate response | A ball. | 2 |
|      | Inadequate response | (Points to the egg) that; the egg; he throw it. | |
| 17-18| Why should the monkeys be careful with the egg?  
Adequate response | So they don’t break it; because if they’re not careful the egg might get smashed; because it could crack. | 4 |
|      | Inadequate response | So it don’t break; monkeys break it; I don’t know. | |
| 21-22| What is happening to the egg?  
Adequate response | The egg is cracking; the egg is opening; the baby bird is hatching. | 2 |
|      | Inadequate response | Crack; broke it; open; there’s a bird in there. | |
| 23-24| What’s different about Peely Wally and her baby?  
Adequate response | They’re different colours; Peely Wally is big and the baby’s small; the baby is spotty and Peely Wally isn’t. | 2 |
|      | Inadequate response | They’re different; he’s red and he’s blue; it’s little. | |
Tips For Asking Children Questions

When asking a child questions, it is important to support and teach them what the question means and how you want them to answer it. If a child has difficulty understanding a question, uses incorrect grammar or doesn’t give enough detail in their answer, you can:

1. Repeat the question using visual cues to support (e.g. pictures and gestures).
2. Rephrase the question or ask it in a different way.
3. Give two alternatives for the student to choose between.
4. Model the correct answer.

The following is an example to show how you might assist a child who has given an inappropriate or inadequate answer.

Taken from the picture book ‘Peely Wally’ by Kali Stileman

**Adult:** What is different about Peely Wally and her baby?

**Child:** They different.

**Adult:** Yes. Look carefully at the picture. How are they different?

**Child:** They are different colours.

**Adult:** Yes Peely Wally and her baby have different colours. Great work!
Student’s Name: ________________________________ Date: ________________

Test administered by: ____________________________

1. Put the picture of the playground in front of the child.
2. Ask the child to look at the picture.
3. Ask the child the four questions and tick whether the response is adequate or inadequate.

Questions

1. (Level 2) **Tell me, where is the Mum sitting?**

<table>
<thead>
<tr>
<th>Tick</th>
<th>Child’s response:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adequate response: On the bench; she's sitting on the bench; on the seat.</td>
</tr>
<tr>
<td></td>
<td>Inadequate response: She's reading; the Mum is there (points); she's watching the kids; points to the lady but does not say anything or says 'here'.</td>
</tr>
</tbody>
</table>

2. (Level 2) **How are the dog and the bird different?**

<table>
<thead>
<tr>
<th>Tick</th>
<th>Child’s response:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adequate response: The bird can fly and the dog can’t; the dog is bigger and the bird is smaller; the bird is smaller than the dog; the dog is on the ground and the bird is in the sky; the dog has fur and the bird has feathers.</td>
</tr>
<tr>
<td></td>
<td>Inadequate response: They are the same; they are animals; it’s doing that and the dog is here; they are both different; they’re not the same; this one is up.</td>
</tr>
</tbody>
</table>

3. (Level 3) **Here is a car and here is a bike. They both have wheels. What else has got wheels?**

<table>
<thead>
<tr>
<th>Tick</th>
<th>Child’s response:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adequate response: A truck; a scooter; a bus; a digger; a pram.</td>
</tr>
<tr>
<td></td>
<td>Inadequate response: The car has more wheels; a car; a bike; so it can go; I don’t know.</td>
</tr>
</tbody>
</table>

4. (Level 3) **Point to a child, but not one on the slide.**

<table>
<thead>
<tr>
<th>Tick</th>
<th>Child’s response:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adequate response: Child points to either the child on the swing or the child on the rings.</td>
</tr>
<tr>
<td></td>
<td>Inadequate response: Child points to child on the slide or the mother.</td>
</tr>
</tbody>
</table>

Summary: Level 2 / 2  
Level 3 / 2