

Suggestions for implementing the 3 H strategy into your classroom.

Just starting:

Introduction lesson Ideas

Step 1: BRAINSTORM: Class discussion. Teacher asks the students to think of a time when they have been asked to answer questions and what methods they employed.

Create a list on the board.

Step 2: MODEL Present a short paragraph on the whiteboard. "Here is another tool we can use for answering questions." Students have their copy on the desk. 'Model' the process through 'Thinking Aloud' the title to the passage, activating your and the students' background knowledge.

Step 3: Read the passage to the students. Suggest to the students they have a pencil in their hands to follow the reading and to either highlight a word they have not seen before or a question mark for any word they do not understand.

Step 4: Generate a group Discussion linking the passage to past experiences, retelling the story and going over any student highlighted words.

Step 5: THINK ALOUD Teacher reads a question then using the 'think aloud' strategy teacher highlights the keywords in the question followed by highlighting the answer in the text and identifying which 3H is attached to the question. For 'In my head' questions use the keywords highlighted in the question to state the answer from their head.

This process is repeated a number of times until it is felt that the students have gained a good understanding.

(re watch Professor Lorraine Graham's youtube clip)

Students teach – think aloud to the class. Select a pair of students to run a comprehension lesson – reading the passage on the board, highlighting the key words in the questions, highlighting the answers in the text.

Continuing Lessons – Deliberate Practice

PRIMING for the lesson and reinforcement of the strategy with the class.

Step 1: Ask the students to write down everything you can remember about the 3H strategy. Discuss as a group. Reteach for any gaps in their memory.

Step 2: Repeat the introduction sessions on a new passage – 'Think aloud' as you go through a comprehension passage with the class.

Step 3: After modelling the activity several times, the teacher moves to create a group response to the questions read. Allow the group to discuss the key points and decide on

which parts of the text to underline for the answer. After each answered question, the teacher asks members of the group; **“Do you think this is the right answer?”** Also, **“How do you know that it is the right answer?”** This is important for students to learn to **justify** their answers. It provides feedback to the teacher in identifying any deficits in their understanding which in turn provides targeted skill training for the student. Deficits could be unfamiliar vocabulary which has led to a misunderstanding of information or conceptual misunderstanding. For the student, it assists in mental processing of information. Feedback between teacher and student is immediate and targeted.

Reinforcement of student’s use of the strategy – reciprocal teaching

Step 1: Create small groups within the classroom.

Step 2: Hand each student a passage. Nominate a group leader who leads the group by introducing the passage title.

Step 3: Each student writes down any questions they may have about the title or passage. The leader reads the passage to the group.

Step 4: The leader nominates a student in their group to retell the passage.

Step 5: Each student in the group reads their question aloud. A student leads the group in discussing key points in the question to underline. The group discusses the answer and underlines the answer in the text.

This assists the group in gaining an in-depth understanding of the passage. This may be in locating towns on a map or defining words.

Another thought! USE colour coding - student highlight the answers in the associated colour for HERE, HIDDEN, HEAD.

What about! On the table, there is a 3 H sort mat. (Print from the starter pack.)

Questions once answered are place in the appropriate column for HERE, HIDDEN and HEAD. Nominate a 'student' in your group who always asks; **“Why do you think you have the right answer?”**

Teacher Generated Questions: Use the set questions in the same way – one student reads the question, the group discusses key points, highlighting answers in the text. The ‘justifier’ asks the group to justify their answers and then places the question/answer in the associated column of 3H sort map.

Student Generated Questions: Provide NAPLAN stories to your students and ask them to create HERE, HIDDEN and HEAD questions then they can present to a peer to complete. Once completed the student has to provide and justify their answers to the author of the questions. Make sure they state which ‘H’ it is.

Error Generated Questions: Present NAPLAN stories with associated questions answered correctly and incorrectly. Students are asked to mark the test and as part of class discussion then justify why it is correct or incorrect.

Reflecting on their learning after several sessions

After several group practices, the teacher asks the class for any common cues for HERE, HIDDEN or HEAD questions. This may be the use of many of the same words in the questions and answer, 'Who', 'Where', 'When' could also be included in HERE questions. Words such as 'List the factors', 'describe', 'compare' or a double barrel question such as "What is and when... "are found in HIDDEN questions. For HEAD questions are likely to contain "Why do you think...?".

Emphasise:

The teacher needs to emphasise the underlining of keywords and answers in the passage.

After some sessions on this strategy. The teacher should ask the group what tools have assisted them to answer the questions. One is hoping for underlining, accessing background knowledge, checking the answers.

Start the unit with small one paragraph passage and slowly move to more paragraphs in the passages as the unit progresses.

FORMATIVE ASSESSMENT

At the end of each session, present a paragraph to each student with three questions. The student is required to answer the questions on their own following the same routine. Highlight keywords, highlight answers in the passages, classify the questions as HERE, HIDDEN or HEAD. Collect data from the individual segment of the lesson. This forms your formative assessment and will direct what you need to emphasise in the next lesson.

Things to think about and other ideas

Keep lessons, moving and short – 30 – 45 mins. Spread the lessons over a week. Best to learn little bits over a period of time.

Do not teach each 'H' strategy separately – teach the 3 H strategy together.

Continue to collect data from your one passage tests at the conclusion of the learning sessions to assist in direction of your teaching.

Have the students create 3 H questions for a comprehension passage.

Have students mark a created comprehension test passage with correct and incorrect questions – class discussion on why each question is correct or incorrect.

When do you know that your students have the skill?

Follow the data after each three-question comprehension passage at the end of each session. The data will tell when mastery has been achieved. Once this achieved continue to run maintenance sessions as needed.

Good Luck and we would love your feedback on this unit so that we can better support You!

Not sure we need the following.

Evaluation Rubric

This is taken from the comprehension profile we use in the workshops.

3H question - answer relationship	<ul style="list-style-type: none">* Cannot link a question back to the text.* No Understanding of here, hidden or head.	<ul style="list-style-type: none">* May, on occasion, search for the answers when directed back to the text.* Can identify a here question.	<ul style="list-style-type: none">* Underlines the answers in the text, where appropriate.* Labels questions as here/hidden/head.* Underlines important information in the question as a way of understanding what is required.
--	--	---	--

	<p>*Does not know how to answer the question at all.</p>	<p>* Can demonstrate some skills towards answering a question. * With guidance can underline the important information in the question and answers in the text. * Identifies important action verbs that provide clues to answering questions with support eg. discuss, list.</p>	<p>* Identifies the action verb in a question and understands how to answer the question. * Completes the answer to the question using a correctly worded response.</p>
--	--	--	--