



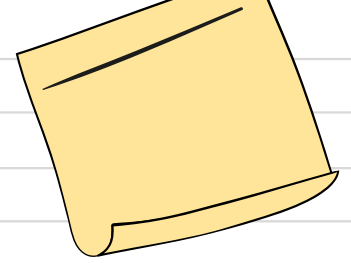
Annotation and Comprehension Skills

(Middle Primary)

**by English Department
Si Ling Primary School**

21 May 2024

Presenters



Mdm Emilia Razali Head of Department, English Language

Mdm Nalini John Senior Teacher, English Language

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Mdm Josephine Loh Learning Support Coordinator

Mr Md Amir Samuel P3 Subject Representative (EL)

Workshop Outline



1. Aim of Workshop

2. Annotation

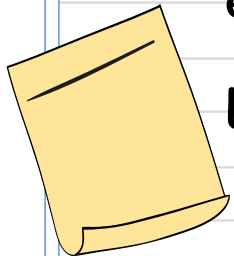
3. Comprehension Strategies



Aim of Workshop



- To help you discover powerful techniques to use annotation for comprehension texts and enhance comprehension answering skills.
- Learn practical strategies to make reading an interactive and enjoyable experience for your child, fostering a lifelong love for learning.





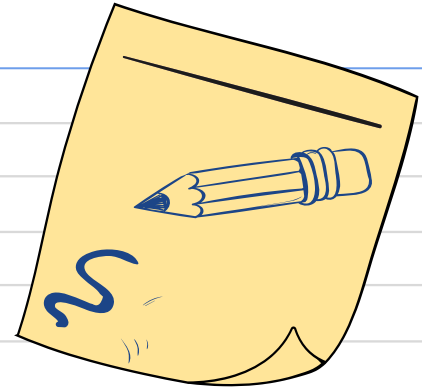
Annotation

by Mdm Nalini John

Si Ling Primary School

Annotation

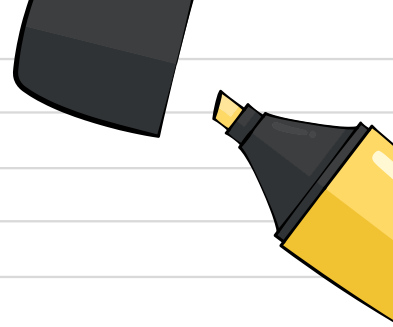
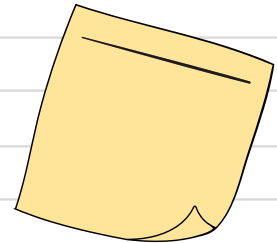
- Purpose of annotation
- Hands-on 1
- Reflection using Classpoint Word Cloud
- Samples of students work
- Annotation Symbols
- Hands-on 2



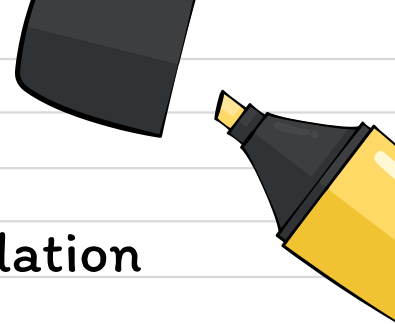
What is annotation?



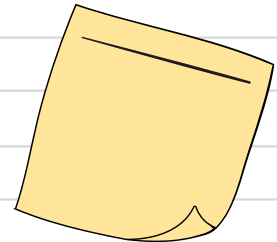
- An action that interacts with a text to enhance the reader's understanding of, recall of and reaction to the text.



Purpose of annotation



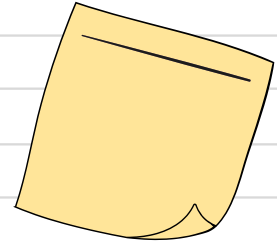
- Allows the students to work out their thinking in relation to the text.
- Identifies the author's main points, perspective of the text, key areas of purpose and also the students thoughts as they read.
- Helps in summarising a text, identifying main points and supporting details.
- Makes their thinking visible.



Annotation Strategies



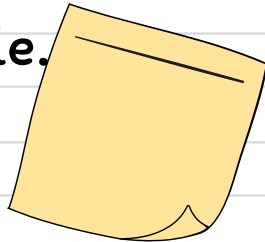
- Using specific symbols helps students remember and provides a structure but these are not exhaustive.
- Keeps the reading process interactive as reading is active thinking.
- Annotation **MUST NOT** interfere with the reading. It actually supplements the reading thus enhancing the students' understanding.



Annotation Strategies


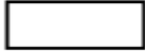







- Other than just highlighting, bracketing or underlining, students need to make brief notes that explain the thinking behind the symbols, what was actually going on in their heads when they annotated the text. [making thinking visible]
- Drawings can also be added to make the thinking visible.



Annotation Symbols



1. Circle the characters (who) 
2. Box the setting and the time (where and when) 
3. Underline and put within round brackets the problem (what) (_____)
4. Underline and put within square brackets the solution (what) [_____]
5. Draw a squiggly line below words that we do not understand 
6. Use double-headed arrows to link the pronouns/other noun phrases with their referents 
7. For questions 
8. What the text reminds me of 
9. Surprising information 

Annotation Sample

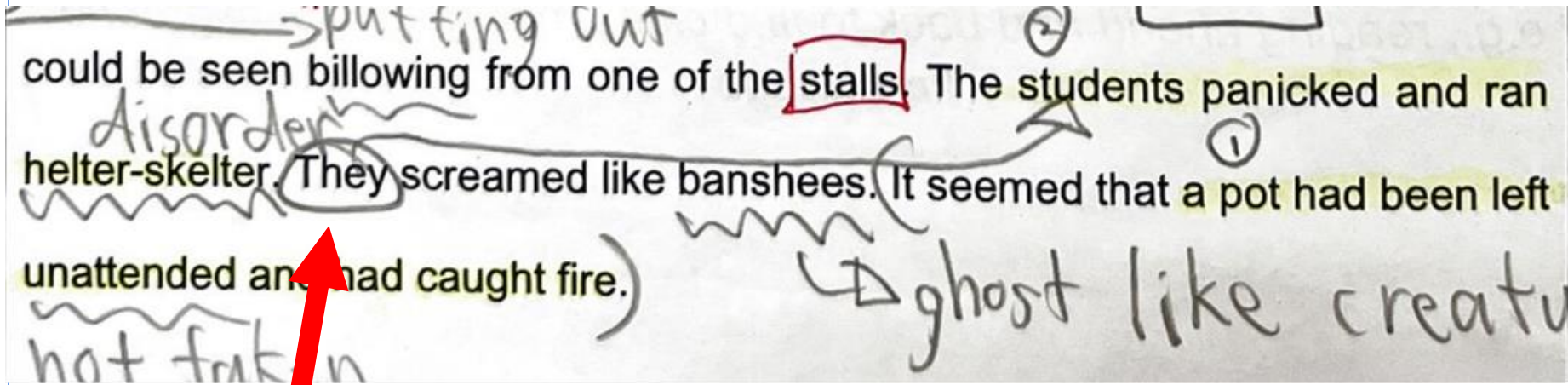
could be seen sputtering out billowing from one of the stalls. The students panicked and ran helter-skelter. They screamed like banshees. It seemed that a pot had been left unattended and had caught fire. ghost like creature

Disorder

not taken

②

①



pronoun reference

Hands on Activity 1- (Reading Comprehension)

"Look at that weirdo. He's conducting strange experiments in the Science Lab again," said Tom to his best friend, Ahmad.

"Leave him alone, Tom. He's not doing anyone any harm," replied Ahmad, shaking his head. "Let's go and play ball in the field. We have ten minutes left," Ahmad continued.

"Let's go before the bell rings!" shouted Tom and they both run off to the field.

Lucas, also known to the students as Loner Lucas, was an outcast. He seemed to prefer being on his own especially during recess where he would hang out at the Science Lab. His love for Science made him the favourite student of Mrs Tan, his Science teacher. Other than that, Lucas was not well-liked by anyone. They found him too quiet and too strange.

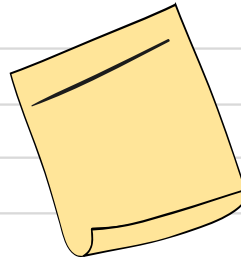
One day during recess, shouts were heard in the canteen and smoke could be seen billowing from one of the stalls. The students panicked and ran helter-skelter. They screamed like banshees. It seemed that a pot had been left unattended and had caught fire.

5

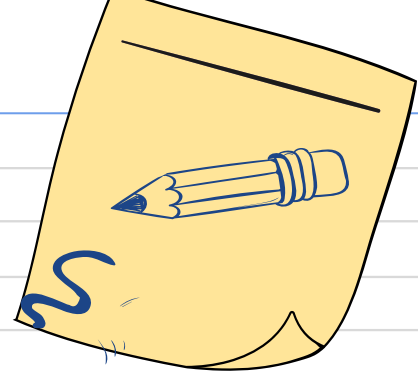
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15

Extracted from P3 Unit 3 STELLAR Worksheet

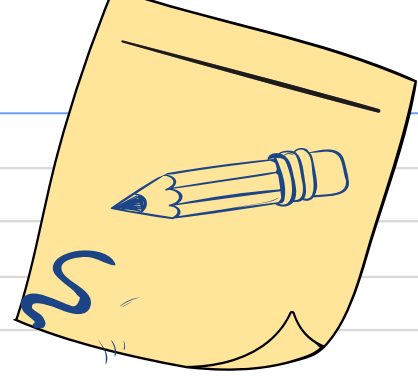


Reflection



Write a word to describe your experience in
annotating the text.

Reflection



Write a short sentence to share your experience during the annotation activity.

Sample of Student's Work

"Look at that weirdo. He's conducting strange experiments in the **Science Lab** again," said Tom to his best friend, Ahmad. *person who looks strange*

"Leave him alone, Tom. He's not doing anyone any harm," replied Ahmad, shaking his head. "Let's go and play ball in the **field**. We have ten minutes left," Ahmad continued. *recess*

"Let's go before the bell rings!" shouted Tom and they both run off to the field.

Lucas, also known to the students as **Loner Lucas**, was an outcast. He *lonely* *rejected by group*

seemed to prefer being on his own especially during recess where he would hang out at the Science Lab. His love for Science made him the favourite student of Mrs Tan, his Science teacher. Other than that, Lucas was not well-liked by anyone. They found him too quiet and too strange.





One day **during recess**, shouts were heard in the **canteen** and smoke could be seen *putting out* billowing from one of the **stalls**. The students panicked and ran *disorder* helter-skelter. They screamed like banshees. It seemed that a pot had been left *not taken care of* *ghost like creature* unattended and had caught fire.

In the midst of the confusion, Lucas appeared. He had a mask on and a **big bag of green gooey stuff** in his arms. He sprinted towards the stall and hurled the bag in the direction of the stall. At once, the fire ceased and the smoke slowly died down. *ran* *stalled* *Immediately*

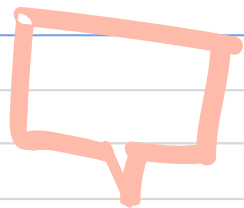
The teacher who was on recess duty, Mr Singh, ran towards Lucas, took him by the shoulder and asked, "Lucas! What did you just do? Are you okay?"

"It's my latest invention, Mr Singh. I call it The **Fire Destroyer**. I've been working on it for three months now and today I have the perfect opportunity to test it," explained Lucas as he beamed at Mr Singh. *Smart* *Smile widely*

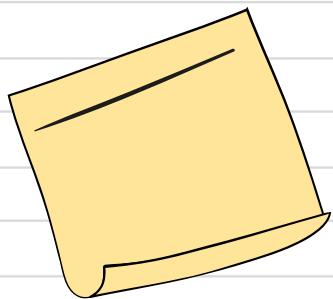
"You are a genius, Lucas! And you know what? You saved the day!" exclaimed Mr Singh as he put his arm around him. The other students had also heard what happened and gathered around Lucas. They thanked him. Some of them said they would join him in the Science Lab.

Annotation symbols			
1. Characters (who)		4. Solution (what) []	
2. Setting (where and when)		5. Vocabulary	
3. Problem (what) ()		6. Referents	

- Part 2
- For questions 1 and 2, choose the correct answer and write its number (1, 2 or 3) in the brackets provided.
- Where did the conversation between Tom and Ahmad take place?
 - near the canteen
 - near the school field
 - near the Science Lab
 - When Ahmad said that they had ten minutes left (line 5), he was referring to the time they had
 - left for recess
 - to look for Lucas
 - before they had to ring the bell



TIME FOR
A BREAK!





Comprehension Strategies

by Mdm Hafizah Mahmud
Si Ling Primary School

Comprehension Strategies

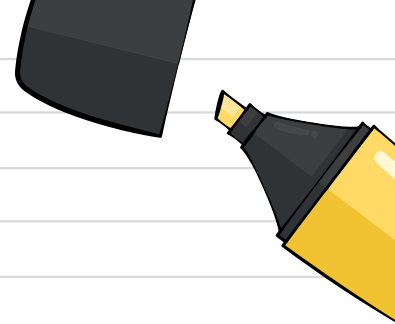
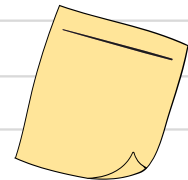
- Rationale
- Bloom's Taxonomy (Remember, Apply, Analyse)
- Read - Analyse- Check
- Hands-on 1



Rationale



- Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can help teachers and students in the classroom.
- It refers to six levels of higher order thinking skills that can be carried out via the comprehension questions at the end of a text.



Bloom's Taxonomy

create

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

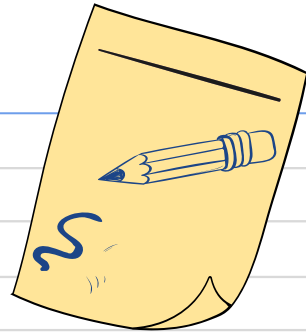
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts

define, duplicate, list, memorize, repeat, state

Strategies in Answering Comprehension Questions



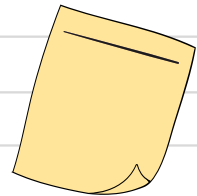
- CUB skills for open ended / MCQ
- Character analysis - tick, describe, evidence
- Sequencing
- Vocabulary
- True/False

Why C.U.B.?



C.U.B. is a great strategy to use on any type of question and in any text type.

It teaches students to analyse the question by breaking it down into smaller parts to make it easier to comprehend and answer.



3 STEPS IN ANSWERING QUESTIONS



Step 1

Read

Read the passage
once through
quickly to get the
gist of the text

Step 2

Analyse

Analyse the
questions
(CUB Strategy)

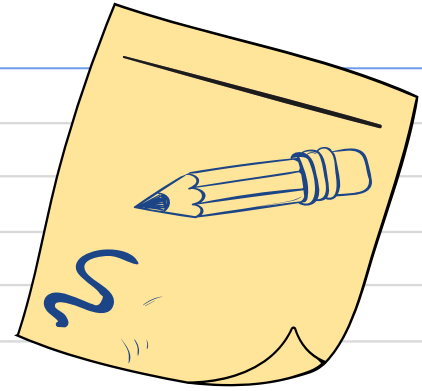
Step 3

Check

Check the answers
for :
Precision
Adequacy
Language



Process of using C.U.B.



Step 1: **Circle** the question words (5W-1H)

WHO

PEOPLE



WHAT

THING OR
ACTION



WHEN

TIME



WHERE

PLACE



WHY

REASON

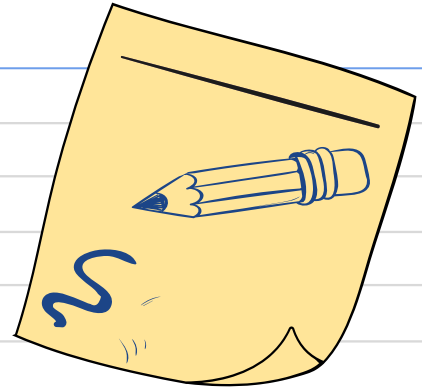


HOW

WAY
SOMETHING IS
DONE



Process of using C.U.B.



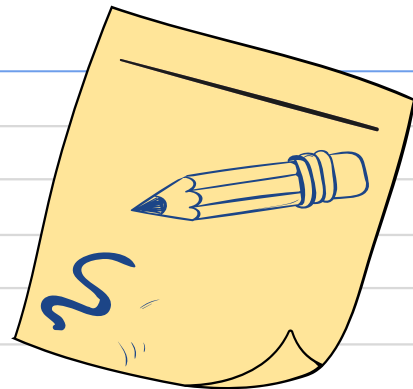
Step 1: **Circle** the question words (5W-1H)

Let's Practice

What did Jonas eat for breakfast?

Where does Mrs Kim go every evening?

Process of using C.U.B.



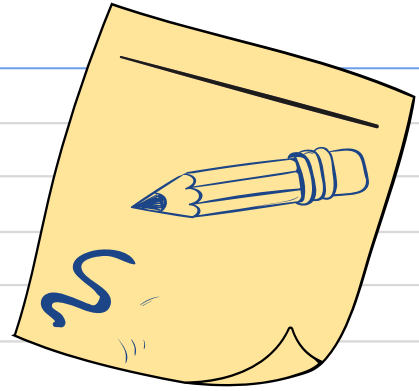
Step 2: **Underline** the word that tells you the tense in the story

Let's Practice

What did Jonas eat for breakfast?

Where does Mrs Kim go every evening?

Process of using C.U.B.



Step 3: **Bracket** the main idea or keywords
in the question

Let's Practice

What did [Jonas eat for breakfast ?]

Where does [Mrs Kim go every evening ?]

3 STEPS IN ANSWERING QUESTIONS



Step 1

Read

Read the passage once through quickly to get the gist of the text

Step 2

Analyse

Analyse the questions (CUB Strategy)

Step 3

Check

Check the answers for :
Precision
Adequacy
Language





Step 2: Analyse

- Analyse the questions using CUB strategy.
- Look for the correct paragraph with the ideas/keywords mentioned in the question.
- Write your answers in complete sentences.
- Word or phrase is allowed only if the answer is to be written in the box provided.



3 STEPS IN ANSWERING QUESTIONS



Step 1

Read

Read the passage once through quickly to get the gist of the text

Step 2

Analyse

Analyse the questions (CUB Strategy)

Step 3

Check

Check the answers for :
Precision
Adequacy
Language





Step 3: Check

Check the answer for:

- **Precision:** Do not lift the whole portion of the text. Some parts might be irrelevant.
- **Adequacy:** Ensure that the answer is complete.
- **Language:** Check for accuracy in tense, spelling and punctuation marks.



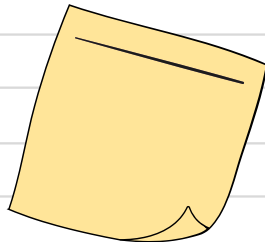
Sequencing Question

Sequencing means putting the events in a story in the order that they happened.

_____ Axel's father helped him look for Grits.

_____ Grits followed two mountain climbers up the mountain.

_____ Axel could hear Grits howl.



Sequencing Question

Cliffhanger

Axel washed his tin cup at the tap outside the camp and looked up. A storm cloud darkened the area. Lightning flashed. Axel was glad that he was not rock climbing now.

“Axel!” Two mountain climbers ran down the trail. “Your dog followed us up the mountain,” one of the women said. “We had to leave him at the summit as he did not want to come down with us.” Axel was upset that they had left his beloved dog, Grits. 5

Axel called for his father. Together, they trekked steadily up the wooded trails and arrived at an area near the summit. Lightning flashed and the thunder roared. “Let’s wait out till the storm passes before we get Grits,” Axel’s father said. From high up the summit came a howl. 10



Sequencing Question

Cliffhanger

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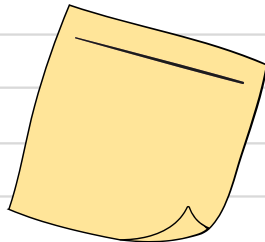
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Vocabulary Question

Synonyms: Look for word in the text - look for clues within the sentence, before and after the sentence)

Qn: What is another word for 'quivering'?



Vocabulary Question

Qn: What is another word for 'quivering'?

There's a Boy under the Bed

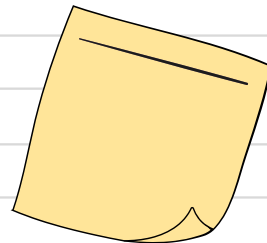
by Sian Burling-Claridge
illustrated by Courtney Hopkinson

Smook sat on his bed and picked the icky marshmallow bits out of his sardine-and-broccoli muffin.

5 When he dropped them on the floor, a small pink hand reached out from under the bed and snatched them up.

"Aaargh, Mum!" screamed Smook. "There's a boy under the bed!"

10 Smook sat quivering on his bed, as far away from the edge as he could get.



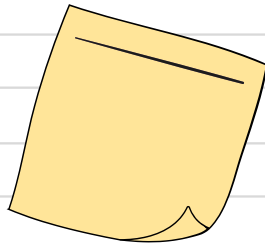
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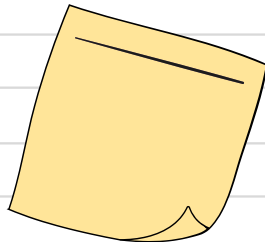
10 Smook sat **quivering** on his bed,
as far away from the edge as he
could get.

"Don't be silly, Smook. There's no
such thing as a boy," his mother called.



True/False Question

1. Identify key word/phrase in the statement
2. Highlight and verify the information in the text
3. Underline phrase that contradicts/supports the statement



True/False Question

Cliffhanger

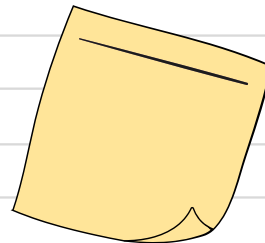
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5

The mountaineers had to leave Grits at the base camp.

T / F



True/False Question

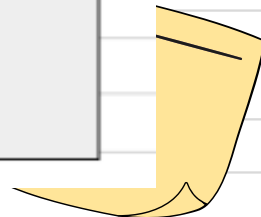
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The mountaineers had to leave
Grits at the **base camp**.

T / F



Hands-on: Pick a question and answer it, share your answer

Part 2

For questions 1 and 2, choose the correct answer and write its number (1, 2 or 3) in the brackets provided.

- 1) Where did the conversation between Tom and Ahmad take place?
(1) near the canteen
(2) near the school field
(3) near the Science Lab ()
- 2) When Ahmad said that they had ten minutes left (line 5), he was referring to the time they had _____.
(1) left for recess
(2) to look for Lucas
(3) before they had to ring the bell ()
- 3) Which two of the following characteristics made Lucas unpopular with his schoolmates? Tick (✓) your responses below.

<input type="checkbox"/>	intelligent
<input type="checkbox"/>	liked to be by himself
<input type="checkbox"/>	helpful
<input type="checkbox"/>	strange
<input type="checkbox"/>	uninteresting

- 4) Who "screamed like banshees" (line 16)?
- 5) What was Lucas' invention called and what could it do?

- 6) Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the story.

_____ Lucas rushed to the canteen with a bag of green gooey stuff.

_____ A pot was left boiling on the stove.

_____ The students ran away from the canteen.

- 7) Which word has the same meaning as 'threw'? Circle (A) or (B).

He sprinted towards the stall and hurled the bag in the direction of the stall.

(A)

(B)

Extracted from P3 Unit 3 STELLAR Worksheet

THANK
YOU