

COMPREHENSION THROUGH

CLOZE



2nd Class

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CURRICULUM LINKED

Combining Cloze and Text Inspection Activities

READ
COMPREHEND
WRITE

READ
COMPREHEND
DRAW

Close
A View of the Zoo

... loved to watch over the ... His long ...
... meant he could reach the ... the tree in his pen and he could look at the other ...
... Ginger could see Pepper ...
... ers Peter and Patrick. He loved to watch them play in the ...
... Beside Ginger, there was Hetty the hippopotamus ...
... Across the way, was Zara the ...
... elephant had her pen near the ...
... Finally, there was Larry the ... of the zoo ...
... that there was a great distance between them. He could see that Larry ...
... was well fed by the zoo's ... but he did know that in the ...
... ns love to ... he and Zara would have to stay away from Larry, ...
... giraffes and zebras.

Pictorial
A View of the Zoo

Ginger the giraffe loved to watch over the zoo. His long neck meant he could reach the leaves at the very top of the tree in his pen and he could look at the other animals. Ginger could see Pepper penguin and her brother Patrick. He loved to watch them play in the water. Beside Ginger was Hetty the hippopotamus and her new calf Hugo. Across the way was Zara the zebra. Eilly the elephant had her pen near the front of the zoo. Finally, there was Larry the lion. Ginger was pleased that there was a great distance between them. He could see that Larry was well fed by the zoo's keepers but he did know that in the wild he and Zara would have to stay away from lions. Lions love to hunt giraffes and zebras.

READ
WRITE
USE THE STRATEGY

STRATEGIES

- Predicting
- Visualising
- Making connections
- Questioning
- Clarifying/Declunking
- Summarising
- Determining importance
- Inferring
- Synthesising

SAMPLE - NOT FOR SALE

Foreword

Detailed drawings and interesting text make up this collection of comprehension activities. The book provides two distinct sections relating to each drawing and text:

1. Cloze activity pages:

Each picture-story provides the reader with two exercises.

First exercise: The reader is provided with a complete text and shows comprehension by completing the accompanying picture.

Second exercise: The reader shows comprehension by completing a cloze task based on the accompanying picture.

There is opportunity in some activities for slightly varied answers or drawings. If the answer or drawing provided can be justified by the instruction then it should be seen as acceptable.

Cloze comprehension provides an ideal indication of comprehension levels.

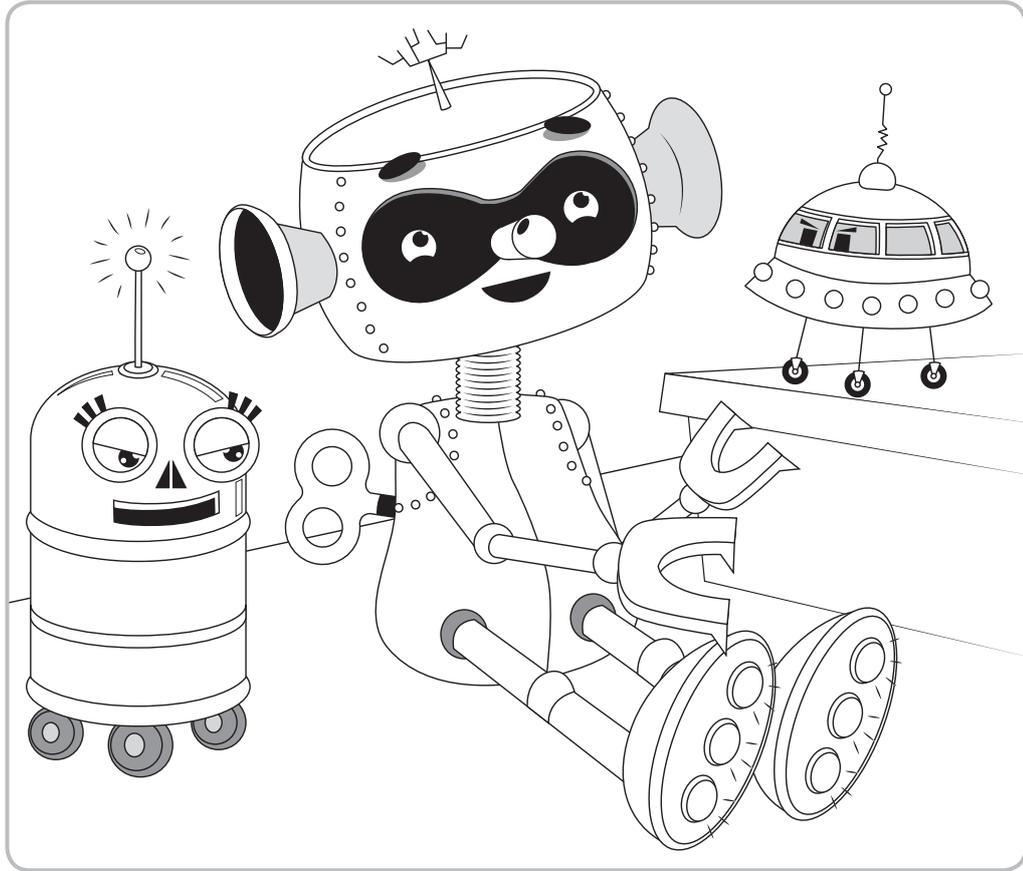
2. Comprehension strategy pages:

Each text has two additional comprehension pages that focus on a specific comprehension strategy. These pages can be used to teach these comprehension strategies.

The texts and activities enable teachers to provide variety to any English language programme.

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'Buzz, click, brrrrrr,' said 74N5, the small, round robot with three thin 'What did she say?' asked Robbie, the tall, smiling robot with the key in his 'Hmmm, I think she said we're ready to go,' replied Rosy, the short, fat robot who sat on three 'Oh, wow! Can we finally start our mission?' asked Robbie. Rosy answered, 'yes, my computer says it's time.' Robbie pressed in his nose button and the six on the bottom of his started to flash quickly. One by one, the turned on their switches and the aerials on their sent up the signal that they were ready for the Robbie waited and listened carefully with his big for the reply to come from above.

1. What is this story about?

.....

2. What are the three robots ready for in this story?

.....

3. Use the picture and the story to help you fill in the chart.

Name	Describing words	Can talk	Has a face	Parts of this robot
Robbie				<ul style="list-style-type: none"> • • • • •
	Small Round		No	<ul style="list-style-type: none"> • Three thin legs •
		Yes		<ul style="list-style-type: none"> • Three wheels • •

4. What do you think the robots will do on their mission? Write your prediction.

.....

.....

SAMPLE - NOT FOR SALE

5. Decide whether you think the information is important in the story or just interesting. Tick the box to show your choice.

Information from the story	Important	Interesting
(a) 'yes, my computer says it's time'		
(b) the six lights on the bottom of his feet started to flash quickly		
(c) the aerials on their heads sent up the signal that they were ready for the mission		
(d) the small, round robot with three thin legs		
(e) the short, fat robot who sat on three wheels		

6. Which part do the robots use to send a signal?
-

7. Which part do you think is the most important on each robot and why?

Name	Most important part	Reason why
74N5		
Robbie		
Rosy		

SAMPLE - NOT FOR SALE



Sam was so excited to try ice skating for the first time, he had been asking his mum and dad to go for weeks. 'Sure, we'll go soon enough', they would reply. Sam's sister, Mary, wasn't even that interested in ice skating, as she didn't like to be out in the cold. When the day finally arrived, Sam got dressed in his special cap with the pom-pom on top and his favourite jumper with the Christmas trees on it. Mary wore her pointy, woollen hat and warm, spotted scarf. When they arrived, Sam rushed out onto the ice and his parents shouted, 'BE CAREFUL!' He slipped and fell onto his backside right away. As he watched Mary glide gracefully past him, in front of the two tall Christmas trees, he sadly thought, 'Gee, I really have the world's worst little sister'.



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Text to self

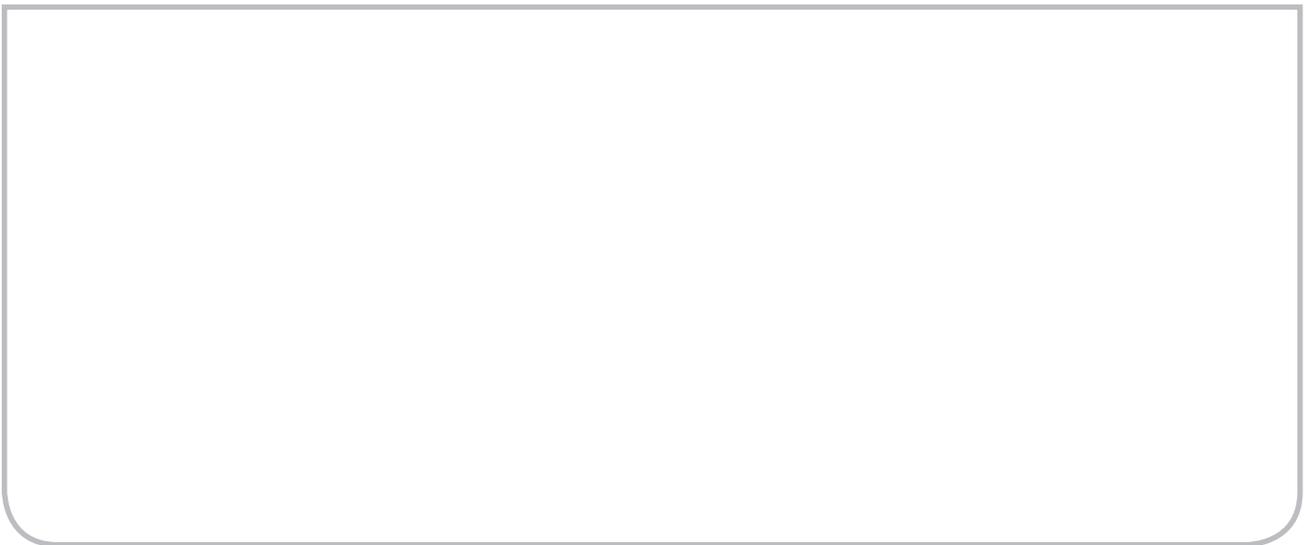
1. In the story, Sam is not happy with his sister Mary.

Write or draw about a time you were not happy with someone in your family.



2. Sam's parents are worried about him staying safe in this story.

Write or draw about a time someone in your family was worried about you.



3. Sam fell and hurt himself in this story. Write about a time you hurt yourself.

.....

.....

Text to text

4. Name a TV show or a film with a brother and sister in it.

.....

5. Draw a picture of this brother and sister.

Text to world

6. What do you know about ice skating? Write or draw what you know.

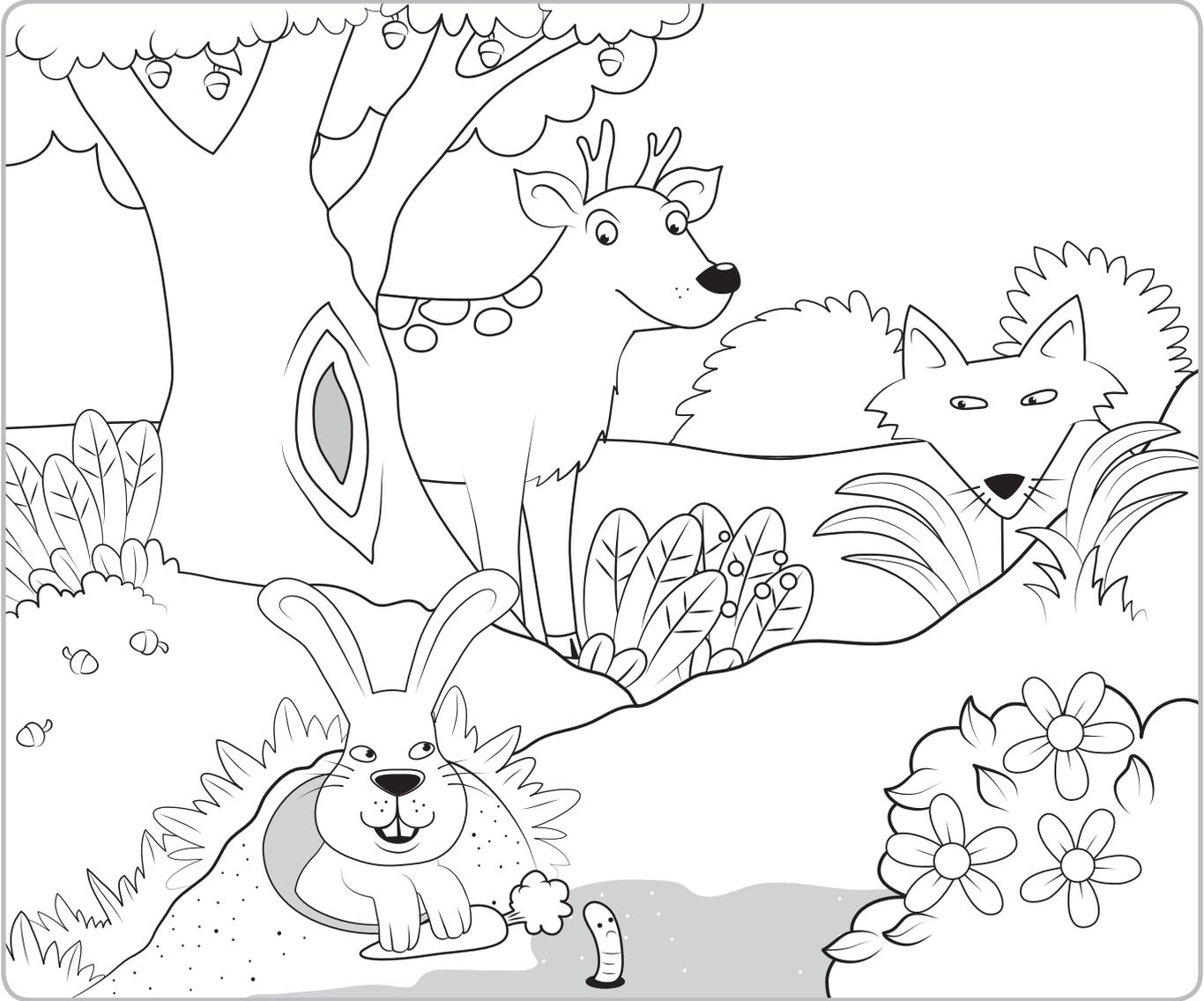
7. Do people ice skate in your country?

 Yes

 No

If yes, in which season of the year?

SAMPLE - NOT FOR SALE



One sunny day in the forest, a rabbit popped her head up out of her burrow to find some grass to eat. She was surprised to see a group of other animals all around her. 'I wonder what they all eat?' she thought. 'Hello everyone, can I ask you, what do you eat?' Hedgehog popped out from behind the flowery bush and yawned, 'slugs, worms and beetles are my favourites'. Squirrel called out from up in the tree, 'I like nuts, berries and seeds the best!' Deer peeked out from behind the tree and said, 'grasses and shrubs are what I like most!' Rabbit looked over and saw a fox poking his head through the long grass and he answered her slowly, 'berries, birds ... and my favourite food is RABBITS!' he yelled, as he pounced in her direction.



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1. Why is this story called ‘Foods of the Forest’?

.....

.....

2. Fill in the chart to show what each animal from the story eats. Write or draw the answers. Some boxes will be empty.

Animal	Foods they eat		
Rabbit			
Hedgehog			
Squirrel			
Deer			
Fox			

3. Which animal eats plants *and* other creatures?

.....

4. Name all of the plants you can see in the picture.

.....

.....

SAMPLE - NOT FOR SALE