



Learning together

Reading to Learn: What is your Goal?

ACTIVITY #3

SEQUENCE: READING STRATEGIES
3RD CYCLE — PRIMARY

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Purpose of the activity

Reading to learn new information requires specific reading strategies. Here is a simple strategy to help your child better understand what they read.



Relevance of the activity

A text contains many words, sentences, and pieces of information. If your child does not have a clear goal in mind, they may have difficulty remembering important information and knowing what to focus on. This strategy will help them stay focused and read more effectively.



Supplies

- Text *Discovering Frogs: Fascinating Creatures in Our Ecosystems* (see Appendix)
- KWL Chart (see Appendix)
- Examples of questions you can ask your child (see Appendix)



To do this activity, you can also use:

- informational texts your child has to read for school;
- an informational book at your child's reading level.

LET'S GO!

What?



The strategy is called **KWL**.

K stands for "What I **k**now..."

W stands for "What I **w**ant to know."

L stands for "What I have **l**earned."

The strategy consists of creating a table that will get your child to reflect on their **prior knowledge**, what they **want to learn**, and finally, to review what they **have learned**.

Use the KWL chart (see Appendix) as a visual support.



Why?



This chart will help you better plan your reading. First, think about what you already know about the topic. Then, decide what you want to learn. This will help you know what to look for as you read. That way, you will stay more focused and also see everything you have learned at the end.

When?



This strategy is used before and after reading. Before reading, it helps you think about what you already know and what you want to learn. After reading, it helps you see what you have learned and whether you have reached your reading goal.

How?



We are going to use a chart with three columns.

The first column is called **"What I know (K)."**

The second is called **"What I want to learn (W)."**

The third is called **"What I learned (L)."**



I will show you how to use it with this text about frogs.

- 1 First, I think about what I already know about frogs. I know that they are amphibians and that we often see them near ponds or streams. I also know that they eat insects. I will write these ideas in the K column.
- 2 Next, I think about what I want to learn. For example, I ask myself: Are there many kinds of frogs? And how do frogs survive the winter? I will write these questions in the W column. This will be my reading goal.
- 3 Now, I read the text.
- 4 After reading, I fill in the L column with what I learned. For example:
 - There is a wide variety of frogs around the world.
 - Some are very small and others can grow up to 15 cm long.
 - Frogs hibernate during the winter.

By looking at my chart, I can see what I already knew and everything I have learned about frogs.

You can now practise this strategy with an informational text that matches your child's reading level.

Don't forget!

When you read with a clear purpose, your brain actively looks for answers. This helps you better understand and remember the information.



1-KWL Chart (blank chart to complete):

What I k now	What I w ant to Learn	What I l earned

2-Questions:**Examples of questions you can ask your child:**

- What I **k**now:
 - What do you know about the topic?
 - Have you ever seen a movie about it? Or a documentary?
 - Have you ever read a text or a book on the same topic?
- What I **w**ant to learn:
 - What would you like to learn?
 - Does the text come with instructions asking you to find specific information? If so, what are they?
 - Are you sure about what you already know? Would you like to check some of your ideas?
- What I **l**earned:
 - What was your goal or your purpose for reading?
 - Did you find the information you were looking for?
 - What did you learn from the text? Tell me in your own words.

3-Text *Discovering Frogs: Fascinating Creatures in Our Ecosystems:*

Discovering Frogs: Fascinating Creatures in Our Ecosystems

Frogs, the small amphibians often found in our yards and near ponds or streams, play a crucial role in balancing our ecosystems. Their presence is an indicator of the health of our local environment.

A Surprising Variety

There is an incredible diversity of frogs around the world, ranging from the tiny poison arrow frog, no bigger than a fingernail, to the impressive bull frog, which can measure up to 15-centimetre long. Each species has developed unique adaptations to its habitat, whether tropical, humid, or cool temperate.

Surviving Winter

During the winter months, frogs face considerable survival challenges. They go into hibernation, a form of dormancy where their metabolism slows considerably. Some species bury themselves in mud or under dead leaves, while others can even survive under a layer of ice, thanks to natural antifreeze substances in their blood that prevent their tissues from freezing.

An Essential Ecological Role

Frogs are effective predators that regulate insect populations, which helps limit disease transmission and crop damage. They are also a food source for numerous other species, playing a central role in the food chain. Their decline could therefore have cascading effects on the entire ecosystem.

