

Learning together

Recall

ACTIVITY #13

SEQUENCE: READING STRATEGIES —
1ST CYCLE – PRIMARY

By Marie-Lou Laplante,
Educational Specialist, for Institut TA



Purpose of the activity

As you know, to understand a text, the beginner reader must harness many skills at the same time! Moreover, there are many strategies to promote reading comprehension: some you use before you start reading and some you use while reading. But what happens once we have finished reading? How can we check our overall comprehension? The objective of this activity is to check your understanding of a text through recall.



Relevance of the activity

Recall is a good indicator of whether your child has understood a text that they have just read. You can ask your child to tell you about the story or the details in the text that you have just read together. To know if your child was able to recall the information correctly, it is important to rely on a few concrete indicators that we will discuss in this activity.



Supplies

- Text *Flamie, the Pink Flamingo!* (see Appendix)

To carry out this activity, you can also use:

- texts from school that your child has to read;
- a book at your child's reading level.



LET'S GO!

What?



Today, we will check your understanding of a text by using recall.

Why?



As we have seen, reading and understanding a text isn't easy when you are just learning to read. Recall is the ability to use our own words to narrate a story that we have just read. It is also about remembering important information in the text. By recalling a text, we are able to see if we have understood and if we can improve our understanding.

When?



Generally, we recall something when we are asked to do so. For example, when your teacher is asking you about something you have read. Or, when your parents ask you to tell them about something you have just read in your own words. But why not take a moment after reading to ask yourself: If I had to tell this story or the information in this text to a friend, what would I say?

How?



Here are two strategies that will help you create a good retelling:

1 Before reading:

Activate your prior knowledge to make better predictions.

You can ask yourself the following questions:

- What do I **K**now about the topic?
- What do I **W**ant to know?
- What have I **L**earned?



You can use these questions to prepare for your reading, but also to check your understanding after reading.

For example, after reading, you can ask yourself:

- Did I learn what I **W**anted to know?
- What did I **L**earn?

2 During reading

First, to create a good retelling, you need to learn to pause while reading and think about what is most important to remember in different parts of the text.

For example, after each paragraph or after reading 2 to 3 sentences, ask yourself the following questions:

- What did I **u**nderstand?
- What is **i**mportant to remember?
- If I had to explain what I just read to a friend, what would I say?

These two strategies help you to:

- **check your understanding throughout your reading;**
- **create a mental picture of the text.**

3 After reading

When it is time to retell what you have read, you need to tell the story in your own words or recall the information from the text.

Here are some tips to help you create a detailed retelling:

- **Tell all the important events of the story (beginning–middle–end).**

OR

- **Recall all the main ideas (one per paragraph).**
- **Tell the events or information in order.**
- **Include relevant details.**



Let's take the example of our text *Flamie, the Pink Flamingo!* (see Appendix). You will notice that some words are in bold—these are the ones I used to create my retelling.

Here is an example:

During the retelling, point to the words in bold with your child as you go along.

In this text, we are talking about Flamie, a bird, a pink flamingo, who lives near lakes and marshes. We learn that she has a beautiful appearance thanks to her pink feathers and her long, thin legs. Then, we are told that flamingos often eat and rest in groups. We also learn that flamingos are pink because of the food they eat (like small shrimp). We are also told that flamingos have webbed feet that allow them to move in the water and keep their balance in the silt. Finally, we learn that flamingos are very beautiful and extraordinary animals.

Thanks to the strategies we used beforehand, it was easier to create a retelling because I had a clear mental picture of the text and had already put what I read into my own words.

You can now practise this strategy with a book that matches your child's reading level.



Don't forget!

To help you create a retelling, imagine the story like a movie in your mind while you are reading.



Flamie, the Pink Flamingo!

Do you know **Flamie**? She is a **beautiful pink bird**, who lives in **marshes and lakes**. Flamie is very **elegant** with her **pretty feathers** and **long, thin legs**.

Flamie likes to be with **other pink flamingos**. Sometimes, they band together in **big groups** to **eat and rest**.

Do you know why Flamie is **pink**? It's because of the **food** that she eats. She eats **small shellfish** that look like **tiny shrimp**.

Flamie moves around easily in the **water** thanks to her **webbed feet**. They stop her from sinking into the **silt** and help her to **balance**.

When you see a **pink flamingo** like Flamie, take a moment to admire their **beauty**. Pink flamingos are **extraordinary animals**!



Source: Chat GPT