

Reading Comprehension

LISTEN • THINK • SHOW

NAME _____

DATE _____

Listen and follow along! Your teacher will read the story. Then we will answer some questions together!

READ TOGETHER • THE STORY

Pip the puppy lost his red ball. He looked under the bed. He looked behind the door. Then Pip heard a giggle. His friend Mia was holding the ball! They played catch until the sun went down.

Circle the Right Answer

1. What did Pip lose?

- ☐ A. His bone
- ☐ B. His red ball
- ☐ C. His hat

2. Who had the ball?

- ☐ A. Mia
- ☐ B. The cat
- ☐ C. Nobody

Draw!

Draw your favourite part of the story.

DRAW HERE

Write!

Copy one word from the story about Pip:

How Did You Do?



**I need
more help**



**I tried
my best!**



I got it!



**I could teach
someone!**

Reading Comprehension

Comprehension starts before independent reading: listening closely, holding the story in mind, and showing understanding through choices, drawing, and one carefully copied word. The self-assessment faces build metacognition from the first sheet.

Quick Start

LEARNING TARGET

Students listen to a short story, answer literal questions, show understanding by drawing, copy one descriptive word, and self-assess their effort.

TIME
15–20 min

GROUPING
Whole group → independent

MATERIALS
Printed sheet, crayons/pencil

Guiding questions: Who is the story about? What did Pip lose? How did it end? How do you feel about your work?

Facilitation Sequence

- 1 Launch**
Read the story aloud twice, tracking print. Pause to let children picture it in their minds.
- 2 Student work**
Answer together or independently; children draw and copy a word. Re-read on request.
- 3 Consolidate & discuss**
Share a few drawings; retell the ending together; model copying a word neatly.
- 4 Wrap-up**
Children circle a "How Did You Do?" face. Talk about what each face means — effort, not just correctness.

Answer Key & How to Approach

Item	Expected Answer / How to Approach
Circle the answer	1) B — his red ball. 2) A — Mia. Accept a clear circle/mark; "show me in the story" for guesses.
Copy a word	Any word from the story about Pip — e.g. "puppy," "lost," "played." Accept any careful, correctly copied word.
Self-assessment	Any honest face. Used for conversation, never graded.

Likely Responses, Misconceptions & Teacher Moves

Children may...	What that might mean...	A helpful next move...
Pick an answer from the picture, not the story	Guessing from memory or images.	Reread the line; "what did the words say?"
Copy a word with reversed/missing letters	Developing letter formation.	Model left-to-right copying; point to each letter.
Always circle the top face	Self-assessment is new.	Talk through what each face means before circling.

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
Listening + drawing lets every child take part, including pre-readers and multilingual learners.	The faces build honest self-talk about effort. Frame all four as okay; "need help" is a brave choice.	Predictable read-aloud routine; a draw-only option; never require a child to share aloud.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
Reread on request; point to answers in the text; scribe the copied word; oral retell first.	Add a feeling word; copy a phrase; tell what happened next.	Picture-supported vocabulary (ball, puppy, friend); oral rehearsal; first-language retell welcome.

Assessment Look-Fors & Next Steps

Criterion	What it looks like here	Helpful next step
Listening recall	Answers match the story.	If guessed, reread the key line together.
Shows understanding	Drawing reflects a story moment.	If off-topic, retell and re-draw one part.
Word copying	One word copied carefully.	If reversed, model letter-by-letter copying.

Reteach signal: if many guess from the picture, do a "point to the words that tell us" routine before the next read-aloud.