



## The Revised Formal Retell Forms

These are all available on the VADEC intranet – mydesktop. The **revised** retell forms are easy to identify as the **main events are listed first**, the **characters are listed last** (as students often mention them naturally throughout their retell) and the score is out of 100. It is scored as a percentage. Just as PROBEs 70% success rate in comprehension indicates that a student has grasped the main points and details of the text, so too does a score of 70% on the VADEC revised formal retell.

### Interpreting the Formal Retell Score

(on the revised formal retell forms)

- |               |                               |  |
|---------------|-------------------------------|--|
| <60%          | - too hard                    | - test at lower level  |
| 60 -70%       | - instructional reading level | - generally with an accuracy score of 90 – 95%<br>(see PM Teachers Manual) |
| 70% and above | - text is too easy            | - test at next level up  |

It is very important that students aren't pushed onto the next level, based on a high accuracy score. Even if they get 100% accuracy score, if they have been unable to give a comprehensive retelling of the text, they shouldn't go onto the next level. Reading without meaning is **not** reading.



"I can not go to bed,"  
said Sam.

"Little Bear is not in bed.  
Where is he?"



van Asch Deaf Education Centre Formal Retell Form <sup>1</sup>		
Name:	Date:	Age:
Title: Sam and Little Bear	Source: PM Benchmark Kit 1	Level: 5 - Red 3
Teacher Outline		Student Response
<b>Main Events (50 Points)</b>		
▪ Sam couldn't go to bed because Little Bear was not in bed.	/10	
▪ Sam and his mum looked for Little Bear.	/10	
▪ They couldn't find Little Bear.	/10	
▪ Sam found his bear under his bed.	/10	
▪ Sam and Little Bear went to bed and went to sleep.	/10	
	<b>/50</b>	
<b>Details (25 Points)</b>		
▪ Mum told Sam to go to bed.	/5	
▪ Mum looked in Sam's drawer but couldn't find Little Bear/him.	/10	
▪ Sam and his mum looked in the box, but Little Bear/he wasn't there.	/10	
<input type="checkbox"/> Information from student's retell <input checked="" type="checkbox"/> Additional information from PM Comprehension Questions	<b>/25</b>	
<b>Characters (25 Points)</b>		
▪ Sam	/9	
▪ Mum	/8	
▪ Little Bear	/8	
	<b>/25</b>	
		<b>Formal Retell Score: /100</b>

# Comparing and Contrasting

<http://www.readwritethink.org/materials/comcontrast/>

The ability to compare and contrast things such as plot, setting and characters is an essential skill to ensure success when studying and analysing literature at high school. Many deaf students lack the language necessary to do this well. We have found the use of graphic organisers, charts and diagrams to be great scaffolding tools for students. These visual aids help them to think through and prepare a written response.

This site is very clearly set out and includes information and examples of how to compare and contrast two or more things. Use the tabs at the top of the page to choose a subtopic then the small left and right triangles in the top right hand corner of each page to navigate within each subtopic. All of the pages can be printed off as well. This site is highly recommended.



## Book Reviews

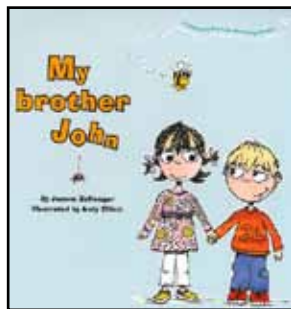
### New Children's Books with Deaf Characters

#### My Brother John

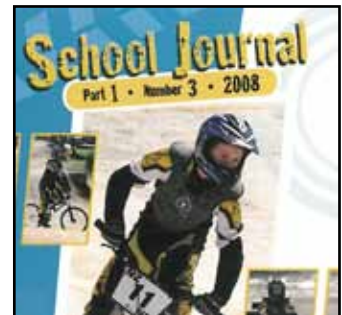
By Joanne Zellweger

<http://www.mybrotherjohn.co.uk/>

This picture book is about John who is deaf and has a cochlear implant and wears a hearing aid. It depicts with contemporary illustrations, all of the everyday things that siblings do together like playing, grocery shopping and having a bath. There are more My Brother John books being published so keep an eye on their web site for further details.



#### School Journal Part 1, No 3, 2008



#### At the Hearing Clinic

By Moira Wairama

R.A. 8.5 – 9.5 years

Leevarde wears a hearing aid in each ear. This article explains what happens when he goes to the audiology clinic to have his hearing aids checked.



#### Deaf Child Crossing

By Marlee Matlin

This chapter book was written by Marlee Matlin, the actress who is deaf who won an Academy Award for her role in Children of a Lesser God.

Megan is excited when Cindy moves into her neighbourhood; maybe she'll finally have a best friend. Sure enough, the two girls quickly become inseparable. Cindy even starts to learn sign language so they can communicate more easily.

But when they go away to summer camp together, problems arise. Cindy feels left out, because Megan is spending all of her time with Lizzie, another deaf girl; Megan resents that Cindy is always trying to help her, even when she doesn't need help. Before they can mend their differences, both girls have to learn what it means to be a friend.

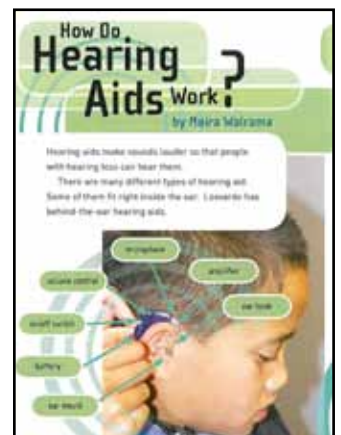
<http://www.marleematlinsite.com/index.html>

#### How Do Hearing Aids Work?

By Moira Wairama

R.A. 8.5 – 9.5 years

This article and a simple diagram explain how a hearing aid works.



## Internet Sites

### Glogster Education

<http://www.glogster.com/edu/>

Glogster Education is my number one pick and something to get excited about! Glogster is a free web based site where students have amazing tools at their disposal to create astonishing posters. These are digital posters with graphics, photos, text and also sound, music and video clips. This site will engage both you and your students.



Have a look and a play and make your own poster. Ensure you use the Glogster Education site, as the general Glogster site may have images that are unsuitable for your students to view.

There are tutorials on the site to teach you how to use the tools.

Copies of the posters your students have made would be greatly appreciated so the ideas can be shared with other resource teachers of the deaf. Please email them to [sbeaton@vanasch.school.nz](mailto:sbeaton@vanasch.school.nz) or email me to let me know when they are posted on the Glogster Education site.



### Literacy Online

<http://literacyonline.tki.org.nz/>



Literacy Online is a site for primary and secondary teachers. This site includes resources to support The New Zealand Curriculum — teaching resources, research for teachers, and publication opportunities.

News, events, and links to Literacy-related forums can be found in the Community area of the site.

There are lots of excellent resources hidden away on this site. For instance click on digital resources to support literacy then select Learning Media online learning experiences then click on Speak Up! English - cartoon writing for 8-10 year students. You can download this interactive activity for free.



### Kerpoof

<http://www.kerpoof.com>



Kerpoof is a free online program for primary aged students, which uses flash to allow students to create images, animations, movies, cards and stories. Teachers can create accounts for a class so students can collaborate and interact within a safe environment.

This programme is great for inspiring the reluctant writer. Have a look and a play and you will be hooked! There are tutorials on the site showing how to make movies etc.

### Quizlet: flashcards, vocabulary memorization and study games

[www.quizlet.com](http://www.quizlet.com)



This is a fantastic site so ensure you make time to have a look at it! Browse and use millions of flashcards created by others. Simply sign up (for free) and then search the topic that you are interested in. From the search results you choose the set you are interested in. You will receive a premade list of words with each one having an attached meaning/word, which turn into digital flash cards, games or tests in order to aid learning.

You can create your own set of flash cards by inputting matching words/definitions and saving online. You can create your own group so that you can share cards/results and instant message each other. There is a wealth of premade cards online already including the likes of Te Reo Maori, capitals of the world and much more.

### Clicker 5 Resources

<https://www.learninggrids.com/anz/WelcomePage.aspx>

If you are using Clicker5 with your students this is a great place to visit. Free downloads for resources that have been developed by other teachers are available.



## New VADEC Resources

### Figurative Language Cards

A set of ten colourful illustrated cards, that define and provide examples of the following: alliteration, assonance, cliché, hyperbole, metaphor, onomatopoeia, personification, simile, rhetorical question and rhyme. There is space on each card for the student to record his/her own example/s.

Catalogue number: 298 Price: \$3.00



### Letter Poster

This colourful poster is designed for emergent readers and writers. It illustrates the **concept of a letter** as distinct from a word. The teacher can use the poster with the student and get him/her to point to a given letter. The poster has the **sign** for **letter** on it. This poster can be used in conjunction with the **Word Poster** that illustrates the concept of a word.

Catalogue Number: 299 Price: \$4.00



### Word Poster

This colourful poster is designed for emergent readers and writers. It illustrates the **concept of a word** as distinct from a letter. The teacher can use the poster with the student and get him/her to point to a given word. The poster has the **sign** for **word** on it. This poster can be used in conjunction with the **Letter Poster** that illustrates the concept of a letter.

Catalogue Number: 350 Price: \$4.00



### What Retell Activity Do You Choose?

Have some fun selecting which questions you will ask after a student has read a text. The questions on the chooser are:

- What were the main events?
- When did the story take place?
- Where did the story take place?
- Who were the characters?
- What was the problem?
- What was the title of the story?
- What was the author's name?
- Was it fiction or non-fiction?

Instructions are included on how to fold the origami question chooser.

Catalogue number: 351 Price 20c

