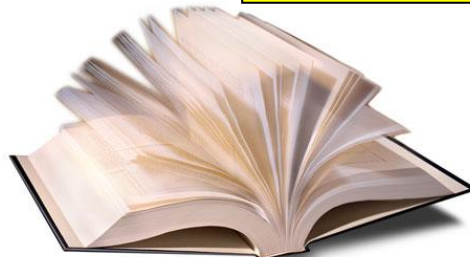


# H

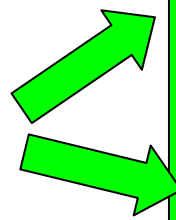
ere



The answer is right here in one word, phrase, sentence, picture, title, caption or graphic of the text.

# H

idden



The answer is found by **combining** information from two or more places in the text, or from information from the text and you already know.

# H

ead



The answer is in your background knowledge; what you **already know**.

# H

ear

The answer is an opinion, a feeling or an **emotional response** to the text.



## 4H (Here, Hidden, Head, Heart) COMPREHENSION STRATEGY

The purpose of the 4H strategy (Here, Hidden, Head, Heart) is to teach learners where to find the answers to questions and to formulate relevant questions. The mnemonic cue 4H stands for:

<b>HERE</b>	The answer is explicit in the text. It is <b>here</b> in one sentence, picture, title, caption, graphic, etc of the text. Students should be able to put their finger on the answer.
<b>HIDDEN</b>	The answer is implied in the text. It is found by <b>joining together</b> information from two or more places in the text, or from information from the text and what the student already knows.
<b>HEAD</b>	The answer is in the student's background knowledge; what he or she <b>already knows</b> .
<b>HEART</b>	The answer is an opinion, a feeling or an <b>emotional response</b> to the text.

Students are taught this strategy for answering questions and can use it to ask questions about a text.

**Step 1:** Directly teach the first mnemonic cue (**HERE**) and use think aloud strategies to teach reviewing, skimming and scanning techniques to find the answer.

**Step 2:** Support students in practising the **HERE** cue.

**Steps 3 – 6:** Similarly directly teach (model) and practise the **HIDDEN, HEAD** and **HEART** cues, allowing time to practise. Provide time for students to write their own questions.

**Step 7:** Once taught, the 4H strategy can be used on a variety of text types. Remind students to use the strategy by saying for example, 'Is this likely to be a **HERE, HIDDEN**, in my **HEAD** or **HEART** question?' and 'What process do I use to answer this type of question?' but lessen the prompting and support as students begin to use it automatically.

When asking students to write questions specify the number of questions of each type for example 'Please write 5 here, 3 hidden and 3 head and 1 heart questions.'

# COMPREHENSION CUE CARDS FOR STUDENTS

## **Here Questions**

1. Look at the words in the question or statement
2. Words from the question or statement are in the text
3. Check your answer by re-reading the sentences and paragraphs
4. Answer in a sentence

## **Hidden Questions**

1. Look at the words in the question or statement
2. Think about what you already know
3. Be a reading detective
4. Look for words in the text which help answer the question or statement
5. Check your answer by re-reading the sentences and paragraphs
6. Answer in sentences or paragraphs

## **Head Questions**

1. Read the question or statement carefully
2. The answer relates to the text but is not in the text
3. Find the answer in your head
4. Answer in sentences or paragraphs

## **Heart Questions**

1. Read the question or statement
2. The answer is not always in the text
3. Think about feelings in the text and your own feelings and opinions
4. Answer in sentences or paragraphs

# 4H

<b>Here</b>	<b>Hidden</b>	<b>Head</b>	<b>Heart</b>
Look	Search for Details	Think	Think & Feel
Literal	Inferential	Evaluative	Evaluative
Level 1	Level 2	Level 3	Level 4
Reading on the lines	Reading between the lines	Reading beyond the lines	Reading beyond the lines
Did the author say it?	Did the author mean it?	Would the author agree with it?	Do you agree with the author?
Right here	Think and search	Think on your own	Think on your own
Point to the answer	Find clues to the answer	Activate your schema	Respond to the text