

Reading Comprehension Strategies

PD

2011

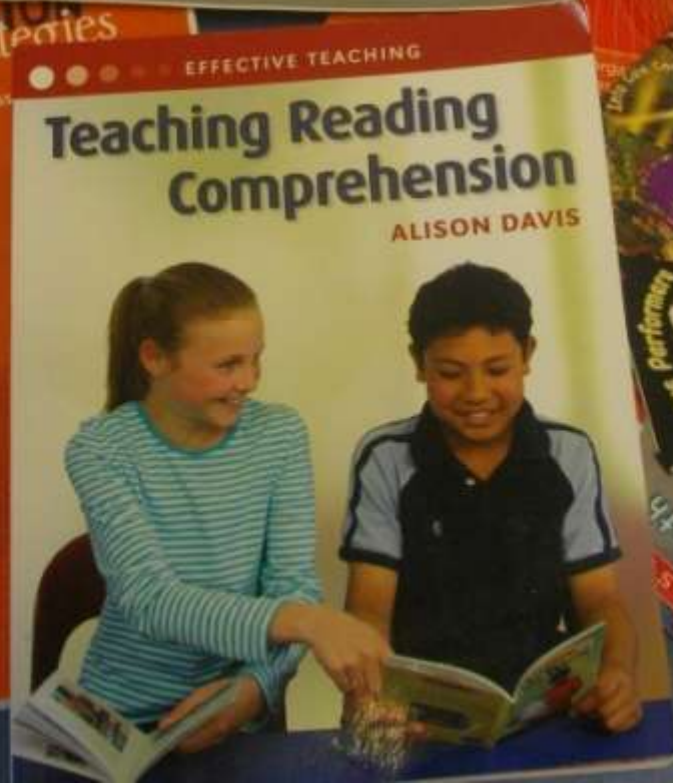
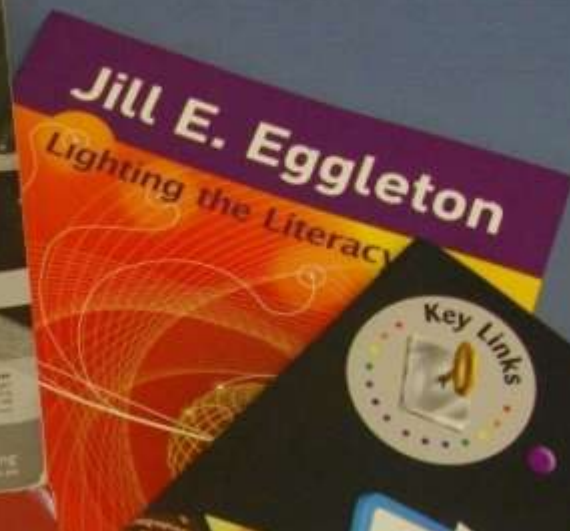
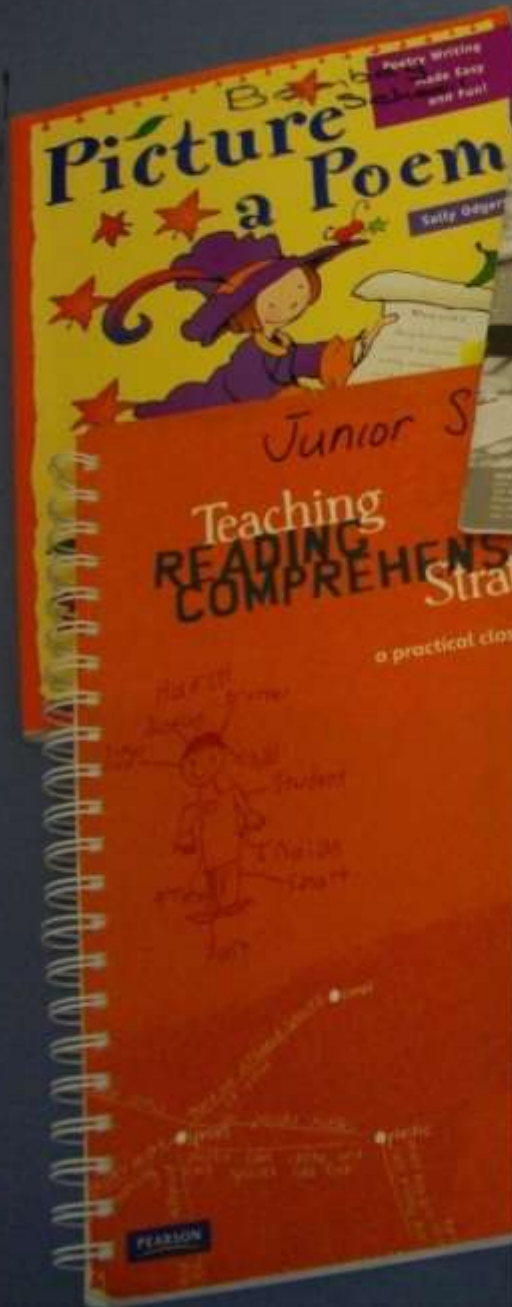
Resources

Alison Davis “Reading Comprehension”

Sheena Cameron “Reading Comprehension
Strategies”

Jill Eggleton “Lighting the Fire of Literacy”

Jill Eggleton’s Key Links L0-30 Y0-3



January February March April May June July

Time Table
 Roll
 Donat news
 Developmental
 - finish ans
 - finish exercises

Roll
 Roll
 Assembly - Roll
 Clubs - collage
 Pick up!

May

1 2 3 4 5 6 7 8 9 10

Writing goal - write 1st letter/sound have a go! Write 2 ideas.

Reading - know all pink words, letters/sounds - look at 1st letter if stuck

Maths - adding on one hand then crossing over.


Monday Ekepa
Tuesday Ekepa
Wednesday Kōopa
Thursday Kōopa
Friday Kōopa

Letter of the week Oo

Word of the week on
 of
 off
 out

poem of the week

Oh, oh, oh!
 What do you know?
 An owl and an octopus
 went for a row!



Weekend Herald

Prince's bride

Making Gingerbread Men

On Friday we made gingerbread men. First we made the dough. Then we cut out the shapes. We baked them (over the oven). After we decorated them with icing and blilies. They were delicious! (and more can be made)

Orientation

Personal Comment

What's Aha Tenei Ra?

WOW WORDS

fun
 cool
 exciting
 amazing
 delicious
 funny
 interesting
 busy
 boring

We had swimming sports. We did our best swimming.

0123456789

Monday





How to Become a Very Good Reader

Before



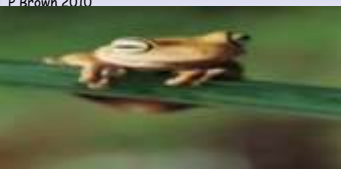
- Can we predict what the text is going to be about.
- Can play games to find out what the text will be about.
- Can ask questions.
- Can make connections.
- Can recognise the text type.

During









- Can find out about where the story takes place.
- Can find out when the story took place.
- Can find out who are the main characters
- Can make connections.
- Can learn about things.
- Can learn new words and their meanings

After



- Can retell a story in the right order.
- Can talk about things we have learnt.
- Can make and do things about the text.

Text Types

Text Type	Purpose	General Structure	Language Features
 <p>Recount</p>	<ul style="list-style-type: none"> To retell an event 	<ul style="list-style-type: none"> Orientation An event described in the right order. 	<ul style="list-style-type: none"> Descriptive words Past tense Time words to connect events Words that tell us where, when, with whom, how
 <p>Narrative</p>	<ul style="list-style-type: none"> To entertain, amuse or instruct. 	<ul style="list-style-type: none"> Orientation Problems How problems are solved Conclusion 	<ul style="list-style-type: none"> Characters Time words to connect Action words with problems and solutions Noun groups important in describing character and settings.
 <p>Information Report</p>	<ul style="list-style-type: none"> To classify and describe 	<ul style="list-style-type: none"> General statement or classification Description 	<ul style="list-style-type: none"> Simple present tense Technical words
 <p>Explanation</p>	<ul style="list-style-type: none"> To explain how and why something happens 	<ul style="list-style-type: none"> To identify Explanation in the right order 	<ul style="list-style-type: none"> Technical words Words often show cause and effect Words often used are such as, because, as a result.
 <p>Description</p>	<ul style="list-style-type: none"> To tell about what something looks like. 	<ul style="list-style-type: none"> Introduction Words to describe e.g what they look like, how they behave. 	<ul style="list-style-type: none"> Nouns Adjectives Action verbs Similes, metaphors
 <p>Procedure</p>	<ul style="list-style-type: none"> To tell someone how to do something 	<ul style="list-style-type: none"> Goal Steps 	<ul style="list-style-type: none"> Verb at the beginning of each instruction Words to tell how, when, where etc.

A Year 1-4 Reading Programme

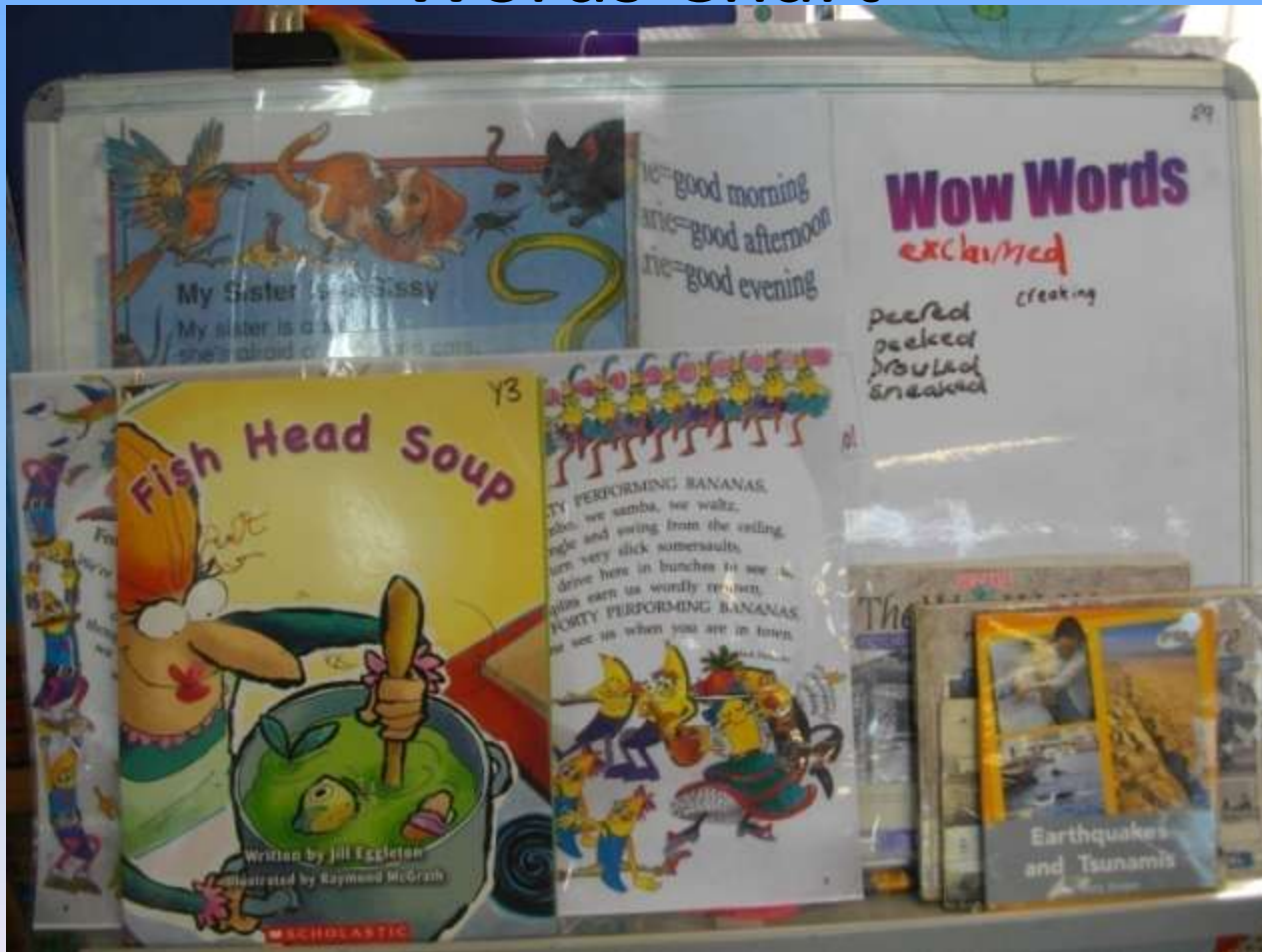
- Plan for activities to find out students' prior knowledge before they read the text e.g Dot-to-Dot, Let's Connect, Letter Jigsaw, Tic Tac Toe 3 in a Row etc. Get them making connections-thinking laterally.
- Plan for activities that can broaden the students' vocabulary and knowledge of the text e.g research by-reading other books on the topic, Kid's Encarta, dictionaries, atlases, websites relating to the instructional text. Can be done before reading the text.
- Plan for independent activities that develop skills, knowledge and strategies.

Room 6 Reading Tumble Term 3 2010

	Day One	Day Two	Day Three	Day Four
Ants SJ P1 N4 '03 -Digging for gold	Teacher - During	Before Task	Teacher - Before	During Task
	Discuss mining and what they learnt— location of Waihi and any other mines in NZ	Tic-Tac-Toe L.I Making connections and predicting text	Revisit Tic-Tac-Toe and discuss connections and predictions of text topic	5 facts I learnt L.I Using the text to find information
Beetles SJ P1 N3 '03 -Patterns in Wood	Before Task	Teacher - Before	During Task	Teacher - During
	Tic-Tac-Toe L.I Making connections and predicting text	Revisit Tic-Tac-Toe and discuss connections and predictions of text topic	Comprehension work and research on how carvings are made.	Discuss independent work on creating a carving and the meaning and design behind the carvings
Grasshoppers SJ P2 N2 '08 -Get on the floor-we've been hit	Teacher - Before	During Task	Teacher - During	Before Task
	Discuss Lebanon and what they found out about the country	Pretend they live in a country at war. Write a letter to a friend back in NZ describing what it is like in your country	Share letters and discuss how they would feel living in a country at war	Locate Lebanon in the atlas or using Google. Find its neighbouring countries, temperature, language and culture
Caterpillars SJ P2 N1 '08 -The Bill	During Task	Teacher - During	Before Task	Teacher - Before
	Independent work on unique text features (letter)	Discuss independent work	Tic-Tac-Toe L.I Making connections and predicting text	Revisit Tic-Tac-Toe and discuss connections and predictions of text topic

Shared Reading Experience

Poetry Big Book or Selected Text –Wow
Words Chart



Famous	Gold toilets	scientist	Army ants
Jungle	caravan	father	kids
Lies	hospital	exaggerate	sick
Dad	mother	Black river	White house
Mad	Little kids	stories	mean
School	shy	Swimming pools	Room 22
Molly May	Cassie	storyteller	Game Let's Connect

Secret Seven

Hyenas

Sharks

Crabs

Vultures

Rats

Seagulls

crayfish

Before activities to make connections prior to reading the texts.



Wow Words

Reading Contract Week

I am learning to work independently

I am learning to achieve all of my tasks in the given time period

MUST DO



CAN DO



- Dictionary Skills
- Spelling Sentences
- Word Study
- Listening Post
- Reading Game
- Browsing Box Book
- School Library Book reading
- Big Book Activity

- Sudoku
- Maze
- Library Corner
- Computer (ictgames, starfall, learninggamesforkids)
- Word Search
- Browsing Box
- Monopoly
- Puppets
- Magnetic Words

...will look at
...could be.
...n't look right
...ed try again.
... a sentence I will check
... If it didn't I will try again.



WALT use strategies to help us be excellent readers

- If I come to a word I don't know I will look at the letters and think what the word could be.
- If I read a word that doesn't look right I will go back and try again.
- When I have read a sentence I will check "did what I read make sense?" If it didn't I will try again.

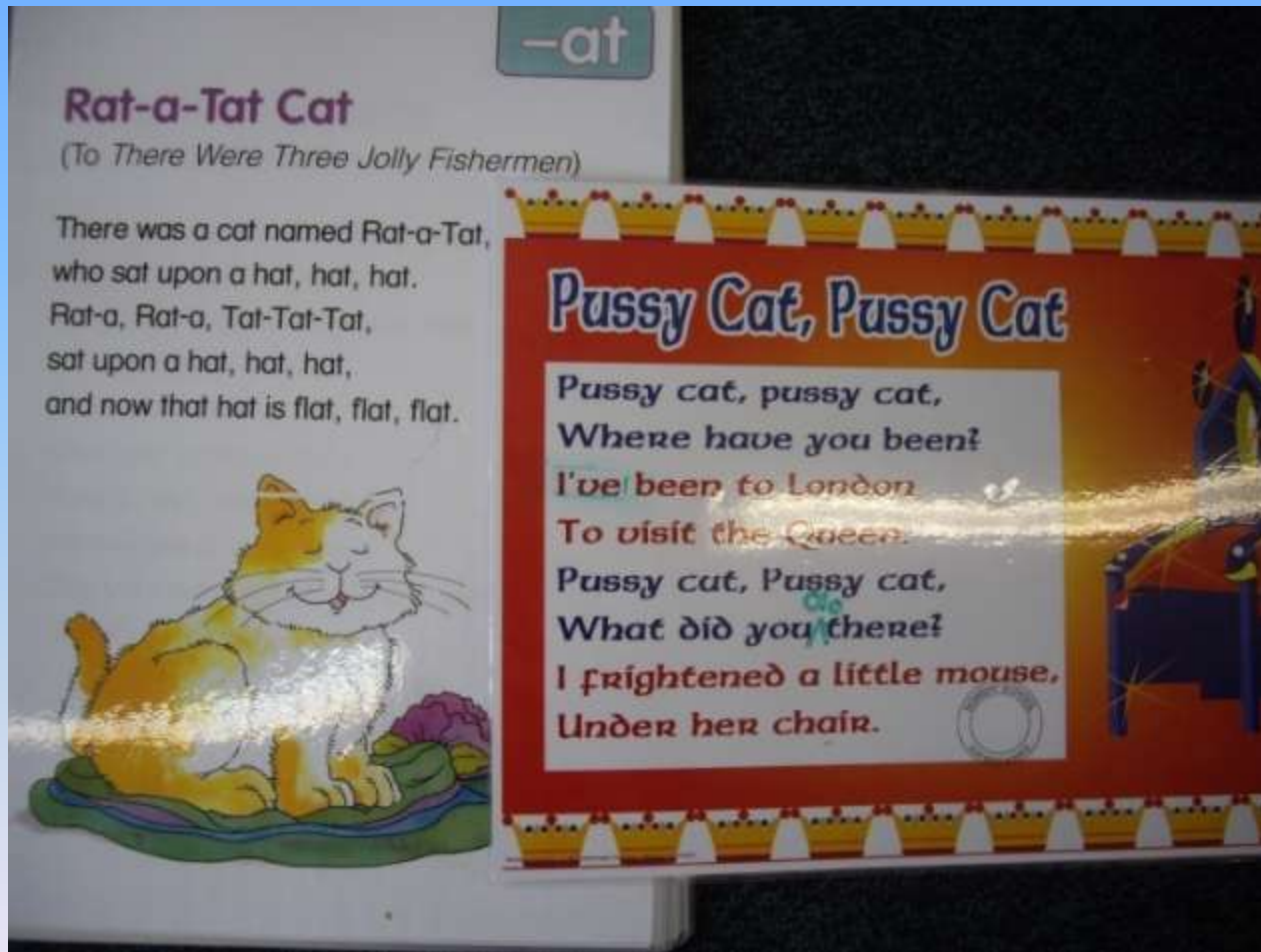
"Here's Buzzy sipping f



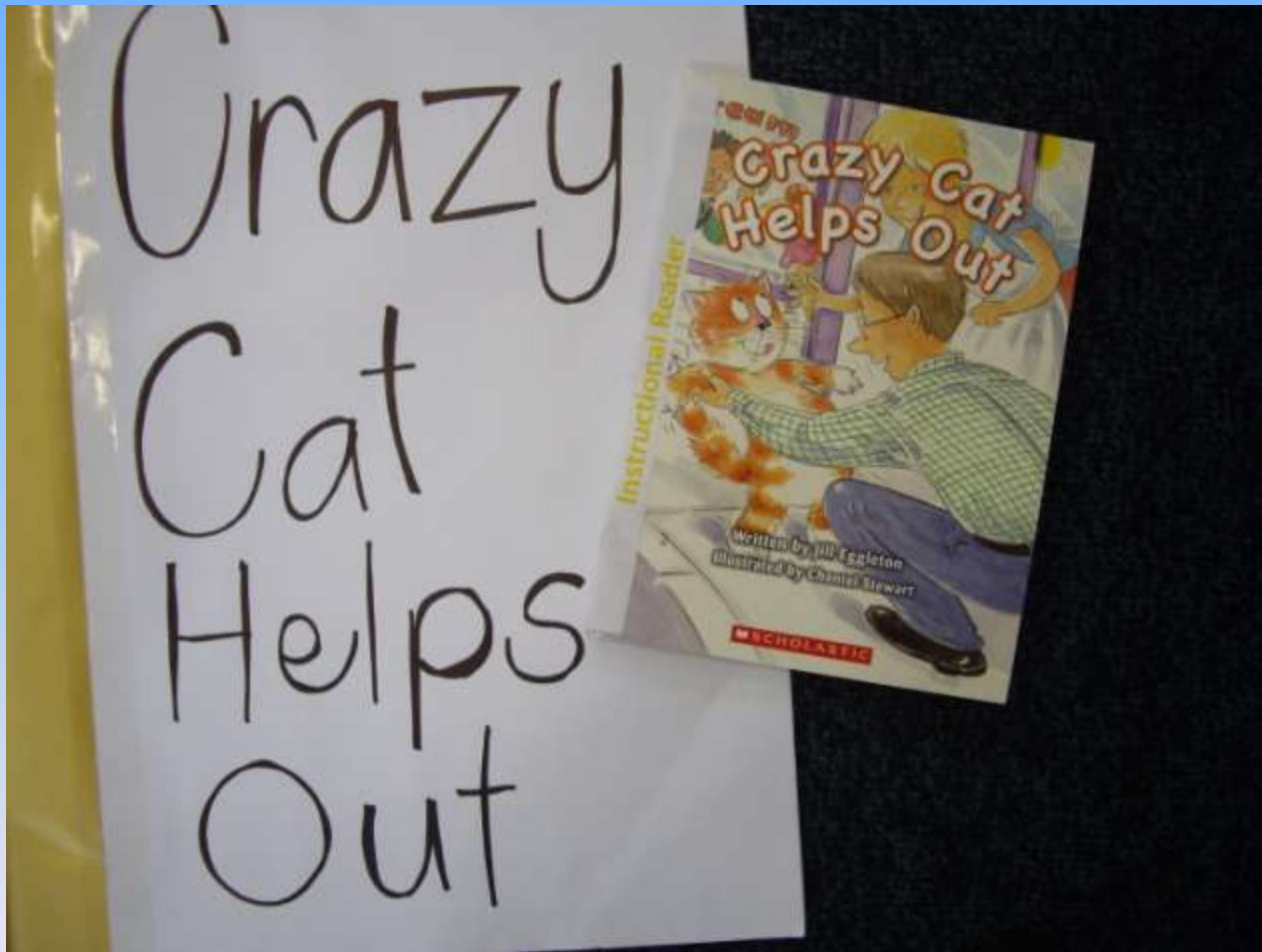
A selection of themed books, journal stories, readers etc can be chosen for the students to find prior information or to broaden the student knowledge after the text has been introduced.



Poems as a warm up that link to reader.











Modelling book and Jill Eggleton reader.



Tic Tac Toe 3 in a Row –let us make connections

Tic-Tac-Toe..... Three in a Row!

Colour three squares you think connect together. / 10

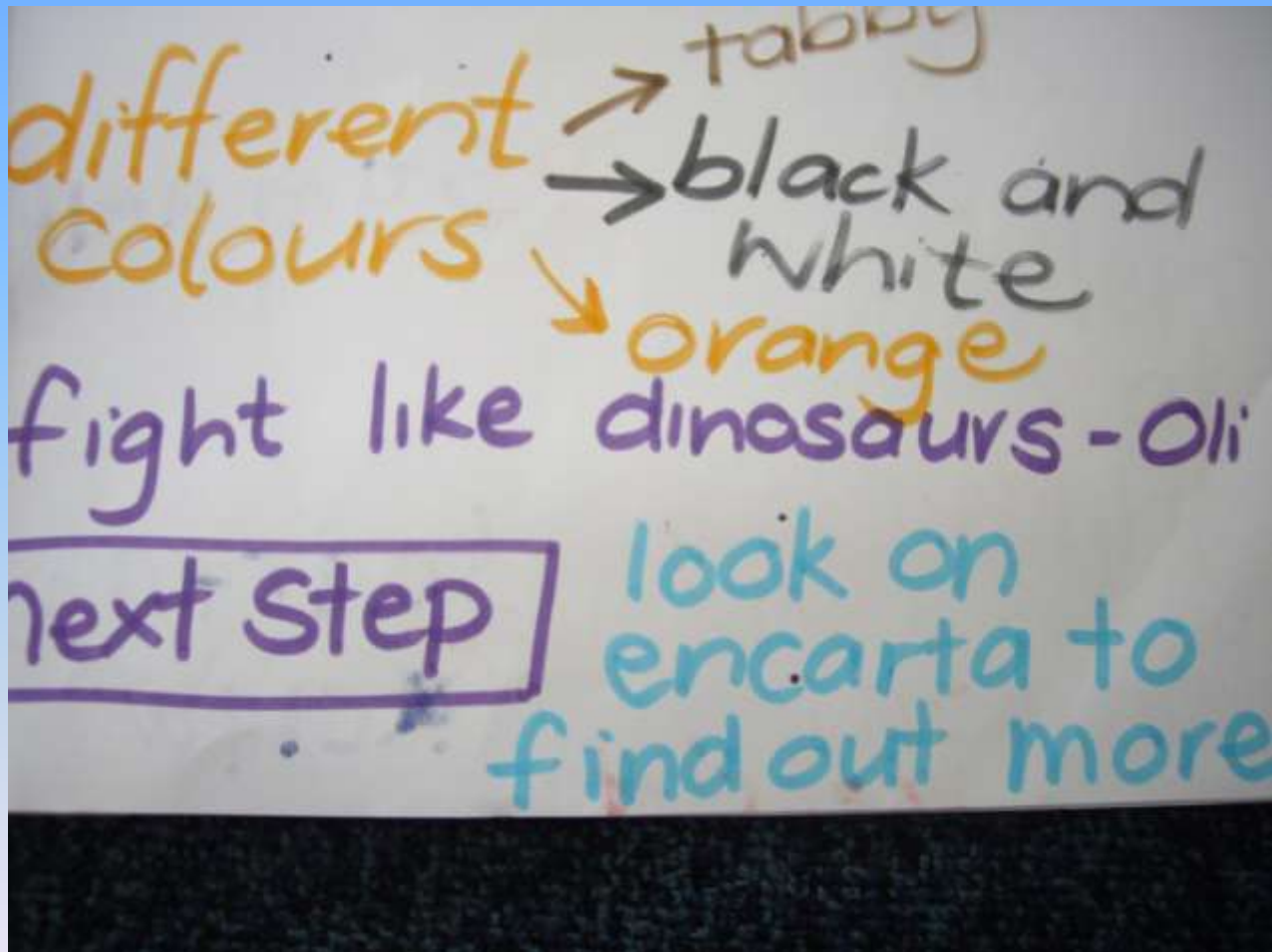
		
		
	Meow Purr	

They go together because _____

Prior knowledge – what do we know about cats...



Next step look on Kid's encarta...



Students recorded into modelling book information about cats from cat books.



Recorded facts in the modelling book
from books and Kid's encarta.



On the whiteboard, use the words, to make up sentences.

