

## TEACHING STRATEGY

Each lesson followed the plan below:

1. Revise previous session and vocalise strategies learnt. Ask questions such as “Have you used this strategy? How has it assisted your reading?” (*Sessions 2-6 only*)
2. Introduce text for session and make predictions about the text. Students explain how and why they are making these predictions. Predictions are written and shared
3. Students take 1 minute to quickly sketch ideas, using only one colour, which they think may be presented in the text (session 1-3). Students draw a predictive picture in the first box of story map sheet (sessions 4-6) Students are invited to share and discuss their picture(s).
4. Group discusses background knowledge that may have influenced predictions. Teacher asks, “What do you know about this topic that may have influenced your prediction?”
5. Students begin reading text silently to given point. Eg: read to page 2 of the text. (Teacher may listen to individuals read aloud at this time)
6. Students revisit their picture and make any changes or additions using a different colour (sessions 1-3). Students draw new image, or amended image, in the next box of their story map sheet.
7. Repeat steps 5 and 6 until text or section is completed
8. Guided discussion on changes that were made to predictions, “What did you change? Why did you change it? What clues were you given in the text?”
9. Students identify metacognitive processes that assisted them. Teacher asks; “What did you see in your head? What changes did you make to your mental picture(s)?” Students identify and vocalise one strategy that they will focus on when reading at a later date and how they will do this. Students practise with their own chosen text.

Texts used were from the Book Web series:

| Session | Focus text  | Objective                                                  | Session | Focus text                       | Objective                                          |
|---------|-------------|------------------------------------------------------------|---------|----------------------------------|----------------------------------------------------|
| 1       | Non-fiction | Introduction of Predicting skills as outlined on bookmark  | 4       | Fiction                          | Reinforcement of Visualising Skills                |
| 2       | Fiction     | Reinforcement of Predicting Skills                         | 5       | Non-fiction                      | Reinforcement of Predicting and Visualising Skills |
| 3       | Non-fiction | Introduction of Visualising skills as outlined on bookmark | 6       | Non-fiction written as Narrative | Reinforcement of Predicting and Visualising Skills |

## APPENDIX B

### TRAIN YOUR BRAIN TO READ BOOKMARK



PREDICTING

Make a PREDICTION when:

- a title is given
- headings are provided
- the author poses a question in the text
- the text suggests what will be discussed next

Prediction stems:

- Based on the title, I predict this is going to be about...
- I already know these things about the topic/story...
- I think the next chapter/section will be about...
- Based on... (a clue), I predict...
- Based on what \_\_\_ said/did, I predict...



QUESTIONING

Ask TEACHER-LIKE  
QUESTIONS:

- Who is \_\_\_?
- What is/does \_\_\_?
- When is \_\_\_?
- Where is \_\_\_?
- Why is \_\_\_ significant?
- Why does \_\_\_ happen?
- What are the parts of \_\_\_?
- How is \_\_\_ an example of \_\_\_?
- How do \_\_\_ and \_\_\_ compare?
- How are \_\_\_ and \_\_\_ different?
- How does \_\_\_ happen?
- What is most important \_\_\_?
- What is your opinion of \_\_\_?



CLARIFYING

CLARIFY hard parts when:

- you don't understand
- you can't follow the text
- you don't know what a word means

Clarifying stems:

- I don't really understand...
- A question I have is...
- A question I'd like answered by the author is...
- One word/phrase I do not understand is...



VISUALIZATION

VISUALIZE a picture in your mind:

- When I read this, I imagine that...
- As I read, in my mind I see...



SUMMARY

How to do a SUMMARY:

- Look for the topic sentence.
- Look for who, what, when, where, why, and how.
- Omit unnecessary information.

Summary Stems

- This story/paragraph is mostly about...
- The topic sentence is...
- The author is trying to tell me...

A framed summary sentence:

This story/passage about \_\_\_ begins with \_\_\_, discusses (or develops) the idea that \_\_\_, and ends with \_\_\_.

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