



## Comprehension Strategies

### Lesson 1 Fiction Text – ‘Something Strange Going On’ (Junior Journal 46)

Explain/remind students that they are getting books over summer and that it's important they know what to do when they read them. Show them the bookmark they will also be getting and explain it has reminders on it to help them with their reading.

Ask students to help you think of 5 strategies good readers use to help them understand what they're reading, i.e. **reread; predict; ask questions; make connections; & summarising** (the strategies will be those that have already been taught during the year). Refer again to the bookmark – show students the strategies.

Introduce ‘Something Strange Going On’

*There's something strange going on in this story. The family has a mystery to solve and we will need to be detectives to work out what it is.*

Read the title and page 25 aloud and ‘think aloud’ the main clues so far – the problem has been going on for a long time – wasn't too bad at first, affects everyone in the family... model making predictions... *I wonder if the mystery is...* then ask students what strategy you have used.

Continue reading pages 26-27 aloud – model your thinking, e.g.

*I'm noticing that mum said, “Perhaps the dog is hiding them.” So, I know it's something a dog might pick up. Now I need to look for more clues to help me work out what the missing things are.*

Read pages 28-29 aloud. Model rereading strategy, e.g.

*“And what about the time I was going to the soccer tent and... that doesn't sound right let me read that again...*

*“And what about the time I was going to the soccer tournament and I couldn't find one of my new ones” that makes sense, Noah is talking about the soccer tournament or competition he played in.*

Before reading page 29, relate a time you were looking for something and ask students about a time they were looking for things – emphasise how making connections also helps us understand what we read.

At the end of page 29 model your thinking, e.g.

*When mum saw the blue sock disappear, it made me think that my idea about what the family problem is is right. Now I think we're going to find out how they will solve it.*

Ask the students to predict how the story might end.

Page 30 – looking at the illustration think aloud:

*Noah and mum are looking in the gap between the washing machine and the tub. I wonder, why is he holding a torch? Of course, it must be dark in the gap and he can't see clearly.*

Ask students which strategy you used – asking questions to clarify meaning

Read pages 30 and 31. At the end of the story, think aloud:

*So, if I want to tell someone what that story is about in 1 or 2 sentences I would say, "The family's socks were going missing, and they found out that they were slipping down a gap by the washing machine."*

Ask which strategy this is – summarising.

Students now choose a book to read. In pairs, they read to one another and identify where and when they use one of the comprehension strategies.

## Lesson 2 Focus = Fluency Practice

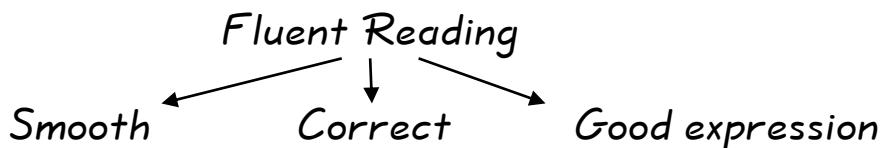
Introduce the lesson by saying:

'Yesterday we looked at comprehension strategies to help us understand what we read. Another thing that good readers do is to read smoothly and with good expression when they're reading aloud.

How can you tell if someone is a good reader when they're reading?'

Accept students' answers and reiterate when someone reads aloud with good expression and at just the right speed without mistakes, we call that fluent reading.

Brainstorm on the board:



Teacher models reading a passage from 'Something Strange Going On' several times while the students rate each reading, i.e.

**First reading** = poor – lots of pauses and miscues

**Second reading** = better, shorter pauses and no miscues but flat and expressionless

**Third reading** = best, smooth and full of expression, no errors

Teacher shows students the bookmark which has a reminder about fluency.