



Comprehension Strategies

Lesson 1 Fiction Text – ‘Where’s Toki?’ (School Journal Level 2, May 2019)

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; & summarizing (the strategies will be those that have already been taught during the year). Refer again to the bookmark – show students the strategies.

Introduce “Where’s Toki?”

*Today I’m going to read a story called “Where’s Toki?”. By looking at the pictures I think this story might be about three children who live near the bush (**prediction**). They look worried and seem to be looking for something. I wonder who or what Toki is? Ask students for their ideas (**prediction**). Get them to predict what might have happened to Toki? Ask students, “Have any of your pets gone missing? What happened? How did you feel?” (**making connections**).*

Emphasize that making connections to the text helps us understand what we read.

Read page 26 aloud, model thinking, “Okay so the 3 children are cousins. They are worried because Toki has been missing for nearly an hour and he isn’t barking when they call him.

Continue reading page 27. Model thinking, “Mitch and Leilani come back to the clear / ing. I can see from the illustration that Mitch and Leilani come away from the trees and are now standing on the grass. I wonder if that is what a clearing is. I will keep reading and I can check in the dictionary or ask an adult later.”

Continue reading page 27. Think aloud, “I wonder whether the children will stay in the bush until it gets dark. If they do, will they get lost too?” Get ideas from students.

Turn to page 28 and model thinking, “When I look at the illustration on this page, Hoani, Mitch and Leilani seem to be pointing to and looking at a hole in the ground. I wonder if they think Toki has gone into the cave (**using prior knowledge and introducing/explaining topic vocabulary**). I have been into some caves with a few friends. It was dark and very scary. Have you been into a cave? How did you feel? (**making connections**).

Read aloud. Model reading on and rereading strategies e.g. “Then we hear Toki bark. He barks again, but it’s a bit muf/ fled. I don’t know that word, but I think it means that Toki’s bark sounded strange. I’m going to keep reading...”

His barks seem to rise out of the ground, yet they’re coming from straight ahead too, from a tick / et of bush... that doesn’t sound right and doesn’t make sense. I will read that sentence again and try and work it out... His barks seem to rise out of the ground, yet they’re coming from straight ahead too, from a th / ick / et... thicket of bush. I don’t know what a thicket is but I will keep reading and when I finish I can look in the dictionary or ask an adult.”

Read rest of page 28.

Draw attention to the illustrations on page 29. Ask, “I can see that the illustration at the bottom of the page is different from the one at the top. I wonder why it is only in brown and who the man is? I wonder why the dogs are so fierce and angry?” Get ideas from students. “I’m going to keep reading and find out more.” (**asking questions**)

Read page 29 aloud up to “And it might be a tapu cave like Ruakuri,” I said”. I think tapu is a Maori word. If something is tapu I think it is sacred. So maybe the cave in the story is a sacred cave. Perhaps the illustration at the bottom is about how the cave became tapu.”

Continue reading. “Near Waitomo. Koro told me that long ago, a chief found a cave there, guarded by wild dogs. The dogs were pro/ tec/ ting (**model breaking word into chunks**) their pups inside the cave, and they attacked the chief. Now I understand – the illustration is brown because what happened occurred a long time ago; the man is a chief and the dogs look fierce and angry because they are protecting their pups. I wonder what will happen to the chief?” Ask students for ideas (**making predictions**).

Continue reading page 29 aloud. **Summarize** what’s happened, “Hoani thinks the cave where Toki has gone might be tapu like Ruakuri. It’s tapu because the chief is buried on the ledge at the entrance to the cave and his body is still there.” Model **asking questions**, “I wonder how this makes the children feel?” I wonder if they will be scared?”

Look at the illustration on page 30 and model thinking, “I can see that Hoani’s eyes are closed and there are little ‘thought bubbles’ coming from the side of his head. I think he is imagining what the cave where Toki is might be like. I know when I visited a cave, I could see glow worms shining and also there were

things hanging from the ceiling of the cave as well as on the floor of the cave. I was told that the things hanging from the ceiling are stalactites and the ones on the floor of the cave are stalagmites. I remember this by remembering that the stalactites are hanging from the ceiling and they must hang on tight just like it says in their name. I think Hoani is imagining Toki in the cave surrounded by glow worms, stalactites and stalagmites.” **(making connections)**

Read page 30 aloud, modelling breaking up any difficult/unknown words e.g. ‘stal / ac/ tites; stal/ ac/ mites; ka/ ra/ ki/ a and making connections “*that’s just like how we say a karakia or prayer at the start of our day at school before we do our mahi / work*”. Ask students what they know about Tane – mahuta, the Maori god of the forest and birds **(making connections)**. “*I think Hoani is praying to Tane-mahuta to show him respect and to ask him to help them get Toki out of the cave safely.*”

Read the top half of page 31, modelling your thinking, “*I open my eyes and look up at the darkening sky. It’s like Leilani is reading my mind when she says, “Actually you know, Mitch is right – I reckon it’s too dangerous to go in.” Mitch and I nod. It’s true – it’s not safe. I think the children know that they shouldn’t go into a cave when it is raining or if it looks like rain is coming because caves can flood very suddenly.*”

Continue reading aloud and model the rereading strategy, “*Cat... ly, we move closer to the cave entrance... that doesn’t sound right and doesn’t make sense... reread... cat/ ous/ ly we move closer to the cave entrance. That still doesn’t sound right. I think it means they moved carefully so I will keep reading and I can ask someone later or check in the dictionary.*”

Read the second half of page 31 aloud. At the end of the page model asking questions, “*I wonder if Toki will come out? If something is stopping him from getting out, I wonder what it is? What is going to happen next?*” Ask students what strategies you are using...**asking questions; making predictions.**

Talk about the illustration on page 32 and ask, “*What has happened? How do you think the children and Toki are feeling?*” Read the first paragraph aloud and model your thinking... “*if the children had to turn around to see Toki that means he didn’t come out of the cave they were standing in front of. I wonder how he got out?*” Ask students where they think he came from **(making predictions)**

Continue reading aloud to the end of page 32. Model breaking words into chunks e.g. ‘en/ tran/ ces; whim/ pers; whis/ per’

Model thinking after reading the last sentence, “*I just smile and pat Toki’s head. Thank you Tane-mahuta, “I whis/per quietly... I think Hoani is thanking Tane-mahuta the God of the forest for helping Toki to get out of the cave safely.*”

Conclude by thinking aloud:

If I want to tell someone what this story is about in a few sentences, I would say Hoani, Leilani and Mitch are cousins and their marae is close to the bush. They have a dog called Toki and when he goes missing, they look for him. They think Toki is in a cave, but they are worried about going in to rescue him because of the danger and because the cave might be tapu or sacred. Hoani says a karakia to Tane-mahuta showing respect for him and the creatures of the forest. Just when it looks like they won't be able to rescue Toki because the weather is getting bad, Toki escapes from the cave through another entrance. Everyone is very happy. Hoani thanks Tane-mahuta for helping them.

Ask students which strategy this is – **summarizing**

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

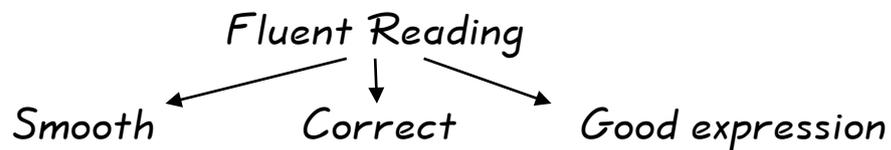
Introduce the lesson by saying

'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 read 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.