



## Comprehension Strategies

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### Lesson 1: Text “Mariri, the Flying Man” Junior Journal 60, Level 2

Explain/remind students that they are getting books over summer and that it is 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.

Explain that we also use our knowledge of text structure and features to help us understand what we read.

#### **Revise Structure of Narrative Texts (Fiction)**

Narrative texts are texts that tell a story. Stories have a common structure. They all have four components: setting, theme, plot, and resolution (see attached for an explanation of the structure)

A story can be summarized by creating a story web (attached) which is a useful strategy to support reading comprehension.

#### **Introduce “Mariri, the Flying Man”**

*Today we are going to read a story called “Mariri, the Flying Man” together so that we can practise these reading comprehension strategies.*

*Underneath the title it says this is a traditional story from the Cook Islands. Locate the Cook Islands on a map; ask students if anyone has been there? Students share experiences/knowledge. Think aloud... this is a traditional story; I have read Maui and the Sun which is a Maori traditional story; Do you know any traditional stories? What is special about traditional stories? (they are stories that have been told and passed down over many generations; each culture has their own special traditional stories).*

Let's start by looking through the illustrations and see if we predict what might happen in the story **(stop at page 23 so the students can predict the end of the story as you read through the story together)**

*I can see a picture of a man in the water waving to a woman, I think this story is about him going on a journey (**prediction**). I wonder why he is leaving and where he is going? Ask students for predictions.*

### **Pages 22 and 23**

Ask students, *what might he be thinking when he is looking at the birds? What is he making? I wonder what will happen next.* Ask students to predict, *Will he be able to fly? Why/why not?* **STOP THERE.**

### **Page 20**

Read aloud the first paragraph on page 20. In the last sentence, model attempting an unknown word (generation), *Mariri lived in 'Avaiki, where his people had lived for many... I'm not sure what that word is but I will try to work it out by breaking it into small chunks or syllables, gen / er / a / tions...generations. I don't really know what it means but I will keep reading and see if I can work it out.*

Continue reading paragraphs 2 and 3. *Okay so now I understand what the problem is, there were too many people on the island and not enough food or land. The people must have been living there for a very long time. I think that Mariri must be a leader in his tribe because he has warriors, and he is the person going to look for a new land. I think the other people in the tribe must trust him (**making inferences**).*

At the end of paragraph 4, draw attention to the word vaka and compare this with the Maori word waka.

### **Page 21**

Read aloud up to *Enuamanu was a fine place to live. Model reread strategy... There was planes of land, food, and fresh water... That doesn't sound right, and it doesn't make sense, I will read that again... There was plen/ty... plenty of land, food, and fresh water. That makes sense, that means there was a lot of food, land, and fresh water.*

After the first sentence in paragraph 4, ask students *why do you think Mariri felt sad?* Read to the end of the page and then **summarize** Mariri's problem... *Okay so Mariri found a new place to live but the problem is how can he get his wife quickly because it would take so long to go back by vaka and he misses her so much.*

### **Page 22**

Read aloud and highlight strategies to work out an unknown word, e.g. *As Mariri stood thinking, he saw a fl... I don't know what that word is, but it does look a bit like the word clock except it has a 'fl' at the beginning not a 'cl'. 'fly' starts with 'fl' so maybe the word is 'fl..ock' 'flock'. Read the sentence, he saw a flock of rakoā circling above him. In the picture I can see 4 birds and lots of potipoti flying around Mariri so I think flock means a group of birds.*

Continue reading to the end of page 22. Ask students, *how will Mariri build his own wings? What will he need?* Students predict what shape they will need to be and how would they work.

## Page 23

Read paragraph 1 and confirm students' predictions, *What did he use? Branches and rako feathers.* At the end of the last sentence **summarize** *So, Mariri made his beautiful wings and he felt proud of himself. He was happy with what he had made.*

After the sentence, *But his pride didn't last long*, ask students what they think happens, *Why didn't he feel proud of himself anymore?* Continue reading *Okay so now I understand his wings weren't working and he couldn't fly so that is why he didn't feel proud. Even the rako and potipoti laughed at him. Will he give up?* Ask the students to predict what might happen next.

Then ask them what strategy they are using? (**predicting**)

Continue reading. Model attempting an unknown word strategy, *"silly man, with your im/ it/ a/ tion...imitation wings. I wonder what imitation means (asking questions).* Get ideas from students. Perhaps think aloud... *I know birds have wings and people don't. Maybe they are laughing at his wings because they are not real. Perhaps imitation means not real.*

Finish reading page 23. Ask students *Why do you think he starts to cry? How would you feel if you were Mariri? (frustrated, tired, angry...).* **Make connections**, *have you ever tried really hard to do something and it hasn't worked? What did you do?*

## Page 24

Look at the picture on pages 24/25 and ask the students what they see? *Mariri is flying. What do you think he does differently that helps him fly?* (**making predictions**)

Read paragraphs 1 and 2 aloud. Model thinking aloud, *I think Mariri was very brave to step off the side of the hill. He did panic but he got courage when he thought about his wife.*

Continue reading aloud until the end of the page. At the end of the page **summarize**, *Mariri kept trying and now he is flying and going back to get his wife. I wonder why the potipoti and rako stopped laughing at his wings?* Get ideas from students.

## Page 26

Think aloud the illustration on page 26 – *Mariri is coming into land and I think that is his wife waiting on the beach for him. I bet she got a surprise to find that the huge bird in the sky was her husband, Mariri.*

Read page 26 and **summarize**, *So Mariri managed to take his wife back to Enuamanu. Even though he faced lots of challenges he was determined, he kept trying and eventually he succeeded.*

*I wonder what happened to Mariri and his wife once they were living in Enuamanu?* Get ideas from students (**making predictions**)

**Read page 27**

Confirm students' predictions. Get ideas from the students about how the family got to 'Avaiki.

Look at the map of the Cook Islands and read the caption '*More about Enuamano.*'.

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

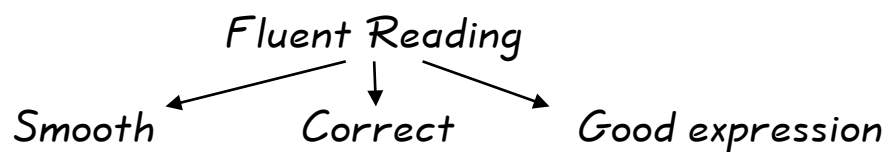
Introduce the lesson by saying:

*'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 'Mariri, the Flying Man' 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.