



## Comprehension Strategies

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### Non-Fiction Text – ‘Making Money’ (Junior Journal 55, Level 2, 2017)

Explain that sometimes the students might have chosen a non-fiction (factual) book to read over summer. When we read non-fiction books, we can still use the same strategies that we use to help us understand fiction books – i.e. reread; ask questions; make connections; predict; & summarizing.

#### Introduce ‘Making Money’

*Today I'm going to read a report called 'Making Money'. This is an informational text which will tell me lots of important information about New Zealand money and especially about where our money comes from and how and why our money has changed over time. The report has an introduction, a series of main points grouped under headings, and a conclusion. Each heading starts with a question. The answers to the questions are in the paragraphs below each heading. Some of the headings have numbered subheadings below them. This is because there is more than one answer to that question. There are also photographs which are linked to the text and help improve our understanding. There are some new words and phrases included in the text (turn to page 5 'adds security features (things that help to keep something safe' and use this as an example). Read the beginning of this paragraph aloud to students. Read the second sentence up to security features then think aloud, I wonder what 'security features' means? I can see that there are some words in parentheses (highlight the parentheses in the text) and these usually have extra information in to help the reader understand. I will read on and see if that helps me to understand what security features mean. Read aloud to the end of the paragraph. Okay so that tells me security features are things that are on the banknotes to make sure people cannot copy them.*

*When I think about money, I know that I use it every day to buy things I need to live like food and clothes. What sort of things do you use money for? (activate prior knowledge). I know that our money is made up of coins and notes but I don't know much about how money is made, who makes it, and how New Zealand money is different from other countries money.*

## Page 2

Read the title and first paragraph aloud...” Making Money.” Think aloud asking questions e.g. *I wonder how New Zealand money is made and who makes it? Is our money the same as money in other countries? (asking questions)*. Get ideas from the students.

## Page 3

Read the subheading aloud, “Where does New Zealand money come from?” then model your thinking, *“Okay so this paragraph will give me the answers to that question. I can see there are photographs of money on this page too. I think I will learn about who makes our money and what it looks like”*

Read the first sentence in the paragraph then draw attention to the parentheses. Say *“I can see that there are some words written in parentheses. Authors use these to give the reader extra information. This will help me to understand the text better.”*

Continue reading aloud the first paragraph.

*“So the Reserve Bank, which is owned by the NZ government, makes our money.”*

Read the next subheading question aloud and say, *“Let’s look at the photos on page 2 and see if we can find out what our money looks like. Can anyone see anything different between the money at the top of page 2 and the money at the bottom of the page?” (making connections)*

Read aloud the second paragraph. *“Okay so in 2015 the Reserve Bank made new 5, 10, 20, 50- and 100-dollar notes. I wonder why money is changed. Ask students for ideas (making predictions)*

Read aloud the third subheading question including ‘1. Prices Change’ and ask *“I wonder why the author has done this? Ask students for ideas. Look at pages 4 and 5 and draw attention to numbers 2-4 then say, “I think there is more than one answer to the question and that is why the author has used numbers.”*

Read aloud the ‘Prices Change’ text and draw attention to the photo of the old coins. Make comparisons between the old and new 10, 20, and 50 cent coins. Summarise saying, *“So one reason money changes is because prices change. Let’s read on and see what the other reasons money change are.”*

Read aloud ‘2. Money wears out.’ Ask students what it means if something ‘wears out’. Then get their ideas about what might cause money to wear out **(making predictions)**. Read the first section and then summarise, *“So we have \$1 and \$2 coins because coins last longer than banknotes. I wonder what banknotes are made of.”*

Continue reading aloud and **model rereading** strategy, e.g. “New Zealand banknotes used to be made from paper, but this changed in 1999. Since then, they have been printed on pol..er, which is a type of plas / tic. Think aloud, banknotes used to be made from paper but that changed in 1999. I think paper wore out so they needed something that would last longer. I’m going to read the sentence again and see if I can work the word out. Since then, they have been printed on pol/y/ mer (talk about the 3 syllables or chunks), which is a type of plas/ tic.

Continue reading the paragraph

*I can see the third reason money is changed is ‘People like money to look interesting’. Turn back to page 2 and talk about the old and new notes. Ask students which ones look better/more interesting. Why?*

Read aloud the first paragraph, **model reading on to clarify meaning** strategy, e.g. “In the early 1990s, the Reserve Bank decided to change the **de/sign** – think aloud, I’m not sure what design means but I will keep reading and see if I can work it out, of New Zealand’s banknotes to make them look more at/ trac/ tive and up to date. They asked people what pictures they wanted on the notes.”

“Okay, so I think design must mean what the banknotes look like, what pictures or images are on them.”

Continue reading aloud on page 5 modelling the **reading on** strategy, e.g. “Most people wanted images of things that reminded them of New Zealand and things that people overseas would see as “Kiwi”. The images on our notes were changed to include well-known New Zealanders, as well as more birds and plants from New Zealand. I think the pictures or images on the new notes were chosen to show people from New Zealand as well as other countries people and things that are special to New Zealand.” Draw attention to the image of the \$5 note on page 5 to highlight this point.

Read aloud the remainder of Reason 3. Think aloud, “I wonder why other countries like our \$5 note so much” ask students for their thoughts/ideas (**thinking critically**).

Read aloud “Reason 4, money needs to be secure” and think aloud “I’m not sure what ‘secure’ means but I can see there are words in parentheses so they will help me work out its meaning, so I will keep reading.”

Continue reading aloud and model working out an unknown word by breaking it into chunks/syllables e.g. ‘se/ cur/ it/ y’. Summarise reason 4 by saying, “the Reserve Bank add special features to the banknotes to make it hard for people to make their own copies of them.” (**summarising**)

Ask students for their ideas about what some of the security features might be (**making predictions**).

Draw attention to pages 6 and 7. Read the question at the top of page 6 aloud and then highlight that there are 5 numbered subheadings under the question. Make a connection with Reason 3 “Why do banknotes and coins get changed?” and the 4 reasons listed under that heading. Then add, “*I think there are 5 security features on our banknotes that the author is going to describe. I can see that the photo of the \$5 note on page 7 also has numbers 1 to 5 on it. I wonder why?*” Ask students for ideas (**making connections**). Use students’ suggestions to reinforce the idea that the reader can use the numbers to link the explanations in the text with the image of the \$5 note. This helps the reader to clarify their understanding of the security features.

Read aloud each security feature and highlight each on the image on page 7.

Model the following strategies as you are reading:

1. When reading Feature 1, say, “*Every banknote has its own se/ ri/ al number – think aloud, ‘I’m not sure what serial means but I know it is a number so I am going to keep reading and later I can check in the dictionary or ask someone to explain what serial means to me’...keep reading aloud.*”
2. In Feature 3 highlight the use of the acronym RBNZ and the explanation of this in parentheses
3. In Feature 4 think aloud about the use of inverted commas around the word “hidden” and explain that sometimes writers use words in a way that they have a different meaning than they usually do; using inverted commas helps the reader to know this. Similarly in Feature 5 with the word “window”
4. In Feature 5 recap on the use of parentheses and breaking an unknown word into chunks e.g. hol/ o/ grams

Read aloud the final subheading, “*What happens to old banknotes?*” and draw attention to the illustration. Ask students for their ideas about what happens to old banknotes. Read aloud the paragraph.

Summarise the main ideas from the text e.g. “*I have learnt that the Reserve Bank of New Zealand makes our money. Our money has changed over the years because prices change, it wears out over time and we like it to look interesting. Money must be secure so people can’t copy it. There are some hidden features that helps keep our money secure. Banknotes don’t last for ever. When it is old or damaged it gets cut up into tiny pieces and made into plastic.*”

## Possible follow-up activity

### Additional texts related to the theme:

“Kele’s Car” (Junior Journal 49)

“Taking Note” (Junior Journal 55)