



Comprehension Strategies

Lesson 1 Fiction Text – ‘Up the Guts’ (School Journal Level 2, August 2017)

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 “Up the Guts”

*Today I'm going to read a story called “Up the Guts”. By looking at the pictures I think this story is about playing a game of rugby or rugby league (**prediction**). I know a little about league because my brothers played it when they were very young (**making connections**). I know that the Warriors are a team in the NRL but they didn't do very well this year. The Melbourne Storm won the grand final. When I watch a game of rugby or rugby league on TV I know there are some words that are used in the game. Let's see if I can think of some – brainstorm aloud... I know to score a try you have to touch the ball down onto the goal line; the goal posts are where you try to kick the ball over after you score a try – this is also called a conversion; the ball needs to go between the 2 posts and over the bar going across; what other words do we use in rugby and rugby league? Get ideas from students – e.g. tackle, tackling – ask students what that means; fend, fending off (**using prior knowledge/making connections**)*

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

I'm not sure what the title “Up the Guts” means but I will start reading and see if I can work it out.

Read up to ‘Can I convert my try first?’

Okay so I have learned that the 2 children in the story are brother and sister. I think I might be able to work out what ‘Up the Guts’ means because the brother says his sister can side step around him but why doesn't she run straight up the guts

On the whiteboard, draw an illustration of the sister side stepping around her brother and then ask, “If she doesn’t go around him what else could she do?” Explain this by drawing an illustration showing the sister running straight up towards her brother.

Continue reading page 27 aloud – model your thinking

I think Shane’s sister is a good league player – she sidesteps Shane and gets tries. She is also good at converting her tries by kicking the ball over the willow tree branches (summarising)

Read the first sentence on page 26 and model the **rereading strategy** i.e. ‘

Just then dad pulls up in the ute. ... that doesn’t sound right and doesn’t make sense.... reread ‘Just then dad pulls up in the ute. That makes sense and I can see dad is getting out of a vehicle in the illustration so maybe it is a ute.

Ask students which strategy you have used...**(rereading)**

Continue reading, modelling your thinking

Our whanau is league crazy. I know whanau is a Maori word and it means family. So, this family love league.

Continue reading aloud up to “Ok, then,” I think. “If that’s how he wants to play it.”

Ask the students to predict what might happen next.

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

Continue reading page 28. At the end of the page, model thinking aloud...

So, Shane tackles Para and picks up the ball and runs to score a try at the goal line. I wonder why he runs towards the line in slow motion? (asking questions). I think he might just be showing off in front of dad.

Talk about what you see in the picture on page 29.

I wonder what Shane is doing? He seems to be holding something in his hand. It looks like he’s holding a microphone and singing (predicting). Para looks really angry with him. I wonder what Shane is doing that is making her so angry.

Read the first paragraph of page 29 aloud.

Now I get it. Shane is pretending to be an Australian sports commentator reporting on a league game.

Continue reading...

‘The last line of defence is their koroheke fullback Henare Waha,’ Shane continues. “But no, Shane’s fend is just tumeke! He scores!” I think koroheke and tumeke are both Maori words. I’m not sure what they mean but I think I can get an idea by thinking about the sentence. So, Henare Waha is Shane and Para’s dad and he is pretending to be the fullback for the Eels. I think when Shane says

Henare Waha is their koroheke fullback he means he is an old fullback. Then Shane says his fend is tumeke and he scores. I think this must mean that his fend was awesome and maybe a bit scary for the other players because he managed to score another try.

Continue reading aloud until the end of the next paragraph.

*I wonder what, 'just to rub salt into the wounds' means? (**asking questions**). Get suggestions from students. I know that if I hurt myself and get a cut it is called a wound. Wounds can really hurt.*

Brainstorm with students...

*What would it feel like if I put salt in my wound? Yes, I think it would hurt even more. It would make it worse. So maybe what Shane is doing is going to make Para feel even worse. (**making connections/ making predictions**).*

At the end of the paragraph ask if anyone knows who Te Arahi Maipi is? Make connections = he is a sports reporter on Maori Television.

Read aloud to the end of page 29. Then model your thinking...

I'm not sure what apopo means but I will keep reading and see if I can work it out.

Think aloud the illustration on page 30

Wow that boy looks really big. Three boys can't tackle him. He looks so big and strong.

Read the beginning of page 30... Saturday morning.

I think when dad said, "You two ready for apopo?" he was meaning are we ready for tomorrow. I think apopo means tomorrow.

Think aloud as you read e.g.

"if their coach has a copy of his birth certificate, then he must be the same age as the other players"

*"Latu is causing have on the field" That doesn't make sense. I'm going to read that again. Latu is causing **havoc**. I don't know what that word is. Let's see if I can work it out. I know have starts the same way so maybe this word sounds the same at the beginning. Now 'oc' is in the word rock. If I put the 2 sounds together I get 'have-oc'. Let's try that....Latu is causing havoc on the field. That sounds better now I will keep reading to see if I can work out what it means.*

Continue reading aloud to the end of page 30.

Think aloud: It sounds like Latu is causing lots of problems for the Tigers so maybe that is what causing havoc means – causing lots of problems for the other team

Page 31

Think aloud the illustration – Pare has the ball and it looks like Shane is running beside her. I can see Latu bending down and it looks like he's getting ready to run straight at Pare.

Ask the students to predict what they think might happen next.

Read aloud until ‘we’re in the Leopards 20”

Think aloud – Okay so time is nearly up, there’s only 2 minutes left in the game and the Tigers have the ball. They are getting closer to the goal line. I wonder if Latu will get the ball and score another try for the Leopards?

Continue to the end of the page.

So, Pare has the ball and is running straight at Latu. She does a dummy pass by pretending to pass the ball but she doesn’t really pass it. That’s meant to trick the Leopards. She tries to side step. Pare says that Shane was right and her fancy footwork is no good.

Ask students what do they think will happen next? (**predicting**).

Read page 31. At the end of the story ask the students if they think Pare converted Shane’s try. Get them to justify their answer.

Then conclude by thinking aloud:

If I want to tell someone what this story is about in 1 or 2 sentences I would say Pare and Shane’s family love rugby league. When they practice their league skills at home they tease each other but when they play together in their team, The Tigers, they support each other because they are whanau and are on the same team.

Ask students 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

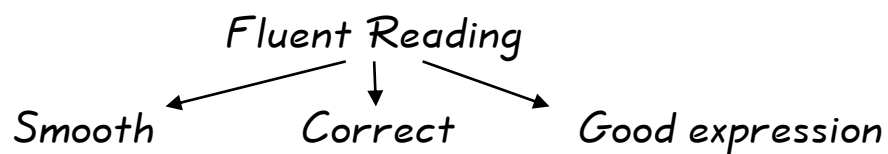
Introduce the lesson by saying:

'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 'Up the Guts' 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.