

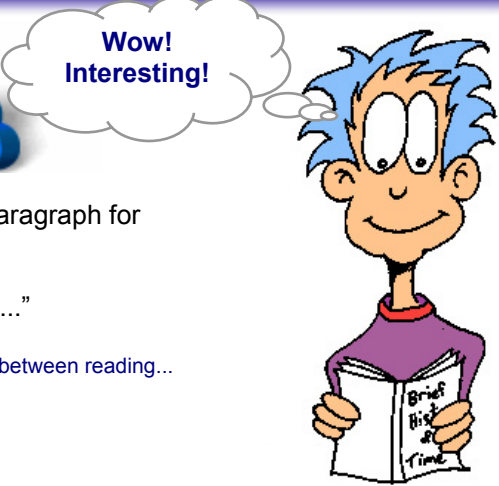
1 Predicting

Leader: Read the next topic sentence or sub-heading and, based on that, predict what you think the next paragraph will be about.

Group: “My prediction is that the rest of the paragraph will be about ...”

“Based on the topic sentence, I think the paragraph will be about ...”

2 Reading



Leader: “ Can you read the next paragraph for us please (*name*)?”

or

“(*name*) can you read up to

With each new leader the group alternate between reading...

- silently
- to a partner
- to the group
- in unison

3. Clarifying

Mmmm,
that's
clearer.

Leader: "What aspects of this paragraph do you need to clarify?" (make clear)

Group Members:

"I'd like to know what the word means?"

"Where islocated?"

"How is this word pronounced?"



4. Questioning

Leader: "In order to check if someone has fully understood this passage, what questions could you ask them?"

Group Members:

What...? Why...? When...?

Which...? Where...?

Who...? How...?

(Then the whole group answer the questions)

What...?
Why...?
When... ?
Which...?
Where... ?
Who...?
How...?



5. Summarizing

Leader

“(name) would you please say / write a sentence or two to summarize this passage.”

“State the main points of this paragraph please (name)”

“What are the most important facts / pieces of information in this paragraph (name) ?”



5. Summarising

Leader

“(name) would you please say / write a sentence or two to summarise this passage.”

“State the main points of this paragraph please (name)”

“What are the most important facts / pieces of information in this paragraph (name)”



This one is for the Aussies and the POMs ☺

6. Swap Leaders

Leader

"Can you be the next leader please *(name)*?"

NB The person on the current leader's left becomes the next leader.



Feel free to pass these cards onto all those that you think need a powerful reading comprehension strategy and encourage them to visit my site for a heap more resources.

<http://www.adrianbruce.com>

This is how I use the strategy in my classroom.

Firstly I introduce the whole class to each of the skills in the process. This can take a couple of lessons to do well.

Then during group work I sit with a small group of children. I bring to the group the set of the cards, multiple copies of an INFORMATION TEXT, three different dictionaries, three atlases & paper for note taking. Recently I've been taken my laptop to the group and have both **dictionary.com** and the **wikipedia.org** open. These sites provide great opportunity to build into the sessions the areas of website credibility and website advertising awareness.

For the first few sessions I am the leader, but the children are aware that the skills that I demonstrate will help them work as an independent group in the future.