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READING STRATEGIES

What to do when it doesn't make sense!

Read it again!

Sometimes reading a sentence a second time will help to clarify the meaning.

Go on Reading

The sentences which follow sometimes explain a puzzling word or phrase.

Use Picture Clues

If the reading selection has illustrations, look carefully at the pictures to see if you can make sense out of the text.



Substitute a Word

Put another word *that makes sense* in place of the strange word.

Skip the Word or Phrase

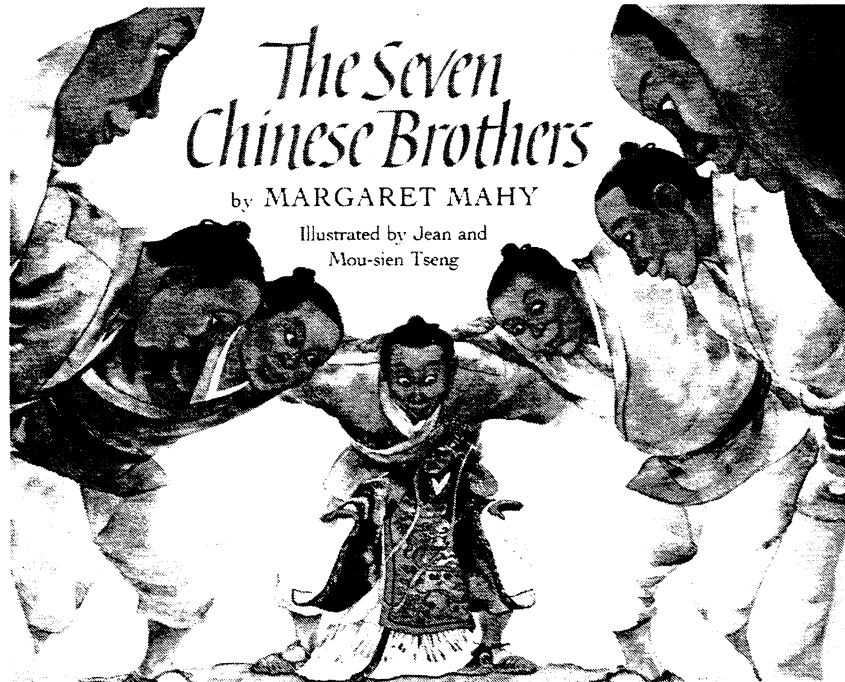
If you have the general meaning of the reading selection and understand the sentences or paragraphs which follow then skip the puzzling word.

Look it up

If you go on reading *but* the sentence or paragraphs that follow don't make sense, then it is time to look up the word in the dictionary.

PARAGRAPH CONSTRUCTION 3

Responding to a visual



PROCEDURE:

1. Make an overhead transparency of the visual.
2. Display the visual and ask students to list name words, describing words and action words related to the visual. Provide students with small 'postits' or slips of paper so that each word can be written on a separate piece of paper. Students can work alone or in small groups with each member of the group contributing a word in turn.
3. When students have large banks of words, ask them to select from their word banks those words which will make a sentence describing the picture. Explain that this is a topic sentence.
4. Encourage students to share their completed sentences orally.
5. Challenge students to use other words in their word banks to add one or more details about the picture in sentence form. Explain that a paragraph contains a topic sentence and other sentences that add details about the topic. Allow sufficient time for students to develop their sentences.
6. Share the story from which the visual is taken.

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