

Reading in a Nutshell - Basic Group Reading Lesson structure

First Level (CfE)

– Main focus: decoding
Secondary focus: reading comprehension

When reading with pupils	
1	Quick recap of their memories of the last section (pages) the group read.
2	Quick recap of the new words that they learned.
3	Prepare new pages for reading First look at the pictures and talk, comment and question using open questions and, 'I wonder if....' Statements. This is setting the foundations for reading comprehension later. You could use the attached first level reading cards.
4	<p>If there are words that the child cannot read, write them out like this, underlining the groups of letters which together make one sound. We call group of letters which make one sound, 'special friends'.</p> <p style="text-align: center;">p a y e d</p> <p>Talk about how /ay/ says only one sound and /ed/ says only one sound and the word has four sounds altogether. This can be done by writing the dots under single sound letters and lines under sounds made by two or more letters. Refer the children to the 44 phoneme/grapheme chart and show them where that sound is.</p>
5	<p>Once you have worked through your new words, read over each card again, stretching the word.</p> <p>p – l – ay – ed = played</p>
6	Before reading the new text, you may decide to ask the children to focus on the story using an Inspector Heuriusko card. Younger children would have one card shared between the whole group but older children may have a card each.
7	<p>Now read with the child or group the new portion of text. Depending on their abilities you could read for the first time using choral reading, modelling and echoing, or turn taking.</p> <p>Make sure at some point you read, so that you can model intonation and fluency. Remember to encourage and praise for fluency, working out difficult words, expression etc.</p>
8	<p>If there are words they struggle with, write them down and after the reading, show how you know to read it correctly, underlining 'special friends'.</p> <p style="text-align: center;"><u>ch</u> <u>ick</u> e n</p> <p>You could then ask them to look at their page in the book to find that word again.</p>
9	Now listen the children's feedback about the question posed to them on the Inspector Heurusko cards.

Reading in a Nutshell - Basic Group Reading Lesson structure

Second Level (CfE) – Main focus: reading comprehension
Secondary focus: decoding

When reading with pupils	
1	<p>Quick recap of their main memories of the last section of group text. Where did it take place? How do you know? When did it take place? How do you know? Who are the main characters? Was there a problem? Has it been resolved? If not what do you think might be done to resolve it?</p>
2	<p>Re read the last section of the text taking turns to read.</p>
3	<p>Take the reading task cards. Choose from the selection, the ones which will enhance your teaching target for this lesson. Distribute the cards so that each child has one as well as the adult. Read over the cards with the group to make sure that each child knows what is expected of them. If it is a mixed ability group, you could pair the pupils into proficient reader and less proficient reader. During the reading of the text, each child (and adult) will have a task to focus on and glean information. This will be discussed with the group at the end of the reading of the text.</p>
4	<p>Now read the new portion of the text. Each child should have the opportunity to read and the adult should also take a turn of reading so as to act as a model of good practice. During the reading, pause to anchor the text into prior knowledge and explain any complicated vocabulary or figures of speech.</p>
5	<p>If any words are read incorrectly or can't be worked out, write them on a piece of paper underline any groups of letter which together make a different sound.</p> <p style="text-align: center;"></p> <p>Ask them to sound out the word: r – e – s – e a – r – ch – ed = researched Then spell it using letter names. If a root word can be identified then look for that and see how the word has been changed in meaning and spelling by adding the suffix/prefix.</p>
6	<p>Ask each group member in turn to say what they have found out about the text using their task card. Set the others the task of listening and thinking if they could add further information. Encourage them to answer in sentences and refer to the question. i.e. Q. Why do you think the boy was excited? A. I think that the boy was excited because he had got a present. If more information is needed, prompt using questions and grow the answer. i.e. What was the present? A. I think that the boy was excited because he got a present of a book. Why did that excite him?> A. I think that the boy was excited because he got a present of a book written by his Uncle.</p>

Inspector Heurisko's

Five Ws
Card 18

Who?



Who is the text about?
Who is the main character?
Who are the less important characters?

Inspector Heurisko's

Five Ws
Card 19

What?



What happens in the story?
Is there a problem?
What is done to solve the problem?

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Five Ws
Card 20

Why?



Why do you think the text was written?

Inspector Heurisko's

Five Ws
Card 21

Where?



Where does the story take place?
What are the clues that give you this information?

Inspector Heurisko's

Five Ws
Card 22

When?



When does the story take place?

What are the clues that give you this information?

Inspector Heurisko's

Five Ws
Card 23

Who?



Is there a character who tries to cause trouble?

Who solves the problem?

Inspector Heurisko's

Five Ws
Card 24

Why?



Why do you think there was a problem in the story?

Inspector Heurisko's

Five Ws
Card 25

What?

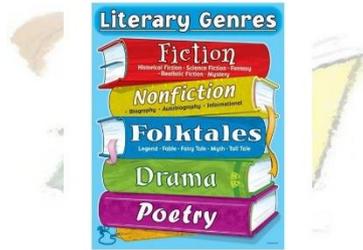


What lesson can you learn from the story?

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Detection card 16

Genre



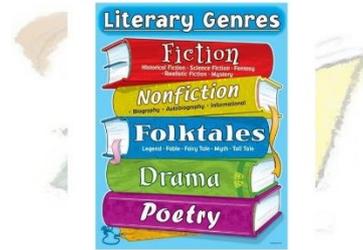
Types of Text

What genre is the text?
What are the clues to the genre?
i.e. Title, author, illustrations, blurb...
What is the purpose of the text?

Inspector Heurisko's

Detection card 17

Genre



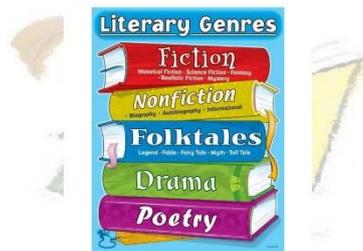
Types of Text

What genre is the text?
What is the purpose of the text?
How does the 'genre voice' differ from
books of a different genre?

Inspector Heurisko's

Detection card 18

Genre



Types of Text

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Inspector Heurisko's

Detection card 17

Genre



Types of Text

What genre is the text?
Give an example of text to support
your claim.
What is the purpose of the text?
Why would you read it?

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Detection card 13

Ambiguity or Inference?



Figures of speech

Are there any figures of speech
in the text?

What are they?

What do they mean?

What does that tell us about the
meaning of the text?

Was the meaning ambiguous? If so
what were the possible meanings?

Inference

Words don't always mean the same thing.

As we read, our brain calls up possible meanings.
With barely a pause, we infer an appropriate
meaning in each of the remarks.

We read ideas NOT words.

The boy **ate** the apple in the pie.

The acid **ate** the metal.

His guilt **ate** into him.

The stapler **ate** staples

The word ate means different things in each of
these sentences. .

- * took in solid food as nourishment
- * caused to rust or disintegrate
- * produced worry or anxiety
- * used up

Ambiguity

Common words often have multiple meanings
and this can lead to ambiguity: a situation in
which two or more equally legitimate readings
exist. In many instances, any potential ambiguity
is easily resolved by the context of the text.

The painting was found by the tree.

By can mean "near," or "through the work of." It
is unlikely the tree did the finding.

Inspector Heurisko's

Detection card 15

Ambiguity or Inference?



Figures of speech

Are there any figures of speech
in the text?

What are they?

What do they mean?

Is the author using them to create
ambiguity or inference?

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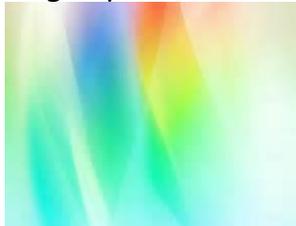
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Inspector Heurisko's

Detection card 14

Ambiguity or inference?



Figures of speech

Are there any figures of speech in the text?

What are they?

What do they mean?

Why do you think the author chose to use a figure of speech instead of just telling the meaning?

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Inspector Heurisko's

Detection card 15

Ambiguity or inference?



Figures of speech

Are there any figures of speech in the text?

What are they?

Can you think of a different figure of speech that could be used for the same effect? You can make one up.

Inference

Words don't always mean the same thing.

As we read, our brain calls up possible meanings. With barely a pause, we infer an appropriate meaning in each of the remarks.

We read ideas NOT words.

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Detection card 1

Literal



Genre

What kind of text is this?

(i.e. poem, fiction, invitation,
information....)

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Detection card 2

Literal



Title

What information does the title
of the text give me?

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Detection card 3

Literal



Illustration

Look at the illustrations in the text.

What information do they give
about what the text is about, who
it is about, who it is for, and its
purpose?

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Detection card 4

Literal



Topic

What is the text about?

What is the topic?

What is the purpose?

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Detection card 5

Inferential



Figures of speech

Are any figures of speech used to help you understand the real message?

(i.e. similes, metaphors, personification...)

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Detection card 6

Inferential



Hidden message

Are there any lessons which are being taught in the text?

What did the writer use to teach this lesson?

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Detection card 7

Inferential



Inspector Heurisko's

Detection card 8

Inferential



Inspector Heurisko's

Detection card 9

Personal



Emotion

How did the text make you feel?

What techniques did the writer use to make you feel this way?

(i.e. jokes, choice of words, subject, problems.....)

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Detection card 10

Personal



Prior knowledge

What did you know about the topic before?

What new things have you learnt about the topic now?

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Detection card 11

Personal



Attitude

Do you agree with what the writer is saying in the text?

Why?

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Detection card 12

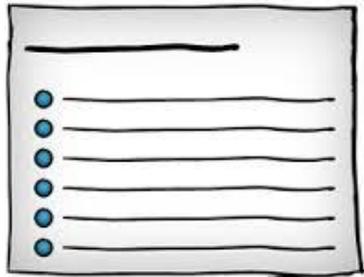
Personal



Purpose

What do you feel is the purpose of the text?

Inspector Heurisko's
Filing a report
Card 26



What are the main
bullet points?



Inspector Heurisko's
Filing a report
Card 27

1. First
2. Then
3. Next
4. lastly

Write in order what
happened

Inspector Heurisko's
Filing a report
Card 28



In your own words
write what happened?