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| **Comprehension**  **strategy** | **Teaching ideas** | **Description** | ***Reference*** |
| Summarising | V.I.P | Cut up sticky notes into strips. As student read, they  can tear off a strip to mark points in the text that are  V.I.P. (Very Important Points) for them. As a posting activity, students can compare points and tell why they chose to mark each one. | *Revisit, Reflect, Retell*  (pp. 44–45) |
|  | Partner Retelling | After reading a story to students, divide the class in half so there is a storyteller group and a listening group. The storytellers work in teams to reread the selection and remind each other of the focus points for retell. The listeners also reread and reflect on what the most important parts of the story were. Each storyteller pairs up with a listener to retell the story. | *Revisit, Reflect, Retell*  (pp. 84–85) |
|  | Team Retelling | Teams of 3 or 4 students reflect and talk about pertinent aspects of the story structure. Teams take turns retelling their stories with emphasis on the targeted elements of the story design. Use visual cards to support teams. | *Revisit, Reflect, Retell*  (pp. 88–89) |
|  | Key Word  Strategy | Students select words they believe are important to understanding the text. Selected words are written on sticky notes and placed on the page from the text. After reading, arrange the keywords to support a cohesive summary. Student then retells or writes to summarise. | *Revisit, Reflect, Retell*  (pp. 130–133) |
|  | Pass Around  Retells | Students work in teams of three or four. Each student is given a piece of paper. At a signal, everyone begins writing a retell of the story on their own paper.  When a timer rings, each writer passes their paper to the right. Students need to read what has been written and continue the story from that point. Continue until paper reaches back to original writer. | *Revisit, Reflect, Retell*  (p. 141) |
|  | Weave a Web of  Understanding | After reflection on a factual text, gather students in a circle. The first students hold a ball of wool and shares one thing that is remembered about the text. The first student hangs on to the string and the ball is passed across the circle not around. Repeat this process. | *Revisit, Reflect, Retell*  (p. 178) |
|  | I Remember | Students are reminded to remember interesting information during a read-aloud. During the reading  stop and pause and students share what they remembered from the text. | *Revisit, Reflect, Retell*  (p. 22) |