

THE BOOKMARK BOOK

Quick tasks to prompt thinking
and apply word solving strategies



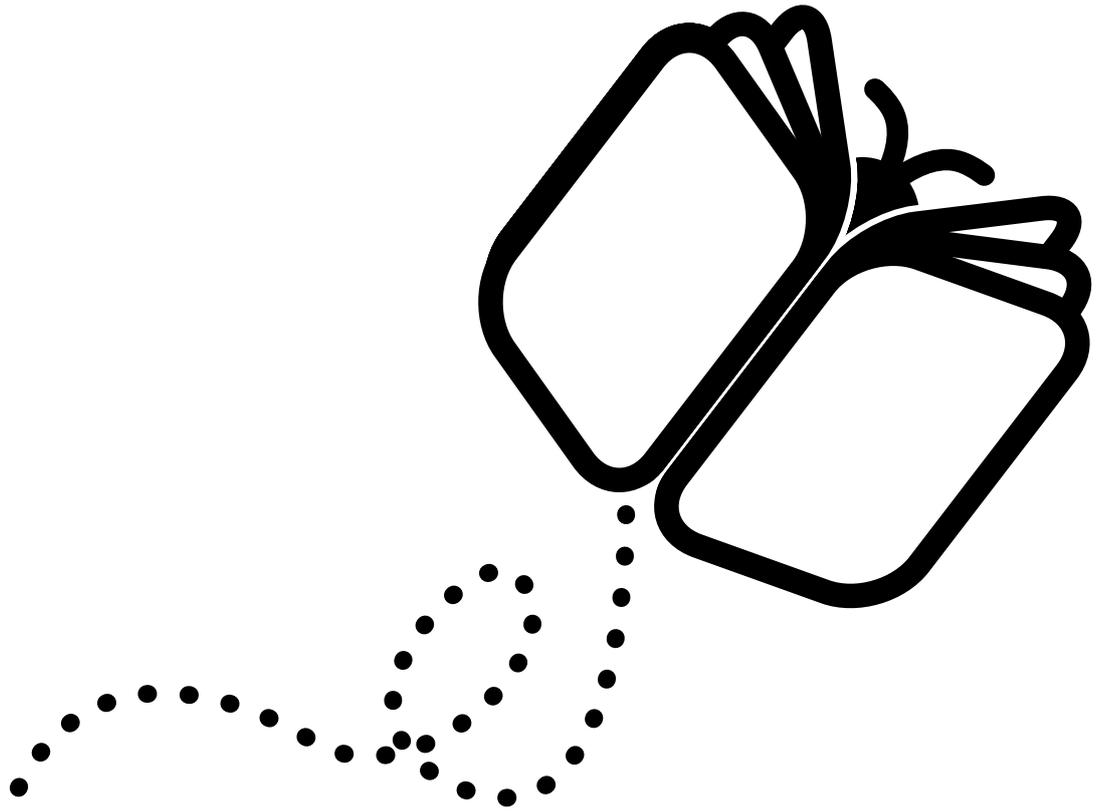
Angela Ehmer

Literacy Solutions Teacher Resources

Illustrations: Angela Grzegorzka



Support today. Success tomorrow.



First published 2010 by
Literacy Solutions



Support today. Success tomorrow.

PO Box 1350, Carindale, Queensland 4152
Visit our website at www.literacysolutions.com.au

Copyright © Angela Ehmer/Literacy Solutions 2010

Printed in Australia

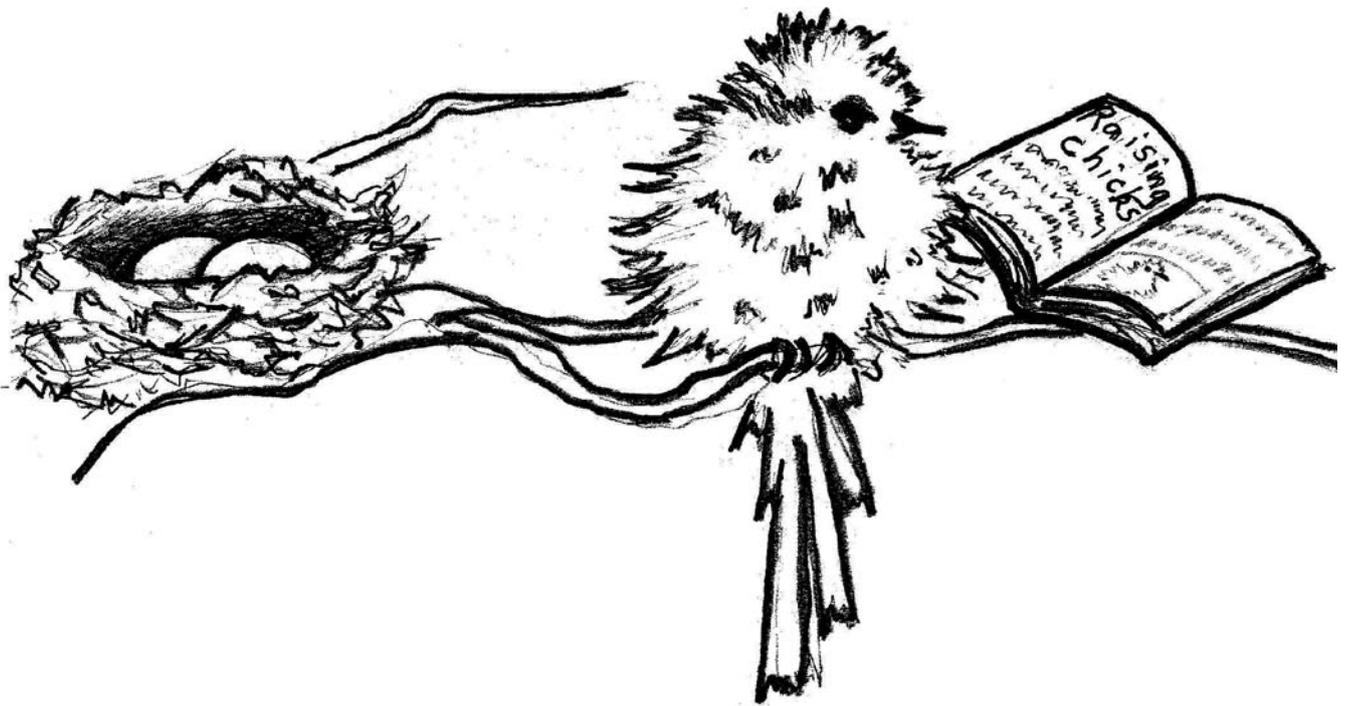
COPYING THE BOOKMARKS:

The owner is permitted to make copies of the bookmarks (blackline master pages) provided that:

1. Copies are made only by reprographic means (photocopying), not by electronic/digital means and not stored or transmitted;
2. Every copy shows the footnote e.g. ©Literacy Solutions.

THE BOOKMARK BOOK

Quick tasks to prompt thinking
and apply word solving strategies



Angela Ehmer
Literacy Solutions Teacher Resources

Illustrations: Angela Grzegorzka



Support today. Success tomorrow.

The reading goal...

...to build a repertoire of skills, strategies, strategic actions and knowledge which can be used flexibly by the reader in order to extract meaning from text.

The skills and knowledge acquired assists readers to solve the words and comprehend the text.

The role of the teacher is to:

- *Teach rigorously for a variety of ways to solve texts.*
- *Support strategic problem solving using instructional texts.*
- *Provide plentiful opportunities for a self extending system of learning to develop.*
- *Monitor the behaviour observed, adapt instructional goals and strategically pave the way for the development of self regulatory reading behaviour.*
- *Support students to become unconsciously skilled at word recognition.*
- *Support students to become consciously skilled in order to understand the challenges which arise in increasingly more complex texts.*

Supporting independent learning...

The purpose of independent learning in the reading program is to:

- *Build reading mileage, i.e. read a high volume of words of a regular basis*
- *Prompt readers to apply skills, strategies, strategic actions and knowledge to independently read texts.*

During independent reading we expect students will activate their own prior knowledge, apply a range of strategies before, during and after reading, and demonstrate reflection.

The following bookmarks are designed to prompt students to apply these knowledges to unsupported reading episodes. Tasks should be quickly completed, as the real gains in reading come from the act of reading, rather than the task work. The aim is for students to spend longer on the reading and less time on the task. This promotes better growth than short periods of reading and longer periods of task work.

The real gains come from the act of reading, itself.

READING IS...

Knowing Ways to Problem Solve

Readers must know how to apply a range of behaviours, or actions, in a flexible way, in order to solve texts. Some actions will assist in the solving of words, or decoding; others will support the comprehension of texts. As vocabulary and figurative language becomes more complex and texts more sophisticated, the solving of words is often integral to achieving deeper understandings.

Proficient readers are able to apply the following actions, in isolation or in conjunction with others, to support strategic problem solving when reading.

-
- Does that make sense?
 - Can I say it that way? Does that sound right?
 - Does it look the way I'd expect it to look?
 - I get my mouth around the start.
 - I stretch the sounds in order.
 - I blend the sounds together in order.
 - I find parts I know in words.
 - I chunk and blend.
 - I think of a word that looks like that.
 - I say groups of words together (*i.e. phrasing*).
 - My reading sounds like talking (*i.e. fluent*).
 - I re-read to check.
 - I re-read to confirm.
 - I read on and think "What could fit there?"
 - I self-correct.
 - I use what I know about spelling. (*flesh this out to clarify each new knowledge acquired, e.g. I use the silent 'e'; I look for two vowels together; etc.*)
 - I look for words within words./ I look for base words.
 - I can sequence in order.
 - I can retell the main events.
 - I can sum this up.
 - I can write a summary.
 - I know that one thing causes another thing to happen.
 - I can compare one thing to another.
 - I can think about how things are the same and different.
 - I can locate information quickly.
 - I know where to go in the text to get the information I need.
 - I know which words will help me to locate things (*eg. key words/phrases/ideas when searching*)
 - I can scan or skim for key words.
 - I know which information is the most important (*main ideas*).
 - I can locate supporting details.
 - I can find evidence in the text to support my thinking.
 - I know how different texts are constructed.
 - I know how to navigate around this text quickly.
 - I can relate to this text because...
 - This reminds me of...
 - I connect this text or something within this text, to myself or someone I know.
 - I connect this text or something within this text, to another text I've read or viewed.
 - I connect this text or something within this text, to something happening in my world.
 - I understand that my connection helps me to better understand the text/aspect of the text.
 - I relate to characters in texts.
 - I try to place myself in the characters' shoes.
 - I try to imagine how different characters think or feel about things happening in the text.

- I remember that different characters have had experiences that are different to mine. I try to see things from their point of view.
- I try to imagine things happening in the text.
- I make mental pictures that help me to understand how things look/sound/smell/feel/taste.
- I take note of words which help me to imagine things.
- I try to run the events together like in a movie.
- I change or modify what I imagine based on new things I learn.
- I use the title, blurb and any pictures given to predict what the text could be about.
- I use the title, blurb and any pictures given to predict what I can expect to learn.
- I read to confirm my predictions.
- As I read, I modify my predictions based on new information I learn.
- I use words/phrases and ideas provided by the author to think, "What is likely (or probable) to happen next?"
- I understand that the author might imply or suggest something, but not state it directly.
- I make inferences about characters' feelings and actions, events which may occur, things that may have happened or a likely scenario, and can support my thinking with words, phrases and ideas from the text.
- I know to use information suggested, implied or alluded to in the illustrations or visual supports to support my thinking.
- I use illustrations or visual supports to build my knowledge before reading.
- As I read, I think, "Does what I am reading match what the illustrations or visual supports are saying?"
- I know that the words alone don't tell me everything. I need to read and think in order to better understand what is said or shown.
- I think, "What is the author trying to say to me?"
- I think, "What does the author want me to know?"

- I think, "Is there a moral to this?"
- I know when there is a word, group of words or idea that I don't understand.
- I try to clarify the tricky things by talking, rereading, adjusting my reading speed, revisiting other parts of the text, using a dictionary or thinking about them in other ways.
- I wonder more about things I read.
- I question things that don't fit with what I know or think.
- I wonder why things happen and try to think about them in different ways in order to understand them better.
- I activate my prior knowledge by thinking, "What do I already know about this?"/"Have I read about or viewed anything like this?"/"Does this remind me of anything I know?"
- As I read, I add the new information to what I know.
- As I read, I think about how well the new information fits with what I know.
- As I read, I think "Does this agree/disagree with what I have seen/heard/experienced?"
- After reading, I think "This matches/does not match what I know."
- After reading, I think "I know more about this now."
- After reading, I think "I understand this topic or idea better than I did before."
- I think, "Why did the author write this?"
- I think, "Does the author want me to think or do something as a result of reading or viewing this?"
- I think, "Is the author biased about this?"
- I think, "Is there a hidden message in this?"
- I understand that characters, settings, events and relationships have been created to make me feel or think in a certain way.
- I understand that colour, layout, size, space and angle have been used to shape the way I think or feel.

My Favourite Part

READ A BOOK.

Draw or write about your favourite part.



Support today. Success tomorrow.

My Favourite Character

READ A BOOK.

Draw or write about your favourite character.

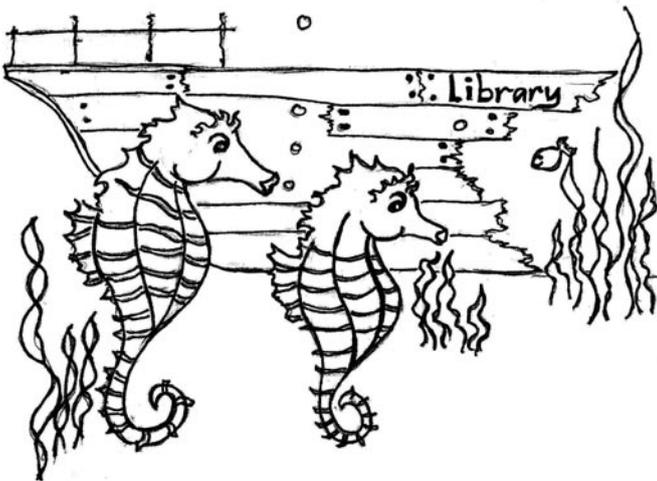


Support today. Success tomorrow.

Reminds me of...

READ A BOOK.

This book reminds me of... Draw or write about it.



Support today. Success tomorrow.

I predict...

READ A BOOK.

What do you think could happen next?
Draw or write about it.



Support today. Success tomorrow.

It went like this...

READ A BOOK.

Retell the story.

BEGINNING:

MIDDLE:

END:



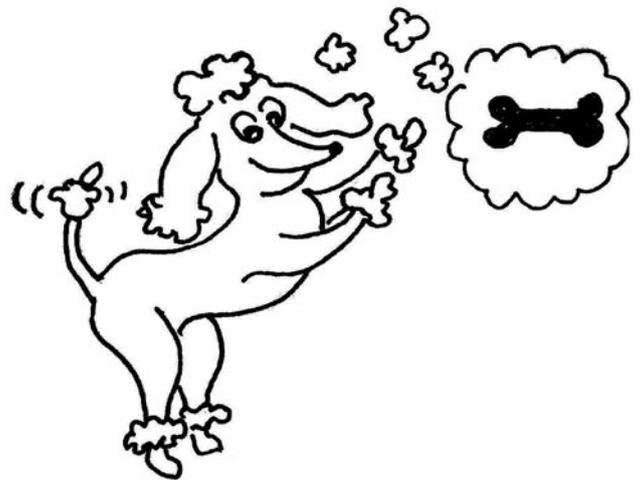
Support today. Success tomorrow.

THE BOOKMARK BOOK

Imagine That!

READ A BOOK.

Make a picture in your head of one part of the story. Draw it. Add detail.



Support today. Success tomorrow.

The right order

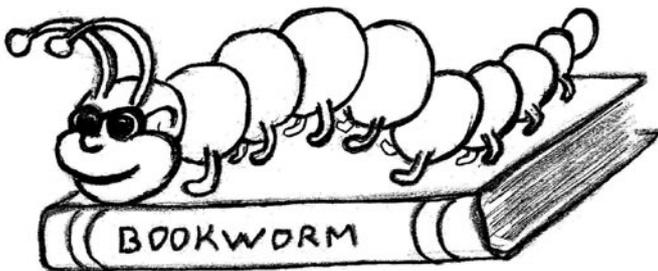
READ A BOOK.

Fill in the boxes to show what happened.

FIRST:

THEN:

LATER:



Big Idea

READ A BOOK.

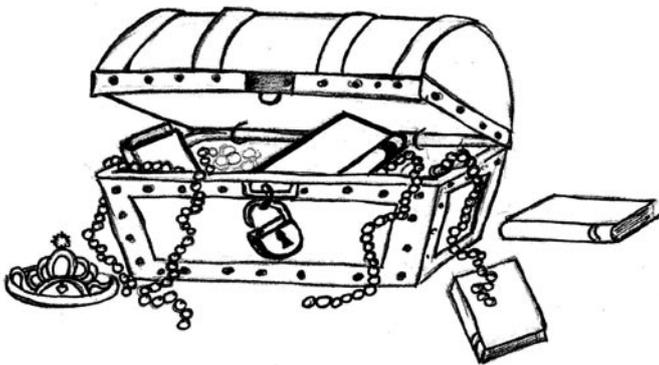
What was the most important part?
Draw or write about it.



What did I learn?

READ A BOOK.

What did you learn? Draw or write about it.

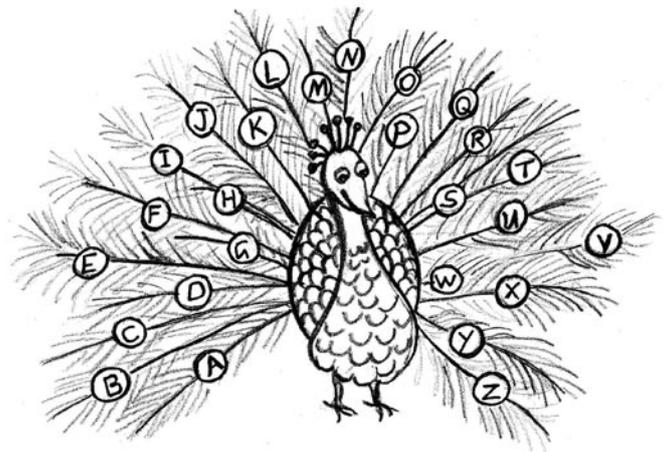


Support today. Success tomorrow.

Speedy Words

READ A BOOK.

How many words could you read quickly?
Write them here.



Support today. Success tomorrow.

Connections

READ A BOOK.

Think of another book like this.
Draw or write about it.

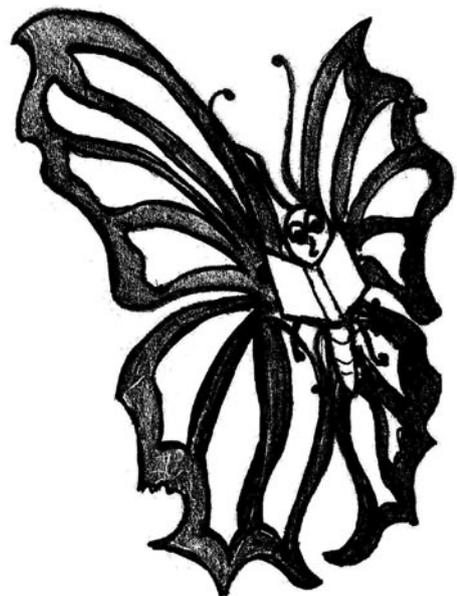


Support today. Success tomorrow.

A sticky problem

READ A BOOK.

What was the problem in the story?
Draw or write about it.



Support today. Success tomorrow.

What do you think?

READ A BOOK.

Find something in the book that is:

FUNNY:

TRICKY:



Support today. Success tomorrow.

Tricky Tricky

READ A BOOK.

Find something from the book that was tricky.
Draw or write about it.



Support today. Success tomorrow.

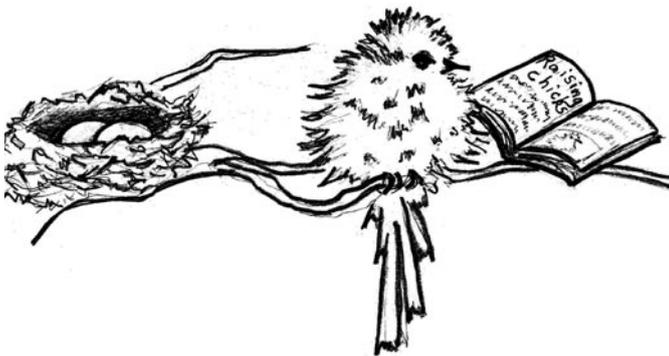
I like it!

READ A BOOK.

Find something in the book that is:

INTERESTING:

NOT INTERESTING:



Support today. Success tomorrow.

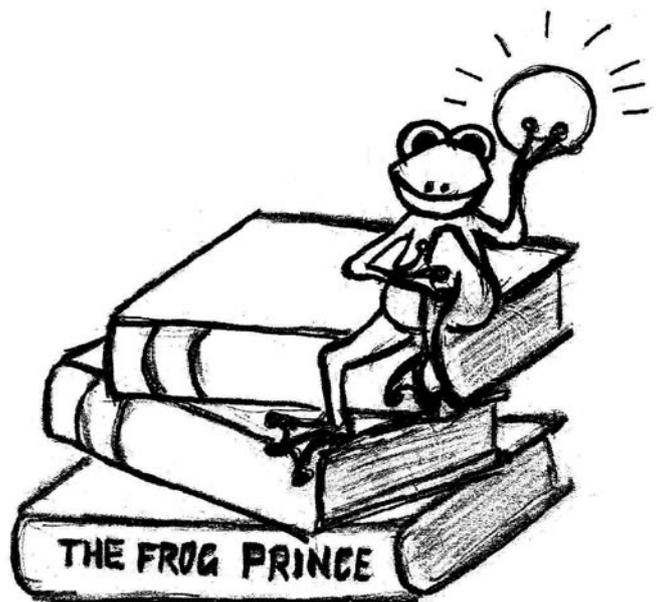
THE BOOKMARK BOOK

©2010 Literacy Solutions. Ownership of this book entitles the Owner to reproduce copies of individual pages in sufficient quantities for individual or classroom use.

It happened to me!

READ A BOOK.

Relate it to something that has happened to you.
Write about it.



Support today. Success tomorrow.

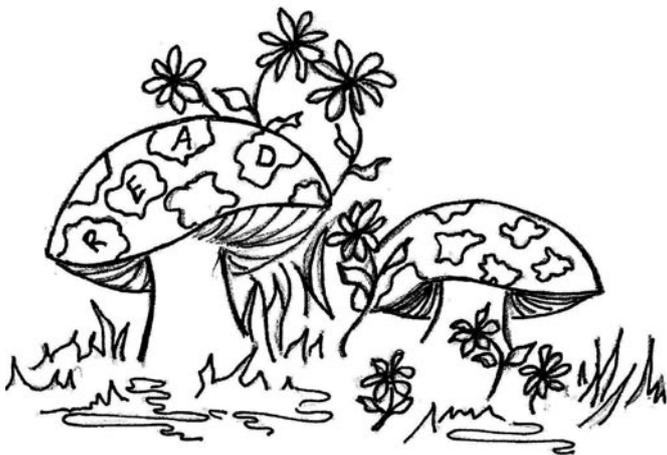
How do you feel?

READ A BOOK.

Tell about a part that made you feel:

HAPPY:

SAD:



Support today. Success tomorrow.

Show what happened

READ A BOOK.

Write 2 or 3 sentences to show what it was about.



Support today. Success tomorrow.

Tricky Words

READ A BOOK.

Find 2 tricky words from the book.

1ST WORD: _____

I think it means:

2ND WORD: _____

I think it means:



Support today. Success tomorrow.

How did I sound?

PRACTISE READING A BOOK.

Read it to a friend.

Have them rate your reading and circle their response.

2 POINTS: **AWESOME**

- Sounds like talking
- Using expression
- Reading the punctuation

1 POINT: **GOOD**

- Sometimes sounds like talking
- Sometimes using expression
- Sometimes reads the punctuation



Support today. Success tomorrow.

Get creative!

READ A BOOK.

Get creative. Make something from the story.
Write about it here.



Support today. Success tomorrow.

Buddy Reading

READ A BOOK TO A FRIEND.

BEFORE READING:

- Ask your friend to predict what the book will be about.

AFTER READING:

- Ask your friend to retell the story to you.



Support today. Success tomorrow.

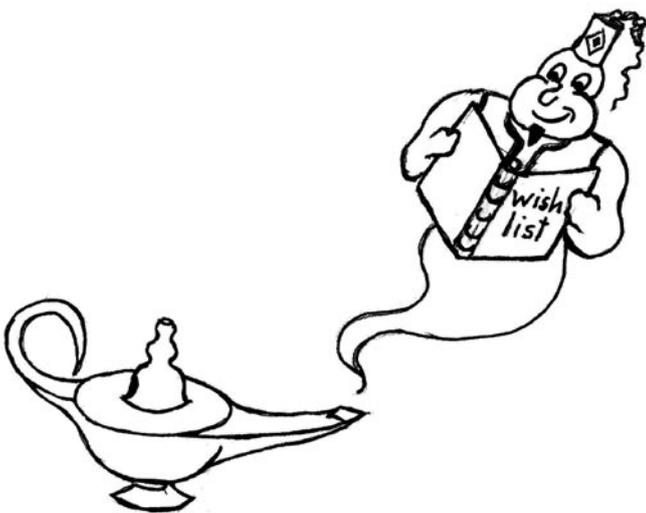
Similar & Different

Think of a book, show or movie that reminds you of the book you have read.

How are they similar and different?

SIMILAR:

DIFFERENT:



Support today. Success tomorrow.

THE BOOKMARK BOOK

Who am I?

READ A BOOK.

Draw a character. Write words that describe or tell about this character. Ask a friend if they know who the character is.



Support today. Success tomorrow.

Blend it!

Find words which can be solved by segmenting, or sounding out and blending, or putting the sounds together.

Example: c-r-a-sh

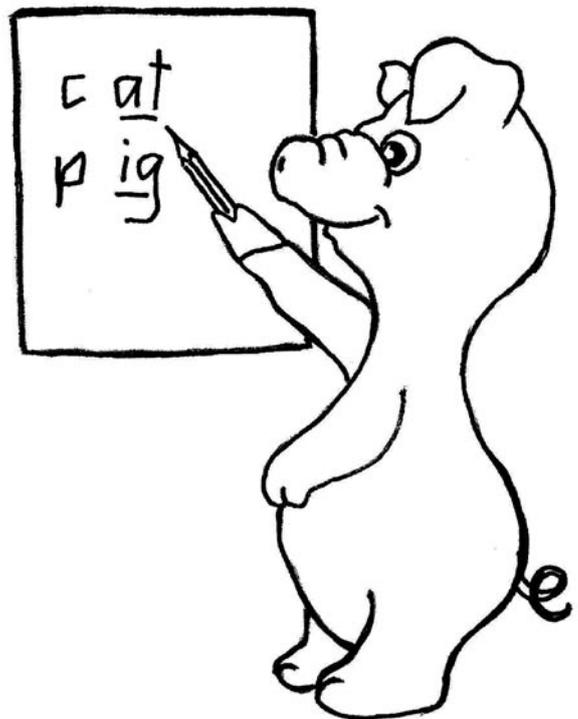


Support today. Success tomorrow.

Finding parts!

Find words which can be solved by finding parts you know.

Example: c/at, car/t/on



Support today. Success tomorrow.

How many beats?

Find words with one beat or syllable.

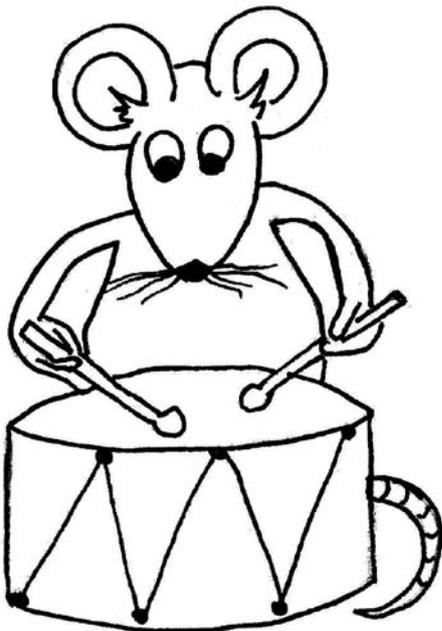
Example: cat

Find words with two beats or syllables.

Example: in/to, jump/ing

Find words with three beats or syllables.

Example: yes/ter/day



Support today. Success tomorrow.

Pattern Hunt

Find words that share a pattern.

Example: bat/cat, day/away, night/frighten



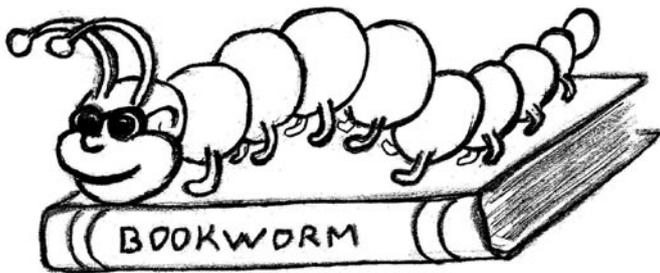
Support today. Success tomorrow.

Compound Words

Find compound words.

Example: into

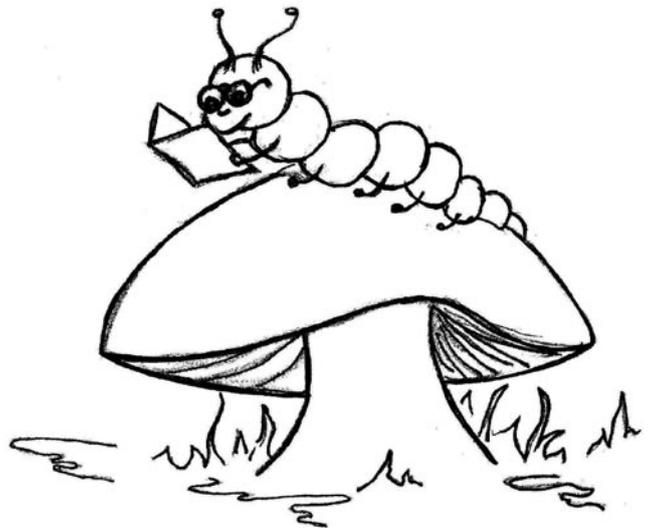
Write some more.



Base Words

Find words with a base, or part that could stand on its own.

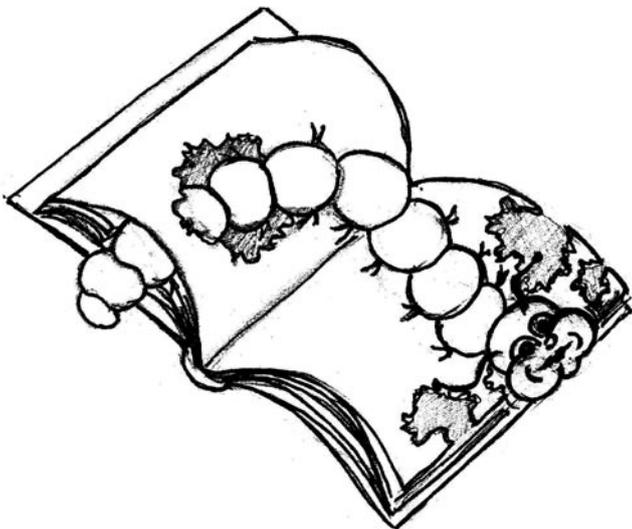
Example: walk/ing, telehandler



Chunk it up!

Find words that you can chunk.

Example: in/ter/est/ing



Support today. Success tomorrow.

Check the end!

Find words with these patterns:

-s endings: runs

-ed endings: look/ed

-ing endings: jump/ing



Support today. Success tomorrow.

Spelling Search!

Find words with these patterns:

Silent -e: like

Two vowels together: paint, sea, pie, boat

-ly endings: lovely

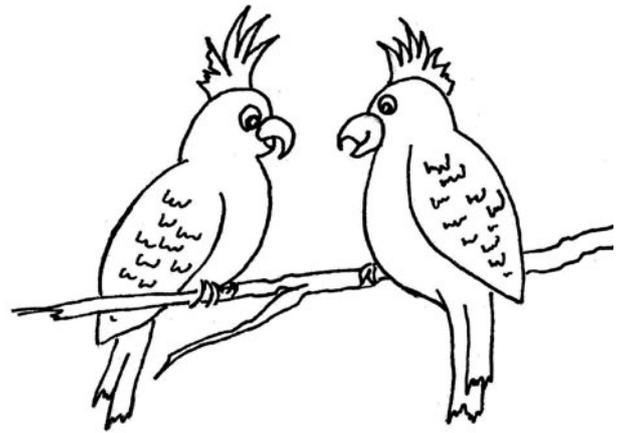


Support today. Success tomorrow.

Say it Another Way!

Find words that tell us that someone has spoken, uttered or exclaimed.

Example: says, said, saying, yells, yelled, yelling, shouts, shouted, shouting

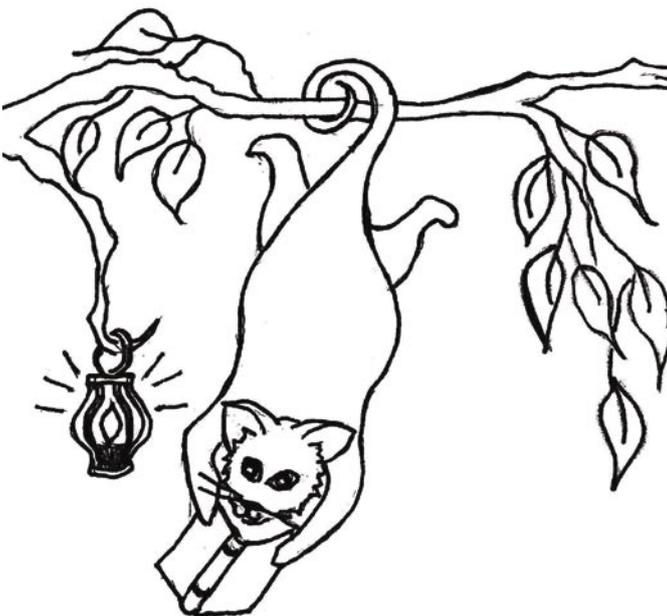


Support today. Success tomorrow.

Making Sense

Find words which contain bases and affixes. Write what they mean.

*Example: un/happy = not happy
beautiful = full of beauty*



Support today. Success tomorrow.

Building Blocks

Build words from words in your book.

*Example: walk, walks, walked, walking
handle, handled, handling, handler,
mishandle*



Support today. Success tomorrow.