

# FINCO Reads Additional Resources: **Reading Strategies**





# Reading Strategies

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1. Running Race
2. Dad 1-2-3
3. Charades
4. List - Group - Label
5. I Can Understand Gibberish
6. Pictionary
7. Word Gradient

# 1. Running Race

- The students are split into two groups
- The teacher puts a bottle with answers in it in the middle of the class
- The teacher reads a question.
- A student from each group runs to the middle to grab the bottle and find the correct answer to the question.



## 2. Dad 1 - 2 - 3

- **Step 1 (DRAW)** - the teacher reads a part of the story. The students draw a picture based on what they hear.
- **Step 2 (ADD)** - The students add two speech bubbles to their drawing. The text bubbles must contain at least 5 English words each.
- **Step 3 (DESCRIBE)** - The students write three sentences in English that describe what is happening in the scene that they drew.



# 3. Charades

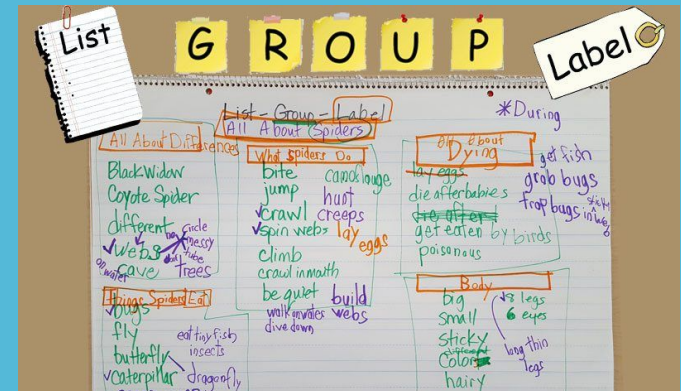
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- Teacher prepares a set of words for students to guess.
- A student selects a word and act out the word or phrase silently
- The other students have to guess the word being acted out.



# 4. List - Group - Label

- The teacher reads a passage aloud to the students and then closes the book
- Step 1 (LIST) - Students brainstorm and lists down all the words they remember and related to the topic. The teacher visually displays all the students responses without criticizing them.
- Step 2 (GROUP) - The teacher divides the class into smaller groups. Each group will group the words listed into subcategories. Help the students understand why they grouped those words together.
- Step 3 (LABEL) - Students brainstorm a title / label of the groups of words formed.



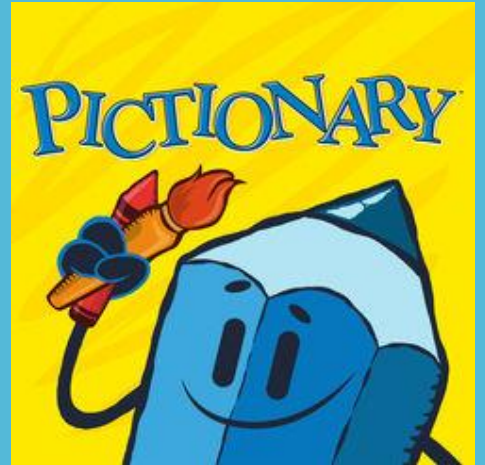
# 5. I Can Understand Gibberish / Contextual Clues

- **Step 1: Reread and read ahead.** Stop and reread the words that come before and after the unfamiliar word.
- **Step 2: Identify context clues.** Think about the meaning of the words in the text that surround the unfamiliar word.
- **Step 3: Decide on a meaning.** Use what you know from the context to make an educated guess about the meaning of the unfamiliar word.
- **Step 4: Check that meaning in the context.** The meaning you decided on should make sense in the sentence and in relation to the main idea of the text.
- **Example:** My neighbour is a ZHFIR. A ZHFIR catches fish.
- Therefore, ZHFIR means a person who catches fish aka fisherman.



# 6. Pictionary

- Teacher prepares a set of words for students to guess.
- A student selects a word and draws the word or phrase on the board silently
- The other students have to guess the word being drawn out.





# 7. Word Gradient

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- The teacher chooses a specific vocabulary word, e.g. fruits.
- Using the book being read, create a list of words. The teacher can develop the list or work with the students to generate a list.
- Think of the target word as being the center
- Get the students to draw some of the words

