Charr310 Teaching Bookmark Literacy			Charr310 Teaching Bookmark Literacy				
	Predict				Question	(QAR / SOCRATIC)	
Before:         Text Type / Structure         I predict this is going to a         Title / Blurb         Based on the title, I predict this is going to be about         During (paragraph, chapters):         Headings         I think the next chapter/section will be about         The author poses a question in the text         From what asked, I predict         Predict the author's intent (purpose / meaning).         The text suggests what will be discussed next         Based on (a clue), I predict         I already know these things about the topic/story         Illustration         Based on (Image) in the illustration, I predict         After (paragraph, chapter, ending):         What do you think might happen after the ending of the book? What might			Right There (literal)         The answer is in one sentence of the text.         Answers are usually one word or a short phrase.         Who is?       What is?         When is?       When is?         Where is?       How many?         How did?       When did?         Why was?       What caused?         HOW?         Re-read the text.         Skim & Scan the text.         Look for key words in the text.			Think and Search (literal) The answer may be found in several parts of the text - Gather your answers from several parts of the text and put it together to make meaning. Answers are usually short answers. What does? Why does happen? What are the parts of? How are and Different? How does happen? HOW? • Re-read or skim the text. • Use the zig zag method to search • Look for important information. • Summarise a part of the text.	
парроппехс	Clarify		Au	thor and	Ме	0	n my Own
Cldrify         Before & During (paragraph, chapters, whole text):         You don't understand       I don't really understand         I don't really understand       You can't follow the text         A question I have is       You don't know what a word means         One word/phrase I do not understand is       What does mean?         VOCABULARY       Building your bank of words.         HOW?       • Ask a friend			Making Inferences The answer is not directly in the text. The answer comes from fitting together clues from the text and from prior knowledge of the reader. Answers can be longer answers. Would you? Which Character? Do you agree with? What did you think of? Can you give an example of that? What reason do you have for saying that?			Evaluation The answer is not in the text. The answers come from reader's prior knowledge (things you already knew). Answers require readers to make some type of judgement. Answers can be longer answers. Do you know? Have you ever? Would you ever? Why do you believe? Are you suggesting? Why did you find that interesting? How do you know that? What do you think?	
<ul> <li>Interpret figurative language</li> <li>Word building</li> </ul>	<ul> <li>Use a dictiona</li> <li>Ask an adult</li> </ul>	iry					
Summarise         Before, During & After (paragraph, chapters, whole text):         Topic sentence         The topic sentence is         This story/paragraph is mostly about         Author         The author is trying to tell me         The author want the reader(audience) to believe         Omit unnecessary information			<ul> <li>HOW?</li> <li>Re-read the text.</li> <li>Think about what you already know and what the author says.</li> <li>Compare and Contrast</li> </ul>			HOW? • Think about wh • Make connec read before ar • Compare and • Recognising Ca	at you already know: tions with what you have Id what you already know. Contrast ause and Effect.
HOW?						Cathery	yn Harris Charr310 2012- 2017
Re-read the text.     Skim and scan     Find main idea – look back in the text     Retell the story in your own words – (12 words or less / 66 words)     Understand the sequence of the text.			Remember, the questions on this bookmark are only starting prompts to help you – there are many more approaches to each of these elements!				
Ba	asic DECODING Strategies				Basic DECODI	NG Strategies	
Art-e-fact c	hunk parts you know				Skip the word -	- read to the end	then read back
G Ch-ar-m	et your Lips ready for the Sou pok at the picture for clues tretch out the sounds and put	them together	aeio 🐐	U Does s	Flip the vowel S Try to re-read the	Sounds he sentence aga	in – does it make sense?
vbA	anced DECODING Strategie	es	, , , , , , , , , , , , , , , , , , ,	Δ	dvanced DECO	DING Strategies	s
Strategies	Orenha Dhataa da D	Examples	h da multur t	Strategies	S	Discusto	Examples
Read the Visual – Semiotics (signs and signifiers) Synonyms prefix and suffix work may help	Habitats, dwelling, nest, abode, element, home, I	terrain, environment, ocality, terrain, territory	and free) Greek/ Bio = life / auto science of Dec = ten Using PREFIXES & Interpret / misi understand / m	word bu Latin roo o= self / & SUFFIXES nterpret nisunders	JIIGING (bound its ology = S stood	<ul> <li>Biography person's li</li> <li>Autobiogra your own li</li> <li>Biology - s Decim.</li> <li>Understand prefixes eff</li> </ul>	- writing about a fe uphy - writing about ife science of life al / Decade ding how <b>suffixes</b> and fect a word
Cause and Effect	Air pollution, child obesit	y, statistics, WWII,	Clues within th	he text -	·	As a general rule	e, a <b>dwelling</b> is no longer
Re-read	u Energy         water scarcity, world population           It didn't make sense / I need to check my answers / understanding		word clues Read-on			it. By reading on work out what	, you may be able to the word is.
Catheryn Harris Charr310 2012-2017			Catheryn Harris Charr310 2012- 2017				

Charr310 Teaching Bookmark NUMERACY	Charr310 Teaching Bookmark NUMERACY				
Mathematicians believe there is always more than one possible answer, they are constantly guestionina!	Mathematicians believe there is always more than one possible answer, they are constantly guestioning!				
Predict	Question Check (QAR / SOCRATIC)				
Predict         I predict my answer may be an even number because         Scan the problem         What numbers can be found in the problem?         Which ones do I need? Pull them out and write them down.         The next step could be?         What do you think?         Visualise         How many different approaches could you use?         What happens next?         What do you think the question is asking you to do with the numbers?         HOW?         Where do you start?         The answer may be an even number because         I estimated the answer by doing this.         Visualise the problem and how you might solve it         What happens next?         What do you think the question is asking you to do with the numbers?         I estimated the answer by doing this.         Visualise the problem and how you might solve it         What happens next?         What do you think the question is asking you to do with the numbers?         Clarify         Identify the Question         What do you think the question is asking you to do?         Do you need all the information/	Question Ch           Right There           The answer is in one sentence of the text.           Answers are usually one word or a short phrase.           Find the Question.           What is it asking me to do?           Pull out the information you need           Leave out the information you don't need           Will diagrams, models, or other representations help me?           HOW?           Re-read the text.           Scan the text.           Look for key words in the text.	ntiy questioning! eck (QAR / SOCRATIC) Think and Search The answer may be found in several parts of the text - Gather your answers from several parts of the text and put it together to make meaning. Answers are usually short answers What is the question asking? Do you need to use a number of steps? Does the information come from different parts of texts? Are there any patterns? Will diagrams, models, or other representations help me? HOW? Re-read or skim the text. Look for important information. Summarise a part of the text.			
You don't understand I don't really understand what the question is asking me to do? What don't you need What part of the information don't you need? VOCABULARY Building your bank of MATHEMATICAL words.					
<ul> <li>What do the words mean?</li> <li>Sometimes understanding the language can help you build your knowledge.</li> <li>What other Strategies can I use?</li> <li>Have we looked at all the strategies this question may be asking of us?</li> <li>Is there more than one step needed to solve this problem?</li> <li>What operation is the problem asking me to use?</li> <li>Interpret facts and relationships and organise them logically</li> <li>Checking and Evaluating: When answered, is there another way I could have solved the same problem?</li> <li>HOW?</li> <li>Cross out (omit) information you don't need</li> <li>Use language knowledge to help you understand</li> <li>Use language knowledge to help you understand</li> <li>Use language knowledge to help you understand</li> </ul>	Author and Me Making Inferences The answer is not directly in the text. The answer comes from fitting together clues from the text and from prior knowledge of the reader. Answers can be longer answers. Why does? Are there any Keys? (these can help me unlock the information) What would happen if? How is this similar to? What other information is needed? Will diagrams, models, or other representations help me?	Un my Own Evaluation The answer is not in the text. The answers come from reader's prior knowledge (things you already knew). Answers require readers to make some type of judgement. Answers can be longer answers. Do I know? Have I ever seen? What does this remind me of?' What do I notice about? Can I use another method? Can I link to other topics? What strategies might I?			
need to make lead and link to new concepts	HOW?	What do I need to find out? Will diagrams, models, or other representations help me? HOW? Think about what you already know: Make connections with what you have read before and what you already know. okmark are only starting prompts to proaches to each of the elements!			
Summarise         HOW         Use diagrams and / or algebraic equations to help         If it's times tables I might use repeated addition         If it's division, I could use a sharing mat       Draw pictures         e.g       Draw pictures         Make a list, table or graph       Find a pattern         Work backwards       Can you retell the question?         Solve a simpler problem       Use algebraic equations to help	Think about what you already know and what the author says Remember, the questions on this boo help you - there are many more ap				
Strategies	Strategies	Examples			
<ul> <li>Read the Visual – Semiotics (signs and signifiers)</li> <li>If can sometimes mean Xs in maths</li> <li>Graphs, statistics,</li> <li>Habitats, dwelling, nest, terrain, environment, abode, element, home, locality, terrain, territory</li> </ul>	<ul> <li>Morphology – word</li> <li>Biography = writing about a person's life</li> <li>Autobiography – writing about your own life</li> <li>Autobiography – writing about your own life</li> <li>Biology = science of</li> <li>Decimal / Decade</li> </ul>				
Cause and LITECT     Air pollution, child obesity, statistics, WWI,     Be-read     It didn't make sense / I need to check my	<ul> <li>Clues within the text –</li> <li>Reword clues</li> <li>New New New New New New New New New New</li></ul>	ad the question carefully ed to read every word			
answers / understanding	• Read-on • Ma	ke connections			
Strategies that may help     Draw a Picture     Solve a simpler problem     Link your knowledge of concepts	Strategies that may help     Strategies that may help     Work Backwards     Use algebraic equations to assist     Inverse Operations     sthere another way to solve the problem?				
Is there another way to solve the problem? Could you write your own?	Is there another way to solve the proble	m? Could you write your own?			