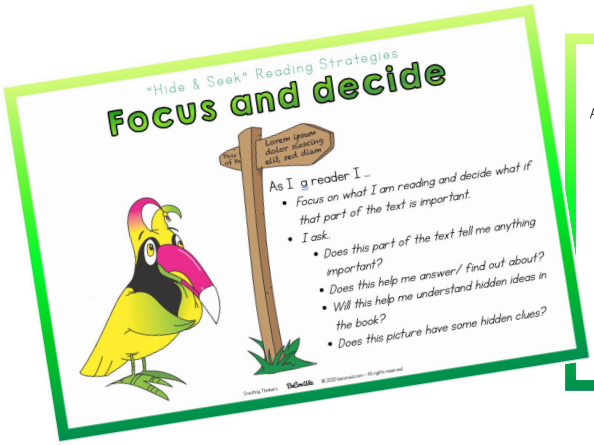
BeConWiz Creating Thinkers

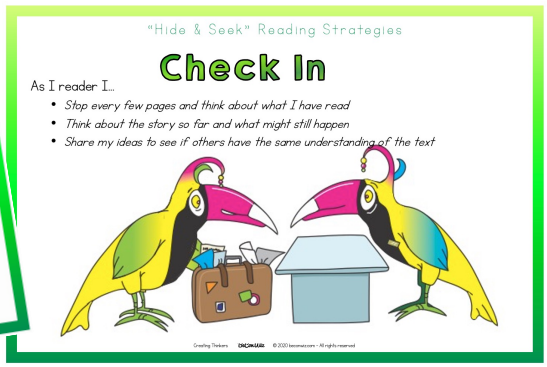
HIDE & SEEK

Inferential reading strategies

As readers begin to dig deeper into the implied or inferred ideas present in the texts they use skills and strategies that enable them to:

- To use facts (in text or images) to explore inferred ideas
- Form predictions or develop informed guesses
- Explore sequences, settings and hidden plot ideas
- Extend phonological awareness and develop vocabulary banks
- Use the understanding that reading is a two-way process to explore other connections texts might have.





Includes

- Overview of all reading strategies across all the layers involved in reading
- Seventeen reading strategy cards with title, prompt and image
- Seventeen simple prompt cards with title and image

Overview of the different reading strategies

STRATEGY TITLE	Right There	Hide & Seek	Think & search	Beyond the book	Fluency & expression
Best Fit					
Break it up					
Check in					
Check it out					
Comparing					
Connect					
Express yourself					
Focus and decide					
Guess & check					
I remember					
I spy					
I think..I imagine..					
I wonder					
Inferring					
Look & talk					
Picture this					
Picture Walk					
Predict					
Re read					
Read on					
Scanning					
Skimming					
Sound it out					
Stop Think Share					
Summarising					
Synthesising					
Text to self					
Text to text					
Text to world					
What if					
Who What Why					
Word connections					
You and I					

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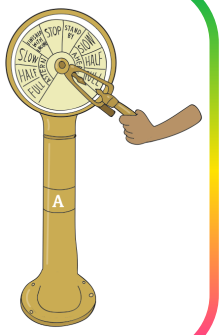
INTERESTS

Prior knowledge and interests: Providing frameworks for increasing student engagement through prior knowledge connections with student interests

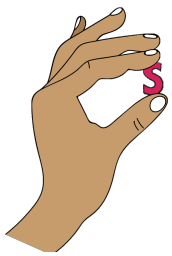
AGENCY

Developing scaffolds that support voice and choice in the learning process Learners will have the opportunity to be actively involved and response-abled during the learning process.



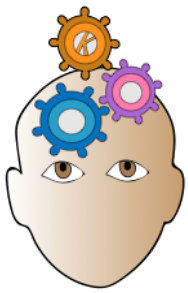
SKILLS

Skills, processes, strategies and approaches to learning that support learners to learn how to learn. Learners will have an opportunity to discover the different ways they learn in different situations.



KNOWLEDGE

Details, facts and information related to an inquiry or topic. Learners need to have support accessing relevant information and the time to analyse and comprehend the knowledge.



UNDERSTANDING

Concepts and understandings that support learners become meaning makers.

Learners should begin to see that there are themes or ideas that cross across time, place subjects and disciplines.

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Best fit

As a reader I...

- *Think about the rest of the sentence and try and decide what word might make sense here*
- *I use sentence and letter clues to guess what word would make sense in the sentence.*

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Break it up

As a reader I...

- *Try and break the w*
- *Look for different pa*
- *I listen carefully to h*
- *I try and make rhym*

Check In

As a reader I...

- *Stop every few pages and think about what I have read*
- *Think about the story so far and what might still happen*
- *Share my ideas to see if others have the same understanding of the text*

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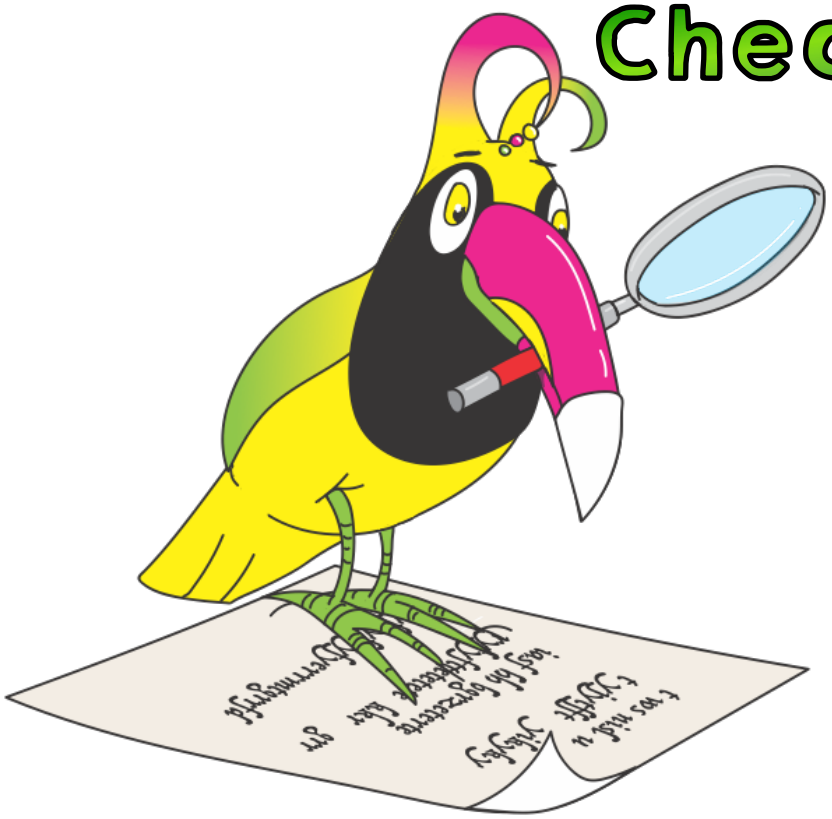
Check it out



As a reader I...

- *ask people to help me to get more information*
- *look in dictionaries to help me understand words*
- *read other texts to get more ideas*
- *think about how I can check if I am understanding things clearly*

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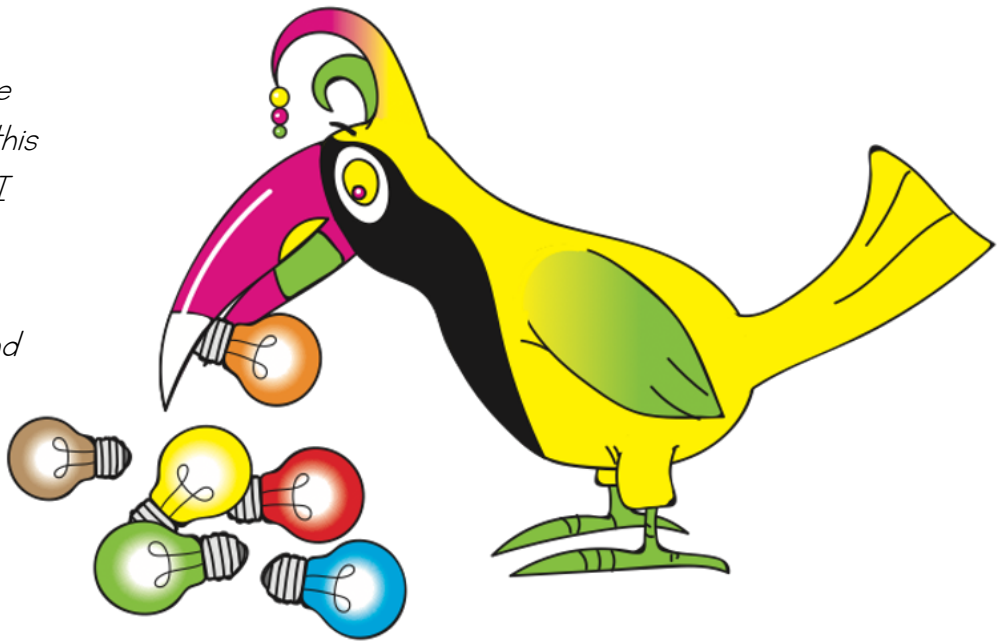
Connect

As I reader I...

- *try and think and make connections between this text and other things I know.*
- *try and think if the ideas in the text remind me of anything.*
- *keep a track of how things in the text are connected.*



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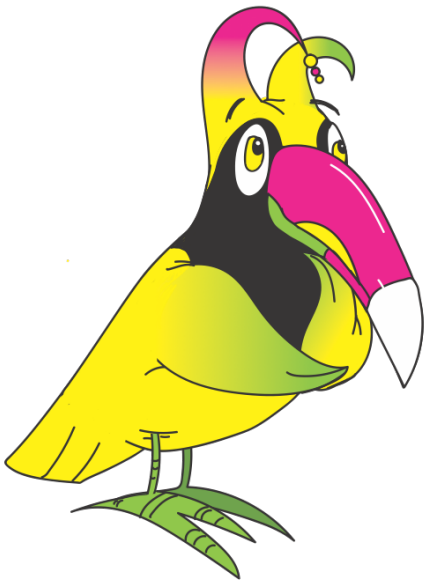
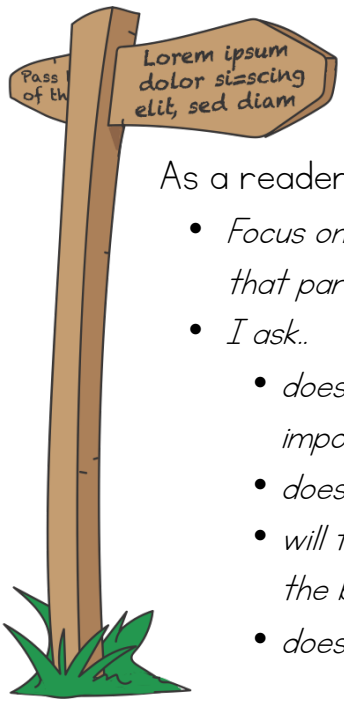
Focus and decide





As a reader I ...

- *Focus on what I am reading and decide what if that part of the text is important.*
- *I ask..*
  - *does this part of the text tell me anything important?*
  - *does this help me answer/ find out about?*
  - *will this help me understand hidden ideas in the book?*
  - *does this picture have some hidden clues?*

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"Hide and Seek" Reading Strategies

Guess and Check

As a reader I...

- *stop when I don't understand something and try and think about it*
- *think about the word and picture clues and how they work together*
- *work with someone to guess and check what the word or idea might mean.*

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"Hide and Seek" Reading Strategies

I spy

As a reader I...

- *play 'I-spy' with letters, words and/or pictures.*
- *ask "How do the words and pictures match?"*
- *ask "How does this help me understand the story?"*

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"Hide and Seek" Reading Strategies

Inferring

As a reader I...

- *I think what ideas might be hiding in this text*
- *"I wonder that if the characters feel a certain way it might mean...?*
- *I try and see what it might mean if there are connections between different things...*
- *I wonder what clues might be hiding in the pictures*

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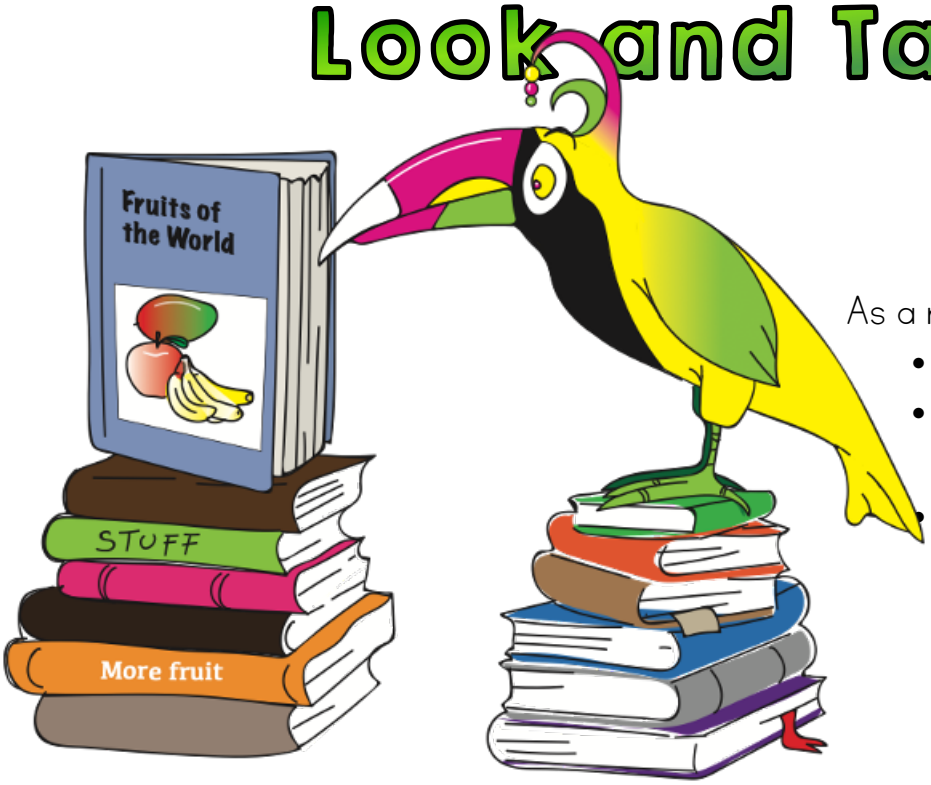
"Hide and Seek" Reading Strategies

Look and Talk



As a reader I...

- *look carefully at each picture.*
- *think about what the picture is telling me*
- *talk about how the pictures might match the words.*

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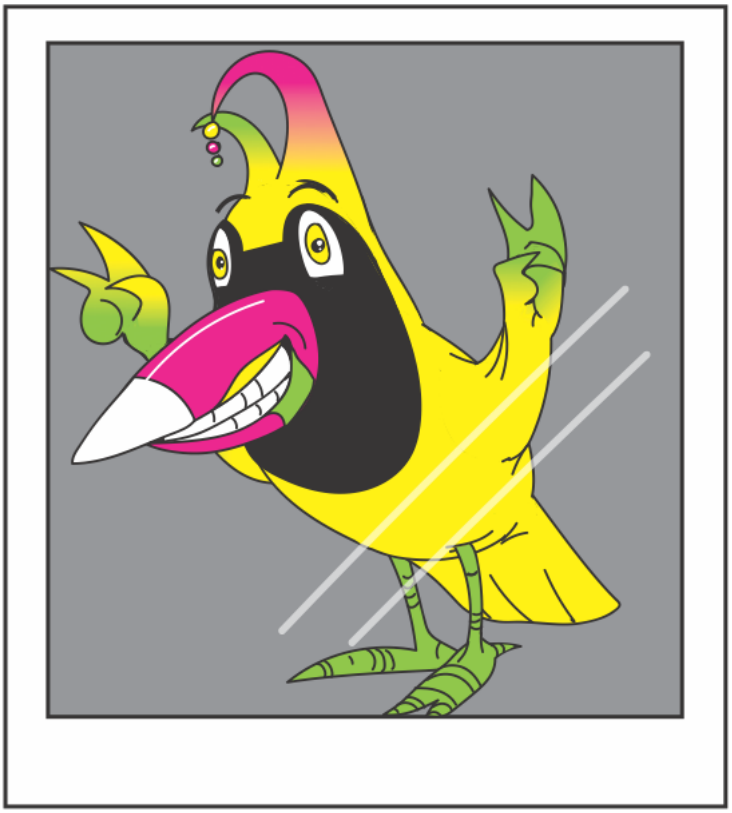
Picture this



As a reader I...

- *I use words, pictures, feelings and ideas to understand what I am reading.*
- *I imagine that...*
- *These words have me thinking about a... (smell, taste, feeling, sound, etc.)*

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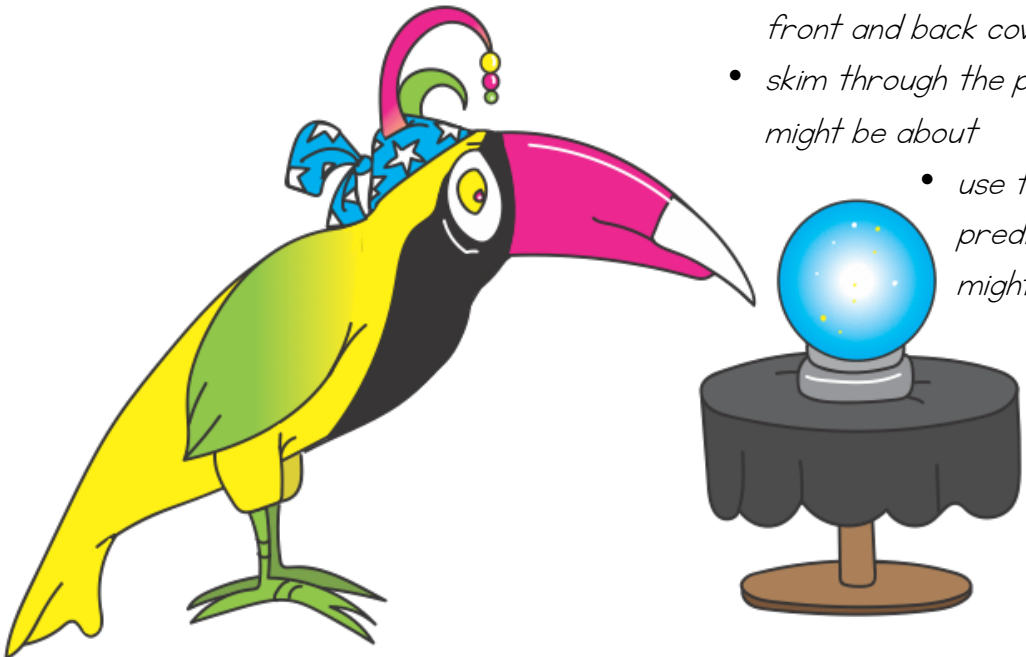
Predict

As a reader I...

- *look at the picture and text clues on the front and back covers*
- *skim through the pages to see what the book might be about*
- *use these ideas to make predictions about what the text might be about.*



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Summarising

As a reader I...

- *can explain what I know about the main idea/ point/ perspective from the text*
- *know who the main characters were...*
- *can quickly tell you what the story was about*
- *can tell you what the main idea was*

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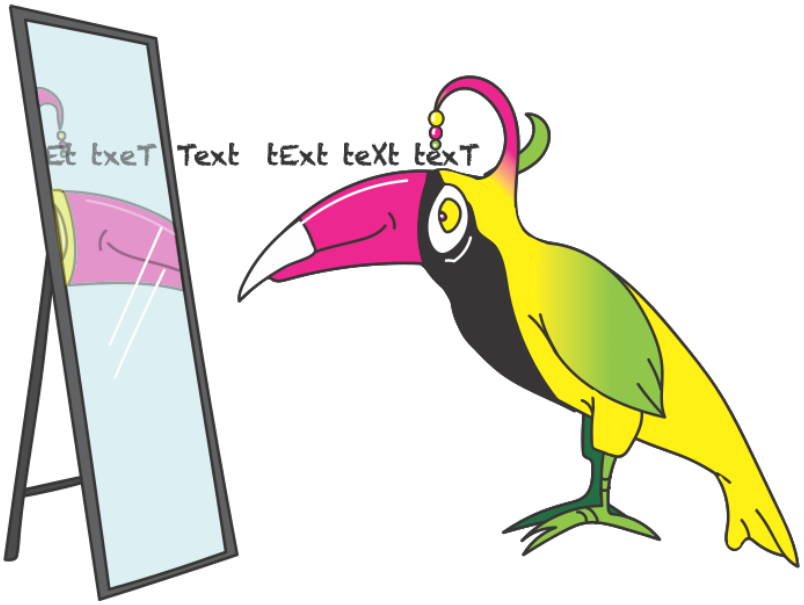
Text to self

As a reader I...

- *try and connect what I know with what I am reading about.*
- *think about my own experiences and ask*
    - *What does this remind me of?*
    - *How does it make me feel?*
    - *What connections can I think of between my life and this book?*



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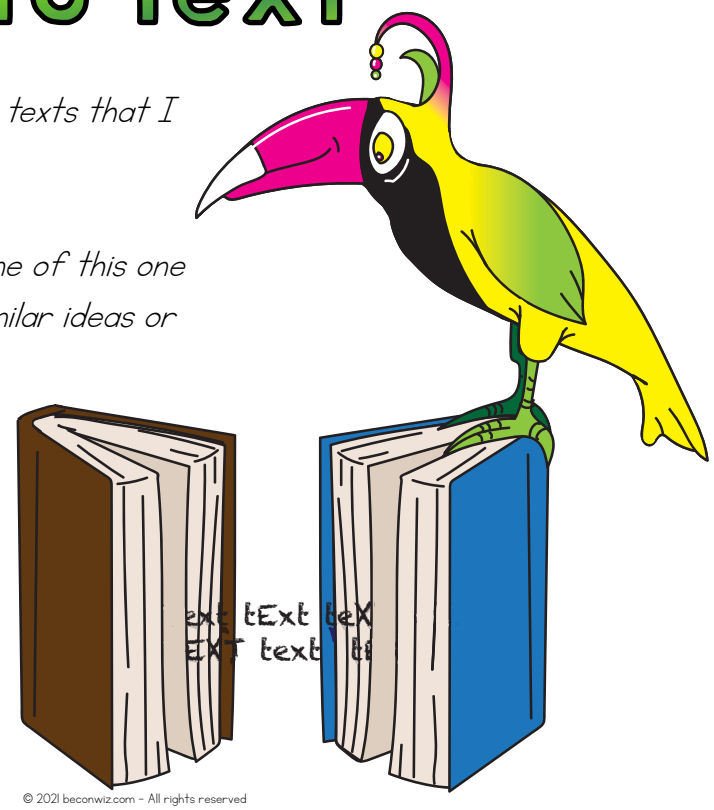
"Hide and Seek" Reading Strategies

Text to text

As a reader I ...

- *Try and connect ideas in this text to other texts that I know.*
- *I need to...*
  - *think about other books that remind me of this one*
  - *think about other books that share similar ideas or information*
  - *think about the illustrations and try and remember if they are like illustrations in other books.*



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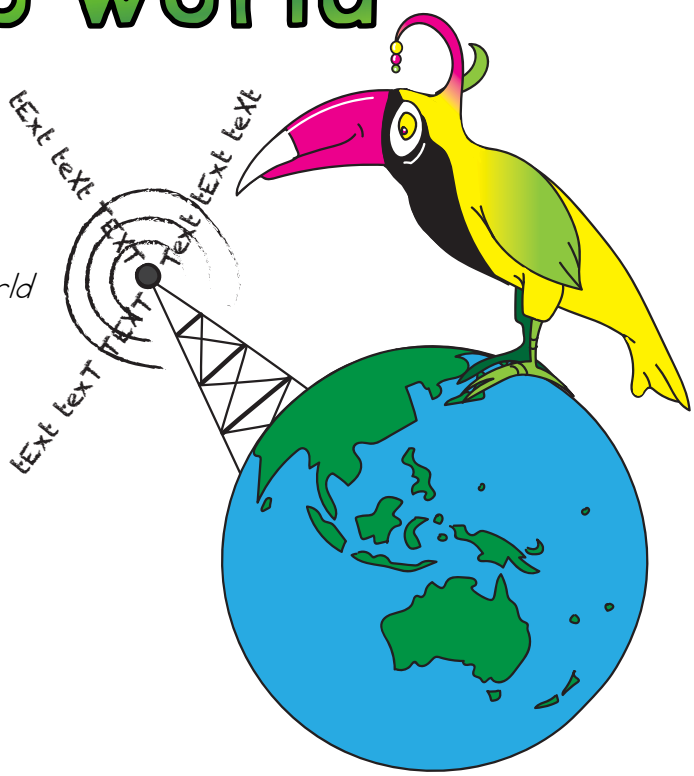
"Hide and Seek" Reading Strategies

Text to world

As a reader I ...

- *try and connect what I am reading to the world around me.*
- *I ask...*
  - *Did I see something in a movie like this...*
  - *this makes me think about ...*
  - *on the news last night...*
  - *there was a tv show about...*
  - *there is a game or app that...*



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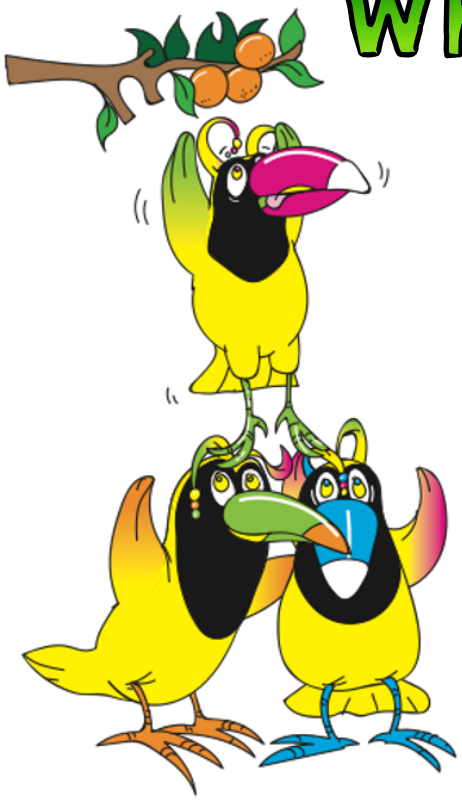
"Hide and Seek" Reading Strategies

Who What Why



As a reader I ...

- *Ask about who is in the story*
- *Think about what the story or information is about.*
- *Think about where the story is set?*

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"Hide and Seek" Reading Strategies

Best fit

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Break it up

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Check in

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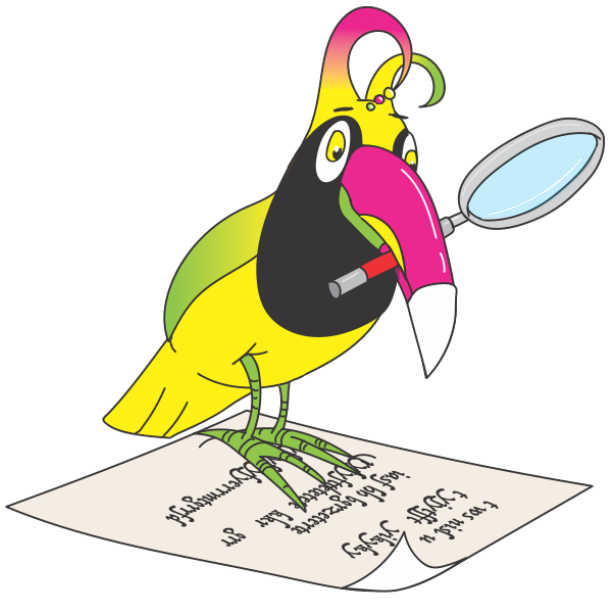
"Hide and Seek" Reading Strategies

Check it out



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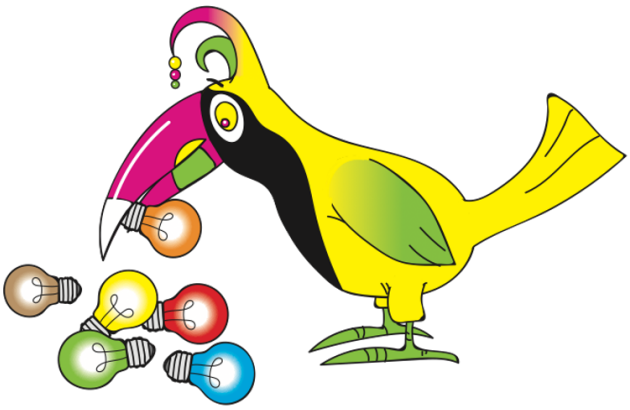
"Hide and Seek" Reading Strategies

Connect



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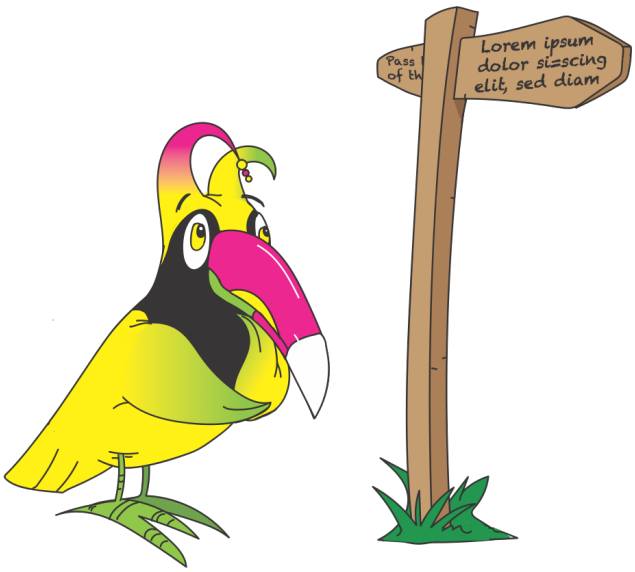
"Hide and Seek" Reading Strategies

Focus and decide



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Guess and Check

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I spy

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Look and Talk

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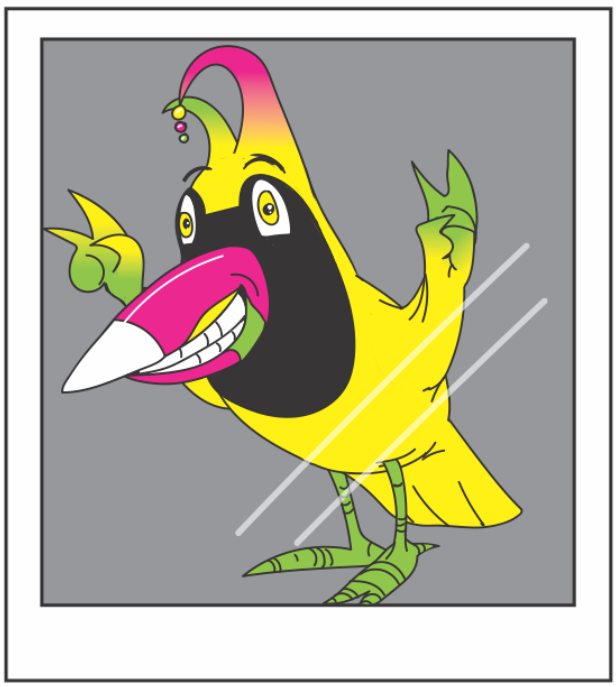
Picture this



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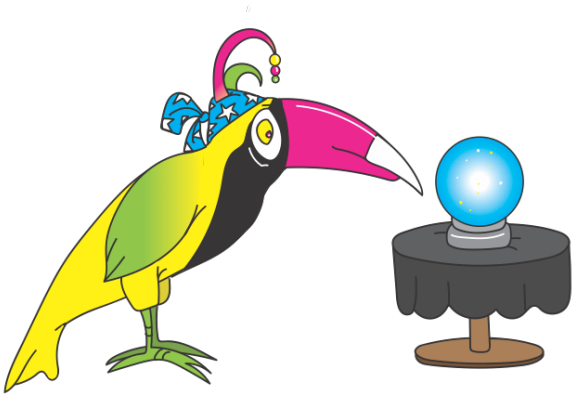
"Hide and Seek" Reading Strategies

Predict



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Summarising

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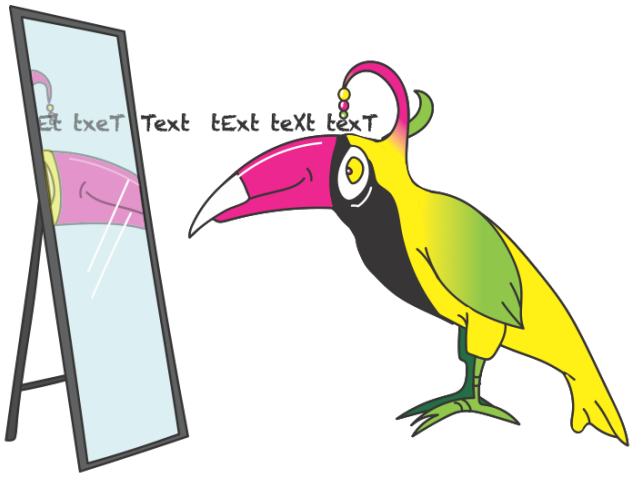
"Hide and Seek" Reading Strategies

Text to self



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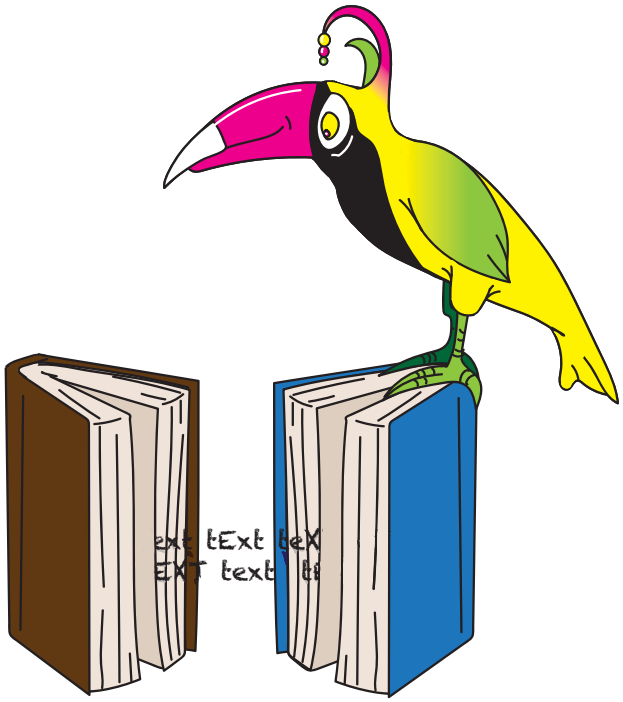
"Hide and Seek" Reading Strategies

Text to text



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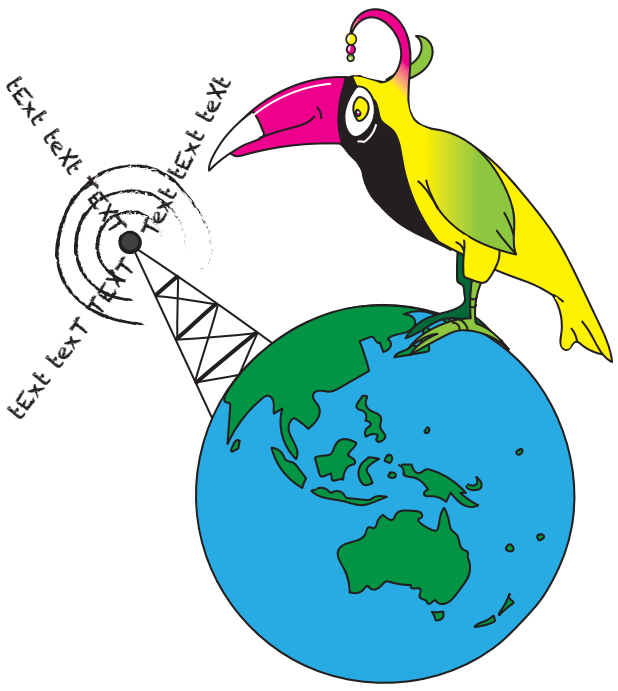
"Hide and Seek" Reading Strategies

Text to world



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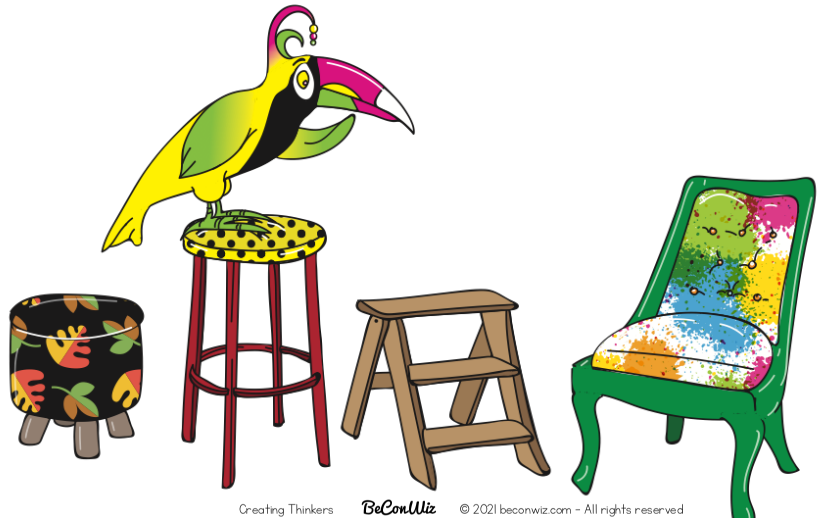
Best fit



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Check in

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Inferring

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BeConWiz 's commitment to equitable and ethical practices

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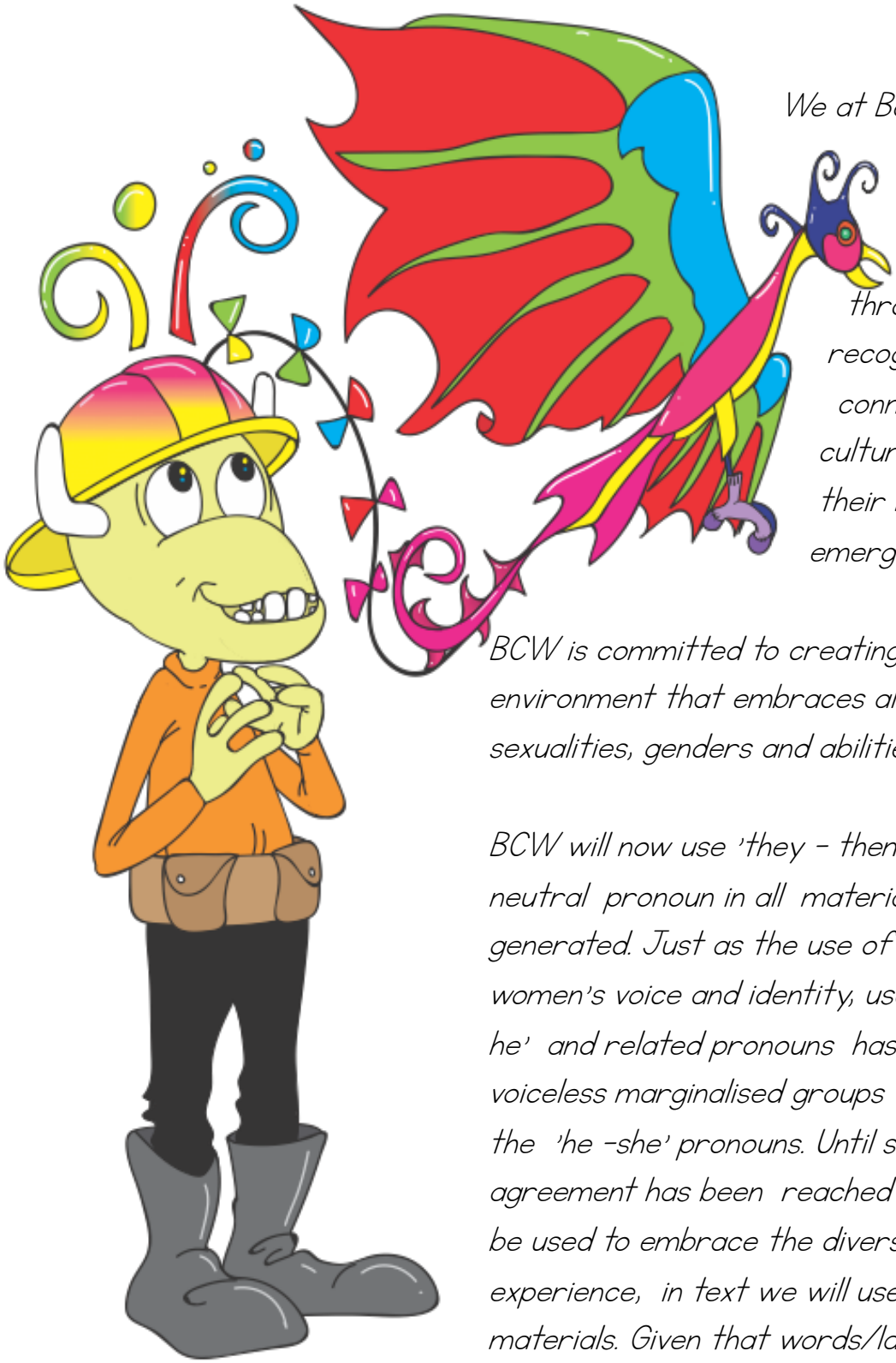

We at BeConWiz, acknowledge the Traditional Custodians of the lands on which we work and live throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.

BCW is committed to creating a safe and welcoming environment that embraces all backgrounds, cultures, sexualities, genders and abilities.'

BCW will now use 'they - themself' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themself' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "

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