

## Literature Text Strategies

**\*\*\*These strategies can be used for all types of literature text\*\*\***

Have your child read the title. Ask, "Who do you think the characters will be? Which character is on the cover? What do you think she is doing?"

### Goldilocks and the Three Bears



*Discussing the title and the picture on the cover gets your child's mind ready to read. They begin to think about the characters and what will happen in the story.*

Then begin a picture walk - This means flip through the pages of the book and look at only the pictures. Have your child look at pictures and tell you what they see. Ask your child questions about the things they see and what they think will happen in the story.

For example - "How do the bears feel? What do they notice? What do you think the bears will do next? How do you know?"

### **A picture from the middle of the text.**



*Completing a picture walk helps students to connect the ideas of the story. Students gain an understanding of the stories events which builds comprehension, or understanding of what they read. This also helps with figuring out and reading difficult and unknown words.*

Now you are ready to listen to your child read. As your child reads have him/her connect what he/she read to the pictures. You can pause after each page or after a couple of pages.

For example, "Which bowl of porridge did Goldilocks like the best? How can you tell?"

Your child should point to the smallest bowl and their answer should include that the porridge in the small sized bowl was just right.



Three bowls of porridge sat on the table. The yummy-smelling food made her hungry.

First she tasted the porridge from the big-sized bowl. "Yow!" she yelled. "This porridge is too hot."

Then she tasted the porridge from the mid-sized bowl. "Bleck!" she groaned. "This porridge is too cold."

Next, she tasted the small-sized bowl of porridge and said, "Mmmm. This porridge is just right."

She gobbled it all.

Asking questions like the one stated above connects the text to the pictures which improves their understanding. The more students practice this skill the more they will do this independently. This will be important as they read more difficult text with fewer pictures. Students will begin to visualize in their mind as they read to help them understand the text better.

As you continue to go through the text, follow these steps:

1<sup>st</sup> Listen to your child to read.

2<sup>nd</sup> Ask questions that connect the information in the picture to the information in the text.

3<sup>rd</sup> Check that your child understands the meaning of difficult or unknown words. Use picture clues and clues in the text to help them figure out the meaning.

4<sup>th</sup> Before going to the next page have your child tell you what he/she thinks will happen next. By doing this students are making predictions and constantly thinking about their reading.



For example, "What does the word Wee mean?"

*Your child can use the picture to see that baby bear is small compared to his parents. Your child can conclude that the word 'Wee' means small in size.*

While Goldilocks slept, the owners of the house returned from their walk. The three bears did not like what they saw.

"Someone's been eating my porridge," growled Big Papa Bear.

"Someone's been eating my porridge," sighed Mama Bear.

"Someone's been eating my porridge," cried Wee Baby Bear.  
"And it's all gone!"

For example, "Why do the bears look surprised?"

*Your child's answer should include that they came home and noticed someone was eating their porridge.*

For example, "What do you think the bears will do next?"

Your child's answer should include finding the broken chairs or Goldilocks sleeping in baby bear's bed.

After your child finishes reading, ask them to retell the story in their own words. It is so important to not just close the book when your child read's the last sentence. Your child should talk about what they read and include details from the beginning, middle and end of the story. This is called retelling. After a student successfully retells a story they can begin to think more critically and practice higher level thinking.



When she saw three hungry, angry bears staring at her, she jumped out of bed.

“Help!” she screamed, running all the way home.

Goldilocks never again went to the home of the three bears.

For example, “What did Goldilocks do in the Beginning of the story?”

*Answer should include: She went for a walk in the woods. She found a small house and went inside even though no one was home.*

For example, “What did Goldilocks do in the middle of the story?”

*Answer should include: Goldilocks tried All three bowls of porridge, all three chairs and all three beds. She ate all of baby Bear's porridge, broke his chair and fell asleep in his bed.*

For example, “What happened at the end?”

*Answer should include: The three bears came home and were not happy. They found Goldilocks sleeping in Baby Bear's bed. She woke up and was frightened. She ran home and learned to never go in someone's house again.*