

Lesson 3: Reading Strategies for Everyday Texts

60 minutes · reading lesson

WHAT THE CLASS SHOULD LEAVE ABLE TO DO

- Apply skimming, scanning and close reading to everyday texts
- Extract key information from realistic Irish-context example documents and messages
- Choose the right reading strategy for the job

TERMS THE CLASS MEETS

Term	What it means
Skimming	Reading quickly for the overall idea, not every detail.
Scanning	Running your eyes over a text to find one specific fact, date or number.
Close reading	Slow, careful reading to catch meaning, conditions and what you must do next.

BEFORE YOU TEACH IT

Before the Lesson

- Delivery path: pupil devices. Students complete mark-up and the Notes on screen, then export or copy into the named portfolio file.
- No class print run required. Keep a small paper stack of the three texts and a blank Notes sheet only for students without a working device.
- Confirm students know the portfolio filename: m1_l3_reading_strategies_<initials>.

Suggested Timing (60 minutes)

- Getting Started: 5 minutes
- What to Look For: 8 minutes
- Mark It Up: 15 minutes
- Reading Strategies Notes: 24 minutes
- Think About It: 3 minutes
- What You Covered: 5 minutes

Teaching Tips

- Circulate during Mark It Up to guide strategy identification; remind them this is warm-up only.
- Model Text 1 aloud into the work box in about two minutes before students build the full Notes. Do not run a second full mark-up on the HSE SMS.
- Facilitate paired discussion in Think About It and select a few responses to share.
- Name the strategy that did the heavy lifting for each text; students can note a second if they needed it. Lead with the three usable notes as the filed piece.

Common Mistakes

- Students label all lines as close reading: remind them to ask if the detail needs a quick glance, a hunt for one fact, or a careful read.
- Treating strategy choice as a label to rotate: match strategy to the job; one text can need more than one strategy.
- Extracting facts but skipping the usable note: the note is the communication act that shows they can use what they found.

Differentiation

- Support: Provide sentence starters for extraction and for the short note (e.g. "I need to bring...", "I must call by...").
- Extension: Invite students to invent a fourth everyday text and draft one more usable note.
- Support: Allow paired work on the initial mark-up activity.

Stimulus note

- All four texts are invented for class. Operational figures (top-up rules, library fees, phone numbers) are examples only, not live TFI, HSE or library policy.

RUNNING THE LESSON

Step 1: Getting Started · 5 min

Open with a quick show of hands: who checked a message or email this morning without reading every word? Name that as skimming. Keep the opener to five minutes so mark-up and the Notes have room. Delivery is on pupil devices: students work on screen, then export or copy the Notes into their named portfolio file (paper worksheet is fine if a student is offline).

Step 2: What to Look For · 8 min

Read the sample line aloud. Ask which strategy each student would use first if the message arrived five minutes before they left the house. One idea, one example, then move on.

Step 3: Mark It Up · 15 min

Circulate. The common wobble is labelling every line as close reading. Ask: *Would you need this on a ten-second glance, a hunt for one fact, or a careful read before you travel?* If the class finishes early, pair-share one mark each. Do not treat this mark-up as the portfolio file.

Step 4: Reading Strategies Notes · 24 min

Suggested Timing (60 minutes)

- Getting Started: 5 minutes
- What to Look For: 8 minutes
- Mark It Up: 15 minutes
- Reading Strategies Notes: 24 minutes (protect this — it is the portfolio piece)
- Think About It: 3 minutes
- What You Covered: 5 minutes

One path only for Text 1: model Text 1 live into the work box in about two minutes (main strategy, two or three key facts, one cancel-call or packing note). There is no second mark-up pass on the HSE text. Students then finish Texts 1–3 only in Enter Your Work.

Filename: **m1_l3_reading_strategies_<initials>.docx** (or paper equivalent if offline). Lead with the three usable notes as the filed artefact; extraction is working space above each note. The core artefact should be done before the bell; do not depend on homework for Texts 2–3.

This extract-then-act habit transfers into VPG application packs and any Student Task that asks students to pull facts from forms and notices, then act on them.

Step 5: Think About It · 3 min

Paired talk for about two minutes, then take two or three answers from the room. Keep it light; the journal line is optional and outside the lesson page.

Step 6: What You Covered · 5 min

Quick recap of the three strategy names only. Spot-check that Notes are named and headed for the portfolio folder. No new teaching here.

MODEL ANSWERS AND WHAT TO LOOK FOR

Students' wording will differ. These are the points a full answer reaches, not the only correct form.

Step 3: Mark It Up

“Leap Card top-up”

Two words name the whole job of the screen before any rules appear.

“A minimum top-up amount applies”

A passenger hunting how much they must add lands here without reading the rest.

“Student fare applies only with a valid student Leap Card”

The condition is easy to miss on a skim; close reading stops you assuming any card gets the student rate.

“freeze online by the stated deadline”

A time limit buried in the lost-card line. Skimming past it can cost you money.

Step 4: Reading Strategies Notes

“call 01 555 0192 before 3pm the day before”

Teacher model only: this deadline feeds a cancel-call note. Students write the full Notes in Enter Your Work, not as a second full mark-up.