



Making Literacy Fun

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Literacy Groups

Context:

- » Large metropolitan school, large proportion EAL/D students
- » Working with seven Yr 2 Literacy groups
- » Student proficiency Bandscale 4 and less, reading levels < 20
- » Each group has 2 or 3 x 30 min lessons / week
- » Usually use same text for 3 lessons, may vary
- » Usually use levelled readers matched to group, but vary
- » Try to use readers of text type being studied in current English unit
- » Sometimes vary, using texts from English unit or other library books
- » Create activities to recycle language in various ways
- » Students learn English + literacy through these activities
- » QAR approach used across the school





Working with texts

What do I want my students to do?

- Learn English through listening, speaking, reading and writing
- Learn a range of reading strategies commensurate with their proficiencies and be supported in applying them
- Engage with texts in purposeful ways, recycling the language of a text until they can use it
- Use the metalanguage of the task
- Rely on the text and give evidence from the text for their responses
- Rely on their own ideas and bring their own background knowledge and experiences into their reading
- Develop awareness of cultural contexts
- Be positive, enthusiastic learners who can show what they have learnt and receive feedback



**Recycling the texts
in a variety of ways**

Group Activity

Readers' Theatre

Who Said That?

Who? What? Where?
When? Why? How?

Innovations

Vocabulary Match

True or False?

Board Game

Hot Potato

Sequencing



Readers' Theatre

- » Pronunciation and expression
- » Show comprehension
- » Enthusiastic for multiple readings - pass round the sheets to read different parts (Hot Potato)

Some mice met under the floor of a house. Above the floor lived a family with a big cat.

The mice had a meeting to talk about the cat.

“What are we going to do?” asked the brown mouse.

“Soon there will be none of us left,” said the grey mouse.

“I was almost cat dinner last week,” said the big mouse.

“We could move next door,” said the brown mouse.

“It’s too close,” said the grey mouse.

“The cat will find us,” said the big mouse.

“We could move to the next town,” said the brown mouse.



Who Said That?

Girls are so feeble.

I'm a dragon hunter. I roam the countryside looking for dragons to fight.

Everybody knows that witches don't have friends.

I'm going to sit and knit for a while.

Anyway ... I prefer to dance.

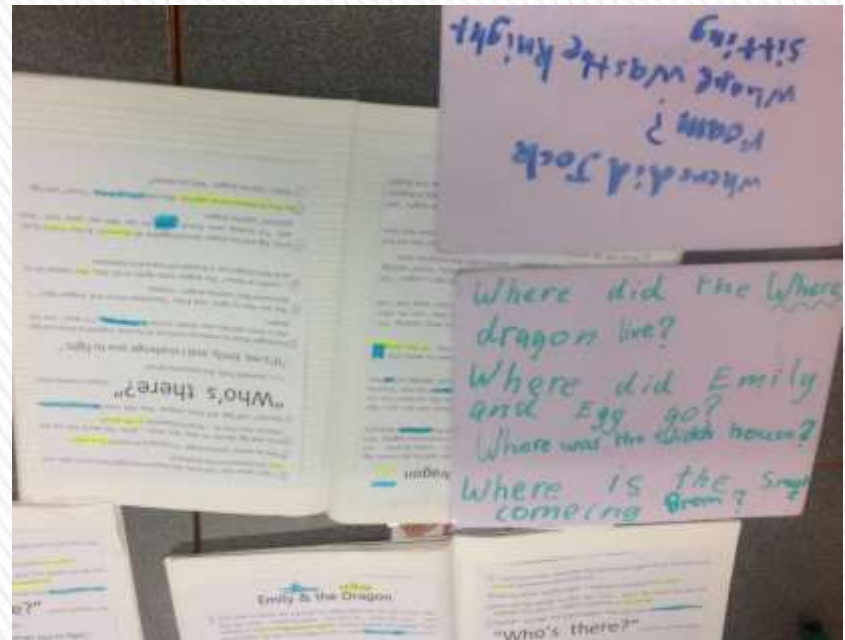
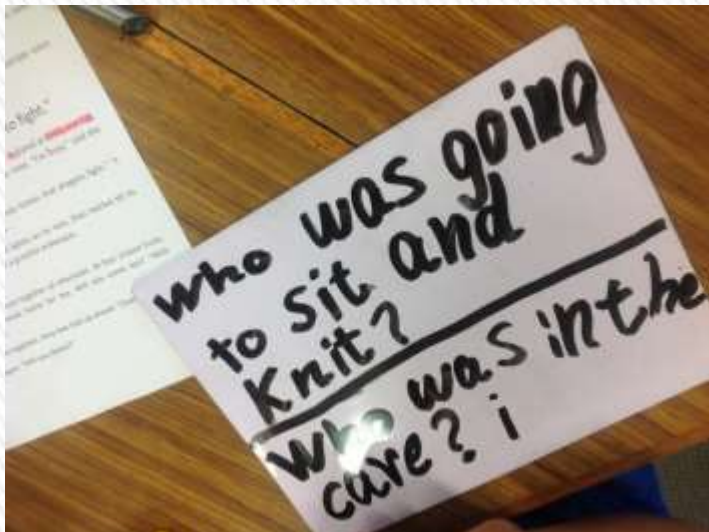
I shall go into the Dark Old Forest.



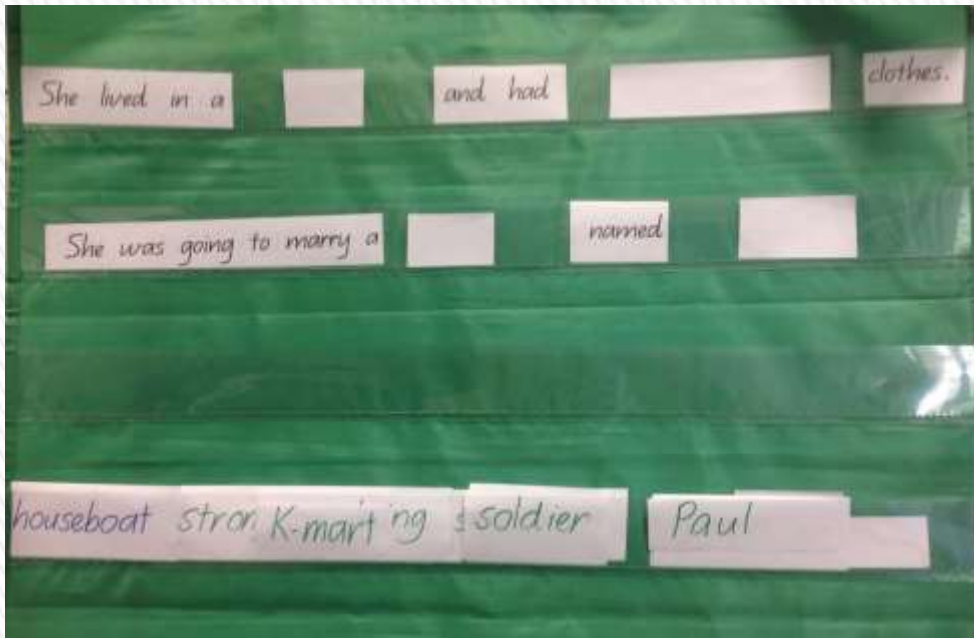
Asking Questions



Who?
What?
Where?
When?
Why?
How?



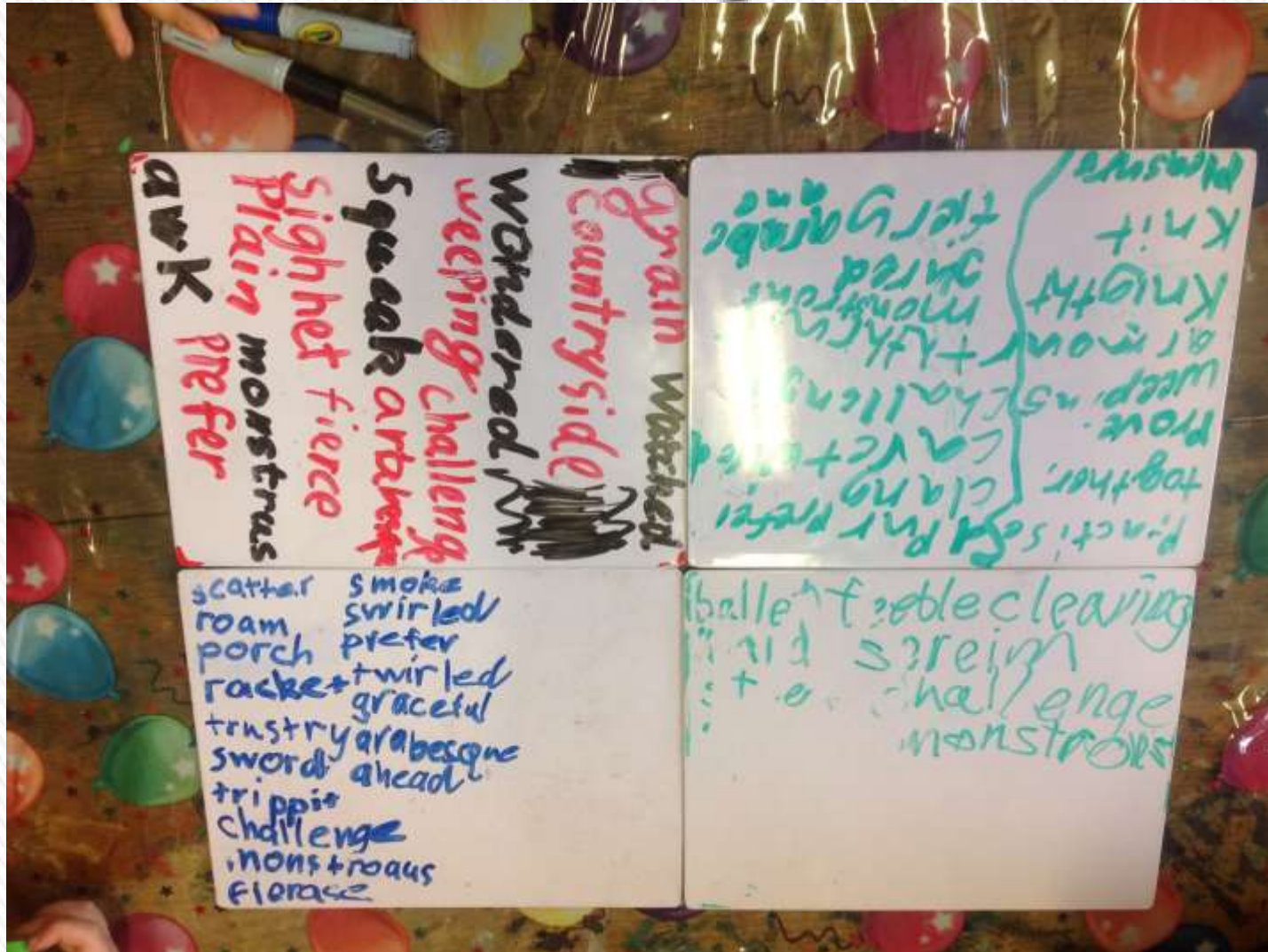
Innovations



**Bringing it down
to the level**



Vocabulary



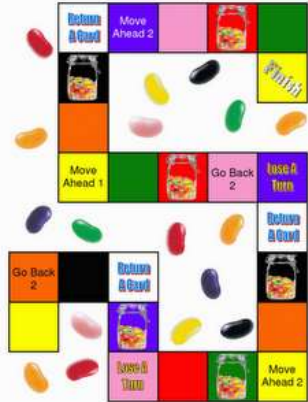
True or False?

Two men came to inform the Fairweathers that they must move.	Three men came to inform the Fairweathers that they must move.
One evening there was a knock at the door.	One evening the doorbell rang.
Dad tucked his lunch under his arm in a brown paper bag.	Dad tucked his lunchbox under his arm.
The Fairweathers had to move to make way for a factory.	The Fairweathers had to move to make way for a toy store.



True statements can then be sequenced.

Board Game

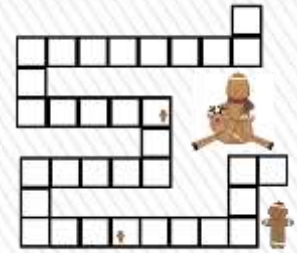


It's a food.
It rhymes with lake.

It's a big pond of water.
It rhymes with cake.

- » Compile 2 types of activity cards from working with text (questions, rhyming words, phonics, etc)
- » Students choose 2 coloured papers, cut a shape from each and paste on own gameboard.
- » Chip remaining scraps of paper and randomly paste chips into squares on gameboard.
- » Put a pile of activity cards on each of the two shapes. Play game with dice and whatever the colour of the chip landed on, choose a card from that coloured shape's pile.

Who?
What?
Where?
When?
Why?
How?



- » List story events in sequence.
- » Add +, – or neutral / thumbs to each event
- » Attribute moves to each event: 1/2/3 spaces forward / backward / miss a turn / have another go
- » Students make own gameboard and paste on events and their consequences.
- » Decorate board with story map.
- » Play with others in class.



Hot Potato

- » Select features of text for word or meaning focus
- » Copies of text + set of felt pens / highlighters
- » Discuss one feature of text and highlight examples
- » When teacher says “Hot Potato” students quickly pass pen to person on left.
- » Repeat with next text feature and so on.

Eg *“My Donkey Can Read”*

1. Words for clever
2. Words for fat
3. Apostrophes
4. Food vocabulary
5. Things Mum did
6. Plurals

Can apply strategy in many ways
eg finding pronouns, sight words,
what characters say, etc



Time-saving tips for making up these activities

- » Type up the entire text first, time can be saved by cut & paste
- » For double-sided printing of cards formatted in a table, show gridlines on one side only as they never seem to register
- » If scanning a picture book, scan the back cover first. Save as both individual pictures and as a PDF. When viewing the PDF, choose View → Page Display → Two Page View. Often the double spread is needed for the full picture and comprehension.
- » When making cards, use a cell margin to keep text in a bit from edges, it gives a bit more leeway when cutting.

