

E-BOOK 9

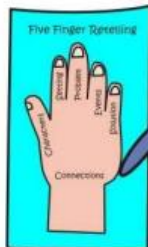
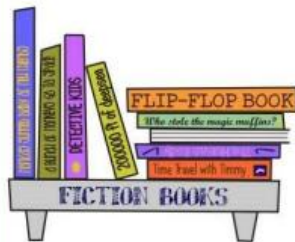
SAMPLE PAGES

N°9



"CREATIVE STORY-BASED ACTIVITIES and EFFECTIVE READING, SPEAKING & WRITING STRATEGIES"

Retelling fiction and no-fiction texts, activating background knowledge, making connections, predicting and summarizing ...and much more to help your students read, speak and write more effectively.



Effective Speaking, Reading & Writing Strategies to build comprehension

Hands-on ideas, easy to carry out in your daily class!

Reading in the Classroom

Much of the reading our learners do in the classroom is based on:

- Individual sentences
- Short reading passages from course books
- Exam practice papers

Reading in the Classroom: Fiction & Non-Fiction

| FICTION | NON FICTION |
|---------------------------|-------------------------------------|
| Not real | Real |
| Story talk | Fact talk |
| Read to enjoy | Read to learn |
| Read in order | Read in any order |
| Illustrations | Photos, charts, graphics |
| Beginning, middle and end | Table of contents |
| Characters and setting | Index, glossary, bold words, labels |
| Problem and solution | True information and directions |

Factors to consider when selecting texts:

- AGE
- NEEDS
- PREVIOUS LANGUAGE
- LEARNING EXPERIENCE
- LANGUAGE LEVEL
- INTERESTS
- DEGREE OF DIFFICULTY:
 - language
 - activities

WORD CUBING

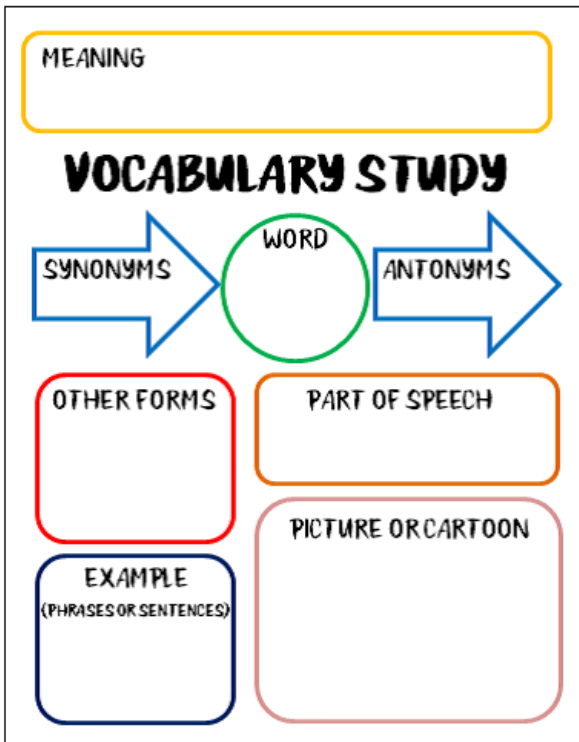
1) Students retell 6 different word features or associations:

- An illustration.
- A synonym.
- An antonym.
- Word in a sentence.
- Word in different forms.
- People who might use the word.

2) They write one feature on each card.

Resource: "POCKET CUBE"

- Make a plain, colored cube.
- Add transparent pockets on each side.
- Students write or draw on index cards.



VOCABULARY BALLS:

- 1) Write vocabulary words on the different color panels of the ball.
- 2) Students take turns tossing the ball to one another and acting out the Vocabulary Word that the right thumb lands on.
- 3) Other students guess which word is being acted out.
- 4) Write sentences with those words.



Different Strategies to Build Comprehension

PRE-VIEWING

PREDICTING

RETELLING

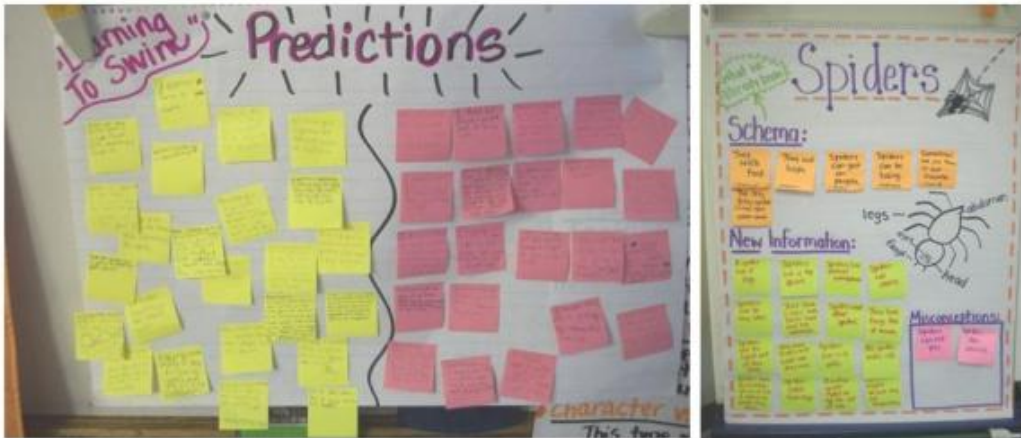
VISUALIZING

SEQUENCING

QUESTIONING

Good readers use strategies:

- to construct meaning
- to monitor what they understand and what confuses them
- to be aware of the parts of the text they need to revisit
- to engage with the text while they read



Making Predictions

1. Book Cover
2. Pages 1-2
3. Picture Walk

From looking at the cover I predict the book will be about _____

From looking at pages 1 & 2 I predict the book will be about _____

After our picture walk I predict the book will be about _____

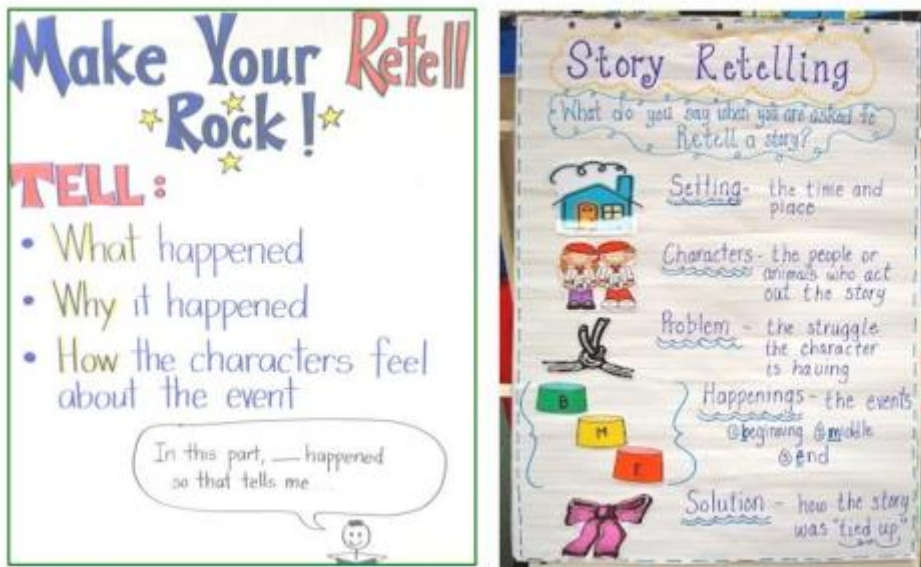
Name: _____

Amanda Phillips - Inspired in Second Stars by Ashley Hughes

When monitoring retellings, teachers should check:

- **SETTING:** where and when the story takes place.
- **CHARACTERS:** main characters - other characters.
- **PLOT:** if the student
 - recalls important events and sequence them
 - includes rich details.
 - includes beginning/middle/end of the story.
- **SOLUTION:** how problems were solved.

Retelling Posters in Our Classrooms



Non-Fiction Retelling Cards

Students love having hints in their hand that help them improve their retelling.

1) What was the book mostly about?

2) Summarize what you learned from reading this book.

3) What did you learn that you didn't already know?

4) Tell the main ideas in order.

5) What is the most important idea you learned?

6) How has reading this book changed what you believe?

7) How has reading this book changed how you will act?

Finger Retelling with a Glove



TRIARAMAS:

They are foldable, three dimensional, three sided triangular displays.

- Make the Triarama display.
- Use it to retell the parts of the story:
 - 1st side: Setting & characters.
 - 2nd side: Conflict and attempts to solve it.
 - 3rd side: Conclusion.

TIP: Use W Questions to help students follow the story/text:

WHEN – WHERE – WHO – WHAT – WHAT HAPPENED - WHY



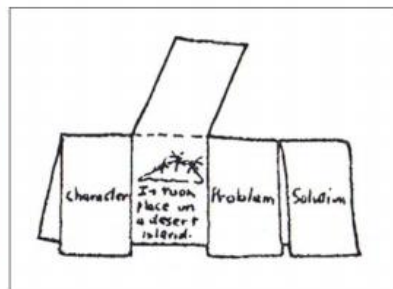
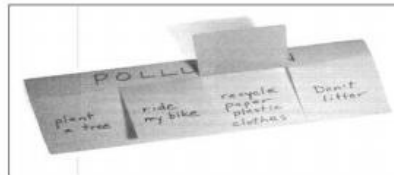
FLIP-FLOP CHARTS:

For Fiction Text: students describe:

- SETTING
- CHARACTERS
- CONFLICT
- ATTEMPTS TO SOLVE THE CONFLICT
- CONCLUSION

For Nonfiction Text:

Students write 4 problems about a topic on each of the FLAPS and illustrate the solution inside.

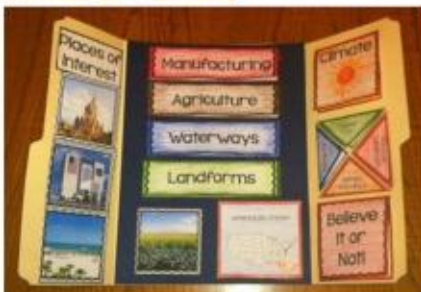


LAP BOOKS



STORY WHEELS

main character,
character traits,
describe the setting,
problem and solution,
motivation for writing the story.



Graphic Organizers

They are useful techniques

- as an aid to understand information
- as an aid to retell fiction & non-fiction

