

Reading Activities Sure to Inspire a



COMPREHENSIBLE MAINE

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Fluency Matters

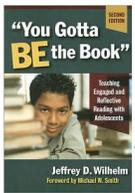


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You Gotta Be the Book



Lower-ability readers do not “spontaneously employ mental imagery as a strategy,” therefore depriving them of full participation in a story world. Less proficient readers tend to conceive of reading as a ‘decoding process,’ rather than as active meaning-making.

~Jeff Wilhelm

The Reading Process

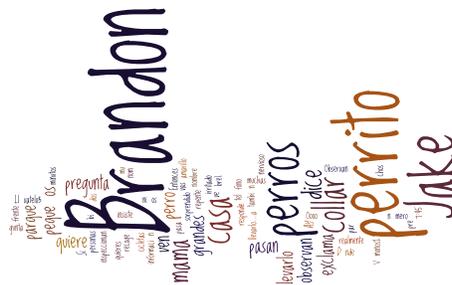
Decoding: Linking written words to spoken words. Realizing that a printed word represents a spoken word.

Linking form to meaning: First Natural Response: Link the written word to a specific meaning in L1. Secondary Response: Link to an image, if the word does not exist in L1.

A Reading Action Chain is a great way to warm-up before you begin a full-blown reading, such as a novel or short story. Embed the Target Language Structures (TLS) in a logical sequence of events and have students act them out.

Prediction Activities should pique student interest, provide a furtive preview of upcoming vocabulary and create a desire to read before you even crack the cover of the book. Emotional engagement is the key to enjoying a book and inspiring students to continue reading.

Word Cloud: Predict who/how main characters might be, next event(s), possible dialogue, etc.



Prediction Charts: Easy way to organize predictions vs. facts throughout a read.

Title Wave: Show students the title of a book/chapter or headline of a news article, and have them make predictions about what they are about to read.

CI through CI... Compelling illustrations make a text more comprehensible and more emotionally engaging. Draw students’ attention to illustrations to help them make meaning of the text. Activities such as Write a Caption, Add a Speech Bubble, Make a Motion Picture, Draw the Next Illustration, etc. will direct students’ attention and help them connect to the text in a meaningful way.



Illustrations also provide a great way to do prediction and review activities.

Have student review/predict dialogue, emotions, sequence of events preceding or following the illustration. Also create Venn diagrams and other visual means to compare each character’s physical/emotional response to the scene depicted in the illustration.

Visit [CiPeek blog](#) for more prediction activities.

When reading a **novel** or **on-going text**, focus on more **PRE-reading activities** & follow up with **POST-reading** activities.

When reading a **lesson-based text**, (which focuses specifically on the day’s TLS), spend more time asking personalized questions and doing comprehension checks **during the reading**.

One-word Images is a term coined by Ben Slavic to describe a system for building a vivid description or a simple story around an image. In terms of reading, it is a great way to build connections to the characters or elements of an upcoming read. Choose a core structure from the book and begin asking questions about the image using that core structure as your base. [Read Ben’s directions.](#)

Time Capsule is a letter-based activity in which students write a letter predicting how a conflict in a book will be resolved. Read details and options for implementation on [Martina Bex’s blog](#).

Brains Crave Novelty!

Sequencing Activities are a great way to review previous chapters for absent students, as well as students who were in attendance. It is also an effective way to confirm and clarify events and details. There are a variety of ways to implement sequencing activities:

- Rainbow Sentence Strips for group activity
- Sentence strips for individual or pair activity
- Projected sentences
- Number written statements
- Drag & drop - FluencyMatters.com

6-word Memoir is a concise way to wrap up a character's role/personality. Students draw a character's name out of a hat. Using first person, students must write a 6-word memoir in the TL, as if they were that character. creativelanguageclass.wordpress.com added one more component: Choose a background from PicCollage.com that best depicts the character. Write the memoir on the collage. The statements made in this activity could be extended into the *Team Window* activity described on the next page.

Who would say...? is a fun game that encourages higher order thinking and is based on statements that a character in a novel might make. Students must deduce WHO would say something based on context, content and/or verb form. For example, from the cast of Gilligan's Island, who would say, "I'm tired of taking orders!" or "That Ginger thinks she's so beautiful-bla! She's not THAT pretty!"



Who said...? is a similar game, which does not require a great deal of higher order processing. It is great for young learners and/or slow processors. Students simply recall the story and determine which character made which statements. For example, in 'Houdini', who said, "Disconnect the cable!" or "Can I drive your car?"?

Verbal Emoticons is a great way to practice a specific phrase from a book and/or verb forms. Select a useful or fun phrase and write it on the board. Then give a few students a 3x5 card with a specific character or emotion written on it. One student says the phrase with the appropriate emotion. (Either the emotion on the card or the emotion that character would use) Students must guess the emotion or the character.

Yearbook Awards is a simple game that helps students connect to characters and encourages higher-level thinking. Students must deduce which character in a book would win "Most Likely to" or "Best..." Awards. (ie: *Most Likely to... Succeed*, become president/nun/model/teacher/comedian, go into politics, win the lottery but lose the ticket/XFactor/Pulitzer, have a reality TV show, commit a crime, solve a crime, be the victim of a crime; *Best...dressed*, hair, smile, pick-up lines, poker face, sense of humor, musician, legs, laugh, etc. Take this activity up one notch by having students give a brief explanation or evidence why that character was chosen for that award.

Reader's Theater is a highly engaging activity that makes any text come alive. Select a piece of text to re-enact—a confusing part, an action-packed scene, an important scene that has hidden significance, etc. The director (you) dramatically narrates the text while student-actors act out the scene based on specific acting instructions. Jason Fritze: "*You need ACTORS not DIstractors!*"

Freeze Frame Snapshot is a variation of Reader's Theater in which the teacher narrates a brief piece of text and students must freeze

in a 'snapshot' that best captures the essence and emotion of the scene.

Review Charades is similar to an activity posted by Cynthia Hitz. (palmyraspanish1.blogspot.de) It is a great way to get students to (re)read a text. Select a few key sentences from a passage and have students act out each sentence while the rest of the class (or small groups) have to (re)read the text to determine exactly which sentence is being acted out.

Class vs. Student is Kristy Placido's (kplacido.com) way of challenging/recognizing a super star student while simultaneously inspiring the rest of the class to attain the same level of achievement. It is also a great way to add novelty to Guided Reading. The teacher reads in the Target Language, and the class tries to out-do the super star by linking meaning more accurately and/or quickly than the super star.

"Interactivities"

Credits to the following for these & other great ideas! Follow them on Twitter!

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The illusion of novelty

is all that is necessary to engage students. Be creative and clever— Think of unique ways to implement the SAME activity.