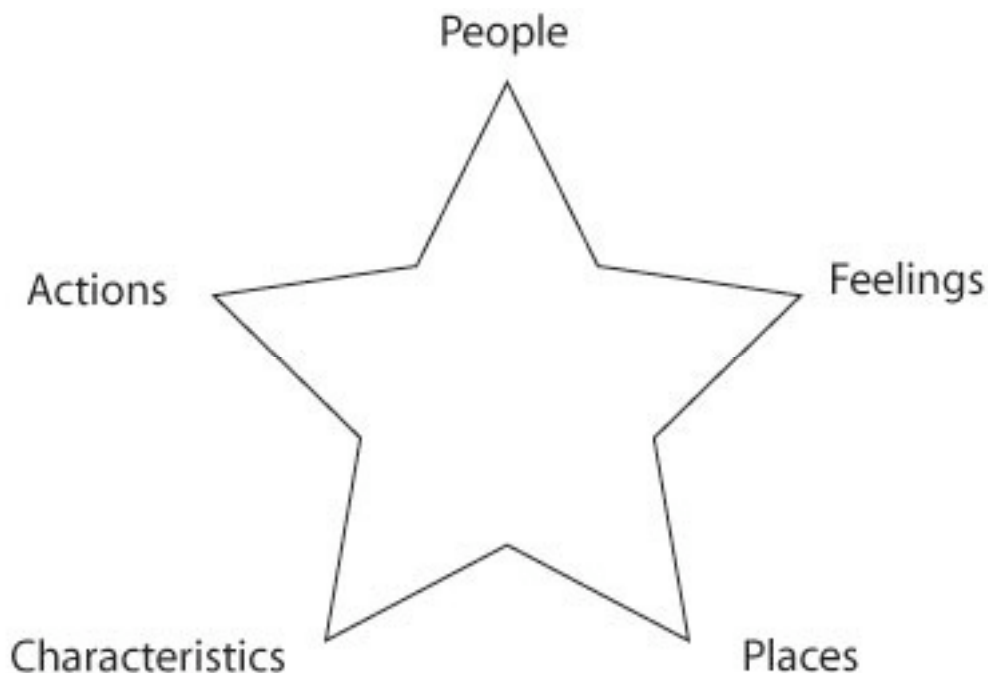


## **Examples of Literacy Strategies**

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## Concept Star



A concept star is a type of graphic organiser that can be used as a pre-reading activity to encourage prediction skills and build vocabulary. It can be used effectively when students are reading a text beyond their ability to understand completely.

The teacher selects two or three paragraphs that contain an especially large amount of new vocabulary. Five categories are chosen for each of the points on the star. Students sort words from the paragraphs into these semantic categories using prior knowledge, context clues and prediction skills.

This can be done first as an individual activity and then in pairs and/groups.

### The benefits of a Concept Star

- \* Encourages readers to be willing and accurate guessers and to tolerate ambiguity.
- \* Can be used as a before and after activity with students revising their concept star after they have read the complete passage and had teacher/peer input.

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/concept\\_star\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/concept_star_e.php)

## **Give one, get one**

### **1. Individual reflection**

Have people silently reflect and record their ideas about a topic or question on paper.

### **2. Giving and receiving**

People stand up with their record of ideas, move chairs out of the way, and physically move around the room to as many different partners as possible, 'giving an idea and getting an idea' with each partner before moving on.

### **3. This could then lead onto further work/discussion/action**

*Joan Dalton and David Anderson, Hands-On Educational Consultancy*

## **Donut [Inside/outside circles]**

Large groups 15+

1. Have people stand in two circles. Inside circle facing out, outside circle facing in.
2. Give a question or topic.
3. People share with person they are currently facing.
4. Then have one of the circles move x numbers of spaces to left or right and exchange their ideas with that person. And so on.

*Joan Dalton and David Anderson, Hands-On Educational Consultancy*

# Vocabulary Jumble

Type 20-30 key words from the overall topic onto an OHT. Put the most important/frequent words in one frame headed 'Level One Words'. The rest are framed and headed 'Level Two words'. Give students the **purpose** and **instructions** orally and in written form.

## Purpose

This activity will help you to:

- Check that you know the sound, spelling and meaning of some key words for this topic
- Use the key word list to predict what the text or topic will be about

## Student Instructions

1. *(While the Vocab Jumble OHT is on)*

Fold your arms and study the words on the OHT for TWO minutes. Try to remember all the words on List One so that you will be able to write them down later with correct spelling. Do the same for the Level Two words if you have time.

2. *(After 2 minutes the Vocab Jumble OHT will be turned off)*

Now write down as many words as you can, trying hard to spell them all correctly. Put a tick next to each of the words you are confident that you know the meaning and spelling of.

3. *(With Vocab Jumble OHT back on)*

Check all your words. Add any words that you missed and correct any spelling errors.

## Level One Words

Whanau	stomach cancer	inherited
Fatal disease	suffering	
hereditary	whakapapa	Research
genes	genetics	DNA
frightened	mutation	

## Level Two Words

**Medical specialist**  
**Hereditary link**

**genetic scientists**

## My Definition

Students complete the 'my definition' part of the table below. They should be encouraged to have a guess if they aren't really sure – there are no 'wrong answers' at this point as the purpose is to show their deepened understanding over the topic.

WORD	MY DEFINITION	REVISED DEFINITION
cancer		
genes		
inherited		

## Vocabulary Classification/Clustering

Put words on cards. Groups can classify them in a variety of ways. E.g.

- Groups invent own categories and organize
- Teacher provides category/heading. Students organize
- Groups firstly organise into own categories. Teacher and class negotiate class set of headings. Groups then re-organise cards. This could be done several times to show different possible classifications.

# Chemical Reactions

There are five chemical reactions jumbled below, which you have observed as experiments in class. Match a **reactant** in column one with a **reactant** in column two and then to a correct **product**. One reaction has already been highlighted for you.

Reactant +	Reactant =	Product
magnesium ribbon	vinegar [acetic acid]	iron oxide
sugar	copper sulphate	water , carbon dioxide and carbon
nail	hydrochloric acid	carbon dioxide and water and a salt
barium chloride	water and air	carbon
potato chips	heat	barium sulphate and copper chloride
baking soda [sodium bicarbonate]	heat	magnesium chloride and hydrogen gas

# Anticipatory Reading Guides

## How to Use Anticipatory Reading Guides

Write about six statements to catch the reader's interest that focus on the main messages of the reading text. Using the reading levels of the three level reading guide works well.

The students work independently agreeing or disagreeing with the statements in the guide and then share their choices with a partner.

The students read the text independently or the teacher reads the text to the students.

After reading, the students revisit the guide with their findings and write in the evidence from the text. The teacher and students discuss their choices.

## The Benefits of Anticipatory Reading Guides

- \* An anticipatory guide helps the student to start thinking about a topic and so activates their background knowledge.

- \* Prediction engages the reader with the text.

- \* Checking the accuracy of predictions after reading and having to supply evidence from the text helps with deep processing.

## Before Reading

Think about the title and sub-title of the article and look at visuals (if available). Read the following statements and decide whether you agree with them or not/or whether you think the writer will agree with them. Tick 'agree' or 'disagree' in the opinion columns. Share your opinions with a partner and give reasons for your choices.

## After Reading

Decide whether the text supports your opinions. Tick 'agree' or 'disagree' in the finding columns. Provide evidence from the text but put it in your own words.



## Five by Five Grid [to be used with a non-fiction article]

Write a sentence/phrase from the article in each box which fulfils the criteria of both the top and side instructions.

	5x words to describe .....	5x words to describe .....	5x nouns associated with .....	5x ..... associated with .....	5x .....
5x facts					
5x opinions					
5x quotations					
5 x criticisms					
5x emotive					

# Three Level Guide

Based  
on: \_\_\_\_\_

## LEVEL ONE:

Literal reading: ( "Saying the words" or "reading the lines" or "right there").

Tick those statements which say what the text says.

The statements may be worded differently, but they should "say" the same thing. Be prepared to explain your reasons. Cross the remaining statements.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## LEVEL TWO:

Inferential reading: ("Reading between the lines" or "working out what it means not just what it says" or "think and search").

Tick those statements which you think are true from what the text says.

Be ready to justify your choices

- 1.
- 2.
- 3.
- 4.

## LEVEL THREE:

Applying knowledge/Evaluative. ("Reading beyond the lines" or "bouncing off the text" or "on my own".)

Tick those statements which you think the author would agree with.

Be ready to give your reasons.

- 1.
- 2

The process of working through the Three Level Guide.

#### INDIVIDUALLY / THINK

- Read the text.
- Read the statements for each level AS WELL AS THE HEADINGS, (ESPECIALLY FOR LEVEL 3).
- Put ticks on your blank page if you agree (and a cross if you disagree) **AND** a quick note explaining why! (**Justify** with some quotations, specific details or reasoning)

#### PAIR

- With your partner, take it turns to say whether you agreed or not and to give your justifications to each other.
- Mark in some way, the statements where you and your partner were not able to come to some agreement over how you answered a statement.

#### WHOLE CLASS REVIEW

- We will run this discussion as if we are trainee lawyers practising our ability to explain with evidence. The person in charge of the discussion will also act as “judge” only when one is needed.
- We will need a “clerk of the court” to note the names of students who disagree with what the volunteer pair have said about a statement.
- Pairs will be encouraged to volunteer to say what they have decided about a statement (One student will speak on behalf of the other).
- Any pair who speaks first about a statement, has a “right of reply”.
- If you disagree with what a pair says, give the quiet signal that your teacher and the class have agreed upon and the “clerk of the court” will record your name on the board. This will become the order of speaking and explaining.
- The pair with the “right of reply” has the last chance to speak and they may restate their “case” or agree with what somebody else in the meantime has said. (They will concede that their ideas may have been in need of further thinking).
- There will be times when the class will have to agree to disagree. Learning Through Language-Edwards / Hill

## Developing Inference: Three Level Guide

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## Dogs & Dinghies

Down here now, it's just  
    dogs and dinghies.  
All the rangitahi have moved  
into the city, all  
except for the Johnston boy  
who's a little simple.  
The dogs are all old and tired.  
The dinghies are upturned  
above the tideline,  
prows to the hills.  
There's the old people, of course,  
slipping between the past  
and the time before that,  
the time when the setting sun  
sparkled in someone's eyes,  
threw silhouettes upon the sea.

By Phil Kawana

### Level One

Read the poem and decide whether the following statements are true or false according to whether the idea is **stated similarly** in the text. Write the evidence to support your answer underneath the statement.

1. All the young people have moved away from this place in which this poem is set.
2. The dinghies lie unused on the beach.
3. The dogs are like the people who remain in this place.
4. The Johnston boy likes a simple lifestyle.
5. The dinghies face the sea.

6. The setting sun casts shadows on the sea.
7. There are more dogs than people in this place.
8. The light at sunset is reflected in people's eyes.

### **Level Two**

Read the text and decide whether the following statements are true or false according to whether the idea is **suggested** in the text. Write the evidence to support your answer underneath the statement.

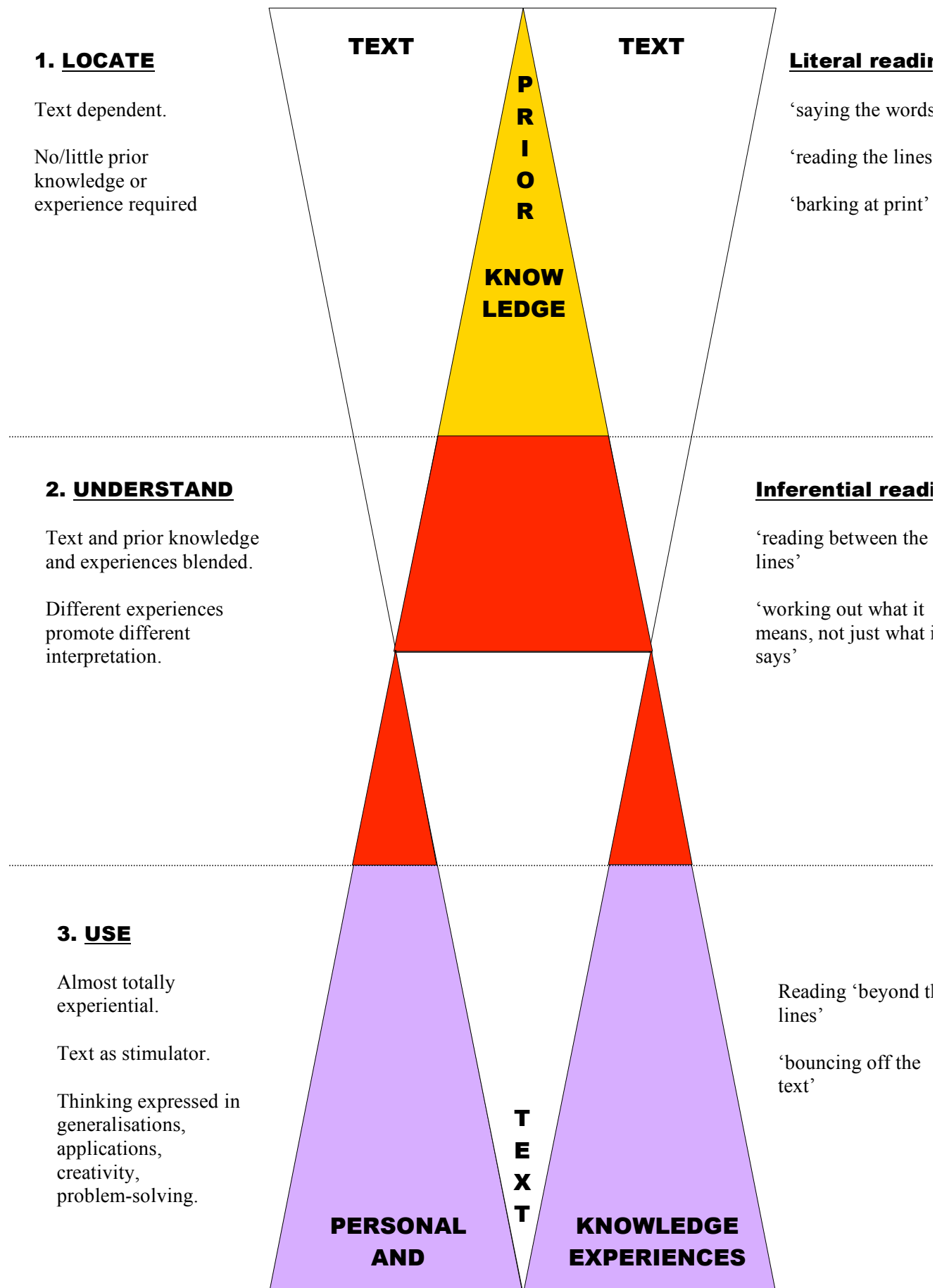
1. There is no work in the place in which the poem is set.
2. The dinghies are a symbol of life.
3. The hills symbolise the pursuit of hunting.
4. The old people are waiting to die.
5. Nobody in this place is interested in the sea any more.
6. The old people live with their memories of young romance.
7. Young people are more likely to gaze out to sea.
8. The old people think a lot about their ancestors.

### **Level Three**

Now that you have read the text, decide whether the following statements are true or false as you apply what you have learned from the text to wider situations.

1. Places without young people die.
2. Old people have different concerns to young people.
3. Employment issues affect rural communities more deeply than city communities.
4. It is common for old people to withdraw from wider life and live within their memories.
5. The loss of the younger generation to the cities is symbolic of a wider cultural dislocation.

# LEVELS OF UNDERSTANDING



# Jigsaw Activity

This activity is also known as '*Home and Expert*'.

## Instructions:

1. Ideally the group size should be about 4 or 5.
2. Work out how many groups you will have in your class, and this is the number of different colours of paper you will need.
3. You need a different activity or question for each person in the group. If there are 4 people in the group you need 4 activities, if there are 5 people in the group you need 5.
4. You need to photocopy each task or question *once* onto each different colour of paper that you have.
5. The initial task can be done individually and then checked with other people with the *same* task in pairs or groups, or if the class are confident at group work, then they can discuss the task as a group.
6. The 'experts' then get into colour coded groups and share the information they have gathered, processed or learned.
7. There are different ways to structure this activity. There might be 4 different texts that have to be read and discussed as a group (this is a good way of processing a lot of information, or providing for different reading levels). Alternatively, it might be one text, but 4 different questions or tasks.
8. As with all group work, this needs to be carefully organised to work well. There should also be a clear purpose in students gathering information from other students. It works best, if the students need all the information in order to complete a further task.



## Co-operative reading squares

<p><b># 1                      Questioner</b></p> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>• Throw the <i>question</i> dice and use the word to make a question about the text. This should be a question that you do NOT know the answer to. Your question might be about ideas or meanings of words.</li> <li>• Lead the other members of your group to take turns at questioning after you have had your turn.</li> </ul>	<p><b>#2                      Clarifier</b></p> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>• After a question has been asked using the question dice, you must throw the <i>verb</i> dice and form a question using this word. Your question should extend the previous question in some way, and you should aim to ask a high level question.</li> <li>• Lead the others in the group to take a turn at question forming using the <i>verb</i> dice.</li> </ul>
<p><b>#3                      Visualiser</b></p> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>• As you listen to the discussion, note down the main ideas.</li> <li>• After the questioning lead a discussion in the group on how to visually show the main ideas in the text e.g chart, visual symbols, storyboard, images</li> </ul>	<p><b>#4                      Summariser</b></p> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>• Make notes about the discussion of the questions.</li> <li>• With the help of the others in your group, write a summary of your main points to present to the rest of the class.</li> </ul>

## Final Word Strategy

Small Groups (3 or 4). Every group member has a copy of a reading and a highlighter pen.

1. Everyone reads the article individually and highlights sentences, phrases that they find interesting.
2. Person 1 reads one of their highlighted sections without comment
3. Each other person in the group comments in round-robin order about that section without interruption or comment or cross-talk from the others
4. Person 1 who named the item in (2) then paraphrases the trends and key ideas then has the 'final word' by sharing their thinking about the item.
5. The pattern repeats until all team members have read out one of their highlighted sections and had it commented on by the rest of the group.

*Joan Dalton and David Anderson, Hands-On Educational Consultancy*

# KWL Chart

TOPIC:

What I Know    What I want to Learn

What I have Learned

K-W-L is a group activity developed by Donna Ogle (1986) that helps students think actively while reading.

K - Stands for helping students recall what they KNOW about the subject.

W - Stands for helping students determine what they WANT to learn.

L - Stands for helping students identify what they LEARN as they read.

1. Using a K-W-L chart, teachers activate students' prior knowledge by asking them what they already Know (or think they know) about a topic.
2. Students (collaborating as a classroom unit or within small groups) set goals specifying what they Want to learn.
3. After reading, students discuss what they have Learned. The students return to the chart and discuss what was originally listed and identify what they learned and whether what they thought they knew was accurate. The chart helps students monitor their progress toward their goals.
4. Some teachers add a "H" section. How can we learn more? Or, How did I learn this information?

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/kwl\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/kwl_e.php)

