

Creating effective readers

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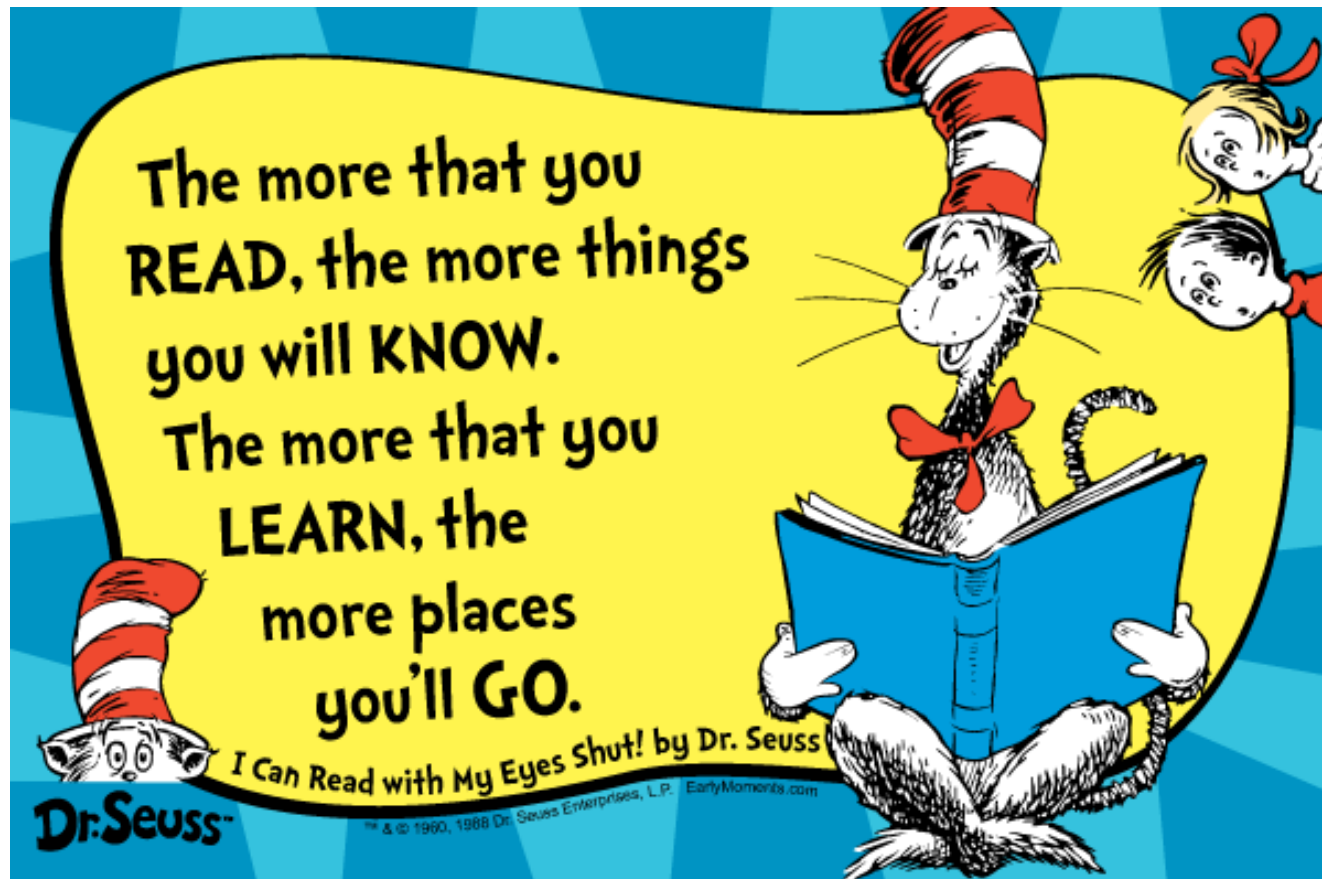


Discuss with a partner

Why? Why not?

- 1 Is reading in English an important skill for your children?
- 2 Do your children read a lot in Russian?
- 3 Do your children enjoy reading in English?
- 4 At what age do you start reading in English?

1 Is reading an important skill?



2 Do your children read a lot in Russian?

3 Do your children enjoy reading in English?



You like what
you're good at.

And you're good at
what you like.



achievement

pleasure

4 At what age do you start reading in English?



From the child's perspective a text should

1 look appealing

Reading time 3

1  2.27 Read the stories. How many characters are in each story?

Once upon a time, there was a rabbit and a tortoise. The rabbit said to the tortoise, 'You're the slowest animal in the wood and I'm the fastest!' The tortoise was slow, but he was clever! The tortoise said, 'Let's have a race!' The rabbit was happy. He liked racing.

The Race

The rabbit hopped *quickly, quickly, quickly*, and the tortoise walked **slowly, slowly, slowly**. The rabbit thought, 'This is easy. I'm much faster than that slow, old tortoise! And I'm hungry!' So he sat down under a big tree. He ate carrot sandwiches and drank a cup of tea. 'Yummy, that was good!' said the rabbit. But then the rabbit was sleepy and he fell asleep.

The tortoise walked slowly past the rabbit. 'Hmm,' he thought. 'Look at the rabbit sleeping. I'm walking slowly, but I'm not tired!'

Suddenly, the rabbit woke up. 'Oh no! I was asleep for a long time.' The rabbit hopped *quickly, quickly, quickly*, but do you know who was at the finishing line? The tortoise! 'Ha! Ha!' laughed all the animals. 'The tortoise is the winner!' The rabbit laughed, too. 'Yes, well done, Tortoise!'

From the child's perspective a text should

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2 be written with familiar words

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From the child's perspective a text should

- 1 look appealing
- 2 be written with familiar words
- 3 involve achievable activities**



This is a story about the wind and the sun. It was a cold day and a man with a coat, a hat and a scarf was in the park. The wind and the sun saw the man. 'I'm stronger than you!' said the wind. 'I can make that man take off his coat.' 'Ha! Ha!' said the sun. 'I don't think so. Let's have a competition! First, you try. Then it's my turn.'



The sun went behind a cloud and the wind blew and blew. The man held onto his hat, his scarf and his coat. The wind was cold and strong but the man's coat, hat and scarf stayed on.



'Now it's my turn,' said the sun. The sun shone brightly. The man took off his scarf. 'It's so warm and sunny!' he said. Then he took off his hat. 'It's so warm and sunny!' he said. Then he took off his coat. 'What a beautiful sunny day!' said the man. The sun was very warm. 'Hooray! I'm the winner!' said the sun, and the wind said, 'Yes, you're the winner. Well done, Sun.'

reading race

- 1 What was the weather like at the start?
- 2 What was the man wearing?
- 3 Who is the competition between?
- 4 What is the competition?
- 5 Who is the winner?
- 6 What was the weather like at the end?

From the child's perspective a text should

- 1 look appealing
- 2 be written with familiar words
- 3 involve achievable activities
- 4 mean something relevant**

3 Read and match. Write the sentences under the correct pictures. **Be a star!** ★

- 1 Being slow but not stopping can win the race.
- 2 Being warm and kind is better than being cold and strong.





The elephant and the ants



From the child's perspective a text should

- 1 look appealing
- 2 be written with familiar words
- 3 mean something relevant
- 4 involve achievable activities

From the teacher's perspective a text should

**1 expose children to a variety of
genres and recognise their features**

Find the following and answer question 1

A

- a poetry display
- a website about safari holidays
- a page from a history book

B

- info boards at an aquarium
- a magazine article about festivals
- a family blog

From the teacher's perspective a text should

1 expose children to a variety of
genres and recognise their features

2 develop prediction skills

Predicting from pictures and titles

Lesson 2 Reading

1 Look at the title and the pictures. Circle the answers.

- | | | |
|-------------------|--------------|--------------|
| 1 The text is ... | a a diary. | b a story. |
| 2 It's about ... | a a boy. | b a man. |
| 3 He's ... | a at school. | b in a shop. |

2 Scan the text. Underline the new words from Lesson 1.

3 1.6 Read the text. Why are the school subjects difficult for Joe?

Joe's new school

1 It's Joe's first day at his new school. He sees a teacher and says, 'Hello, my name's Joe. I'm new. I'm looking for my classroom.' The teacher says, 'Your classroom is over there.'



2 It's nine o'clock and Joe is in the classroom. It's time for maths. Joe is sitting next to Paul. *That's strange. My maths book is different,* Joe thinks. 'You can look at my book,' says Paul.

3 It's ten o'clock now and the pupils are in the music room. They're playing the recorder. The teacher says, 'Repeat after me, please!' Joe thinks, *Oh! This is difficult!*



4 At break time, the pupils always play in the playground. It's break time now, but Joe is sitting in the classroom. The teacher asks, 'What are you doing?' Joe says, 'I'm reading the maths book. This maths is difficult for me.' 'OK, I can help you,' says the teacher.



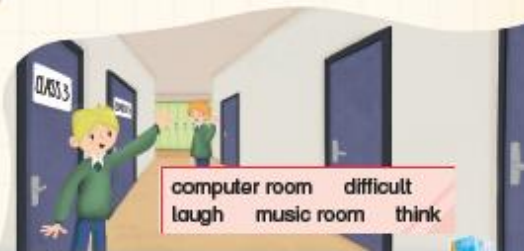
5 It's time for computer studies. The pupils are in the computer room. Joe is looking at a computer. *Oh dear. This is difficult for me. I don't understand it,* he thinks.

Then the door opens and a boy comes in. 'Is this Class Five?' he asks.

'Yes, it is,' says the teacher.

'Oh, no!' says Joe. 'I'm in the wrong class.' Joe and the other pupils laugh.

6 'I'm in Class Three, not Class Five!' says Joe. Joe goes to his classroom. 'Bye! See you in the playground,' says Paul.



computer room difficult
laugh music room think

Learning to learn

What do you do when you don't understand a word? Do you...

- 1 look in a dictionary? 2 ask a friend? 3 ask the teacher?

Ask questions about the words in the vocabulary box.

What does 'difficult' mean?

Which words do you think are in the story?

computer studies

easy

supermarket

playground

happy

violin

playground

classroom

lunch time

science

reading

From the teacher's perspective a text should

1 expose children to a variety of genres and recognise their features

2 develop prediction skills

3 develop decoding skills and strategies

Decoding strategies

Lesson 2 Reading

1 Look at the photos and the text. Circle the correct words.

What type of text is this?

1 a a story b an informative text c an email

Where can you see a text like this?

2 a in an aquarium b in a cinema c in a supermarket

2 Scan the text. Underline the new words from Lesson 1.

3  2.12  Read the text. Which sea animal is your favourite? Why?

Penguin

A penguin is a bird and it lives in the Antarctic Ocean.

It's got very short legs and a fat body.

It lives on land, but it swims in the sea and catches fish.



Fun fact!

A penguin can walk and swim, but it can't fly.

Octopus

An octopus lives in the ocean, but it isn't a fish.

It's got a round body and eight long arms, but it hasn't got any legs.

It's a fast swimmer and it can hide in tiny places.



Fun fact!

An octopus hasn't got any teeth, but it can eat snails.

Seahorse

A seahorse is a fish, but it can't live in cold water.

It's got a beautiful head, a thin body and a tail, but it hasn't got any legs.

It's a very slow swimmer and it hardly ever moves.



Fun fact!

A seahorse can hold onto a plant with its tail.

Starfish

A starfish isn't a fish. It lives on the ocean floor.

It's got a hard body and hundreds of tube feet on its arms.

It can't swim so it walks on the ocean floor.



Fun fact!

A starfish can make itself a new arm!

Whale

A whale is a mammal and it lives in the ocean.

It's very long, heavy and loud. It's longer than three buses, heavier than forty elephants and much louder than a lion. It can swim very long distances.



Fun fact!

A whale only breathes air once every 90 minutes.

fat hard heavy
round thin tiny

Learning about language

Adjectives

Adjectives give information about **nouns**, and make your writing more interesting.

A **penguin** has got **short** **legs**.

A **whale** is very **long**, **heavy** and **loud**.

Adjectives come **before** the noun or **after** *am / is / are*.

Find examples of adjectives and nouns in the texts about sea animals and write them in your notebook.

Adjective	Noun
short	legs

Text cohesion

Read about the penguin on page 72 again.
Answer the questions.

- 1 How many sentences are there? four
- 2 How many ideas are there in each sentence? _____
- 3 How many times can you find the words *and* and *but*?
and: _____ *but*: _____

Look!

Use ***and*** to give additional information.

Use ***but*** to give contrasting information.

From the teacher's perspective a text should

1 expose children to a variety of genres and recognise their features

2 develop prediction skills

3 develop decoding skills and strategies

4 develop comprehension skills

Graded comprehension activities

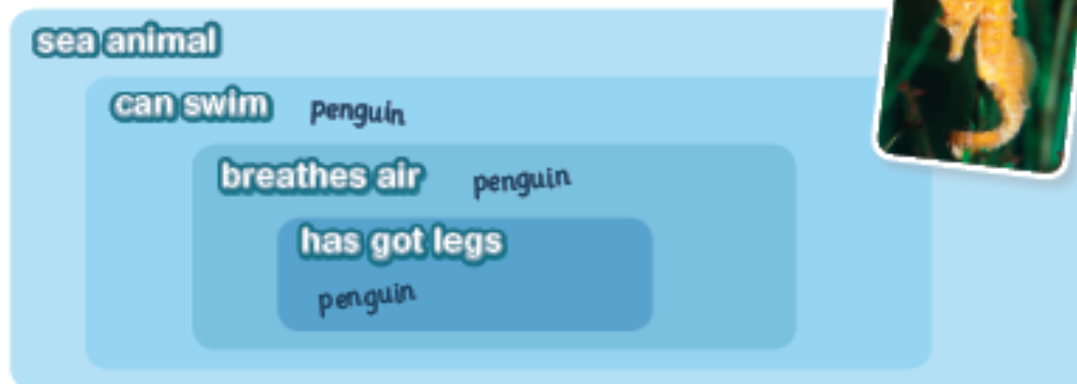
Lesson 3 Reading comprehension

1 Write the sea animals.

- 1 It's got eight long arms. octopus
- 2 It can hold onto a plant with its tail. _____
- 3 It's got tube feet, but it hasn't got any legs. _____
- 4 It's a bird, but it can't fly. _____

2 Write the sea animals in the correct place in the diagram. **Be a star!** ★

penguin octopus whale seahorse eel crab shark



3 Think of another sea animal. Add it to the diagram.

Summary of reading skills of effective readers

- ❑ Recognise text types
- ❑ Predict from pictures and headings
- ❑ Connect to prior knowledge
- ❑ Scan for specific information
- ❑ Skim for general meaning
- ❑ Work out the meaning of new words
- ❑ Infer meaning
- ❑ Evaluate content
- ❑ Form their own conclusions

Food for thought

