

OSHLSP Literacy Treasure Chest

Literacy Treasure Chest Checklist

The following resources can be either made or purchased at any local op-shop or discount store.

- ✿ Books, books books! (It is recommended that you update your learning club's supply of books regularly. Op shops are a great source of cheap story books)
- ✿ Interesting picture cards
- ✿ Rich questioning dice or lucky dip questions bag
- ✿ The role of the reader cards
- ✿ Text response activity card set
- ✿ Novelty glasses or pointers
- ✿ Flash cards
- ✿ Word lists (create your own with student input and have on display)
 - Adjectives
 - Verbs
 - Adverbs
 - Prepositions
 - Time connectives
- ✿ Playdough
- ✿ Graphic organisers- Y-charts, Hamburger charts, Venn diagrams, Story planning templates etc.
- ✿ Puppets- or materials to create puppets (e.g. socks, googly eyes, textas, coloured felt, hot glue gun)

OSHLSP Literacy Treasure Chest

Suggested activities

All suggested learning activities below require resources listed in the treasure chest checklist and can be modified to suit any ability level from Foundation – Year 6. It is essential to recognise that a child's age and grade level does not always correlate with the Victorian Curriculum standard they are working towards. It is important to *know* the children you work with and use and adjust activities to suit their ability level.

Books

A collection of interesting story books suitable for a range of ability levels is probably the most essential resource for any learning support program- particularly programs supporting refugee and migrant-background students who may not have the opportunity to read in English with adults at home.

The Languages and Multicultural Education Resource Centre (LMERC) library specialises in providing resources in all formats for English as an Additional Language (EAL). Resources suitable for all year levels, from early years to adult, are available.



OSHLSP Literacy Treasure Chest

Other tips:

Guided Reading: When supporting students with very limited English skills to read, it is a good idea to 'guide' them through the story before beginning to read aloud. Look at the front page, look at the pictures, discuss what it *looks like* is happening in the story. Next, look at the text and ask them to identify any words they are familiar with (students will most likely recognise words on the 100 common words list such as *and, the, said* etc.)

Write down the words students recognise. Use your initiative to 'guide' the students through the text- it is ok for the adult to read segments of the story, but ensure that the student reads all words they are already familiar with.

*props such as pointers are useful when participating in guided or shared reading with younger students- have them use the pointers to point out words they recognise (beginning readers) OR words they do not recognise (more developed readers).

If reading a text in a small group guided by an adult, provide each participant with a 'role of the reader' card. These can be downloaded online by searching 'guided reading role cards'. They must focus on their unique job as students read the text together.

Picture Cards

These cards can be created by simply googling 'interesting photographs' or 'funny photographs', then printing and laminating images.

The cards can be used for a range of activities.

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Creative writing:

Allow students to select a picture of their choice, then write a creative story using the picture for stimulus.

*EAL learners could benefit from having a 'time connectives template' or 'story planning template' to guide their story structure. You can download these from the internet and have copies ready to go.

See, Think, Wonder

Provide a Y-chart with the headings See, Think, Wonder. Have students write sentences using the pictures for inspiration. Students with limited English could be encouraged to complete this activity using an adjective list to help. Encourage students to select appropriate words from the adjective list to match their picture.

Silly stories

Have students select a range of pictures, then lay them out in a random order.

Using a time connectives list, or time connectives template to guide sequencing, have the student make up a silly story using the photographs.

*This activity can be completed orally or in written form. Can also be used as a group task.

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5 W's

Have student select a picture and answer the 5 w's in relation to the picture. Students can write their responses or respond verbally (this is a great activity to reinforce English conversation skills- question and answers). Responses must be formed in full sentences- discourage one word answers.

Who? What? When? Where? Why?

Flashcards

Flash cards are useful for a range of exercises to support English language and Literacy skills.



To support guided reading

Have a set of flashcards on hand when reading with a student and write down words they are unfamiliar with on a flashcard. You might then make a list of words that rhyme with the 'tricky' word they identified. Establish spelling patterns. E.g 'Chemist'- you might make a list of "ch" words that make a "k" sound.

Sentence Jumble

Write a simple sentence out on flashcards (one word per card), jumble up the cards, then have a student (or group of students) reassemble the sentence so that it makes sense.

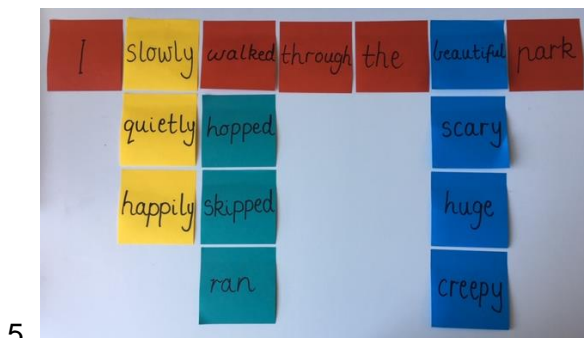
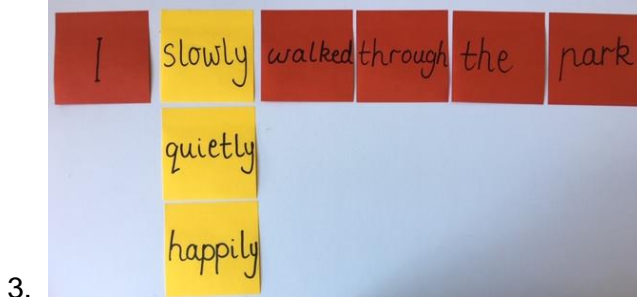
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This activity can be repeated many times with a different combination of words to create a sentence. Start with very basic, simple sentences.

Provide blank flash cards and ask students to write an adjective or adverb to *improve* that sentence.

Ask them if they can re-arrange the words in a different way so that the sentence still makes sense.

E.g.



Flash Card Time Connectives

Prepare a set of flash cards with a range of time connectives written on them- which can be reused again and again.

Have the flash cards available for students to use at any time to support writing (a variety of text types).

Time connectives guide students to use paragraphs appropriately (each new paragraph to begin with a time connective) and give a clear structure to their writing.

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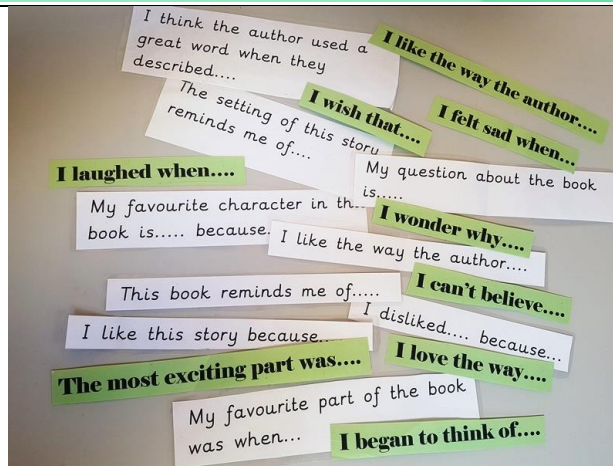
Appropriate for: narratives, reports, recounts, procedures, persuasive



Text Response

As students move from '*learning to read*' (focus on decoding, phonics and learning about text structure) to '*reading to learn*' (using texts for enjoyment, entertainment and to seek knowledge) it is important to provide appropriate text response activities. This allows students to demonstrate their understanding and develop their literacy skills.

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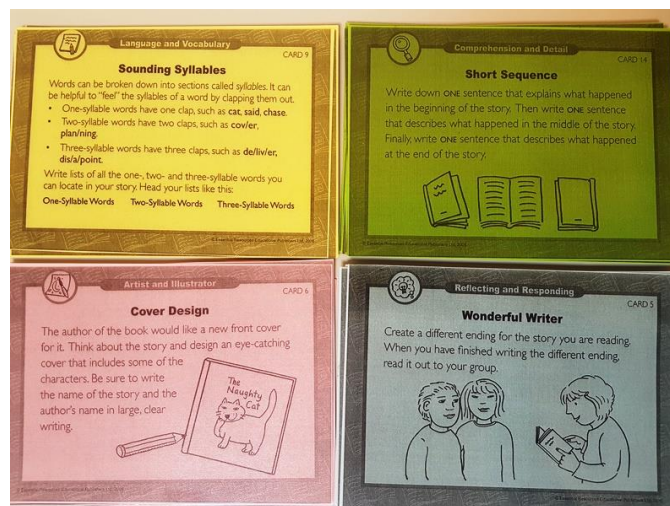


'Lucky Dip' questioning cards or dice

Dice with open-ended text response questions can be purchased from learning shops, or create your own set of questioning cards and laminate.

Encourage students to read in pairs (with a friend or a tutor) and take turns to reach into the 'lucky dip' bag and draw out a question. Take turns answering the questions in relation to the book they have just read. Encourage conversation.

Text Response Cards



A range of ideas for text response, grouped into 4 categories- Reflecting and Responding, Language and Vocabulary, Comprehension and Detail, Artist and Illustrator. Each card provides

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an activity students must complete in response to a text they have just read. Activities are creative, fun and allow students to respond at their own ability level.

Be creative!

Use ANY other resources you can think of to inspire your students- puppets are a great way to encourage English language skills and expression when reading aloud. If students make simple sock puppets at the homework club, have them write an instructional text explaining how they made the puppet, or create a written script or 'reader's theatre' using the puppets as characters.

Play dough is a great resource to engage students- let students create something out of the playdough, then write a story about their play dough creation!

Try cooking, science experiments, Lego or a walk through the garden for inspiration.

