

# Implementing the Big Six

Practical applications for the classroom



Compiled by

Deslea Konza

Lee Pond

Maureen Michael

Leanne Fried

Fogarty Learning Centre  
Edith Cowan University

---

## Comprehension Activities

---

Comprehension is the end goal for all reading activity. It is a complex process which involves conscious interaction between the reader and the text. Good readers use strategies to interrogate text for several different levels of meaning. Good readers also monitor their comprehension as they read. All readers should be taught these strategies in different reading contexts. Teaching students text types and structures helps comprehension.

Students must engage with texts at all stages of the reading process: at the beginning (setting the scene and purpose); during (monitoring understanding) and at the end (organising and summarising).

Time spent reading is important to increasing comprehension. Providing opportunities to read different types of materials for different purposes is valuable.

### Directed Reading Thinking Activity



Teachers should follow the steps below when creating a DRTA.

1. Determine the text to be used and pre-select points for students to pause during the reading process.
2. Introduce the text, the purpose of the DRTA, and provide examples of how to make predictions.
3. Use the following outline to guide the procedure:

**D = DIRECT.** Teachers direct and activate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials.

**R = READING.** Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary.

**T = THINKING.** At the end of each section, students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions such as:

- What do you think about your predictions now?
- What did you find in the text to prove your predictions?
- What did you read in the text that made you change your predictions?

## Story Pyramid

Have the students fill in the pyramid with the information asked for below.

On line

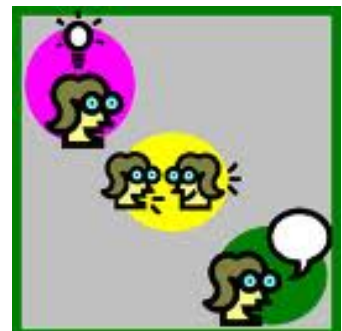
1. write the name of the main character
2. two words describing the main character
3. three words describing the setting
4. four words stating the story problem
5. five words describing one event in the story
6. six words describing a second event
7. seven words describing a third event
8. eight words describing the solution to the problem



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

The more the students work with this activity, the easier it will become. Have the students write a sentence for each line using the number of spaces as the amount of words for each sentence. Then they can write a sentence for each space for each line.

**Think-pair-share** To ease students into material that may be complex or written at a level of some difficulty for them, use the technique of "think-pair-share." Have students read a passage by themselves, read in pairs, or listen as you read the material aloud to them. At an appropriate point, pose a question about the text and have them think for a moment to themselves, then share their ideas with a partner. After a moment or two of discussion, the pair can share their ideas with the class. Display a passage on a transparency and then read it with the class. With the students, pick out eight or ten of the most important words from the passage and underline or circle them. Then write a summary of the passage in a sentence or two using those words. Do this as a class for several passages of text, then ask students to try the technique on their own or in pairs.



### **Text Structure**

Knowing how a piece of text is organized helps the reader to make better sense of the information. Each organizational structure suggests questions which readers should consider *as they are reading* and be able to answer *once they've finished reading* the passage.

Looking for signal words can help students to determine a text's organizational structure.

### **PLAN - Predict/Locate/Add/Note**

This study/reading strategy consists of 4 steps that students use before, during, and after reading. It was first developed for college students, but has been modified to be used with younger students as well. Middle school students find this strategy helpful as they transition from learning to read to reading for information.

Here are the steps:

Predict the content and structure of the text. Assess whether it will meet the needs of your assignment

Locate information that is known or unknown

Add words or short phrases to explain the new information and confirm what is already known.

Note the new understanding and use it to complete the task.

### **Before During and After**

Reading strategies can often be divided into three categories Before, During and After reading. 'Before' activities activate students' prior knowledge. It is an opportunity to set a purpose for the reading and make predictions about the text. Strategies used 'During' the reading allow the student to check their progress, understanding and involvement with the text. The purpose of 'After' activities is to give students time to reflect on what they learned, summarise information and share knowledge with others.

Below are a number of strategies divided into these three categories:

## **Before**

### **LINK**

Stands for List, Inquire, Note and Know.

List: using key words students list as many facts as they know about the concept.

Inquire: students clarify, challenge each other's lists.

Note: turn papers over and write down what they have learned about the original concept

Know: reflect in groups what they now know collectively about the concept.

### **ABC Chart**

Give the students a chart with a letter of the alphabet in each box. Students are challenged to write a word connected with the topic that starts with the letter in the box. Not all boxes (letters) need to be filled in. After a given time, students share and add to their Alphabet Chart



### **Preview the text**

When introducing a new text book or text type to students, take time to explore the layout of the text. Locate items such as heading, subheadings, pictures, captions, bold words. Find exercises, chapter reviews and end of chapter questions.

### **Anticipation guide**

An anticipation guide is a series of questions or statements related to the topic. Students read silently and then agree or disagree with each statement. Students revisit the anticipation guide to confirm or change their opinions.

### **Pre teach vocabulary**

Identify unfamiliar words and make a word wall which displays the words and meanings for the duration of the topic.

## **During**

### **INSERT Notes**

This is a good way for students to breakdown their understanding of what they have read. Students should have their own copy of the reading material as this strategy calls for them to mark the text as they read. Using post-it notes could be another means of marking the text.

The marking system:

X I thought differently

+ New and important information

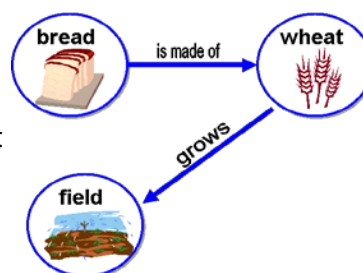
! Wow I didn't know that.

?? I don't get it

\* Very important to remember

### **Concept Map**

A concept map is a means of visually recording the understanding of information. Beginning with the subject or topic in the middle, the subtopics and details branch out in all directions. Students will be able to organise information in personally accessible ways. Students should record ideas during reading.



## Write Questions

Students can pretend to be the teachers and write questions about the information as they read through the text.



## After

### Double Dipping



Have students divide their page into two columns. Read a required passage once, making notes on the information that was remembered from the first reading on the left.

Read the text a second time and record what further information was remembered on the right side.

### Drawing conclusions

Divide a sheet of paper into three columns. Label them 'I Read', 'I think' and Therefore... In the *I read* column students record the information that was given in the text. In the *I think* column, they write their reactions to the information. Linking what is known to what is thought leads onto the *Therefore* column, where students record how the first two columns are related.

### Use graphic organisers

Recording information can be made easier using a graphic organiser. There are many different types: retrieval charts, Venn diagrams, cause and effect sheets, fishbone and W charts. Matching the type of organiser to the text is important as is explicitly teaching the students how to use the organiser.

[http://www.meadowscenter.org/vgc/downloads/secondary/booklets/Secondary\\_ELA\\_Resource.pdf](http://www.meadowscenter.org/vgc/downloads/secondary/booklets/Secondary_ELA_Resource.pdf)

<http://www.meadowscenter.org/vgc/materials/default.asp>

- [Reading Strategies and Activities Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia](#)

[http://www.fcrr.org/Student\\_Center\\_Activities\\_Search\\_Tool](http://www.fcrr.org/Student_Center_Activities_Search_Tool)  
Comprehension 2007 The Florida Center for Reading Research

# Implementing the Big Six

Practical applications for the classroom



Compiled by

Deslea Konza

Lee Pond

Maureen Michael

Leanne Fried

Fogarty Learning Centre  
Edith Cowan University

---

**Fluency Activities**

---

Reading fluency is an important skill, and attention should be given to it in the classroom. Fluency is the ability to read text automatically and accurately. It is reading words without conscious effort. When children read with proper fluent reading skills they are more able to remember and comprehend the text.

Fluency instruction should focus on three important areas: letter-sound fluency, sight word fluency and oral reading fluency.



### **Paired Reading**

In paired reading, the student and mentor read a book aloud together, pointing to each word as they go along. Allow the student to read out loud alone as he moves his finger under each word. When a mistake is made, move his finger back and correct it.

### **Echo Reading**

In echo reading, a sentence or brief passage is read aloud using phrasing and expression to convey meaning. Then, the student reads the same sentence or passage aloud. Echo reading can be used with storybooks, poems, and non-fiction books. Choose material that is relatively short and reread it at least four times until the students reads the material quickly, accurately, and with expression.



### **Book with Tapes/CD Sets**



Many popular children's books come with tapes or CD's for listening while following along in the book. Check your favourite bookstore. You can also record your children's books at home. Use a tape recorder, or record it through your computer microphone and burn it on CD.

### **Sight Words**

One way to increase fluency is to recognize more words by sight. Certain words, such as "was" and "the" have to be recognized by sight because they can't be sounded out or decoded. Other words are so common, such as "in" and "there" that they should be memorized as soon as possible. One of the first steps toward improving fluency should be memorizing the most common sight words.

### **Model Fluent Reading**

Modelling fluent reading is a great way to help. Read to the student so they know how fluent reading is supposed to sound, then have them read the same passage back.



### **Repeated Reading**

Practice helps children attain fluency. Repeated readings of a passage, poem or other short text are very useful in learning to be a fluent reader.

### **Encourage Phrased Reading**

When learning to read fluently a child must know where to pause or where to raise or lower their voice. Instead of reading word by word, the goal is to read words in groups.

### **Readers Theatre**

In Reader's Theatre, students read aloud from a script. Unlike regular theatre, there are no costumes or memorisation. The focus is on interpreting the text with the voice. Students are encouraged to bring the story to life and to practice their part until they can read it smoothly and with expression. There are many websites which have Reader's Theatre scripts to download.

### **Reading Poetry**

Poetry helps with reading fluency because it has a natural rhythm when read aloud. After selecting a poem, write its lines onto sentence strips, which serve as cue cards, to show students how good readers cluster portions of text rather than saying each word separately.



Hold up strips one at a time and have students read the phrases together. Reinforce phrased reading by using the same poem in guided reading and pointing to passages you read as a class.

### **Paired Reading**

The tutor and tutee read together from the text. When the tutee chooses, he or she can read alone, while the tutor follows silently along in the text. Whenever the tutee misreads a word or otherwise makes a reading error, the tutor supplies the correct word and resumes reading aloud in tandem with the tutee.

### **Listening while reading**

This is an approach that allows the struggling reader to silently rehearse a passage by first following along silently while the tutor reads aloud. Then the tutee reads the same passage aloud, receiving help and corrective feedback on difficult words.

### **Teach Punctuation**

Teach the students how to read punctuation. Most students, although they know how to punctuate their writing, have no idea how to "read" punctuation in other people's writing. They need explicit instruction in this.



### **Partner Reading**

Students pair up with someone at the same reading level, read for one minute while their partner takes a simplified version of a running record. Then they record their correct words per minute each day.

# Implementing the Big Six

Practical applications for the classroom



Compiled by

Deslea Konza

Lee Pond

Maureen Michael

Leanne Fried

Fogarty Learning Centre  
Edith Cowan University

---

**Oral Language Activities**

---

Oral language develops through practice – and most effectively through one-to-one conversations with a better language user who can model more sophisticated structures and vocabulary. It is not possible for a teacher to spend enough time with each child for these skills to develop, so creative ways to increase the contact that students have with better language users in pairs or very small groups should be a priority.

Building and extending oral language is important across all years of schooling. Many of the activities which follow are adaptable across many learning phases.

Some children do not have the opportunity to develop appropriate language skills such as turn taking and making eye contact. It is up to their teachers to support them in the development of these skills by correcting and modelling the proper methods.

### Barrier games



In a language classroom it is very important that students have the opportunity to both ask questions as well as answer questions.

When activities are teacher-centered, students often only have the chance to answer questions. By setting up communication activities like barrier games, students have the opportunity to speak and listen in pairs, rather than risk making mistakes in front of the whole class. Barrier games are simple interactive activities where children are not allowed to see what other players are doing and have to speak and listen clearly to complete a task. The games help children learn how to give clear instructions and descriptions, listen well and ask good questions for clarification. Groupings can be varied with one person giving instructions to a group or whole class, or two teams, pairs or individuals positioned across a barrier from each other. The barrier can be a large piece of card, an A3 landscape ring binder file, etc. Rather than use a barrier, children can sit back to back with a partner.

**Procedure:** In a barrier game, students work in pairs to complete an information gap activity. Usually, one student has a complete map, drawing, table or graph, and the other has just the outline with some information filled in. The students have a piece of cardboard or a folder between them, so that the student with the incomplete map cannot see the completed example. The student with the complete map tells the other student where to place things on his or her map. The student with the incomplete map can ask questions to help place things as precisely as possible.

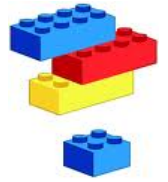


## Barrier game activities

- Crosswords: one player has the down answers and the other the across answers. Players ask each other for hints to complete the missing part of their crossword – these may be word meanings, a cloze sentence or a phonic clue.
- Picture completion – both players have a background scene and a set of pictures to complete a relevant picture. A barrier is placed between the two players. One player places the pictures and describes their position to the other player, whose task is to place them in the identical position.
- Finding the way: Both partners have identical maps but one has a route marked, which must be described to the other player. This works well on a simple grid too
- Matching pairs: The two players have a matching set of cards. One describes a card while the other locates the identical card. Players take turns until all cards are matched. This can be made easier by having very different cards; or harder by having cards that differ in only small ways, such as faces with different expressions.
- If real objects and pictures of them are used, the variety of possible instructions with even a small set is amazing. The complexity of the task can be increased by bringing in choices of size, colour etc. Prepositions and orientation might be needed.
- The simplest way to make the pictures – and the one which will be the most exact in colour, scale etc. – is to set up your little arrangements one at a time on a neutral background and take photos with a digital camera. With this method you can choose whatever toys or other items you want. It is very useful for young children with a small vocabulary, or for situations where particular aspects of language are being practised.
- Don't worry about the labels left and right as children can use instructions like it's on the window/door side – using whatever fixed reference point there is available.
- Careful reading cards - you may be focusing on word-final consonants. Your cards could have little lists (one per card) like: hot hog hop; hot hop hop; hop hot hot. One player reads the list on his card (hot hot hop) and the other player finds his matching card.
- Lotto game. Give one child the lotto board and one counter. Give the other child the matching cards. The child chooses a card and describes it, The child with the board puts the counter on to show which picture is being described. This game can also be used to practice specific language skills – for example, if the child is working on prepositions, they could use prepositions lotto.
- Dressing game. Print out 2 people and 2 identical sets of clothes and hair from [www.makingfriends.com](http://www.makingfriends.com). Cut the clothes out and laminate them for durability. Give each child a set. One child dresses their person and describes what they are doing, the other tries to make theirs the same.



- 'What's Wrong?' pictures. 1 person describes a What's Wrong card for the other person to draw. You do not need a physical barrier for this game.
- Lego. Use a simple Lego kit. One person has the instructions from the kit, while the other has the pieces. The person with the instructions describes how to make the model. You do not need a physical barrier for this game.
- Bead threading. Use a set of beads and commercially produced cards (or make your own set, using drawings or photos of the beads available to you), showing strings of beads. One child describes the string to the other child who makes them.
- Guess Who? Play commercially available 'Guess Who?' game. You do not need a physical barrier for this game.
- Make your own 'Guess Who?' (especially suitable for group work). Take photos of everyone in the group. Optional – each person to add a paragraph about themselves giving information such as name, age, class/teacher's name, favourite colour/food etc. Spread the pictures out in front of the group. One person chooses one of the pictures, without saying which it is. The rest of the group ask questions to work out who has been chosen.
- Funny faces. Provide each child with a sheet of paper with ovals on it. One child makes a face using the stamps and describes what they are doing. The other tries to make the same face. Variation – make cards showing different faces in advance, and have one child describe them for another to recreate.
- Drawing activity. Provide each child with some paper and an identical pack of pens or coloured pencils. Have one child draw a picture and describe it. The other person has to try to make an identical picture.
- Colouring activity. Give each child an identical picture to colour (colouring pictures can be downloaded from a number of websites, alternatively, draw your own), and an identical set of pens/pencils. One child colours their picture and describes it for the others to make theirs the same.
- Make a caterpillar with different coloured body parts, and about a dozen food items (some were the same as those in The Hungry Caterpillar) Children take turns at relaying instruction e.g. Put your apple on the orange part of the caterpillar.



*First Steps Oral Language* lists eight basic types of Barrier Games:

**TYPE**

**EXAMPLE**

**Sequence or Pattern Making**

One player has a sequence or array of objects. The other player has a random collection of the same objects. Player one describes successive items in the array or sequence. Player two selects the correct objects and places them in the sequence described.

Fast food deals  
Chemical formulae  
TV programme guides  
Setting up VCR  
Song lyrics

**Matching Pairs**

Students each have a master card showing several pictures or diagrams and a collection of corresponding individual picture cards. Players take turns to describe a picture without naming it. The listening player covers the correct picture on the master card with the individual card. Players take turns until all pictures are matched.

Sets of numbers  
Surf brand clothing logos  
Football teams/Guernseys  
Rock groups

**Assembly**

Each student has a collection of possible component parts which make up a picture, diagram or object. Student one assembles the parts and instructs student two to assemble the same

Electric motor  
Sprinkler system  
Meal

**Construction (Replicators?)**

Students have identical collections of materials. One student describes a construction for the other student to replicate.

War game figures  
Zen gardens  
Simple machines

**Location**

Students each have a copy of the same picture board. One student places items on the board and gives directions relative to items in the picture so that the other student can make identical placements.

Football stadium planner  
Beach scene  
Skate park

**Grids**

Students locate objects using grid references.

Street directory

**Route Finding**

Students each have a copy of the same map. One student gives directions to a specified location for the other student to find on the corresponding map.

Transperth maps  
Train networks

**Spotting Differences**

Both students have a different but complementary version of an incomplete picture or diagram. Students describe their pictures to each other and complete the diagram or picture

Comic strips

Barrier games ideas were gathered from:

*Deadly Ideas.*, Rosemary Cahill, EDWA, Catholic Education Office of WA, AISWA., Perth WA. 2000

*First Steps Oral Language Resource Book.*, Leanne Allen, EDWA Longman Cheshire,. Perth WA. 1994

*VETsteps: What Works Module 2.*, Maryanne Coombs, Department of Education and Training & StepsPD. Perth WA. 2003

## Websites for Barrier games

Geoff Plant also provides some helpful suggestions on do-it-yourself Barrier Games in the Listen, Hear! newsletter, which is downloadable free of charge at:

[http://www.medel.com/english/50\\_Rehabilitation/Free-download/documents/ListenHear/Listen-Hear-04.pdf](http://www.medel.com/english/50_Rehabilitation/Free-download/documents/ListenHear/Listen-Hear-04.pdf)

[http://www.teachthis.com.au/search/?search\\_term=Barrier+Games](http://www.teachthis.com.au/search/?search_term=Barrier+Games)

<http://www.k-3teacherresources.com/printable-tangram-puzzles.html>

## Further Oral Language Ideas

### Allow wait time

Remember to provide wait time of 3-5 seconds - in reality this should be called “thinking time” because some children need additional time to process information before composing their answer. Answers tend to be more complex if students are given more time to formulate their answer



### Build oral language development into daily routines

Building language into instructions, entry and exit routines, play, songs, rhymes and stories during children’s early years develops language proficiency and builds positive attitudes towards literacy-related activities.

**Target some aspect of oral language development in each lesson** – plan what aspect you will target. Effective oral language use requires concentration and attention. Oral language needs to be developed both incidentally, using “teachable moments”, and explicitly planned into lessons.

### Use stimulus pictures



This discussion strategy is a good place to practice natural language and language lessons. Use sets of picture cards purchased commercially or make a collection using old calendar photos or magazine pages.

### **Use of Stories and books**

Using books and stories to stimulate discussion is very important to connect the oral to print to literate continuum.

### **Reading – the perfect strategy**

Retell – practice of correct sequencing, use of the past tense, and time-related connecting words such as after, then, next.

### **Asking and answering questions**

Ask literal and inferential questions at every opportunity throughout the day.



### **Categorisation/Classification activities**

Use opportunities in all Learning Areas to classify items by use, colour, content etc. Give the students the categories or let them discover the categories.

### **Elaboration activities**

Find opportunities for extended conversations; ask questions that add to the information that students have offered. Model the turn-taking convention in social conversations.

### **The Oral Language Trolley**

The oral language trolley can be used for all year levels. It is a collection of resources grouped together on a trolley, table, or in a box or basket, that promotes language. Objects can include picture cards, everyday items, photographs, unusual items, card games, etc – anything that can be used to engage student in discussions. For secondary students, the items can relate to a unit of study.

### **Personal treasure boxes**



Provide a shoe box for each student that they decorate in a way that tells others something about them. Each child then secretly places 4-6 personally meaningful items inside their individual box – these may be objects, postcards, photos, etc. The boxes are stored so children do not have independent access to them. During the first weeks of the year, the teacher opens a box, and takes out the items, taking the opportunity to describe and discuss each one. A class discussion follows as the children decide who might own the items. Throughout the year, the students are encouraged to put different items in the box, depending on themes being studied or special events in the children's lives. There is then always a supply of items to promote meaningful language; use for discussions, etc.

### **Roll Call**

As the teacher calls the daily roll, ask a question of each student that must be answered in a sentence. Teacher models correct form if student's sentence formulation is incorrect.

- What is your Mum's name?
- What pets do you have?
- What is the name of one of your friends?
- How old is your sister (brother)?
- What is your favourite ice cream flavour?
- Where did you go on summer holidays?

### **Making Faces**

Add faces to plain vanilla biscuits using icing, jelly beans and liquorice allsorts. Children will use language to share decorations and equipment.





Discuss the completed faces, expressions and social contexts of the expressions. Alternately use play dough to make the faces.

### **Puppet Play**

Re-enact known stories using the puppets as characters or initiate students' own stories using puppets as characters.

### **Un-Bored Games**

Have students design a simple board game and explain the directions to classmates.

### **Treasure Hunt**

Hide an object in the classroom. Choose one child to become the "Hunter". Give instructions, either one at a time or several at a time to direct the hunter to the object. The rest of the class listens to the instructions and ensures the hunter follows them correctly.

### **Catch the teacher**

- Have students listen carefully for the teacher to make "mistakes" or give unclear directions. Combine this strategy with the Treasure Hunt game. Give vague instructions, or make obvious mistakes. Discuss what the corrections should be.
- Retell a well known story making "mistakes" for the class to pick up. Discuss the corrections.

### **Making Predictions**

- Run a class tipping competition for the most popular football code. Discuss the students' predictions of winners. Give reasons for their predictions.
- Construct card or block towers. Predict what will happen as each card or block is placed on the tower. Will it fall? Why? Why not? Which direction will it fall? What made it fall at that point, etc.
- Played the commercial game Jenga. Predict what will happen as each block is removed.



### **Picture Clues**

- Find illustrations of interesting situations: birthday parties, results of cyclones, people near the water etc. Use the picture as a stimulus to discuss the 5 Ws and How.
- Pictures showing multiple dangers such as "Spot the Electrical Faults" make an excellent starting point for 'What if' statements.
- Remember the value of wordless picture books in stimulating oral language.

### **Themes**

Use a story started such as "The funniest thing that ever happened to me was..." Change the theme to scariest, saddest, worst, best, weirdest ...

### **Ink blots**

Students can make inkblots with paint. Discuss with a small group the shapes and images seen in the blots. You can also use clouds, shadows or dye dropped in water.



### Mr Squiggle pictures

Give the same Squiggle to a number of students. Draw the image they see and discuss the differences.



### Guess who or guess what

Play the commercial game Guess Who where players describe the characters by their features. These games are available in cheaper travel forms now.

Use a variety of questions to discover which character by describing their features.

### Round Robin constructions

The teacher starts with a word. Each student must add a reasonable word to a sentence.

Develop this into adding sentences to build a Round Robin story. The teacher begins the story and each child is encouraged to add to it. One method of assuring each student gets a chance to introduce a talking stick. Only the person who holds the stick can speak. The rest of the students listen carefully so they can keep up with the story and add a sentence which makes sense.

### Make a class cookbook

Give each student an opportunity to tell about his or her favourite dish. Record the name of the recipe and then ask the child what ingredients the cook uses in the recipe. When every child has dictated his or her recipe, copy the recipes and ask the children to illustrate them. (Some information from parents will ensure the correct ingredients and procedures!)



### Oral language websites

<http://www.literacyconnections.com/OralLanguage.php> - games and circle time activities

<http://waze.net/oea/> - some interesting ideas and lots of activities

<http://www.teacherresourcesgalore.com/writing.htm> - bottom of the page oral language / puppets

<http://edtech.kennesaw.edu/web/alphabet.html> - cool online activities

<http://www.spectronicsinoz.com/product/developing-oral-language-with-barrier-games> book and CD – links to other oral language resources on this page

<http://www.loveandreilly.com.au/> - A sound way plus lots of other resources

[http://www.sandpiperpublications.com.au/what\\_monthly\\_feature.htm](http://www.sandpiperpublications.com.au/what_monthly_feature.htm) - new oracy program

Spot the difference websites: check the copyright before downloading them

<http://www.freshforkids.com.au/games/spotdifference/spotdifgame.html>

<http://www.chevroncars.com/games/spot-the-difference/>

<http://www.irelandwood.leeds.sch.uk/mainpages/spot.htm><http://www.kidsfront.com/find-differences.html>

<http://puzzles.about.com/od/opticalillusions/ig/SpotTheDifferencePuzzles/>

[www.education.vic.gov.au/studentlearning/teachingresources/esl/](http://www.education.vic.gov.au/studentlearning/teachingresources/esl/) Department of Education and Early Childhood Development



# Implementing the Big Six

Practical applications for the classroom



Compiled by

Deslea Konza

Lee Pond

Maureen Michael

Leanne Fried

Fogarty Learning Centre  
Edith Cowan University

---

**Phonics Activities**

---

Phonics instruction stresses the knowledge of letter-sound correspondences and their application to reading and spelling. Because the English language is alphabetic, decoding print is an essential skill, as is the need to recognise words.

The focus of phonics learning is to help readers understand how letters are linked to sounds which form patterns for both decoding (reading) and encoding (writing/spelling).

These skills should be taught explicitly and systematically. Model and demonstrate how to blend sounds to letters and how to segment letters to sounds. Teach each skill to mastery and allow ample time for practice.

### **Magic 'E' card game**

#### **Materials**

Make a set of cards with a variety of magic e words – fake, sale, kite, etc

#### **How to play:**

Children are dealt cards and prompted to match the sound of the long vowel to the dealer's cards. If they do not have a sound match card, they pick off the pile. If the card they pick up is a match they can put it straight down, if not, they place it in their hand and the next player has a turn. The person who is the first to have no cards left is the winner.

More detailed instructions and downloadable prepared cards are available from <http://www.adrianbruce.com/reading/games.htm> This website has several more useful free games and activities.

### **Letter stamps**



Stamps are an excellent "hands-on" activity for helping students learn about the alphabet. Teachers can purchase commercially made letter stamps or make letter stamps out of sponges. Teachers can use sponges and paint in a variety of ways to help children understand the shape and function of upper and lower-case letters.

### **Segmenting Syllables**

#### **Materials**

- Game board (simple multi-squared game board)
- Word cards (words contain different numbers of syllables)
- Game counters



#### **Activity**

Students choose a word card, orally divide the word into syllables, count the number of syllables and move that many spaces along the board. Continue until all students reach the end of the game board.

## Onset and Rime Card Game

### Materials

Two sets of cards with Onset examples (r, st, s) and Rime examples (ack, ick, ock)

Recording sheet

### Activity

Taking turns, students select two cards from the onset stack and one card from the rime stack. Try to make word(s) using the rime card and at least one of the onset cards. If a word can be made, read it, and record it on the paper. When done, return cards either to the bottom or the middle of their respective piles.

## Digraph Roll-A-Word

### Materials



A set of dice one with onset examples (r, st, s) and the other die with rime examples (ack, ick, ock)

Recording sheet

### Activity

Students roll each cube. Blend the onset and rime, and say the word (e.g., /ch/ /ip/, "chip"). Record the real words which are made.

## Treasure hunt.

Hide prizes near several objects around the classroom that all begin with a particular letter sound. For example, tell the students that prizes are all hidden behind things that start with the M sound.

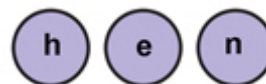


## Letter-sound collage

Have the students search through old magazines, catalogs and newspapers to find as many pictures as they can that begin with a particular sound. Once they've collected them, glue the images to a piece of paper. Then you can write a large upper- and lowercase letter that makes that sound somewhere on the page.

## Jump In

Three chalk squares are drawn on the ground, or three hoops placed on the ground (depending on whether the game is played indoors or outdoors). The hoops are labeled initial, middle and final. Children sit in a line facing the hoops and are given 2 – 3 letter cards which they place in front of them. The adult gives a demonstration and places one child in each hoop. The children hold up their letter cards so that a CVC word (like 'hen') is spelt. The other children are encouraged to read the word. As children become more confident they are encouraged to 'jump in' and replace a child so that a new word is made, e.g. 'hen – pen', 'cat- cap', 'sit – sat', etc. This enables each child to see that by changing letters new words can be made.



## Word Sorts

Word sorting and categorising activities are useful. Ensure that explicit discussion about these patterns takes place as students are sorting words into categories.

## Torch Game

Focus on some print in the room i.e. large print book or class poem etc. Use a torch to focus on a particular word to discuss = perhaps to highlight a particular digraph. Identify the digraph and suggest other words with the same one.



## Rhyming Strings

Play games involving creating rhyming strings (e.g.in groups children write words on cards based on the given pattern. Children see who can make the longest trail. Children are asked to say each word as they jump from word to word.

### **Ideas for older students:**

#### **Alternatives**

Students are given a word with a particular vowel sound (**e.g. whirl**). They are challenged to find different ways to spell the same sound (**e.g.purchase, heard, fertile, worse**).

#### **Homographs**

Create sentences with words which are homographs (words which are spelled the same but pronounced differently). Read the sentences with the incorrect pronunciation. Discuss which word doesn't fit the sentence and try to read the sentence with the alternative pronunciation. How does it fit now? Continue with several such sentences.

#### **Suffix Sort**

Revise rules for adding suffixes such as dropping a final 'e', doubling a consonant or making no changes. Give word cards and sort according to the rule which would be applied if adding a suffix such as ing, ed or est.

Do a similar exercise with rules for making plurals, adding s, es, changing y to i and adding es etc.

#### **Websites**

<http://www.lettersand-sounds.com/> This website is a sister site to the Letters and Sounds UK phonics program. Short explanations of each phase, free downloadable resources and links to interactive games are available.

<http://nationalstrategies.standards.dcsf.gov.uk/node/84969> This is the web address for the Letters and Sounds phonics program. There are further links for instructional videos demonstrating various strategies.

#### **References**

Bruce, Adrian. [n.d.]*Reading Game*. Retrieved July 23, 2010 from <http://www.adrianbruce.com/reading/games.htm>

Florida Centre for Reading Research. (2008). *Student Centre Activities*. Retrieved July23, 2010 from <http://www.fcrr.org>

Reading Rockets. (2010). *Alphabet Matching*. Retrieved July 23,2010 from <http://www.readingrockets.org>



# Implementing the Big Six

Practical applications for the classroom



Compiled by

Deslea Konza

Lee Pond

Maureen Michael

Leanne Fried

Fogarty Learning Centre  
Edith Cowan University

---

**Phonological Awareness Activities**

---



Phonological awareness is the ability to hear, identify, blend, segment and manipulate the sounds or phonemes in spoken words. It also refers to a series of skills such as identifying individual words in sentences, and understanding word parts such as syllables and rhyme.

Phonological awareness is initially an auditory process. Young children learn to identify and appreciate environmental sounds then experiment with making different types of sounds themselves. The recognition of letter names and sounds is a bridge between matching to phonemes (sounds) to graphemes (letters).

These skills should be taught explicitly and systematically. Remember to focus on just a few sounds/skills at a time. Blending and segmenting are the two key skills for reading.

### Initial sounds pictures

Create sets of 6 -8 pictures that start with the same sounds.

Practise identifying the sounds in each set. Start with 2-3 and add more pictures as the students get more proficient.

Mix the sets and have students identify the initial sounds.



### Initial sounds

Create square cards with pictures of one-syllable words that begin with a maximum of three different letter sounds and letter tiles for students to mark the pictures on their cards.

Students match the letters with the initial sounds of the items on the picture square cards.

### Blending onset and rime

Create picture cards of one-syllable words, cut into onset and rime i.e. c - at, f - at. The second part of the picture should be wider than the first part.

### Substituting phonemes

Use letter tiles or squares. Change man to *van* to *can* to *pan* etc.

You can then use the same strategy to change the final phoneme: *pin* to *pit* to *pig*

Medial sounds can be substituted in the same way: *but* to *bit* to *bat*

### Alliteration Phrases

Have the students make up alliterative phrases (Peter Piper picked pickled peppers). These phrases can begin small and build up.



### Talk like a robot

Sound out the phonemes in familiar words using an “electronic” voice. Start with short cvc words and gradually add more phonemes and two syllable words.

### **Counting sounds**

Have the students count the sounds in a word. Use a card with blank boxes and place a counter in a box for each sound.

### **Sound chairs**

Like musical chairs. The teacher calls out a series of words. When the students hear a word with the specified sound, they find a chair to sit down in. For example, a list of long words might be given, students need to find a chair when they hear a short a word.

### **Four Corners**

You will need a large area or cleared classroom. Identify corners with numbers or letters. Set rules such as if I say a two syllable word, run to the A corner. If I say a one syllable word, run to the B corner. If I say a word with a silent e, run to the C corner. If I say a word with a hard g, run to the D corner. If I say a word with soft g, freeze.

### **Where is that sound?**

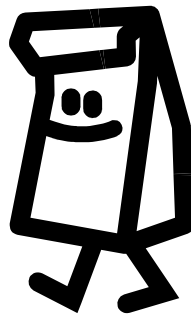
Divide a picture of a long animal such as a dinosaur or crocodile into three pieces. Draw a box which corresponds to each part of the animal: beginning, middle, and end. The teacher sets a target sound (such as /a/). The teacher then says a cvc word with the sound in it. The students place a marker on the correct box.

### **Name play**

Change the initial sound in a child's name with a target sound when calling the role. Children could also toss a bean bag to a friend saying the "new" names.

### **Sound Bag**

Gather items which start with several different sounds. Put cards with letters representing the sounds on the floor. Children take turns choosing something from the bag and placing it onto the correct letter.



# Implementing the Big Six

Practical applications for the classroom



Compiled by

Deslea Konza

Lee Pond

Maureen Michael

Leanne Fried

Fogarty Learning Centre  
Edith Cowan University

---

## Vocabulary Activities

---

Vocabulary knowledge encompasses the understanding of specific words either orally or written. Vocabulary knowledge is a very important factor for developing reading comprehension and good written expression.

Although most children learn vocabulary indirectly through listening, reading and conversation, some vocabulary should be taught directly. These are words needed to master the understanding of literary strategies as well as subject specific words needed to grasp concepts and ideas.

Because so many words are learned casually, teachers should read aloud, encourage word collecting, teach morphemes (units of word meaning) and demonstrate how words in context may be explained.

### **Bluff**

Students are divided into two teams. A word is defined. Those that know the answer stand. Those that don't and wish to "bluff" the answer can stand, too. A student is called on to give the definition. If correct, the number of points of students standing is awarded (or deducted if the person called doesn't know the answer).

### **Back words**

A vocabulary term is placed on the back of each student. They then circulate around the room asking YES or NO questions of others to "guess" the word on their back.

### **Memory Cards**

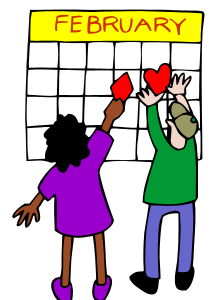
Students make flash cards of their vocabulary words. The words and their definitions are written on separate cards. Students place all of the cards face down, and turn cards over one at a time to try to match the word with its meaning.

### **Venn diagram**

Select two related words and write one in each circle of a Venn diagram on the board. Write similarities of the words in the joined or centre portion of the circles, and differences in the outer circles. For example, the words *city* and *town* have many similarities and differences that could be compared using a Venn diagram. Students can do this activity as a whole group or individually. If students do it individually, bring them together to share their answers as a group at the end.

### **Vocabulary calendar**

A vocabulary calendar is a great way to incorporate a mini-lesson or activity into each day. Read the "Word of the day" each day and discuss its meaning with the students. Brainstorm together different ways the word can be used in other sentences. Give students a "mission" to use the word appropriately later in the day or find the word in text.



### Tent cards



Take a vocabulary set. As a class activity, pair the words. Ask the students in groups of 4 to make tent-shaped cards (i.e. bent over like a tent), and write one of the paired words on each side of the 'tent'. Place them between the players. The game lies in remembering which word is on the hidden side.

### Memory games

Put 10-20 vocabulary words on the board. Then progressively erase them, and let the students recreate the lists.

After an activity that requires a vocabulary set on the board, rub out part of the words. Then ask the students to complete the words with full spelling.

### Word association

One word from the list is used as a magnet. Brainstorm all the vocabulary you can associate with it, e.g. *foot: toe, ankle, shoe, run, slip, walk, big, nail, heel, tiptoe*. Have a competition, in pairs or singly to see who can think of more words.

### No hesitation

A student chooses a word and has to speak about it without hesitation or pauses for 30-45 seconds. This works best after a period of familiarisation exposure to the words and their meanings.

### Word call

Each student takes a vocabulary word to be his/her name. One student starts by calling out another student's name-word; the student indicated by that word then immediately calls out another student by her/his word. Each student has 3 lives, and any hesitation loses one life.

### Jumble

Each student writes down the vocabulary set without spacing as one enormous word. Exchange papers. Race to see who divides each word correctly with a spacing line. When all the students have finished, return the papers to their writers and correct

### Sort it

Tell the students that you will dictate vocabulary taken at random from 4 sets of vocabulary and they write the words in the appropriate 4 columns of categories.

### Snowball



Assign partners one word and two different coloured sheets of paper. On one coloured piece of paper they write the vocab. word and on the other coloured piece they write the definition. Then they crumple the papers up into a ball. When everyone is done and you've been very specific about rules, you have a snowball fight with the papers. They don't hurt or break anything. After a minute or so, everyone gets one "snowball" of each colour and they have to find the matching pairs.

### Fly Swat

Randomly write the vocabulary words on the board or use a transparency so the words don't erase. Two students each have a flyswatter. The teacher reads a definition and the first



student to "swat" the word gets a point for their team. Play until all the words are done. You can also write some words from past vocabulary as a refresher.

### Pass the Parcel

Give a wrapped parcel to a student. They say a word and pass the parcel to someone else who says the definition--then they pass to a new person for a word and so on--good for active learners.

### Synonym Webs

Have students use the Thesaurus to create synonym webs. Then have pairs of students exchange webs and write a sentence for each word contained in the partner's web.

### Sentence Races

Group the students into teams of 4. Write four vocabulary words on the board. Give a piece of paper to each team. The idea is for each of the students in turn to write a sentence (or the meaning) for the vocabulary words. Each word can only be used once.

The first group to take their paper to the teacher for correction wins. This can also be adapted for parts of speech, math problems, etc.

### Drawing Different Meanings

Ask students to choose a spelling word that has multiple meanings. (Examples: grave, capital, triple, column, bail, desert, operate, nursery) Then tell them to draw two or more illustrations, each representing a different meaning of the word. Students will give their drawings to a classmate, together with a list of the word's meanings, and the classmate will use the word to write captions.

### Beach Ball Vocabulary

On a multi coloured inflatable beach ball, write:

- Category(part of speech) - red section
- Sentence - blue section
- Synonym - yellow section
- Antonym - orange section
- Definition - green section
- Spell the word - white section













Cut up the 6 squares of matching coloured paper, and place them in a small container or cup.

Throw the beach ball to each student, and then pull a coloured square from the container. For example, if a green coloured square is drawn from the container, the student who caught the ball must give the definition for that word, and so on until each student has participated and each word on the word list has been done.

Students can throw the beach ball back to the teacher or to another student.

### Dominoes

Make vocabulary dominoes with the words on one side and pictures or definitions to match. Play dominoes in the usual manner, each student taking turns matching a word to a picture/definition until one student places all their dominoes on the table.






	blue	orange	
yellow			blue
	blue	red	
	black		black
	black	blue	


Other variations:

- Silent matching - students get dominoes and find their match silently.
- Put the cards in alphabetical order as if in a glossary
- Concentration - cut them in half, use them as concentration cards – match word and meaning/picture
- Bingo cards - cut them in half and use them as bingo calling cards.
- Matching- cut in half, students with words stand at front, others with the matching meaning/picture join them.

**Bingo Variations:**

- Call out the words.
- Call out meanings.
- Spell the words.
- Give abbreviations.
- Show pictures as clues.
- Show concrete items as clues.

red		red	
	orange		yellow
orange		yellow	
	green		green
yellow		green	

	black	red	
orange			gray
green			gray
	gray	gray	

**Very useful, free Website:**

<http://www.toolsforeducators.com/>

Free worksheets, worksheet templates, printables wizard and on-line teachingmaterials makers with images from Tools for Educators.com. Use these free worksheets to print, game makers, and programs for teachers to make and print teaching resources with pictures or classroom materials for kids. They are simple, but beautiful, versatile and powerful.

