Independent Reading Group Activities

![C:\Documents and Settings\LLEWIS5\Local Settings\Temporary Internet Files\Content.IE5\QT2U1Y06\MP900442438[1].jpg]()

Reading Text

Familiar Reading Students should be provided with daily opportunities to read familiar text. This may happen during the guided reading session, as an independent reading activity or at another time during the day.

Fluent reading

Prepare copies of a familiar text for students to read.

Ask students to take turns and practise reading the text fluently and with relevant expression to a partner. Students swap roles.

Reflecting on reading

Prepare the checklist below for students to reflect on their reading.

Revise the criteria listed, demonstrating by reading to students.

Students practise reading familiar texts with a partner, and rate themselves on some or all of the criteria on the checklist.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| **Pace:** |  |  |
|

|  |
| --- |
| I used appropriate speed when reading. |

 |  |  |
| I read without hesitation or unnecessary pausing. |  |  |
| ***Accuracy:*** |  |  |
| I recognised words and was able to read them correctly. |  |  |
| I was able to read quickly and yet make my words sound meaningful. |  |  |
| ***Phrasing and Fluency:*** |  |  |
| I read longer phrases in meaningful chunks. |  |  |
| I made my words sound natural and not forced or like a robot. |  |  |
| I read with expression. |  |  |

Phonics

Letters/Sounds

Hint: Make up 2 sets of laminated, colour coded letter cards for each of your groups (red cards for red group, blue cards for blue group etc). This means you have 2 sets for each group to use for a wide variety of activities. You can add in new letters as groups learn them.

* Playdough - students make known letters out of playdough (may use playdough letter cutters)
* Magnetic letters – students sort groups of magnetic letters (2 known letters, 1 unknown)
* Concentration – 2 sets laminated sound cards
* Sound Bingo – commercial Game “Beat the Bear”
* Snap – 2 sets of laminated sound cards
* Magazines – identify and cut out known or specifies letters
* Picture/Letter Dominoes – commercially produced

A HUGE variety of resources are available at: <http://www.k-3teacherresources.com/>

 <http://www.teachthis.com.au/>

VC CV and CVC Words

* Bingo
* Concentration
* Picture/Word Match – commercially produced
* CVC Dominoes – commercially produced

Flip books

Make flip books. Write the base letter combination on cardboard, e.g.

Letters are attached to the front on smaller pieces of cardboard, e.g. *c, b, m, r, h, p*. **at** **c** **at**

As pages are turned students read the words that are made, e.g. *cat*, *bat, mat* and so on.

Cut and make

Select some words that contain known sounds. Photocopy a set of words for students onto

coloured cardboard. Students cut up the words and rearrange the letters, making as many different

words as possible and then reading the words by blending the sounds.

These letters can then be stored in envelopes or small plastic bags for students to use at a later

time.

For example, if the student cuts the word card for *mad* into individual letters showing *m, a, d* and

then makes *am* and *dam*.

How Many Words

Give students a collection of familiar consonants and vowels (laminated cards) e.g.

m t s f d r g n

a e i o u

How many words can you make with these sounds? Record words on whiteboards.

CCVC and CVCC Words

* Bingo – commercial game “Beat the Frog”
* Word Match Game – available from TeachThis

Magnetic Letters – Word Work

Provide magnetic letters or letter tiles so that students can make new words from words they know,

e.g. if students are familiar with *boat*, they may exchange the initial letter to make *goat, coat.* This can be done on magnetic whiteboards or on large laminated sheets, see below:

b**oa**t

c**oa**t

fl**oa**t

s**oa**p

Word is written at the top with the letter pattern made bold. Students use magnetic letters to make new words (changing letters at the beginning or end). New words are recorded on a whiteboard.

Sight Words

Hint: Make up 2 sets of laminated, colour coded sight words for each of your groups (red cards for red group, blue cards for blue group etc). This means you have 2 sets for each group to use for a wide variety of activities. You can add in new words as groups learn them.

* Sight Word Bingo – commercially produced or teacher made
* Concentration using laminated word cards

Beat the Clock

Students work in pairs using laminated sight word cards.

How many sight words can be read correctly in one minute? Students keep score.

Differentiation – How many sight words can be written correctly in one minute?

Sight Word Chains

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

 Provide students with stencil, coloured markers and familiar sight

word cards. Students cut stencil into strips and write their sight words on the strips. Ends of strips are then pasted together to make paper chains.

Letter Bricks Crosswords

Initially students make familiar sight words with letter bricks – checking their attempts against sight word cards.

Differentiation – students attempt to make crossword links with their sight words. How many words can be successfully linked?

Alphabetical Order

Students work in pairs to put selected sight word cards in alphabetical order.

Differentiation: Provide increasing numbers of words with same initial sound or consonant blend.

stopped

steep

star

shop

ship

Sight Word stencils

Children cut letters from bottom of stencil and paste

on lines to make word in the centre.

Differentiation

* Use only the correct number of letters at the bottom
* Add more unnecessary letters to the bottom grid
* Choose more difficult words to put in the centre
* Remove word from centre – provide word orally

Sight Word Classification

Have students sort piles of familiar sight words using different criteria:

* Number of letters
* Same initial letter
* Same final letter
* Same medial letter
* Common letter pattern e.g. *ar, aw*

 Sentences

Sentence Match

Prepare sets of sentence strips and matching word cards about a recent class shared experience for students to use, e.g.

Nathan and Ali touched the shells.

Nathan and Ali touched the shells.

Display and read the sentence strip.

Ask students to choose a partner. Distribute the sets of sentence strips and matching cards. Students take turns to match the cards onto the sentence strip and read the sentence.

Secret Sentence

Teacher prepares sentence strips (simple sentences with familiar words) with words out of order. Students cut up and reassemble sentence using capital letter and full stop as a guide. Sentence may pasted onto a strip and can be re- written underneath.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| the | Mum. | to | am | shop | going | with | I |

Differentiation:

* Prepare compound sentence strips

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| bed | asleep. | into | and | climbed  | fell | fast | Jack |

* Prepare complex sentence strips

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| inside | raining. | because | was | went | it | I |

* Cut sentence up and place in an envelope, cutting through words e.g.sh/op go/ing
* Students write their own Secret Sentence for a partner (words out of order on a blank strip)

Sentence Starters

Commercially produced but easily made yourself. Laminate and allow students to draw on them using whiteboard markers.

|  |
| --- |
| **Look at the** |

|  |
| --- |
| **We are going to** |

Differentiation:

* Prepare compound sentence strips

|  |
| --- |
| **He looked inside and** |

* Prepare complex sentence strips

|  |
| --- |
| **We were so tired that** |



Concepts about Print

Looking for Words

Laminate copies of stencils for reuse.

Students use a familiar text to find words

with 1, 2, 3, 4, 5, and 6+ letters.

Differentiation: Have students identify

parts of speech.

 Heazlewood, N. 30 Guided reading Activities for Any Book

Capital Letter Hunt

Revise rules about the use of capital letters.

Use an enlarged page of a familiar text and a copy of the table below; explicitly model how to locate words in the text starting with a capital letter.

As you locate a word in the text starting with a capital letter, write it in the appropriate column.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| People | Day/Month | After full stop | Beginning of sentence | Places |
|  |  |  |  |  |
|  |  |  |  |  |

Ask students to choose a partner. Provide each pair with a page of familiar text and a table for

recording their words. Ask them to work with a partner to complete a capital letter hunt by

locating capital letters in the text and recording the words in the appropriate boxes on their chart

Spelling Activities

Spelling Words on the Line

Hang a piece of rope or cord across the room. Provide students with small laminated alphabet cards and a bucket of pegs. Students make their spelling words by ‘hanging them’ on the line.

**r**

**e**

**w**

**f**

**l**

**o**

Mystery words

Provide a list of topic words familiar to students. Print the list so that it fits on one side of an A4 sheet of cardboard when printed landscape.

flower plant leaf stem water

Divide students into pairs. Each partner sits facing the other with their word list standing up facing them and the blank side facing their partner:

 *Student 1 Student 2*

One student chooses a word for their partner to guess and puts a mark against the word so the word is not chosen twice. The other student asks three questions about the word before guessing which word it is. Questions can only be answered with *yes* or *no*.

Questions might be about:

• the letter the word begins with, e.g. *Does the word start with f?*

• the length of the word (how many syllables), e.g. *Does the word have two syllables?*

• what the word rhymes with, e.g. *Does the word rhyme with shower?*

Once the student has asked three questions they close their A4card and write what they think is the selected word on the back of the card. The partner checks the word and spelling and awards one point if word and spelling are correct.

Students should take turns and keep track of scores.

Talking and Listening Activities

Barrier games

Prepare string and beads for threading for each student. Put a knot at the end of each string so beads stay on the string. Pairs of students place barriers between themselves or sit back to back. One player is the instructor and the other the threader. Issue beads, ensuring the threader has more beads than the instructor. Instructors thread four beads onto their string without allowing their partner to see. Instructors then tell their partners which bead to thread first, second, third and fourth to create the same pattern on their thread. Encourage threaders to ask questions to be sure they have selected the correct bead,

e.g. *Is it a blue bead? Is it the large blue bead or the small blue bead? Is it the large square bead or the round one?*

When the threader has finished threading their beads they remove the barrier to check their results and then swap roles.

Extension 1: Use a greater variety of beads (colour, shape and size)

Extension 2: Have students attempt to replicate an image with one student giving the other verbal instructions.

 News Groups

Organise students into groups of four or five. Ask one student to be the group leader who nominates each student in turn to present their news. After each student presents, the rest of the group can ask when/where/why questions.

Pairs of students listen to each others’ news and re-tell part of it back to their partner.

Writing Activities

Writing Centres Set up a writing centre in the classroom. Provide a wide variety of writing materials for students to use including:

* textas – thick and thin

• highlighter pens

• chalks, crayons, pencils, pens

• provide large and small paper – newsprint, computer paper, and coloured paper

• large and small chalkboards

• envelopes and writing paper to encourage students to write letters to each other

• computer/s.

Include a variety of laminated writing models such as:

• high frequency words

• student name cards

• letter formation charts

• some simple sentences/questions to copy, e.g. I like dogs. How are you?

• a variety of text models such as teacher written news books, classroom signs, messages on cards, and class made word banks/charts

• writing pattern cards for tracing or copying

• outlines of simple pictures for tracing or copying.

Sentence writing Prepare sets of *Who* and *What do they do?* cards. Revise sentence punctuation with students and display *Who* and *What do they do?* cards to support students creating sentences. Select a topic familiar to students, e.g. my family. Demonstrate how to use the stimulus cards to create sentences, e.g. *who? My family. What do they do? go to the beach with me.*  Students write their own sentence using the questions as a prompt.

Sentence Plans Prepare copies of sentence plans (on laminated cards). Divide students into pairs. Provide each pair with a sentence plan which includes a picture column for pictures relating to a current topic (example below). Students complete the plan by identifying who/what is in the picture, what they are doing and where they are doing it. They then record the sentence below or on a cardboard strip.

*Image may be selected from a familiar text.*

|  |  |  |  |
| --- | --- | --- | --- |
| Picture | Who/What? | What are they doing? | Where are they doing it? |
| *Jack in the Box (L15)* | *Jack* | *jumping up and down* | *on his bed* |
| Record Sentence | *Jack was jumping up and down on his bed.* |

 Capital letter detectives

Prepare copies of the Capital Letter Detectives Chart (see below) and photocopy sections of a familiar text for students to use. Remind students about the use of capital letters e.g. sentence beginnings, names, days of the week etc. Organise students into pairs. Provide them with a copy of a short, familiar text and a copy of the ‘Capital Letter Detectives’ table (see below). Ask students to read the text together and put ticks in the correct column for each capital letter they find in the text and write in the words.

|  |  |  |  |
| --- | --- | --- | --- |
| Sentence Beginning | Person | Place | Day |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |