

Reading Activity (10-15 minutes)-Expanded Integrated  
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| <b>Reading Activity Topic</b>   | <i>Collaborative Storytelling: Reading Comprehension and Writing</i>                        |
| <b>Length of Activity</b>   | 15 minutes  |
| <b>Learner Population</b>   | Grade 1 learners at a bilingual K-12 school in China<br>Full details <a href="#">here</a> . |
| <b>Learning Objectives</b>  |   |
| <ul style="list-style-type: none"><li>- Students will each continue the story by writing the next sentence.</li><li>- Students will peer review the assignment of their peers, checking for correct spelling of words, as well as a capital letter at the start of the sentence and punctuation at the end.</li></ul>   |   |
| <b>Activities</b>   |   |
| <p>This is an extension of the original discrete reading activity skills, <a href="#">here</a>.</p> <p><b>Rationale Behind Extension:</b></p> <p>Students have already practiced decoding and reading a sentence. This has practiced reading and specifically phonics. They will now write a sentence that will follow the sentence they have read, continuing a story.</p> <p>This will make the activity more meaningful as they will be able to personalize and use it as the basis of deeper work, rather than a stand alone sentence to read. They will need to create a sentence which logically follows from the sentence they decoded as the group in the</p> |   |

discrete activity, which means a focus is now put on comprehension and vocabulary, practicing a broader range of reading skills.

Writing a sentence will practice writing as a skill in its own right, and in the context of the same activity, practice related skills that will in turn support word decoding skill development for reading. The writing and reading practice can support each other.

In a follow up peer review, an opportunity is provided for students to further consolidate awareness of word forms, decoding and comprehension as they peer review each other's sentence after. The peer review brings further practice of the 21st century skills of collaboration, communication and social skills as students support each other.

### **Sequence of Activities**

After students have finished practicing reading their sentences as described at the end of the original discrete skills lesson plan, the following takes place:

- The teacher calls the students back together.

Each group reads their sentence out loud, one at a time to conclude the first part of the activity and set context for the second part.

The teacher now explains that the groups will stand up one at a time. When standing, they will stay in one place and say their sentence along with the teacher, miming the actions of the dog at the same time. This is to shift focus to also include comprehension. (3 minutes)

- The teacher now explains that students will now write the following sentence to continue the story. The purpose of doing this is elicited and then emphasized - we can "practice writing", "writing will help reading" and we will "practice storytelling".

The teacher will elicit some examples from students, in speaking of what the next sentence could be. This can inspire thinking in all students. (2 minutes)

- Students now set to work writing their sentences. They can refer to the word wall and their personal phonics books to help them. The teacher circulates to support. Students are encouraged to support each other as they work, as per the normal class routine. Again, the group dynamic allows the students closer to the 'intermediate fluency' stage to support those more in the 'speech emergence' stage. (4 minutes)
- The class comes back together and the teacher explains that students will now peer review. (1 minute)
- Students now peer review. They have the following criteria to peer review to give guidance.
  1. Use of capital letter at the start of the sentence.
  2. Use of punctuation at the end.
  3. Correct spelling of the words.

Peer reviewing students can also refer to their personal phonics book and the word wall.

Students are given the following model for delivering peer feedback.

"Great job! I like your sentence. You only need to (change the spelling of \_\_\_\_\_ / add a capital letter / add a period/explanation point/question mark)."

**Note:** Students are already used to the routine of giving peer feedback.

As the students give peer feedback, the teacher circulates and intervenes as necessary, or takes notes of points that can be practiced or consolidated with the whole class later.

(3 minutes)

- The teacher concludes the whole integrated activity, reviews any key points of challenge, and tells students that next time, they can share their sentences with the class.

(2 minutes)

### Materials and Technology

- Classroom word wall. This has ten common sight words that students have previously had challenges with, on it, and a section for recently covered phonics sounds.
- Students personal “phonics books”. These are being built up continuously over the year. They have all phonics sounds covered so far, as well as a list of 30 common sight words, and further pages of sight words that students have made themselves, based on those that they find difficult.

The 30 common sight words are: the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, I, at, be, this, have, from, or, one, had, by, word (Lakeshore Learning, n.d.)

- A4 sheet of paper for each student.
- Pencil for each student.

### References

Lakeshore Learning. (n.d.). *300 most common sight-words* [PDF].

[https://www.lakeshorelearning.com/assets/media/images/pdfs/SightWord\\_List\\_1-300.pdf](https://www.lakeshorelearning.com/assets/media/images/pdfs/SightWord_List_1-300.pdf)