

SMALL GROUP INTERACTIVE READING ACTIVITIES

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SMALL GROUP INTERACTIVE READING ACTIVITIES

Introduction

This section contains various small group (3 - 6 students) interactive reading activities that promote oral English development in addition to improving English reading skills. They are designed to function as one piece of a total ESOL reading program. The activities have been aligned to the English Language Development Continuum to help you determine which activities are appropriate for students at each level of the Continuum.

The activities have also been organized according to what type of skill is developed: phonological, syntactic, or semantic. Phonological development includes American Standard English pronunciation, stress, intonation, phonemic awareness, spelling, and phonics. Syntactic development focuses on the ability to make and describe sentences in English that are grammatically correct and descriptively rich and precise. In written language, it also includes correct use of mechanics such as capitalization and punctuation. Finally, semantic development focuses on the ability to bring accurate meaning to English words, sentences, and extended communication, including pragmatics (the ability to recognize that the intended meaning of a statement is often different from its literal meaning). In reading, semantic development includes higher level reading process strategies such as using the context, finding the main idea, drawing conclusions, making inferences, and locating information.

Finally, the activities have been aligned to the benchmarks of the Sunshine State Language Arts Standards and to the International TESOL Standards. A benchmark or standard listed in bold type indicates an activity designed to address that benchmark specifically. A benchmark not in bold type indicates an activity that addresses the benchmark but was not designed specifically to do so.

International TESOL Standards

The Florida State Department of Education has correlated the Sunshine State Standards with International TESOL's Standards. We have included the TESOL Standards along with the Sunshine State Language Arts Standards Benchmarks in the description of each CARE related activity. TESOL's Goals/Standards follow.

Goal 1: To use English to communicate in social settings, students will

1. use English to participate in social interaction;
2. interact in, through and with spoken and written English for personal expression and enjoyment;
3. use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas, students will

1. use English to interact in the classroom;
2. use English to obtain, process, construct, and provide subject matter information in spoken and written form;
3. use appropriate learning strategies to construct and apply academic language.

Goal 3: To use English in socially and culturally appropriate ways, students will

1. use the appropriate language variety, register, and genre according to audience, purpose, and setting;
2. use nonverbal communication appropriate to audience, purpose, and setting;
3. use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

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Alignment to the National Board for Professional Teaching Standards: English as a New Language (National Certification)

Alignment to the Standards

The activities and their suggested use as presented in this manual are aligned with English as a New Language standards II, IV, V and VI.

II. Knowledge of Language and Language Development Accomplished teachers of linguistically and culturally diverse learners are models of language proficiency in the languages in which they are expected to teach. In addition, they draw on their knowledge of language and language development to understand the process by which students acquire both their primary and new languages, to develop instructional strategies that promote language development, and to modify the curriculum as necessary to accommodate the needs of language learners.

IV. Knowledge of Subject Matter Accomplished teachers of linguistically and culturally diverse learners draw on a comprehensive command of subject matter, of language(s) of instruction, and their relationship to each other to establish goals, design curricula and instruction, and facilitate student learning. They do so in a manner that builds on students' linguistic and cultural diversity.

V. Meaningful Learning Accomplished teachers of linguistically and culturally diverse learners use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways.

VI. Multiple Paths to Knowledge Accomplished teachers of linguistically and culturally diverse learners provide multiple paths to help students develop language proficiency, learn the central concepts of each pertinent discipline, and build knowledge and strengthen understanding of the disciplines. They effectively use the language(s) of instruction to enhance subject matter learning.

Alignment to the Portfolio

Using the activities as presented in this manual may facilitate the completion of the English as a New Language portfolio entries 2, 3 and 4.

2. Planning Accomplished teachers of linguistically and culturally diverse learners are able to demonstrate how they plan and implement a unit of instruction for linguistically and culturally diverse learners.

3. Scaffolding Learning Accomplished teachers of linguistically and culturally diverse learners are able to show how they use teaching strategies to scaffold (that is, make accessible) new information for learners.

4. Interactive Issues Accomplished teachers of linguistically and culturally diverse learners are able to demonstrate how they facilitate and interact with small groups of linguistically and culturally diverse learners who are working collaboratively while teachers also provide individualized instruction.

SMALL GROUP INTERACTIVE READING ACTIVITIES

GRADE LEVELS: P-K—12 CORRELATION OF ENGLISH LANGUAGE DEVELOPMENT LEVELS & ENGLISH LANGUAGE DEVELOPMENT ACTIVITIES

English Language Development Level	English Language Development Activities Grades P-K—12													English Language Development Activities Grades P-K—5 Only										
	Big W	Black and Blue	Cricket	Detective	Dictation	Flip Flop	Formation/Transformation	Hearts	Jeopardy Blues	Little W	Mixed Up Sentence	Spiffy Speller	True or False	Wrong Word	You Be the Judge	Big Bang	Clipped	Dominoes	Find the Rhyme	Fishing for Phonics	Guess My Rhyme	Junior Detective	Son of Bang	
Beginning Literacy 1	X															X	X	X					X	
Intermediate Literacy 1						X					X					X	X	X	X	X	X	X	X	X
Advanced Literacy 1	X				X	X			X	X	X					X	X	X	X	X	X	X	X	X
Beginning Literacy 2	X	X	X	X	X	X		X	X	X	X					X				X				
Intermediate Literacy 2		X	X	X	X	X	X	X	X	X	X					X				X				
Advanced Literacy 2		X	X	X	X	X	X	X	X	X	X		X			X				X				
Intermediate Literacy 3		X	X	X	X		X	X			X	X	X	X										
Advanced Literacy 3		X	X	X			X					X	X	X										

SMALL GROUP INTERACTIVE READING ACTIVITIES

GRADE LEVELS: P-K—12					
CORRELATION OF ENGLISH LANGUAGE DEVELOPMENT LEVELS & ENGLISH LANGUAGE DEVELOPMENT ACTIVITIES (BY TYPE)					
English Language Development Level	English Language Development Activities				
	Phonological Development		Syntactic Development	Semantic Development	
Beginning Literacy 1	Clipped Dominoes Fishing for Phonics Interactive Writing Junior Detective		Big W Interactive Writing	Big Bang Big W Shared Reading	
Intermediate Literacy 1	Clipped Dominoes Find the Rhyme Fishing for Phonics Guess My Rhyme	Interactive Writing Junior Detective Language Experience Son of Bang Spiffy Speller	Big W Interactive Writing Language Experience Little W Mixed-Up Sentence Wrong Word	Big Bang Big W Flip Flop Guided Reading Interactive Writing	Junior Detective Language Experience Little W Shared Reading
Advanced Literacy 1	Clipped Dictation Dominoes Find the Rhyme Fishing for Phonics Guess My Rhyme	Interactive Writing Junior Detective Language Experience Son of Bang Spiffy Speller	Big W Interactive Writing Language Experience Little W Mixed-Up Sentence Wrong Word	Big Bang Big W Flip Flop Guided Reading Interactive Writing	Junior Detective Language Experience Little W Shared Reading
Beginning Literacy 2	Dictation Fishing for Phonics Spiffy Speller		Big W Dictation Little W Mixed-Up Sentence	Big Bang Black and Blue Cricket Detective	Flip Flop Guided Reading Jeopardy Blues
Intermediate Literacy 2	Dictation Fishing for Phonics Spiffy Speller		Dictation Formation/Transformation Mixed-Up Sentence Wrong Word	Big Bang Black and Blue Cricket Detective Flip Flop	Guided Reading Hearts Interactive Writing Jeopardy Blues
Advanced Literacy 2	Dictation Fishing for Phonics Spiffy Speller		Dictation Formation/Transformation Mixed-Up Sentence Wrong Word	Big Bang Black and Blue Cricket Detective Flip Flop	Guided Reading Hearts Interactive Writing Jeopardy Blues
Intermediate Literacy 3	Dictation Spiffy Speller		Dictation Formation/Transformation Wrong Word	Black and Blue Cricket Detective Guided Reading	Hearts True or False Wrong Word You Be the Judge
Advanced Literacy 3				Black and Blue Cricket Detective Guided Reading	Hearts True or False Wrong Word You Be the Judge

SMALL GROUP INTERACTIVE READING ACTIVITIES

SUNSHINE STATE STANDARDS: LANGUAGE ARTS CORRELATION TO SMALL GROUP INTERACTIVE READING ACTIVITIES

Grade Level(s)	Sunshine State Standards Language Arts	Small Group Interactive Reading Activities																						
		Big W	Black and Blue	Cricket	Detective	Dictation	Flip Flop	Formation/Transformation	Hearts	Jeopardy Blues	Little W	Mixed Up Sentence	Spiffy Speller	True or False	Wrong Word	You Be the Judge	Big Bang	Clipped	Dominoes	Find the Rhyme	Fishing for Phonics	Guess My Rhyme	Junior Detective	Son of Bang
PK-2	LA.A.1.1.2 identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues	X				X	X										X		X	X	X			
PK-2	LA.A.1.1.3 uses knowledge of appropriate grade/age /developmental level vocabulary in reading	X								X					X		X					X		
PK-2	LA.A.1.1.4 increases comprehension by rereading, retelling, and discussion	X	X	X				X		X	X		X		X	X								
PK-2	LA.A.2.1.1 determines the main idea or essential message from text and identifies supporting information	X	X		X			X		X			X		X	X								
PK-2	LA.A.2.1.3 reads for information to use in performing a task and learning a new task																						X	
PK-2	LA.C.1.1.1 listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.						X						X		X		X							X
PK-2	LA.C.1.1.3 carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering	X	X	X			X	X		X			X	X	X	X						X		
PK-2	LA.C.1.1.4 retells specific details of information heard, including sequence of events	X	X	X	X		X	X		X			X	X	X	X								
PK-2	LA.C.3.1.1 speaks clearly and at a volume audible in large- or small-group settings	X		X			X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Grade Level(s)	Sunshine State Standards Language Arts	Small Group Interactive Reading Activities																						
		Big W	Black and Blue	Cricket	Detective	Dictation	Flip Flop	Formation/Transformation	Hearts	Jeopardy Blues	Little W	Mixed Up Sentence	Spiffy Speller	True or False	Wrong Word	You Be the Judge	Big Bang	Clipped	Dominoes	Find the Rhyme	Fishing for Phonics	Guess My Rhyme	Junior Detective	Son of Bang
PK-2	LA.C.3.1.2 asks questions to seek answers and further explanation of other people's ideas											X								X		X		
PK-2	LA.D.1.1.1 recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining)	X			X	X				X	X			X		X								
PK-2	LA.E.2.1.2 recognizes rhymes, rhythm, and patterned structure in children's texts					X														X	X	X		

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Grade Level(s)	Sunshine State Standards Language Arts	Small Group Interactive Reading Activities																						
		Big W	Black and Blue	Cricket	Detective	Dictation	Flip Flop	Formation/Transformation	Hearts	Jeopardy Blues	Little W	Mixed Up Sentence	Spiffy Speller	True or False	Wrong Word	You Be the Judge	Big Bang	Clipped	Dominoes	Find the Rhyme	Fishing for Phonics	Guess My Rhyme	Junior Detective	Son of Bang
3-5	LA.A.1.2.2 selects a variety of strategies (phonics, word structure, context clues, self-questioning, confirm predictions, retelling, and using visual cues to identify words & construct meaning from various texts, illustrations, graphics/charts)					X											X		X	X	X			
3-5	LA.A.1.2.3 uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships						X										X							
3-5	LA.A.1.2.4 clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion	X	X	X			X	X			X	X		X		X								
3-5	LA.A.2.2.1 reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order	X	X	X	X	X			X		X	X		X		X								X
3-5	LA.A.2.2.5 reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task	X	X	X					X		X	X		X		X								X
3-5	LA.A.2.2.6 recognizes the difference between fact and opinion presented in a text													X		X								
3-5	LA.A.2.2.7 recognizes the use of comparison and contrast in a text													X		X								

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Grade Level(s)	Sunshine State Standards Language Arts	Small Group Interactive Reading Activities																						
		Big W	Black and Blue	Cricket	Detective	Dictation	Flip Flop	Formation/Transformation	Hearts	Jeopardy Blues	Little W	Mixed Up Sentence	Spiffy Speller	True or False	Wrong Word	You Be the Judge	Big Bang	Clipped	Dominoes	Find the Rhyme	Fishing for Phonics	Guess My Rhyme	Junior Detective	Son of Bang
3-5	LA.B.1.2.2 drafts and revises writing in cursive that <ul style="list-style-type: none"> focuses on the topic, organizes beginning, middle, end and transitional devices, develops supporting ideas, demonstrates completeness has command of language (correct subject/verb agreement, verb/noun forms, complete sentences, variety in sentences , conventions) 					X																		
3-5	LA.B.1.2.3 produces final edited documents <ul style="list-style-type: none"> correct spelling/punctuation (commas, quotation marks, capitalization, indentation) correct structures (subject/verb agreement, verb/noun forms, structures) correct formatting 					X																		
3-5	LA.B.2.2.1 writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media	X	X	X	X		X	X	X	X	X		X		X									
3-5	LA.B.2.2.2 organizes information using alphabetical and numerical systems				X																			
3-5	LA.C.1.2.1 listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches						X					X		X										X
3-5	LA.C.1.2.3 carries on an extended conversation with a group of friends	X	X	X	X		X	X	X		X		X	X	X	X					X	X		X
3-5	LA.C.1.2.4 listens attentively to the speaker, including making eye contact and facing the speaker	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

SMALL GROUP INTERACTIVE READING ACTIVITIES

Grade Level(s)	Sunshine State Standards Language Arts	Small Group Interactive Reading Activities																					
		Big W	Black and Blue	Cricket	Detective	Dictation	Flip Flop	Formation/Transformation	Hearts	Jeopardy Blues	Little W	Mixed Up Sentence	Spiffy Speller	True or False	Wrong Word	You Be the Judge	Big Bang	Clipped	Dominoes	Find the Rhyme	Fishing for Phonics	Guess My Rhyme	Junior Detective
3-5	LA.C.1.2.5 responds to speakers by asking questions, making contributions, and paraphrasing	X	X	X			X	X		X		X	X	X	X		X		X	X	X		X
3-5	LA.C.3.2.1 speaks clearly at an understandable rate and uses appropriate volume	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X
3-5	LA.C.3.2.2 asks questions, makes comments & observations to clarify content, processes, and experiences	X	X	X				X	X	X		X	X	X	X		X		X		X		X
3-5	LA.C.3.2.5 participates as a contributor and occasionally and occasionally acts as a leader in a group discussion	X	X	X		X	X	X		X	X	X	X	X	X		X	X	X		X		X
3-5	LA.D.1.2.1 understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed in the English language	X				X	X			X	X			X									
3-5	LA.E.2.2.2 recognizes/explains effects of language (sensory words, rhymes, vocabulary and story structure, patterns)					X		X											X		X		
3-5	LA.E.2.2.4 identifies the major theme in a story or nonfiction text							X															

SMALL GROUP INTERACTIVE READING ACTIVITIES

Grade Level(s)	Sunshine State Standards Language Arts Correlation to Small Group Interactive Reading Activities	Big W	Black and Blue	Cricket	Detective	Dictation	Flip Flop	Formation/Transformation	Hearts	Jeopardy Blues	Little W	Mixed Up Sentence	Spiffy Speller	True or False	Wrong Word	You Be the Judge
6-12	L.A.A. 1.4.4 applies a variety of strategies (rereading, notetaking, summarizing, outlining, report, and relating to own experiences) and feelings.	X	X	X					X		X			X		X
6-12	L.A.A.2.4.1 determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.	X	X		X				X		X			X		X
6-12	L.A.A.2.4.7 analyzes the validity and reliability of primary source information and uses the information appropriately.													X		X
6-12	L.A.B.1.4.2 drafts/revises writing (focused, purposeful, insights, organized, logical, transitions, substantial, specific, concrete, relevant support, involvement with subject, creative writing strategies, command of language, sentence structure; few errors in writing conventions)					X										
6-12	L.A.B.1.4.3 produces edited final documents (correct spelling, punctuation, capitalization, sentence formation; correct possessives, subject/verb agreement, noun/pronoun agreement, correct formatting (graphics, tables, charts, illustrations)						X									
6-12	LA.B.2.1.1 writes questions and observations about familiar topics, stories, or new experiences									X				X		X
6-12	L.A.B.2.4.1 writes text, notes, outlines, comments, observations that demonstrate comprehension/synthesis of content, processes, experiences from variety of media.	X	X	X	X		X		X	X	X			X		X
6-12	L.A.C.1.4.1 selects listening strategies according to intended purpose (solving problems, interpreting & evaluating techniques/intent of presentation, taking action in career situations).							X								
6-12	L.A.C.1.4.3 uses strategies for informal/formal discussions, (listen actively, building on ideas, respecting viewpoints							X						X		X
6-12	L.A.C.1.4.4 identifies bias, prejudice, or propaganda in oral messages													X		X
6-12	L.A.C.3.4.1 uses volume, stress, pacing, enunciation, eye contact, and gestures to meet needs of the audience and topic.												X			X
6-12	L.A.C.3.4.2 selects speaking strategies to clarify meaning, reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (asking questions, making comments, and making insightful observations).												X			X

SMALL GROUP INTERACTIVE READING ACTIVITIES

Black and Blue

Purpose:	Semantic Development	Focus:	Recalling the details of a text
Level	SSS Benchmarks		TESOL Standards:
PK-2	LA.A.1.1.4, LA.A.2.1.1, LA.C.1.1.3, LA.C.1.1.4, LA.C.3.3.1		2.1, 2.2
3-5	LA.A.1.2.4, LA.A.2.2.1, LA.A.2.2.5, LA.B.2.2.1, LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5		1.1, 2.1, 2.2, 2.3, 3.2
6-8	LA.A.1.3.4, LA.A.2.3.1, LA.B.2.3.1, LA.C.1.3.4, LA.C.3.3.2		1.2, 2.1, 2.2, 2.3
9-12	LA.A.1.4.4, LA.A.2.4.1, LA.B.2.4.1		2.2, 2.3, 3.1, 3.3
ELD Continuum Level(s): Beginning 2, Intermediate 2, Advanced 2, Intermediate 3, Advanced 3			
Students read a story for homework and prepare 3 or more questions with answers. They are allowed to write notes about the story to bring to class. In class, the participants take turns asking each other their questions. Responding participants are not allowed to raise their hands. The participant asking the question will choose whomever s/he wants to answer the question. No one except the respondent is to talk while a participant is asking a question. If that happens, the person will get 1 blue (negative) point.			
During the first round, everyone has a chance to answer one question before a participant can be called on to answer a second question. When asking and answering questions, participants make mistakes in English. The teacher repeats the question or answer in correct English but doesn't make participants repeat it. If the questioner agrees the answer is correct, the respondent gets a certain number of black points (good points), depending on the kind of question asked (see below).			
The same question cannot be asked twice. There are three levels of questions: Level 1 = 2 points, Level 2 = 3 points, Level 3 = 4 points. If the respondent does not know the answer, s/he gets a blue point (negative point) and the person asking the question gets the appropriate number of black points.			
If the respondent does not answer correctly according to the questioner and the respondent does not challenge the questioner's own response, s/he gets a blue point (negative point) and the person asking the question gets the appropriate number of black points.			
When the respondent does not agree with the questioner's answer, s/he can challenge. The challenger must prove s/he is correct or that the questioner is incorrect. S/he does not need to prove both. Everyone else in the group can join a challenge on either side (the questioner's side or the respondent's side), but they must do so immediately (many participants wait to see how many people are joining each side, which is unfair).			
Once the players have taken sides on a challenge, all participants look up the answer in their books. The teacher looks at the supporting evidence and decides on the correct answer. All those siding with the correct answer get double points. For example, if the question is worth three points, each correct member gets six black points. The losers get double blue points.			
At the end of the activity, black and blue points cancel each other out and go back to the central pot. For every remaining 5 black points, the participant's grade goes up a point. For example, if the person received a B grade for his/her questions, his/her grade goes up to an A for having won 5 black points. For every remaining 5 blue points, the grade goes down a letter.			
Grading: Everyone starts with 4 points, which equals an A. Written questions and answers must meet the following criteria: capital letters used correctly, sentences written on the line, correct punctuation used (emphasis on periods/question marks), questions answered in complete sentences. A point is taken off for every criterion not met. One point is taken off for each kind of error even if the same error appears more than one time during an assignment. (4 points=A, 3 points=B, 2 points=C, 1 point=D, 0 points=F)			
Point System for Black and Blue: Level One Questions (2 points): <i>Is, Are, Was, Were, Do, Does, Did, Who, Can, Could</i> Level Two Questions (3 points): <i>How much, How, Where, Which, What, When</i> Level Three Questions (4 points): <i>Why, What happened when, What would have happened if, How do you know, Why do you think</i>			

SMALL GROUP INTERACTIVE READING ACTIVITIES

Cricket

Purpose:	Semantic Development	
Focus:	Locating information in a text	
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.4, LA.C.1.1.3, LA.C.1.1.4, LA.C.3.1.1	2.1, 2.2
3-5	LA.A.1.2.4, LA.A.2.2.5, LA.B.2.2.1, LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5	1.1, 2.2, 2.3, 3.2
6-8	LA.A.1.3.4, LA.B.2.3.1, LA.C.1.3.4, LA.C.3.3.2	2.1, 2.2, 2.3
9-12	LA.A.1.4.4, LA.B.2.4.1	2.2, 2.3
ELD Continuum Level(s): Beginning 2, Intermediate 2, Advanced 2, Intermediate 3, Advanced 3		
Students write three questions at home about an assigned text. Next to each question, they write the page number and paragraph number telling where the answer is located.		
In class, a participant asks one of his/her questions. The others scan the story for the answer, writing the page and paragraph numbers on a sheet of paper (Cricket Paper). Participants get 3 minutes maximum to find the answer. Any respondent not getting the answer within that time gets an automatic red cricket (negative point: a set of 2 checkers, one red and one black with the red side up). Any time a respondent gets a red cricket, the questioner gets a black cricket (positive point: a set of 2 checkers, one red, and one black with the black side up). The respondents take turns reading out page and paragraph numbers. When the questioner reads his/her numbers respondents with the same answers as the questioner get a black cricket.		
Respondents who don't have the same answer as the questioner are not automatically incorrect. They take turns reading aloud their chosen paragraph. The questioner then decides whether the respondent is correct or not (many times the answer to a question can be found in more than one place in a text). If the questioner says the respondent is also correct, the respondent gets a black cricket. If the questioner says that the respondent is incorrect and the respondent does not challenge, the respondent gets a red cricket and the questioner gets a black cricket. If the respondent does challenge, s/he must prove that s/he is correct or that the questioner is incorrect. S/he does not need to prove both. Other participants may join one side or the other. The teacher decides who wins. The winner(s) gets 2 black crickets, the loser(s) 2 red. Grading: Red crickets and black crickets cancel each other out. For example, a person who finishes the game with 4 black crickets and 2 red crickets really finishes with 2 black crickets. (4 or more black crickets=A, 3 black crickets=B, 2 black crickets=C., 1 or fewer =D)		

SMALL GROUP INTERACTIVE READING ACTIVITIES

You Be the Judge

Purpose:	Semantic Development	
Focus:	Distinguishing true & false statements, fact & opinion, inferred and explicit statements, and reality versus fantasy	
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.4, LA.A.2.1.1, LA.B.2.1.1, LA.C.1.1.3, LA.C.1.1.4, LA.C.3.1.1	2.1, 2.2
3-5	LA.A.1.2.4, LA.A.2.2.1, LA.A.2.2.5, LA.A.2.2.6, LA.A.2.2.7, LA.B.2.2.1, LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5	1.1, 2.1, 2.2, 2.3, 3.2
6-8	LA.A.1.3.4, LA.A.2.3.1, LA.B.2.3.1, LA.C.3.3.2	2.1, 2.2, 2.3
9-12	LA.A.1.4.4, LA.A.2.4.1, LA.A.2.4.7, LA.B.2.4.1, LA.C.1.4.4	2.1, 2.2, 2.3, 3.3
ELD Continuum Level(s): Intermediate 3, Advanced 3		
<p>For homework, each participant writes or copies five sentences s/he feels is a fact or opinion from the story on five separate strips of paper. The next day participants swap their sentences with a peer and put their own initials on the backs of the strips. Participants then read their sentences silently and place them either in the “fact” basket or in the “opinion” basket. The teacher then reads each sentence strip from the two baskets. For each, the group decides if the sentence was correctly placed. If correct, the participant with the initials on it gets a black point. If not correct, that participant gets a blue point. This game may be adapted to focus on true/false, cause/effect, reality/fantasy and inferred/explicit. Grading: For each participant, subtract any blue points from the black points accumulated and compute the grade. (4 or more points = A, 3 points = B, 2 points = C, 1 or 0 points = D)</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Detective

Purpose: Semantic Development		
Focus: Sequencing events in a text		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.2.1.1, LA.C.1.1.4	2.2
3-5	LA.A.2.2.1, LA.B.2.2.1, LA.B.2.2.2, LA.C.1.2.3, LA.C.1.2.4	1.1, 2.1, 2.2, 3.2
6-8	LA.A.2.3.1, LA.B.2.3.1, LA.C.1.3.4	1.2, 2.2, 2.3
9-12	LA.A.2.4.1, LA.B.2.4.1	2.2, 2.3, 3.1, 3.3
ELD Continuum Level(s): Beginning 2, Intermediate 2, Advanced 2, Intermediate 3, Advanced 3		
<p>The students read the story at home and write one major event that occurs on a page of the story (up to five events/pages), each on an individual piece of paper. Students may copy sentences from the book or write their own sentences. The actions should be written in the sequence as they occurred in the story. Fan-fold computer paper cut into strips. This is good because it is attached and reinforces the sequence of events. Tell students not to number their papers.</p>		
<p>In class, the participants separate the papers and shuffle them. Participants exchange papers with each other. All five papers from one participant are given to another participant. When the participants receive their papers, they are to put them in sequential order in front of them, without the help of their texts. They then write a number on each paper to indicate their correct order. This prevents cheating later on. Papers are not to be rearranged after the game begins. Beginning 2, Intermediate 2, Advanced 2, Intermediate 3, Advanced 3</p>		
<p>The teacher reads the story aloud, slowly. When the participants hear the teacher read part of the story that is written on one of the papers in front of them, they raise the paper in the air. The teacher reads the paper to verify that it reflects what s/he has just read and that it comes from the top of the participant's list. If it meets the criteria, the paper is placed in the center of the table. If the paper is not at the top of the participant's list, the participant must keep that piece of paper, putting it aside. As the papers are given to the teacher, they are placed in order of events. If a participant misses giving a paper as the relevant passage is read, s/he may not include it later. At the end of the reading, the papers in the center of the table are read as a group to get a summary of the story.</p>		
<p>Grading: Participants are graded based on the number of papers they have left in front of them at the end of the reading. (0 papers left=A, 1 paper left=B, 2 papers left=C, 3 or more papers left=D)</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Little W

Purpose: Semantic & Syntactic Development		
Focus: Asking and answering “wh-“questions		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.4, LA.A.2.1.1, LA.C.1.1.3, LA.C.1.1.4, LA.C.3.1.1, LA.D.1.1.1	2.1, 2.2
3-5	LA.A.1.2.4 , LA.A.2.2.1, LA.A.2.2.5, LA.B.2.2.1 , LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5, LA.D.1.2.1	1.1, 1.3, 2.1, 2.2, 2.3, 3.2
6-8	LA.A.1.3.4 , LA.A.2.3.1, LA.B.2.3.1 , LA.C.1.3.4, LA.C.3.3.2, LA.D.1.3.1	1.1, 1.2, 2.1, 2.2, 2.3
9-12	LA.A.1.4.4 LA.A.2.4, LA.B.2.4.1	2.2, 2.3, 3.1, 3.3
ELD Continuum Level(s): Intermediate 1, Advanced 1, Beginning 2		
<p>Day One: Prior to class, the teacher prepares a word/phrase list related to the story. During class, the teacher gives each student a copy of the list. Students find each word or phrase in the book or act it out. Participants read the lists and highlight words and phrases that can be related to a specific <i>wh</i> question (<i>who, what, where, when, how, or why</i>) in red. Choose only one question word per book. Students write five <i>wh</i> questions from the story for homework.</p>		
<p>Day Two: Participants take turns asking appropriate <i>wh</i> questions. The other participants find the page where the answer is found. Finding picture clues is acceptable. Participants are awarded W's for finding the answer. The questioner also gets a W for correctly reading the question. At the end of the game, participants are given a grade based on the number of W's they have. (4 or more <i>W</i>'s = A, 3 <i>W</i>'s = B, 2 <i>W</i>'s = C, 1 or fewer <i>W</i>'s = D)</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Dictation

Purpose: Syntactic & Phonological Development		
Focus: Transcribing oral statements		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.2, LA.D.1.1.1	2.1, 2.2
3-5	LA.A.1.2.4, LA.B.1.2.2, LA.B.1.2.3, LA.C.1.2.4, LA.C.3.2.5, LA.D.1.2.1	1.3, 2.3, 3.2
6-8	LA.B.1.3.2, LA.B.1.3.3, LA.C.3.3.5, LA.D.1.3.1	1.1, 2.1, 2.3, 3.1
9-12	LA.B.1.4.2, LA.B.1.4.3	2.3
ELD Continuum Level(s): Advanced 1, Beginning 2, Intermediate 2, Advanced 2, Intermediate 3		
<p>The teacher prepares a minimum of 4 sentences and a maximum number of sentences equal to the number of participants. Each sentence is written clearly on a separate sentence strip. Sentences should come from the story, should reflect a specific syntactic focus (i.e. adjectives or past tense), and should be readable by all participants.</p>		
<p>The sentences are placed upside down in the center of the table. Participants write their names at the top of a sheet of paper and number their papers down left margin to equal the number of sentence strips. Participants take turns choosing sentence strips and reading them aloud one time. The teacher repeats the sentence. The participant reads the sentence a second time, and the teacher repeats the sentence a second time. Continue with all of the sentences.</p>		
<p>To grade the papers, participants pass papers to the person on the right. The sentence strips are placed face up in the center of the table in the order in which they were read. With the teacher's assistance, participants grade their neighbor's sentences one by one using the following criteria: Has every word been written? Are the words spelled correctly? Is correct capitalization employed? Is correct punctuation employed?</p>		
<p>Each sentence is worth 4 points. A point is taken off for each criterion not met for a given sentence. Only one point is taken off for each kind of error, even if the same error appears more than one time in the same sentence. <i>FREE</i> equals 4 points. Each time criterion 1 is met by all participants for a given sentence, the reader of that sentence gets a 3-point bonus. The final score equals the total of points for all sentences, including <i>FREE</i> and bonus points, divided by the number of sentences. 4 points or higher = A, 3 points = B, 2 points = C, 1 or 0 points = D</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Hearts

Purpose: Semantic Development					
Focus: Determining the main idea of a text					
Level	SSS Benchmarks				TESOL Standards:
PK-2	LA.A.1.1.4, LA.C.3.3.1	LA.A.2.1.1,	LA.C.1.1.3,	LA.C.1.1.4,	2.1, 2.2
3-5	LA.A.1.2.4, LA.C.1.2.3, LA.C.3.2.2, LA.C.3.2.5, LA.E.2.2.4	LA.A.2.2.1,	LA.A.2.2.5, LA.C.1.2.4, LA.C.1.2.5,	LA.B.2.2.1, LA.C.3.2.1,	1.1, 2.1, 2.2, 2.3, 3.2
6-8	LA.A.1.3.4, LA.C.3.3.2	LA.A.2.3.1,	LA.B.2.3.1,	LA.C.1.3.4,	1.2, 2.1, 2.2, 2.3
9-12	LA.A.1.4.4, LA.A.2.4.1, LA.B.2.4.1				2.2, 2.3, 3.1, 3.3
ELD Continuum Level(s): Intermediate 2, Advanced 2, Intermediate 3, Advanced 3					
Participants read the story at home and write the main idea for each page of the story. They should have as many sentences stating the main idea as there are pages in the story.					
In class, the teacher reads each page of the story aloud. The participants then take turns telling the main idea, or heart , of the page. When all of the participants have read their answers, the participant whose turn it is to be the Pacemaker decides who has the correct heart. If no one challenges him/her then the Pacemaker gives a paper heart to each participant with the correct main idea. If the Pacemaker has written the same main idea that s/he said was the main idea, then s/he gets a heart and a half. The next page's heart is then determined by a new "Pacemaker". If a player challenges the Pacemaker, then all participants may choose to play and declare which side they are on. The challenger must prove that s/he is also correct or that the Pacemaker is incorrect. S/he does not need to prove both. The teacher then decides which side is correct. The winning side gets a heart and a half and the losing side loses one-half heart.					
Each whole paper heart or two halves is worth a point. Each half heart is worth half a point. Grading: 4 or more hearts = A , 3 hearts = B, 2 hearts = C, 1 or fewer hearts = D					

SMALL GROUP INTERACTIVE READING ACTIVITIES

Flip Flop

Purpose: Semantic Development		
Focus: Recalling the details of a text		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.2, LA.C.3.1.1, LA.E.2.1.2	1.3, 2.2
3-5	LA.B.2.2.1 , LA.C.1.2.3, LA.C.1.2.4, LA.C.3.2.1, LA.E.2.2.2	1.1, 2.1, 2.2, 3.2
6-8	LA.B.2.3.1	2.3
9-12	LA.B.2.4.1	2.2, 2.3
ELD Continuum Level(s): Intermediate 1, Advanced 1, Beginning 2, Intermediate 2, Advanced 2		
<p>The teacher assists participants as they make up questions about the story they are reading. The questions are written on blank cards (index cards, construction paper, Ellison cutouts, etc.). For homework, participants write the answers to the questions on another card that contrasts in color or shape to the question cards. For example, if the questions were written on blue cards, the answers might be written on yellow cards.</p>		
<p>The following day, the teacher checks each answer to make sure it is correct. The question cards and then the answer cards are shuffled and laid out face down as in <i>Concentration</i>. Participants take turns turning over one question and one answer card and reading them aloud. Once a match is turned over, participants can look in their books to check. If everyone agrees to the match, the participant keeps the cards. If it is not a true match then the cards are flipped back over and the next participant takes a turn. Grading: Participants are graded depending on the number of matching cards they have at the end of the game. (4 or more matching pairs = A, 3 matching pairs = B, 2 matching pairs = C, 1 or fewer matching pairs = D)</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Wrong Word

Purpose: Semantic Development		
Focus: Determining suitability of words		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.C.1.1.1, LA.C.1.1.3, LA.C.3.1.1, LA.D.1.1.1	2.1, 2.2
3-5	LA.C.1.2.1, LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5, LA.D.1.2.1	1.1, 1.3, 2.1, 2.2, 3.2
6-8	LA.C.1.3.1, LA.C.3.3.2, LA.D.1.3.1	1.1, 2.1, 2.3
9-12	LA.C.1.4.3, LA.C.3.4.1, LA.C.3.4.2	1.1, 1.2, 2.2, 2.3
ELD Continuum Level(s): Intermediate 1, Advanced 1, Intermediate 2, Advanced 2, Intermediate 3, Advanced 3		
<p>For homework, students copy three sentences from the reading text two times, the first time exactly as they appear in the text, and the second time replacing three words with incorrect words in each sentence.</p>		
<p>In class, participants take turns reading one of their sentences with the three incorrect words. The other participants rewrite the sentence, making corrections to the best of their ability. Participants get three minutes maximum to write the corrected sentence. Any respondent not completing a sentence within that period gets an automatic blue (negative) point. Any time a respondent gets a blue point, the questioner gets a black (positive) point. The Respondents take turns reading out their corrected sentences. Then the questioner reads and shows his/her correct sentence.</p>		
<p>Respondents who have the exact same answer as the questioner get three black points. Respondents who have two corrected words receive two black points. For each respondent with two black points, the questioner gets one black point. Respondents who have one corrected word receive one black point. For each respondent with one black point, the questioner gets two black points. Respondents who have no corrected words receive no black points. For each respondent with no black points, the questioner gets three black points.</p>		
<p>Grading: Participants determine their final scores by subtracting any blue points they have from their black points. The participants with the most points or within two points of the most points get an A. A participant within three points of the most points gets a B. A participant within four points of the most points gets a C. A participant within five points of the most points gets a D.</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Formation/Transformation

Purpose:	Syntactic Development	
Focus:	Transforming syntactic structure of sentences	
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.C.1.1.1, LA.C.1.1.3, LA.C.3.1.1, LA.D.1.1.1	2.1
3-5	LA.C.1.2.1, LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.5, LA.D.1.2.1	1.1, 1.3 , 2.1, 2.2, 3.2
6-8	LA.C.1.3.1, LA.C.1.3.4, LA.D.1.3.1	1.1, 2.1 , 2.2, 2.3
9-12	LA.C.1.4.1, LA.C.1.4.3	1.3, 2.1, 1.2, 2.2
ELD Continuum Level(s): Intermediate 2, Advanced 2, Intermediate 3		
<p>For homework, students write sets of sentences about the reading. Each set must employ the grammatical structures chosen by the teacher.</p> <p>Example 1: <i>Write three sentences about the text using the present tense and rewrite each sentence in the past tense.</i> FORMATION: <i>Many Indians die from disease.</i> TRANSFORMATION: <i>Many Indians died from disease.</i></p> <p>Example 2: <i>Write three sentences and then a why question about each sentence.</i> FORMATION: <i>The boy fished for flounder.</i> TRANSFORMATION: <i>Why did the boy fish for flounder?</i></p> <p>Example 3: <i>Write three pairs of related sentences and one compound sentence for each sentence pair.</i> FORMATION: <i>Many Indians died from disease. Many Indians died from starvation.</i> TRANSFORMATION: <i>Many Indians died from disease and starvation.</i></p>		
<p>The teacher first reviews the syntactic point in question. Then, participants take turns reading the sentence(s) either of <i>formation</i> or of <i>transformation</i> from one of their sets and choosing a person in the group to say the sentence in <i>formation</i> if <i>transformation</i> was read or in <i>transformation</i> if <i>formation</i> was read. No one except the respondent is to talk. If someone does speak, s/he gets 1 blue (negative) point. During the first round, everyone must have a chance to respond once before a participant can be called on to respond a second time. The questioner determines whether the respondent is correct. If the respondent is correct, s/he gets 1 black (positive) point. If the respondent cannot answer or does not answer correctly as determined by the questioner, s/he gets a blue point and the questioner gets a black point, as long as the questioner can give an answer. If the questioner cannot give an answer, the questioner gets 1 blue point and the respondent gets 1 black point.</p>		
<p>When a respondent doesn't agree with the questioner's answer, s/he can challenge the questioner. The challenger must prove that s/he is also correct or that the questioner is incorrect. S/he does not need to prove both. Everyone else in the group can join a challenge on either side (the questioner's side or the respondent's side), but they must do so immediately (many participants wait to see how many people are joining each side, which is unfair). Once the players have taken sides on a challenge, the teacher decides who is correct. All those siding with the correct answer get 2 black points. The losers get 2 blue points.</p>		
<p>At the conclusion of the game, participants add their black points and subtract their blue points to calculate their score. Grading: 5 points = A, 4 points = B, 3 points = C, 2 or fewer points = D</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Mixed Up Sentence

Purpose: Syntactic Development		
Focus: Making meaningful sentences		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.4, LA.C.3.1.1, LA.D.1.1.1	2.1, 2.2
3-5	LA.A.1.2.4, LA.C.1.2.4, LA.C.3.2.1, LA.C.3.2.5, LA.D.1.2.1	1.1, 1.3, 2.3, 3.2
6-8	LA.A.1.3.4, LA.C.3.3.1, LA.D.1.3.1	1.1, 1.3, 2.1, 2.2, 2.3
9-12	LA.C.3.4.1	1.1, 2.2
ELD Continuum Level(s): Intermediate 1, Advanced 1, Beginning 2, Intermediate 2, Advanced 2		
<p>Prior to class, the teacher copies sentences from the text on separate sentence strips. The teacher copies a minimum of four sentences or the number of sentences equal to the number of participants in the group if greater than four. The teacher cuts up each sentence strip by words and punctuation.</p>		
<p>Play begins when the teacher hands one sentence to each participant in the group. Participants have 60 seconds to rearrange the words into the original sentence. The teacher gives participants a few seconds to look at each other's sentences. They may not speak. Anyone who speaks or communicates non-verbally is tossed a blue (negative) point. Without reading the sentences aloud, the teacher quickly determines which sentences are correct and, after all participants have mixed up their sentences and passed them to the participant on their right, tosses each participant with a correct sentence a black (positive) point. The process continues until all participants have had the opportunity to work with all sentences.</p>		
<p>For the last sentence, participants do not mix up their sentences. Instead, the teacher places a black point on each correct sentence and a blue point on each incorrect sentence. Each participant with a blue point has one chance either to exchange the blue point for a black point, or to lose the blue point without getting a black point in its place. To exchange the blue point for a black point, the participant must fix the sentence within 30 seconds with no assistance. Anyone who speaks at this time receives one blue point. If the participant corrects all mistakes, s/he exchanges his blue point for a black point. If not, s/he keeps the blue point.</p>		
<p>To lose the blue point without getting a black point, the participant asks another participant of his/her choosing for verbal assistance. Only the participant providing assistance may speak. Any other participant who speaks is given a blue point. The participant requesting assistance listens. Only when the participant who is providing verbal assistance is finished may the participant who is requesting assistance make changes to the sentence strip. If the changes make the sentence correct, the teacher takes back the blue point and gives a black point to the participant who provided assistance. Participants add their black points and subtract their blue points to calculate their score. Grading: 4 or more points=A, 5 pts=B, 3 pts=C, 2 or fewer pts=D</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Spiffy Speller

Purpose: Phonological Development		
Focus: Practice spelling of vocabulary		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.C.1.1.1, LA.C.3.1.1, LA.C.3.1.2	1.2, 2.1, 2.2
3-5	LA.C.1.2.1, LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5	2.1, 2.2, 3.2
6-8	LA.C.1.3.1, LA.C.1.3.4, LA.C.3.3.3	2.1, 2.2, 2.3
9-12	LA.C.1.4.3, LA.C.3.4.2	1.2, 2.3
ELD Continuum Level(s): Intermediate 1, Advanced 1, Beginning 2, Intermediate 2, Advanced 2, Intermediate 3		
<p>For homework, participants write 5 words from the story. In class, Participants take turns saying one of the words and choosing a person in the group to spell a word. Note that the teacher should repeat the word once. No one except the respondent and/or the respondent's assistant (explained below) is to talk. If someone does speak, s/he gets 1 blue (negative) point. During the first round, everyone must have a chance to respond once before a participant can be called on to respond a second time.</p>		
<p>Points are awarded in the following manner: If the respondent asks the questioner to say the word again, the respondent gets 1 blue point, and the questioner gets 1 black point. The questioner then says the word again. The word is repeated by the teacher. If the respondent can spell the word orally without having to write it out first, s/he receives 3 black points, and the questioner receives nothing.</p>		
<p>If the respondent correctly writes the word, s/he receives 2 black points, and the questioner receives 1 black point. If the respondent correctly writes the word with the oral assistance of another participant of the respondent's choosing, s/he receives 1 black point, the assistant receives 1 black point, and the questioner receives 1 black point. Note that the assistant may not write the word for the respondent. If the respondent cannot spell the word correctly even with the assistance of another participant, the respondent gets 1 blue point and the questioner gets 2 black points.</p>		
<p>The teacher should make notes of spelling patterns during the activity so that s/he can review them with the students at its completion. Grading: Participants add their black points and subtract their blue points to calculate their score. The participants with the most points or within 2 points of the most get A. The participants within 3 points of the most points, gets B. The participants within 4 points of the most points, gets C. The participants within 5 points of the most points gets D.</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Jeopardy Blues

Purpose: Semantic Development		Focus: Recalling the details of a text
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.B.2.1.1, LA.C.3.1.1	2.2
3-5	LA.B.2.2.1, LA.C.1.2.4, LA.C.3.2.1	1.1, 3.2
6-8	LA.B.2.3.1	2.3
9-12	LA.B.2.4.1	2.2, 2.3
ELD Continuum Level(s): Beginning 2, Intermediate 2, Advanced 2		
<p>Prior to the activity, the teacher will need to make a game board with pockets, set up like the <i>Jeopardy Show</i>. The board should have five columns and three or more rows, depending on the number of participants in the group. (1 2 3 4 5, 100, 200, 300)</p>		
<p>For homework, each student writes five questions about the story on uniform cards (index cards work well) and writes the answer on the back. One question must be a <i>who</i> question, one a <i>what</i>, one a <i>where</i>, one a <i>when</i> and one a <i>why</i>. The next day, the teacher first checks for the accuracy of the answers and then places 15 of the cards in the pockets of the game board according to the difficulty of the question. Participants take turns asking for questions (i.e. # 2 for 300). The teacher lifts out the card and lets the participant read the question. The participant cannot see the answer. If the participant gives the correct answer, s/he gets the appropriate point(s) (100 = 1 point, 200 = 2 points, etc.), and the next participant chooses. If the participant does not get the correct answer, the teacher replaces the card without giving the answer, and the next participant chooses. Grading: 4 or more pts.=A, 3 pts.=B, 2 pts.= C, 1 or no pts.=D</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

BIG W

Purpose: Syntactic & Semantic Development		
Focus: Ask & answer “wh-“ questions		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.4, LA.A.2.1.1, LA.C.1.1.3, LA.C.1.1.4, LA.C.3.1.1, LA.D.1.1.1	2.1, 2.2
3-5	LA.A.1.2.4 , LA.A.2.2.1, LA.A.2.2.5, LA.B.2.2.1 , LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5, LA.D.1.2.1	1.1, 1.3, 2.1, 2.2, 2.3, 3.2
6-8	LA.A.1.3.4 , LA.A.2.3.1, LA.B.2.3.1 , LA.C.1.3.4, LA.C.3.3.2, LA.D.1.3.1	1.1, 1.2, 2.1, 2.2, 2.3
9-12	LA.A.1.4.4 , LA.A.2.4.1, LA.B.2.4.1	2.2, 2.3, 3.1, 3.3
ELD Continuum Level(s): Beginning 1, Intermediate 1 Advanced 1, Beginning 2		
<p>Day One: This activity takes seven days to play per book. Prior to class, the teacher prepares a word/phrase list related to the story. During class, the teacher gives each student a copy of the list. Students find each word or phrase in the book or act it out. Students read their lists and highlight words and phrases that can be related to <i>who</i> questions in red. Students write five <i>who</i> questions from the story for homework.</p>		
<p>Day Two: Participants take turns asking <i>who</i> questions. The other participants find the page where the answer is found. Finding picture clues is acceptable. Participants are awarded W's for finding the answer. The questioner also gets a W for correctly reading the question. At the end of the game, participants are given a grade based on the number of W's they have. 4 or more W's = A, 3 W's = B, 2 W's = C, 1 or fewer W's = D. Students read their lists and highlight words and phrases that can be related to <i>what</i> questions in yellow. Students write five <i>what</i> questions from story for homework.</p>		
<p>Day Three: Participants take turns asking <i>what</i> questions following the procedure described in Day Two. Students read their lists and highlight words and phrases that can be related to <i>where</i> questions in green. Students write five <i>where</i> questions from story for homework.</p>		
<p>Day Four: Participants take turns asking <i>where</i> questions following the procedure described in Day Two. Students read their lists and highlight words and phrases that can be related to <i>when</i> questions in blue. Students write five <i>where</i> questions from story for homework.</p>		
<p>Day Five: Participants take turns asking <i>when</i> questions following the procedure described in Day Two. Students read their lists and highlight words and phrases that can be related to <i>why</i> questions in green. Students write five <i>wh</i> questions from story, one <i>who</i>, one <i>what</i>, one <i>when</i>, one <i>where</i>, and one <i>why</i> for homework.</p>		
<p>Day Six: Participants take turns asking <i>wh</i> questions following the procedure described in Day Two. Students prepare for day seven by cutting up one new list, without color highlights, of words and phrases from the story.</p>		
<p>Day Seven: The teacher divides the words and phrases equally among the members of the group. Students place the words and phrases under the correct <i>wh</i> heading: <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i> or <i>why</i>. Group members should help each other.</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

True or False

Purpose:	Semantic Awareness	
Focus:	Identifying true-false, inferred-explicit, fact-opinion, reality-fantasy statements	
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.4, LA.A.2.1.1, LA.B.2.1.1, LA.C.1.1.3, LA.C.1.1.4, LA.C.3.1.1	2.1, 2.2
3-5	LA.A.1.2.4, LA.A.2.2.1, LA.A.2.2.5, LA.A.2.2.6, LA.A.2.2.7, LA.B.2.2.1, LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5	1.1, 2.1, 2.2, 2.3, 3.2
6-8	LA.A.1.3.4, LA.A.2.3.1, LA.B.2.3.1, LA.C.3.3.2	2.1, 2.2, 2.3
9-12	LA.A.1.4.4, LA.A.2.4.1, LA.A.2.4.7, LA.B.2.4.1, LA.C.1.4.4	2.1, 2.2, 2.3, 3.3
ELD Continuum Level(s): Intermediate 3, Advanced 3		
<p>At home, students make true and false statements about the assigned story. To play the game, the first participant reads a statement aloud. The other participants listen and place their token on the appropriate side of their <i>True/False</i> mats. The reader decides which choices are correct. Each correct answer earns a participant a black (positive) point. Each incorrect answer earns a participant a blue (negative) point. For each negative point issued, the reader gets a black point, except in the case of a challenge, as described below.</p>		
<p>When a respondent doesn't agree with the reader's answer s/he can challenge the reader. The challenger must prove that s/he is also correct or that the questioner is incorrect. S/he does not need to prove both. Everyone else in the group can join a challenge on either side (the reader's side or the respondent's side), but they must do so immediately (many participants wait to see how many people are joining each side, which is unfair). Once the players have taken sides on a challenge, all participants search for the correct answer in their texts with the assistance of the teacher. All those siding with the correct answer get 2 black points. The losers get 2 blue points.</p>		
<p>At the end of the game, the points are counted. Black and blue points cancel each other out. For every remaining five black points, the participant's grade goes up a point. For example, if the person received a B grade for his/her questions, his/her grade goes up to an A for receiving five black points. For every remaining five blue points, the grade goes down one letter. This game may be adapted to focus on true/false, cause/effect, reality/fantasy and inferred/explicit statements.</p>		
<p>Grading: Everyone starts with 4 points, which equals an A. The questions must meet the following criteria: Capital letters must be used correctly. Sentences must be written on the line. Correct punctuation must be used (with an emphasis on periods and question marks). Questions must be answered in complete sentences.</p>		
<p>The teacher takes a point off for every rule not followed. Take off, at a maximum, only one point for each kind of error even if the same error appears more than one time during an assignment. (4 points = A, 2 points = C, 3 points = B, 1 or 0 points = D)</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

EARLY GRADES READING ACTIVITIES P-K—5

BIG BANG

Purpose: Semantic Development		
Focus: Recognizing the meaning of vocabulary		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.2, LA.A.1.1.3	1.2, 1.3
3-5	LA.A.1.2.2, LA.A.1.2.3, LA.C.1.2.4	1.3, 2.3, 3.3
ELD Continuum Level(s): Beginning 1, Intermediate 1, Advanced 1, Beginning 2, Intermediate 2, Advanced 2		
The teacher writes the vocabulary words on two sets of little pieces of paper and prepares two additional cards that say <i>Free</i> , two cards that say <i>Little Bang</i> , and two cards that say <i>Big Bang</i> .		
The teacher reviews the words with the participants and then puts them all in a container. (Oatmeal containers are perfect.)		
The container is passed around the table. Participants take turns selecting a card. If the participant reads the word and says it in a sentence or gives its meaning in any language, and all other participants agree that s/he is correct, s/he gets to keep it. If the participant can not read it or explain its meaning, s/he must put it back in the container and the container moves on to the next participant.		
If the participant pulls the word <i>Free</i> from the container, s/he gets two turns. If the participant pulls the word <i>Little Bang</i> from the container, then s/he must put one of his/her cards into the container. If the participant pulls the word <i>Big Bang</i> from the container, then s/he must put half of his/her cards into the container. The game is never ending, so a timer should be set for 10 to 15 minutes.		
Grading: Each card is worth one point. Each pair of identical cards is worth an additional point. The participant with the most points or within two points of the most gets an A. The participant within three points of the most points gets a B. The participant within four points of the most points gets a C. The participant within five points of the most points gets a D.		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Clipped

Purpose: Phonological Development		
Focus: Determining number of words in a sentence		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.C.1.1.1, LA.C.3.1.1	2.1, 2.2
3-5	LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5	1.1, 2.2, 3.2
ELD Continuum Level(s): Beginning 1, Intermediate 1, Advanced 1		
This activity requires plastic paper clips of three colors. The following explanation will use blue, red, and yellow, but any color combination will do. (Paper clips of 3 different sizes can be used).		
In class, a participant orally makes a sentence based on the reading text. All participants have 60 seconds to clip on an index card the same number of blue paper clips in a row as there are words in the sentence. While the participants complete this task, the teacher writes the participant's sentence on a piece of paper hidden from the participants' view. The teacher begins counting down by seconds when 10 seconds remain. Any participant with a paper clip in his/her hand when you reach 0 receives a red paper clip (a negative point). The participants take turns stating the number of words in the sentence based on the number of clips on their cards. Through the use of the written sentence and with as little teacher help as possible, players determine the correct number of words in the sentence. Participants with the correct number of paper clips on their cards receive a yellow paper clip. Participants with the incorrect number of paper clips receive a red paper clip. For each participant with a red paper clip, the participant who made the sentence gets a yellow clip, as long as s/he had the correct number of words. The next participant then orally makes a sentence.		
Grading: Red clips and yellow clips cancel out each other. For example, a person who finishes the game with four yellow clips and two red clips really finishes with two yellow clips. (4 or more yellow clips = A, 3 yellow clips = B, 2 yellow clips = C, 1 or fewer yellow clips = D)		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Dominoes

Purpose: Graphemic & phonological Development		
Focus: Matching letters and words		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.2, LA.C.3.1.1	1.3, 2.2
3-5	LA.A.1.2.2, LA.C.1.2.4, LA.C.3.2.1	3.2
ELD Continuum Level(s): Beginning 1, Intermediate 1, Advanced 1		
<p>The teacher prepares for the activity by writing two vocabulary words or letters on each card (old business cards are great), one on each side of a line that divides the card in half to make it look like a domino. At a minimum, the number of cards should equal the number of participants multiplied by 8. Deal each participant four cards and put the rest face down in the center of the table. Ask a participant to take the top card from the pile and place it face up near the pile.</p>		
<p>Play begins at this point. Participants take turns in a clockwise rotation putting down a card matching the words/letters on one side of a card, as in the traditional game. If the participant cannot make a match, s/he must pick a card from the pile, and the next participant takes a turn. If the participant does make a match, s/he receives a black (positive) point. The person to his/her right then has the opportunity to correctly say the word/letter (as determined by the teacher) for 1 black point. If s/he cannot say it, the person to his/her right tries, and so on until all participants have had a chance.</p>		
<p>Once a participant correctly says the word/letter and receives a black point, the turn is over and the person to the right of the participant who placed the card takes a turn placing his/her own card. If no one can say the word/letter, the teacher says it and all participants get a blue (negative) point. The turn is over and the person to the right of the participant who placed the card then takes a turn placing his/her own card.</p>		
<p>The game is never ending, so a timer should be set for 10 to 15 minutes. At the conclusion of the game, participants add their black points and subtract their blue points to get their score.</p>		
Grading: 5 points = A, 4 points = B, 3 points = C, 2 or fewer points = D		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Guess My Rhyme

Purpose: Phonological Development		
Focus: Finding words that rhyme		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.C.1.1.3, LA.C.3.1.1, LA.C.3.1.2, LA.E.2.1.2	1.2, 1.3 , 1.2, 2.2
3-5	LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5, LA.E.2.2.2	1.1,2.2 , 3.2
ELD Continuum Level(s): Intermediate 1, Advanced 1		
<p>Participants take turns choosing a picture from the story being read and choosing a person in the group to say the name of the picture and a word that rhymes with that name. No one except the respondent is to talk. If someone does speak, s/he gets 1 blue (negative) point.</p>		
<p>During the first round, everyone must have a chance to respond once before a participant can be called on to respond a second time. The questioner determines whether the respondent is correct. If the respondent is correct, s/he gets 1 black (positive) point. If the respondent cannot answer or does not answer correctly as determined by the questioner, s/he gets a blue point and the questioner gets a black point, as long as the questioner can give an answer. If the questioner cannot give an answer, the questioner gets 1 blue point and the respondent gets 1 black point. The same picture cannot be used twice.</p>		
<p>When a respondent doesn't agree with the questioner's answer, s/he can challenge the questioner. The challenger must prove that s/he is also correct or that the questioner is incorrect. S/he does not need to prove both. Everyone else in the group can join a challenge on either side (the questioner's side or the respondent's side), but they must do so immediately (many participants wait to see how many people are joining each side, which is unfair). Once the players have taken sides on a challenge, the teacher decides who is correct. All those siding with the correct answer get 2 black points. The losers get 2 blue points.</p>		
<p>The game is never ending, so a timer should be set for 10 to 15 minutes. At the conclusion of the game, participants add their black points and subtract their blue points to calculate their score. Grading: 5 points = A, 4 points = B, 3 points = C, 2 or fewer points = D</p>		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Fishing for Phonics

Purpose: Phonological Development		
Focus: Finding sound-symbol relationships		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.1.1.2, LA.C.3.1.1, LA.E.2.1.2	1.3, 2.2
3-5	LA.A.1.2.2 , LAC.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1	1.3, 2.1, 2.1, 3.2
ELD Continuum Level(s): Beginning 1, Intermediate 1, Advanced 1, Beginning 2, Intermediate 2, Advanced 2		
<p>The teacher writes each of the vocabulary words from the story and a word that rhymes with each word on four index cards. The teacher then shuffles and deals the cards, giving each participant an equal number of cards. The remaining cards are placed in the middle of the table. The game follows the same rules as <i>Go Fish</i>. One participant asks another participant if s/he has a card that rhymes with a specific word in the participant's hand.</p>		
<p>The game can also be played for beginning consonants, blends, digraphs, final consonants, etc. The game is never ending, so a timer should be set for 10 to 15 minutes.</p>		
Grading: 0 cards left = A, 1 card left = B, 2 cards left = C, 3 or more cards left = D		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Son of Bang

Purpose: Phonological Development		
Focus: Determining number of syllables in a word		
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.C.1.1.1, LA.C.3.1.1	2.1, 2.2
3-5	LA.C.1.2.1, LA.C.1.2.3, LA.C.1.2.4, LA.C.1.2.5, LA.C.3.2.1, LA.C.3.2.2, LA.C.3.2.5	1.1, 2.1, 2.2, 3.2
ELD Continuum Level(s): Intermediate 1, Advanced 1		
Using the pictures of the text, participants take turns saying words for the teacher to write on individual cards. There must be a minimum of four word cards for each participant.		
The participants review the words and then put them all in a container. (Oatmeal containers are perfect.) The teacher includes two cards that say <i>Free</i> , two cards that say <i>Little Bang</i> , and two cards that say <i>Big Bang</i> .		
The container is passed around the table. Participants take turns selecting a card and handing it to the teacher. The teacher reads the card and says it in a sentence. If the participant can find the picture in the book and correctly give the number of syllables in the word and all other participants agree that s/he is correct, s/he gets to keep it. If the participant cannot find the picture or give the correct number of syllables in the word, s/he puts it back in the container and the container goes to the next participant. Participants clap or use chips to count the syllables		
If a participant pulls the word <i>Free</i> from the container, s/he gets 2 turns. If a participant pulls the word <i>Little Bang</i> from the container, then s/he must put one of his/her cards into the container. If a participant pulls the word <i>Big Bang</i> from the container, then s/he must put half of his/her cards into the container. The game is never ending, so a timer should be set for 10 to 15 minutes.		
Grading: The number of cards each participant has is counted (4 or more cards = A, 3 cards = B, 2 cards = C, 1 or 0 cards = D)		

SMALL GROUP INTERACTIVE READING ACTIVITIES

Junior Detective

Purpose:	Semantic & Phonological Development	
Focus:	Sequence events, print to speech	
Level	SSS Benchmarks	TESOL Standards:
PK-2	LA.A.2.1.3	2.3
3-5	LA.A.2.2.1, LA.A.2.2.5, LA.C.1.2.4	2.1, 2.2, 3.2
ELD Continuum Level(s): Beginning 1, Intermediate 1, Advanced 1		
Students copy sentences from different parts of a story, each on a separate strip of paper. They mix up the strips and place them in front of them, face up. The teacher reads the story aloud.		
As each sentence is read, the participants must find that sentence and give it to the teacher. The teacher reads the paper to verify that it reflects what she/he has just read and collects it. If the sentence is not correct, the participant must keep that piece of paper.		
Grading: Participants are graded depending on the number of papers they have left in front of them at the end of the reading (0 papers left = A, 1 paper left = B, 2 papers left = C, 3 or more papers left = D)		