

Useful Links

IH Journal

I write a YL column for the International House World Teaching Journal. In the next issue, which will be out very soon, my column is '5 Ways to use Graded Readers in the Primary Classroom'

<http://ihjournal.com/>

The Power of Reading

In my session I mention research and a great youtube video of Stephen Krashen giving a seminar entitled 'The Power of Reading' which discusses research and the power of extensive reading. You could type 'Krashen The Power of Reading' into your search engine or follow this link

<https://www.youtube.com/watch?v=DSW7gmvDLag>

OUP/ ELT website

In my session I mention the OUP website many times. It's worth exploring as there are loads of resources and tips for using Graded Readers in your classroom. In particular I recommend the Oxford Read and Imagine Teacher's Handbook and the Big Read Junior Videos, but it's well worth exploring all the teachers' resources. I hadn't looked for a long time and was amazed at how much great stuff is there. Best of all, it's absolutely free to register!

Oxford Big read Junior Video links

https://elt.oup.com/teachers/readers/articles/oxford_big_read_junior?cc=cz&sellLanguage=cs&mode=hub

Why Read video links

https://elt.oup.com/teachers/readers/articles/why_read?cc=cz&sellLanguage=cs&mode=hub

ORI Teachers' Handbook

http://fdslive.oup.com/www.oup.com/elt/teachers/readandimagine/ori_teachers_handbook/ori_teacher's_handbook.pdf

It is in this handbook that you will find the tips for reading aloud/ shared reading that I mention in my presentation.

Online handout

You can find an online version of this handout on my personal blog where I write about teaching Young Learners. On my blog you will also find ideas for using Jazz Chants with Young Learners.

<https://klokanomil.wordpress.com/2015/10/13/cist-ci-necist/>

Mad Libs using Graded Readers

Steps for Teachers: Preparation

Step 1.

You could choose anything from the reader, or write your own summary. For the below I have used the blurb from the back of OUPs Read and Imagine 4 'Swimming with Dolphins'.

Step 2.

Type out the text and choose some words that might be fun to replace.

Dan the Scientist works with dolphins. Ludo the dolphin is under the water and can't breathe, so Rosie dives in to help him. But what happens? The sea can be dangerous – there might be sharks!

Step 3.

Work out what part of speech these words are and create a list of instructions for your students.

- 1 Your name
- 2 An exciting job/ occupation
- 3 Your favourite animal
- 4 The name of someone in this room
- 5 A noun/ thing
- 6 A verb
- 7 The name of your favourite person e.g. your grandmother/ bestie/ celebrity etc
- 8 A verb
- 9 A place
- 10 An adjective
- 11 Something scary

Step 4

- Copy and paste the text to a document which will become a worksheet for the learners.
- Remove the words from the text.
- Number the spaces.
- Use big, well-spaced, easy to read print.
- Give some visual clues as to the genre of the text

You might like to use your creativity and make it look like the back of the book (it could also be made to look like a newspaper/ magazine article about the book, email to a friend about the book, page of the book etc)

(1 _____) the (2 _____) works with
(3 _____ s). (4 _____) the (5 _____) is
under the (6 _____) and can't (7 _____), so
(8 _____) (9 _____ s) in to help him. But what
happens? (10 _____) can be (11 _____) -
there might be (12 _____)!

Kylie Malinowská
Oxford Professional Development
Číst či nečíst, 2015
Step 5

Create an example so that you can show your students that it's ok for it to not make sense and be funny.

1 Kylie the 2 Firefighter works with 3 monkeys. 4 Jitka the 3 monkey is under the 5 table and can't 6 sing, so 7 Grace 8 dances in to help him. But what happens? The 9 supermarket can be 10 fabulous - there might be 11 Spiders!

Steps for teachers: Executing the activity in class

The more this activity is broken down into steps, the better.

Step 1

As the students to write the required numbers on a piece of scrap paper (or you could give them pre-written questions. Just don't let them see the text yet or even tell them there will be a text to follow. Keep it a surprise.)

Step 2

Learners fill in their words

Step 3

Give the learners the text. Ask them to fill in their words.

Step 4

Hopefully the texts are funny, so allow the learners to share them, if not with the whole class, at least with a partner.

Step 5

Elicit where is it from e.g. a magazine article, blurb, email, newspaper etc.

Step 6

Point out that it is ok if things don't make sense and are funny. Ask the learners, with their partner or a group to try and guess what the 'real' words should be

Step 7

If using the blurb, give the cover of the book to help after they have spent some time already trying to guess the words.

Step 8

Other reading activities.....



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For my presentation I used the blurb from the back of:

Oxford Read and Imagine, Level 4 *Swimming with Dolphins*

Shipton, P., Piana, M., & Fish, H. (2014). *Swimming with dolphins*. Oxford: Oxford University Press. 2014

https://elt.oup.com/catalogue/items/global/graded_readers/oxford_read_and_imagine/level_4/9780194723497?cc=gr&selLanguage=en&mode=hub



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