

# Students Succeeding in Literacy: tips, tricks and apps



# Karakia Timatanga

**He hōnore  
He korōria ki te Atua  
He maungārongo ki te whenua  
he whakaaro pai  
ki ngā tangata katoa  
Amine**

# E Te Atua

E te Atua  
Tēnei mātou  
Te inoi ana  
Ki a koe  
Mō ngā mahi  
Mō tēnei rā  
Āmine  
Āmine



# Mihi Mihi

Tēnā koutou katoa

Ko _____	tōku maunga	mountains
Ko _____	tōku awa	river
Ko _____	tōku iwi	people
Ko _____	tōku ingoa	name
Nō _____	ahau	from
Kei _____	tōku kainga	home

Nō reira, tēnā koutou, tēnā koutou,  
tēnā koutou katoa

# Agenda

- ipad apps
- pre-phonics teaching strategies
- does one intervention suit all children?
- running records
- reading strategies
- how to support writers
- NZEI Union

# Kei te pehea koe?

How are you?

Kei te \_\_\_\_\_ ahau (I am... )



pai  
good



māiui  
sick



harikoa  
happy



pōuri  
sad



whakama  
shy



hōhā  
fed up



hiakai  
hungry



hiainu  
thirsty



riri  
angry

# Ipad apps

- can act as a good communication tool
- can act as a good information tool
- they appeal to all ages
- they should be integrated into the 'everydayness' of learning
- can be used creatively across the curriculum
- foster creativity

# ipad apps...

- they may affect parenting/teaching and important social interactions
- they should not replace hands-on activities that develop motor memory
- ipads are not teachers...but add to good practice



# Is the student learning?

- we need to know the goal we are trying to achieve
- is the app suited to the goal?
- we need to look at how and when we use ipads
- we need to record student progress in different ways

# Ideas for use

- as a practise activity: maths basic facts
- to access new information and ideas
- to extend opportunities to participate: writing, sharing news, entertain
- to record information: homework, teaching notes from board, work evidence

# recommended apps

- spellosaur
- clicker docs/clicker sentences \$
- math bingo
- oz phonics
- iwordq \$
- popplet

# Pre-Reading Skills aka pre-phonological awareness

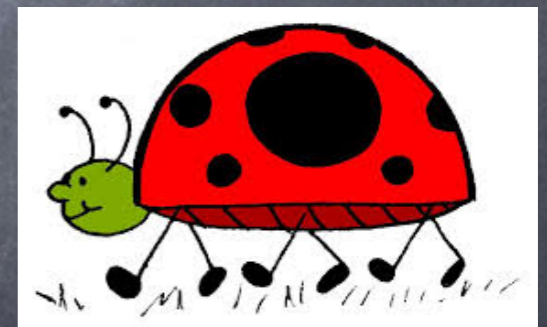
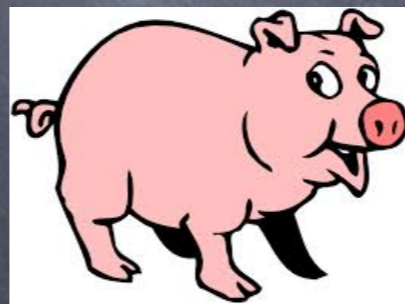
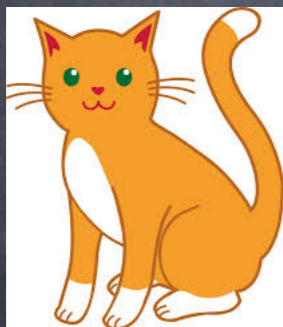
- sound discrimination



- **speech sounds:** mystery animal game
- **alliteration:** “I spy with my little eye, something that starts with the same sound as.....”
- **rhythm:** clap and copy a rhythm, song and dance
- **sound breaks:** clap syllables, say part of a word – student finishes the word

• **rhyme**: you say a word, student says a word which rhymes with it. Rhyming books (Giles Andreae, Julia Donaldson, Hairy McLary)

• 5 rhyme families: cat    hen    pig    dog    bug



# Research says...

- most research has found that children who are exposed to lots of language, learn about books, have a good oral vocabulary are better able to read and spell. Children with these skills require less phonics instruction

# One Intervention Fits All?





- there are LOTS of different programmes available
- an intervention must meet the child's needs, based on analysed assessment
- teach what they need to know
- most teaching is best done in context: eg teach sounds during reading time.

# Running Records

- are used to record reading behaviours
- they are analysed so that decisions can be made about next steps

Reading Record

Name: Zac

Age: 5.3

Date: 12.6.02

Text: Little Teddy Helps Mouse

Level: 5

R. W: 95

Accuracy: 95%

S.C. Rate: 1:2

Page		E	S.C.	Errors MSV	Self corrections MSV
3	<p>✓ <u>and</u> SC ✓ ✓ ✓ ✓ ✓            Mouse said, "Little Teddy! Little Teddy!  <del>W-</del> <u>A</u> ✓            Where are you going?"</p>		1	(M) (S) V	(M) (S) (V)
4	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>shop</u> SC            "I am going to the shops,"            ✓ ✓ ✓ ✓ ✓            said Little Teddy.            ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            "Can I come too?" said Mouse.            ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            "Can I come to the shops?" <i>Voice pointing</i></p>	1	1	M S (V)	M S (V)
6	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            "Mouse! Mouse!" shouted Little Teddy.            ✓ ✓ <u>d-</u> ✓ ✓ ✓ ✓ ✓            "Look down!"</p>	1		(M) (S) (V)	
8	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>puddle</u> SC ✓            Look down at the big puddle."            ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            Mouse went into the puddle.  <u>No</u> ✓ ✓ ✓ ✓ ✓            "Oh! Oh!" he said.</p>		1	M S (V)	(M) (S) (V)
10	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            "Where am I?" said Mouse. "Where am I?"            ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>puddle</u> SC ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            "You are in the big puddle," said Little Teddy.</p>		1	(M) (S) V	(M) (S) (V)
12	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            Mouse said, "Look at me!"            ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>the</u> SC ✓ ✓            "Come on, Mouse," said Little Teddy.            ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            "Up you come."</p>		1	(M) (S) V	M S (V)
14	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            Little Teddy and Mouse went home.</p>				
16	<p><u>Th-</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓            "Thank you, Little Teddy," said Mouse.</p>	1		M S (V)	
<b>Total</b>		5	5	(6) (6) (6)	(3) (3) (5)

# Common Errors

- students guess words by looking at the first sound
- students can't segment or blend sounds in words
- students guess words that might make sense
- students miss out words
- students don't think about what makes sense

# Activity

- with a partner, take a text sample and record what the reader is saying
- identify the common mistake they are making
- what would you do to support a change?

# strategies:

- have a goal
- have materials available (at the correct level)
- be clear, explicit and systematic
- have multiple opportunities for practise
- slowly reduce the level of help

# Writing Genre

- recounts
- reports
- instructions / procedure
- explanations
- expositions
- narratives

# more writing styles

- charts
- labels
- speech balloons
- captions
- diaries
- shopping lists
- recipes
- dialogue
- poetry



# recount

- seen most often in the junior school
- teaches past tense
- writing relates to real life experiences

# Recount

A recount tells about events that have happened to you or other people.



## Title

A brief name for the experience or event.

## Orientation

Tells when and where the event began and who was there.

## Events

Tells the events in the order they happened.

## Ending

Tells how the experience ended and some thoughts you may have about it.

### At the Beach

My friend and I went to the beach on Saturday.

While we were at the beach we had a cool swim.

After our swim we built sandcastles.

Later it began to rain, so we packed up and went home.

We were tired from our day at the beach, so we went to bed early.

# reports

- engage reluctant writers (non-fiction)
- full of facts

## When do I use it?

# Report

To present information about an object, animal, person or place

## Classification

Introduce your topic.

Tell what the object or animal is, who the person is, or where the place is.

## Description

Use paragraphs with topic sentences to organise the different bundles of information.

**Object**—size, shape and features, dynamics, where it is used or found

**Person**—characteristics, where he/she lives, what he/she does, achievements

**Animal**— appearance, behaviour, habitat, breeding

**Place**—size, facts, features

## Conclusion

(Optional) You may want to make a personal comment about the subject of the report.

## Use:

### Timeless Present Tense

- Vultures circle their prey ...
- ... is a popular holiday destination

### General Nouns

- ski resort
- rock musician
- mountain goat

### Technical Terms

- Dolphins are mammals ...
- ... is an orthopaedic surgeon
- ... is situated on the San Andreas fault line

### Relational Processes

- Jupiter is the largest planet in our solar system
- Unlike rabbits, the young foxes are born fully haired

# Procedure

- step - by - step instructions
- involves listing, short sentences and diagrams

# Procedure

A procedure tells how to do something.



## Making Lemonade

If you follow these steps you will make a jug of lemonade.

To make lemonade you will need:

- a litre jug
- three lemons
- a wooden spoon
- a cup of sugar
- a lemon squeezer
- water

1. Carefully cut the lemons in half and squeeze them on the lemon squeezer.
2. Pour the lemon juice into the jug.
3. Fill the jug with water.
4. Add the sugar.
5. Stir until sugar is mixed completely.

Taste your lemonade. If it is not sweet enough, add more sugar to the jug and stir.

**Title**

Tells what is being explained.

**Goal**

Tells what the procedure aims to produce.

**Needs**

Describes or lists what is needed to complete the procedure.

**Steps**

Describes step-by-step how to complete the procedure.

**Check**

How to check if the procedure worked.

# Explanations

- explains how something works
- easy to write across levels
- a chance for students to show what they know about and are interested in

# Explanation

Explanation texts tell how something works.  
They are used in all the arts and sciences.  
Explanations have five parts to their frameworks.



**Title**

This is a short statement about the topic.

**Definition**

Of the thing or process.

**Description**

Of the parts or elements in the process.

**Process**

How the thing or process works.

**Application**

Of the object, machine or process.

## How is Food Digested?

The food we eat is broken down and used by our bodies. This breaking down of food is called digestion.

You may have heard your stomach gurgling after you have eaten. The stomach, teeth, tongue and intestines all help to digest food.

When you chew your food, digestion begins. The food is pushed by the tongue to the trapdoor at the back of the throat called the oesophagus. It then moves to the stomach where digestive juices make it smaller. In the small intestine, the goodness is 'soaked up'. Finally, water is taken out in the large intestines.

The goodness that is left can now be carried around the body by the blood to be used for energy, repair and growth!



# Expositions

- persuasion: the writer needs to convince the reader to agree with their point of view
- advice: avoid the school uniform / too much tv trap

# Exposition

An exposition text is used by a writer to persuade others. It is also used to criticise and review ideas and actions.



**Title**

**A short statement about the topic.**

**Overview**

**A brief statement of the writer's view of the main topic.**

**Reasons**

**The points supporting the writer's view. (The writer's view can be for or against the topic.)**

**Conclusions**

**Summing it up.**

## Time for Play

Schools are giving students much more homework. This is because parents believe more homework is better for the future. But this is not as good as it seems.

Because they get too much homework, children are having their time for play stolen from them. Children need their play time, to exercise and to meet their friends.

It is not fair that some students have more homework. It makes them very angry that they can't play as much as the others.

One solution is to make a new law that says how much homework all children have to do.

# Narrative

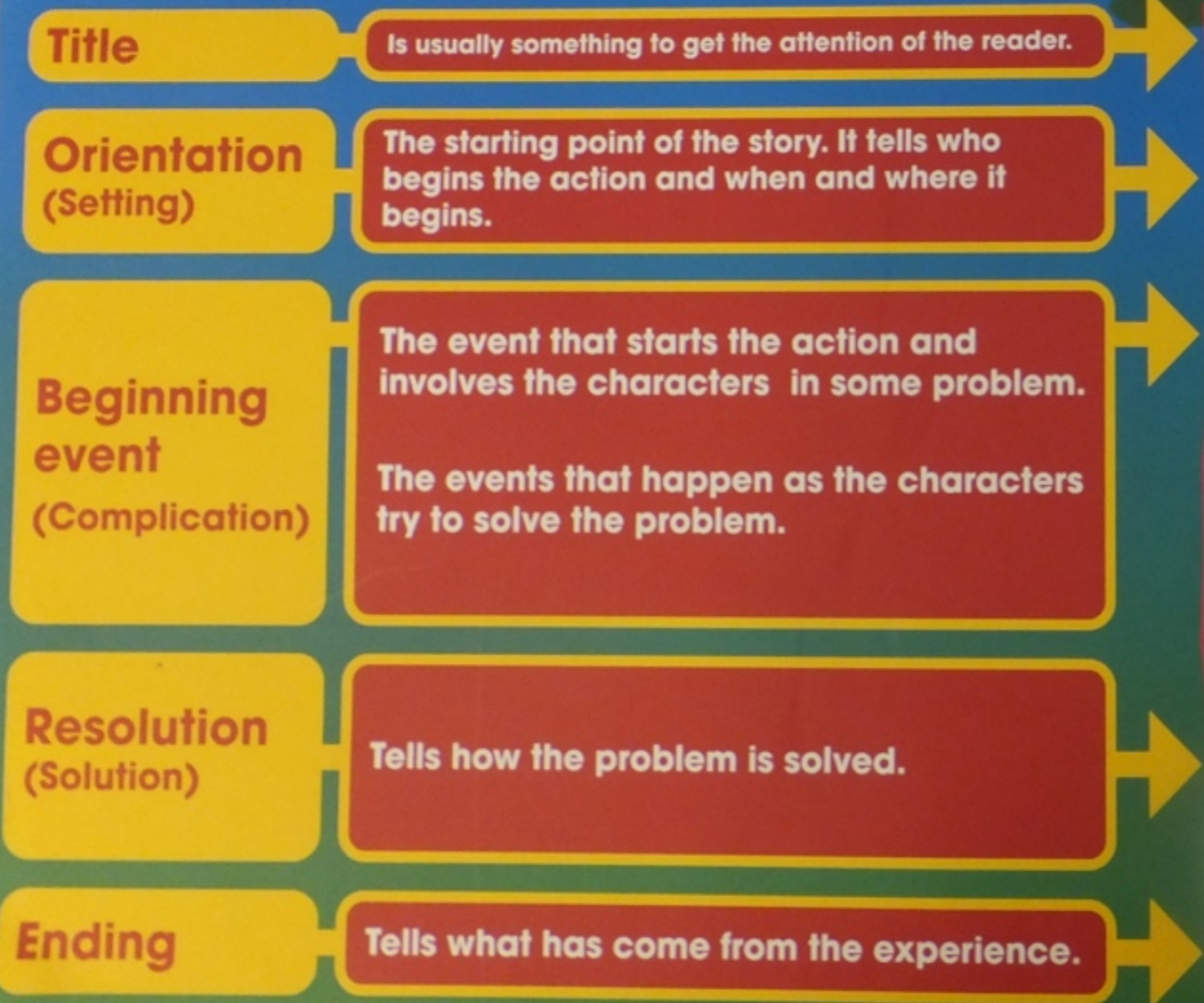
- can be implemented across levels: anything from a basic fairytale to a Lord Of The Rings type of saga
- has goodies and baddies
- has a problem and a solution \*

# Narrative

A narrative is a story text. The stories are fiction; that is, they are not true. There are many kinds of narratives, but all narratives have the same parts. Each part or event is a separate paragraph.



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## Robin Hood Gets Away

One fine day Robin Hood was looking for adventure in the forest when he met an old man dressed in poor clothes.

Robin swapped clothes with the old man, took his bow and arrow and went into town. As he was looking around the Sheriff's men grabbed hold of him because they thought he was an outlaw.

Robin saw that there was an archery contest starting so he told the Sheriff's men that he was just a poor old man coming to try his luck at shooting.

The soldiers laughed and let Robin go to the contest. When it was Robin's turn he put all his arrows into the bullseye. The Sheriff was surprised and gave Robin a bag of silver. 'Tell me old man where did you learn to shoot like that?'

'A man called Robin Hood taught me,' Robin replied as he hobbled away laughing to himself.

# Teaching Strategies

- modelling

- prompting
- questioning

- feedback
- telling
- explaining
- directing