

⑨ Sequencing and Reading

Reading Activity: Sentences

Objective:

- To help pupils reconstruct the sequence of events

Resources:

- Sequencing cards with pictures and sentences
- Reading books

Procedure:

1. Lay the cards face-up.
2. Ask pupils to put them in the right order so that they tell the story.
3. Pupils check with reader for the correct sequence of the story.
4. Pupils take turns to read the story in sequence.

Participants:

Olivia Camilleri
Dolores Caruana
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Workshop coordinator:

Borg Emmanuel

Qormi SS Primary – St Ignatius College

🌀 Fishing Game

Reading Activity: Words

Objective:

- To encourage pupils to blend letters in order to form words

Resources:

- two small fishing rods with magnets
- cardboard fish with a letter on each fish
- paper clips
- sheets of paper and pencils

Procedure:

1. Spread cardboard fish.
2. Divide pupils in two groups.
3. Explain to pupils that they have to fish for letters to make up words and then write down the words formed.
4. Pupils read the words aloud.
5. The team with the most words formed wins the game.
6. Pupils can look for any rhyming words.

Participants:

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Workshop Coordinator:

Doreen Aquilina

Safi Primary – St Benedict College

🌀 Dressing Up

Reading Activity: Words

Objectives: -

- To consolidate several high frequency words
- To make a sequence of a daily task

Resources: -

- pictures of a boy / girl putting on different clothes
- flashcards – for example:

I put on the shoe. I put on the skirt. I put on the jumper.

Procedure: -

1. A set of flashcards and pictures are given to the group.
2. The pupils have to first take a good look at the pictures.
3. Then they have to choose a picture and a matching word, and complete the sentences.
4. Finally they should sequence the sentences.

Participants:

Diane Borg
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Workshop Coordinator:

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🌀 **Sentence-Picture Matching**

Reading Activity: Text (A Short Story)

Objectives:

- To read and understand a short story
- To put pictures about the story in order

Resources:

- Handout - short story
- Handout - pictures

Procedure:

1. Pupils are divided in groups of four.
2. The short story is read in the group.
3. Pupils are given a set of pictures and they have to put them in order according to the story they read.
4. As a conclusion pupils are going to match each picture to the corresponding sentence from the story by writing the number.

Participants:

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Nancy Degabriele
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Workshop Coordinator:

Karen Camilleri Qormi SS Primary – St Ignatius College

🕒 Retelling A Story

Reading Activity: Text (A Story)

Objective/s:

- To recognise there is a sequence in a story (Beginning, middle & end)
- To match sentences with pictures

Resources:

- A set of pictures (showing main episodes of the story)
- A set of flashcards with sentences to match

Procedure:

1. Teacher gives out pictures.
2. Pupils look at pictures and discuss what they see.
3. Pupils put story pictures in order.
4. Flashcards are distributed and pupils read sentences.
5. Pupils place flashcards according to the order of the pictures.
6. Pupils take turns to read out or dramatise the story.

Participants:

Anna Bailey
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Workshop Coordinator:

Marika Camilleri

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⑨ Sequencing, Rhyming and Dominoes

Reading Activity: Text (A Poem)

Objectives:

- To rhyme and sequence verses
- To focus on beginning and ending of verses

Resources:

1. Poem on flashcards - with a verse of the poem on each flashcard - Examples:
1st flashcard – 'Twinkle, twinkle little star' (word 'star' shaded in yellow)
2nd flashcard – 'How I wonder where you are' (word 'how' shaded in yellow)

Procedure:

1. Rehearse a nursery rhyme by reciting or listening to a cassette recording.
2. Each pupil takes a flashcard and reads the verse.
3. Pupils identify beginning of poem and put 1st flashcard on table.
4. Pupils read and identify 2nd verse, either through rhyming or by referring to colour coded words.
5. They sequence the rest of poem by reading, rhyming and / or using visual aided flashcards.
6. Pupils recite whole poem.
7. As an extra add-on activity, pupils can identify and change the rhyming words to create silly (nonsense) poems, for example:
Twinkle, twinkle, little jar,
How I wonder where you are.

Participants:

Carmen Sammut
Sonia Farrugia
Ruth Agius Schembri
Catherine Bezzina
Marita Grima

Safi/Kirkop – St Benedict College
Zebbug Primary – St Ignatius College
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Workshop Coordinator:

Valerie Ruth Scerri – St Francis School (Msida)

🌀 Word Bingo

Reading Activity (Guided reading with a small group): **Words**

Objective:

- To learn new words

Resources:

- one laminated sheet with new words
- small words as flashcards in a bag
- counters

Procedure:

Read the story. Introduce new words as a class. Divide class in groups of four. Provide the group with the resources. Choose a leader. Explain the activity while the other groups are doing different activity. They take turns to take out a word from the bag, read it and cover the word on the laminated sheet with a counter.

Participants:

Susan Azzopardi
Suzanne Bezzina
Stephanie Cumbo
Maira Darmanin
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Workshop Coordinator:

Maira Galea

Safi Primary – St Benedict College

⑨ The Three Little Pigs

Reading Activities: Text-Sentence-Word

Objective/s:

- To familiarise pupils with the story of *The Three Little Pigs*
- To give pupils the opportunity to realise that all stories / events occur in a sequence
- To enhance pupils' literacy skills

Resources:

- Computers
- *Reading development library 1* – software
- Big book: *The Three Little Pigs*
- Pictures from the story (for activities)
- Sentences on strips of paper (corresponding to the pictures)
- Blank paper

Procedure:

The class is divided in groups of three to five pupils. Each group will be grouped according to ability (Group 1 low-ability pupils; Group 4 high-ability pupils).

The story of *The Three Little Pigs* is read out to the whole class. The teacher can either use the big book or the software available.

Group 1

1. The pupils are given a set of pictures showing the story.
2. They are encouraged to place the pictures in sequence to form the story. While doing so, the pupils are encouraged to recall and recount the story so their oracy skills are improved.

Group 2

1. The pupils are given a set of pictures and a set of sentences.
2. The pupils read out the sentences and match them with the pictures. The sentences and matching pictures are placed in the correct sequence.

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Group 3

1. The pupils are given a set of pictures and sentences. However, the sentences have some missing words.
2. The pupils have to discuss what the missing word is and fill in the blanks.
3. The pupils then match the sentences with the corresponding pictures and place them in the correct sequence.

Group 4

1. The pupils are given some blank paper. They are given the following situation: *Wolf wants to make friends with the three pigs. What suggestions can you give him?* (For example: organise a party, ask the pigs to join in whilst playing, etc.)
2. The pupils write all the suggestions down on the blank paper. The suggestions are read out to the whole class and more suggestions are added, if available.

Participants:

Marthese Baldacchino
Anton Falzon
Samuel Falzon
Lillian Farrugia
Ann Marie Mifsud
Elizabeth Saliba

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Workshop Coordinator:

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🌀 **Picture-Story Sequencing**

Reading activity: Text-Sentence

Ordering sentences and pictures that summarize a story

Objective/s:

- To recreate a story by ordering pictures
- To read the sentences and put them in the correct sequence

Resources:

- Textbook
- Pictures
- Sentences on strips of paper

Procedure:

1. Explain the targets of the activity.
2. Give clear instructions as to what each group will be doing.
3. Show the pictures / sentences in a jumbled order to the whole class.
4. Make an example together as a class. Give each group the pictures or sentences (according to group's ability level) and a set time for the groups to order them.
5. When time is up, each child will tell or read a part of the story.
6. Finally the group leader reads the whole story.

Participants:

Maria Abela	Qormi SS Primary – St Ignatius College
Mansy Bugeja	Luqa Primary – St Ignatius College
Cynthia Buhagiar	Qrendi Primary – St Benedict College
Rita Caruana	St Joan Antide School (Gudja)
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Workshop Coordinator:

Charlene Farrugia	Safi Primary – St Benedict College
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🌀 Re-enacting a Story

Reading activity: Text (Suggested Text: The Toys' Party – Oxford Reading Tree)

Objectives:

- To help the children enjoy reading and increase their vocabulary so that they will be able to read and say simple sentences.

Resources:

- Big book,
- Toys
- Puppets
- Flash cards
- Ingredients

Procedure:

1. The teacher shows pictures and discusses orally with the pupils.
2. The pupils show ingredients to the class, for example, milk, flour, jam; and label the ingredients.
3. The teacher relates the story.
4. Pupils match the flash cards with the labelled ingredients.
5. Pupils participate in role play:
6. Pupils make the cake as explained in the book.
7. Pupils produce simple sentences.

Participants:

Maria Attard
Claudine Grech
M'Rose Gauci
Pauline Harmsworth

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Workshop Coordinator:

Carmela Borġ

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🌀 Story-Telling

Reading activity: Text

Objectives:

- To sequence the story (Story telling)
- To read individually and participate in group reading
- To participate in sentence discrimination
- To predict a different ending

Resources:

- Pictures about the story
- Flashcards with sentences
- Handout with the story

Procedure:

1. The teacher shows a set of jumbled pictures. Pupils are encouraged to discuss the pictures.
2. Discuss the story through the pictures and put in order the pictures to build up the story.
3. The teacher introduces a set of flashcards with sentences. These flashcards include sentences which are not related to the story and which the children have to discriminate.
4. Pupils read the sentences and match them with the pictures.
5. They are given a handout with the story which they have to read to the group.
6. Pupils are asked to give a different ending to the story.

Participants:

Roseanne Gauci
Karen Vella Pace
Madeline Vella
Jane Axisa
Charmaine Zammit

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☉ Gingerbread Man

Reading Activity: Reading sentences and following instructions

Objective/s:

- To familiarise pupils with the story and to read the instructions (simple sentences) that will help in the interpretation of the recipe

Resources:

- Picture of Gingerbread Man (Laptop)
- Big book (Story)
- Handout with recipe

Procedure:

1. Set induction: Show pupils the picture of the Gingerbread Man and ask for their views about it.
2. Story-telling / Shared reading: Gather pupils in the Reading corner and read the story from the big book. (Show them the pictures. Ask them to predict.)
3. Explain to the pupils that just like the lady in the story, they can also make the Gingerbread man by following the instructions on the recipe.
4. Read the instructions in pairs.
5. Give them the instructions in a jumbled up way for them to put in order.
6. Encourage the pupils to do the Gingerbread man at home and bring some to class to show them to each other (and maybe even share).

Participants:

Conrad Marmara'	Paola Primary A – San Ġorġ Preca College
Sabrina Vassallo	Paola Primary A – San Ġorġ Preca College
Janet Attard	Paola Primary A – San Ġorġ Preca College
Antonia Abela	Paola Primary A – San Ġorġ Preca College
Diane Galea	Ħamrun Primary ĠP – San Ġorġ Preca College
Joanne Medati'	Ħamrun Primary ĠP – San Ġorġ Preca College
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Antoinette Borg	St Joseph School (Blata l-Bajda)
Rebecca Farrugia	St Joseph School (Blata l-Bajda)

Workshop Coordinator:

Daniela Camilleri	Ħamrun Primary SS – San Ġorġ Preca College
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🌀 Can you find it?

Reading activity: Tricky words search game

Objective:

- To identify tricky words by skimming and scanning a given text

Resources:

- Text (either from class book, big book, invented text, etc)
- A4 paper to each group

Procedure:

1. Divide class into mixed ability groups.
2. Reading of text as a whole class (Text is read by the teacher first.)
3. Each group has to find and list all the tricky words they can find in the passage.
4. Set a time limit.
5. When game is ready, compare the lists for each separate group.

Participants:

Kathleen Camilleri	Paola Primary A – San Ġorġ Preca College
Valeria Farrugia	Żejtun Primary A – St Thomas More College
Doreen Schembri	Ħamrun Primary SS – San Ġorġ Preca College

Workshop Coordinator:

Alexia Mercieca	Tereza Nuzzo School (Marsa)
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🌀 The word wheel

Reading Activity: Words

Objectives:

- To read out words with the same ending
- To confidently read and write with final blends

Resources:

- Rime wheel
- Pictures and flash cards
- Handout

Procedure:

1. A poem that contains words ending in /at/ is read out.
2. The pupils identify words that have /at/ sounds. These words can be displayed on the board and accompanied by cards.
3. Pupils are encouraged to read out words that have /at/.
4. The class is divided into groups (4-5 per group).
5. Each group is given a rime wheel and they are encouraged to sound and read the words.
6. Give out handout with /at/ words which the children have to circle.

Participants:

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Isabelle Gafà Marmarà	Paola Primary – San Ġorġ Preca College
Sr Rita Gauci	Tereza Nuzzo School (Marsa)
Joanne Grech	Hamrun Primary GP – San Ġorġ Preca College
Ruth Gatt	Hamrun Primary GP – San Ġorġ Preca College

Workshop Coordinator:

Fiona Formosa Bartolo	St Joseph School (Blata l-Bajda)
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🌀 The Greedy Dog

Reading Activity: Building a Story

Objective:

- To build a story in sequence with given sentences and pictures

Resources:

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- Six picture story
- Six sentences related to the pictures, with highlighted nouns
- Blu tac

Procedure:

1. Distribute the pictures.
2. Ask the pupils to describe the pictures.
3. Give them time to build the story through pictures.
4. Discuss with them the sequence built.
5. Pupils match the relative sentence to the picture with the aid of the highlighted words.
6. They read the story.
7. As a follow up activity, pupils are given a handout to fill in the missing “highlighted” words.

Participants:

Eucharist Mercieca	Mosta Primary School B – Maria Regina College
Rachel Theuma	St. Francis School (Msida)
Marisa Farrugia	Theresa Nuzzo School (Marsa)
Salvina Vella	Marsa Primary School – San Ġorġ Preca College

Workshop Coordinator:

Rita Scicluna Sultana	Paola Primary School A – San Ġorġ Preca College
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🌀 Jack & the beanstalk

Reading Activity: Story Telling and Role Play

Objective:

- To listen and express themselves in the language

Resources:

- Big Book
- Masks
- Puppets
- Pictures
- Flashcards (repetitive phrases)

Procedure:

1. The teacher tells the story with the help of the big book. Pupils pinpoint characters and the environment of the story.
2. Pupils in small groups show the picture or mask presenting the character.
3. Pupils, with the flashcards showing repetitive phrases or particular words, are encouraged to read them out.
4. Role-play is presented by each group. They can use the puppets as well.

Participants:

Chantelle Bugeja	Tereza Nuzzo School (Marsa)
Emily Cardona	Hamrun Primary GP – San Ġorġ Preca College
Marion Borg	Hamrun Primary GP – San Ġorġ Preca College
Catherine Camilleri	Hamrun Primary GP – San Ġorġ Preca College

Workshop Coordinator:

Claudia Farrugia	St Francis School (Msida)
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☉ A voyage through a book

Reading Activity: Phonological awareness of words through blending

Objectives:

- Pupils should be able to learn to read new vocabulary

Resources:

- Big book
- Flashcards

Procedure:

1. The teacher introduces the book through a picture walk.
2. The big book is then read using body language to help children understand the text.
3. The teacher then presents the pupils with a fishing game; which involves having pictures with words that are related with the big book.
4. In the end, pupils are asked to do a role-play.

Participants:

Christine Grech	St. Francis School (Msida)
Wendy Cremona	St. Francis School (Msida)
Connie Abdilla	Theresa Nuzzo (Marsa)
Marija Cassar	Hamrun Primary SS – San Ġorġ Preca College
Marlene Grech	Hamrun Primary SS – San Ġorġ Preca College
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Workshop Coordinator:

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🌀 Reading Board Game

Reading activity: Use of a selection of phrases / sentences / expressions / words / etc.

Objective/s:

- To practice reading skills
- To read for enjoyment
- To reinforce / introduce vocabulary

Resources:

- Board game (based on the 'Snakes and Ladders' game. The path should include stepping stones labelled with letters of the alphabet; from a to z. Some blank and coloured stepping stones should be included along the way. Snakes / ladders can be included in order to foster fun / challenge elements during the game);
- Selections of cards with phrases, sentences, words, other forms of texts printed on the back. These written texts can be chosen according to week topic / set reader or any other vocabulary learnt during the week / term, these cards should be colour coded to match the coloured steps in the board game, (for example: orange cards with words, yellow cards with short phrases, brown cards with sentences, white cards with short texts, etc.);
- Dice

Procedure:

1. Since this activity is based on the 'Snakes and Ladders' game it is very simple for the pupils to follow and play.
2. Pupils should be set to play this game in an individual or paired way – in either mixed or streamed abilities, depending on class level.
3. The first group should start by rolling the dice and move along the lettered path starting from **a** according to the score.
4. If the player/s stop/s on a coloured stepping stone the player/s should pick a card from the matching card pile and read the text behind it to the rest of the

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- class. The player/s can either win points or skip turns according to their reading.
5. All the groups keep playing in this manner until any of the groups reaches the letter **z**.
 6. The teacher can adapt game rules to foster pupils' interest in the game. The game can be won by either reaching the last letter or by simply using a scoring system based on the level of reading of the cards.

Participants:

Rudolph Attard	Valletta Primary – San Ġorġ Preca College
Grace Attard	Floriana Primary – San Ġorġ Preca College
Ylenia Muscat	Theresa Nuzzo School (Marsa)
Sr. Antonia Bugeja	Theresa Nuzzo School (Marsa)
Mariella Cassar	Poala Primary B – San Ġorġ Preca College

Workshop Coordinator:

Joseph Said	Valletta Primary – San Ġorġ Preca College
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🌀 Form a story

Reading Activity: Sentences

Objectives:

- To enhance comprehension
- To practise sequencing

Resources: A handout consisting of a set of jumbled pictures with a sentence underneath (forming a story), scissors, glue, cardboard, colours.

Procedure:

1. First teacher narrates story in her own words.
2. Pupils are given the handout with pictures.
3. Pupils cut pictures and stick them on cardboard.
4. Pupils arrange pictures to form the story narrated by teacher.
5. A pupil reads story and the other pupils check if sequence is correct.
6. Pupils colour pictures.

Participants:

Agnes Borg	Għarb Primary - Gozo College
Emma Formosa	Nadur Primary - Gozo College
Roberta Micallef	Nadur Primary - Gozo College
Tiziana Casha	Laura Vicuna School (Għasri)
Annie Cauchi	St Theresa School (Kercem)

Workshop Coordinator:

Josephine Galea	Xewkija Primary - Gozo College
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🌀 Toys

Reading Activity: **Words and Simple Sentences**

Objective/s:

- To get to know the name of the toys
- To increase their vocabulary
- To rehearse actions involved while playing with particular toys

Resources:

- Toys
- CD player
- Flashcards
- Pictures
- Big book

Procedure:

1. Narration of the story
2. Open discussion to make sure that the pupils understood the story
3. Listening to the story on the CD
4. Activity with pictures (to match pictures with words or simple sentences)
5. Paired /Shared Reading

Participants:

Ritienne Attard	Għajnsielem Primary – Gozo College
Jacqueline Borg	Xewkija Primary – Gozo College
Marika Camilleri	Għarb Primary – Gozo College
Mary Grace Xuereb	Drama Teacher – Gozo College
Julie Farrugia	Xagħra Primary – Gozo College
Marika Sultana	Complementary Teacher – Gozo College

Workshop Coordinator:

Carmen Cardona	Għajnsielem Primary – Gozo College
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🌀 Snakes and ladders

Reading Activity: Sentences

Objective:

- To encourage pupils to read and answer questions in English

Resources:

- Snakes and ladders mat
- Question cards
- Dice

Procedure:

1. The pupil throws the dice and moves to the number indicated on the dice.
2. On each number the pupil will answer the question written on the card.

Participants:

Ronald Sultana	Bishop's Conservatory School (Victoria)
Doris Vella	Victoria Primary – Gozo College
Sonya Scicluna	Sannat Primary – Gozo College
Josette Grima	Nadur Primary – Gozo College
Angele Bajada	Xagħra Primary – Gozo College
Mark Azzopardi	Nadur Primary – Gozo College

Workshop Coordinator:

Noel Cremona	St Venera Primary – St Therese College
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🎣 Fishing Game

Reading Activity: Words with /sh/

Objectives:

- The pupils will learn how to read words with /sh/.
- They will also be increasing their vocabulary.

Resources:

- Fishing rods
- Paperclips
- Magnets
- Flashcards of words and pictures.
- Bowl / box

Procedure:

1. As a whole-class activity the teacher shows the cards to the pupils and they read them together, whilst he/she explains the meaning of these words.
2. The pupils take turn to fish for the cards and read them out loud.
3. After reading the words the pupils will stick each card next to the corresponding picture on the whiteboard.
4. To conclude they will sing together the nursery rhyme regarding the /sh/ sound from the Jolly Phonics collection.

Participants:

Sharon Cefai	St Paul's Bay Primary – Maria Regina College
Charmaine Portelli	Qala Primary – Gozo College
Claudia Grech	St Francis School (Victoria)
Mary Gurr	Nadur Primary – Gozo College
Carmen Caruana	St Laurence Primary – Gozo College
Doris Attard	Victoria Primary – Gozo College
Nadine Grech	Mellieha Primary – Maria Regina College
Natalie Cassar	Nadur Primary – Gozo College

Workshop Coordinator:

Manolita Buttigieg	St Paul's Bay Primary – Maria Regina College
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