Literacy Activities: Reading

-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          Luqa Primary – St Ignatius College
Dolores Caruana       Siġġiewi Primary – St Ignatius College
Vanessa Desira         B'Buġa Primary – St Benedict College
Karen Farrugia          Mqabba Primary – St Benedict College

Workshop coordinator:

Borg Emmanuel          Qormi SS Primary – St Ignatius College

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

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:

Irene Abela  Siġġiewi Primary – St Ignatius College
Maria Aguis  Żebbuġ Primary – St Ignatius College
Rena Aguis  Qrendi Primary – St Benedict College
Cynthia Aquilina  Mqabba Primary – St Benedict College

Workshop Coordinator:

Doreen Aquilina  Safi Primary – St Benedict College

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

押金 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            Qormi SS Primary – St Ignatius College
Connie Fenech        B’Buġa Primary – St Benedict College
Mary Rose Formosa     Qormi SG Primary – St Ignatius College
Carmeline Mangion    Żebbuġ Primary – St Ignatius College
Loretta Mula          Kirkop Primary – St Benedict College
Dorianne Pace        St Joan Antide School (Gudja)

Workshop Coordinator:

Claudine Chircop    Siġġiewi Primary – St Ignatius College

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

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:

- Catherine Caruana       B’Buġa Primary – St Benedict College
- Sally Caruana          Ghaxaq Primary – St Benedict College
- Moira Chetcuti         Luqa Primary – St Ignatius College
- Nancy Degabriele       Żebбуġ Primary – St Ignatius College
- Louise Fenech          St Joan Antide School (Gudja)
- Doris Pace             Siġġiewi Primary – St Ignatius College
- Saviour Saliba        Luqa Primary – St Ignatius College

Workshop Coordinator:

Karen Camilleri         Qormi SS Primary – St Ignatius College

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

🎯 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  Gudja Primary – St Benedict College
Mary Grace Bailey  B’Buğa Primary – St Benedict College
Janice Aquilina  Qormi SS Primary – St Ignatius College
Janet Attard  Qormi SG Primary – St Ignatius College

Workshop Coordinator:

Marika Camilleri  Żebbuġ Primary – St Ignatius College

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

🎯 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   Safi/Kirkop – St Benedict College
Sonia Farrugia   Zebbug Primary – St Ignatius College
Ruth Agius Schembri   St Francis School (B’Kara)
Catherine Bezzina   Siggiewi Primary - St Ignatius College
Marita Grima   Mqabba Primary - St Benedict College

Workshop Coordinator:

Valerie Ruth Scerri – St Francis School (Msida)

Literacy Strategies that are effective with the whole class
**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  
Moira Darmanin  
Denise Fsadni

Luqa Primary – St Ignatius College  
Qormi SS Primary – St Ignatius College  
Luqa Primary – St Ignatius College  
Siġġiewi Primary – St Ignatius College  
Mqabba/Qrendi – St Benedict College

**Workshop Coordinator:**

Moira Galea  
Safi Primary – St Benedict College

**Literacy Strategies that are effective with the whole class**
Literacy Activities: Reading

• 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.

Literacy Strategies that are effective with the whole class
**Literacy Activities: Reading**

**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  Qormi SS Primary – St Thomas More College
- Anton Falzon  B’Buġa Primary – St Benedict College
- Samuel Falzon  Għaxaq Primary – St Benedict College
- Lillian Farrugia  St Joan Antide School (Gudja)
- Ann Marie Mifsud  St Ignatius College
- Elizabeth Saliba  St Ignatius College

**Workshop Coordinator:**

- Veronica Debono  Żebbuġ Primary – St Ignatius College

**Literacy Strategies that are effective with the whole class**
Literacy Activities: Reading

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:

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Maria Abela</td>
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<td>Cynthia Buhagiar</td>
<td>Qrendi Primary – St Benedict College</td>
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<td>Rita Caruana</td>
<td>St Joan Antide School (Gudja)</td>
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<td>Rodiana Cesare</td>
<td>B’Buğa Primary – St Benedict College</td>
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<tr>
<td>Maruska Scerri</td>
<td>Siġġiewi Primary – St Ignatius College</td>
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</tbody>
</table>

Workshop Coordinator:

Charlene Farrugia    | Safi Primary – St Benedict College          |

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

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 Ghaxaq Primary – St Benedict College
Claudine Grech B’Buġa Primary – St Benedict College
M’Rose Gauci Qormi Primary – St Ignatius College
Pauline Harmsworth Żebbuġ Primary – St Ignatius College

Workshop Coordinator:

Carmela Borg St Ignatius College

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

📚 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    Žurrieq Primary – St Benedict College
Karen Vella Pace  B’Buġa Primary – St Benedict College
Madeline Vella    Żebbuġ Primary – St Ignatius College
Jane Axisa         Siġġiewi Primary – St Ignatius College
Charmaine Zammit  Ghaxaq Primary – St Benedict College

Literacy Strategies that are effective with the whole class
**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 Hamrun Primary ĠP – San Ġorġ Preca College  
Joanne Medati’ Hamrun Primary ĠP – San Ġorġ Preca College  
Dorienne Mifsud Hamrun Primary ĠP – San Ġorġ Preca College  
Antoinette Borg St Joseph School (Blata l-Bajda)  
Rebecca Farrugia St Joseph School (Blata l-Bajda)  

**Workshop Coordinator:**

Daniela Camilleri Hamrun Primary SS – San Ġorġ Preca College

**Literacy Strategies that are effective with the whole class**
Literacy Activities: Reading

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 Ľejtun Primary A – St Thomas More College
Doreen Schembri Hamrun Primary SS – San Ġorġ Preca College

Workshop Coordinator:
Alexia Mercieca Tereza Nuzzo School (Marsa)

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

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

Workshop Coordinator:
Fiona Formosa Bartolo St Joseph School (Blata l-Bajda)

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

✎ The Greedy Dog

Reading Activity: Building a Story

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

Resources:
- 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

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

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:
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         Ħamrun Primary GP – San Ġorġ Preca College
- Marion Borg           Ħamrun Primary GP – San Ġorġ Preca College
- Catherine Camilleri   Ħamrun Primary GP – San Ġorġ Preca College

Workshop Coordinator:
- Claudia Farrugia      St Francis School (Msida)

Literacy Strategies that are effective with the whole class
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        Ħamrun Primary SS – San Ġorġ Preca College
Marlene Grech        Ħamrun Primary SS – San Ġorġ Preca College
Maria Buhagiar      Paola Primary A –San Ġorġ Preca College

Workshop Coordinator:
Marilyn Buckle Buhagiar     Floriana Primary – San Ġorġ Preca College
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


**Literacy Activities: Reading**

- The player/s can either win points or skip turns according to their reading.
- All the groups keep playing in this manner until any of the groups reaches the letter z.
- 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:**

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
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</thead>
<tbody>
<tr>
<td>Rudolph Attard</td>
<td>Valletta Primary – San Ġorġ Preca College</td>
</tr>
<tr>
<td>Grace Attard</td>
<td>Floriana Primary – San Ġorġ Preca College</td>
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<tr>
<td>Ylenia Muscat</td>
<td>Theresa Nuzzo School (Marsa)</td>
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<td>Sr. Antonia Bugeja</td>
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</tr>
<tr>
<td>Mariella Cassar</td>
<td>Poala Primary B – San Ġorġ Preca College</td>
</tr>
</tbody>
</table>

**Workshop Coordinator:**

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Said</td>
<td>Valletta Primary – San Ġorġ Preca College</td>
</tr>
</tbody>
</table>
Form a story

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
  Gharb Primary - Gozo College
- Emma Formosa
  Nadur Primary - Gozo College
- Roberta Micallef
  Nadur Primary - Gozo College
- Tiziana Casha
  Laura Vicuna School (Ghasri)
- Annie Cauchi
  St Theresa School (Kercem)

Workshop Coordinator:
- Josephine Galea
  Xewkija Primary - Gozo College
Literacy Activities: Reading

Toy

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  Ghajnsielem Primary – Gozo College  
Jacqueline Borg  Xewkija Primary – Gozo College  
Marika Camilleri  Gharb 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  Ghajnsielem Primary – Gozo College

Literacy Strategies that are effective with the whole class
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   Xaghra Primary – Gozo College
Mark Azzopardi  Nadur Primary – Gozo College

Workshop Coordinator:
Noel Cremona   St Venera Primary – St Therese College

Literacy Strategies that are effective with the whole class
Literacy Activities: Reading

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:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Sharon Cefai</td>
<td>St Paul's Bay Primary – Maria Regina College</td>
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<tr>
<td>Mary Gurr</td>
<td>Nadur Primary – Gozo College</td>
</tr>
<tr>
<td>Carmen Caruana</td>
<td>St Laurence Primary – Gozo College</td>
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<tr>
<td>Doris Attard</td>
<td>Victoria Primary – Gozo College</td>
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<tr>
<td>Nadine Grech</td>
<td>Mellieha Primary – Maria Regina College</td>
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<tr>
<td>Natalie Cassar</td>
<td>Nadur Primary – Gozo College</td>
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</tbody>
</table>

Workshop Coordinator:

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

Literacy Strategies that are effective with the whole class