

***REVISITING A TEXT IN LOWER LEVELS:
HOW TO GET REPETITIONS WITHOUT BEING
REPETITIOUS***



DIGITAL PACKET URL: [GOO.GL/58REXY](https://goo.gl/58REXY)

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ACTIVITIES DESIGNED TO REVISIT THE TEXT WITHOUT BEING REPETITIOUS:

The following activities are designed to REvisit a text. They should only be used after you have given input, read the text, and checked for comprehension. They are designed to help students get repetitions of the structures present in the text and to give them even more input using the same structures.

Character Thoughts and Actions

This activity is good to use after doing a short story or reading a chapter in a book. Have students draw a picture of the character in the middle of the page (if you have two main characters fold the paper in half and draw one character on each side). Have students reread the text and in one color write all the actions the main character takes around the center drawing. Then in a second color have students write a feeling to go with each action that they take or any feeling the character has in that text. For higher-level thinking, in a third color have students write thoughts that the character might have to accompany their actions or thoughts. Have students compare and contrast their drawings and what they wrote as an extension activity.

The Lucky Reading Game

This activity comes from Senora Chase and can be found here:

<https://senorachase.com/2018/03/20/the-lucky-reading-game/>

Before this game begins, reread the text yourself and create a list of comprehension questions to ask students. Feel free to ask on the surface questions but don't be afraid to ask questions that require higher level thinking: Based on what you know about the characters, who would be most likely to say/do/want... Basic y/n question? Support your answer with evidence from the text. Which option is character X most likely to choose? Support your answer with evidence from the text.

Split your class into five teams. Set up five chairs at the front of your classroom, one for each team, with a small whiteboard, Expo marker and eraser on each. I also provide a copy of the text we are working on. One representative from each team comes up. You ask one of the comprehension questions and set a time limit to answer. Students write their answer on the whiteboard and keep the answer hidden until it is time for the reveal. On your signal, all students turn the whiteboards around so you and the class can see the answers. Any team who has the answer correct gets to draw a playing card to determine how many points the team earns. While they are pulling the card, the next round of players come up and get ready for the next question.

I love this game because all students have the chance to get the answer correct, not just the fast processors, and points are entirely random which gives all teams an equal chance to win.

Write-Draw-Pass

This is an activity taken from Martina Bex and can be found here:

<https://martinabex.com/2011/08/28/write-draw-pass/>

Project the text on the board or make sure each student has a copy of the text. Each student needs a "write-draw-pass" paper. Students individually read the text and select one sentence. They write that sentence in box #1. When students are done writing their sentence they raise their hand and look for another student with their hand up as well. The students exchange papers. They read their new

sentence and they draw a picture in box #2 to illustrate the sentence in box #1. Once they have drawn their picture they fold back the sentence so that just box #2 (the drawing) is showing. They then raise their hand and exchange papers with someone else who is done. They now have a paper with just a drawing showing. Students look at the drawing and then reread the text to try and find the sentence they think the drawing is illustrating. Once they think they have found it they write it in box #3. Students then fold back box #2 (the drawing) so that just box #3 (the sentence) is showing. Students continue this process of writing/drawing and folding back the previous box until the paper is completely filled out. Once all the boxes have been filled in the student unfolds the paper and looks at the sequence of events to see if everyone was right. Students then return the paper to the original owner. It is fun as a teacher to project any papers that are funny or that went completely wrong – it is a great opportunity for more input!

Put-in-Order / Sentence Match Up

Type the main events of the story in a list format. Cut them up into strips.

Variation A: Cut each strip (sentence) in half. First students have to move around the class to find the student with the other half of their sentence. Then in groups or as a whole class students put the events in order. You can divide the class into two teams and have them compete to see who can complete the story first. If you do it as a whole class make a huge circle to put the events in order or follow the process below to put them in order once everyone has found their partner.

Variation B: Hand out strips of the story at random to students. Have students stand up, read their line of the story, and then come stand in the front of the room. The next student stands up, reads their line of the story, and then the class has to decide does the student go before or after the previous student in the sequence of the story. This continues until you have the entire story in order. Occasionally it may be necessary to have students reread their lines so students know who has which sentence. Once the entire story is put in order, have the students reread their line to tell the complete story.

Variation C: Put students into groups and give each group the story cut up into strips. Each group has to work together to put the strips into the correct order. (Try making it a competition to increase engagement!)

Storyboard of Major Plot Points

Each student needs a storyboard of 6–9 boxes. Students reread the text and select the 6–9 most important plot points from the text. Students write those 6–9 parts of the story down and illustrate them (optional). Students should pick the parts of the text that move the action/story along and/or that have great significance. In level one students might copy sentences word-for-word from the text. In level two students may have to create original sentences, combining events or facts in order to fit the story into 6–9 boxes. After completing this activity students will have a great summary of the text they read. I allow students to do this activity in groups so that they can discuss why they think certain events are the most important.

Optional extension activity: Have students pick the best version of the storyboard from their group. Collect the best version from each group and make a copy. Redistribute the storyboard to a new group. Have each group read and edit the storyboard as a group, paying attention to focus structures or vocabulary.

Found Poem

For a Found Poem, students reread the text, marking any words or phrases that feel important to their understanding of the text. They then write these words and phrases on a separate sheet of paper and they may either leave them as is for an edgier, free form poem or they may rearrange and (very slightly) edit their choices to create a more polished product.

For a Blackout Poem, you provide a copy of the text for students to reread and they use a thick black marker to blackout the “unimportant parts”, leaving the words and phrases that will compose their poem.

Running Dictation

Select 6 sentences from the text. In large font print/write one sentence from the text per page. Put the six pages out in the hallway. Students get into teams of 2. Students designate one student as the “runner” and the other as the writer (half way through the students will switch roles). For the first three sentences the writer remains at their desk while the runner goes out into the hallway to look at the sentences. One at a time the runner reads the sentence and then “runs” back to their partner to dictate to them what it said. If the runner cannot remember the whole message then the runner must go back out and look at the sentences again. Once the runner has successfully dictated three messages to the writer they switch roles. Now the writer becomes the runner for the last three sentences. The first team to correctly write all 6 sentences is the winner. You can also ask students to put the sentences in the correct order once they have all six written down. When I play this game with my class I first establish a “No English” rule, students must learn to communicate without the use of English. I also have a no running or talking in the hallway rule. If students are caught running or talking in the hallway their team is disqualified.

Pictionary

This game can be played with small whiteboards or small pieces of paper. Each student has a copy of the text with them as they play. One student is the drawer while the other student(s) guess(es). This can be played in pairs or in bigger groups – with the one who guesses correctly becoming the drawer or with students simply switching back and forth. One student starts to draw a specific scene from the text while the other student(s) try to guess (in the target language, of course) the scene they are drawing. Whoever guesses correctly becomes the person who draws. I encourage students to pick specific scenes so that their scene isn’t guessed too quickly and so that both the drawer and guessers are forced to look more closely at the text to get the specific scene being drawn.

Twitter

Select a scene/part from the text and have students write tweets from different character’s perspectives. If there are no other characters in the scene you can invent a bystander that the class didn’t previously know about. Students are forced to think more critically about what was happening in the scene and how it might make other people feel aside from the main character.



CHARACTER THOUGHTS AND ACTIONS ACTIVITY