

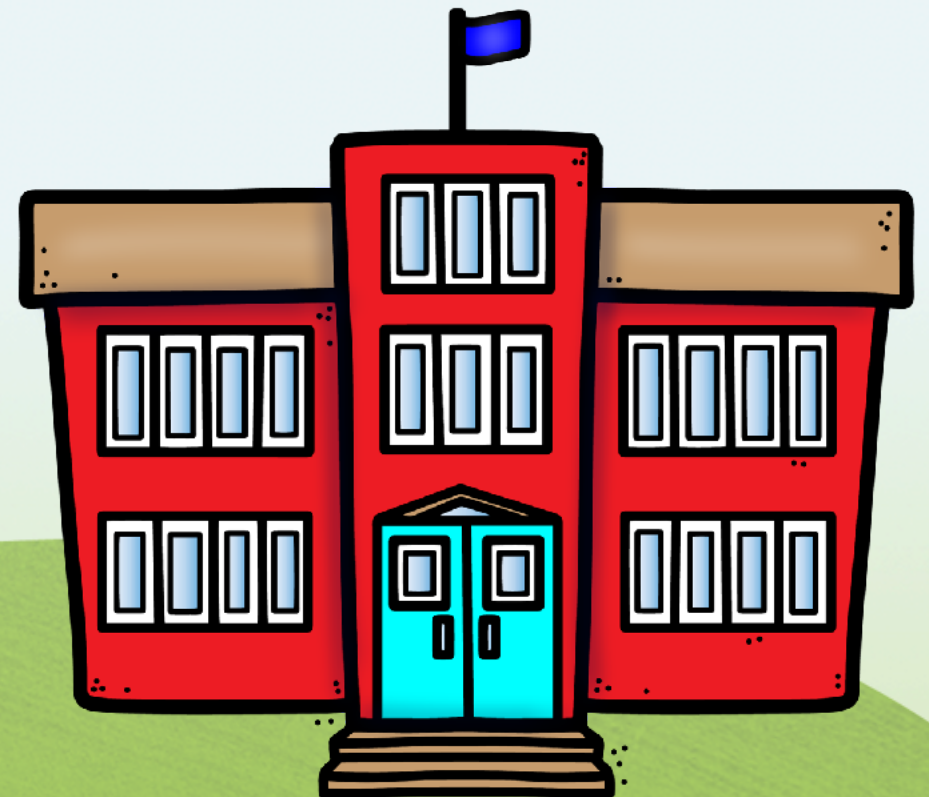


# POPEY

*Provincial Outreach Program for the Early Years*

## Grab and Go Literacy Activities

10 literacy activities that require minimal planning



[www.popey.ca](http://www.popey.ca)

# Engaging Students through Picture Books

- \* Prep: Choose a picture book and photocopy a few pages without words.
  - \* Give each group of students the pages and ask them to decide on a possible sequence of events
  - \* Encourage students to discuss the theories they are starting to develop
  - \* As a whole group, invite each group to explain why they put their pictures in that specific order
  - \* When reading the book to the students, ask them if their ideas are confirmed or are they starting to develop new theories

*Great for TTOCs*

# *Picture Books - an adaption that involves writing*

- \* Prep: Choose a picture book and photocopy a few pages without words.
  - \* As a group, hold up one picture from a story and ask students, “what are you wondering about this picture?”
  - \* Write down all the wonderings on the board
  - \* Photocopy one page per group and have the group members write down as many wonderings as possible
  - \* Ask each group to decide on ‘one’ wondering to share with the rest of the class

*Deep level comprehension*

# Engaging Students through Short Stories

- \* Prep: Choose a short story, pick out some key sentences and write them on sentence strips
  - \* Give each group (or partners) the same sentence strips and have them discuss a potential order for the sentence strips that would build a storyline
  - \* Team up each group with another group and have them explain their work and thinking behind it. The other group members listen carefully and ask questions
  - \* Students complete this pre-reading activity with high motivation to read (or hear) the short story

*Easy to differentiate*

# Engaging Students through Non-Fiction Picture Books

- \* Prep: Choose a non-fiction picture book
  - \* Model looking at a photo from a non-fiction book. Make a T-chart on the board using the titles: What do you see? What does this make you wonder?
  - \* Have students repeat this activity individually or in a small group
  - \* Then read the book (or the text connected to the page) and discuss their wonderings. Were your wonderings answered by the text? Did you come up with new wonderings?

*Promotes flexibility in thinking*



# Engaging Students through Books about Animals

- \* Prep: Gather a collection of non-fiction books about animals
  - \* With the whole group explain we are going to read a book about orcas. "What vocabulary words would you expect to see in this book?"
  - \* Make a list on the board of student responses
  - \* Read the book out loud and explain the students will clap their hands each time they hear a word from our list
  - \* After completing the book, ask students if there are any other words they would like to add to our list
  - \* Students can choose a book to go through the process in small groups
  - \* Then, each student can decide on 5 critical words/phrases and complete some writing about their animal

*Multi-step lesson*

# *You're the Expert - Plan Your Own How-to Book*

*Ask students to think of something they know a lot about, like...*

- \*collecting shells
  - \*taking your dog for a walk
  - \*making a sandwich
  - \*doing a yoga pose
- 
- \*The students will write down the first few steps for their how-to book and share it with a friend
  - \* Finally, each student will complete their how-to book and add some illustrations

*High level of engagement*

# Character's Development and Thinking Bubbles

- \* Prep: Choose a book that has one or more main characters (*and grab post-it notes*)
  - \* Read the story to the students but stop at significant times to ask students, “what do you think the character is thinking right now?”
  - \* Give the students post-it notes to draw thinking bubbles and write character's thoughts within
  - \* Have the students write or draw the parts of the story that they reflected upon. They can use their writing in the thought bubbles to guide their story
  - \* An **extension** when they are reading their own story:
- ▶ Add in thinking bubbles at different parts of the story to focus on what the character is thinking

**Extension activity**



# Storytelling Recipe

- \* Prep: Choose a story to tell to the students (it could be real or made up)
  - \* Tell the students your story
  - \* Describe the main ingredients in a story: a main character, a task, overcoming difficulties, a resolution
  - \* Using the elements of story, challenge the students to come up with a story plot (in partners) that includes the following:
    - \* A surprise delivery
    - \* A magic shell
    - \* A new neighbour
    - \* A secret cave
- \* Have the students write or draw the parts of the story they came up with during the oral rehearsal

*Connects oral language to writing*

# The Walking Curriculum

- \* Prep: Choose where to go for a walk and where the students will be focusing their attention

## The Motion Walk

Use as many senses as possible to complete this challenge. What is moving around you?  
What is on the move?  
Besides seeing movement, how else can you tell something is moving?

## The Line Walk

Find a human made line. Follow it. Where does it lead? Find a natural line (a track from an animal perhaps) – where does it lead? Once you return inside, visualize the lines you followed. Try to draw them and make a map of your walk.

## The History Walk

What evidence can you find on your walk of something that happened here before this moment? Use words to describe in as much detail what you think happened here. Pretend you are a detective and you are figuring out a situation.

*Get outside for some DPA*

# Engage Students in Effective Discussion

- \* Prep: Choose interesting statements for partner groups to respond with opinions and evidence
  - \* Possible statements include:
    - \* Would you rather have a beach or mountain holiday? Why?
    - \* Non-fiction books are better than fiction books.
    - \* Would you rather have a party or go on a trip? Why?
    - \* Sharks are scarier than tigers.
    - \* Would you rather watch a movie or a concert? Why?
- \* In order to encourage critical thinking and provide evidence, students can ask each other, “what makes you say that?”

*Develops critical thinking skills*