



LEARNING CARD: USING GAMES AND STORIES TO SUPPORT READING



Pause and Reflect:

QUESTION 1:

What games do you play with your learners to help with their reading and literacy skills?

Pause and Reflect:

QUESTION 2:

What other reading strategies do you practice when reading stories? What activities do you carry out before reading a story, to help your learners' understanding?

Pause and Reflect:

QUESTION 3:

How can groupwork and pairwork be useful in developing reading skills?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. The film focuses on using games and stories to support reading.

P&R 1: Games for reading and literacy: Show the first part of the video and discuss the game that the CE is using. Then brainstorm other games that can be played to develop literacy and reading skills. There are a couple of examples in the response but gather as many examples as you can from the CEs.

P&R 2: Strategies for reading and pre-reading: For question 1, you can elicit ideas from the group. For question 2, you could put them in pairs, give each pair a different reading from the book and ask them to come up with 2 or 3 pre-reading activities that they could use with that reading passage.

P&R 3: Groupwork and pairwork for reading: The Pause & Reflect response gives some ideas of how pairwork and groupwork can be used. Read the response together, then ask the CEs for some practical ideas & activities to share.

Finally, ask participants to look at what the CE is doing throughout the video. You want to elicit verbs such as being active, monitoring, assessing & supporting.

Pause and Reflect:

RESPONSE 1:

There are many games that can be played to help develop literacy such as matching letter sounds to objects (I-spy) or throwing a ball around a circle of learners and eliciting an animal/food that begins with an initial letter/sound.

Pause and Reflect:

RESPONSE 2:

Put learners in groups and ask each learner to read a paragraph to their group. Or, ask one learner to begin reading and then pick another one to continue, etc. Pre-reading activities are key to ensuring learners understand what they are about to read.

Pause and Reflect:

RESPONSE 3:

Learners can go at their own pace and the CE can monitor and assess individuals. You can also use a stronger reader to help a learner who is having more difficulty. Reading groups can develop critical thinking and literacy skills.