

KIDZ BOOK HUB NEWSLETTER

What's new at Kidz Book Hub

DECEMBER 2019

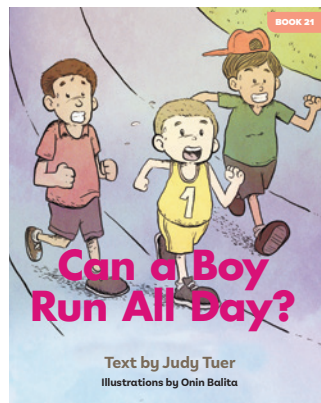


Announcing two new titles in the Keywords for Kids program.

There are now 25 books in this program with the publication of Book 21 ***Can a boy run all day?*** and Book 22 ***I am at the doctor's.***

This program is designed to introduce vocabulary and grammar gradually — building book by book and repeating language and usage used in earlier books to reinforce learning. This the perfect reading material for EAL students or students requiring support.

The rationale and teacher notes can also be found in the Teacher Resource section of the website.



KEYWORDS INTRODUCED: now, she
KEYWORDS REVISED: am, and, at, I, in, is, little, my, not, the, too, very, with

REHEARSE THE BOOK

- Read the title of the book and casually discuss the cover illustration with the child.
- Read the book to the child, while running your finger smoothly under the text.

READ THE BOOK

- Supported reading:** read the book and have the child read along with you, while running his or her finger smoothly under the text.
- Solo reading:** encourage the child to read the book alone.

REVISE THE BOOK

- Ask the child to find the Keywords on each page of the story. Then have the child identify the Keywords on the grid below.
- Read through the book often.

Can you find the Keywords?

too	she	with	now
am	not	little	very

KEYWORDS INTRODUCED: all, or
KEYWORDS REVISED: a, and, can, no, yes

REHEARSE THE BOOK

- Read the title of the book and casually discuss the cover illustration with the child.
- Read the book to the child, while running your finger smoothly under the text.

READ THE BOOK

- Supported reading:** read the book and have the child read along with you, while running his or her finger smoothly under the text.
- Solo reading:** encourage the child to read the book alone.

REVISE THE BOOK

- Ask the child to find the Keywords on each page of the story. Then have the child identify the keywords on the grid below.
- Read through the book often.

Can you find the Keywords?

all	can	and	a
watch	yes	or	no

Cloze

Cloze involves the successful replacement of words deliberately deleted from a text. The reader has to make informed predictions based on the graphic display and the context. It involves students in using semantic and syntactic cues. It emphasizes word meaning and grammatical structure.

What texts can be used for cloze? Virtually any text as long as it is meaningful.



Hatching Out With Father

The emu with these chicks is their father. The ----- emu lays the eggs, then goes away. The ----- keeps the eggs warm and when they hatch out ----- looks after the chicks for about eighteen months. He shows them what to eat and where to find food. Emus like grass as well as fruits and flowers.

— P Sloan and R Latham *Born in the Bush* 1985

There are many variations of cloze. Oral cloze where the teacher stops regularly to get the students to predict the next word in the story. Here are some...

- Multiple choice cloze.
- Synonym and antonym cloze.
- Poetry and traditional rhyme cloze.

There are many more varieties.

Continued overleaf.





Cloze Strategies

- Make cloze a regular feature of daily literacy activities.
- Base the cloze on texts the students are working with and ensure that they are meaningful.
- Accept all responses but get students to justify their responses
- Compare and contrast student choices.
- Use a variety of cloze.

These notes are extracts from *Bridging the Gaps, Cloze for Effective Teaching*, Richard Parker and Len Unsworth.

The Six Rules of Cooperative Classroom Behaviour

Model the behavior you expect from children. They will not respect you if you require certain behavior from them but do not demonstrate it yourself.

Be **consistent** in your treatment of children. They will soon know if someone is being treated favourably. At the same time they realise that teachers need to vary their behavioural expectations for some children.

Remember to **praise** acceptable behavior and try not to reward or give undue attention to unacceptable behavior.

All children want to be liked. Show children you **care** for them and you care what happens to them. When children transgress let them know that they themselves are acceptable though their actions are not.

It is not easy to win the cooperation of children. Some days such children will ruin all your best laid plans but be **patient** in your endeavours.

It is worth **persevering** to win children's cooperation and to gain their respect.

Extract from *Six of the Best: A Practical Guide for Developing Cooperative Classroom Behaviour* by the Getting Started Group



Early Writing in the Classroom

Let children know that you will write for them at any time.

- Praise highly any child's attempts at writing, even if you cannot read it. For a young child an early attempt at writing may be a wavy line.



- Inform children that if they bring books from home you will read them to the class.
- Have meaningful signs displayed at eye level around the classroom. Some of these signs should be changed regularly.
- Start a school post office where children can post letters to friends or classmates. Even pictures.
- Make experience books about things children do at school. Children can illustrate or paste in photographs.
- Take photos of children and write about them. Always write what the child wants.
- Have a daily news sentence displayed first thing each morning. Ensure that it is different every day.

Lorraine says.....

Before children can be expected to learn to read and write they have first to know what reading and writing are. As well, they have to appreciate that there is value for them in the reading and writing task. The teacher's task is to motivate children so that they are excited by reading and writing and so they see the purpose of learning to read and write.

From **Write Me A Sign** by Lorraine Wilson



Genre — a teacher's guide for grades 3-8

The types of genre typically taught:

Recount — factual and fictional recount. A personal experience or a fictional character's experience. Could also be a scientific experiment. The text structure has a beginning or orientation, a series of events and then a comment as an ending.

Narrative — personal narrative is just one of the types of narrative. It is usual factual and an account of a personal experience. The text structure has a beginning or orientation where the characters and and setting are introduced. The middle where some sort of development or complication shapes the plot and the end or resolution where the complication is resolved.

Procedure — this is a text which tells how to get something made or done by a sequence of actions. Texts includes recipes, instructions, rules for games, manuals, directions to a destination. Features include Headings and subheadings, numbers or bullets, pictures and diagrams, captions and labels.

Explanation — this text gives an account of how something works. There are two types — explaining how things are eg How does a computer work? and why things are such as in Why does iron get rusty? The text structure includes headings followed by explanations and reasons for how and why. There is usually a conclusion or summing up which may be a repeat of the what has been explained with an interesting comment or personal opinion.

Persuasive — argument is one of many types of persuasive text which include things such as letters to the newspaper, critiques, blogs, advertisements, campaign speeches. Text structure begins with a statement of position, a logical sequence of back up evidence, a good argument includes cause and effect and a summary or s restating of position at the end.

Report — a report is a text that records factual information eg newspaper reports, weather reports, school reports, biographies, travel books, research papers and scientific reports, diaries and journals. Text structure usually involves an opening or title, a general definition or classification, a sequence of related statements about the phenomenon or thing, concluding statement.



Article — articles present information and opinion about events, places and people. Newspaper and magazine articles. They are usually factual and include the who, what, where, when, how and why of things that have happened. Topic heading, introduction, middle which develops facts and opinions and a conclusion.

Essay — the aim is to present and develop ideas to support a logical argument form a particular point of view. Careful selection of words, technical terms, clearly described action, emotive language, writer's point of view, cause and effect, compare and contrast. Beginning, middle and conclusion.

Biography/autobiography — an accurate account of someone's life. Beginning — who, where, when and why. Middle - chronological details. Conclusion — summary of highlights.

Extract from: **A Teachers' Guide to genre Grades 3-8: Improving reading and writing by knowing how texts work** by Noel Ridge

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