

**Lighting Up Literacy: Interactive Activity Choices For All Readers**

| Activity  | Reading Format   | Options  | Listening              | Physical response | Oral response  | Re-Reading | Additional Reading              | Written response   | For sub work or homework | Compr.Check examples   |
|---|--|--|------------------------|-------------------|--|------------|---------------------------------|--|--------------------------|--|
| Gestures  | *screen<br><br>(may be projected or text on a board or written on a large sheet of paper.) | Teacher reads aloud and students gesture<br><br>Teacher points to reading and students gesture.<br><br>Student reads aloud and partners gesture<br><br>Students read/ gesture and partner retells. | possible               | yes               | Only if gestures have a "sound effect"                                     | possible   | w/<br>Embedded Reading          | no   | possible                 | "Show me ___"<br><br>"When I point to the word/phrase, show me the gesture." |
| Actors  | screen   | Actors on "stage"<br><br>In small groups w/ teacher reading aloud<br><br>In small groups w/ student reading aloud  | yes                    | yes               | If there is dialogue in the piece<br><br>or<br><br>If combined w/ Q and A. | possible   | w/<br>Embedded Reading          | no   | possible                 | "Circling" about scene and actors  |
| Illustration  | Any  | Ind. horizontal storyboards<br><br>Ind. vertical storyboards<br><br>Individual murals<br><br>Group takes turns or draws a "mural"  | Not while illustrating | yes               | no   | yes        | w/<br>Embedded Reading          | no   | with prior experience    | Match the picture to the word/phrase.  |
| Parallel character or story (compare a character or a story create a back story predict a future story) | Any  | Lead/created by teacher questioning<br><br>Actual or fictional<br><br>Visualized, remembered, actor/puppet, photo/illustration   | yes                    | possible          | yes  | possible   | If separate reading is created. | If student writes or<br><br>If comparison diagram is created | possible                 | "Fish" for details. Either / or ?<br><br>Compare/ Contrast ?                 |
| "Negotiate for Meaning"   | Any  | *Teacher uses a pointer and a student or students negotiate.<br>*Students take turns negotiating in small groups.<br>*Students negotiate individually.   | possible               | no                | yes  | possible   | possible                        | possible   | possible                 | "How would you say ___?"<br><br>"What is another word for ___?"              |

## Lighting Up Literacy: Interactive Activity Choices For More Advanced Readers

| Activity                         | Reading Format | Options  | Listening | Physical response  | Oral response                            | Re-Reading                           | Additional Reading         | Written response     | For sub work or homework | Compr.Check examples   |
|----------------------------------|----------------|--|-----------|--|--|--------------------------------------|----------------------------|----------------------|--------------------------|--|
| <b>True/False Questions</b>      | Any            | Simple T/F<br>Correct if false.<br>Choose the true answer.<br>Tell the story incorrectly.  | possible  | gesture<br>T/F   | possible                                 | possible                             | no                         | Write correct answer | With prior experience    | Use as is.   |
| <b>Multiple Choice Questions</b> | Any            | L1 or L2<br>Two, three, four answer choices<br>Picture choices<br>Justified answers  | possible  | gesture<br>"clicker"<br>show cards                                   | possible                                 | encouraged esp. w/ justified answers | If creating a "DBQ" format | possible             | With prior experience    | Use as is.   |
| <b>Summarization</b>             | Any            | List ___ facts from the piece.<br>Choose ___ sentences that summarize piece.<br>Draw a scene from the piece with ___ details.<br>Advanced:<br>From different points of view<br>In a different tense<br>According to different characters | no        | Use sentence strips,<br>Choose which sentences best summarize piece. | Teacher elicits sentences from students. | yes                                  | no                         | possible             | With prior experience    | "What is the main idea?"<br>"What is the most important thing that happened?"<br>"How did the piece begin/end?"<br>"What are the primary steps outlined in the process?" |
| <b>Cloze readings</b>            | Any            | With picture representation of missing words.<br>With a word bank<br>With initial or final consonants of missing words.  | possible  | no   | possible                                 | possible                             | w/Embedded Reading         | yes                  | With prior experience    | Use as is.   |

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|-------------------|----------------|--|-----------|---|---------------|------------|--------------------|------------------|--------------------------|---|
| <b>Discussion</b> | Any            | What do the characters think feel say and do and WHY?<br>Cause and effect<br>What if?<br>Compare/Contrast<br>Predict<br>Literary devices<br>Debate<br>Explore cultural/historical accuracy | yes       | "Talk w/your feet"<br><br>Agree/ Disagree signals | yes           | encouraged | possible           | possible         | With prior experience    | "Where does it say in the text that___?"<br><br>"How does the author express__?"<br><br>"What evidence is there in the text?"<br><br>"Why?" |
| <b>Mapping</b>    | Any            | Geographical<br>Graphic Organizers<br>"KWL"<br>Cornell Notes   | possible  | possible w/ SmartBoards or manipulatives          | possible      | encouraged | possible           | possible         | With prior experience    | Use with discussion.<br><br>Student uses for presentation/sharing /answering questions.   |

This document is designed to be a continual work in progress. Permission granted for individual teachers to download and adapt for their own use as a classroom planner and reference document. Add your own ideas and activities as needed.