

Practical Ideas for Introducing Extensive Reading into the Classroom

Language World 2021

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Who this talk is for...

- Teachers who are new to using extensive reading (ER) in the classroom

What we'll cover...

1. How I started using ER
2. 10 practical ideas for ER in the classroom



Credit: <https://www.flickr.com/photos/meowsiopao/3890347571>



Credit: Werewolf by Icons Producer from the Noun Project

Learning with stories...

- a. Learner autonomy
- b. Cultural awareness
- c. Overall language ability
- d. Vocabulary growth

3 types of reading activities

- **Pre**-reading
- **While**-reading
- **Post**-reading

10 Practical Activities

1. Pre-, While-, Post-reading activities
2. Minimal prep
3. Multiple levels
4. Handouts

Capítulo 1 – El dragón

Érase una vez... un dragón que vivía en una **torre**. Decían que era una torre, pero parecía casi una **aldea**. Era muy grande y alta, llena de habitaciones y con muchas **ventanas**. Y era muy especial. ¿Qué tenía de especial esa torre? **Nadie se atrevía a entrar**. ¿Por qué? Algo vivía en esa torre. La gente pensaba que era algo **malvado**.

Dentro de la torre, vivía una gran criatura. Una criatura voladora. Tenía una **cola** larga muy **puntiaguda**. Y también podía **escupir** fuego. La criatura era un dragón y se llamaba Ferrg.

Cerca de la torre había una aldea. La aldea se llamaba Mar. Los **aldeanos** de Mar contaban muchas historias sobre el dragón. A menudo contaban las historias en la plaza. A la gente le gustaban las historias de dragones y de tiempos antiguos.

Un día, un grupo de personas estaban en la plaza. Hablaban sobre el dragón. Un hombre se levantó y dijo:

–¡Sí, sí! ¡Yo lo vi cuando era joven! ¡Era un dragón enorme! ¡Muy grande! Tiene una cola enorme. Muy puntiaguda. ¡Podría matar a un hombre! –hizo una pausa.

Miró a su alrededor y añadió:

–Voló justo a mi lado. ¡El aire **se calentaba** cuando volaba! Era totalmente malvado...



Pre-reading activities

- Activate schemata
- Generate interest
- Create motivation to read



Before-reading activities

1. Predictions from the illustration

➤ Worksheet 1

What's in the Story?

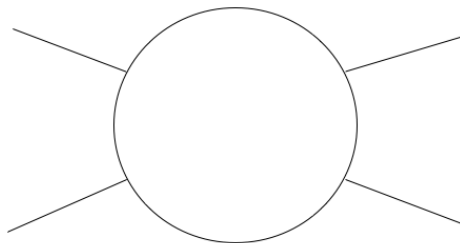
Name _____

Date _____

... *or chapter title?*

... *or book cover?*

Write the story title in the middle. Then write your predictions about the story around the circle.



I think this will happen in the story: _____

SHORT
STORIES



Before-reading activities

► Worksheet 2a

Who's Who?

SHORT
STORIES

1. Predictions from the illustration

... or chapter title?

... or book cover?

Guess the characters 

Name _____

Date _____

Write information about two or more characters.

Character: _____

Character: _____

Character: _____

Before-reading activities

2. Question the teacher

Students ask you questions about the story

- Use the illustration, title or summary
- Set a limit
- Answer truthfully



While-reading activities

- Check predictions
- Gather & organize information
- Monitor understanding of the story



While-reading activities

3. Check pre-reading predictions

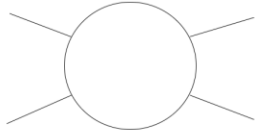
Students check predictions from pre-reading.

> Worksheet 1
What's in the Story?

SHORT STORIES

Name _____ Date _____

Write the story title in the middle. Then write your predictions about the story around the circle.



I think this will happen in the story: _____

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While-reading activities

➤ **Worksheet 4**
Jumbled Story

SHORT
STORIES

Name _____ **Date** _____

1 Read the sentences. Write numbers to put them in the order of the story.

4. Jumbled story

- Students order events from the story
- Listen to & retell the story together

| | |
|--|--|
| | a. [delete and adapt text] Daniel falls asleep on the bus and ends up staying in a hotel in Valencia. |
| | b. The old man tells Daniel he is searching for his son. |
| | c. Armando meets Daniel and Julia at the airport. |
| | d. Daniel and Julia leave for Spain. |
| | e. Daniel and the old man head for the paella restaurant. |
| | f. Daniel and Julia are hungry and want to eat. |
| | g. Daniel meets an old man in the lorry. |
| | h. Daniel can't call Julia because his phone has no battery and he doesn't remember Julia's number. |
| | i. Daniel asks a lorry driver to give him a lift back to Barcelona. |
| | j. The old man meets his son, Armando. |
| | k. Daniel and the old man go to Armando's flat. |
| | l. Daniel and Julia arrive in Barcelona. |

While-reading activities

5. Summary gap fill

Fill in gaps to check understanding of the story.

Steps

- Hand out the worksheet of the gapped version of the chapter summary or point to the one on the board.
- Students work in pairs or as a class to complete it. The following is an example for *Crazy Paella*, Chapter 1:

Daniel and Julia are students. They _____ in London. They _____ Spanish at university. They _____ Spain today. They will be _____ in Barcelona. Their parents take them to the _____. Julia is very _____ in the car. She becomes more _____ at the airport. She and Daniel leave for Spain.

airport

exchange students

excited

get dressed

go to

live

nervous

relaxed

study



- Students check their answers by silently reading the chapter summary in their book.
- *Optional:* Play the audio or read the summary aloud so students can check their answers aurally rather than reading. Encourage students to go back and reread the chapter to check information as necessary.

While-reading activities

6. Tweet it!

Rewrite and summarize
a part of the story in the
form of a tweet

My dad goes into my sister's room. ... 'Your mother and I have saved this money. We want to pay for part of your trip to Spain.'

- Ask students to underline key information in the chosen text. (Do a demonstration on the board when you first do this activity.) For example:

My dad goes into my sister's room. He wants to talk to her. He enters and Julia looks at him. 'Oh, hi, Dad. Do you need something?' asks Julia.

'Yes. Your brother's getting dressed. Here.' My dad gives Julia a wad of cash. 'I want you to both have this.'

Julia is surprised. 'Dad! There's a lot of money here!' she says.

'Your mother and I have saved this money. We want to pay for part of your trip to Spain.'

After-reading activities

- Create personal connections with the stories
- Manipulate information
- React to a story authentically
- Enjoy reading for pleasure



After-reading activities

7. General & specific discussion questions

General Questions

- Who was your favourite character?
- If you could be a character in the story, who would it be?

Specific Questions

- Should Daniel have gone off by himself?
- How would you feel if you were Julia?

After-reading activities

8. True or false me?

Students write three sentences about themselves using three items from the vocabulary list.

Two of the sentences must be true and one must be false.

After-reading activities

9. Write a postcard

Students write a postcard about the story as:

- themselves
- the author
- a chosen character


► **Worksheet 13**
Postcard

SHORT
STORIES

Name _____

Date _____

Write a postcard about the story you have just read. Address it to a friend/classmate, a character in the story or the author of the story. Write it as yourself, as a character in the story, or as the author. Try to use vocabulary you have learned from the text if you can.

A large rectangular box representing a postcard. In the top right corner, there is a smaller square box for a stamp. In the bottom right corner, there are four horizontal blue lines for an address.

After-reading activities

10. Storyboarding

Students summarize the story in six drawings.

► Worksheet 18 Storyboard

SHORT
STORIES

Name _____

Date _____

1 Draw up to six key events from the story in the boxes.

| | | |
|---|---|---|
| 1 | 2 | 3 |
| | | |
| 4 | 5 | 6 |
| | | |

2 Add a caption at the bottom of each box. Retell the story using your pictures.



Capture their imagination



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