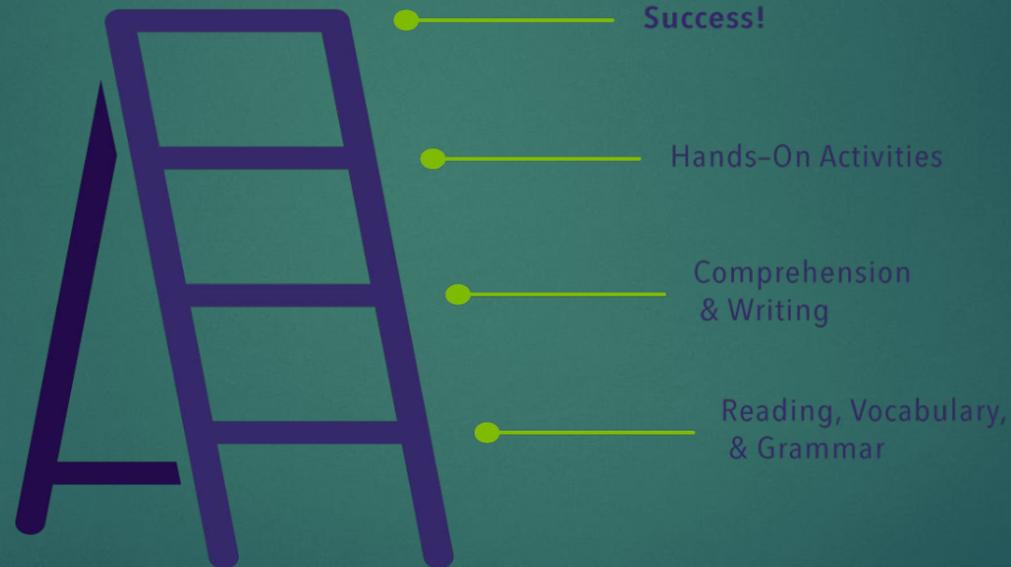


LITERACY ENRICHMENT: Time to Play II



PRESENTED BY

THERESA SLAUGHTER, LITERACY ENRICHMENT COACH



AS YOU JOIN...

**In the Chat Box tell us:
Name, Organization,
Solve the riddle.....**

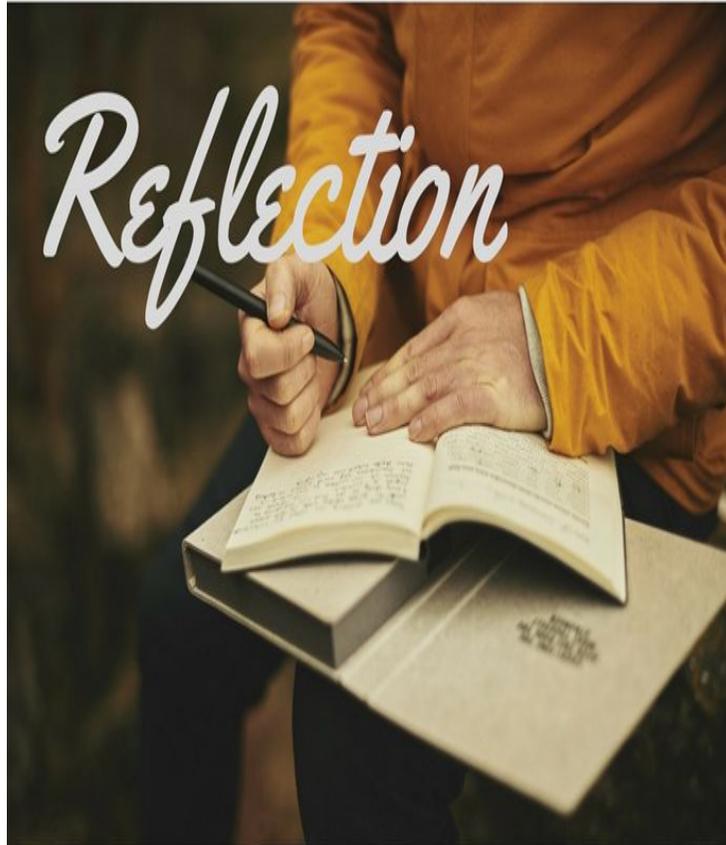
**If you look at the numbers on my face,
you won't find 13 any place.**

HOUSEKEEPING

- Encourage **participation** (*camera, chat box, discussions*)
- Add your **name** (*this makes it more personal and easier to interact*)
- Utilize the **chat box** (*to connect with others or ask questions*)
- Need to step away momentarily? Use the toolbar to turn off video/sound



REFLECTIONS

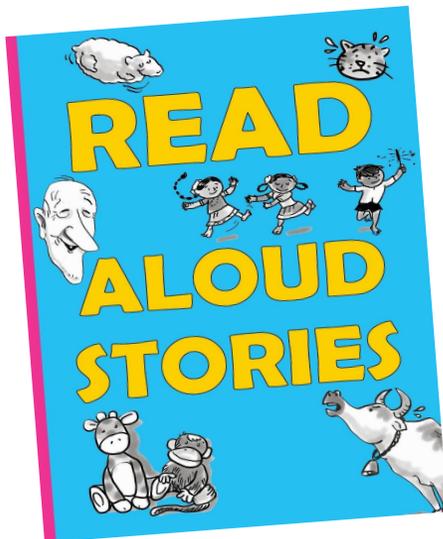


- List 3-5 take “aways” and/or any “Aha” moments from Sessions 3?
- What are some ways these take “aways” can help move program forward?

AGENDA

- ▶ Best Practice: Applied Literacy Instruction

Time to Play!!



ACTIVITY #1:

Lesson: Perspective (Point of View)

Vocabulary Builder – perspective, point of view (define and give examples)

Before Reading:

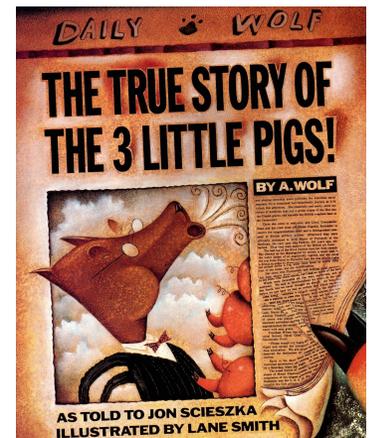
--- Was there ever a time when you saw something one way and someone else saw it differently? Briefly explain

Read Aloud – [The True Story of the 3 Little Pigs \(Jon Scieszka\)](https://www.youtube.com/watch?v=1Q01X8JU3GU) and [The 3 Little Pigs](https://www.youtube.com/watch?v=1Q01X8JU3GU)

<https://www.youtube.com/watch?v=1Q01X8JU3GU>

After Reading:

--- Whose perspective of the story did you believe? Why?



3 Little Pigs – Connection Activity

- ▶ Using the same characters create your own story from your perspective (point of view).

OR

Turn the story into a play and then perform in front of an audience.

- ▶ Perspective (point of view) – Again, discuss with the group the meaning of the word “perspective.” Then watch the movie Hoodwinked **focusing on the perspectives of each character telling their story.** Ask participants the following questions:
 - What is the conflict (problem) of the movie?
 - Whose perspective of the story would you believe? Why?
 - How did the detective figure out who the villain was?
 - If you could rename the movie what title would you give it?

ACTIVITY #2: Literacy/STEAM

Before Reading

-- Look at the opening page, read the sign that Billy Bloo is looking at. Talk about some the things Billy could be thinking. Talk about the reasons why the sign might be there

Read Aloud – Billy Bloo is Stuck in Goo by (Jennifer Hamburg and Ross Burach)

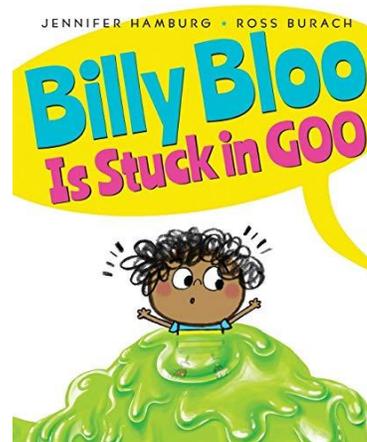
<https://www.youtube.com/watch?v=PiY30kUGvig>

During Reading

-- What would you do?

- ▶ **Connection Activity** - Discuss with the group the different ways Billy was being helped in the story. Then brainstorm different contraction ideas one can build to help Billy get out of the goo using the following items. Then try to create a contraction that will help Billy out.

Materials – Dixie cup, straw, (6) paper clips, (5) rubber bands, (2) small binder clips, (2) small clothes pins



ACTIVITY #3: Tell a Story

- ▶ Instruct participants to pick 2 cards from the pile. Using the 2 cards, they will be telling a story. Allow a couple of minutes for participants to think of a story.
- ▶ Select a starting point and that person will go first telling a story using their 2 cards. This continues around the room until everyone has a chance.
- ▶ Additions - shuffle the cards then pass one out to each person in the group. Instruct kids that they will be telling a story as a group.



BRINGING IT ALL TOGETHER

- ▶ Learning to read □ Reading to Learn
- ▶ Comprehension fosters kids engaging in discussion
- ▶ SEL engagement – critical thinking, interacting w/peers, self-awareness/management

JUST FOR FUN NAME THAT MOVIE

Music sometimes makes the movie.

-  [Smash Mouth](#)
-  [Rose Royce](#)
-  [War](#)
-  [Lynyrd Skynyrd](#)
-  [James Brown](#)
-  [Katrina & the Waves](#)

