

Developing the literacy skills of

EAL learners in Y5

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Resources based on the text:

**Frankenstein The Graphic Novel: Original Text**

by [Mary Shelley](http://www.goodreads.com/author/show/11139.Mary_Shelley), [Jason Cobley](http://www.goodreads.com/author/show/2546108.Jason_Cobley), [Joe Sutliff Sanders](http://www.goodreads.com/author/show/2720919.Joe_Sutliff_Sanders)

Paperback, 144 pages

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Frankenstein Resources Overview

**Literacy objectives:**

* to explain and discuss understanding of a challenging text
* to draw inferences such as feelings, thoughts and motives of characters
* to understand different characters’ points of view
* to justify inferences with evidence
* to understand and discuss how vocabulary choices can affect meaning

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| **NO** | **RESOURCES** | **PUPIL ACTIVITY** | **TEACHER NOTES** |
| **1a**  **1b** | **Graphic novel layout** | Pupils first place cut up pictures from the text in chronological order. Then they number the boxes on the layout sheet and use as a template to place pictures as if on the graphic novel page. | This is a challenging activity. Some groups may need to use the pre-numbered version of the layout sheet. They may also need it blown up so picture cards can be placed on top, rather than used as a guide.  It is intended to help pupils notice the order in which pictures in graphic novels need to be read. |
| **2** | **Picture detectives** | Pupils work together and discuss their immediate response to the picture on page 22 (global meaning), what they can see (literal meaning) and what they think (inferential meaning). | Select a single intriguing image with lots of elements to explore.  The aim of this resource is for pupils to examine and read an image closely. The artist deliberately chose to draw all of the elements for a reason. It is communicating a message to the viewer, similar to how writers deliberately choose words. |
| **3** | **Sound detectives** | Pupils find examples of sound effects in the graphic novel (eg page 23) and then explore their effects. A paired activity. | Show pupils a model first.  This is intended to highlight the element of using sound effects in a graphic novel to add meaning. |
| **4** | **Character word bank** | This can be used in a variety of ways. They could:   * mark the words with a +, - or ? to show whether the words are positive, negative or neural * match opposites * group words similar in meaning * write a synonym next to each word * find a synonym in the thesaurus * underline words they don’t know and look them up in a dictionary.   Then pupils need to use the words in context to describe the characters in the novel. | This activity is designed to expand pupils’ active use of vocabulary in speech and in writing. |
| **4a** | **Tell me teach me cards** | This activity is designed for pupils to peer teach new vocabulary. It can be adapted for a range of different contexts.  Pupils mingle around the class, find a partner and ask each other question one. If their partner does not know they tell them. If they do know they ask the second question. When they have both asked and answered the questions they swap cards and find a new partner. Continue for 10 minutes. | Give each pupil one card (it doesn’t matter that some pupils have the same words).  Demonstrate how to use the cards (teacher and one other person eg TA)  *T: Can you tell me what the word search means?*  *TA: It means when you look for something really hard.*  *T: Can you use search in a sentence?*  *TA: I search everywhere for my keys but I couldn’t find them.*  *T: very good.*  *TA: Can you tell me what the word weep means?*  *T: I don’t know*  *TA: weep means to cry.*  *T: Ok, so weep means cry.*  *TA: Yes, that’s right. Well done.*  (Then swap cards and look for another partner) |
| **4b** | **Tell me teach me cards new to English** | This activity is the same as the previous one but has been differentiated for pupils new to English. The questions are slightly simpler, the vocabulary different and pictures added to support meaning. The vocabulary is taken from the same text as above and it is intended that pupils new to English can join in the main class activity – **but don’t swap their card**. | Take the group to one side and demonstrate to them how to use the cards (as above). |
| **5** | **Collaborative reading comprehension sheets** | Pupils work together to answer the questions using evidence from the text.  The activity is easily differentiated and questions or tasks can be formulated to develop different reading skills: identifying key words on the page, using a visual image for meaning, deduction and analysis of language/ images. | This activity is designed to develop independent reading skills, so it is important to give pupils the opportunity to try out the activities for themselves.  The teacher can act as observer and assess their reading and collaborative learning skills, evaluate how well differentiated the task is for the pupils or target groups for guided reading. |
| **6** | **Diary writing frame** | Pupils new to English write some simple sentences using the frame to support sentence beginnings. | Teacher will need to explain to pupils how to use the frame and do an example with them. |
| **7** | **Picture clues** | Talk partners discuss what the clues could mean. | This is a prediction activity based on what they have already read and know and what they are about to read. It is also intended to introduce the key vocabulary ‘miniature’ which pupils need to understand in order to get meaning from the story. |
| **8** | **Feelings sentence generator** | Pupils use the sentence generator to create sentences that describe intense feelings and expand their vocabulary. It can be used as a oral paired activity and to scaffold writing. | Teacher will need to model how to use the sentence generator the first time pupils are introduced to it. (Examples are given on the sheet. |
| **9** | **I wish … If only …**  **sentence generator** | Pupils use the sentence generator to practice saying grammatically accurate sentences in pairs. They can also use it in writing.  Pupils can put the sentence generators into context through hot-seating. In groups of three, each pupil takes on a different character. Pupils take it in turns to interview/ interrogate each other in role as the accused and detectives.  Pupils use what they have practiced in the hot-seating activity to write a diary extract from one character’s point of view. | Teacher will need to model how to use the sentence generator the first time pupils are introduced to it. (Examples are given on the sheet.  Teacher can ask a pupil to come to the front and model the questioning first (remembering some of the sentences practiced earlier).  Teacher will need to model the writing for pupils and briefly recap diary writing features before they write their own. |
| **10** | **Innocent or guilty statements cards** | Pupils sort statements into those that support Justine being guilty and those that support her innocence. Collaborative group activity. | Allow pupils to work together without intervening. If they are unsure, tell them to put the card into a not sure pile.  At the end take feedback on cards that caused the most discussion and those that the group did not agree on/ were not sure about. |
| **11** | **Tell me teach me trial cards** | See notes for 4a above.  Use these cards to teach key vocabulary and prepare pupils with some relevant vocabulary before setting up a role-play for the trial of Justine. | Show pupils a picture or photo of a courtroom to consolidate understanding. |
| **12** | **Reading a graphic novel** | A range of suggested activities that can be used to enable pupils to actively and understand graphic novels. | |