



# PIVOT PACK

*You can use the ideas below as guidance or follow them step by step and use over 3 - 4 sessions.*

Pivot Packs are used alongside popular picture books to boost the understanding and vocabulary of EAL pupils. These packs PIVOT around the stories and makes them accessible in a way that allows EAL pupils to rapidly pick up new language, ready to use in their class work.

There are no answer sheets with the PIVOT Packs as answers will differ for different learners, teachers are encouraged to allow conversation to freely develop from both these packs and the picture books themselves.

## **P**ronounce

Children work on pronouncing key words within the text as a form of practising phonetic sounds and patterns. Understanding of the words is not key here, connecting sounds and rhyming words builds confidence.

## **I**mages

Images act as an amazing hook to draw learners in to the text whilst at the same time allowing teachers to quickly assess prior learning and understanding. Allow the conversation to go in any direction in both English and first language, pictures spark memories!

## **V**ocabulary

Even picture books contain words that are tricky or need to be explicitly taught. This section picks out 10 words and allows for building a deeper understanding via research and connection with first language.

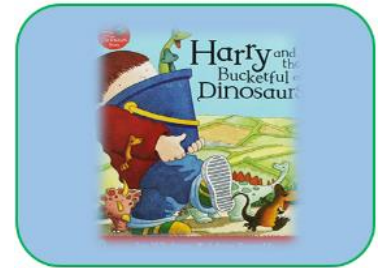
## **O**bjects

Picture books are perfect for building a wide range of non-lexical vocabulary and searching for objects in the images allows children to really focus on them. Children can take it in turns to find the given objects, they can work in groups or they can play a game of who can find objects first!

## **T**ry it

Children work on pronouncing key words within the text as a form of practising phonetic sounds and patterns. Understanding of the words is not key here, connecting sounds and rhyming words builds confidence. **Use after each session, or after the whole book.**

**Harry and the Bucketful of Dinosaurs**  
**PIVOT PACK**



**Read pages 1 – 6 (up to the picture of Harry carrying the bucket)**

<p><b><u>Practice</u></b></p>	<p>Children to practice reading key words to work on pronunciation:</p> <p>attic old box lid dinosaurs took bent broken sink Harry bucket junk library mum</p> <p>Extend: Write words on to Resource 1 and find a new word that rhymes with each one.</p>
<p><b><u>Images</u></b></p>	<p>Talk about the images with the children. Allow them use prior knowledge or experience to point things out in the pictures. Build on their conversation but try not to offer too many words related to the text. Use this as a conversational period and allow the images to lead the conversation anywhere (in English and first language.)</p>

<p><b><u>Vocab</u></b></p>	<p><b><u>Children to look up 10 words using a bilingual dictionary, make a note of the words, their meaning and their meaning in the first language on Resource 2 sheet:</u></b></p> <p>attic dust lifted downstairs bent wash sink bucket junk library</p>
<p><b><u>Objects</u></b></p>	<p><b>Ask the children to play spot the object – either take it in turns to ask children to point something out, allow them to work in teams or play fastest answer first! Children can use a dictionary if required.</b></p> <p>book box stairs t-shirt bubbles taps water fridge cup shoes</p>
<p><b><u>Try it!</u></b></p>	<p><b>Choose Resource 3 or 4 and allow children to draw something related to what they have read or ask them to write about the story so far. Allow use of a dictionary and lots of encouragement</b></p>

## Read pages 7 – 14 (up to new DVD)

<b><u>Practice</u></b>	<p>Children to practice reading key words to work on pronunciation:</p> <p>book whispered my names there shopping garden beach bath bed behind just left train nan mind new</p> <p>Extend: Write words on to Resource 1 and find a new word that rhymes with each one.</p>
<b><u>Images</u></b>	<p>Talk about the images with the children. Allow them use prior knowledge or experience to point things out in the pictures. Build on their conversation but try not to offer too many words related to the text. Use this as a conversational period and allow the images to lead the conversation anywhere (in English and first language.)</p>
<b><u>Vocab</u></b>	<p><u>Children to look up 10 words using a bilingual dictionary, make a note of the words, their meaning and their meaning in the first</u></p>

	<p><b><u>language on Resource 2 sheet:</u></b></p> <p>softly  whispered  hear  garden centre  beach  behind  names  safe  train  forgot</p>
<p><b><u>Objects</u></b></p>	<p>Ask the children to play spot the object – either take it in turns to ask children to point something out, allow them to work in teams or play fastest answer first! Children can use a dictionary if required.</p> <p>glasses  tie  trolley  spade  plant  sofa  carpet  flag  train  fence</p>
<p><b><u>Try it!</u></b></p>	<p>Choose Resource 3 or 4 and allow children to draw something related to what they have read or ask them to write about the story so far. Allow use of a dictionary and lots of encouragement</p>

## Read up to the end of the story

<b><u>Practice</u></b>	<p>Children to practice reading key rhyming words to work on pronunciation:</p> <p>Sam watched bedtime better fix morning dusty lost have found close know the come eyes standing man station like</p> <p>Extend: Write words on to Resource 1 and find a new word that rhymes with each one.</p>
<b><u>Images</u></b>	<p>Talk about the images with the children. Allow them use prior knowledge or experience to point things out in the pictures. Build on their conversation but try not to offer too many words related to the text. Use this as a conversational period and allow the images to lead the conversation anywhere (in English and first language.)</p>
<b><u>Vocab</u></b>	<p><u>Children to look up 10 words using a bilingual dictionary, make a note of the words, their meaning and their meaning in the first</u></p>

	<p><b><u>language on Resource 2 sheet:</u></b></p> <p>nice  fix  upset  milk  room  eyes  opened  definitely  neighbour  tight</p>
<p><b><u>Objects</u></b></p>	<p><b>Ask the children to play spot the object – either take it in turns to ask children to point something out, allow them to work in teams or play fastest answer first! Children can use a dictionary if required.</b></p> <p>bowl  lamp  book  clock  cup  glasses  buttons  teddy bear  wall  tree</p>
<p><b><u>Try it!</u></b></p>	<p><b>Choose Resource 3 or 4 and allow children to draw something related to what they have read or ask them to write about the story so far. Allow use of a dictionary and lots of encouragement</b></p>







# PIVOT PACK

## Resource 2

Word from vocab section	Meaning in English	Meaning in first language



# PIVOT PACK

## Resource 3

Draw something relating to the story so far

A large, empty rectangular box with a thin black border, intended for a student to draw a scene or object related to the story. The box occupies most of the lower half of the page.



# PIVOT PACK

## Resource 4

Complete the story board to show the main parts of the story so far!

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Who is your favourite character?