



# 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**images

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

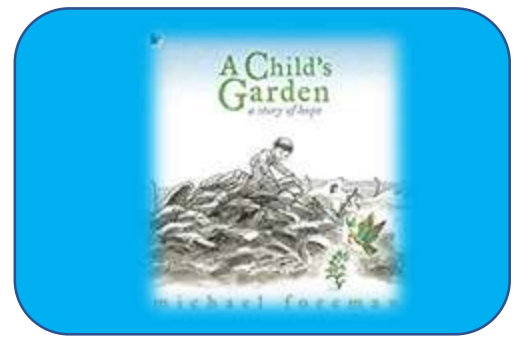
Picture books are perfect for building a wide range of non-lexical vocabulary and searching for objects in the images allows children to really focus on them. Children can take it in turns to find the given objects, they can work in groups or they can play a game of who can find objects first!

**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.

# A Child's Garden

## PIVOT PACK



Read up to page 9 (up to 'It was no longer a secret.')

<p><u>Pronounce</u></p>	<p>Children to work on pronouncing key words (meaning not important at this stage)</p> <p>boy saw green some fall plant weed old can drink sun ruin dry dust wire fence shoots seed wings</p> <p>Extend: Write words on to Resource 1 and try and find a rhyming word for each.</p>
<p><u>Images</u></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</p>

	lead the conversation anywhere (in English and first language.)
<u>Vocab</u>	<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 language on Resource 2 sheet:</u></p> <p> rubble  crush  survive  shade  ruin  barbed wire  tendrils  tender  pollen  secret </p>
<u>Objects</u>	<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> ruins  rubble  barbed wire  boy  shoot  shade  brick  fence  can  bird  leaf  butterfly  ball  flower  soil </p>

<u>Try it!</u>	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
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Read to page 18 (up to 'They were on the other side of the wire.')

<u>Pronounce</u>	<p>Children to work on pronouncing key words (meaning not important at this stage):</p> <p>sit shade became one came vine side wire heart break came cold damp spring ditch seeds new wire</p> <p>Extend: Write words on to Resource 1 and try and find a rhyming word for each.</p>
<u>Images</u>	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

	<p>the text. Use this as a conversational period and allow the images to lead the conversation anywhere (in English and first language.)</p>
<p><u>Vocab</u></p>	<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 language on Resource 2 sheet:</u></p> <p>playground  soldier  destroyed  ditch  break  shivered  damp  survived  worried  enough</p>
<p><u>Objects</u></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>skipping rope  bucket  butterfly  building  ditch  leaf  parrot  tear  brick  barbed wire  fire  blue bird  ruins  ball</p>

<u>Try it!</u>	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
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Read to the end the book

<u>Pronounce</u>	<p>Children to work on pronouncing key words (meaning not important at this stage):</p> <p>then ditch bucket tiny boy mind side specks look been soon wire new deep spread will walk hills</p> <p>Extend: Write words on to Resource 1 and try and find a rhyming word for each.</p>
<u>Images</u>	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

	<p>the text. Use this as a conversational period and allow the images to lead the conversation anywhere (in English and first language.)</p>
<p><u>Vocab</u></p>	<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 language on Resource 2 sheet:</u></p> <p>sprinkling  notice  peeping  yelled  tended  entwined  tendrils  disappear  forever  able</p>
<p><u>Objects</u></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>girl  ditch  fence  tank  shoots  boy  soldiers  gun  brick  birds  flower  pal tree  basket  hills  sheep</p>

	sunflower
<u>Try it!</u>	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









# 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 character related to the story.



# PIVOT PACK

## Resource 4

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

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Would you like to go to space?