



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.

Pronounce

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.

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!

Vocabulary

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.

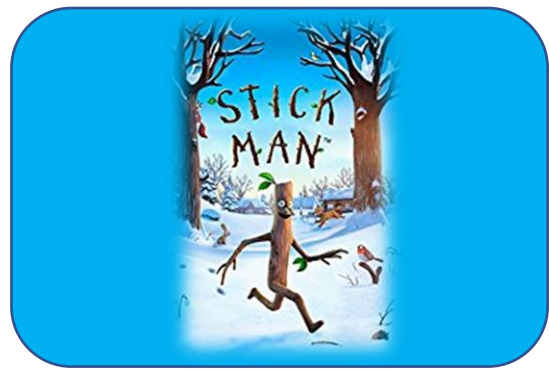
Objects

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!

Try 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.**

Stick Man
PIVOT PACK



Read up to page 9 (“...And I long to be back in the family tree)”

<p><u>Pronounce</u></p>	<p>Children to work on pronouncing key words (meaning not important at this stage)</p> <p>stick man tree three jog dog trick then it again see says lead freed twirl face girl race throw me swan best on nest</p> <p>Extend: Write words on to Resource 1 and try and find a rhyming word for each.</p>
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<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 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>love jog beware trick fetch lead pooh-stick float weave nest</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>nest bird house butterfly snail squirrel bin bench bridge river duck</p>

	<p>car frog cow dragonfly</p>
<u>Try it!</u>	<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 pages 10 – 19 (up to “...Stick Man is lying asleep in the grate”)

<u>Pronounce</u>	<p>Children to work on pronouncing key words (meaning not important at this stage):</p> <p>free foam sea hand home sand last mast old flag pen bag no scarf snow laugh me lost close frost doze</p>
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	<p>choir fire</p> <p>Extend: Write words on to Resource 1 and try and find a rhyming word for each.</p>
<u>Images</u>	<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>
<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>deserted drifts frolicking beware mast knight frost weary doze choir</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>duck sheep river sea boat</p>

	<p>hat spade shell cap crab bag feather snowman sun fox cat</p>
<u>Try it!</u>	<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 to the end of the book

<u>Pronounce</u>	<p>Children to work on pronouncing key words (meaning not important at this stage):</p> <p>free foot be soot shout out jump room thump friend end toys snow</p>
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	<p>boys go sad bed overhead dad mouse be house me</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 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>chuckle nudge thump deliver chimney clattering bat tumbling possibly sticking</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>clock candle Santa star sock slippers acorn snow reindeer present moon book leaf toadstool bat</p>
<u>Try it!</u>	<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>



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Resource 1

Word from pronounce section	A rhyming word



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Resource 2

Word from vocab section	Meaning in English	Meaning in first language



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Resource 3

Draw something relating to the story so far

A large, empty rectangular box with a thin black border, intended for a drawing related to the story.



PIVOT PACK

Resource 4

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

Who is your favourite character?