

PIVOTPACK

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.

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.

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!

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.

o bjects

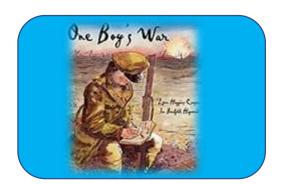
Picture books are perfect for building a wide range of non-lexical vocabulary and searching for objects in the images allows children to really focus on them. Children can take it in turns to find the given objects, they can work in groups or they can play a game of who can find objects first!



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.



One Boy's War PIVOT PACK



Read up to page 10 (up to '...the mixture between pieces of fruit in a pudding.'

Pronounce	Children to work on pronouncing key words (meaning not important
11011001100	at this stage)
	war
	been
	pals
	join
	pots
	the
	last
	beer
	bent
	word
	hand
	see
	glad
	mind
	eyes
	tall
	proud
	made
	lots
	road
	Extend: Write words on to Resource 1 and try and find a rhyming
	word for each.



<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 the text. Use this as a conversational period and allow the images to lead the conversation anywhere (in English and first language.)
Vocab	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:
	droves
	Kaiser
	faintly
	bairn
	smothering
	bullies
	smirked
	muscles
	boxing
	battalion
	Ask the children to play spot the object - either take it in turns to
<u>Objects</u>	ask children to point something out, allow them to work in teams or play fastest answer first! Children can use a dictionary if required.
	newspaper
	teapot
	lamp
	kettle
	bag
	ball
	smoke
	flag
	statue
	lamppost
	сар
	gun



	tent
	moustache
	boots
Try it!	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

Read to page 20 (up to 'Its surface is split with shadowy crevasses')

Pronounce	Children to work on pronouncing key words (meaning not important at this
11011001100	stage):
	sorry
	did
	duty
	tried
	spies
	beat
	room
	hay
	train
	bunch
	still
	lark
	rain
	sod
	shell
	noise
	lime
	chest
	stare
	tea
	lice
	food
	wave



on to
<u>ote</u>
-
)
or



	bottle
	cigarette
	paper
	snow
	rats
	teapot
	cat
	gloves
	match
Try it!	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

Read to the end of the book

Pronounce	Children to work on pronouncing key words (meaning not important at th	
11311331133	stage):	
	sick	
	much	
	back	
	same	
	trench	
	wave	
	shell	
	mud	
	life	
	wish	
	top	
	ago	
	down	
	blame	
	fire	



	head
	over
	both
	safe
	Extend: Write words on to Resource 1 and try and find a rhyming
	word for each.
	Talk about the images with the children. Allow them use prior
Images	
	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.)
	Children to look up 10 words using a hillinguist distance of the
Vocab	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:
	lice
	terrier
	foul
	shell
	pounding
	doolally
	injured
	suppose
	twirling
	missed
Objects	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.
	gun
	helmet
	nails
	mud



	pocket
	snow
	boots
	trench
	water bottle
	explosion
	death
	solder
Try it!	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 1

Word from pronounce section	A rhyming word





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Resource 2

Word from vocab	Meaning in English	Meaning in first language
section		





PIVOT PACK Resource 3

Draw something relating to the story so far...



PIVOT PACK

Resource 4

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

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	-	
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Was Sydney brave?		

