



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.

One Boy's War

PIVOT PACK



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

<u>Pronounce</u>	<p>Children to work on pronouncing key words (meaning not important at this stage)</p> <p>war been pals join pots the last beer bent word hand see glad mind eyes tall proud made lots road</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>droves Kaiser faintly bairn smothering bullies smirked muscles boxing battalion</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>newspaper teapot lamp kettle bag ball smoke flag statue lamppost cap gun</p>

	<p>tent</p> <p>moustache</p> <p>boots</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 page 20 (up to 'Its surface is split with shadowy crevasses')

<u>Pronounce</u>	<p>Children to work on pronouncing key words (meaning not important at this stage):</p> <p>sorry</p> <p>did</p> <p>duty</p> <p>tried</p> <p>spies</p> <p>beat</p> <p>room</p> <p>hay</p> <p>train</p> <p>bunch</p> <p>still</p> <p>lark</p> <p>rain</p> <p>sod</p> <p>shell</p> <p>noise</p> <p>lime</p> <p>chest</p> <p>stare</p> <p>tea</p> <p>lice</p> <p>food</p> <p>wave</p>
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	<p>lads shut</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>crammed forgive trenches torrents Blighty weird chloride choking scaremongering close</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>earring spade fire barbed wire helmet gun</p>

	bottle cigarette paper snow rats teapot cat gloves match
<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

Read to the end of the book

<u>Pronounce</u>	Children to work on pronouncing key words (meaning not important at this stage): sick much back same trench wave shell mud life wish top ago down blame fire
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	<p>head over both safe</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>lice terrier foul shell pounding doolally injured suppose twirling missed</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>gun helmet nails mud</p>

	<p>pocket snow boots trench water bottle explosion death solder</p>
<p><u>Try it!</u></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>



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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 student to draw a scene or character related to the story.



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Resource 4

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

Was Sydney brave?