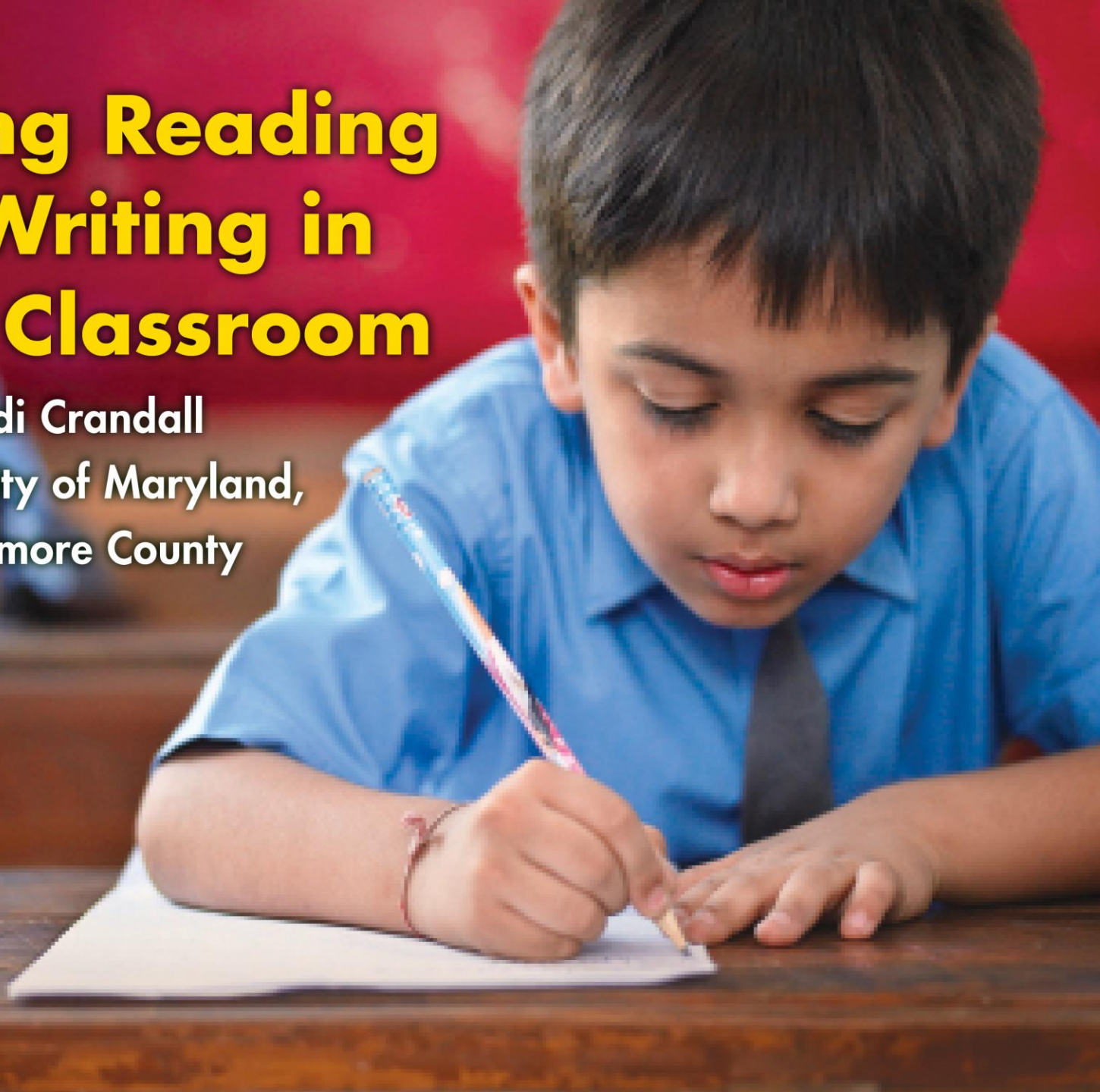


# Teaching Reading and Writing in the YL Classroom

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# Poll

Which is easier to teach to young children:

**oral language skills (Listening and Speaking)**

or

**written language skills (Reading and Writing)?**

Vote:

**Oral**

**Written**

# Poll

Which is easier to teach to young children:

**Reading or Writing?**

Vote:

**Reading**

**Writing**

# Writing: The Neglected Skill

Some reasons:

- ***“My classes are too large.”***
- ***“I don’t have enough time.”***
- ***“What kind of writing can we do with beginners?”***
- ***“I’m not a good writer in English. How can I teach writing?”***

# R&W: Interactive/Cyclical

**Reading:** preparation for writing (or speaking)

**Writing:** production of something to be read



**Reading:** note-taking or writing to remember

**Writing:** re-reading notes as we write

# Why R&W Are Important

- R & W reinforce what is learned orally
- R expands the input & W helps in remembering it
- R helps us learn W conventions (capitalization, punctuation, etc.) & W lets us practice these
- R & W help link the classroom with home; children bring homework that requires R and/or W
- W provides a source of self-expression, and when R by others, a sense of pride

(Shin & Crandall, 2014; Pinter, 2006)

# The Good News



Reading & writing are complex, but...

- We only have to become “literate” once.
- Very young learners are still learning to read and write in L1, but ...
- When they have learned and their English level is sufficient, all those skills will transfer to English!

(Cummins, 1998)

**Our Goal: Plant seeds for R&W  
and help our learners grow!**





**What are some SUCCESSFUL beginning level  
R & W activities you have tried  
with your Young Learners?**

---

**Reading Activities**

**Writing Activities**

# Some Beginning R (& W) Activities: Recognizing sound-letter relationships

- **Picture or Word Sort:** Sort labeled pictures of objects that begin with the same letter (*book/ball/boy*) or rhyme (*cat/hat/mat*).
- **Odd Man Out:** Sort words (with or without pictures, depending on level), but this time children find the word that doesn't belong.
- **Bag It:** Label paper bags with a letter; children put in pictures of words beginning with that letter

# Beginning Writing Activities

- **Writing a Letter on a Partner's Back – The partner has to guess the letter**
- **Body Spelling:**



Hello, my name is



**HELLO**  
my name is



# Another Name Card

- Children trace their hands on a card.
- Then can write words on the fingers during classes about their favorite sports, games, places, pets, etc.
- Then they turn the card over and write:  
***My name is \_\_\_\_\_.***



## Other Introductions

- Create a class poster or booklet.
- Children draw or take a picture of themselves (a “selfie”) and then complete the following:

***“Hi. My name is \_\_\_\_\_.***

***I am \_\_\_\_\_ years old.***

***I like \_\_\_\_\_. I don’t like \_\_\_\_\_.”***

- For older learners, have them create a picture auto-biography with pictures of family, pets, favorite sports or hobbies, & other things they value.

# Other Name Activities: Name Acrostic

**J** oyful

**A** thletic

**I** ntelligent

**M** arvelous

**E** nergetic

**S** mart

**O** utgoing

**F** abulous

**I** nteresting

**A** mazing

# Negative Adjectives?

## Witch or Monster Acrostic

**W**icked  
**I**cky  
**T**errible  
**C**ruel  
**H**orrible



**M**ean  
**O**ld  
**N**asty  
**S**cary  
**T**errible  
**E**vil  
**R**otten





# More Complex Name Acrostic

My dog's name is J<sup>unior</sup>.

He has a black n<sup>O</sup>se

He's 9 years ol<sup>D</sup>.

He's a b—<sup>I</sup>—g dog.



# I-AM Poems

I am \_\_\_\_\_ (first name).

3 adjectives that describe me

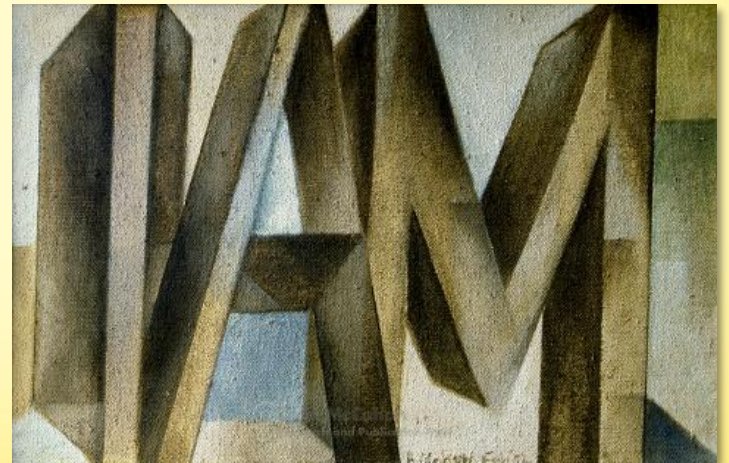
I love \_\_\_\_\_.

I don't like \_\_\_\_\_.

I am afraid of \_\_\_\_\_.

I hope for \_\_\_\_\_.

Last Name



*I am Jodi.*

*energetic, helpful, friendly*

*I love cats.*

*I don't like elevators.*

*I am afraid of heights.*

*I hope for peace.*

*Crandall*

# Simple 3-Line Poems

Noun

**Cats**

**Children**

Verb

**meow**

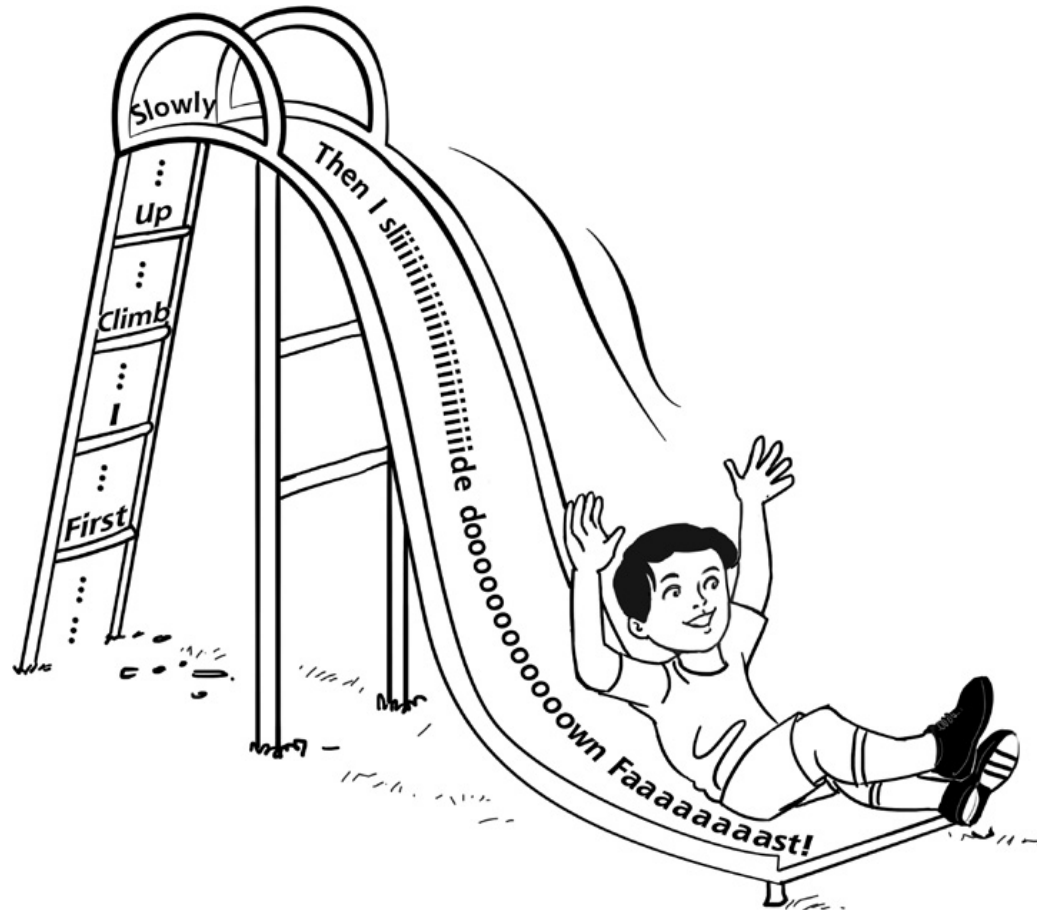
**shout**

Adverb

**softly**

**loudly**

# Shape Poem





**PARTY!**

FOR: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

R.S.V.P. \_\_\_\_\_



# Texts to Write

- Address labels
- Alphabet books
- Brochures
- Dialog journals
- Diaries
- Digital texts (e-mail, texts, blogs, e-pals)
- Greeting cards
- Invitations
- Lists
- Menus
- Mini-books
- Name cards
- Plays or scripts for Reader's Theater
- Poems
- Posters
- Recipes
- Response journals
- Signs
- Stories
- Thank-you notes



# Other Writing Activities

- Clapping, underlining, copying words as they hear them – can be in a story, a song, etc.
- Unscrambling words or playing word games
- Filling in gaps or completing sentences
- Describing a picture with some/no words provided
- Answering questions in writing
- Writing a new ending for a story
- Writing any text from a model (an invitation, an email, a description, a comparison, etc.)

# Writing Can Even Be a Game: Which Animal Is It?

My name is Mounira. I live by the Nile River. This animal lives here. What is it? Can you guess?

It lives in the river. It's brown and it has black spots on its back. It has four short legs and a long tail. It has big eyes on top of its head, and it uses them to see above the water. It has a strong mouth and sharp teeth! It can walk and it can swim.

It is scary, but I like it!

Yes! It's a \_\_\_\_\_.

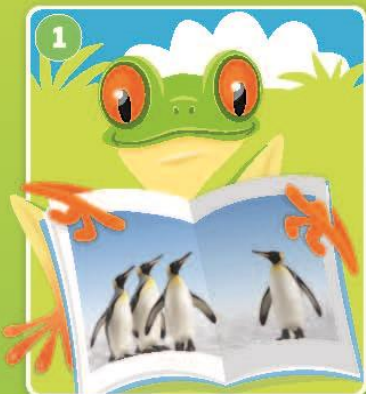


# Invented Spelling: It's OK!

- Builds fluency – children keep thinking & creating without worrying about spelling or grammar
- Over time, will self-correct



- 21 Make a class set of animal cards.**  
Make a card about an animal.



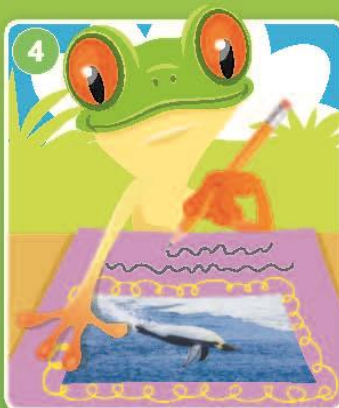
Choose an animal.



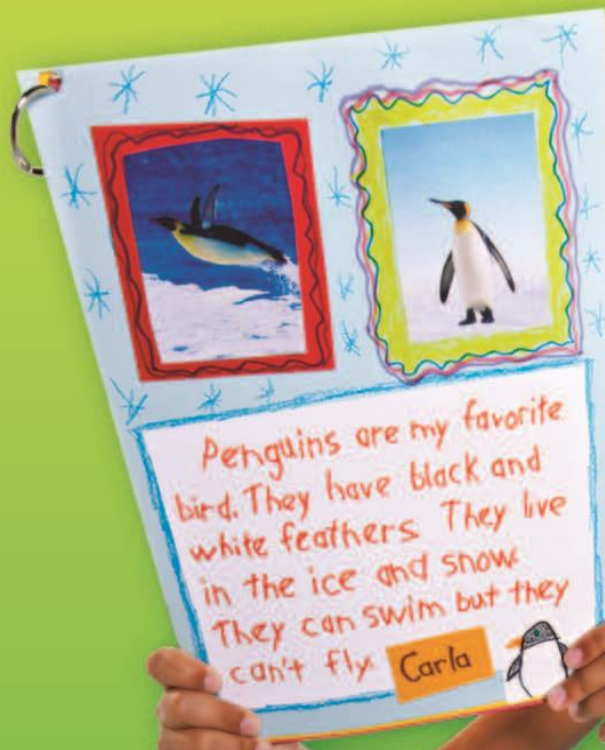
Do research.



Use pictures.



Describe your animal.



**Now I can . . .**

- ☐ identify animals.
- ☐ describe animals.
- ☐ tell what animals can and can't do.



# Activities to Connect Reading & Writing

- Make drawings (based on a reading)
- Make posters or collages that relate to the story or the informational text
- Label visuals or photos (related to a text)
- Write names of characters from stories or in bubble of cartoons
- Fill in graphic organizers with information from the story or text

**(Encourage Expression with More than Words)**

# Connecting R&W with Stories That Are Read Aloud

## **Before Reading:**

- Ask students if they think they'll like the characters. Why or why not?

## **After Reading:**

- Have them write a list of what they liked or didn't like about the characters (using T chart) and choose their favorite to write about.  
(Use sentence starters)

# T-Chart

I like

I don't like

# Connecting R&W with Stories

## **Before Reading:**

- Put important words from the story on the board. Talk about their meaning.

## **After Reading:**

- Ask students to use the words to re-tell the story.

They can dictate and you (or students) can write the sentences.

(Language Experience Approach)



# Language Experience Approach (LEA)

Based on this idea:

*What I can think about, I can talk about.*

*What I can say, I can write.*

*What I can write, I can read.*

*I can read what I can write and what  
other people can write for me to read.*

(Van Allen & Halversen)

# Language Experience Approach (LEA)

- After a story (or a shared experience), discuss the experience.
- Students “dictate” and the teacher writes on the board what the students say. Occasionally, the teacher can read aloud what has been written so far.
- When all have dictated what they want to write, the teacher and students read what is written on the board.
- They decide if they want to change anything, add something, make corrections.
- Then the students copy the text from the board.
- Afterwards, they can add something, with or without help: maybe a new ending, a drawing with labels of their favorite character or scene, etc. Use sentence starters if helpful.

# Things to Do Before Reading

- Ask students about the pictures. (Picture walk.)
- Point to and discuss titles, subtitles, and graphics of an informational text.
- Find out what learners know about the subject.  
(Do a K-W-L on board.)
- Pre-teach key vocabulary. Write it on the board so they can use the words later.
- Predict what the story/text will be about.
- Set questions to answer with the text.

## KWL Chart

<b>K</b> <sub>now</sub>	<b>W</b> <sub>ant to Know</sub>	<b>L</b> <sub>earn</sub>

# My Mom, the Airplane

There are not many whooping cranes in the world. People have to protect these birds and help them live safely. There are some special places in North America where people protect the whooping crane's eggs. They then take care of the baby cranes.

These cranes have no mothers to follow, so they follow a scientist who wears a crane suit and they walk with a small airplane. They listen to the airplane, too. Soon they are happy to fly with the airplanes—they think the airplane is their mother!

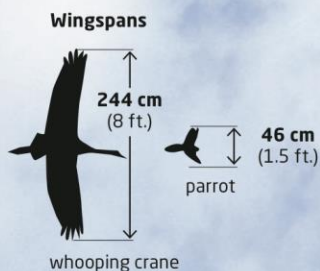
Before the weather gets cold, cranes have to fly to warm places. They don't have a mother to teach them where to go. So they follow an airplane. Some journeys are more than 70 days!

And in the spring, when the weather is warm again, they fly back on their own! These birds can then teach a new generation of young cranes where to go next year.



All birds come from dinosaurs!

What pre-reading can we do here?



# After Reading: 'My Mom, the Airplane'

**14 Read.** Underline the incorrect word and write the correct one.

1. People protect the whooping crane's eggs  
in some special places in South America. \_\_\_\_\_
2. The cranes follow the airplane to cold places. \_\_\_\_\_
3. Some of their journeys are more than 70 weeks. \_\_\_\_\_
4. In the summer, the cranes fly back on their own. \_\_\_\_\_
5. The wingspan of a whooping crane is six feet. \_\_\_\_\_

**15 Read.** Number the sentences in order.

- ☐ The cranes fly with airplanes to warm places.
- ☒ 1 People protect the crane's eggs.
- ☐ The cranes walk with airplanes.
- ☐ The cranes fly back on their own.
- ☐ Baby cranes come out of the eggs.

**16 Work with a partner.**  
Talk about the reading.



The cranes don't have mothers.

The cranes follow airplanes to warm places.



# Help Learners to Read Strategically

Give them advice on how to read. They may:

- Read (Skim) for main ideas
- Read (Scan) for details
- Read to answer questions
- Read to become acquainted with a topic or a set of words

**Try to help learners NOT to read every word.**



# Read With Your Pencil

- ✓ **Underline important details**
- ✓ **Circle unknown words**
- ✓ **Put a ? when you have a question.**



Dear Carlos,

My father has a new job. He is a zookeeper! He takes care of the elephants. He gets up at 6:30. After breakfast he always goes to see the elephants. They are called Archie and Tina. He usually gives the elephants a bath first! He uses a lot of water. After that he feeds them. They eat lots of potatoes and carrots. Before lunch he cleans the elephant barn. Sometimes, in the afternoon, he walks with the elephants and helps them to exercise.

He loves his new job. I want to visit him at the zoo!

Naomi



# Writing after Reading

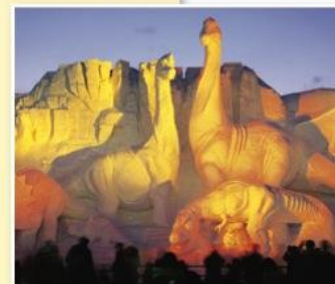
- Drawing & labeling (beginners)
- Putting visuals, words or sentences in order (sentence strips)
- Filling in blanks (Cloze activity)
- Answering questions from the text
- Describing a character, an animal, a place, etc.
- Writing a new ending
- Writing in a response journal

# Writing After Reading: Using a Model

- 17 Read about Hiro and his favorite festival.** What title does Hiro use for his writing? The title tells you what you are reading about. It is short and simple. In the body text, Hiro uses words that describe what he saw, heard, and did.

## The Sapporo Snow Festival by Hiro

Every year we have a snow festival. It is in February, in the winter. This year it was fantastic! It was very cold. I wore a snowsuit, boots, gloves, and a hat. There was a lot to do, and we had so much fun. I went to see the beautiful snow sculptures with my brother and sister. My favorite sculpture was of two big dinosaurs. They looked scary! We played on the snow slides and in a snow maze, too! In the evening, we saw colorful lights, we listened to music, we ate steamed buns, and we drank hot chocolate to get warm! The festival was wonderful this year!



- 18 Write.** Write about a celebration or festival. Think about what you wore, what you saw, and what you did.
- 19 Work in groups of three.** Read your writing to your group. Listen. Take turns. Fill in the chart.

Name	Celebration or festival	What did people see and do?

# Reader's Theater



# Choosing R Texts for YLs

Include:

- A variety of texts (songs, poems, stories, greeting cards, email, symbols, graphs, etc.) that are appropriate for the learners' age & language level
- With interesting visuals
- On interesting & engaging topics that connect with children's lives
- That lead to interesting activities (role plays, guessing games, projects, writing)

# Visual Literacy

**Don't forget this:** An estimated 90% of the information we get is through visuals:

- Photos, illustrations, images
- Charts, graphs, timelines
- Schedules, calendars
- Maps
- Signs, symbols
- Graphic organizers

# Importance of Visual Literacy

Visuals help us to interpret and remember a text.

## **Try this:**

- Show a text for a brief time.
- Then show the text with visuals.
- Which do they remember?
- Why do they remember?

## Amazing Acrobats

Many acts we see in circuses today have roots in ancient societies. Jugglers and acrobats were popular in ancient Egypt and China. Today, Chinese circuses are more popular, more colorful, and more exciting than ever.

Most Chinese acrobats join the circus when they are six years old, but they can spend ten years practicing just one of these acts!

- a. Juggling: Acrobats use their feet to juggle things. They juggle tables, chairs, umbrellas, plates, and even people!
- b. Cycling: In this act, acrobats use “monocycles” (bicycles with one wheel). The most famous act is the “bird.”
- c. Tight-wire: This act is about 2,000 years old. Brave acrobats walk, cycle, or jump on a wire that is high in the air.
- d. Pole-climbing: This act is about 1,000 years old. Athletes climb up poles, jump from one pole to the other, and balance on the poles.
- e. Plate-spinning: The acrobat holds a pole with a plate on it. The plates spin fast. The acrobat dances, jumps, or stands on one arm.

Don't miss Chinese acrobats. They're the best!



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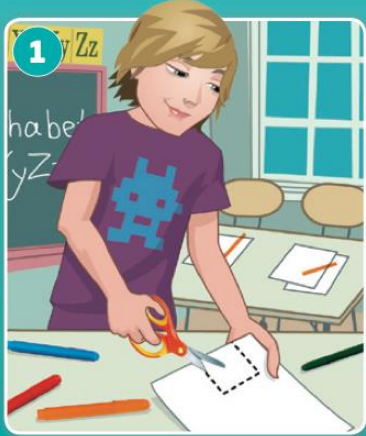


China



Some Chinese acrobats called "gastriologists" make the sound of birds, animals, crying babies, and machines while they do their acts.

# Visual Literacy



Cut out a 10 cm (4 in.) square piece of paper.



Write your name and draw your favorite type of transportation.



With your class, make a bar graph for your pictures.



Glue your pictures in place.

Our class really likes bikes. It's our favorite transportation.

Now I can . . .

- ☐ identify different kinds of transportation.
- ☐ describe ways of traveling.
- ☐ compare and contrast.



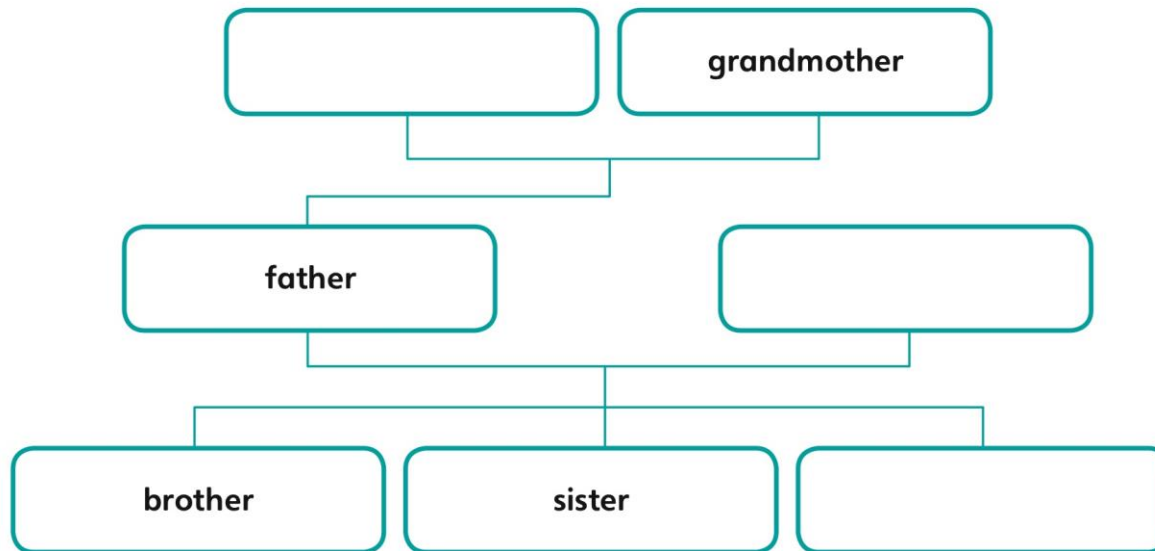
# Graphic Organizers: A Type of Visual Literacy

Displays that can be used to take notes from readings/discussion OR to take notes to prepare for writing.

**Ideally** – take notes in an organizer and then use that to organize writing.

# Samples of Graphic Organizers

**14** Look at this family tree. Write.



# Samples of Graphic Organizers

**14** Look at this family tree. Write.

**14** Look and read. Work with a partner.  
Talk about paper art.

## **In China, people**

- fold the paper.
- use scissors.
- put the paper art on windows.

## **In China and Mexico, people**

- make paper art.
- make animals and flowers.

## **In Mexico, people**

- do not fold the paper.
- draw the picture.
- hang the paper art in their houses.

# Samples of Graphic Organizers

**16** Complete the chart. Read the problem. Write the solution.

Problem	Solution
There is no local food in winter.	
Transportation of food is expensive.	
There's no space to grow food in cities.	



# Samples of Graphic Organizers

**16** Complete the chart. Read the problem. Write the solution.

**14** Complete the chart. Write the cause or effect of each action.

The  
foo

Tra  
exp

The  
foo

**Cause**

**Effect**

1. The Aztecs added another ingredient



2.



so that they could enjoy chocolate in their next life.

3. The Spanish added sugar



4.



so that they could enjoy it in their own country.

# Critical Reading

## 13 Listen and read. TR: B9

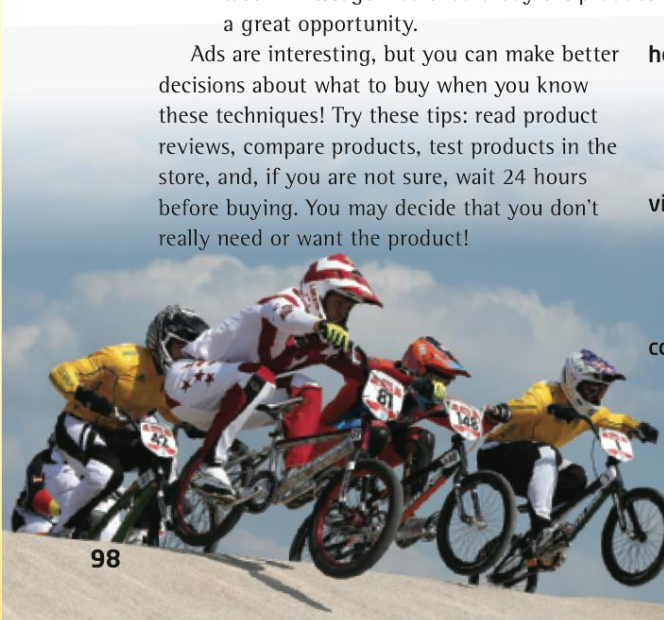
### Be an Ad Detective!

Every day we see ads—on TV, in magazines, on websites, in the street, and on our computer screens. We hear them, too. But often we don't notice them. A famous film producer once showed over one hundred products in his movie, but most people didn't notice them!

Are you an ad detective? Can you understand the messages advertisers send you? To be an ad detective, it is useful to know how ads work. Let's look at some typical advertising techniques.

1. **Group pressure:** An ad shows lots of young people, each with their own cell phone. Message: Everyone has a cell phone. You need one, too!
2. **Association:** Everyone looks happy and healthy in the ad. They're cool and beautiful, too. Message: If you buy the product, you will be happy and cool like these people.
3. **Testimonials:** A famous athlete says he wears a certain brand of sneakers. Message: You'll be good at sports, too, if you buy these sneakers. Or because a famous athlete wears these sneakers, they're a product you can trust.
4. **Repetition:** These ads mention the product many times and say wonderful things about it. Message: You need to remember the product.
5. **Time pressure:** These ads use expressions like "Buy now! Half price this week." Message: You should buy the product quickly before you miss a great opportunity.

Ads are interesting, but you can make better decisions about what to buy when you know these techniques! Try these tips: read product reviews, compare products, test products in the store, and, if you are not sure, wait 24 hours before buying. You may decide that you don't really need or want the product!





**14 Read.** Reread the text. Find the technique used in each ad below. Write the number.

- a. 3 A popular hip-hop singer is advertising some clothes.
- b. \_\_\_\_\_ Summer vacations end next week. Backpacks are half price this week.
- c. \_\_\_\_\_ You hear the name of the product seven times in a thirty-second ad.
- d. \_\_\_\_\_ Some friends are playing outdoors. They're all wearing the same sneakers.
- e. \_\_\_\_\_ Young people are cycling outdoors. They're laughing. The sun is shining.

**15 Read the text again.** Find other word forms.

- 1. advertising → ad / advertisers
- 2. decide → \_\_\_\_\_
- 3. producer → \_\_\_\_\_
- 4. repeat → \_\_\_\_\_

**16 Work with a partner.** Look at the tips in the last paragraph. Discuss. Which is:

- 1. the most useful tip?
- 2. a tip you already use?
- 3. a tip you would never use?
- 4. a tip you would like to try?



The time shown on most watches in ads is 10:10. This is because the hands of the watch in this position look like a smiling face.

I think the most useful tip is, "wait 24 hours."

Me, too. I always buy things too quickly!

# Encouraging Reading: A Reading Log

[illegible]

*“The more you write,  
the more you learn to write.  
It’s like speaking.  
The more you speak,  
The more you learn how to speak.”*

Heddie, a 9-year old EYL  
(In Maquire & Graves (2001: 561)

# Reading happens all the time!

Reading doesn't always have to be the focus.

- Games like Concentration involve reading
- Songs with closed captions encourage reading while listening/singing
- Visuals for projects require interpretation (and often reading of text)
- Picture captions, titles, directions: all involve reading

# So can writing!

- Key words from a reading can be used to create sentences
- Students can answer questions or record what their partners say (using a graphic organizer)
- Projects often require labeling or writing sentences or paragraphs of explanation
- Poems, emails, or other texts can be created from themes or pictures
- And they can write descriptions, narratives, explanations, comparisons, etc. as they become more comfortable in writing.



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# Thank you!


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