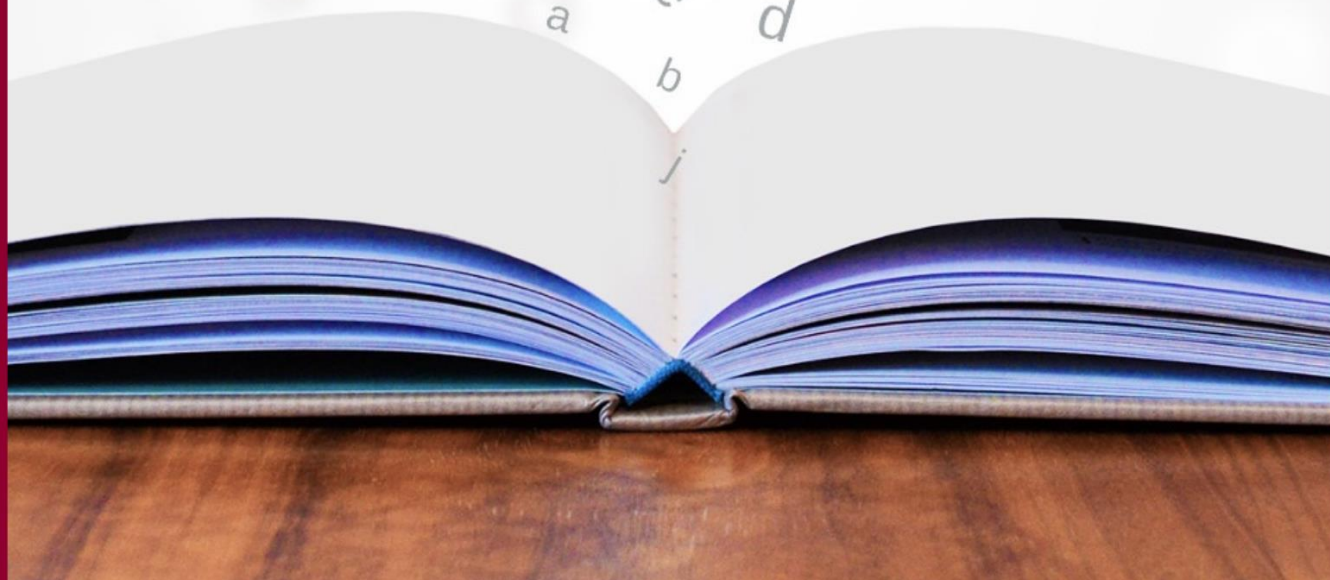


BANISH BOREDOM! Interactive Instruction

Engage-em

**30 Interactive
Read Aloud, Comprehension,
& Sharing Activities**



By Tamarie Tigh

Introduction

Looking for ideas to enliven your lessons, jazz up your tutoring, or wake up your workshops?

You are in the right place.

- Reading can be boring – if you aren't interested in the subject matter.
- Comprehension can be elusive – if you lack focus or language skills.
- Sharing can be scary – if you are insecure.

The activities outlined in this book address these issues.

Benjamin Franklin said, "Tell me & I forget, teach me & I may remember, involve me & I learn."

Banish Boredom! Interactive Instruction seeks to INVOLVE learners.

Developed over a couple of decades and used in various settings, these interactive ideas will guarantee engagement... and more effective instruction.

Whether working with children or adults, in a group or 1-to-1, virtually or in-person, as instructors our goal should be students that retain knowledge... learners that learn.

Engage-em Activities will help learners learn AND add the fun you've been seeking.

(Our staff trainings were enjoyed... because we implemented activities like "Fast Facts" "Skit-uations" & "Partner Paraphrase" to make studying the training manual FUN.)

This book is divided into 3 sections.

- READ IT! Interactive Read Aloud
- OWN IT! Multisensory Comprehension
- SHARE IT! Talk It Up Techniques

AND... The activities are coded so you know how to use them best.

Under each title the following key will guide you as to whether the technique must be done in-person or can work virtually, and whether the activity is intended for a group or can be adapted for one-to-one instruction.

KEY: V = Virtual IP = In-Person G = Group 1:1 = One-to-One

Remember... learning should be fun for everyone! Enjoy!

TABLE OF CONTENTS

Introduction.....	p. 2
Table of Contents.....	p. 3
READ IT! INTERACTIVE READ ALOUD	
Dialogue Reading.....	p. 5
Echo Me.....	p. 6
Extreme Expression.....	p. 7
Next Word Please.....	p. 8
Pop-up Reading.....	p. 9
Sound Off.....	p. 10
Take Action.....	p. 11
Teams in Unison.....	p. 12
Toss and Turn.....	p. 13
Various Voices.....	p. 14
OWN IT! MULTISENSORY COMPREHENSION	
Body Language.....	p. 16
Depict-ures.....	p. 17
Fast Facts.....	p. 18
Jeopardy Jump Up.....	p. 19
Last One Standing.....	p. 20
Mind's Eye.....	p. 21
Partner Paraphrase.....	p. 22
Rhythm Memory.....	p. 23
Shout Out.....	p. 24
Skit-uations.....	p. 25
SHARE IT! TALK IT UP TECHNIQUES	
Bean Bag Toss and Talk.....	p. 27
Card Prompts.....	p. 27
Clothes Clues.....	p. 28
Count Down.....	p. 28
Hand Action.....	p. 29
Hot Potato.....	p. 29
Order Please.....	p. 30
Popcorn.....	p. 30
Wrap It.....	p. 31
Yarn Web.....	p. 31
Lesson Plan Template.....	p. 32
About the Author.....	p. 34



READ IT!

INTERACTIVE READ ALOUD

See it!
Hear it!
Say it!
Do it!
Learn it!



Dialogue Reading

V IP G 1:1

Objective

- The voices within the text will be differentiated as learners read assigned parts.

Materials

- Reading material with multiple characters and/or narrators
- List of reading parts

Leader Preparation

- Make a list of speakers within the text.
 - If one speaker has an overwhelming amount of narrative, consider breaking the part into narrator 1, narrator 2, Mr. Smith 1, Mr. Smith 2, etc.
- In the reading material, mark the various parts so that they are easily identifiable.
 - Use a code to help learners to see the parts they will read, such as asterisk, underline, bold, highlight, etc.
 - This may be a good exercise for learners to do. Guide learners to identify and mark their own assigned parts prior to commencing the reading.

Steps

1. Explain the steps of the activity.
2. Assign reading parts to learners.
 - If some learners are struggling or insecure readers, consider grouping learners together so that two or more are assigned to read in unison.
3. Allow learners to practice reading their parts aloud before commencing activity.
4. For in person learning, seat readers in a circle so that they can easily hear each other. Have those that will read in unison sit together.
5. Commence reading aloud with each learner or learner group reading only their assigned parts aloud. (Activity should sound similar to a reader's theater.)
6. Depending upon what you want readers to learn from the reading material, at the end, pair or group learners to discuss the following or similar questions. Display/post the discussion points so that learners can easily refer back to them.
 - What did you learn about your character's opinions, thoughts, ideas, etc.?
 - How would you have said something differently than your character did?

Variations

- Read material several times assigning different parts to learners each time.
- Encourage learners to modify their voices to match their parts.
- Turn step 6 into a writing activity and collect the responses.



OWN IT!

MULTISENSORY COMPREHENSION



See it!
Hear it!
Say it!
Do it!
Learn it!



Body Language

V IP G 1:1

Objective

- Concepts will become more real to learners as they act them out, using words and body language simultaneously.

Materials

- List of facts, information, rules, reading material, etc. that students need to learn.

Leader Preparation

- For demonstration purposes, practice acting out information using body language and words simultaneously.
- Examples:
 - Do not (air-write X) run (run in place) in the hall (with hands define pathway).
 - A noun (tug ear for "sounds like;" point down) is a person (point to self), place (sweep arm to encompass area), or thing (pretend to handle object).
 - A right (raise right hand) angle (create angle with two hands) is 90 (hold up 9 fingers then 0 fingers) degrees (swipe forehead as though hot).
 - Feeling angry (make angry face and hands) does not (shake head) mean behaving badly (two thumbs down).

Steps

1. Explain the steps of the activity.
2. Demonstrate the process of using words and body language to share information.
3. Share list of information to be turned into body language.
4. Learners may work individually, in pairs, or in small groups.
5. Have students create body language to interpret the information.
6. Allow students time to practice and then present their Body Language.
7. At the end, use one of the techniques from the Share It! section of this book, ask the following (or similar) questions, and have learners share.
 - How did this activity help you to better understand the material?
 - What different words or actions would you use next time?

Variations

- Instead of providing the information to be acted out, have learners read and/or research to find assigned information.
- Give different information to different individuals, pairs, or small groups. Then have them teach the class their body language, covering more total information.



SHARE IT!

TALK IT UP TECHNIQUES

See it!
Hear it!
Say it!
Do it!
Learn it!



Bean Bag Toss and Talk

IP G

Objective

- Learners will take turns sharing whenever they catch the bean bag.

Materials

- Bean bag or other small, soft object

Leader Preparation

- Prepare discussion topic, questions, oral evaluation specifications, etc.

Steps

1. Explain the steps of the activity.
2. Have learners stand in a circle so that they have a clear view of one another.
3. Share the topic of discussion or questions that will be covered.
4. For demonstration purposes, share first then toss the bean bag to someone.
5. The learner that catches the bean bag shares or answers the next question and then tosses the bean bag to another person.
6. So that you can see who has already had a turn, have learners sit down after they toss the bean bag to the next person.
7. Process continues until everyone has shared.
8. Thank learners for participating and summarize appropriately.

Card Prompts

V IP G 1:1

Objective

- Learners will take turns sharing based upon the question or topic on their card.

Materials

- Cards, each containing one question to answer or topic to discuss

Leader Preparation

- Prepare enough cards for each individual in the group.

Steps

1. Explain the steps of the activity.
2. In-person have learners sit in a circle so that they can clearly hear each other.
3. Assign a question to each learner.
4. For demonstration purposes, read and answer your question first.
5. Go around the circle giving each learner the opportunity to read and answer his/her card.
6. Process continues until everyone has shared.
7. Thank learners for participating and summarize appropriately.



LESSON PLAN TEMPLATE

This page may be copied so instructors can create various lessons.

Use this template to plan comprehensive lessons where your learners >> first interactively read the material to be studied >> then work on comprehension >> and finally share what they've learned.

Mix and match the Engage-em Activities to plan lessons that are always different, always fun, and always effective.

Read It! Interactive Read Aloud

Text to Read: _____

Interactive Read Aloud Activity: _____

Learning Points: _____

Materials: _____

Preparation Notes: _____

Own It! Multisensory Comprehension

Multisensory Comprehension Activity: _____

Learning Points: _____

Materials: _____

Preparation Notes: _____



LESSON PLAN TEMPLATE (continued)

This page may be copied so instructors can create various lessons.

Share It! Talk It Up Techniques

Talk It Up Technique: _____

Talking Points, Questions, Topics, etc.: _____

Materials: _____

Preparation Notes: _____

Insights - *What worked well?*

Interactive Read Aloud _____

Multisensory Comprehension _____

Talk It Up Techniques _____

Insights - *What changes should be implemented next time?*

Interactive Read Aloud _____

Multisensory Comprehension _____

Talk It Up Techniques _____



About the Author



Do you have learners that find it difficult to sit still... or just can't stop talking?

That was me.

I'm Tamarie Tigh.

Although a good student, I easily got bored and I could NOT sit still.

To this day, I'm always moving.

This reality has led me to get creative when instructing others. I don't want them to get bored... and I believe movement actually enhances learning.

Nearly 20 years working in the Literacy Department of the local Public Library and almost 10 years working as a Lead Trainer has given me much insight and allowed great scope for interactive instruction.

My experience has encompassed many realities...

- Teaching struggling adults to read
- Teaching children with learning challenges
- Teaching parents to prepare their children for school
- Working with English Second Language families
- Training and supervising staff and volunteers

AND...

- Writing for ABDO Publishing "Reading Is A Superpower!" Educational Resources
- Creating and administrating Award-winning Before & After School Programs
- Leading "Focus On Literacy" for the San Diego County Office of Education
- Making literacy-focused presentations throughout the United States
- Leading virtual, international trainings using a variety of platforms

ALL of these opportunities have culminated in my desire to share with others what I've developed through a series of instruction books filled with "Interactivities."

Banish Boredom! Interactive Instruction is my mission and my passion.

If my work can help even 1 person to have a better learning experience... then it is worth the effort.

Remember - Learning should be fun for everyone!