

VIBE ACTIVITIES

Helping Out – *Kindle that passion* page 29

READING IS A SKILL FOR LIFE AND LIKE MOST THINGS THE MORE YOU PRACTISE, THE BETTER YOU BECOME. THAT'S ONE OF THE AIMS OF THE INDIGENOUS READING PROJECT – TO GET STUDENTS READING MORE TO IMPROVE COMPREHENSION AND FLUENCY, AND IT APPEARS TO BE WORKING.

The Director of the Indigenous Reading Project (IRP), Toni Hassan, believes motivating students to read, through providing Kindle e-readers, is one of the keys to success and points to the good results of the IRP's 12-month pilot program.

"We want to be sure that what we do is evidence-based and the results of our pilot have been very encouraging," she says.

The pilot showed improvements in fluency, time spent reading, speed of reading and comprehension when compared with baseline data.

The IRP is a new, non-government, not-for profit organisation that uses e-readers loaded with age-appropriate books to improve the literacy levels of Aboriginal and Torres Strait Islander students.

"It's a simple idea, it's inexpensive, accessible and fun, and kids are switched on to technology. The e-readers connect with and motivate kids who are struggling and make things happen for them."

Reading levels lag in most geographical areas between Indigenous and non-Indigenous students, particularly in very remote areas.

Only six per cent of non-Indigenous kids failed to meet the national minimum standard for reading. In contrast, more than 60 per cent of Indigenous kids from very remote communities failed to reach this level.

"In remote areas there is often not much of a library and our Kindles are fully loaded with books. Our volunteers are scanning for age-appropriate texts all the time," Toni says.

The IRP works with teachers and parents to find kids who want to improve their reading. They are lent a Kindle and their progress is monitored over time. If they improve their reading ability, they get to keep the Kindle.

In the pilot year, a total of 20 students from cities, regional centres and bush communities received a Kindle.

"The average amount of time spent reading by our kids was up 123%. Scores for reading fluency were up by 49% and reading comprehension scales improved by 43%," Toni says.

It's a simple idea, it's inexpensive, accessible and fun, and kids are switched on to technology. The e-readers connect with and motivate kids who are struggling and make things happen for them.

The recent evaluation of the pilot showed extremely good individual results. One South Grafton High School student's reading increased by 150%, comprehension by 60% and fluency by 18%.

"The Kindle helps me get books faster and I can read so much more. I love it," the student says.

Another student of South Grafton High, whose reading was up by 71%, along with comprehension up by 40% and fluency by 20%, said: "I still love my Kindle and the new books are great!"

The next step for the IRP is to expand the project to reach 100 students in 2013 and the IRP is looking for donations. For just \$3.50 a week or \$15 per month one child can be sponsored through the project.

"We don't receive any government grants and we are a small organisation. The Kindles are funded through donations and we are always looking for more donations," Toni says.

For more information about the IRP, head to www.irp.org.au



Yulcaila Hoolihan-Mongta, 11, of Forrest Primary School in Canberra participates in the Indigenous Reading Project, using a Kindle to boost her reading skills.

Helping Out
Kindle that passion
 e-readers are motivating students to read more and improve their skills

Do you like to read?

The Indigenous Reading Project recognises that reading is one of the most important skills you will ever learn. It is a skill for life and gets easier the more you practise it.

Technology is changing the way written texts are presented to us. Electronic reading devices, like e-readers (such as Kindles) can motivate you to read more.

READ *Helping Out – Kindle that passion on page 29*

ACTIVITY 1

BUILDING READING SKILLS



- skimming and scanning for information
- reading headings, text boxes and pictures
- reading for meaning
- making connections between the text and your world

There are three levels of comprehension questions:

- Literal** The answer is located in one sentence in the text.
- Inferred** You need to make links between sentences and graphics (such as illustrations, maps and tables) and what you already know.
- Applied** The answer is in your background knowledge, what you already know or feel.

1 Which aims of the Indigenous Reading Project have been achieved? (inferred)

- to get students to spend more time reading
- better reading comprehension
- better reading fluency
- all of the above



2 According to the text, what are some advantages of the e-readers? (inferred)



3 Students involved in this program are lent a Kindle and if their reading levels improve, they keep it. (inferred)

- TRUE
- FALSE



ACTIVITY 2

LANGUAGE CONVENTIONS - SPELLING

1 The spelling mistakes in these sentences have been underlined. Write the correct spelling for each word in the box.

This program is aimed at students in remoat areas.

They come from isolated communitys.

They also come from citys.



2 Each sentence has one word that is incorrect. Write the correct spelling of the word in the box.

It showed extremely good results.

They don't receeve government grants.

They always need donashons.

3 Circle the misspelt words from the text and rewrite them correctly.

reeding appears director improove teecher

ACTIVITY 3

CLOZE PASSAGE

1 Fill in the spaces with words from the word bank.

The new e-readers are inexpensive, accessible and _____, and _____ are switched on to _____. The e-readers connect with and _____ students to read more.

Most students have achieved very pleasing _____.

Word bank

technology kids fun results motivate

For more information about the Indigenous Reading Project head to www.irp.org.au

ACTIVITY 4

WRITING A DISCUSSION



TOPIC – Walking has more health benefits than running



A Discussion is a type of Argument text that argues two or more points of view about an issue. Discussions begin by stating the Issue, and then give different Sides to the debate, concluding with a Resolution, judging which side is more valid.

ARGUMENT type	Social purpose	Stages	Phases
Discussion	Debates two or more points of view	<p>Issue</p> <p>Sides - arguments for and arguments against</p> <p>Resolution</p>	<p>Preview all points</p> <p>evidence statistics quotes examples elaborations</p> <p>conclusions - review all the points and state which side you agree with</p>

Do you agree? Do you disagree?

Brainstorm your ideas for and against. (For ideas, read Healthy Vibe page 26.)

Reasons that walking is better than running	Reasons that running is better than walking

Which side of the argument do you agree with?

Write a DISCUSSION to convince a reader of your opinion.

Think about:

- examples, statistics, elaborations and other evidence to support your ideas.

Remember to:

- research your topic and plan your writing.
- choose your arguments carefully.
- start with an attention-grabbing introduction.
- state your arguments clearly.
- give reasons and examples for your arguments.
- write in sentences.
- use words that connect your ideas (firstly, next, in addition to, in conclusion...).
- use a new paragraph for each new idea.
- choose your words carefully to convince a reader of your opinions.
- pay attention to your spelling and punctuation.
- check and edit your writing so that it is clear for a reader.